

Manhattan Area Technical College - KS

HLC ID 2145

STANDARD PATHWAY: Reaffirmation Review

Review Date: 5/3/2021

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Context and Nature of Review

Review Date

5/3/2021

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

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- COVID-19 Response Form

Institutional Context

Manhattan Area Technical College (MATC), located in Manhattan, Kansas, was established in 1965 by the Kansas State Board of Education as the Manhattan Area Vocational-Technical School. Kansas legislation passed in 1994 provided the opportunity for technical schools to apply for conversion to technical colleges, and in 1996 Kansas law designated the school as Manhattan Area Technical College. On July 1, 2004, Manhattan Area Technical College separated from USD 383 to become an independent entity. Since its establishment, Manhattan Area Technical College's service area has included ten counties, Clay, Dickinson, Geary, Marshall, Morris, Nemaha, Pottawatomie, Riley, Wabaunsee, and Washington.

MATC is governed by a nine-member Board of Directors (Board) under a governance plan approved by the Kansas Board of Regents (KBOR) on March 17, 2004. Board members are appointed following a recruitment and interview process conducted by a sub-committee of the Board and the President. Eight representatives come from Clay, Geary, Pottawatomie and Riley Counties and one member serves at-large. Board members serve a four-year term with appointments rotating on a two-year schedule. The Board functions under the Kansas Open Meetings Act and structures its governance based on the Carver Policy Model using a defined set of ENDS as its strategic goals. The day-to-day operations of the college are directed by the CEO/President of the college who is appointed and supervised by the Board.

Besides approving the college's governance plan, KBOR manages state funding for the institution, provides a variety of scholarship opportunities, tracks the Student Success Index for the seven Kansas technical colleges, enforces the KBOR State-Wide Transfer System for general education at all public colleges/universities, and provides technical program curricula with which technical programs can align for ease of transfer for students who move to a different institution.

MATC's mission statement firmly establishes the college as a provider of technical education: "Manhattan Area Technical College (MATC) provides high-quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment." MATC takes pride in its technical college role and works to provide programs that lead to employment and enhancement of the local economy. The college offers Associate in Applied Science degrees and certificates in an array of career fields, including Air Conditioning and Refrigeration, Nursing (both RN and PN), Automotive Technology, Business Administration, Construction Technology, Electric Power & Distribution, Information & Network Technology, and Welding Technology. With the discontinuation/suspension of three programs, MATC has begun researching other technical programming possibilities, including programming that would support the Bio-Tech Corridor that runs through Manhattan.

In AY 2020, 912 students were enrolled at MATC, with 320 attending full time and 592 attending part time. The enrollment profile of the college reflects the diversity of the communities that the college serves: 74.5 percent of students are White, 10.4 percent Hispanic, .8 percent Native American, 2.1 percent Asian, 6.5 percent Black, and 5 percent two or more races. Fifty-one percent of students are women

While MATC focuses on technical careers, a large number of its students are enrolled in general education courses on campus, online, at the Wamego site, or in dual enrollment at area high schools. For example, of the over 200 dual enrollment students approximately half are taking general education credits. Many of these students are identified as students who plan to transfer with their ability to transfer enhanced by the KBOR transfer policies.

As part of its commitment to its community MATC runs an Adult Learning Center where students can earn their GED and take basic education and ESL courses. In further outreach to its service area, MATC has just opened the three-building Wamego Center in Wamego, KS. MATC initiated the Center's 2020 Fall opening with a 3-credit general education course and followed in Spring term offering 3 credits of general education, 5 credits of CNA, and 9 credit-hours of EMT. The long-range plans for the Center include offering courses in general education, technology, and business field.

Recently MATC participated in a research study designed to demonstrate the contribution of the college to the economic well-being of its service area. As part of its role as an economic driver, MATC fosters active engagement with the local business and technology community. Two key means of connection are Program Advisory Committees (PACs) and Business and Industry Leadership Teams (BILTs). These committees support MATC's drive to be responsive to the technical needs of its service area economy by improving existing programs and adding new ones.

Because of reductions in state funding, MATC has been driven to other sources of funding. Federal and state grants (35 percent of operating revenue) are an important source for funding the development and implementation of new programs as well as the modernization of existing programs. Board approval has been given to increase the credit-hour fee (61 percent of operating revenue) to enhance the economic viability of the college and maintain the revenue necessary for supporting academic programs and daily operations. As grants come to an end, MATC plans how it will maintain the personnel and services the grants financed.

Interactions with Constituencies

Board of Directors

Board Chair

Director

Director

Director

Director

Administration--Position and Governance Committee Membership

President/CEO

Vice President of Student Success/CAO/CSSO—Strategic Planning

Vice President of Operations/CFO/CHRO—Strategic Planning

Dean of Career and Technical Education—Assessment, Curriculum, Professional Development, Strategic Planning

Dean of Student Services—Strategic Planning

Students

23 Students

Faculty—Discipline and Governance Committee Membership

Accounting

Air Conditioning and Refrigeration—Faculty Senate, Professional Development

Automotive Technology—Faculty Senate Co-Chair, Curriculum, Strategic Planning

Biology—Professional Development, Strategic Planning

Business Administration—Faculty Senate, Assessment

Chemistry—Faculty Senate, Professional Development

Communications—Assessment

Construction Technology—Assessment

Dental Hygiene—Professional Development

Electric Power and Distribution—Curriculum

Information and Network Technology—Professional Development

Information and Network Technology--Assessment

Mathematics—Faculty Senate Co-Chair, Strategic Planning Co-Chair, Curriculum

Medical Laboratory Technology Coordinator—Curriculum Chair, Faculty Senate, Strategic Planning

Nursing—Assessment, Strategic Planning

Nursing—Assessment, Faculty Senate

Nursing—Assessment

Nursing—Curriculum

Nursing—Professional Development

Nursing—Professional Development

Nursing, Interim Director—Faculty Senate, Curriculum

Nutrition (Adjunct)

Social/Behavioral Sciences Coordinator—Professional Development

Welding—Assessment, Curriculum

Welding--Curriculum

Staff--Position and Governance Committee Membership

Accountant

Administrative Assistant to the VP of Student Success—Assessment, Curriculum

Adult Education Program Coordinator—Professional Development

Assistant Director of Admissions

CET Program Assistant—Professional Development

Chief information Security Officer—Strategic Planning

Coordinator of Public Relations and Program Support Specialist

Dental Hygiene—Director

Director of Academic Resources and Testing—Assessment

Director of Financial Aid—Curriculum

Director of Institutional Reporting and Instructional Technology—Strategic Planning, Assessment

Director of Title III and Adult Education—Assessment, Strategic Planning

Executive Assistant to the President/Board Clerk

Financial Aid Counselor

Financial Operations Specialist

Head of Maintenance

Helpdesk Technician

Human Resources Generalist

Maintenance Specialist

Network Administrator

Operations Coordinator

Registrar--Curriculum

Student Accounts Specialist

Systems Administrator/Facilities Project Coordinator

Testing and Data Coordinator

Welcome Center Attendant

External Constituents—Work title/employer, relationship to MATC

Journey Lineman, Trainer, Employee of Evergreen—Electrical and Power PAC, works with MATC by providing internships

Journey Lineman – Electrical and Power PAC, donates various supplies to the program

High School Counselor—Nursing PAC, helps high school students meet college qualifications

Community Healthcare Systems Employee--Nursing PAC

KBOR employee—State Funding, Perkins,

Manhattan City employee—Business Administration PAC

School district employee—Works with ESL students

Entry Level Processing Company Employee—Business PAC

Hospital employee—Nursing PAC, works with clinical sites

Chamber of Commerce—BILT, works with MATC for employee recruitment and retention

Kansas State University employee—Helps business development and creating a pipeline from MATC to KSU

Director for Manhattan Housing Authority—Collaborates with MATC

Manhattan City Commissioner

Additional Documents

View book

Interior Renders

Campus Map

Contact Sheet

Concurrent Faculty List

Construction Technology Fact Sheet

Recommendation to Hire: Program Assistant

Program Assistant Job Description

Faculty Load Report

Concurrent Enrollment Count Report

Policy No. 9.1.3.: Student Privacy

Policy No. 3.7.5: Complaints to Third Parties

Strategic Plan Proposal: 2020-2025

Photos taken by the on-campus reviewer and shared with the team as further documentation of resources and activities:

- Tech Classrooms
- Nursing Program Classrooms
- Display of "public service" efforts by Nursing students
- Teaching and Learning Center facilities, including computer resources
- Food Pantry

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Revisions of the MATC mission and vision demonstrate that modifications are made in response to the different influences and resources made available to the institution. The mission statement was last reviewed and approved by the Board in 2018, which occurred in response to the addition of the Adult Learning Center. The vision statement was last modified in 2003, following the College's transition to an independent institution. The revision followed an internal discussion and was later adopted by the Board. Discussions with members of the faculty and staff indicate that mission revisions are developed in alignment with the institutional structure.

A review of the process through which the institution addresses the mission and its responsiveness to internal and external influences argues that the mission and vision are consistent with the focus of the institution, its learning outcomes, and its role both in the community and the state. Interactions with community members confirmed that the mission and Strategic Plan are discussed with external stakeholders.

The Human Resource department and the Office of the President review the mission with each new employee. The implementation of a peer-mentoring program may further assist the institution in introducing new employees to the mission. A few more years of tracking will determine if the program reaches its intended goal, though conversations with faculty have indicated that the new initiative has been a positive experience, especially related to assessment responsibilities.

All new students are provided the opportunity to participate in an orientation program, which includes an understanding of the mission and values of the institution, as well as an introduction to a number of the resources available to students. This is hosted in the learning management system (LMS), which allows great consistency across the differing populations.

MATC provides a number of academic offerings and student support services to its student body. These services are in alignment with the mission. In the same way, the student profile aligns with local demographics (see 3.B.3.) and the mission. During the 2018-2019 fiscal year, 494 full-time equivalent college students were enrolled. Notes by the auditor affirm that during the 2019-2020 fiscal year, full-time equivalent students had increased to 526. This represents a 7 percent increase in student enrollment over the previous year. Currently, MATC enrolls approximately 1,200 students in both the college and adult education, which provides GED and ESL instruction. Support services made available to these constituent groups include testing services, ESL, academic support, advising, and financial aid.

The Team did note that while the mission recognizes general education students, the operation of the college is primarily focused on technical education, as was confirmed through multiples documents and discussions with staff. Since the enrollment profile includes a large number of general education students looking to transfer, MATC may want to explore greater mission and operational alignment with this population. However, the Team recognized that the institution is in alignment with its mission but suggests it should be cognizant that as the enrollment profile shifts the implicit mission may shift away from the explicit mission.

A review of the general education (GE) offerings confirms that they are in alignment with the mission and focus of the institution. While the opportunity to expand GE offerings is supported by the state and might represent a financial opportunity for the institution, the faculty have aligned offering both GE and technical programming with current institutional values and current academic offerings.

Results from the most recent Student Satisfaction Survey generally affirm that support services are available and achieve the results for which they are designed. The Student Satisfaction Survey specifically includes questions that allow MATC to determine those factors that might affect enrollment, which provides the institution with rich forms of data for strategic planning. As this data is collected, providing for longitudinal analysis, the institution should be able to make informed modifications in operations. Discussion with students supported the college's decision to couple the Teaching Learning Center with online tutoring services offered through Brainfuse. The TLC will benefit from taking data collected through this service to inform faculty of possible needs for curricular modifications.

The mission and vision are clearly communicated on the institutional website, as well as in the Catalog, Student Handbook, and Faculty Resource Guide, which are readily available to the public. The mission, vision, and values were observed proudly and boldly displayed throughout campus, providing students and community members a consistent reminder of the focus of MATC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

MATC's mission documents, including institutional values and objectives, demonstrate a commitment to serving the public good. Examples of this commitment include the establishment of an additional location in Pottawatomie County, in Wamego KS. This emerging technical education center was established in response to public needs and supported by the Kansas Population Forecast developed by the Wichita State University Center for Economic Impact. Additionally, MATC offers testing centers, which enable local high school students and adult learners to determine college readiness, and access to other placement and certification tests.

Discussions on campus further revealed ways in which MATC serves the public good including program-specific alignment with public needs. Examples include the Construction Technology program working with Habitat for Humanity, the Dental Hygiene program working with low-income members of the community, the welding program assisting public transit with public benches and bus stations, the automotive program providing auto repairs for members of the community, and the nursing program helping to distribute flu shots. Additionally, members of the faculty and staff participate in positions of influence within the community, including regional diversity initiatives, Chamber of Commerce, local fairs and events, scouting programs, and food distributions, among a number of other examples.

According to the Strategic Plan, MATC recognizes current students, prospective students, previous students, parents, employers, K-12 post-secondary education, accrediting agencies, community/partnering agencies, and community (service area); and MATC faculty, MATC staff, and advisory committees (PACs) as stakeholders in the institution. Response to need is demonstrated through collaborative efforts with a number of these stakeholders including K-12 school districts, area employers, and state agencies,

Student-level data is primarily collected through a Student Satisfaction Survey, which includes additional questions that have a wider scope beyond standard satisfaction inquiries. While the data is collected and reviewed, the Team was unable to identify how these data points were directly

informing or affecting operations.

