Board of Directors Packet

Manhattan Area Technical College
September 26, 2023
Zoom/Live Stream 5:30 pm

Board of Directors:

__ Ballou, Brett (Riley) Chair

__Flanary, Tim (Pottawatomie) Vice-Chair

__Peterson, Heather (Pottawatomie)

__ Urban, David (Riley)

__Allen, Will (Geary)

__Matson, Mike (Riley)

__Armbrust, John (Riley)

__Noah, Julie (Clay)

Administration/Staff:

__Genandt, James (President/CEO)

__Davis, Kimberly

__ Bellamy, Kerri

__Imperato, Pamela (Board Clerk)

__Gfeller, Josh

__Boxberger, Chris

__Faculty Senate

__Phillips, Sarah

__Ross, Neil

__Watts, Harry

Agenda

1. **Call to Order**
2. **Consent Agenda** (Routine items requiring BOD action) *
   - Approval of AUGUST 2023 Meeting Minutes (Attachment 1) *
   - Approval of AUGUST 2023 Check Register w/Threshold Expenditures (Attachment 2) *
   - Organizational Update (Attachment 3) *
3. **General Agenda** (Items possibly requiring BOD Action)
   - **Programs**
     - i. Program Review: Business (Attachment 4) *
     - ii. Program Review: Information and Network Technology (Attachment 5) *
   - **Faculty Senate Comments/Updates**
   - **Operations**
     - i. Safety and Security Update
       - Clery Act Report (Attachment 6)
   - **Monitoring Report**
     - i. Strategic Plan (Attachment 7)
     - ii. End of Year Fiscal Conditions (Attachment 8)
   - **Policies**
     - i. Policy 9.1.7 Intellectual Property (Attachment 9) *
     - ii. Policy 7.8.3 Catastrophic Leave Bank (Attachment 10)
     - iii. Policy 3.7.4 Employee Compliant and Grievance Procedure (Attachment 11)
   - **Capital Project Proposals**

* Requires BOD Action

         i.   Economy Electric Bid (Attachment 12) *
- **Finance**
    - i.   BHE Monthly Monitoring Update (Attachment 13)
    - ii.   Business Decisions for Early College Access
    - iii.   College Reserves (Attachment 16)
    - iv.   Audit Update

4. **President's Report** (Attachment 14)
5. **Student Success** (Demonstration, Testimonial, or Report of Results related to Board Mission**)**
    - i.   Fall Projected Enrollment Data
    - ii.   Climate Survey (Attachment 15)
6. **Executive Session** (Finance)
7. **Executive Session** (President's Evaluation)

Meetings and Upcoming Events

Next Board Meeting: October 31, 2023

Thanksgiving Holiday: Nov. 20-24, 2023

Commencement: December 16, 2023

Board of Directors Minutes

Manhattan Area Technical College

1. The Board of Directors of the Manhattan Area met on August 29,2023 at 5:30p.m., with live streaming for employees.
   - Members present: Brett Ballou, Will Allen, John Armbrust, Mike Matson, Julie Noah, David Urban.
   - Administration Present: James Genandt, President, Sarah Phillips, Vice-President; Josh Gfeller, Chief Information Security Officer; Kerri Bellay, Director of Finance; Chris Boxberger, Dean of Academic Partnerships and Outreach; Neil Ross, Dean of Student Services; Harry Watts, Pamela Imperato, Board Clerk.
   - Guests: John Dietrick, Jen Cupery, Brian Koch, Mark Miller, Rachel Ohmes, Matt Olthoff, Matt Schacht, Rodney Stanfield
   - Meeting was live streamed.

2. **Call to Order**
   - Brett Ballou called the meeting to order at 5:30 p.m.

3. **Introduction of New Personnel**
   - New instructors Jen Cupery, Practical Nursing and Matt Olthoff, EMS introduced themselves and provided information on their backgrounds.

4. **Executive Session (Personnel)**
   - Dave Urban moved to go into Executive Session at 5:35p.m for 5 minutes. Motion by Dave Urban, John Armbrust seconded. Motion passed.
   - Extension of Executive Session requested, moved by Dave Urban, second by John Armbrust. Motion carried 6 yeas and 0 nays. Motion passed.
   - Motion to return to regular session 5:47p.m. by Brett Ballou, Mike Matson, second. Motion carried 6 yeas and 0 nays. Motion passed.

5. **Executive Session (Finance)**
   - Motion to return to Executive Session (Finance) at 5:48 p.m. by Dave Urban, Julie Noah, second. Motion carried 6 yeas and 0 nays. Motion passed
   - Motion to return to regular session at 6:05 p.m. by Mike Matson, John Armbrust, second. Motion carried 6 yeas and 0 nays. Motion passed.

6. **Consent Agenda**
   - Mike Matson motioned to approve consent agenda. John Armbrust seconded. Motion carried 6 yeas and 0 nays. Motion passed.

7. **General Agenda**
   - **Operations**
       i.   **By-Laws Approval**: Matt Schacht, President of the MATC Faculty Association sought approval of the Manhattan Area Technical College New Faculty Association (MATC-NFA) Constitution and Bylaws. Matt recognized the instrumental role of Rachel Ohmes in helping to craft by-laws language. Motion to approve MATC-NFA Bylaws by Julie Noah, Second by David Urban. Motion carried 6 yeas and 0 nays. Motion passed.

       ii. **MATC Faculty Association 2023-24 Agreement**: Matt Schacht, requested approval of the MATC Faculty Association 2023-24 Agreement. Noted was the cordiality and collaboration among the Faculty Negotiation Team and Administration as they developed this new MATC-based faculty association. Matt Schacht indicated that the MATC Faculty Association is committed to work with administration in continuous improvement efforts to benefit students. Motion to approve MATC New Faculty Association 2023-24 Agreement by Mike Matson, John Armbrust, Second. Motion carried 6 yeas and 0 nays. Motion passed.

       iii. **NSF Cyber Incident**: Josh Gfeller reported on communication received from the National Student Clearinghouse (NSC) which reported a cybersecurity incident to MATC affecting student records nationwide hosted by NSC, which included MATC. It was determined that one MATC student was affected by this incident. Neil Ross indicated that the information was transcript-based data with educational information, name and address. The student will be notified by NSC in a written letter and offered free identify theft and credit monitoring for two years. NSC has reported that their vulnerability has been patched.

   - **Faculty Senate Comments/Updates**
       i.   Brian Koch indicated that the Faculty Senate's vote on the MATC Faculty Association 2023-24 Agreement was unanimous. He relayed appreciation on behalf of faculty that decisions are made by administration with consideration of students and also, faculty. Chris Boxberger was acknowledged for his collaboration in the Cross-Track program for GED students. He also provided a faculty member perspective on the positive growth at the Wamego Center, particularly in the area of algebra and in MATC faculty-led instruction in area high schools.

- **Capital Projects Proposals**
  i. Commons Flooring Proposal: Josh Gfeller requested a motion for acceptance of the low bid to replace and upgrade flooring and carpeting of the Commons area. Capital Carpet came is as the low bid. Its cost is accounted for in the 2023-24 budget under Capital Expenditures. A December start date for installation during the school holiday period will be established with a cost lock-in. Motion to approve acceptance of Common Flooring bid by Brett Ballou, second by Julie Noah. Motion carried 6 yeas and 0 nays. Motion passed.

  ii. ATC security system: Josh Gfeller requested a motion to for exemption from Sealed Bid Policy 6.2.2 to approve Kenton Brothers proposal to install security equipment at MATC Wamego and MATC Manhattan locations. The vendor has previously installed several systems for MATC. Therefore, there is a need for a sole source vendor exemption as interoperability of components is necessary. The expenditure has been budgeted in capital outlay in the 2023-24 budget. Motion to exempt purchase from Sealed bid policy 6.2.2 and move forward with vendor proposal by David Urban, second John Armbrust. Motion carried 6 yeas and 0 nays. Motion passed.

- **Policies**
  i. Policy 9.1.7 Intellectual Property: This agenda item will be addressed at the next Board meeting.
  ii. Policy 7.8.3 Catastrophic Leave Bank: This agenda item will be addressed at the next Board meeting.
  iii. Policy 6.3.3 Unclaimed Student Title IV Funds: Sarah Phillips indicates that this policy ensures our compliance with federal requirements. Motion to approve by John Armbrust, second by Mike Matson. Motion passed.
  iv. Policy 3.7.4 Employee Complaint and Grievance Procedure: This agenda item will be addressed at the next Board meeting.

- **Finance**

  i. High School Partnership Agreements: Discussed was the background of high school partnerships generally and specific to the current academic year. Context was provided as a means to discuss the absence of a signed concurrent enrollment contract with Unified School Districts (USD's) for AY23-24. A change in allocation percentages, had been discussed with the preceding USD's administration. The agreement submitted for signature in July of 2023 has yet to be executed by USD's. Without the submission of enrollment numbers by MATC (encompassing USD's), to

KBOR by September 19, 2023, MATC will not receive allocations from KBOR for USD students presently attending MATC concurrent courses.

Of utmost concern and urgency is that the lack of registration of USD students due to the agreement status and subsequent enrollment submittal to KBOR by MATC by September 19 deadline. This jeopardizes the ability of USD students to receive college credits for concurrent courses currently underway. The matter both related to the agreement terms for AY23-24 and consequences of not providing enrollment numbers to KBOR, has been the subject of ongoing communication with the USD's and MATC leadership. MATC board members expressed willingness to reach out to Manhattan High School (MHS) board members to discuss the situation.

