

Manhattan Area Technical College Strategic Plan Proposal: 2020-2025

Mission: *Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.*

Vision: *As a leader in technical education, Manhattan Area Technical College will enhance student-centered learning and service to business, industry, and community members. (HLC Criterion 1)*

Values: *Integrity: Ethical and Responsible Conduct/Being Accountable for our Actions (HLC Criterion 2), Teaching & Learning: Quality, Resources, & Support/Addressing the Needs of our Students (HLC Criterion 3), Teaching & Learning: Evaluation & Improvement/Applying Industry Recommendations (HLC Criterion 4), Resources, Planning & Institutional Effectiveness/Striving for Excellence (HLC Criterion 5)*

Stakeholders: Current students, prospective students, previous students, parents, employers, K-12 post-secondary education, accrediting agencies, community/partnering agencies, community (service area); MATC faculty, MATC staff, advisory committees (PACs)

Our focus is always on improving our capacity for compliance (accountability), effectiveness (performance), and innovation (value-added elements). Together, these elements comprise our institution impact and return on investment (ROI). The proposed strategic goals, as well as our evidence meeting the accreditation criteria, will drive our mission, vision, and values. As an accredited college, our performance will always include data on student persistence, retention, and completion; on job placement, student earnings, student and employer satisfaction with skills preparation; and on the achievement by the students of industry recognized credentials. Those items provide validation of our effectiveness and of our meeting current and emerging needs of employers.

There are many concerns and opportunities for the next several months and years:

- ✓ The MATC strategic plan reflects alignment with the Kansas Board of Regents (KBOR) new strategic plan, Building A Future. The KBOR plan for higher education in the state (and a reminder that KBOR controls the state universities, but coordinates all other higher education in the state) has been developed around three pillars: families, business, and the economy.
 - For the pillar of family, KBOR will be working with the institutions to evaluate performance per these metric categories: 1) affordability emphasizing on-time graduation, and student loan default rates; 2) access emphasizing enrollment equity gaps, and the college-going rate; and 3) success emphasizing graduates going into jobs with sustainable wages, and degrees/certificates earned.
 - For the pillar of business, the performance metrics include: 1) talent pipeline emphasizing graduates in high wage/high demand fields with sustainable wages, and special initiatives supporting each institution's mission and service area for business; and 2) innovation emphasizing industry-sponsored research (which takes a different twist for a technical college).
 - For the final pillar, economic prosperity, the metrics are: 1) intentional economic activity through family sustainable jobs created, and capital investment generated (more targeting the universities), and 2) community and state benefits emphasizing non-monetary benefits of higher education for individuals and society.
 - The Regents have also formed a futures task force about higher education in the state. One aspect of that group will be to develop economic development hubs around the state through the universities. For MATC, this will further form connections for us with Kansas State University

around their targeted economic development approach for NBAF and biosecurity of the food cycle for the nation and the world.

- ✓ The MATC plan also reflects the effects of the COVID-19 situation and adjustments of the institution with instruction and student services, operations, resources, and regional economic impact. Some of the impact from the coronavirus will be permanent, in preparation for continuation and/or re-emergence of this virus or a future similar event.
- ✓ Public sector funding for the institution continues to lag with no indication of significant positive change within the near future.
- ✓ At the same time, it is unreasonable to make up that gap by passing the entire cost on to our students.
- ✓ Therefore, resource allocations to deferred maintenance, compensation and benefits, any facility/college expansion of services and/or programs, are significantly restricted by the lack of appropriate and adequate sources of support. We cannot expect public sector funding to be the answer to these concerns.
- ✓ Our focus must be on our value and return on investment to our local, regional, state, and national economies due to our mission of quality workforce education, and reaching out for individuals and groups who will invest and advocate for us.

Both federal and state data indicate that 40% of all current jobs require more than a high school diploma, but less than a baccalaureate degree, and both levels of government project that within ten years that percentage will increase to 65%. Those statistics simply reinforce the need, purpose, and value of Manhattan Area Technical College. An official of the Aspen Institute commented: “Students come to us [higher education] for a better life.” The questions we can ask for this institution are direct: what future are we creating, what might be, what are our possibilities, and who do we aspire to become as part of the College?

There is no quick easy solution. The proposed goals focus on optimal student recruitment, enrollment, retention, and completion/placement; resource development, allocation or investment, and assessment of results (resources include monetary, personnel, and facility elements); institutional and program effectiveness (emphasizing accreditation status/industry linkage); and improved marketing of the College and its value. *These goals offer a challenging, but achievable way forward to meeting our mission, gaining additional resources, and enhancing our value to our region and the state of Kansas.* Population projections for the primary service area of the College have steady increases, and the regional economy has a definite stake in the success of our institution. We should be proud of what we have accomplished, of our current efforts, and support the ideas provided by everyone to shape our future.