Discussions about the role of the Program Advisory Committees (PAC's) and the Business and Industry Leadership Team (BILT) verify that MATC staff and faculty are in regular and intentional discussion with external stakeholders. Additionally, members of the college administration are involved with local organizations such as the Manhattan Chamber of Commerce, the Junction City Chamber of Commerce, the Wamego Chamber of Commerce, the Kansas Postsecondary Technical Education Authority, the Greater Manhattan Economic Partnership, and the Flint Hills Regional Council. Each of these associations provides MATC leadership with insights required to ascertain and respond to needs as its mission and capacity allow.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

In keeping with its enrollment profile, MATC does provide some curricular and co-curricular activities, including:

- Student Veteran Association
- Phi Theta Kappa Honor Society
- SkillsUSA
- Student Activities Council
- Student Voice Council

On a broader level, the general education curriculum is designed to help students gain the ability to "work independently and in teams. . .exhibiting tolerance of, and respect for, diversity in human abilities, cultures, ages, and beliefs."

Philosophically, MATC provides sufficient evidence to support its commitment to encouraging curricular and co-curricular activities that prepare students for informed citizenship, which is further supported by the 2012 modification to the mission statement to include specific language addressing diversity and a global perspective. However, discussion with staff revealed little evidence to demonstrate if such aspirations are being reached. While discussion with students did not reveal any concerns related to diversity or civic duty, students were not able to affirm any institutional initiatives that would support the mission focus to help students lead productive lives in a "dynamic and diverse global environment." The institution did establish a Co-Curricular Committee, which has developed a Co-Curricular Assessment Plan. However, the committee is still in its infancy and longitudinal data is yet to be collected. While data is being accumulated, the institution will need to begin to identify ways in which this data informs planning and programming.

MATC maintains a number of policies related to inclusive and equitable treatment of diverse populations. This includes specific programming for veterans, largely influenced by the proximity of Fort Riley. Discussions with faculty demonstrate an intentional focus on inclusive and equitable

treatment of diverse populations. Examples include critical analysis in communications (business department), focused reflection on cultural care (practical nursing program), and diversity training (nursing program).

No grievances concerning equitable treatment have been filed since the last Team Visit. Additionally, a Civil Rights Review Audit found no reason for an on-campus audit, verifying that MATC fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

The institution maintains an active web page addressing special accommodations, which includes an active web link allowing students to request accommodations. The Teaching & Learning Center partners with Student Services and Faculty to address reasonable accommodations. The use of CANVAS provides ADA support for students using the Learning Management System (LMS). Discussions with IT demonstrate that MATC is addressing ADA compliance in its virtual literature. MATC partners with local high schools to meet accommodations needed at the local high schools.

Discussions with members of the campus community revealed that the institution was appropriately responsive to COVID needs, including the development of additional hotspots at the main and Wamego locations to ensure that students could engage in coursework through the pandemic. Additional equipment and technology were secured to assist faculty in their work.

In order to address growing mental health concerns, MATC has partnered with WellConnect. This virtual mental health resource provides resources to students without requiring the college to employ full-time mental health professionals. To support this service, MATC did hire a Behavioral and Social Sciences Coordinator who provides instruction and referral support in combination with the WellConnect program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

MATC's mission has been updated in response to modifications in the college's scope, which demonstrates a campus that is responsive to internal and external influences. This mission is articulated publicly and broadly understood and serves as the basis for strategic planning, curricular and co-curricular programming, and budgeting.

Stemming from its mission, MATC is intentional about its commitment to serve the public good. Partnerships between programs and public needs allow MATC to address community needs beyond its educational role. Additionally, local and industry partnerships help guide curricular offerings and enhancements, which increases the employability of graduates and garners workforce-ready employees. Students who rely on MATC for transfer can remain confident that offerings align with other institutions through MATC's alignment with KBOR transfer policies. Participation in associations at the local, regional, state, and national level help ensure that both services to the common good and awareness of issues and opportunities affecting the life of the College remain in the forefront.

While the role of how data informs operational modifications is developing, the College, through policy and committee assignments, is demonstrating a commitment to pursue its intention to prepare individuals to "lead productive lives in a dynamic and diverse global environment." The Team is eager to review future data indicating the effectiveness of programs and initiatives recently instituted.

The enrollment profile and support services are largely consistent with the College's mission and the community it serves. MATC offers appropriate learning opportunities in keeping with its focus on career and transfer education. The upcoming expansion of the Regional Testing Center and its move to a new location on campus will provide the institution with further opportunities to develop services in alignment with community needs.

Mission documents and partnerships with local and state agencies demonstrate a commitment to serving the public good. Team interactions validate that the College is committed to seeking external perspectives to ensure that its programming is in alignment with industry needs. Advisory committees work with industries to anticipate how market demands might affect current educational offerings.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The original version of MATC's current mission was developed by the President in consultation with senior administrators. It was approved by the Board in 2016. In July 2018, the Adult Learning Center moved from being part of the Manhattan-Ogden Unified School District to becoming part of Manhattan Technical College (MATC). This addition to the College was recognized as significantly altering the MATC mission, so action was taken to update the mission. The Argument records that the current mission “was created and approved by the Board of Directors in September, 2018.” The minutes for the 25 September 2018 Board meeting confirm this approval and note that “input of the Faculty Senate with the revision is recognized and appreciated.” The current mission statement differs from the previous statement with the addition of only the word “adult” to read “Manhattan Area Technical College provides high quality technical, adult, and general education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.”

MATC's Board complies with Kansas's open meeting laws, and all decisions related to college operations are made at public meetings. The Argument asserts that “financial matters are a matter of public record, with annual audit finding NO indication of unethical or irresponsible practices.” The FY19 and FY20 Audit documents are provided to support this assertion.

The autonomous governance plan as outlined in KSA-72-4412 stipulates “no board member can have a conflict of interest, earn profits, etc. by serving on the Board.” This dictate is re-enforced in the Board's Policy Governance Manual. Further, the college Policy 3.7.3 Conflict of Interest Policy applies to administrators, faculty, and staff. However, the Argument fails to describe any procedures that ensure that the Board or employees are made aware of, educated about, and give their commitment to the Policy.

MATC's policies and procedures that provide guidance to ensure integrity in other areas of college operation are available to employee and students on the MATC Online intranet. These policies include

- Policy 3.7.1 Diversity Policy which contains the Principles of Community
- Policy 3.7.4 General Complaint and Grievance Policy for employees, which is enhanced by a complaint and grievance policy and expanded procedures in the Board's Policy Governance Manual.
- Policy 3.7.5 Community and Student Complaint Procedure
- Policy 7.1.2 Nepotism
- Policy 7.2.1 Employee conduct
- Policy 7.6.0 Employee Handbook
- Policy 9.1.1 Computer Use
- Policy 9.1.3 Student Privacy

All of these policies are available to the community under the About Us/Institutional Information/Policies and Procedures.

MATC asserts that the college complies with the Family Education Rights and Privacy Act of 1974 (FERPA). The policy is widely available for students, employees, and community members; all personnel dealing with students are trained regarding FERPA. MATC also complies with the Health Insurance Portability and Accountability Act (HIPAA). Students in healthcare-related fields are trained to handle patient information responsibly.

One conflict of interest concern was raised in the final report from the College's 2017 Comprehensive Evaluation. The Argument provides documentation that the concern was addressed by amending the Manhattan Area Technical College Foundation Procedure Manual's bylaws and by appointing a new Foundation Director replacing the MATC CEO who was serving in a dual role.

While the College has the usual policies designed to enforce fair and ethical behavior, it is unclear how the institution ensures that the policies outside FERPA and HIPAA are made integral to the operations of the campus and clearly influence the behaviors of the community members. MATC might find ways to expand the kinds of training the it provides for FERPA and HIPAA to other policies that articulate the institution's stand on issues of ethics and integrity. Many institutions require Board and administrative personnel to sign a Conflict of Interest agreement. MATC might find such an agreement helpful in ensuring that pertinent personnel understand and commit to observing Conflict of Interest guidelines.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

MATC makes extensive use of its website to communicate with students and the public. MATC uses its Viewbook, College Catalog, and Student Handbook to present itself clearly to students and to the public. These large documents can also be found on the MATC website. Prior to the pandemic students were given hard copies of the Student Handbook during orientation. Given the social distancing requirements of the pandemic, the orientation was moved online, and students are now given a link to the Handbook. The Handbook is also available within Canvas the college's Learning Management System (LMS). The Catalog is the primary source of information on academic policies; academic programs, program and course descriptions, program requirements, and degree pathways; and admission, registration, and enrollment procedures. Program information along with program estimated costs, program licensure data, semester-to-semester retention rates, and job placement data can be found on the college website.

The "Institutional Information" page provides information about student outcomes. The link to the NCES College Navigator is also found here. The Navigator provides information on retention rates, graduation rates, enrollment, programs, financial aid, accreditation, and estimated student expenses. There is also a link to MATC's Annual Placement Report which provides information about student placement and wages. The Net Price Calculator information for estimated student expenses is outdated, providing 2014-15 information. MATC might consider creating a review plan for important online information to ensure currency.

The website under the "About Us" tab provides MATC's Mission Statement, Objectives, Vision, and Values. Organizational structure and personnel are also under this tab. Accreditation information for HLC as well as for program accreditations is found here. The Clery Report with a link to the annual Campus Safety and Security Report is available under this tab.

MATC policies and procedures, Faculty Resource Guide, Personnel Handbook, and Negotiated Agreements are found on MATC Online, the college intranet. These documents make clear the policies of the institution and the roles of personnel.

MATC has adapted to the constraints of the pandemic and has tried to enhance its online access. The College moved orientation for students online and pointed out online locations where students could find the Catalog. MATC also added a personnel-monitored Facebook chat to the website to give students and the public another pathway to campus information. The College's online presence has also been enhanced by use of not only its own data, but also data and information from third party sources.

MATC prides itself on "maintaining its identity as a career-centered institution" that emphasizes hands-on learning. Student achievement data such as completion, retention, and job placement rates demonstrate the effectiveness of the career-centered curriculum. To enhance hands-on learning many programs require or recommend internships, externships, on-the-job training, and/or clinical experience. The Argument provided examples from Dental Hygiene, Healthcare, Electric Power and Distribution, and Air Conditioning and Refrigeration programs.

MATC creates community-engagement learning opportunities for students through service-learning projects. Service-learning examples involve using building skills at a Habitat for Humanity site, working with linemen from rural electric cooperatives and municipalities to host the annual Kansas Electric Cooperative Hotline School, hosting safety seminars at Kansas State University, and contributing to community projects (for example, Welding building benches and handrails which are pictured in the Argument links).

MATC further demonstrates the success of its career-centered programming and its community outreach by documenting recognition and awards from third-parties on its website. The College joined with the six other Kansas technical colleges to contract with Economic Modeling LLC to complete an economic study to demonstrate MATC's economic impact on the MATC service area; however, no data were provided to verify this impact.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

On July 1, 2004, the Governing Board of Manhattan Area Technical College officially assumed its responsibility to govern the college. The Board adopted the Carver Policy Governance model to guide its governance. It is unclear what kind of orientation or training, if any, the Board received to inform this decision.

There is evidence in the Board Minutes and in Board process descriptions that the Board approves facilities and facility acquisition and that the Board receives financial updates, a report on the annual financial audit, and reports, as needed, from the College's attorney. Several guidelines in the General Executive Constraint which is found in the Policy Governance Manual also mandate certain behaviors by the president to ensure the Board is knowledgeable about the financial status of the College and that actions of the president are in alignment with the Board's ENDS priorities. Additional Board minutes were placed in the Addendum tab to document that the president presents a President's Report to the Board at each meeting.

While there is evidence that the Board is kept informed and an annual retreat is mentioned later in the Argument, there is no direct documentation of a regular orientation, professional development, or training opportunities for board members. Board members commented that when they first assumed their role, they met with the President and that during their first few board meetings, other members walked them through the processes.

The Policy Governance Manual establishes the schedule that determines when and guarantees that key reports are presented to the Board throughout the year. The Manual indicates that in November the Board "report[s] on an annual basis to the college's owners. This will include a review of the institutional effectiveness and guidance as the next year's budget is planned." The schedule also

ensures that the Board monitors and acts on college activities that are related to the Board's ENDS. The Board Clerk prepares the agenda for each board meeting and ensures that all required relevant documents are included in the board packet. Often subject matter experts present information that further inform Board deliberations. Board agendas and packets included in the Argument provide evidence that the Board discusses and makes decisions on priorities designed to enhance MATC.

The College provided the board packets from two Board meetings. The agendas and minutes of the meetings demonstrated that the Board is aware of internal constituencies and the campus needs, including the financials of the College, student needs, academic programming, the development of an assessment policy, infrastructure expenses, evaluation of board process, and employee contract negotiations. The agendas also documented discussions of local business and industry and expansion of the College to meet the needs of cities in the College service area.

In the agendas provided, one piece of evidence indicated that the Board functions with an awareness of internal and external constituencies. Conversation with Board members demonstrated an awareness of the college's service area and the needs of that area. Board members talked of hearing from community constituents during discussions about initiatives that concerned them. Members of the faculty Senate confirmed the faculty is represented at each Board meeting and presents a report. These faculty appearances seem to help the shared governance process with faculty.

The Policy Governance Model Manual provides a Code of Conduct for Board members that guides them in maintaining their independence from undue influence. The Code provides defined boundaries for board member conduct:

- The members loyalty should be to the interests of the College.
- Members must avoid conflict of interest.
- Members may not attempt to exercise individual authority over the President.
- Members must recognize that their communication with the public represents their own individual views and not those of the Board.
- Members must respect confidentiality.
- Assessment of the president or members of the staff must only be made and expressed as part of official board processes.