MATC has historically provided 75% of the funding received by KBOR to the high schools, which MATC now knows is not required by statute. For the AY23-24 agreement provided to high schools in July 2023 for signature, specified was a decrease in that allocation to 40% disbursement to high schools to supplement lost revenue and to cover required institutional costs.

It was speculated that the practice of providing high schools with a portion of KBOR funds was a vestige of earlier years. It was at a time when the concept of concurrent enrollment needed to be promoted to the high schools as a means of offering college courses and credit opportunities to high school students at low or no cost. It is also believed that this allocation was used as an incentive to motivate qualified HS faculty to teach college courses. This too is no longer the case. MATC provides to the USD, reimbursement for HS faculty who teach approved general education courses. Further reinforced was that high schools are already receiving funds directly from KBOR for the same students when they report enrollment numbers to KBOR. Therefore, USD'S is receiving funding for the concurrent enrollment students twice, from USD'S enrollment reported to KBOR and as a portion of funds received by MATC from KBOR and distributed to USD'S by MATC.

Sarah Phillips indicated that MATC incurs costs from many vendors based on total student enrollment which do not discriminate between residential, online or high school students. This includes costs associated with safety/security, software, tutoring, online platform, etc. Therefore, though high school students are taking course at a high school location,

to maintain accreditation, ensure equivalency in student experience and ethically enter into contractual obligations with vendors, necessary costs are incurred by MATC, regardless of student location.

Jim Genandt indicated that MATC's ability to grow, maintain and stand up programs to meet employer needs are being impacted by the present funding approach. This is particularly significant for new programs as there are no funds to provide seed money to allow for initial development and staffing. Inquiries were made whether there is room for negotiation on the 40% with perhaps a multi-year decrease in allocation amount. Other options indicted was a mill levy (presently unavailable to Technical Colleges due to statute) or addressing the interest received by USD'S as part of an escrow account for current campus construction paid by MATC to this escrow account. As the holder for the deed for MATC property and facilities, USD'S receives interest on this escrow account. It was indicated that the ability and time it would take in executing or attempting to execute these strategies would negatively impact critical growth initiatives at MATC.

The discussion ended with the agreement by Board Members to reach out to USD'S school board representative to educate around current agreement impasse.

ii.   2023-2024 Fiscal Year Budget Proposal   Motion to approve budget for John Armbrust. Seconded by Julie Noah. Motion carried 6 yeas and 0 nays. Motion passed.

iii.   BHE Monthly Monitoring Report: Josh Gfeller reports that construction is at or near schedule. We have had to dip into contingency funds. for HVAC equipment and Construction Electrical boxes. For these, a second low bid was accepted due to scheduling ability of low bid vendor and to maintain project timeline. For steel, the lowest bidder. Anticipated date for completion of building structure, not inclusive of interior finishing is anticipated in December.

- **Presidents Report:** Jim Genandt referenced the President's Report: July and August 2023.
- **Monitoring Report:** no discussion on this item

- **Student Success**
  i.   Fall Semester Start: no discussion on this item
  ii. Welcome Week Activities: no discussion on this item

Adjournment: Brett Ballou adjourned the meeting at 8:36pm

Meetings and Upcoming Events

Next Board meeting: September 26, 2023

To: MATC Board of Directors
From: Administration
Re: August 2023 Expenditures

September 20, 2023

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Category	Costs	%
Payroll, Withholdings and Benefits (200, 230, 590)	$ 360,565.29	52.40%
Facilities (510)	$ 58,186.67	8.46%
Student Payments (110)	$ 2,367.00	0.34%
Program Expenditures	$ 223,520.14	32.49%
ALC Operating Costs (excludes salary/benefits) (900, 930, 931)	$ 9,837.76	1.43%
Wamego (excluding salary/benefits)	$ 4,359.29	0.63%
Other Operating costs	$ 29,211.29	4.25%
Total August Expenditures	**$ 688,047.44**	**100%**

***Expenditures occurring outside state appropriated funding, tuition/fees income, etc. as allocated for operations are noted

Threshold Expenditures > $5,000				
Vendor Name	Item(s) Purchased	Cost	Department	Funding
College Board	PowerFAIDS	$ 11,845.00	Student Services	
UMB Visa Card Services	KSNT Manhattans Best	$ 6,600.00	Student Services	Perkins Grant
The Computing Technology Industry As	Comp TIA Integrated Cert Master	$ 5,662.00	Academics	
Stanion Wholesale Electric, Inc.	INT Student Tool Kits	$ 7,539.40	Academics	
Sanity Solutions, Inc.	Cyber Pen Testing	$ 16,001.93	Institutional	
Paul E. Blodgett	Keats Lease FY24	$ 6,191.85	Academics	
Mongoose Research, Inc.	Mongoose/Cadence FY24	$ 13,600.00	Student Services	
Labster, Inc.	UBI SIM Access Labster FY24 Contract 1 yr.	$ 7,889.00	Academics	Nursing Grant
Karla K. Tillberg	Keats Lease FY24	$ 6,191.85	Academics	
Grainger Supply	HVAC Tool Kits	$ 12,604.99	Academics	
Flint Hills ATA Bus	ATA Bus Contract	$ 5,000.00	Student Services	
ExamSoft Worldwide, Inc.	Annual Contract	$ 7,200.00	Academics	Nursing Grant
Evergy Kansas Central, Inc.	Every August 2023	$ 5,601.54	Institutional	
BCBS (August 2023)	Health Insurance Premium	$ 47,424.21	Institutional	
Matheson Tri-Gas Inc.	Lonestar Trooper 5x10W/PM65	$ 45,310.00	Academics	Perkins Grant
IRS	PR 8.15.2023 Payroll deductions	$ 31,388.60	Institutional	
IRS	PR 8.31.2023 Payroll deductions	$ 33,049.44	Institutional	
KS Dept of Revenue	PR 8.15.2023 Payroll deductions	$ 6,643.53	Institutional	
KS Dept of Revenue	PR 8.31.2023 Payroll deductions	$ 6,949.67	Institutional	
KPERS	PR 8.15.2023 Payroll deductions	$ 8,864.59	Institutional	
KPERS	PR 8.31.2023 Payroll deductions	$ 8,902.13	Institutional	
Total August Expenditures Exceeding Threshold		**$ 300,459.73**		

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MEMORADUM TO: **The Board of Directors**
FROM: **Jim Genandt, President**
                    Human Resources
DATE: **September 26, 2023**
SUBJECT: **Consent Agenda: Organizational Update**

New Hire/Rehires/New Positions					
Employee Name	**Position Title**	**DOH**	**Department**	**Funding Source**	**Status**
Kerri Bellamy	Dean of Advanced Technologies	7/1/2023	Senior Admin	Operating	New Position/ Internal Hire
Promotions/Title Changes					
Employee Name	**Position Title**	**DOC**	**Department**	**Funding Source**	**Status**
Separations/Retirements					
Employee Name	**Position Title**	**DOS**	**Department**	**Funding Source**	**Status**
Advertised Positions					
Position Title			**Department**	**Funding Source**	**Status**
Adjunct Opportunities for Consideration			All Departments	Operating	Open
Nursing Adjunct Clinical Instructor			Adjunct Faculty	Operating	Open
Part-Time Allied Health Instructor			Continuing Education	Operating	Open
Coordinator for Executive Leadership			Administration	Operating	Open

Program Review Report for AY 22-23

Program Name	Business Administration
Does the catalog program description still accurately represent your program to external constituents?	Yes.
How does your program meet the mission and vision of MATC?	The Business Administration program meets the mission of MATC by providing students with knowledge and skills in the areas of business and technology through hands-on application while utilizing up-to-date technology. Graduates are prepared to enter the workforce and be successful in good jobs, with good wages and benefits, and with potential for career growth. Some students begin employment with companies that offer tuition reimbursement plans. Students have utilized these incentives earn bachelor's degrees in business. The program utilizes the online hybrid-flexible model of instruction. The online hybrid-flexible course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can decide how to participate. The online hybrid-flexible model of instruction forces students to become familiar with the use of technology in the areas of communicating, giving presentations, receiving presentations, remote work, accountability, teamwork, etc. This mirrors channels of communication that are used in most businesses today. It also prepares students for the option of working remotely. In the Spring 2019 Program Advisory Committee (PAC) meeting, the PAC members revised the program mission and vision statements as provided below to make certain they aligned with the College. _Business Administration Program Mission: To provide a learning atmosphere in which students strengthen their knowledge and skills in business and technology through quality instruction, up-to-date technology, and ongoing application._ _MATC Mission: Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment._

	Business Administration Program Vision: To prepare students for employment, continued education, and professional development in the fields of business and technology. MATC Vision: As a leader in technical education, Manhattan Area Technical College will enhance student-centered learning and service to business, industry, and community members.
Program Accreditation or Certifications	The Business Administration Program is not accredited. Students complete and earn Microsoft Office Specialist (MOS) Certifications as follows: • Word Associate • Word Expert • Excel Associate • Excel Expert • PowerPoint Associate • Outlook Associate • Access Expert Students can earn special Microsoft designations/titles with completing bundles of Microsoft certifications as follows: • Microsoft Office Associate • Microsoft Office Expert

Microsoft Office Specialist Program Pathway

The Microsoft Office Specialist Program for Microsoft 365 Apps and Office 2019 now has multiple levels: Associate and Expert

ASSOCIATE

Microsoft Office Specialist:
Associate
(Any 3)

→

Excel Associate

Word Associate

Outlook Associate

PowerPoint Associate

EXPERT

Microsoft Office Specialist:
Expert
(Any 2)

Access Expert

Word Expert

Excel Expert

+

Microsoft Office Specialist:
Associate

Students still earn a certification for each exam they pass, however if a student earns any three of the four available associate certifications they will become a Microsoft Office Specialist - Associate and earn an additional certification for their accomplishment.