Victor Hwang, Director of Entrepreneurship for the Kauffman Foundation in Kansas City, offers this guidance: “There’s no savior from the outside; no large corporation that’ll wave a magic wand. There’s no one in Washington, D.C. who can pass a law to revive our communities. The only possible answer is that you are the leaders you’ve been waiting for.” We can shape our future. We can succeed.

Goals

Resource Development

1. The College will develop an action plan, accomplished by December 31, 2023, to acquire investors and resources to support expansion of the institution’s capacity and regional access including a projected return on investment of increased skilled and credentialed workforce for the service area and state of Kansas. The plan will target obtaining investment resources of no less than \$1.5 million and access expansion into Junction City and Wamego, and of a minimum \$1.5 million targeting student scholarships, technology and program-specific equipment, and capital projects.

- 1.1 *The MATC Foundation Trustees, working with appropriate College faculty and staff, will be implementing the relationship/cultivation period with 20-30 prospective major donors beginning summer 2019.*
- 1.2 *The MATC Foundation Trustees, working with appropriate College faculty and staff, will conduct visits with prospective major donors and other prospective donors with the goal of getting commitments totaling at least \$800,000 by January 2021.*
- 1.3 *The MATC Foundation Trustees, working with appropriate College faculty and staff, will continue cultivation of major donor prospects with the goal of getting commitments for an additional \$1,000,000 by January 2022.*
- 1.4 *The MATC Foundation Trustees, working with appropriate College faculty and staff, will continue cultivation of current and new donors with the goal of getting commitments for an additional \$800,000 by December 2023.*
- 1.5 *MATC and the MATC Foundation will use the Greater Manhattan Community Foundation as appropriate for submitted donations, investment/reporting management, and access to eligible funds to advance the institution.*
- 1.6 *MATC, and/or the MATC Foundation will also pursue appropriate grant opportunities for the College/programs, provide professional management of funded grant projects, and record those awards as part of the overall resource development component of the institution.*

Marketing

2. The College will develop and implement a comprehensive marketing plan, primarily based on social media and digital marketing. Current organizations/services (i.e., LERN, CASE, League for Innovation, etc.) with effective marketing approaches will be examined to enhance the design of the MATC plan. The plan, implemented in phases, will use data analytics to evaluate external contact and engagement with the marketing components. Objectives will include, but are not limited to:
 - 1-attracting students (making technical education the first choice?),
 - 2-sharing information targeting parents, teachers, and counselors,
 - 3-engaging employers, and connecting students and employers earlier to enhance motivation,
 - 4-increased identification and connection to former students,
 - 5-student success achievements,
 - 6-professional development engagement of faculty and staff,
 - 7-recognition of alumni, donors, and advocates of MATC, and
 - 8-value of the College mission and performance based on institutional effectiveness.
 - 2.1 *The College will develop a funding mechanism to employ a part-time marketing person with a target of January 2020.*
 - 2.2 *The person hired for marketing will work with appropriate College staff and faculty to develop and implement a prioritized/budget-based marketing plan focusing on the items identified in 1-8, with an emphasis on optimal use of social media.*
 - 2.3 *Data from the marketing process related to student success and achievement, employer and employee satisfaction, alumni and friends active engagement with the College (and its Foundation), and related measurements of success will be shared with regional news media as well as in an annual report about the effectiveness of the College, with a first publication date of December 2021.*

Accreditation/Accountability

3. The College will prepare for accreditation/audit reviews and visits with the objective of meeting, and/or exceeding requirements; implementing necessary changes to remedy any identified concern by the external agency; and reviewing all recommendations by the external agency to determine those items needing further exploration and possible recommendation for action. The initial college-wide focus is on assessment of student learning, followed by preparation for the next comprehensive accreditation review by the Higher Learning Commission. Programs, and the institution as a whole, will be ready to provide evidence of meeting/exceeding accreditation standards. An annual report related to external agency reviews, findings, recommendations, and program/institutional responses will be disseminated.

3.1 College faculty and appropriate staff and administration will prepare for the HLC follow-up visit on assessment of student learning in the fall 2019 semester, and use the report of that HLC team to direct any further refinement and improvement of the assessment process.

3.2 College employees will begin preparation for the next comprehensive accreditation review by HLC in May 2021, based on the new accreditation criterion approved by the HLC in 2019.

3.3 There will be an annual review of the institution's Composite Financial Ratio and Non-Financial Composite Ratio to the Board of Directors. The MATC Foundation will prepare for annual audits so that appropriate information concerning the Foundation's operations can be included in the ratio formula development per the accepted process of the Higher Learning Commission.