Maintaining independence is further facilitated in a number of ways:

- The Board is not an elected body. Board members are appointed by means of a request for candidates, application review, and interview process conducted by the Board.
- Elected officials cannot be members of the Board.
- Board members are not compensated for their service. Their only recompense is for official board business mileage.
- Donations to the College are handled primarily by the Foundation, an independent body with its own board of trustees. There are rules and guidelines for handling these monies.

These multiple rules and guides help the Board preserve its independence from undue influence.

The Policy Governance Manual establishes that the president carries out the daily administration of the college independent of the Board. The president in turn delegates authority to staff and faculty. The president, as the sole employee supervised by the Board, is evaluated annually to ensure that institutional governance is consistent with Board policies and that actions taken are in reasonable accord with Board ENDS. The Board also exerts additional control over the president by means of the

General Executive Constraint found in the Policy Governance Manual. According to the Policy Governance model, the president of the institution should present a monitoring report to the Board to demonstrate that he is governing in accord with the the General Executive Constraint and in alignment with the Board ENDS. The Visit Team saw no paper trail of such reporting; however, conversation with the President and other administrators expressed confidence in the president's independence in administering the institution.

The Shared Governance model is designed “to ensure communication and involvement of faculty in academic matters.” Full-time faculty members are required to participate in at least one Shared Governance committee: Faculty Senate, Assessment, Curriculum, or Professional Development. Minutes from the the Curriculum Committee, conversation with members of the committee, and the Curriculum Policy clearly indicate that faculty play a key role in the development of curriculum. Faculty made clear that Program Advisory Committees' role is solely advisory and that KBOR primarily functions to ensure that courses and programs transfer. Conversations with faculty members who are members of the Senate and faculty who are members of the Assessment Committee confirmed that faculty members have key roles in these areas of governance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

Two college documents define MATC's academic freedom policy. In the Faculty Negotiated Agreement, academic freedom is addressed most specifically as a citizen right: "When they speak or write as citizen, they should be free of institutional censorship or discipline . . ." MATC, as an institution, also subscribes to the principles of academic freedom consistent with the American Association of University Professors' *Statement of Principles on Academic Freedom*. MATC asserts academic freedom as the faculty member's freedom "to teach to the course objectives; lesson plans are not prescribed. Such freedom allows for creativity in lectures and hands-on laboratory settings, using both technology and the internet to supplement lectures." While these are typical definitions of academic freedom, MATC adds an implied limitation tied to its mission noting that the freedom is that which is "appropriate to a technical college." In meeting with the Curriculum Committee, faculty affirmed that there is a course outline template, but the instructor is free to choose materials and methods of instruction. In the student session, students affirmed that they are free to express their own ideas and opinions in the classroom and at the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

While MATC instructors “are encouraged to seek out new knowledge and apply it within their curriculum and their lives,” MATC does not see formal research as part of the college mission. As a result, MATC does not have an Institutional Review Board (IRB). However, the College does collect, analyze, and report data for federal, state, and college purposes. In these collection processes, the College follows the Integrated Postsecondary Education Data System (IPEDS) and KBOR protocols for institutional research. The College also has a Data Team that “facilitates best practices in data management, maintenance, sharing, and reporting.” Faculty members in Visit sessions talked of the research of best practices and processes, especially in technical programs where faculty hear about the latest methods being implemented in business and industry from Program Advisory Committees. Faculty said that these changes are frequently built into program curriculum.

The College developed a policy on intellectual property rights, and it is incorporated into the faculty Negotiated Agreement in Article XIX.

Plagiarism is addressed in writing courses, and students must sign a statement indicating they understand what constitutes plagiarism. Faculty members in other courses enforce ethical standards, often having their own policies and procedures. In addition, students in Nursing and Health Science programs are trained in protecting the confidentiality and security of healthcare information in compliance with HIPAA.

MATC might consider providing students with a central resource for understanding and meeting the demands of academic integrity. The Teaching and Learning Center might be a place where such assistance could be available. Clear notices on copy machines might also be helpful.

MATC has a policy for academic honesty which provides clear consequences for violation of any of its stipulations. The policy is easily available to students and can be found in the College Catalog, on MATC Online, and in the Student Handbook. The policy defines and covers cheating; plagiarizing;

destroying, stealing, altering, or making inaccessible library, laboratory, or other academic source materials, including computer data, or attempting to do so; falsification of records and official documents; personal misrepresentation and proxy; and bribes, favors, and threats.

The policy also identifies possible consequences for violation of the policy which are at the discretion of the faculty and/or administration. The consequences include oral or written reprimand; an “F” or zero points given for an assignment, paper, or exam; and “XF” or zero points given for the course (“XF” on the transcript designates academic dishonesty); removal from the course or program; expulsion from the college. An accused student may request written confirmation of the violation and the consequences.

As noted above, some programs have their own policies and procedures. This existence of individual faculty or programs having their own methods for dealing with ethics, academic dishonesty, and use of information sources may create issues of inequity and student confusion and may make difficult the ongoing tracking of repeat offenders and types of violation. College might consider methods for ensuring consistency and tracking of violators.

The College has a Student Complaint and Grievance Policy (found in the Student Handbook). If a student has a problem or concern not resolved at the source, the student may file a grievance, following the procedure prescribed by the policy. Developed in September 2020, Policy 3.7.5, Community and Student Complaint Procedure, provides a general grievance process and defines academic complaints to include course grades and what procedure students follow to file a grievance against a final grade. During the Visit, the Deans verified the policies are followed and complaints are saved in Jenzabar for future reference and analysis. Students confirmed that they know of a grievance policy and the pathway for complaints which begins with the program instructor or concerned staff member. The College is also in the process of updating Policy 3.7.4, General Complaint and Grievance Policy so that it will be specific to employees. The College, to reduce confusion, might work to ensure that new policies are updated in all sources. MATC recognizes that the structure of the two policies (Policy 3.7.4 and 3.7.5) is currently confusing and has indicated that the College will work to resolve this prior to the 2021-2022 academic year.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Manhattan Area Technical College's mission statement is reviewed, revised, and approved by the Board of Directors (Board) regularly, most recently in 2018 to acknowledge the addition of the Adult Learning Center and the new stakeholders it would bring to campus. The Board uses the Carver Policy Governance model and appropriate policies and oversight to ensure the integrity of financial, academic, human resource and auxiliary functions of the Board and the institution. Under the Carver Model, the Board has defined ENDS that MATC will attain. The Board has delegated day-to-day management of the college to its President/CEO and oversight of academic matters to the faculty. Policies and the Faculty Negotiated Agreement define the institution's commitment to academic freedom and academic honesty and integrity. Policies and the commitment of faculty to instructing and holding students accountable ensure that students practice ethical research and use of information resources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

Met

Rationale

MATC showed evidence of robust community representation in their Program Advisory Committees (PACs) and Business and Industry Leadership Teams (BILTs), representing not only the county in which MATC resides, but also surrounding counties where MATC graduates are employed. This high level of representation and support was evident in the external stakeholder session during which various industry and community leaders expressed a significant amount of support for MATC. Additionally, the College provides ample examples of approved institutional policies outlining the structure and responsibilities of PACs and BILTs. Throughout the Visit, various community members of the PACs not only expressed their support and appreciation for the work that is done through the PACs, but also shared examples of how the input and recommendations from PAC members result in program and curriculum changes for continuous quality improvement.

MATC demonstrated their participation in the state-wide initiatives related to program alignment by including samples of the Kansas Board of Regent's (KBOR's) guidance for state-wide program alignment. MATC highlighted their progress in this initiative through the eight different programs for which they have already built curriculum aligned to state-wide goals. Program alignments are also verified through the 2020-2021 Catalog. In addition, MATC's Core Abilities are modeled on KBOR's Foresight 2020 Plan's Foundational Skills.

The Curriculum Committee confirms that the shared governance model is used in relation to curriculum changes. Minutes of meetings were included as supporting evidence as well as a description by the Committee of changes made based on these meetings. Furthermore, meetings with members from the Curriculum Committee and other faculty members confirmed that faculty drive the

establishment of and changes to the curriculum at MATC. Additionally, the Assurance Argument and meetings with faculty provided multiple examples of how faculty are supported through professional development. Accreditation reports completed by third-party program-specific accreditation and certification agencies as well as program reviews were also included in the Argument as supporting evidence of the rigor programs.

MATC clearly demonstrates how academic programs are in alignment with state requirements through their catalog. Documents confirm that all syllabi include a course description, the purpose of the course, credit hours, textbooks, course objectives, competencies, and institutional policies. MATC provides a sample template of the syllabus as well as actual examples of completed syllabi as evidence of inclusion of all of the aforementioned components. Additionally, MATC's General Education Learning Outcomes are clearly highlighted in the 2020-2021 Catalog. Conversations during the Visit made it clear that MATC was systematically evaluating students based on the Core Abilities, and that the College is at the infancy stage in systematically measuring curricular and co-curricular efforts with the General Education Learning Outcomes.

Furthermore, the Assessment Committee and the Curriculum Committee provided various examples (i.e. composition of committee, minutes, and changes recommended based on continuous quality improvement) of how MATC differentiates and evaluates their efforts in relation to the Core Abilities and confirmed that they have only recently implemented a plan to evaluate their efforts related to the established General Education Learning Outcomes through the College's co-curricular assessment plan and the College's overall assessment plan. While plenty of supporting evidence was shared on how MATC differentiates their learning outcomes at their main campus, it is worth noting that they recently opened a satellite location where they began offering courses in the Fall 2020 semester, and that they are planning to open another satellite location in the near future. These satellite locations and dual enrollment have not been included in the current Core Abilities assessment and co-curricular assessment processes.

The Assessment Committee utilizes AACU Value Rubrics in the assessment of the college's learning outcomes. In addition to the template rubric, MATC also provided a rubric completed with goals and scores highlighting how the MATC rubric has been utilized. Considering the various changes that have taken place over the past year due to COVID-19, the College also demonstrated how they modified modes of delivery of instruction in order to continue meeting student needs. Through the Team's various meetings, MATC demonstrated how the college has ensured that the quality of instruction has been maintained through these changes and how assessment of student learning outcomes has been completed based on such changes. Students also confirmed that MATC continued to provide an extremely high level of support to them through the pandemic while the college operated virtually.

MATC describes how all classes utilize the same syllabus template to develop a course description, the purpose of the course, credit hours, textbooks, course objectives, competencies, and institutional policies. While this demonstrates consistency in the development of the aforementioned components, the results of assessment of course-level student learning outcomes was also provided to demonstrate consistency in the quality of instruction and learning goals. During the Visit, the Curriculum Committee also confirmed that their review of proposed changes to curriculum includes ensuring that learning outcomes are consistent across all modes of delivery, and the academic dean, who oversees faculty members, conducts regular classroom visits as a second form of quality assurance in alignment with the college's personnel evaluation practices.

The College uses Canvas as the learning management system platform (LMS) to provide consistent

content delivery. Through the Canvas platform, faculty members are able to ensure that all online course materials meet ADA accommodation requirements. Additionally, evidence was provided to highlight how the College modifies its mode of delivery of instruction and what type of professional development is provided to faculty so they continue to provide quality instruction. In meetings with the Team, faculty and students also demonstrated how the College has ensured that the quality of instruction has been maintained by discussing the various methods of quality assessment conducted and how assessment of instructional quality has been demonstrated through student course evaluations.

MATC provides a significant number of examples of MATC's partnerships with local high schools for dual-credit purposes, such as the signed Memorandum of Understanding agreements and KBOR's policies on dual credit offerings as well as state policies on required faculty qualifications. MATC runs a faculty training course to facilitate online instruction quality, and during the Visit, many faculty members confirmed that the online training provided helped them become proficient in ensuring that learning goals were met consistently for online and hybrid course offerings.

Interim Monitoring (if applicable)

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

MATC has a very clear general education philosophy and goals. Being clearly stated in the college catalog and on the college website, MATC's general education philosophy and goals are also transparent and accessible to students. Students also confirmed that they were well aware of the mission of the College, the general education courses that are offered, and how the majority of the general education courses that they enrolled in are in alignment with their specific technical program. This alignment was also supported by the President and various faculty members who continuously reminded the Team that MATC is a technical institution and that the general education courses offered are in alignment with technical programs offered.

Various courses offered at MATC meet the KBOR transfer and articulation policy requirements. Additionally, the Transfer Articulation Council directs the development of core general education outcomes for the entire state system, and in the Argument, annual reports were provided for the past ten years demonstrating MATC's involvement in the development of such general education outcomes. The annual reports also highlight various transferable courses offered at MATC that are in alignment with KBOR's established general education learning outcomes. Lastly, the Assurance Argument provided evidence that MATC has developed institutional rubrics to be used by faculty to measure student performance in relation to MATC's general education outcomes, and the established rubric is based on the framework published by the American Association of Colleges and Universities (AACU) to evaluate learning outcomes.

In the Argument, MATC provided background of how the general education philosophy was

established and confirms that it is annually reviewed to ensure that it is still meeting the college's mission. This was also reaffirmed through the meetings that took place with MATC's Curriculum Committee. MATC also clearly described how the College intends to assess the General Education Learning Outcomes in relation to the established Core Abilities through the published MATC Assessment Plan and MATC Co-Curricular Assessment Plan, both of which were developed based on MATC's institutional framework. While assessment plans have been developed, due to newness of these plans, there were no assessment reports available for review in relation to continuous quality improvement of General Education Learning Outcomes or Co-Curricular outcomes. This is an area for future accreditation teams to target for review.