If students would like to advance even further and earn their Associate Certification and any two of the three available expert certifications they will become a Microsoft Office Specialist - Expert and achieve the highest certification within the Microsoft Office Specialist Program.*
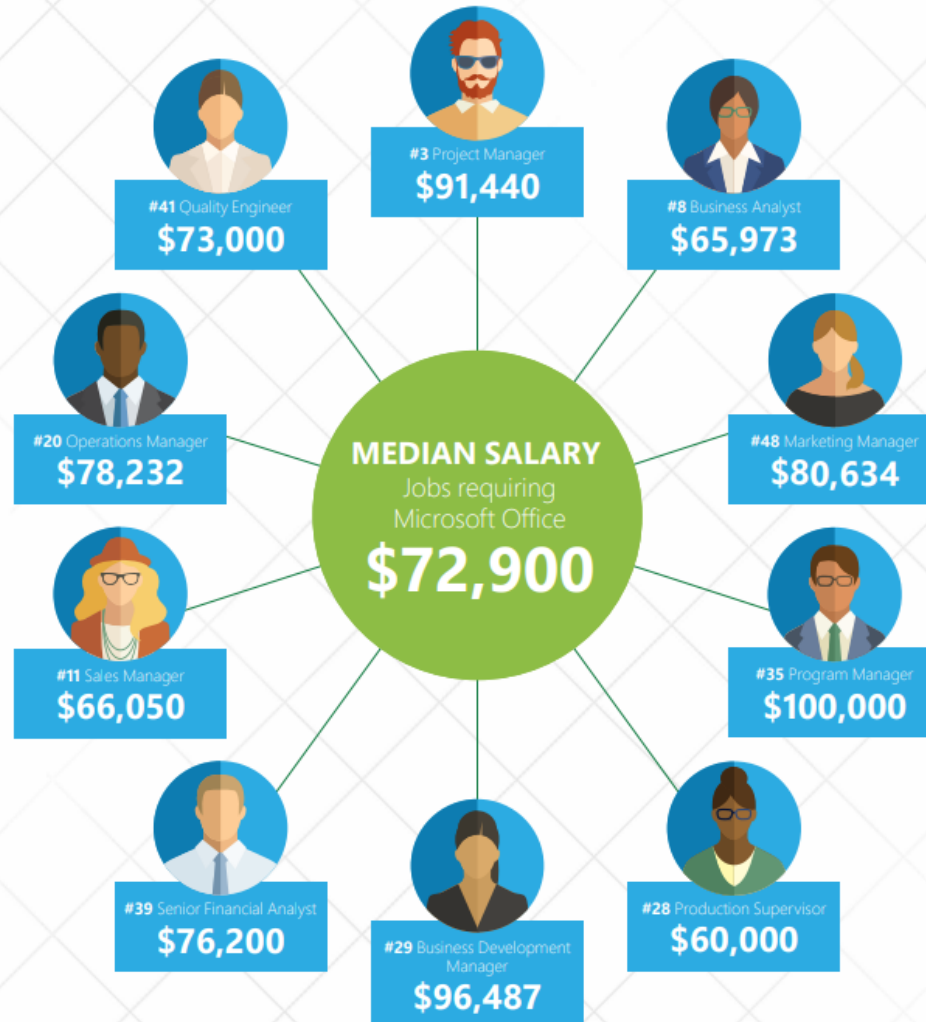
The certification exams are all task based. Students must complete 7-9 projects, each with multiple tasks, within a 50-minute exam time, with a minimum score of 700 out of 1000 points to earn certification in the area.

Students who earn MOS certifications have a hiring advantage over students who have not earned MOS certifications. The certifications are awarded through Microsoft—the manufacturer of Microsoft Office. In addition, MOS certifications are recognized worldwide. For example, when prospective job candidates are asked, "Do you know how to utilize Excel?" Almost every candidate will answer, "Yes." However, in reality, many may have only very limited familiarity with the program. The Microsoft certifications are a way for an employer to know for certain the exact skills that a prospective job candidate has in that area.

The MOS certifications provide benefit to student graduates throughout their careers in a variety of business positions. Microsoft provides the following "Value of Microsoft Certification" chart (US Salary range provided by Glassdoor, March 2019; Median Salary for jobs requiring Microsoft Office provided by CEB TalentNeuron, March 2017):

Value of Microsoft Certification

Microsoft Office Specialist certification gives students and workforce candidates the power to chart their own course, fulfill their ambition, and realize their potential. See the salary range chart below for jobs requiring Microsoft Office expertise:

MEDIAN SALARY
Jobs requiring Microsoft Office
$72,900

#41 Quality Engineer — $73,000
#3 Project Manager — $91,440
#8 Business Analyst — $65,973
#20 Operations Manager — $78,232
#48 Marketing Manager — $80,634
#11 Sales Manager — $66,050
#35 Program Manager — $100,000
#39 Senior Financial Analyst — $76,200
#29 Business Development Manager — $96,487
#28 Production Supervisor — $60,000

Students also complete Office Proficiency Assessment Certification (OPAC). Areas of testing include:

TEST CATEGORY	TEST TITLE	PASS RATE	TIME ALOWED
COMPUTER	Intermediate Excel	70%	50
	Intermediate Word	70%	50
KEYBOARDING	Keyboarding	45 wpm/95% accuracy	5
	Data Entry 1: Vendor	6200 KPH/95% accuracy	10
	Data Entry 2: Inventory	5600 KPH/95% accuracy	10
	Data Entry 3: Invoice	5200 KPH/95% accuracy	10
CLERICAL	Alpha Filing	70%	15
	Numeric Filing	70%	15
FINANCIAL	Bank Reconciliation	70%	15
	Bank Deposit	70%	15
	Petty Cash	70%	15
	Basic Math	70%	30
EXAMIN	Math Skills	70%	Untimed
	Accounting General Principles	70%	Untimed
OTHER	Record Locating	70%	15
	Customer Service: Telephone	70%	20
	Telephone Order Entry	70%	20

Historically, students have only been able to complete OPAC testing on specific computers on the MATC campus. Beginning July 1, 2023, students will be able to complete OPAC certification testing remotely.   This will allow students who are completing their coursework online to be able to complete all of the OPAC certification without having to come to an MATC campus location. This will significantly increase access to the testing platform. Moreover, because of the remote access capabilities, it will allow instructors to begin utilizing some OPAC certifications in individual courses as appropriate during the first, second, or third semester, as opposed to waiting until the fourth (final) semester.

Full-Time Faculty	Jason York (MATC Main Campus)
	ACC100 Business Accounting, ACC120 Financial Accounting, ACC125 Computerized Accounting, ACC140 Managerial Accounting, BUS111 Personal Finance, BUS120 Business English, BUS125 Business Communication, BUS126 Introduction to Business, BUS185 Business Ethics & Human Relations, BUS199 Business Internship, BUS255 Principles of Management, BUS290 Business Capstone, CIS100 Software Applications, EMP1901 Global Employment Standards
Adjunct Faculty	Michelle Koch (MATC Main Campus)
	FA2019 CIS 116 Spreadsheet Management, CIS 121 Word Processing
	SP2020 BUS 125 Business Comm, BUS 130 Records & Information Management
	FA2020 BUS 126 Intro to Business, CIS 116 Spreadsheet Management, CIS 121 Word Processing
	SP2021 BUS 125 Business Comm, BUS 130 Records & Information Management, ACC 270 Tax Acct
	FA2021 CIS 116 Spreadsheet Management, CIS 121 Word Processing
	Shawnette Williams (MATC Main Campus)
	FA2019 BUS 210 Workstation Management, CIS 100 Software Apps
	SP2020 BUS 220 Admin Procedures, CIS 100 Software Apps, CIS 126 Database Management, CIS 155 Integrated Apps
	FA2020 BUS 210 Workstation Management, ACC 130 Payroll Acct, CIS 100 Software Apps
	SP2021 BUS 220 Admin Procedures, CIS 100 Software Apps, CIS 126 Database Management, CIS 155 Integrated Apps
	FA2021 BUS 210 Workstation Management, ACC 130 Payroll Acct, CIS 100 Software Apps, EMP 1901 Global Employment Standards x2
	SP2022 BUS 125 Business Comm, ACC 270 Tax Acct, CIS 100 Software Apps
	Christopher Holborn (MATC Main Campus & MHS)
	FA2019 CIS 150 Web Page Apps
	FA2022 CIS 150 Web Page Apps
	SP2023 CIS 100 Software Apps
	Kerri Bellamy (MATC Main Campus)
	FA2022 ACC 130 Payroll Acct
	SP2023 ACC 270 Tax Acct
	Suzanne Duncan (MATC Main Campus)
	FA2022 CIS 116 Spreadsheet Management, CIS 121 Word Processing
	SP2023 BUS 125 Business Comm