3.4 College administrators, working with appropriate staff and faculty, will enhance institutional performance on compliance

Student Retention/Completion

4. With the new Kansas Board of Regents (KBOR) Strategic Plan, Building a Future, MATC will review a 1-3 year trendline concerning: 1) on-time graduation, 2) student loan default rate, 3) graduates in program related employment earning sustaining wages, and 4) number of certificates, degrees, and industry-recognized credentials earned by students. This baseline study will be completed by July 2021. Analysis of that data will then be used to develop and implement appropriate improvement goals in those 4 areas. This component relates directly to the KBOR plan on affordability, access, and success.

With respect to COVID-19 and the possibility of that or similar situation, MATC will also develop policies and procedures to adapt services to online and hybrid delivery, as well as to ensure protocols for health and safety. This will include appropriate revisions to college publications, program materials, and more.

The College will review and revise the institution's student retention plan. Data will indicate if student retention improved by at least 5% and student completion by no less than 5% by July 1, 2023. The revised plan will include, but not be limited to, the following components:

1-gathering data related to student use of academic, advising, financial, and other services, with ongoing analysis of student performance (academic, persistence, progress toward completion, completion, job placement, satisfaction follow-up with the student and employer (6-month, 1 year, 2 year),

2-comparison to students not using available services,

3-analysis of information as to student issues that often lead to failure to succeed academically, and/or not complete their program of study,

4-analysis of access and affordability options (i.e., flexible scheduling, online/hybrid, tuition costs tied to satisfactory academic performance, progress in a program of study, evening and/or weekend options, etc.), and

5-inclusion of factors related to social and emotional intelligence/engagement to reinforce a sense of community for students, and the ability to connect in a meaningful way with faculty and staff.

4.1 Data will be compiled during the 2019-2020 academic year, based on current capacity, to gauge reasons for students not to be persistent, retention, and completion as well as use of student support services and the results of academic achievement, persistence, retention and completion of those students using services versus those not using services. That data will form the benchmark for designing new approaches to improve student performance.

4.2 During the 2019-2020 academic year (Year 4 of the Title III grant), appropriate grant resources will be used to assist in developing new and/or revised strategies and policies/procedures to enhance the effectiveness of college resources and services for student achievement, persistence, retention, and completion. Those new and revised approaches will be implemented by the spring 2020 semester and throughout the 2020-2021 academic year (Year 5 of the Title III grant program), to allow for assessment of the effectiveness of those approaches.

4.3 The ongoing approaches and data gathered during this time will form the basis of documentation for the next HLC comprehensive visit, as well as the final Title III grant reporting, and provide guidance for continued efforts to improve student academic achievement, persistence, retention and completion.

Professional Development

5. The College will implement by January 2020, a comprehensive professional development process emphasizing how participants provide feedback of using their experiences to:
 - 1-pilot new ideas related to their area of responsibility,
 - 2-enhance their job performance related to their area of responsibility,
 - 3-identify components of existing program and/or institutional performance worthy of recognition (and perhaps consideration of professional presentations),
 - 4-provide a reflection on the benefit gained from the professional development engagement.

5.1 The members of the Professional Development Committee will present recommendations concerning a comprehensive professional development process that closes the loop on the "return on investment," and present those recommendations to College employees at the January ~~2020~~ 2021 in-service.

5.2 The Professional Development Committee, working with other units and employees as needed, will develop appropriate pilot processes during the spring 2020 semester for implementation in the 2020-2021 academic year.

5.3 Data from the pilot year implementation will be reviewed by the Committee members during May 2021, so an update can be provided at the August 2021 in-service, with any changes and/or revisions being developed during the fall 2021 semester for implementation by the spring 2022 semester.

The College will work with the Professional Development Committee to review the adaptations of faculty and staff related to the COVID-19 situation and how the institution responded to continued learning and operations. Through that committee, the administration will develop plans to enhance the institution's ability to adapt to similar situations that affect the normal delivery of instruction and

services so that integrity of learning and accountability of actions will be maintained. A report from the Professional Development Committee will be provided to Administration by November 2020.