MATC uses an established rubric to evaluate the college's general education outcomes through its course offerings: the rubric is based on the framework published by the AACU to evaluate learning outcomes. The Team was given access to MATC's Canvas system and supporting evidence was evident with examples of completed rubrics demonstrating learning outcomes and continuous quality improvement taking place.

MATC provides compelling evidentiary data to highlight the fact that the ethnic background of MATC students mirrors that of the community in which the College serves and state-wide averages. MATC was also able to demonstrate how the College composed an institutional Policy on Diversity, followed by a set of community principles. These documents were developed through the College's Diversity Committee. Minutes from the Diversity Committee meetings were provided in the Assurance Argument highlighting the composition of the Diversity committee, frequency of Diversity Committee meetings, and the decisions made by the Diversity Committee. In meeting with students during the Visit, many students also shared that they felt extremely comfortable and safe at the college, and that MATC faculty and staff "genuinely cared about the success of students no matter their background."

MATC offers many examples of how the College is partnering with local community agencies to help support traditionally underrepresented populations through their educational programs, such as providing dental hygiene services to community members in need and providing vehicular safety services through the Automotive Technology Program to individuals who otherwise may not have been able to get such items addressed. Through the in-person Visit, the Team was able to take photos of a bulletin board display documenting the aforementioned service projects. During the Visit, MATC students and staff were also in the process of building a house for Habitat for Humanity through the Construction Technology Program. MATC also noted in their Argument that they often survey their students for direct feedback regarding their satisfaction related to services offered by the College and MATC's culture. The survey data indicate that students are encouraged by MATC faculty and staff to interact with students from different economic, social, and racial/ethnic groups. Additionally, faculty and students confirmed that various course curricula (such as the Diversity in the nursing course and ethics course) imbed discussions and assignments that challenge students to explore different complexities of cultural diversity. Lastly, MATC staff and students confirmed that MATC also is providing a significant amount of support to underrepresented students and students in need during the pandemic through the form of financial assistance, assistance with laptops for online learning, Wi-Fi hotspots for students in need of Wi-Fi, and tool boxes for the automotive technology students.

MATC provides a thorough description of how they have been partnering with local and regional agencies in need of innovative solutions to meet their workforce needs. This was incredibly evident throughout the Visit where it was clear various members of the Program Advisory Councils (PACs)

have collaborated with faculty members to recommend innovative ways in which program curriculum changes can be implemented to ensure that graduates meet current workforce needs. Additionally, many faculty members confirmed that they work collaboratively with regional and national associations that govern their technical programs, and they utilize published research to make curriculum improvement. A prime example of this is the Construction Technology program, where the lead faculty member utilizes the National Center for Construction Education and Research (NCCER) data to identify ways in which they can continuously improve program curriculum. “Best practices” are shared from the NCCTR in a five-year cycle. Lastly, another example of how faculty and students contribute to creative work and the discovery of knowledge includes how the Assessment Committee has created a “Mentor Program” from faculty to faculty, where members of the Assessment Committee serve as mentors to other faculty to coach them on how to read/review data and to implement changes based on the data.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

MATC provides multiple examples of how they have established strong policies related to equity, diversity, and inclusion. MATC's IPEDS data highlighting the composition of the college's faculty in relation to the student body further demonstrate that MATC is striving to ensure that the faculty reflects the diversity of the student body. While salaries offered by MATC may not be as competitive as other colleges, MATC also provides a significant benefits package to its employees in order to be more competitive in the College's employee recruitment efforts. The Team also learned that the MATC Human Resources team has actively sought ways to advertise open positions in regions within Kansas that have high levels of diversity and through national channels that are focused on the hiring of underrepresented populations, such as Diversity in Higher Education and HigherEdJobs.

MATC provides several supporting documents focusing on the College's workforce. Specifically, MATC data demonstrate that their faculty is being retained for an average of 4.67 years, with some faculty members retained for much longer terms. Additionally, MATC demonstrated how Because of a 16:1 student to faculty classroom ratio, faculty members are able to provide intimate instructional opportunities for their students. This claim was significantly supported by students who shared that they felt that their faculty cared about their well-being, faculty and staff throughout the campus knew them by their first name, and their faculty members are always available to meet with them when

they are in need. Furthermore, MATC established a Faculty Credentialing Policy, which ensures that faculty are appropriately credentialed to teach as experts in their field.

The Student Satisfaction Survey reports are examples of how students are providing feedback. Students also complete a course evaluation for all of their classes to provide their reaction related to the course taught and the support provided by the instructor. The course evaluations and the student satisfaction report demonstrate that most students are extremely pleased with the courses being offered and the support services that they are receiving from the MATC faculty and staff. Lastly, the College sponsors various co-curricular learning projects that are taking place through programs outside of the classroom, some of which include building a house through Habitat for Humanity, “walk through” of local businesses associated with specific programs, internship opportunities in alignment with the Business Program, and clinical rotations for the health career programs. While a co-curricular assessment plan has been created, it was only approved three months prior to this Visit, so outcomes data were not presented in relation to how the co-curricular programs are being measured in relation to General Education Learning outcomes.

MATC has an established faculty credentialing policy as well as a policy outlining the guidelines for establishing credential fields and minimum qualifications. Additionally, MATC requires that all faculty members have an “Instructional Approval Form” which must be completed by MATC’s Chief Academic Officer to be retained in the faculty’s personnel file. Prior to their HLC Visit, MATC reviewed all faculty personnel files to ensure that all faculty members were in compliance with HLC standards in relation to faculty qualifications. The on-ground Team member also reviewed personnel HR files and found that most faculty are appropriately credentialed for their field. There was a discrepancy with one of the files where a welding faculty member’s personnel file did not have the certificate confirming their appropriate credential needed to be teaching their welding courses. HR was aware of the discrepancy and was taking steps to address this concern.

MATC has policies governing the method, frequency, and standards of evaluation for full-time, adjunct, and dual-credit faculty members. Full-time faculty member evaluations are completed based on MATC’s institutional policies, the College’s negotiated agreements with full-time faculty, and the Kansas National Education Association’s negotiated agreement. The aforementioned policies were last reviewed and approved during July of 2011 and are currently in the process of being reviewed and finalized with updates. During the Visit, the academic dean confirmed that classroom observations are conducted as part of the faculty’s evaluation process. Classroom observations are done in alignment with the negotiated agreements with new faculty members having classroom observations on a semester basis while tenured faculty members do not have classroom observations as frequently. Evaluations of adjunct faculty members follow the same general pattern but with a different timeline.

The Argument provided several examples, along with supporting documentation, highlighting the various opportunities that MATC faculty have to participate in professional development. Examples include internal training provided by college personnel, as well as attendance at state, regional, and national conferences. The availability of professional development was also reiterated during the Visit. In accordance with MATC’s institutional policy regarding travel expenses and reimbursement, the College demonstrated that they fully support faculty professional development through institutional and grant funds. Furthermore, the College created a video to assist faculty members in viewing, updating, and requesting institutional resources for professional development purposes. In addition to the College’s ad hoc professional development opportunities, MATC also ensures that faculty have access to up to ten professional development days per year in accordance with the

faculty's negotiated agreement. Through these various opportunities for professional development, MATC faculty ensure that they are current in their disciplines and in teaching strategies.

MATC demonstrated their faculty members were available to students in various ways through their Argument and throughout the Visit. In alignment with the faculty association's negotiated agreement, MATC faculty members must have established office hours when they are available to their students. These office hours are listed in all course syllabi and posted outside of all faculty members' offices. In addition to being available in-person, MATC faculty have also made themselves available to students virtually by utilizing Canvas and Zoom as platforms to communicate with students. During the Visit, many students also confirmed that they were able to utilize Canvas to communicate with their professors and schedule in-person meetings when needed. While adjunct faculty do not have designated offices, the College provides academic department meeting spaces for adjunct faculty to use when meeting with students during office hours.

In both the Argument and the Visit, MATC demonstrated that staff members in traditional Student Service roles (such as Advising, Tutoring, and Financial Aid) are appropriately qualified upon hire by providing a spreadsheet of all current staff members and their attained level of education. Similar to faculty, staff members also adhere to the College's budget and planning process and are able to request institutional or grant dollars for the purposes of professional development. MATC has an institutional policy to assist staff members in earning higher credentials by providing a tuition reimbursement policy, which has resulted in the majority of MATC's staff having an associate's degree or higher.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

MATC provides a wealth of examples demonstrating how the College is structured to meet student needs and the delivery methods in which student needs are met. In addition to in-person assistance, MATC support services staff are also available to students over the phone, via email, and virtually via Zoom especially since the pandemic. MATC also established a “virtual campus visit” demonstration for prospective students, giving them all of the traditional and necessary information that is often shared during a new student orientation. While the new student orientation is not required, all technical programs have their own program-specific new student orientation, where students are informed of where to go for traditional student support services, such as counseling, advising, financial aid, and disability accommodations. The continuous availability and high quality of services offered was evident through the student satisfaction survey results that were submitted in the Argument and through the Visit, where students shared their praise for the services they had received. In addition to traditional admission support services, MATC also highlighted how students are assisted through their academic advising process and how students in need of accommodations are assisted via the online accommodations request form. Through Canvas, all online learning modules are ADA accessible. Considering that MATC is a technical college, most classes are in-person or hybrid; however, for the few classes that are fully online and the hybrid courses, the online content meets ADA accessibility standards.

Other student services discussed and supported with evidence in the Argument and during the Visit include registrar functions, financial aid and scholarship services, academic tutoring, and counseling services. Students, faculty, and community members also shared during the Visit that MATC's Teaching and Learning Center is a very welcoming addition to MATC's campus. Specifically, the Testing Center located in the TLC offers a variety of testing and professional certification exams that are needed in alignment with the many technical programs offered. MATC has also contracted with BrainFuse, an online tutoring software. Students spoke very highly of BrainFuse sharing that they

significantly benefitted from the math, English, biology, and other types of tutoring services offered through the software. Additionally, students mentioned that many faculty members include the exploration of BrainFuse as an assignment for their class to ensure that students are familiar with its academic support services. Many of the aforementioned student services are supported by institutional or departmental policies published in the College Catalog or on the college website. Such policies include the Family Educational Rights and Privacy Act (FERPA), the MATC Academic Advisement Committee, credit for prior learning assessments, established articulation agreements, a partnership contract with WellConnect for social and behavioral concerns, and BrainFuse for online tutoring services.

By acquiring a Title III Strengthening Institutions Grant in 2016, MATC has been able to expand the learning support services provided to students by building various technological infrastructures located in the Teaching and Learning Center. This expanded the modality of virtual learning support services offered to students to meet student's academic learning support needs, especially during COVID-19. The Argument also included evidence of MATC's process for evaluating and directing students into academic courses that are appropriate to their learning level. Through the Testing Center, MATC utilizes Accuplacer to assess student's math and writing levels. Furthermore, MATC utilizes CASAS as the reading and writing comprehension placement assessment. In addition to these traditionally used placement assessment exams, MATC utilizes other placement assessment exams for competitive entry programs such as the TEAS for nursing.

MATC provided the College's Placement and Enrollment guide, which students and staff confirmed during the Visit is used as a way to communicate the aforementioned information to students. During the Visit, it was confirmed that this information is also shared with dual-credit partners for high school student placement purposes. For students that do not meet college-level readiness, MATC provides various preparatory courses to academically assist students in reaching college-level readiness. Courses such as Technical Math I, Composition Workshop, and Accuplacer Prep Course, to name a few, are listed in the Catalog and were shared with the Team by the faculty and the high school counselors. Through these efforts, MATC provides adequate learning support and preparatory instruction to meet student needs as well as providing an outlined process for directing students into appropriate classes based on their academic level.

MATC has an institutional policy governing Academic Advising practices. Specifically, MATC offers academic advising services to all MATC students in-person, via phone, and virtually as a means to meet student's needs. Students also confirmed during the Visit that they have been able to utilize Canvas to schedule meetings with their faculty and academic advisors. All degree- or certificate-seeking students have an assigned advisor who helps students develop educational plans. While most academic advisors serve in administrative roles, the nursing faculty double as academic advisors for nursing students due to the nature of the program. These practices apply to full-time and part-time students as published on the College's website and affirmed during the Visit. In addition to traditional academic advising appointments, MATC has also implemented Starfish as the College's retention software in an effort to improve the early alert process and provide early interventions for students. Students shared that they are aware of how the College was utilizing Starfish as a retention software and are appreciative for the additional level of support from the advising team.

MATC provides multiple examples and supporting evidence of how they provide students, faculty, and staff with the infrastructure and resources needed to effectively teach, learn, and perform their employee duties. Included in the Argument and discussed during the Visit was a comprehensive list of technological resources implemented by MATC, including every MATC employee has a

computer for work, the College has multiple computer labs for students to utilize when needed, and all computers owned by the College are on a 5-year rotational schedule to be updated or replaced. Considering instructional resources in particular, various classrooms have projectors, smartboards, and touch-screen TVs for faculty to utilize. While the College does not have a physical library, students and college personnel have access to all virtual library and research databases in alignment with the technical programs offered. Additionally, the College utilizes Canvas as its primary instructional platform for students and faculty. These examples were enhanced by the on-campus Team member who took photos during his campus tour and shared them with the Team.