Nathan Roberts (MATC Main Campus)
 FA2022 EMP 1901 Global Employment Standards

Steve Davis (MATC Main Campus)
 SP2023 BUS 220 Admin Procedures

Ryan VanDusen (MATC Main Campus)
 SP2023 BUS 130 Records and Information Management

Glenda Eichman (MHS)
 FA2019 ACC 100 Business Acct, ACC 140 Managerial Acct
 SP2020 BUS 111 Personal Finance, ACC 120 Financial Acct, ACC 125 Computerized Acct
 FA2020 BUS 111 Personal Finance, ACC 100 Business Acct, ACC 140 Managerial Acct
 SP2021 BUS 111 Personal Finance, ACC 120 Financial Acct, ACC 125 Computerized Acct
 FA2021 BUS 111 Personal Finance x2, ACC 100 Business Admin, ACC 140 Managerial Acct
 SP2022 BUS 111 Personal Finance x2, ACC 120 Financial Acct, ACC 125 Computerized Acct

Kathy Rickets (MHS)
 FA2019 CIS 150 Web Page Apps
 SP2020 BUS 126 Intro to Business, CIS 100 Software Apps, CIS 150 Web Page Apps
 FA2020 CIS 100 Software Apps, CIS 150 Web Page Apps
 SP2021 CIS 150 Web Page Apps
 FA2021 BUS 255 Principles of Management, CIS 100 Software Apps, CIS 150 Web Page Apps
 SP2022 BUS 255 Principles of Management, CIS 100 Software Apps, CIS 150 Web Page Apps
 FA2022 BUS 111 Personal Finance x2, BUS 255 Principles of Management, ACC 100 Business Acct
 SP2023 BUS 126 Intro to Business, ACC 125 Computerized Acct, BUS 111 Personal Finance x2, BUS 126 Intro to Business

Paige McCarthy (MHS)
 SP2020 BUS 125 Business Comm
 FA2021 BUS 125 Intro to Business
 FA2022 BUS 125 Business Comm

	Kristen Hopkins (MHS) 　　FA2022 BUS 159 Principles of Marketing 　　SP2023 BUS 159 Principles of Marketing Felicity Evans (MHS) 　　FA2022 CIS 150 Web Page Apps 　　SP2023 CIS 150 Web Page Apps Jeff Suther (WHS) 　　SP2022 ACC 100 Business Acct 　　SP2023 ACC 100 Business Acct Patricia Booth (BVHS) 　　FA2019 ACC 100 Business Acct 　　SP2020 ACC 120 Financial Acct
Co-curricular Activities	Student Voice Council Departmental PAC meetings Industry Field Trip MATC Trunk or Treat Job Fair National Technical Education Signing Day MATC Open House

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Advisory Committee Involvement							

Name	Title	Organization	Ph #	Email	Yrs of Service	Contribution
Anderson, Tiffany	Instructor	USD 364 Marysville High School	(785) 562-5386	tanderson@usd364.org	5	Student Recruitment
Galvan, Tammy	Director of Human Resources	City of Manhattan	(785) 587-2440	galvan@cityofmhk.com	5	Internship, Faculty Search Committee Member, HLC Community Open Forum Participant
Grice, Cheryl	Manager of Talent Acquisition	Kansas State University	(785) 532-6277	cdgrice@ksu.edu	10+	Guest Speaker, Connects Program with KSU and Community Resources, HLC Community Open Forum Participant
Holborn, Christopher	Career and Technical Education (CTE) Coordinator	USD 383 Manhattan High School	(785) 717-4200	christopherholborn@usd475.org	10	Chairperson, Student Recruitment, Adjunct Instructor
Lewis, Amy	Company Administrator	Schwab Eaton	(785) 539-4687	alewis@schwab-eaton.com	3	Internship Supervisor
Preston, Angela	Commercial Shared Services Supervisor	Farm Bureau Financial Services	(785) 587-6475	angela.preston@fbfs.com	5	Internship, Employment of Graduates, Industry Tour

						Site, HLC Community Open Forum Participant
Redeker, Nathan	Office Manager	BHS Construction, Inc.	(785) 537-1624	Nredeker@bhsconstruction.net	5	Employment of Graduate
Reith, Kristy	Commercial Supervisor	Farm Bureau Financial Services	(785) 587-6261	kristy.reith@fbfs.com	5	Internship, Employment of Graduates, Industry Tour Site

All PAC members actively participate in making recommendations for improvement and validating program outcomes as demonstrated by PAC meeting minutes (see "Appendix A—PAC Agendas" and "Appendix B—PAC Minutes").

Two PAC members have provided tours of their business operations and given students an opportunity to ask questions and engage with current professional staff—including several MATC graduates.

One PAC member served on the search committee to hire a second full-time Business Administration Instructor.

Three PAC members also actively participated in the HLC Community Open Forum on May 4, 2021.

Gifts in Kind or Donations And new equipment purchases	Intuit, makers of QuickBooks and QuickBooks Online (QBO). For many years, MATC purchased licenses for QuickBooks for the Business Administration computer lab for use in ACC125 Computerized Accounting. Intuit began a program to provide free software or free access to the cloud service, QuickBooks Online. This was a savings to the program budget. Intuit also makes the QuickBooks products available in a student-version for free. This enables students to complete assignments from home on their personal device. This was especially helpful during the Spring 2020 semester when we moved to remote learning. The program has transitioned from the desktop version of QuickBooks to the cloud version, QuickBooks Online. This is partly because that is the only version that is currently offered for free to educational institutions and to students. In addition, many users are making this same change because of a significant push by Intuit.

Certificates and Degrees Awarded	**Certificate(s) – name of certificate and number of credit hours** Accounting Support (33 Credit Hours) Administrative Support (33 Credit Hours) *Medical Office Support (33 Credit Hours) **A.A.S. degree requirements** Accounting Support (62 Credit Hours) Administrative Support (62 Credit Hours) *Medical Office Support (62 Credit Hours) *Note: Medical Office Support has been discontinued as an area of concentration. It was last listed in the 2018-2019 MATC Catalog. It was not listed in the 2019-2020 Catalog. The last student concentrator in Medical Office graduated in December 2019. Students graduating from the program have high incidence of job placement. Factors that negatively affect student persistence are lack of fiscal/emotional support, unreliable transportation, and undefined academic goals. **Employment Placement** Employment placement data is discussed in a following section entitled, "Job Outlook—Demand for Program."
Curriculum Review	As discussed below, since the Spring 2020 semester, Business Administration courses have been taught in the online hybrid-flexible model of instruction. The online hybrid flexible course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online (through Zoom), and asynchronously online (through Zoom cloud recording of class session). Students can decide how to participate. While this has been a change in "delivery method," it has had a significant impact on how instructors utilize and teach students how to utilize technology in the classroom. This provides students with a background for how they will be expected to utilize technology in the workplace. For example, many in-class demonstrations for accounting classes have been streamlined to be delivered entirely in Excel with demonstration by Zoom. Students can complete and upload to Canvas the in-class demonstration (whether they are participating: (1) live in the classroom; (2) live by Zoom; or (3) asynchronously by watching the Zoom recording). Over the period of this program review, the Business Administration Program has placed an emphasis on creating more opportunities for students to take and earn Microsoft Office Specialist (MOS) certifications. One way in which we accomplished

this was to change CIS116 Spreadsheet Management, CIS121 Word Processing, CIS126 Database Management, and CIS155 Integrated applications from 8-week courses to 16-week courses. Each course needs approximately 8 weeks to deliver the content. The additional 8-weeks allows students to practice in GMetrix before taking and passing the MOS Certifications in the MATC Regional Testing Center.

KBOR Follow-Up Survey Data for the AY2021 (submitted January 2022) shows that these efforts have proven effective with increasing the number of MOS certifications that are earned by students:
- 20 students earned at least one MOS Certification
- 17 students earned at least two MOS certifications
- 5 students earned three MOS Certifications and the MOS-Associate title

Curriculum changes have been made to CIS100 Software Applications. First, the training platform changed from SNAP (Paradigm Education) to Cirrus 1.0 (Paradigm Education) to Cirrus 2.0 (Paradigm Education/Kendall Hunt Publishing).

Other curriculum changes have also been made to CIS100 to include the expansion of MOS certification testing. Historically, students have not attempted MOS certifications until their second and third semesters. In Fall 2022, the program piloted an initiative to encourage fist-semester students enrolled in CIS100 Software Applications to begin to take the MOS certifications during their first semester.

Data suggests that first-semester students can be successful in earning MOS certifications at an earlier stage in their technical education. The certifications will provide them with an advantage in obtaining internships or employment while completing their technical education at MATC. Two CIS100 students earned at least one MOS certification. One first-semester student earned MOS certification in four areas (Word, Excel, PowerPoint, and Outlook). This bundle of certifications earned him the title, "MOS-Associate." He utilized these certifications on his resume while successfully searching for employment during his second semester.

In addition, any student (even if not a Business Administration major) taking CIS100 Software Applications was given the opportunity to take MOS certifications during that course. One non-program student earned MOS certification.

Moving forward, all CIS100 Software Application students will be required to take MOS certification for one area as part of the course. CIS100 is a course that is taken by most program students during their first semester.