Program Development & Partnership Engagement

6. The KBOR Strategic Plan, Building A Future, emphasizes talent development for the state of Kansas. With an emphasis on economic development and workforce education, the plan targets graduates going into high demand/sustaining wage occupations. The College will create and implement by January 2020 2021 comprehensive action plans focusing on potential student markets emphasizing MATC's capacity for talent development, high demand and sustaining wage workforce education including, but not limited to Kansas State University, Ft. Riley soldiers and families, military veterans in the region, Flint Hills Job Corps, enhanced integration with the Adult Learning Center, regional USDs, NBAF/Animal Health Corridor, and regional employers. The plans will include, where applicable:
 - 1-concurrent/dual credit enrollment,
 - 2-stackable options of certificates-to-degrees/industry credentials,
 - 3-apprenticeship options,
 - 4-prior learning assessment,
 - 5-general education,
 - 6-customized learning opportunities for business/industry,
 - 7-retraining/up-skilling current workers,
 - 8-promotion of skills/awareness related to entrepreneurship and innovation.
- 6.1 The student services area will develop strategies targeting increasing concurrent/dual credit enrollment (both general education and technical education) with secondary schools in our service area, with the goal of implementing strategies that offer opportunities to grow secondary school student enrollment by 25% by the fall of 2023.*
- 6.2 The Student Success division of the College, working with the President, will develop strategies to improve stackable options for students, comprised of academic and/or industry-recognized credentialing, targeting a potential increase in stackable achievement of 25% by the end of the 2023 academic year. This will include a review of options to optimize appropriate engagement with NC3 (the National Coalition of Certification Centers), The Association of Controls Professionals, and additional possible options with current industry-recognized agencies.*
- 6.3 The Student Success division, working with other appropriate College staff and industry representatives, will determine, by January 2021, any appropriate apprenticeship programs for MATC, and the implementation plan for those programs.*
- 6.4 The three items just listed will also comprise strategies for the College to enhance appropriate use of prior learning assessment, customized learning opportunities for business and industry, and retraining and up-skilling current workers.*
- 6.5 Many reports and case studies reinforce the notion that true job growth is the result of the combinations of skills, innovation (of a product or service), and entrepreneurship. Traditionally, the latter two elements have usually been in the realm of senior colleges and universities. However, the past decade has seen more two-year colleges provide mentoring and facilitating of all three components. The appropriate persons (faculty and staff) of the College should begin discussion and examination of what role MATC can play with skills, innovation, and entrepreneurship, with the goal of providing a recommendation on this subject no later than January 2021.*

Resources, Effectiveness & Efficiencies

7. Senior administration will identify optional revenue models beyond the traditional academic/credit hour/tuition-fee approach. Options may include but not be limited to subscription pricing, discount pricing based on student performance/progress toward completion, competency-based pricing, and also examination of how the College can revise operations to optimize effectiveness and efficiency of utilities, facilities, equipment, operations, etc. The College will also examine the potential benefits of becoming more engaged with professional associations such as CASE, LERN, the League for Innovation, the American Association of Community Colleges, and similar organizations.

The administration, working with faculty and staff, will continue to develop contingency plans related to situations such as the COVID-19 crisis. The focus of the plans will be continuation of instruction and services, safety of employees, students, and the public, and accountability of changes protecting the integrity of the institution. Drafts of the plans will be completed by the end of the fall 2020 semester.

Finally, to align with the KBOR Strategic Plan, Building a Future, MATC will develop metrics to assess impact on economic development in our service area and the state, economic impact of the institution, as well as the non-monetary benefits provided by the College for individuals and society.

- 7.1 Develop a facilities master plan optimizing use of the campus.*
- 7.2 Appropriate senior administrators will develop 2-4 options of legitimate business models that meet the institutional mission and provide opportunities for alternate revenue streams, and present those to employees and the Board of Directors no later than the August 2020 in-service/monthly board meeting.*
- 7.3 Vetted options will then have implementation activities and timeframes developed, with the initial goal of piloting 1-2 options no later than the 2022-2023 fiscal year, dependent upon any agency approvals to maintain the institution's accreditation and integrity.*
- 7.4 It is anticipated that 1-2 options will emphasize the ability of students/participants to obtain education and training to qualify for additional industry-recognized credentials.*
- 7.5 The College will form appropriate teams of employees and external parties to conduct efficiency audits of utility consumption, and provide recommendations on options to optimize efficiencies that target monetary and non-monetary savings, so that those resources can be reallocated to more effective use for the institution and its mission. The audits should be completed by the end of 2020, with recommendations presented to the President by the start of the fall semester 2021.*
- 7.6 MATC will assess economic and social impact on a regular cycle with an emphasis on student job placement, wages, employer/employee satisfaction, community service activities performed by the college, and related documentation of benefits to the region and state through the institution.*

Data to consider:

2010-2018 census information

Riley/Pottawatomie/Geary counties			
	2010 population 127,094	2018 population 130,547	+2.7%
Riley	71,132	73,303	+3.6%
Pott.	21,608	24,277	+12.3%
Geary	34,354	32,594	-5.3%

<u>Topic</u>	<u>Riley Co.</u>	<u>Pottawatomie Co.</u>	<u>Geary Co.</u>
Persons <5	5.6%	7.7%	12.2%
Persons <18	16.6%	28.9%	31.2%
Persons 65/+	9.2%	13.9%	8.2%
Housing permits 2017	172	209	12
Non-English language	10.3%	4.5%	14.9%
HS grad but < Bach. 25/+	45.5%	33.5%	21.4%
In civilian workforce 16/+	58.9%	65.6%	49.3%
% in poverty	20.4%	9.8%	12.0%