Understanding the importance of cybersecurity, MATC has also implemented various electronic cybersecurity firewalls and other virtual security packages to protect the college's overall network. In addition to the technological resources, MATC has also established various memorandum of understanding agreements with surrounding hospitals and long-care facilities in order to provide clinical hands-on experiences for select academic programs. Lastly, several members of the PACs shared that they often donate instructional supplies to the various programs offered by the College in an effort to support the College and to ensure that students are learning with the materials that they will be utilizing once they are hired by local employers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Manhattan Area Technical College demonstrated their ability to provide high quality education to their students. Information shared during the Visit along with supporting documentation in the Argument show that the various technical programs offered by MATC result in highly qualified graduates who are ready to enter the workforce. Various community leaders and business owners expressed a significant amount of support for the college. Additionally, an economic impact study that was conducted by the Manhattan Area Chamber of Commerce also showed that MATC is making a significant impact on the communities served by the College. Various student support efforts were also evident during the Visit and through the various documents included in the Assurance Argument highlighting the quality education being offered at MATC.

Upon review of the technical programs offered by MATC and the quality of education offered, it was evident that the education being provided by MATC is aligned with the college's mission to provide "high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment." In addition to the high quality of academic offerings, MATC also demonstrated a commitment to meeting the needs of the College's underrepresented student and employee populations. This was also substantiated during the Visit in relation to how the College supported faculty, staff, and students during the pandemic. Lastly, through the College's budget and planning process, MATC also demonstrated a commitment to providing the necessary resources for all of the programs and services as well as to providing continuous professional development opportunities for the faculty and staff in order to ensure that current, relevant, and high quality teaching and learning are occurring at MATC.

4 - Teaching and Learning: Evaluation and Improvement

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

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met

Rationale

All programs at MATC undergo a full program review once every three years, with a third of programs under review in any given year. In addition to these triennial reviews, all programs conduct an annual review of revenues and program data. Any program that has not met identified financial benchmarks may be placed on automatic full review.

MATC's program review focuses on a number of areas including mission and vision, external quality standards, quality-inputs and outputs, potential growth and development, strategies for growth, program accomplishments, and program goals. To evaluate how well each program is performing in these areas, reviewers receive a data package and template that guides them through the process. Completed reviews are submitted to a Program Review Committee comprised of members of administration and faculty and a member of the governing board. Upon completion of the review, an

executive summary is prepared by the Vice President of Student Success/CAO, which includes identified actions. Once goals or activities are identified, faculty are provided a dashboard to track progress toward goal completion.

MATC provides evidence that it acts upon the findings of program review. In particular, MATC's Assurance Argument cites the Advanced Degree Nursing program adding ATI review for three or four days prior to the NCLEX exam and implementing a new ExamSoft testing software. The Argument also cites the Information Technology program realigning its curriculum, adding new technologies, and updating program admission dates. Discussions with program faculty indicated that these revisions to curriculum were implemented to improve completion rates by better aligning pathways with student interest. In addition to these strategies for improvement, the argument also identifies the inactivation of the Auto Collision Repair and the Dental Hygiene Programs due to low enrollment and program budget concerns. Conversations with the Assessment Committee provided further examples of changes that had been implemented in response to program review findings. These include the purchase of equipment within the Nursing Program.

The Program Review Template does not appear to ask faculty to reflect upon actions taken as part of previous program reviews. Including such information may provide greater opportunity to close the assessment loop and determine future areas for improvement.

MATC's Argument provides evidence that it maintains policies and procedures that ensure the quality of credit it accepts in transfer. MATC accepts credits earned at regionally accredited institutions for students who earn a C or better in courses that are at least 75 percent equivalent to MATC courses. International credit is evaluated by the National Association of Credential Evaluation Services. MATC accepts credit for AP, CLEP, and DSST. MATC uses locally developed exams to award credit for areas paralleling instruction at MATC.

MATC ensures faculty oversight of academic matters through its shared governance process. That process includes both a Curriculum Committee and Assessment Committee. Program faculty proposing new courses or seeking to modify existing ones must submit forms that identify course prerequisites, and, when modifying the courses, any changes to learning outcomes. Discussions with the Curriculum Committee confirmed that curricular changes originate with discipline faculty.

MATC ensures the appropriate rigor of its courses through specialized accreditation and through the Kansas Board of Regents Program Alignment Project that assigns System Wide Transfer Numbers to courses that carry statewide learning outcomes. During the Visit, faculty confirmed that this statewide system allows them broad latitude in determining how best to teach course content.

MATC has adopted policies that align with HLC expectations regarding minimum qualifications for faculty. The policies allow faculty who hold industry recognized credentials and/or 4,000 hours of work experience in a particular field to teach in technical areas. The policies also allow instructors who do not meet minimum qualifications to teach on a semester basis provided that these assignments can be justified.

Quality of dual enrollment is ensured through the use of common syllabi, textbooks, and learning outcomes. Full-time faculty meet with dual enrollment faculty each semester during an in-service day to ensure consistent quality of instruction. However, dual enrollment courses are currently not included in the assessment of Core Abilities assessments, which would provide direct measures of student learning. This is an area which requires institutional attention as is noted in 4.B.

The Argument identifies seven programs as maintaining specialized accreditation or leading to nationally recognized credentials. The College provides documentation that five of them are current. Information and Network Technology and Construction Technology do not maintain a third-party accreditation but do lead to nationally recognized credentials.

Through its Assessment Plan, MATC evaluates the success of its graduates using a number of metrics. These metrics include student pass rates on third-party licensure exams, job-placement data, and salary earnings. Responsibility for analyzing this data is assigned to Program Directors, the VP of Student Services/CAO, the Data Team, and the Assessment Committee.

MATC ensures that its programs prepare students for employment through the Technical Education Alignment program. This program was initiated by the Kansas Board of Regents (KBOR) and enlists the state's business and education leaders to identify value-added exit points in the state's technical programs. The alignment project also seeks to increase the number of people who hold industry-recognized credentials within the state. Open-forum discussions during the visit indicated that MATC's industry partners are very satisfied with the quality of MATC's graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met With Concerns

Rationale

MATC has identified Core Abilities that all graduates will have attained: Oral Communication; Written Communication; Quantitative literacy; and Critical Thinking and Problem Solving. In addition to the Core Abilities, which serve as its institutional outcomes, MATC has defined student learning outcomes at the course, program, and general education level. Faculty have mapped course to program-level outcomes to produce curriculum maps. These Program and Course Outcomes are then mapped to the Core Abilities as part of program review. MATC's catalog also articulates a philosophy of general education and identifies a set of General Education Learning Outcomes that are subdivided into goals and proficiencies.

MATC uses two processes to assess these outcomes. At the course and program level, student learning is assessed as part of program review. The Core Abilities are assessed as part of the College's Assessment Plan. Neither the Assurance Argument nor the Visit clarified if or how MATC assesses its General Education Learning Outcomes or how these outcomes relate to the course and program level outcomes or to the Core Abilities.

As part of program review, course-level outcomes are assessed using grade distributions within different courses. The program reviews include data on grade distributions for courses within the curriculum and provide faculty the opportunity to reflect on these distributions. The sample program reviews included in the Argument are somewhat uneven in their analysis of the grade distributions: while the program reviews for both Business Administration and Practical Nursing review the aggregate grade distributions and suggest possible causes for the distributions that include student-to-teacher ratios and policies related to student withdrawal, the Electrical Distribution Program Review includes grade distribution tables without any accompanying analysis. The sample reviews do not include clear information on how student learning could be improved at the course level.

MATC's program review asks faculty to identify methods for assessing student learning of program outcomes. The sample program reviews include results from third-party tests taken by program students. These third-party tests provide benchmarked data on how well students perform nationally

and regionally. The sample reviews include varying degrees of analysis of these test results: while the review for Electrical Distribution merely describes MATC's students relative to the test's benchmark populations, both the Practical Nursing review and the Business Administration review identify opportunities and actions for improving student learning. The program review for Business Administration complements its third-party test with in-house assessments and includes a table that documents the analysis of those results and clear actions that the faculty have taken to improve student learning. Programs might be encouraged to create more complete plans for using these data. Perhaps Business Administration's process might serve as one model.

The Assurance Argument does not clearly define how faculty in all programs evaluate the effectiveness of the changes they have made to instruction during program review.

MATC's Assessment Plan focuses on four different areas: assessment of the Core Abilities, evaluating the success of students who complete MATC's technical programs, co-curricular assessment, and indirect measures of student learning.

MATC follows a two-year, rotating schedule for assessing its four Core Abilities. Each fall and spring, faculty assess a different core ability using a standardized rubric for each. To prepare for this assessment, Program faculty meet with mentors from the Assessment Committee to identify appropriate instruments for assessing the core ability. Individual faculty members then enter the results of this assessment into Canvas. After completing the assessment, faculty reflect on the results and identify ways to improve student learning. The Chair of the Assessment Committee presents the aggregate results of these assessments at a professional development day and discusses the next semester's assessment.

The Comparison of Core Ability Results includes statements from individual faculty in response to the question "In what ways can you improve upon the assignment to assist students in achieving their benchmark?" and "Did you apply changes from the Spring Oral Communication Assessment? Why or why not? If you did, how did your students' performance improve?" These responses suggest that faculty are revising learning experiences to improve student learning in their individual classes. Among the responses collected, some faculty suggested that they would work to clarify their expectations on assignments, assign group work to pair more experienced students with those who had less experience, and design practice assignments to complement the material included in course textbooks.

Discussion with the Assessment Committee made it clear that MATC is also analyzing aggregate assessment data for the Core Abilities and implementing changes to improve student learning across the board. For example, to assess the Critical Thinking/Problem Solving Core Competency, MATC uses a modified version of the AAC&U's Value Rubric. That modified rubric includes an objective related to clearly identifying a problem. In its initial assessment, students scored, on average, 1.87 on a five point scale, well below MATC's identified benchmark for success. In response to these results, MATC implemented instructional changes that yielded a significant improvement in the subsequent assessment two years later, raising the average to 3.23 on the same five-point scale.

The Argument, accompanying evidence, and discussions with campus personnel indicate that assessment practices surrounding the Core Abilities are maturing. However, in discussions with the Peer-Review Team, MATC members of the Assessment Committee indicated that the Core Abilities had yet to be assessed in dual-enrollment courses and identified this as a next step in their process. The Core Abilities are also not currently assessed at the Adult Education Center.

Furthermore, while faculty are provided the opportunity to reflect on the previous semester's assessment and the changes they made to instruction, these reflections do not appear to be informed by assessment data. MATC should ensure that faculty members receive and analyze data from previous assessments of particular Core Abilities to evaluate the effectiveness of any changes made to instruction.

In both the Assurance Argument and discussions with team members, MATC faculty and staff acknowledged that the assessment of co-curricular activities is at its beginning stages. As an initial step toward assessing co-curricular activities, MATC adopted a Co-Curricular Assessment Plan in 2021. The plan defines co-curricular activities, identifies six co-curricular outcomes that align with the College's General Education Outcomes, focuses assessment activities on the activities of specific student organizations, and uses direct measures of student learning to assess the effectiveness of these activities in promoting student learning. In addition to these elements, the plan outlines a process for analyzing the data collected and making recommendations for improving the co-curricular experience for MATC students. This assessment plan originally focused on evaluating co-curricular events. However, since the College adopted safety measures that limited the number of student events, the plan remains in its formative stages.

MATC administers course evaluation surveys, student satisfaction surveys and PAC/BILT Surveys. Results from both the Fall '20 Course Evaluation Survey and the Student Satisfaction Survey are quite favorable: on a five-point scale, the average for all items fell above four. The results for the PAC/BILT survey have similar positive results, and sessions with members of MATC's PACs and BILTs confirmed the high regard in which MATC is held by its industry partners. In addition to questions that ask students to assess their experience with MATC's services, the Student Satisfaction Survey includes questions related to practices associated with increased student engagement. Many of these questions appear to be derived from the Community College Survey of Student Engagement (CCSSE) with some questions using the CCSSE wording. The team encourages MATC to develop its own questions that are particularly relevant to the institution to determine student engagement and that will allow it to implement changes to improve student experience.

While MATC's Assessment Plan indicates that data derived from these indirect measures are analyzed by college personnel, it is not clear how MATC has used the data as part of its improvement efforts.

As described in its Argument, MATC collects data related to student outcomes within its technical programs related to program completion rates, third-party credentials, job placement, and earnings. The data collected through this process are analyzed by the Assessment Committee and program faculty during program review. The sample program reviews indicate that the programs are performing well in preparing their students for third-party credential exams, for job placement, and for earning livable wages.

As part of a focused visit conducted in fall of 2019, the Higher Learning Commission evaluated MATC's progress in addressing concerns raised in the 2017 Mid-Cycle Review. While recognizing the College's significant progress, the Commission identified five areas of focus requiring continued institutional attention related to assessment. These items included

- A more systematic approach to linking specific outcomes to learning improvement efforts and results indicating the improvement was effective/not effective;
 - While both the assurance argument and sessions with College personnel indicate that MATC is identifying appropriate efforts to improve student learning, it is not clear how

- either program review or MATC's Assessment Plan ensure that these efforts are in turn assessed for their effectiveness as part of a continuous improvement cycle.
- Moving to more use of direct, measurable tools of evaluating student learning, particularly in co-curricular assessment;
 - The Co-Curricular Assessment Plan has defined co-curricular activities and a set of associated outcomes that align with its general education outcomes. The plan also identifies a set of assessments that will directly measure student learning of those outcomes. All of these steps represent significant strides toward assessing co-curricular activities, but the plan has yet to be implemented.
 - A more inclusive definition of what institutional activities may be co-curricular;
 - MATC's Co-Curricular Assessment Plan narrows the focus of its assessment efforts. This sharpened focus represents a sound strategy for developing its processes for assessing co-curricular experiences. MATC can then use what it learns from this experience to build its assessment efforts outward.
 - A clear link between assessment of student learning, budgeting, and institutional effectiveness;
 - Conversations with college Personnel indicated that budget directors have the opportunity to request funding for different initiatives, including those that may be used to finance proposed initiatives that emerge from the assessment of student learning, during the annual budget creation process.
 - Planning around bringing dual enrollment and the Adult Learning Center into assessment activities.
 - The Assurance Argument did not indicate that assessment efforts have been extended to dual-enrollment courses or to the Adult Learning Center. Discussions during campus sessions confirmed that this work has yet to begin.