Curriculum changes have been made to ACC125. Through the endo the Spring 2022 semester, the course had been taught utilizing QuickBooks Desktop—Accountant Professional. Up until this time, Intuit (the maker of QB) had provided MATC and students with free downloads of the QuickBooks Desktop platform. However, Intuit discontinued this practice effective June 30, 2022.

Intuit continues to provide free downloads of QuickBooks Online (QBO), the cloudware version of QuickBooks. The program began to utilize QBO as the training platform for ACC125 for the Spring 2023 semester. This transition aligned perfectly with comments from the PAC at the Fall 2022 meeting. At that meeting in November 2022, PAC members stressed the importance of students being familiar with utilizing cloud software.

Curriculum changes have been made that will impact BUS290 (and other ACC, BUS, and CIS courses) for the Fall 2023 semester. The curriculum changes specifically address the increased access to OPAC certification testing. Historically, students have only been able to complete OPAC testing on specific computers on the MATC campus. Beginning July 1, 2023, students will be able to complete OPAC certification testing remotely.   This will allow students who are completing their coursework online to be able to complete all of the OPAC certification without having to come to an MATC campus location. This will significantly increase access to the testing platform. Moreover, because of the remote access capabilities, it will allow instructors to begin utilizing some OPAC certifications in individual courses as appropriate during the first, second, or third semester, as opposed to waiting until the fourth (final) semester.

Program Review Report for AY 22-23

Program Learning Outcomes

Map Course Outcomes to Program Outcomes	ACC100 Bus Acct	ACC120 Financial Accg	ACC125 Computerized Accg	ACC130 Payroll Accg	ACC140 Managerial Accg	ACC270 Tax Accg	BUS111 Personal Finance	BUS120 Bus English	BUS125 Bus Communication	BUS126 Introduction to Bus	BUS130 Records and Info Mgt	BUS141 Medical Terminology	BUS149 Medical Office Ops	BUS151 Finan Ops/Medical Off	BUS185 Bus Ethics/Human Rel	BUS199 Bus Internship	BUS210 Workstation Mgt	BUS220 Admin Procedures	BUS255 Principles of Mgt	BUS290 Bus Capstone	CIS100 Software Apps	CIS116 Spreadsheet Mgt	CIS121 Word Processing	CIS126 Database Mgt	CIS150 Web Page Apps	CIS155 Integrated Apps	EMP1901 Global Empl Stand
1. Exhibit interpersonal skills in a team setting.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
2. Create professional employment documents.								X	X											X							X
3. Demonstrate knowledge of operations of a business.	X	X	X	X	X	X	X			X	X				X		X		X	X							X
4. Utilize the internet research methods to obtain credible information.	X	X			X		X	X	X	X	X		X		X		X	X	X	X	X	X	X	X	X	X	X
5. Utilize industry-specific software to develop professional documents, presentations, workbooks, and databases and to enhance productivity.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Demonstrate knowledge of the ethical frameworks of business.	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X							X
7. Identify and correct common communication problems including awareness of diversity	X	X			X		X	X	X	X			X	X	X	X			X	X							X

issues which affect the workplace.																										
8. Exhibit ability to effectively communicate, both through oral and written communications.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9. Understand and apply principles associated with maintaining good mental and physical health, professionalism in the workplace, work ethic, and personal grooming.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X
10. Create and organize work to be included in a professional portfolio.	X	X	X		X					X						X	X	X	X		X	X	X	X	

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Business Administration Program Outcomes Mapped to					
KBOR Core Abilities	1	2	3	4	
Graduates of the Business Administration Program at Manhattan Area Technical College are prepared to:					
1. Exhibit interpersonal skills in a team setting.	1	2	3	4	**KBOR Core Abilities**
2. Create professional employment documents.		2		4	**No.** / **Objective**
3. Demonstrate knowledge of operations of a business.	1	2	3	4	1 — Quantitative Literacy
4. Utilize the Internet research methods to obtain credible information.		2		4	2 — Written Communication
5. Utilize industry-specific software to develop professional documents, presentations, workbooks, and databases and to enhance productivity.	1	2	3	4	3 — Oral Communication
6. Demonstrate knowledge of the ethical frameworks of business.		2	3	4	4 — Critical Thinking
7. Identify and correct common communication problems including awareness of diversity issues which affect the workplace.		2	3	4	
8. Exhibit ability to effectively communicate, both through oral and written communications.	1	2	3	4	
9. Understand and apply principles associated with maintaining good mental and physical health, professionalism in the workplace, work ethic, and personal grooming.		2	3	4	
10. Create and organize work to be included in a professional portfolio.	1	2		4	
In addition to the above program objectives, specific skills in each area of study are as follows:					
Accounting Support					
Prepare journal entries and post to ledgers, billing documents, and financial statements	1	2	3	4	
Prepare payroll forms and verify information	1	2	3	4	
Apply accounting concepts to accounting software	1	2		4	
Apply accounting concepts to multiple business entities	1	2		4	
Explain generally accepted accounting principles (GAAP) as they apply to ethical business decisions	1	2	3	4	
Demonstrate an understanding of accounting terminology	1	2	3	4	
Ability to create a reconciliation report	1	2		4	
Administrative Support					
Demonstrate basic knowledge of general clerical functions	1	2	3		
Plan business meetings and travel that includes appointments, accommodations, and transportation	1	2	3	4	
Use critical thinking to apply advanced software skills to workplace scenarios	1	2		4	
Purposely and effectively organize and prioritize space, time, and tasks within a business environment	1	2	3	4	

(Continued from previous page) Business Administration Program Outcomes Mapped to KBOR Core Abilities, cont.				
Medical Office Support				
Identify, evaluate, and appropriately apply principles of medical office administration to specific workplace situations	1	2	3	4
Plan business meetings and travel that includes appointments, accommodations and transportation	1	2	3	4
Use industry-specific software to perform specialized data entry, classification, and record-keeping procedures related to medical diagnostic, treatment, billing, and insurance documentation	1	2		4
Differentiate between ethical and non-ethical issues in the medical environment	1	2	3	4
Demonstrate thorough understanding of Health Insurance Portability and Accountability Act (HIPAA)		2		4
Analyze health care settings and compare their similarities and differences		2	3	4

Business Administration Program Outcomes Mapped to MATC Objectives

Objective	1	2	3	4	5	6	7	8		
Graduates of the Business Administration Program at Manhattan Area Technical College are prepared to:										
Exhibit interpersonal skills in a team setting	1	2			5	6	7	8	■	**MATC Objectives**
Create professional employment documents	1	2		4	5		7	8	**No.**	**Objective**
Demonstrate knowledge of operations of a business	1		3		5		7	8	1	Offer Associate of Applied Science degrees and Technical Certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
Utilize the Internet research methods to obtain credible information	1	2			5		7	8	2	Complement technical instruction with general education courses emphasizing critical thinking, problem solving, and communication skills.
Utilize industry-specific software to develop professional documents, presentations, workbooks, and databases and to enhance productivity	1	2	3		5		7	8	3	Create opportunities in technical education for secondary education students through articulation agreements and concurrent credit.
Demonstrate knowledge of the ethical frameworks of business	1	2	3		5	6	7	8	4	Provide student services including counseling, financial aid, skill enhancement and assessment, employability preparation, and student-directed activities.
Identify and correct common communication problems including awareness of diversity issues which affect the workplace	1	2		4	5	6	7	8	5	Assess student performance and outcomes to enhance learning.
Exhibit ability to effectively communicate, both through oral and written communications	1	2			5		7	8	6	Allocate resources to ensure a safe, accessible, and student friendly learning environment.
Understand and apply principles associated with maintaining good mental and physical health, professionalism in the workplace, work ethic, and personal grooming	1			4	5	6	7	8	7	Monitor integrity through interaction with program advisory councils, a general advisory council, and evaluation by approving agencies.
Create and organize work to be included in a professional portfolio	1	2			5		7	8	8	Serve as a valued community leader and partner in the educational, economic, and workforce development of our service area.

In addition to the above program objectives, specific skills in each area of study are as follows:

Accounting Support

Prepare journal entries and post to ledgers, billing documents, and financial statements	1	2	3		5		7	8
Prepare payroll forms and verify information	1	2	3		5		7	8
Apply accounting concepts to accounting software	1	2	3		5		7	8
Apply accounting concepts to multiple business entities	1	2			5		7	8

Business Administration Program Outcomes Mapped to MATC Objectives

Explain generally accepted accounting principles (GAAP) as they apply to ethical business decisions	1	2	3		5		7	8
Demonstrate an understanding of accounting terminology	1	2	3		5		7	8
Ability to create a reconciliation report	1	2	3		5		7	8

Administrative Support

Demonstrate basic knowledge of general clerical functions	1	2	3		5		7	8
Plan business meetings and travel that includes appointments, accommodations, and transportation	1	2			5		7	8
Use critical thinking to apply advanced software skills to workplace scenarios	1	2	3		5		7	8
Purposely and effectively organize and prioritize space, time, and tasks within a business environment	1	2			5		7	8

Medical Office Support								
Identify, evaluate, and appropriately apply principles of medical office administration to specific workplace situations	1	2	3		5		7	8
Plan business meetings and travel that includes appointments, accommodations and transportation	1	2			5		7	8
Use industry-specific software to perform specialized data entry, classification, and record-keeping procedures related to medical diagnostic, treatment, billing, and insurance documentation	1	2			5		7	8
Differentiate between ethical and non-ethical issues in the medical environment	1	2	3		5		7	8
Demonstrate thorough understanding of Health Insurance Portability and Accountability Act (HIPAA)	1	2			5		7	8
Analyze health care settings and compare their similarities and differences	1	2			5		7	8

Grade Distribution	The following chart provides a summary of the average grade distribution over 8 semesters based on the detailed data provided by the Institutional Reporting Team (See Appendix C). The grade distribution is as expected.

Grade	A	B	C	D	F	I	AW	TO	TR
Distribution	53.27%	18.53%	9.94%	2.51%	9.11%	0.00%	5.51%	1.11%	0.00%

Grade distribution resembles more of an inverted bell curve. This is attributed to a variety of factors.

1. With small class sizes, students have a large opportunity to ask questions and seek assistance. This opportunity would not exist in large university-sized class settings.
2. The small class sizes provide an opportunity to assess students' learning and frequently allow time to go beyond the minimum requirements of outcomes.
3. Instructors have an "open door" policy with respect to office hours and are generally always available to assist students.

4. Students have access to a computer lab where they can work outside of class and receive assistance from their instructors.

5. Instruction is hands-on and involves students actively participating and learning through engagement in projects and application of learning. Much of what students learn is through learning. The department stresses the importance of experiential learning as a way of increasing understanding and retention of technical skills learned.

6. Through the tracking of attendance compared to performance, two primary groups of students can easily be identified: (1) students who attend and do very well; and, (2) students who do not attend or participate regularly and do not do well. Regular attendance and participation are strong indicators of student success. It should be noted that instructors share this trend at the beginning of the semester with all students as a tool to stress the importance of attendance and participation.

7. Canvas is an excellent learning management system (LMS) which is easy for students to learn how to utilize to their benefit including increasing communication with instructors and classmates. Canvas provides easier access and flexibility.

8. The Canvas application is highly utilized by students for a variety of uses. The Canvas application significantly increases students awareness of course communication.

9. The Teaching and Learning Center (TLC) provides a variety of services which increase student outcomes. Those services include but are not limited to tutoring services, quiet workspaces, relaxation stations, coffee/drink bar, and food pantry.

10. Since the Spring 2020 semester, Business Administration courses have been taught in the online hybrid-flexible model of instruction. This model provides the best of various options for students. The online hybrid flexible course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online (through Zoom), and asynchronously online (through Zoom cloud recording of class session). Students can decide how to participate.

Assessment Results	The following chart provides a summary of the core abilities assessment data for the Business Administration Program compared to MATC as a whole. Detailed data can be found in Appendix D.

Term	Core Abilities Assessment Area	Business Administration Average	MATC Collegewide Average
Fall 19	Critical Thinking/Problem Solving	3.56	3.58
Spring 20	Oral Communication	3.87	3.91
Fall 20	Quantitative Literacy	3.95	3.26
Spring 21	Written Communication	4.15	3.38
Fall 21	Critical Thinking/Problem Solving	4.2	3.7
Spring 22	Oral Communication	4.14	3.38

Core abilities data for the Business Administration Program is near the MATC Collegewide Average for 2 of the 6 semesters; and it exceeds the MATC Collegewide Average for 4 of the 6 semesters.

Each semester, after an instructor scores the rubric for the assessment data, the instructor completes a narrative. One of the questions in the narrative asks, "How can you improve the assignment in the future to assist students in achieving the benchmark(s)?" Every semester, I take time consider this question and prepare a quality response. Moreover, each instructor is asked to follow-up on the implementation of this improvement as part of the following semester's assessment. The detailed improvements are kept in the "MATC Core Abilities Assessment" course within Canvas.

Example: I will provide one example from the Spring 2021 Written Communication Assessment. As part of the assessment, I answered the question, "How can you improve the assignment in the future to assist students in achieving benchmarks?" as follows:

- Next time when I present this assignment, I will provide a hand-out and demonstration on four of the frequent problem areas--(1) utilizing paragraphs, (2) fragments, (3) run-on sentences, and (4) punctuation.
- Overall, students showed significant improvement with utilizing Microsoft Word to check spelling errors before the submission. The students also did a very good job with the PowerPoint presentation. I think the skills in utilizing Microsoft could be attributed to the increased use and proficiency in the software because of the increased utilization of online and blended learning during the pandemic.

	• I will continue to encourage students to utilize the services provided by the TLC prior to the submission of their assignment, including BrainFuse. Follow-up Example (Closing the Loop): As part of the Fall 2021 Core abilities assessment narrative, I answered the question, "Did you apply any changes from the Spring Written Communication assessment? Why or why not? If you did, how did your students' performance improve?" as follows: • Yes. I provided a hand-out and demonstration related to four frequent problem areas--utilizing paragraphs, fragments, run-on sentences, and punctuation. I also offered feedback for drafts. This improved students' performance. I have also stressed the importance of utilizing Microsoft Word to check spelling errors before submission. The students also showed improvement with PowerPoint presentations. I think the skills in utilizing Microsoft Office could be attributed to the increased use and proficiency in the software because of the increased utilization of online and blended learning during the pandemic. • In an earlier response, I also noted that I had implemented changes related to the previous the critical thinking/problem solving assessment. These changes have improved student learning.
Delivery Methods	Since the Spring 2020 semester, Business Administration courses are taught in the online hybrid-flexible model of instruction. This model provides the best of various options for students. The online hybrid flexible course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online (through Zoom), and asynchronously online (through Zoom cloud recording of class session). Students can decide how to participate. Students have enjoyed the online hybrid flexible model and it has proven to be successful. This format allows students significantly more flexibility with completing college coursework while working. The model also increases students use and familiarity with technology and remote working environments. These skills are essential in today's business world. Beginning Fall 2023, OPAC certification testing will be able to be delivered through remote access. This will increase the access that remote learners have to OPAC certification testing.

Recruiting, Retention, Persistence, and Completion	Recruitment: Program faculty actively participate in recruitment through a variety of activities:
	- Participation in USD383 MHS Program Advisory Committees and work to recruit students at the high school level. - Provide information and marketing materials to area high schools and high school business instructors. - Take time out of class to speak to campus visitors who are prospective students - Present to groups on campus - Participate in MATC Open House - Participate in MATC Job Fair - Set up and recruit at MATC Tech Fair (Wamego High School) - Set up and recruit at USD 321 Parent/Student Resource Night (St. Marys High School) Retention, Persistence, and Completion: Program faculty actively engage in activities to strengthen retention, persistence, and completion through a variety of activities: - Including information in the syllabus and Canvas regarding the Teaching and Learning Center. - During the first week of classes, displaying the manhattantech.edu website and showing students how to navigate to the TLC webpage(s) and explore the many student support services offered. - During the first week of classes, reviewing the process for students to document accommodations with MATC. - During the first few class sessions, faculty work to have student complete team-building exercises that allow them to get to know one another and develop a sense of cohesiveness. - Faculty take attendance. Students who are not attending and/or not performing are provided with additional instructor and institutional support. - Small class sizes allow monitoring and early detection of students who are falling behind or who might benefit from additional support services - Additional study sessions—even by Zoom—are offered to students. This is especially helpful for students who work during the day and who can only meet during evening or weekend hours. - If students are not attending and are not responding to messages through Canvas or through MATC email, faculty attempt to contact students by phone. This is done as early as possible while the student still has an opportunity to catch up. Many times, students miss a couple of classes and fall behind and are too embarrassed to initiate questions or seek assistance. A phone call from a faculty member encouraging them to come back to class can be very helpful. - Faculty reach to advisors to seek assistance with retention. Sometimes advisors know additional information that can be helpful. Sometimes advisors will also contact the student. - Referrals are made through the formal retention referral process. Note: See Appendix D for specific data regarding retention.

| Job Outlook – Demand for Program | As a preface to this section, it must be noted that students from all programs offered at MATC can benefit from taking courses in Business Administration. Students from other programs frequently have an interest in becoming an entrepreneur—of owning and operating his/her own business—or of becoming a manager. Courses in business, accounting, finance, and computer technology are all necessary to becoming an entrepreneur or manager. Many students in other programs have increased earning potential because of the business classes they have taken at MATC, while enrolled in their program of study (such as HVAC, Building Trades, INT, etc.) which enable them to move into supervisory, management, or ownership positions at an accelerated pace.

The remainder of the information in this section examines students who major in Business Administration.

The information provided below is a snapshot of the detailed information from Appendix D, provided by the MATC Institutional Reporting Team.

The first chart relates to jobs related to the "Administrative Support" concentration area of Business Administration.

Employment Data

Kansas Wage Survey, 2022 Edition, Local Areas   Local Area II: Northeast Kansas |

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
13-2082	Tax Preparers	80	$ 17.62	$ 36,659	$ 10.31	$ 21,447	$ 21.28	$ 44,265	$ 15.14	$ 31,494
43-3031	Bookkeeping, Acc & Auditing Clerks	2,670	18.19	37,826	12.42	25,825	21.07	43,826	17.83	37,082
43-3051	Payroll & Time Clerks	280	22.02	45,797	16.18	33,656	24.94	51,858	22.27	46,330
43-4011	Brokerage Clerks	50	50.95	43,576	15.45	32,127	23.70	49,301	20.72	43,089
43-1011	Supers of Office & Admin Support	2,270	25.90	53,871	18.21	37,883	29.74	61,865	23.77	49,438
43-4161	HR Asst, Except Payroll & Time	250	20.38	42,381	16.03	33,351	22.55	46,897	21.00	43,680
43-6011	Exec Sec & Exec Admin Asst	2,150	22.50	46,792	15.35	31,926	26.07	54,225	22.26	46,311
43-6014	Sec & Admin Asst, Except	5,500	16.61	34,554	12.28	25,536	18.78	39,063	17.00	35,360

The second chart relates to jobs related to the "Accounting Support" concentration area of Business Administration.