Although not identified as a concern in the 2019 Focused Visit Report, the status and relationship of MATC's General Education Outcomes remains ambiguous. The 2017 Mid-Cycle Report refers to this ambiguity and asks that MATC determine if "the general education outcomes are the same or different than the institutional core abilities. If different, determination of what the general education outcomes are and that they are assessed" should be accomplished. The Team found that MATC personnel could not clearly articulate the role that the general education outcomes play in their overall assessment efforts.

Interim Monitoring (if applicable)

The Review Team recommends that MATC be required to submit a monitoring report on assessment of student learning in 2023. The report will demonstrate that MATC is solidifying assessment operations, collecting longitudinal data, and developing the linkages needed to validate how assessment informs curricular, pedagogical, and operational planning. The report should address assessment while providing specific language addressing the following issues.

1. Documentation indicating that MATC has implemented a more robust continuous improvement process that collects and analyzes data on the effectiveness of the efforts it undertakes to improve student learning.
2. Evidence that the data collected through the course evaluation and student satisfaction surveys are systematically analyzed and used to inform improvement efforts related to teaching and learning.
3. MATC's progress on the implementation of its Co-Curricular Assessment Plan. This section

should include evidence demonstrating that the plan's identified outcomes are being systematically assessed and analyzed, that the results of that analysis are used to inform changes to co-curricular programming, and that data related to those changes are collected and analyzed to evaluate the effectiveness of those changes.

4. Evidence of the College's progress toward incorporating dual enrollment offerings, offerings at external locations, and programming at the Adult Learning Center into its overall assessment efforts.
5. Evidence that MATC has clearly defined how its General Education Learning Outcomes relate to its curriculum and within its overall assessment efforts.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

Met

Rationale

MATC establishes institutional goals for persistence, retention, and completion by aligning itself with the strategic plans adopted by the Kansas Board of Regents (KBOR). For instance, KBOR's Foresight 2020 plan identified clear goals related to retention, persistence, and completion. These goals included increasing first to second year retention and graduation rates of Kansas students by ten percentage points. To align with these statewide goals, MATC negotiated a Performance Agreement with KBOR that identifies goals aligned with the statewide plan. These goals included increasing retention rates of students who place into remedial work and raising the percentage of students who complete their certificate or degree within two years. The Argument includes a Performance Report that tracks MATC's progress on these goals against baseline data for Academic Years 2013-2015.

MATC's Strategic Plan for 2020-2025 includes a goal devoted to Student Retention and Completion that aligns with KBOR's more recently adopted plan, Building a Future. As part of that goal, MATC will review a 1-3 year trend-line related to on-time graduation, student loan default rate, graduate wage data, and the number of certificates, degrees, and industry recognized credentials earned by students. This review has an anticipated completion date of July 2021. This baseline data will be compared to similar data in July 1, 2023 to determine whether or not student retention and completion have improved by 5 percent. As such it appears that MATC has set the ambitious yet attainable target of increasing student retention and completion by at least 5 percent over the two-year period spanning July 2021 to July 2023. The Argument indicates that this baseline data will be analyzed in conjunction with data collected on institutional practices related to student engagement

and course scheduling that will allow MATC to determine which actions are associated with increased student retention, persistence, and completion.

MATC collects and reports data on persistence, retention, and completion using KBOR and IPEDS definitions. The Fall Enrollment Report classifies students using a number of characteristics. Retention is determined by comparing the Academic Year Report with the Fall Enrollment Report. Faculty are then asked to complete a Follow-Up Report, K-Tip Report, and a Perkins Core Indicators of Performance Report.

In addition to the analysis outlined in the 2020-2025 strategic plan, faculty are provided data on first to second semester retention and the number of program graduates as part of program review. The program review template asks faculty to indicate what activities the program has undertaken to improve persistence, retention, and completion. In the samples provided, the Practical Nursing Program identifies the youthfulness of its student population and their lack of preparation for college study as being a source of declining retention rates; the Business Administration program review does not explicitly mention any efforts it undertook to improve retention, persistence, and completion. The Electric Power Distribution Program Review likewise does not mention efforts to increase persistence, retention, and completion.

However, sessions with program faculty and the Assessment Committee indicate that significant attention is devoted to persistence, retention, and completion on an ongoing basis. These efforts included redesigning program pathways within the IT Program to allow students to pursue different curricular pathways better aligned with their interests and industry need. A faculty member from the Business Administration program described the use of intrusive advising techniques to increase retention and completion rates, and Construction Technology faculty spoke of discussions with industry partners on allowing students to complete their certificates after being hired.

The argument mentions the purchase of Starfish as an action that has been taken to increase retention, persistence, and completion. The assurance argument and college personnel also emphasized activities undertaken as part of a Title III Grant that focuses on improving online and hybrid instruction and providing access to student services online as part of its efforts to improve student retention, persistence, and completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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.

Rationale

MATC employs a number of policies and procedures that allow it to collect and analyze data on student learning and progress throughout their educational programs. These data allow MATC faculty members to evaluate the degree to which programs prepare students for success after their completion. While both the Argument and Visit affirmed the significant progress MATC has achieved in recent years in assessment of Core Abilities, opportunities certainly exist for improving and extending these processes of assessment and evaluation to all areas of the College. The most noted lack of progress is in areas identified in the 2019 Focus Visit and in consistently using data to push for improvement in pedagogy and curriculum and measuring that improvement. The Peer-Review Team recognizes MATC's progress in assessment. To help maintain momentum and build upon their successes, the Peer-Review Team recommends that MATC submit a monitoring report in 2023 devoted to Core Component 4.B areas identified in the Monitoring Report directive.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Manhattan Area Technical College (MATC) operates under the Carver Policy Governance system, which ensures a predictable structure by which planning and management occur. The Board's Policy Governance Manual outlines the guidance for its Board of Directors (Board) to provide outward vision and strategic leadership while respecting the President's role in the day-to-day operational oversight and administration of the institution.

Board members shared that reports from the President on operational activities, involvement at the state/local level, and discussions about MATC's economic/community impact; reports from staff and administrative leadership on financial decisions, training, and enrollment; and updates from Faculty Senate on student measures/evaluations and curriculum and program changes all support the assertion that the Board and President act in accordance with its governance policy. Further discussions with members of Faculty Senate, administrative staff, and members of the Program Advisory Committees (PACs) and Business and Industry Leadership Teams (BILTs) confirmed a process where policies and practices are presented and reviewed for recommendation prior to being approved by the Board. Review of MATC's Policy Governance Manual and samples of Board minutes which include the President's monthly reports supports the assertion that the Board is kept informed and provides feedback on policies and procedures.

By design, the following MATC policies outline roles and responsibilities of administrators, faculty,

and staff: President's Cabinet (3.2.1); Strategic Planning Committee (3.2.3); Faculty Senate (3.2.4); Curriculum Committee (3.2.7); Assessment Committee (3.2.8); and Professional Development Committee (3.2.9). The college community engages its internal constituencies in accordance with committee policies which are located on the MATC website. Discussions with committee members, specifically those committees led by the faculty, confirmed compliance with the governance process. In addition, members cited examples of how committee meetings are structured for the purpose of information sharing, feedback, and closing-the-loop between programs, departments, administrative leadership and the Board.

Throughout the Assurance Argument and during campus interviews MATC emphasized its commitment to being a leader in postsecondary technical education in order to prepare individuals for productive and enriched lives. To accomplish this, college administrators work alongside faculty and staff to engage in what was described as an organic, team approach to decision-making. MATC outlined the process by which the College engages in open dialog at various levels through regularly scheduled meetings (i.e. monthly Board, bi-monthly administrative team, governance, professional development and in-service, Faculty Senate, faculty meetings with the President) with additional meetings and updates provided to the college as needed. Furthermore, review of sample documents and meeting minutes provided evidence that committees meet regularly to ensure academic requirements and institutional plans, policies, and processes are established and effective. Discussions with faculty, staff, and students affirmed that the stakeholders are appreciative of a governance structure which offers mechanisms for engaging constituents in cross-functional decision-making through open communication and teamwork as a means to support the mission.

Members of Faculty Senate expressed their involvement and influence on decision-making occurs through a variety of avenues where they have the ability to review and make recommendations about policies and procedures:

1. Program and division meetings;
2. Participation on faculty-lead Committees (i.e. Assessment, Curriculum, and Professional Development); and
3. Representation on institutional Committees (i.e. Strategic Planning, Diversity, Marketing, Technology, etc.

Faculty emphasized that the President attends Faculty Senate and recently made a presentation about the “vision” for expanding the campus, where they were able to ask questions and provide feedback. Additionally, the Faculty Senate Chair explained that he regularly attends meetings of the Board and President’s Cabinet.

Sharing of data with the campus community occurs formally and informally for the purpose of decision-making and communication of overall college performance. Review of meeting minutes, the college reporting calendar and discussions with the Board and members of PACs/BILTs confirmed that data is collected, reported, and presented to internal and external stakeholders on a regular basis. Team review of data used for decision-making included: AY 2019-2020 Enrollment Profile, budget information provided from the Business Office, Kansas Board of Regents (KBOR) data reports, IPEDS, performance data, and other institutional information collected by programs. Furthermore, conversations with governance committees and administrative leads supported MATC’s claim that a cross-functional Data Team was established to facilitate organization, review, and accessibility of institutional data. Members of the Data Team and faculty noted that a centralized data repository is accessible and that a Helpdesk ticket/approval system was created for specific data requests. Moreover, curriculum, enrollment, student satisfaction, and budget data are provided regularly for

programs to use as part of the development of the Program Review report and for departments to utilize for the purpose of continuous improvement.

In addition to data reports, faculty cited examples of how they use the insights provided from Program Reviews, student surveys, and PAC/BILT feedback which helps facilitate continuous improvement of curriculum and programs:

- *Nursing program*: updates to clinical paperwork to require students to include citations for their research and highlight ethical reasoning in the clinical sites and a request for additional funding for equipment upgrades;
- *The Learning Center (TLC)*: faculty utilizing the TLC to implement strategies to help student retention, including assignments related to labs;
- *Construction Technology program*: utilization of data from the National Center for Construction Technology and Research (NCCTR) to identify ways improve curriculum and use of “best practices”; and
- *Business Program*: partnership with local businesses and industries to offer internships for MATC students.

MATC is working to improve the role of students in shared governance. Recently, recognizing that its Student Government Organization was struggling, MATC organized a Student Voice Council with the intent to “assist the improving school climate and create true communication between the faculty, staff, and administration.” Conversations with faculty, staff, and students confirmed that representatives from various programs gather to discuss ideas and concerns. However, due to COVID-19, the effectiveness of this initiative will need to be determined at a later date. Review of results from the fall 2020 student course evaluations, spring 2020 Student Satisfaction Survey, and spring 2020 PAC/BILT survey did provide evidence that student and community feedback is collected and utilized to make institutional and programmatic improvements to meet the needs of students and the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

MATC employs 67 full-time employees as indicated in the IPEDS 2019-2020 report. The employees are composed of 26 full-time faculty, 21 adjunct instructors, 41 full-time staff personnel, and 31 part-time staff personnel. Faculty and staff who provide academic and student support services are appropriately qualified upon hiring, and records of credentials are maintained in personnel files located in the Human Resources Office. Team review of the Faculty Credentials Policy (7.3.3.), Academic and Student Support Staff Credentials List, and Instructor Approval Form provides verification that MATC has processes in place to ensure faculty and staff credentialing is adequate to support both academic and non-academic operations. Review of MATC's Employee and Dependent Tuition Reimbursement Policy (5.2.2), the Request for Tuition Reimbursement form, and professional development videos/training posted to MATC's Canvas LMS supports the college's assertion that it "facilitates the professional growth and development of its employees."

The institution also sets aside time each semester for large and small group training where technology training (i.e. Canvas, Starfish, Zoom), assessment mentoring, lunch-and-learn sessions (i.e. advising, financial aid, diversity and inclusion), and virtual Happy Hours are provided to facilitate information sharing on teaching practices and organizational processes that "draw on each other's strengths and knowledge" to help develop faculty and staff. Members of the Professional Development Committee shared that their role in facilitating professional development is through gathering input from the campus community on relevant topics and creating the professional development schedule of activities. Sample agendas and the Professional Development Committee Fall 2020-Spring 2021 Activities are evidence of a coordinated effort to ensure faculty and staff receive college-wide training. Faculty and staff and the Chief Financial Officer (CFO) reiterated the importance placed on professional development by explaining that dollars are allocated in the budget and through Perkins funding to ensure opportunities to attend regional and national conferences as part of external professional development.