Kansas Wage Survey, 2022 Edition, Kansas Statewide

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
13-2082	Tax Preparers	780	$ 18.35	$ 38,170	$ 10.60	$ 22,050	$ 22.17	$ 46,110	$ 17.93	$ 37,290
43-3031	Bookkeeping, Acc & Auditing Clerks	16,090	18.86	39,220	13.03	27,100	21.73	45,190	18.21	37,880
43-3051	Payroll & Time Clerks	1,360	22.99	47,820	16.61	34,560	26.14	54,360	22.71	47,240
43-4011	Brokerage Clerks	530	22.46	46,720	16.73	34,790	25.36	52,750	22.27	46,330
43-1011	Supers of Office & Admin Support	11,440	28.16	58,560	18.90	39,310	32.86	68,340	28.21	58,670
43-4161	HR Asst, Except Payroll & Time	680	19.25	40,040	14.56	30,290	21.59	44,900	18.31	38,090
43-6011	Exec Sec & Exec Admin Asst	9,980	24.40	50,740	15.81	32,880	28.63	59,540	22.94	47,720
43-6014	Sec & Admin Asst, Except	27,750	16.99	35,340	12.35	25,690	19.32	40,180	17.39	36,160

The third chart relates to actual program data compiled through the annual KBOR Follow-Up Survey of recent graduates. The chart has been compiled and provided by the MATC Institutional Reporting Team.

Program Data						
	AY 21-22		AY 20-21		AY 19-20	
Enrollment (Declared Major)	8 BAA / 28 BSS AAS	10 BAA / 20 BSS CERTB	43 AAS	0 CERTB	48 AAS	41 CERTB
Male/Female Mix	2/6 BAA; 3/7 BSS	12/16 BAA; 6/14 BSS	21/22 AAS		26/22 AAS	21/20 CERTB
Retention						
1st to 2nd Semester Retention	6/10	60.0%	13/15	86.7%	18/21	85.7%
Number of Graduates[1]						
Associate (AAS)	5 BAA / 6 BSS		10		8	
Certificate (CERTC)	6 BAA / 3 BSS		0		7	
Semester Credit Hours Generated[2]						
Total Unduplicated Students	268		182		236	
Total SCH (w/ Gen Ed SCH)	1,371 (ACC, BUS, CIS)		1,363 (ACC, BUS, CIS)		1,668 (ACC, BUS, CIS)	
Follow-Up[3]						
No. of Students Available	8 AAS / 9 AAS (BAA)		26 AAS		23 AAS / 9 CERTB	
No. of Students Placed[4]	7/8 Acct 8/8 Admin Asst	88% 100%	No data on the report		No data on the report	
No. Placed in Field	8 BAA		25		23 AAS / 6 CERTB	
Average Wage	$60,000 / 18.38per hr	$60,000 / 16.70 per hr (ACC) 16.67 per hr (Support)	$48,224 / 14.79 per hr		$32,767 / 16.09 per hr	$38,717 / 17.78 per hr
Industry Credentials[5]						
Number Attempted	30 (BUS Admin)		62		30	
Number Earned	25		49		27	
Students (Graduates) Who Earned a Credential	6/8 Acct 4/6 Admin Asst	75% 67%	No data on the report		No data on the report	

Generally, student completing the accounting support concentration begin employment in the industry with higher earnings than students completing the administrative support concentration.

When a student completes an AAS in Business Administration at MATC, this is the start of a career in the business industry which offers life-long learning and multiple levels of advancement. For example, recent graduates have had the opportunity to begin careers with companies that offer "employee tuition reimbursement" policies. These policies will cover the cost for the employee to earn the next level of education.

	As a case in point, the program had a student who came to MATC after not having a great experience at a local university. The student began at MATC in August 2017 and performed at a high level. Near the end of the first year, the student wanted to obtain a full-time position within the business field. The student obtained employment with a national company in Manhattan and began work during finals week of May 2018. For the Fall 2018 and Spring 2019 semesters, the student worked full-time and completed his work entirely online through Canvas. The student met with faculty once a week after work to continue professional communication and share progress reports. The student graduated from MATC in May 2019 with his AAS. Because the student had already been working for the company for one year, he qualified for the company's tuition reimbursement plan. The student applied to colleges and completed his bachelor's degree in December 2021. The student would proudly note that he purchased his first home in February 2021.
Resources Needed	It is imperative to have quality facilities in order to attract quality students. The expansion project at MATC will significantly improve the facilities collegewide. That said, the Business Administration Program needs to have quality facilities as well. An individual program area is essential. This was a needed item identified by the PAC in the SWOT analysis. Frequently, faculty receive emails or telephone calls from area businesses looking to hire graduates for open positions. Sadly, the program does not have enough graduates to go around. President Genandt stresses the importance of attracting quality students to technical programs at MATC. This is key to the success of the Business Administration Program. Recruiting efforts aimed at attracting quality students are very important. Students who attend classes, complete work, and achieve, have multiple offers for employment with strong wages and excellent benefits.

S.W.O.T. Analysis—Prepared by PAC

*Internal (strengths/weaknesses) vs External (threats/opportunities)

Strengths
- Faculty & Staff
- Program prepares students to enter workforce in the business field
- Pays attention to the business community and adjusts training accordingly
- Utilizes the most recent software and technology
- Continued improvement to facilities
- Hybrid flexible model of instruction
- Zoom classrooms
- Small class sizes
- Individualized attention
- Hands-on active learning using latest technology
- Reaching out to PAC members and businesses for opportunities for students
- Internships
- Job placement assistance
- MATC Foundation scholarships
- Diversity among students in program
- Diverse student population—multi-generational, multi-cultural
- Adult Education and GED recruitment and opportunities for recruitment
- Community outreach
- Reputation and recognition
- Partnerships with area high schools
- Having the opportunity to utilize many adjunct instructors for differences of thought/teaching

S.W.O.T. Analysis—Prepared by PAC (Continued)

Weaknesses
- High school students do not understand the opportunities at MATC vs. 4-year university
- Parental awareness of opportunities at MATC vs. 4-year university
- Incorrect perception that a 1-2 year CTE is "less than" a 4-yer university, and business is a significant part of this perception
- MATC is a viable pathway to a 4-year degree; Ex: 2+2 agreement
- The overall number of students going into accounting and finance (including at 4-year universities) is declining
- Having one full-time faculty member
- Facilities do not have the "wow" factor of other colleges – especially KSU and other area competitors
- The Business Administration program currently does not have its own program area

Opportunities
- High school students do not understand the opportunities at MATC vs. 4-year university
- Explain that careers in accounting and finance are more than calculating numbers
- Increase awareness of career options within business administration (especially accounting and finance)
- Opportunities exist with all of the high schools—high school students from across the state want to come to Manhattan for college
- Manhattan is a desirable location for students to want to live because of "quality of life" factors for traditional college-age students—for example, Aggieville, college life, concerts, sporting events, etc.
- Grow PAC involvement through increased membership
- Diversity of businesses located in Manhattan—strong demand for business employment opportunities
- Expand collaboration with 4-year schools; establish more 2+2 agreements
- Career and Tech Ed has never been as important as today; work to connect businesses

Threats
- Difficulty finding qualified instructors
- Strong competition from K-State—a university in the same location
- If Phase 2 of MATC campus expansion does not happen, then the facility space for the Business Administration Program will not be enhanced
- Online opportunities that do not bring students to the brick and mortar; out-of-state colleges and short-term training
- K-State had developed a 2+2 agreement for AAS students; however, K-State would not allow this for Business Administration

Program Review Report for AY 22-22

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

Faculty Credentials & Professional Development
Faculty Credentials

| Faculty Member (FT, Adjunct, Concurrent) | Year of Initial Appointment | Degree(s) | | Assigned Teaching Discipline | Professional Certifications | Level of Qualification (HLC Standards—see handout) |
		Type (A.A.S., B.S., M.S.)	Discipline (Number of 500 level credit hours in field)			
Jason York (FT)	AY2015-16	Master of Accountancy Juris Doctorate	66 Credit Hours 91.5 Credit Hours	Business Law and Business		HLC Approval Tier 1
Christopher Holborn (Adjunct)	AY2011-12	Master of Science in Secondary Education	50 Credit Hours	Business		
Michelle Koch (Adjunct)	AY2016-17	Master of Business Administration	66 Credit Hours	Business		
Shawnette Williams (Adjunct)	AY2021-2022					
Kerri Bellamy (Adjunct)	AY2022-2023	Master of Criminal Justice; BS in Criminal Justice & Psychology		Accounting		HLC Approval Tier 3
Suzanne Duncan (Adjunct)	AY2022-2023	MS Health, Physical Ed & Recreation		CIS & Bus Comm		HLC Approval Tier 3
Nathan Roberts (Adjunct)	AY2022-2023	MS in CTE & Workforce Training				
Steve Davis (Adjunct)	AY2022-2023	MBA				HLC Approval Tier 1
Ryan VanDusen (Adjunct)	AY2022-2023	Doctorate, Higher Ed / Philosophy				HLC Approval Tier 1