Since the last accreditation visit, MATC has executed, with approval by the Board, the following

physical infrastructure changes and technology upgrades to support its operations and program delivery:

- *Modular Units Additions*: two units on the Southeast portion of campus which currently house the adult education and business administration programs. The City Commission of Manhattan, provided a forgivable economic development loan to acquire, relocate, and renovate the units.
- *Campus Renovations*: (1) College library to the Teaching & Learning Center; (2) Welding facility upgrade and state-of-the-art ventilation system; (3) Nursing simulation lab with additional space within existing facilities; (4) expanding Allied Health EMT and CNA programs.
- *New Roof*: for the main campus building during FY 2020.
- *MATC's first off-campus Center*: property and three existing facilities located 25 miles east of MATC (Wamego, KS) acquired to provide local school districts access to technical education, which began operation, FY 2021.
- *Relocation of Science Labs/Lecture Rooms*: into the main campus building, for information and networking technology and critical environment technology.
- *Construction of Bio-risk Reduction Lab*: supporting the National Bio and Agro-Defense Facility (NBAF) to train and educate support personnel for the Animal Health Corridor, which complements Kansas State University's work in the global food industry.
- *IT Capacity*: to keep with the growing needs of the college (i.e. general computer systems, cybersecurity, classroom instruction technology, safety and security, etc.), Information Technology staff install/maintain/managed technology. Additionally, during AY 2017-18, Title III grant funds were used to transition the data/LMS system to Canvas.

Conversations with administrative leaders, community representatives, members of PACs/BILTS, and the Board confirmed that projects, upgrades, and renovations undertaken by MATC, reinforce the college mission and its support for economic development and value to the community. The College might consider the development of what is often called a Master Plan. This plan might help the College assess the viability of its facilities and plan long-range for meeting future needs.

MATC's strategic plan was revised by the President in consultation with administrative leaders and was approved by the Board on August 25, 2020 for dissemination to the campus and external constituents. MATC's strategic goals, (1) Resource Development; (2) Marketing; (3) Accreditation/Accountability; (4) Student Retention and Completion; (5) Professional Development; (6) Program Development and Partnership Engagement; and (7) Resources, Effectiveness and Efficiencies, are aligned with changes made due to COVID-19 and the new Kansas Board of Regents (KBOR) strategic plan, which is an indication of MATC's commitment to mission and improving capacity, compliance, and innovation.

Discussions with the Strategic Planning Committee revealed that the Committee is in its infancy and members did not have direct input into development of the plan. The Committee was established to include representatives from across the college to serve as an accountability group that meets every other month to review the plan's progress and provide feedback to the President and leadership team. Although the strategic plan was created top-down, the work of the Strategic Planning Committee involves the entire campus in the achievement of the plan through implementation of strategic actions which are supported and accomplished through teamwork and collaboration and feedback to areas of the campus and the community. The strategic plan is a living document with robust and aspirational actions tasks which are intentionally adaptable to address rapid changes and/or new

ventures taken on by the MATC. The 3D Budget & Strategic Plan outlines non-financial and financial/equipment funding sources for each goal and prioritizes them based on categories of accountability (i.e. Core, Adjacent, and Coming Attractions). While this information is helpful for tracking the strategic plan budget and substantial qualitative data exists regarding activities of the plan, the Committee admits that few data points are being reviewed and measurable outcomes have yet to be established. In the absence of quantifiable data, it is unclear at this time as to the actual progress or impact the Plan has on institutional effectiveness. At this point in the forward movement of the Plan, MATC, through the Strategic Planning Committee in consultation with campus data experts, might find tracking the flow of the Plan more efficiently documented by the implementation of

- milestones, and timeline for actions (e.g. quarterly, annual, five year);
- key performance indicators (KPIs) with targets and additional linkage to budget;
- identification as to whether or not benchmarks have been met/not met;
- action plan status (e.g. completed, in progress, behind schedule, or no longer required); and
- analysis of how outcomes impact internal and/or external constituencies.

These data pieces might help demonstrate how the adoption of new activities and processes inform the institution while helping achieve its strategic goals.

Resource management and well-developed processes are critical for ensuring that the college mission is achieved. MATC has policies in place which ensure administration is accountable and carefully ensures all institutional expenditures align with the Strategic Plan, while maintaining fiscal viability.

Since the last Site Visit, MATC has moved to a more transparent budgeting and planning process, replacing its manual process with an electronic budget system (Jenzabar) in 2019. The new system provides a greater level of efficiency through real-time data updates and electronic preparation/monitoring of budgets and purchase requests through the online portal.

The institutional budget process begins each calendar year (January/February) when the Chief Financial Officer (CFO) sends the 15 budget managers their electronic departmental budget worksheet for completion prior to the new fiscal year. Senior leadership primarily sets the budget priorities for the upcoming year, and then the CFO schedules time with each budget manager to review the budget and budget assumptions. Discussions with the CFO, members of the Business Office, and budget managers confirmed implementation of a budget process which involves active participation of faculty and staff where budget data/recommendations are brought forward for consideration and review by the administrative leadership prior to presentation to the Board for approval.

MATC budgets are developed based on conservative estimates with only 80 percent of funds released to budget managers at the beginning of the fiscal year. Budget managers are notified of approved budgets for real-time tracking and to understand financial impacts on departments. The remaining 20 percent of funds is monitored by the Business Offices and released to departments based on the business performance of the college. Although MATC does not have a formal reserves policy for institutional funds, the College has a goal of carrying over no less than 10 percent (\$860K) for institutional reserves per year.

Budgeting is incorporated into institutional decision-making at all stages. Senior administrative leadership conducts frequent reviews of the budget and related information about equipment, technology, maintenance, facilities, and other resources. In addition, the Campus Project Team

reviews the 3D Budget for Planning alignment and provides budget information to Committees as needed. Review of Board meeting minutes supports MATC's assertion that the Board monitors the fiscal viability of the College through presentation of the monthly budget, expenses, and requests for approval of expenditures greater than \$5000.

MATC uses its strategic plan to identify, categorize, and prioritize initiatives for the advancement of the mission, which is supported using three major sources of revenue: (1) post-secondary aid appropriated by KBOR; (2) student tuition and fees, and (3) state and federal grants. Review of MATC's Chart of Operating Expenses/Revenue (June 2019 & 2020), the 2020 Independent Audit Report, and 2021 KBOR Technical College Data Viewbook verified that:

- Federal and state grants (37 percent of operation revenue) are an important source for funding the development and implementation of new programs as well as the modernization of existing programs; and
- Continued reductions in state aid from KBOR required the college seek Board approval of a \$55 to \$60/credit hour fee increase (61 percent of operating revenue) to enhance the economic viability of the college and maintain the revenue necessary for supporting academic programs and daily operations.

It should also be noted that review of the KBOR Technical College Data Viewbook supports the assertion that MATC increased its FY 2021 fee rate to \$80/credit hour, which was confirmed during discussions with the CFO. This supports the college's assertion that tuition and fee increases have been necessary to balance declines in state funding.

MATC indicated that state allocations have continued to decrease and as of AY 2021 the college only received 35 percent of its revenue from KBOR. While the allocation of state funds has decreased, MATC proactively seeks opportunities to acquire resources to support college operation and academic programs. Over the last five years (FY16-17 through FY20-21), as a result of MATC's aggressive pursuit of grants, the college received over \$6.42 million in state and federal funds to assist in the creation of new degrees and certificates as well as enhancing the economic development in support of local business and industry. Examples of the grant funds received by MATC include:

- *Title III Strengthening Institutions Grant*: Approximately \$448,000/year over five years to facilitate increasing online/blended academic delivery of targeted courses and programs, improving student services/access (e.g. tutoring, academic early alert, and advising), and IT improvements.
- *National Bio and Agro-defense Facility (NBAF) Innovation Prize*: \$52,000 to develop and pilot biosafety training for high containment/high-performance lab environments.
- *MATC Foundation Cash and In-kind Services/Donations*: Approximately \$1.2 million in value from Westar Energy power. Revenues used for campus renovations and improvements to the Electric Power and Distribution program.
- *National Science Foundation (NSF) Grant*: for the Critical Environment Technology program (CET) to pilot courses during AY 2021.

Review of the following reports and conversations with the Strategic Planning Committee, administrative leadership, and the CFO confirm that MATC considers institutional plans, its corresponding goals, and allocation/reallocation of financial resources with mission in mind:

- Annual audits FY2019 & FY2020;
- FY2020 Operational Budget;

- Monthly Expenditures;
- Quarterly Financial Condition (included in Board minutes); and
- Grant Documents

Strategic plan goals are linked to the overall budget, and the College regularly monitors tuition rates/fees of peer institutions in order to make determinations and recommendations regarding tuition and fee increases to the Board for approval.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

MATC reiterates its use of the College's strategic plan to identify and prioritize initiatives for the advancement of the mission. Review of the College's 3D Budget & Strategic Plan supports the assertion that resource allocation is aligned with each goal--resource development, marketing, accreditation/accountability, student retention/completion, professional development; program development/partnership engagement; resources, effectiveness & efficiencies--and linked to institutional strategic planning, the KBOR strategic plan, HLC Criteria, and other justifications. Moreover, the 3D Budget & Strategic Plan outlines non-financial and financial/equipment funding sources for each goal while prioritizing the goals based on the following categories and accountability measures:

- *Core*: Implemented, within 24 months, incremental innovation, up to 70 percent of resources committed; performance metrics for accountability.
- *Adjacent*: Implemented 30 to 60 months, emphasis on existing products to new markets or new products to existing markets, up to 20 percent of resources committed; market share metrics for accountability.
- *Coming Attractions*: Creating the future, creativity to prototype, up to 10 percent of resources committed; viability metrics for accountability.

In addition to the state and federal grants received, the College has access to approximately \$127,000 (spendable) from the MATC Foundation to support institutional goals and initiatives to meet the needs of its service area. Foundation dollars are primarily designated to provide scholarships to students.

Another means by which MATC plans for allocation and leveraging of resources is through its designation as an Eligible Training Provider, based on KBOR guidelines for workforce education and industry certification. Discussions with members of PACs/BILTs support MATC's claim that the college actively pursues prospective students whose training will result in an industry credential. Moreover, the College partners with organizations such as Heartland Works, which is funded through the Workforce Innovation and Opportunity Act, in an effort to provide students with services and financial assistance once enrolled in MATC eligible programs.

Conversations with the President and Board, review of Board minutes, and the 2016 Feasibility Report are indicators of the importance placed on seeking opportunities to expand awareness of MATC while securing external funding to advance the mission and vision from such funding sources as John Deere. However, the Team was unable to determine how this information was being incorporated into the work of the Strategic Planning Committee.

The Argument outlines a robust process for gathering data and information which is provided to faculty for use in the assessment of student learning and inclusion in Program Reviews. Examples of program reviews for Practical Nursing (AY 2019-20), Business Administration (2018-19), and Electric Power Distribution (2017-18) indicate that faculty and administration provide in-depth self-evaluation of the effectiveness of instructional programs using program data, assessment outcomes, revenue generation/operational costs, retention, feedback from advisory committees, etc. While MATC discusses the process of providing feedback based on such reviews, the Team struggled to identify evidence of executive summaries or formal feedback which outline the expectations for continuous improvement as it relates to: (1) modifications of practice; (2) changes in course curriculum/content; (3) expansion or discontinuation of programs; and (4) follow-up actions to address SWOT analysis/insights from advisory committees. Minutes and Program Assessment Reports do indicate a growing use of assessment data and intentional program reviews for the improvement of student learning. The institution is now in a position to focus on a systematic approach for linking improvements to institutional planning and budgeting.

MATC collects and reports data for persistence, retention, and completion which is provided to faculty (Summary Performance Report) as part of Program Review. Evidence of data reports include:

- MATC AY2019 Performance Report
- FY 2016-FY 2020 Program Review Summary of Data
- Academic Year Report
- Fall Enrollment Report
- KBOR Follow-up Report
- Perkins Performance indicators

Although the Argument asserts review of the aforementioned reports, specific data analysis was difficult to ascertain. Discussion with faculty did indicate that some level of reflection concerning retention, persistence, completion, and enrollment is present, such as the discussion about retention in the Construction Technology program, which is negatively impacted when current students are hired before program completion. As the assessment procedures mature, the institution will need to consider a means for memorializing how follow-up actions are implemented or how those actions are incorporated into the overall planning and budgeting processes.

Members of the Board and the MATC Foundation represent a variety of constituency groups (i.e. residential/commercial construction, automotive, energy, and manufacturing, banking and finance, community/economic development, leadership) all of whom support the viability of the College and

its programs. A review of minutes, planning documents, and discussions with faculty, staff, administrators, and other stakeholders affirmed that the planning process used by MATC encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. Collaboration between faculty, staff, students, and administration was evident, supporting a governance structure that is appropriate to the institution and synergistic. Discussions with external stakeholders further supported the finding that the planning process captures the voice of all its stakeholders.

Discussions with members of MATC's PACs, BILTs, and community partners confirmed that collaborative relationships are fostered in an effort to gain insights related to program curriculum, student performance, and program and business/industry needs. Review of PAC and BILT meeting minutes and sections of Program Review reports support the institution's practice of soliciting feedback from external stakeholders as part of the college's planning process. Moreover, the President, who is active at both the state and local levels, is able to obtain insight and information to assist the College in advancing the mission of the college. Conversations with external stakeholders affirmed Presidential involvement and collaboration in the local community.

MATC was able to provide data related to student course evaluations (Fall 2020), the Student Satisfaction Survey (Spring 2020), and the Co-curricular Assessment survey (Spring 2020). The recentness of this data has hampered the institution's ability to engage in closed-loop assessment. Continued attention to collecting and analyzing these data should provide a rich data-set to help inform assessment outcomes and overall student satisfaction and engagement. Conversations with student representatives indicated that the institution is responsive to student needs and is actively seeking to include them in addressing issues that affect student concerns.

Each program at MATC has a PAC and/or BILT comprised of business and industry professionals who collectively, "...help keep the College on track in accomplishing its mission, serve as liaisons between the College and their communities, and provide a clear vision for the future." MATC has a process of assessment, program review, and compliance reporting (e.g. KBOR, IPEDS, state/federal grant funders, and third-party accreditors) which includes tracking, monitoring, and review of institutional and program data.

Review of meeting minutes from AY 2020-2021 and conversations with external stakeholders reveal robust and effective lines of communication between MATC Faculty and PAC/BILT members. These communications include program updates, data reports, employment trends, certification requirements, and technology and financial support. These partnerships have helped the institution to anticipate evolving external factors and to systematically improve its operations and student outcomes.

The closure of the dental program serves as a good example of how PAC/BILT relationships were able to help the institution make a difficult, but strategic, decision. Feedback from the community and external stakeholders affirmed the effectiveness of the program, while also providing evaluative data that affirmed the need for the program to be shuttered. Furthermore, the PAC/BILTs, in partnership with the administration and faculty, have assisted in helping the institution consider other avenues of investment.

As MATC continues to build upon these partnerships, future Assurance Arguments will be enhanced by more extensive record-keeping, demonstrating direct linkages between PAC/BILT discussion and overall budget, planning, and efforts related to continuous improvement.

MATC, through its internal and external collaborations (e.g. creation of student internships, occupational work experiences, PAC/BILT participation, etc.), has placed considerable effort into ensuring MATC's program objectives are aligned with the industry needs and the goals of technical education. Discussion with faculty further reinforces that these collaborations guide planning and budgeting as program directors are able to use the budget process to align requests with elements of the mission and strategic plan. Administratively, the institution is advancing its ability to systematically incorporate these requests into the planning and budgeting process, as a whole.

A review of the 2016 Feasibility Study describes the importance placed on seeking opportunities to expand awareness of the College and securing external funding to advance its mission and vision. Discussion with external stakeholders revealed that these data, as well as feedback from local industries and organizations, ensure that MATC's programming is linked to its strategic planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

MATC is committed to review of evidence. Discussions with the college community verify MATC's allocation of resources and the College's organizational structure, which supports continuous improvement, growth, and the development of processes and procedures to ensure fulfillment of mission and implementation of Strategic Plan goals. There is a growing body of evidence supporting the use of formal processes, college committees, shared governance, and collaboration with faculty and students to establish and update academic requirements, policies, and processes.

Additionally, the faculty and staff of MATC are focused on advancing the quality of its academic offerings while evolving to respond to the needs of the Manhattan area community through collaboration and embracing the shared governance approach for fulfilling its mission as a technical college. Under the policies of Kansas Board of Regents, some elements of academic planning and policy are determined at the state level while others occur at the local level.

Discussions with faculty and staff support the assertion that the administration remains committed to engaging constituents in the College's work. The Review Team affirms that this commitment is both authentic and effective; numerous examples of improved collaboration and communication were provided by faculty and students. The College has invested in staffing (e.g. restructuring), technology (e.g. smartboards, video, tools), and software (e.g. Starfish, Canvas) to enhance academic planning and operational efficacy. This collaboration and strategic investment in conjunction with the visionary leadership of the President, oversight of the Board of Directors, and support from Business Industry Leadership Teams/Program Advisory Committees are evidence that college stakeholders share a common goal of making MATC better by "doing the right things and taking the right measures to be one of the top schools" in the region.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- FedCompFiling_2020_FRM_Final

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

A review of documents at the provided link confirms that MATC has a policy and procedure that specify the assignment of credit that includes specifications of time in and out of class or equivalent for all types of courses and all modes of instruction. The procedures include verification based on course scheduling and verification is by the Chief Academic Officer.

MATC has a curriculum committee (described in Core Component 3A) that reviews information about courses including the assignment of credit for new courses and course change proposals. The number of credits in a course is communicated to students consistently on the course syllabus, based on the syllabus template (Core Component 3A).

MATC provided syllabi from 13 courses covering a range of academic environments.

Blended/hybrid:

- ACC120_1B1T1 – Financial Accounting,
- CHM105_1B1G1 – Introduction to Chemistry,
- CRT231_1B1T1 – Internet of Things Fundamentals and Security,
- MLT2416_1B1T1 – MLT Clinical Chemistry,
- WLD150_1B1T2 – Intro to GMAW

Face-to-Face:

- BSC125_1F1G1 – Anatomy and Physiology,
- EPD160_1F1T1 – Underground Distribution,
- MAT135_1F1T1 – College Algebra

High school:

- COM105_1H1K1 – Introduction to Chemistry,
- PSY100_1H1F1 – General Psychology

Online:

- EMP1901_1L1T1 – Global Employment Standards,
- NTR105_1L1G1 – Nutrition Clinical:
- NUR118_1C1T1 – KSPN Medical-Surgical Nursing I

A review of the syllabi showed that students are provided with information about credits and expectations for work in the course. The syllabi provided appeared to be characteristic of depth and breadth of work appropriate to the course at the college level.

A review of the MATC website shows that information is provided for each program, describing the course list, tuition, and program length, and linking to student achievement and transfer information. MATC also provides prospective and enrolling students information about the complete program and time commitments that include time investments for credit requirements in the form of program documentation, orientation information, the program handbook, and the syllabus.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

At the links provided, ATC has a clear policy and accompanying process, as well as a comprehensive web form for the reporting, recording, and resolution of student complaints. The compliant form is easy to find on the MATC website. The policy includes a range of different types of complaints including academic and non-academic complaints.

Complaints that have gone through the college process are stored in Jenzabar. The complaint process has the complaints analyzed to identify recurring subjects of complaints, types of resolution, and strategies for addressing the problems identified in the complaints.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

MATC has policies that cover the transfer of credit from other colleges and universities. This policy is consistent with the "Joint Statement on Transfer and Award of Academic Credit." MATC also has a policy that itemizes all the other ways that credit can be awarded as a result of prior learning, including standard tests like AP and CLEP, credit by exam, or other approaches. Procedures for the student to follow are also provided. A student-facing webpage provides information for students

related to transfer of credit and assessment of prior learning.

Another student-facing website provides a list of articulation agreements with high schools (incoming), community colleges, and colleges/universities (outgoing).

Additional information about transfer of credit, articulation agreements, and alignment of programs among sister institutions in Kansas is presented in detail in Core Component 3A and Core Component 4A.

In the section of the website that lists all the academic programs, there is a link from each program page to the information on transfer of credit and articulation agreements.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

MATC requires that each student has a secure login ID/password initiated at the time of first enrollment. This login information is used each time the student accesses MATC information systems and for access to the learning management system. There are no fees. MATC policy and procedures in relation to student identity were documented in the materials provided and include a commitment to good practice on security of student records and digital systems.

5. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

MATC provides information on student achievement at a dedicated web page, which includes information on graduation rates, licensure rates, and data about students after graduation such as employment and wages. Information is provided for a range of programs. The page includes licensure pass rates for Nursing, Dental Hygienist, and CMLT programs; a placement report that includes wage data; and third party credentials.

In the section of the website that lists all the academic programs, there is a link from each program page to the information on student achievement.

6. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

On a dedicated webpage, MATC provides a list of all agencies that accredit or approve MATC and

includes notification that the college or its programs are not under sanction or under any adverse standing with any of the organizations. The HLC accreditation information is appropriately displayed.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section only if the institution has submitted an Appendix A. Review any negative actions taken against the institution and identify any implications for the institution's compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

No Appendix A provided.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

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.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
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	
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.S	Criterion 3 - Summary	
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	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date

6/30/2023

Report Focus

The team recommends a required follow-up monitoring report on Criterion 4, Core Component 4.B. The report will demonstrate that the MATC maintained focus and momentum in the work to achieve functional, manageable, and useful processes for the assessment of learning outcomes in Co-Curricular Activities, dual enrollment courses, courses at locations, and the programming in the Adult Learning Center. The report will also demonstrate that MATC has more robust processes for using data on the effectiveness of changes made to improve student learning and for using data from the Student Satisfaction Survey and Course Evaluation Surveys to improve instruction and student services. The report will contain

1. Documentation with data and analysis of changes resulting from assessment results indicating that MATC has implemented a more robust continuous improvement process that collects and analyzes data on the effectiveness of the efforts it undertakes to improve student learning at all locations. This will include highlighting changes in result data over time that demonstrate the effectiveness of efforts.
2. Documentation demonstrating that the data collected through the Student Satisfaction and Course Evaluation Surveys is systematically analyzed and used to inform improvements in instruction and student services and that data on those changes are in turn collected and analyzed for their effectiveness in achieving desired outcomes.
3. Documentation of the assessment of the Co-Curricular outcomes in Co-Curricular Activities: faculty and staff training in assessment of Co-Curricular outcomes; the events that participated in assessment plan and results of assessment; rubrics used; sample of completed rubrics used to evaluate; relevant minutes of co-curricular committees; a copy of the report, including data collected, analysis of data, and actions that will be taken; and a plan for assessing any implemented changes.
4. Documentation of the assessment of Core Ability outcomes in dual enrollment and courses offered at off-campus locations: the plan and timeline for incorporating dual enrollment courses; training schedule for faculty; list of courses involved in assessment and a schedule of the assessments planned following the date of the report; data collected, analysis of that data, and actions that will be taken; plan to assess the effectiveness of any changes.
5. Documentation of the assessment of learning outcomes in the programs in the Adult Learning Center, including GED and adult basic education courses/programs: the plan and timeline for incorporating Adult Learning Center programming into the college-wide assessment of learning outcomes, including the identification of the learning outcomes that will be assessed in the Center's programs; a definition of the appropriate level of acquisition of the learning outcomes and appropriate rubrics to measure that level; the faculty training plan; list of outcomes assessed and programming in which they were assessed; data collected, analysis of the data, and plan of action; a plan to assess the effectiveness of any changes made in response to the initial data collection and analysis.
6. Evidence that MATC has clearly defined how its General Education Outcomes are related to its curriculum

and fit within its overall assessment efforts.

Conclusion

The Manhattan Area Technical College Comprehensive Evaluation Visit was conducted with one peer evaluator on campus and the remaining four team members attending through Zoom technology. The team member on campus was able to provide the Team with an “up close and personal” perspective on the facilities, technology capability, and online learning, and on the functioning of the new Teaching Learning Center (TLC). The Zoom meetings worked smoothly, the participants engaged actively in sessions, and the sessions addressed many of the gaps in information the Team still had after reading the institution’s documents. As shown in the “Interaction with Constituencies,” the College managed to engage an impressive number of employees, students, and external stakeholders.

MATC was helpful in providing a large number of additional documents as seen in the “Additional Documents” and the “Addendum.” The College might consider which kinds of documents were requested and analyze how those documents are related to providing evidence in the Argument. Besides the use of verification documents, MATC might consider how they can provide specific data, their analysis, and their use in the Argument narrative so that the reader does not have to search through data documents or the website to find and analyze specific data themselves. Checking the HLC document “Providing Evidence for the Criteria for Accreditation” might prove helpful. The Team also found some concerns with the college-created Student Satisfaction Survey. Some of the items have the wording of the CCSSE (for example items 14 and 16) and use of a 4-point scale similar to the one found in CCSSE (although the wording differs slightly from CCSSE's). MATC should endeavor to formulate its own assessments using best practices and original language.

Overall, the team came away from the visit impressed by the work that has been accomplished since the 2017 Mid-Cycle Review and 2019 Focus Visit. Through its Strategic Planning Committee, MATC has made the “Strategic Plan 2020-2025” with its top-down origins a document owned by all college constituents. In the assessment of Core Abilities outcomes, MATC has arrived at the point where they can make comparisons of results and measure improvement over time for on-campus course data. In addition, the College has created the TLC, has space improvement plans for the Adult Learning Center, is beginning the opening of the Wamego Center, is in the position to develop Key Performance Indicators for its Strategic Plan, and is researching new opportunities in biotech programming that will support the area’s National Bio and Agra Defense Facility corridor.

Because so many of the College's noteworthy projects are in their beginning stages, the Team recommends that Manhattan Area Technical College be placed in the Standard Pathway for accreditation. This placement and the monitoring report will provide the institution with ongoing mentoring. MATC might consider how it could take the opportunities provided by the Standard Pathway to expand its Core Abilities and/or General Education Learning Outcomes assessment in dual enrollment, co-curricular activities, and the Adult Center; mature its data use; and work consciously on integrating and sustaining all its newly conceived efforts.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard

Federal Compliance

Does not require monitoring



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Manhattan Area Technical College, KS
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>Visit to include a Federal Compliance reviewer: Dr. Jocelyn Milner</p> <p>Due to the COVID-19 pandemic, only the following reviewer will travel to the campus: Dr. Leonard Favara. The rest of the team will conduct the evaluation remotely.</p>
DATES OF REVIEW:	5/3/2021 - 5/4/2021
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2020 - 2021

Recommended Change: 2030 - 2031

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

Recommended Change: No Change



Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: No Change

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

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: No Change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim Report due 6/30/2023: Improvement required in the assessment of student learning outcomes (4B)

Institutional Data

Educational Programs

Undergraduate

Certificate	12	_____
Associate Degrees	14	_____
Baccalaureate Degrees	0	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change: No Change

Additional Locations

None

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

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

Contractual Arrangements

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change