Glenda Eichman (USD 383 Concurrent)						
Kathy Rickets (USD 383 Concurrent)						
Paige McCarthy (USD 383 Concurrent)						
Kristen Hopkins (USD 383 Concurrent)						
Felicity Evans (USD 383 Concurrent)						
Patricia Booth (USD 384 Blue Valley-Randolph Concurrent)						
Jeff Suther (USD 320 Concurrent)						

Program Review Report for AY 22-23

<u>**Appendices to Program Review for Business Administration:**</u>

Appendix A: Institutional Reporting Summary Data

Appendix B: Program Advisory Committee (PAC) Meeting Agendas

Appendix C: Program Advisory Committee (PAC) Meeting Minutes

Appendix D: Grade Distribution Data

Appendix A: Institutional Reporting Summary Data

Program Review
Business Accounting & Administrative Assistant (BUS)
AY 2022-2023

Pathway: BAA – Business Accounting
MATC Division: Business Technologies
Program Start Date (KBOR): 08/2021 AAS; 01/2010 CERTB

CIP Code(s):

52.0302   Accounting Technology/Technician and Bookkeeping

SOC Code(s):

13-2082	Tax Preparers
43-3031	Bookkeeping, Accounting, and Auditing Clerks
43-3051	Payroll and Timekeeping Clerks
43-4011	Brokerage Clerks
43-9111	Statistical Assistants

Degree(s) / Certificate(s) Awarded:

AAS   62 credit hours
Certificate B   36 credit hours

Program Accreditation(s):

Curriculum Alignment:

There is no curriculum alignment available for the BUS program with the Kansas Board of Regents (KBOR).

Third-Party Credentials / TSA and Credential List
MATC offers the following third-party credentials that are approved by KBOR/TEA for submission on the KBOR Follow Up report.

Award Level	Credential ID	Credential Name	WIOA
none	Need to complete paperwork to add Microsoft Office credentials		

Not accepted by KBOR on the Follow Up report, but offered by MATC:
None

All awards accepted by KBOR on Follow Up, those greyed out are not offered at MATC currently; additional credentials available at different award levels.

Award Level	Credential ID	Credential Name	WIOA
None	None	None	n/a

Note: To request additional awards be added to the KBOR list for your program CIP code, please work with your Dean and the IR office.
To be added:

        MSOP – Microsoft Office PowerPoint

        MSOE – Microsoft Office Excel

        MSOW – Microsoft Office Word

        MSOO – Microsoft Office Outlook

        OPAC – Office Proficiency Certification(s)

Pathway: BSS/BSSAT – Administrative Assistant
MATC Division: Business Technologies
Program Start Date (KBOR): 01/2010

CIP Code(s):

| 52.0401 | Administrative Assistant and Secretarial Science, General |

SOC Code(s):

43-1011	First-Line Supervisors of Office and Administrative Support Workers
43-4161	HR Assistants, Except Payroll and timekeeping
43-6011	Exec. Secretaries & Exec. Administrative Assistants
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

Degree(s) / Certificate(s) Awarded:

| AAS | 62 credit hours |
| Certificate B | 33 credit hours |

Program Accreditation(s):

Curriculum Alignment:

There is no curriculum alignment available for the BUS program with the Kansas Board of Regents (KBOR).

Third-Party Credentials / TSA and Credential List
MATC offers the following third-party credentials that are approved by KBOR/TEA for submission on the KBOR Follow Up report.

Award Level	Credential ID	Credential Name	WIOA
All (AAS, CERT A-C)	MSOW	MICROSOFT OFFICE WORD	N
	MSOP	MICROSOFT OFFICE POWERPOINT	N
	MSOO	MICROSOFT OFFICE OUTLOOK	N
	MSOE	MICROSOFT OFFICE EXCEL	N
	MSOA	MICROSOFT OFFICE ACCESS	N
	OPAC	OFFICE PROFICIENCY CERTIFICATION(S)	N

Not accepted by KBOR on the Follow Up report, but offered by MATC:
None

All awards accepted by KBOR on Follow Up, those greyed out are not offered at MATC currently; additional credentials available at different award levels.

Award Level	Credential ID	Credential Name	WIOA
All	MSOW	MICROSOFT OFFICE WORD	N
All	MSOP	MICROSOFT OFFICE POWERPOINT	N
All	MSOO	MICROSOFT OFFICE OUTLOOK	N
All	MSOE	MICROSOFT OFFICE EXCEL	N
All	MSOA	MICROSOFT OFFICE ACCESS	N
All	OPAC	OFFICE PROFICIENCY CERTIFICATION(S)	N

Note: To request additional awards be added to the KBOR list for your program CIP code, please work with your Dean and the IR office.

Financial Information Revenue					
	AY 21-22		**AY 20-21**		**AY 19-20**	
Tuition	1375 SCH @ $128/CH	$176,000	1297 SCH @ $125/CH	$162,125	1,549 SCH @ $125/CH	$193,625
Program/Course Fees		$835		$1,105		$1,501
Gen Ed Student Revenue		*$19,500*		*$19,500*		*$24,360*
Institutional Fees		$62,240		$65,360		$85,195
State Aid		$342,506		$314,554		$303,286
Total Revenue		**$601,081**		**$562,644**		**$607,967**

Grant/External Funding			
	AY 21-22	**AY 20-21**	**AY 19-20**
Perkins			
Equipment	$0	$0	$0
Professional Development	$0	$0	$353
Capital Outlay	$0	$0	$27,068
Total External Funding	**$0**	**$0**	**$27,421**

Expenses			
	AY 21-22	**AY 20-21**	**AY 19-20**
Teaching Salary & Benefits	$119,539	$112,975	$109,920
Program/Course Supplies	$421	$3,752	$910
Professional Development	$89	$0	$15
Equipment Purchased	$0	$0	$0
Other Expenses	$0	$0	$0
Total Expenses	**$120,049**	**$116,727**	**$138,267**
Program Contribution to Indirect Costs	**$481,032**	**$445,917**	**$469,700**

Supplemental Program Information			
	AY 21-22	**AY 20-21**	**AY 19-20**
MATC Per Credit Hour of Instruction (direct costs only)	$87.31	$90.00	$89.26
Cost Model Composite Rate (average)			
Total Annual Cost to Students – tuition, lab fees, textbooks, tools, equipment			

Program Data						
	AY 21-22		**AY 20-21**		**AY 19-20**	
Enrollment (Declared Major)	8 BAA / 28 BSS AAS	10 BAA / 20 BSS CERTB	43 AAS	0 CERTB	48 AAS	41 CERTB
Male/Female Mix	2/6 BAA; 3/7 BSS	12/16 BAA; 6/14 BSS	21/22 AAS		26/22 AAS	21/20 CERTB
Retention						
1st to 2nd Semester Retention	6/10	60.0%	13/15	86.7%	18/21	85.7%
Number of Graduates[1]						
Associate (AAS)	5 BAA / 6 BSS		10		8	
Certificate (CERTC)	6 BAA / 3 BSS		0		7	
Semester Credit Hours Generated[2]						
Total Unduplicated Students	268		182		236	
Total SCH (w/ Gen Ed SCH)	1,371 (ACC, BUS, CIS)		1,363 (ACC, BUS, CIS)		1,668 (ACC, BUS, CIS)	
Follow-Up[3]						
No. of Students Available	8 AAS / 9 AAS (BAA)		26 AAS		23 AAS / 9 CERTB	
No. of Students Placed[4]	7/8 Acct 8/8 Admin Asst	88% 100%	*No data on the report*		*No data on the report*	
No. Placed in Field	8 BAA		25		23 AAS / 6 CERTB	
Average Wage	$60,000 / 18.38 per hr	$60,000 / 16.70 per hr (ACC) 16.67 per hr (Support)	$48,224 / 14.79 per hr		$32,767 / 16.09 per hr	$38,717 / 17.78 per hr
Industry Credentials[5]						
Number Attempted	30 (BUS Admin)		62		30	
Number Earned	25		49		27	
Students (Graduates) Who Earned a Credential	6/8 Acct 4/6 Admin Asst	75% 67%	*No data on the report*		*No data on the report*	
MATC Core Abilities Assessment[6]						
Oral Communication	4.14				3.56	
Written Communication			3.81			
Problem Solving/Critical Thinking	4.20				3.87	
Quantitative Literacy			3.95			

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[1] KBOR Academic Year Basic Counts report, table 6a (total number of degrees awarded at this level; there may be duplicates)

[2] KBOR Academic Year Registrations file (by all students)

[3] KBOR Follow Up Report, Students Available (concentrators), Average wage = table 7; Perkins V Core Indicators of Performance, 1P1

[4] Perkins V Core Indicators Report; Placed = Perkins V concentrators who are employed, continuing education, serving in the military, or in a service program as of the 2nd quarter after exist as reported on the KBOR Follow Up Report (1P1); Placed in Field = Follow Up code 2

[5] KBOR Follow Up Report (may be duplicates) table 5b; Students (graduates) who earned a credential is from Perkins V Core Indicators of Performance, 2P1

[6] The department may not have submitted an assessment or submitted it incorrectly for data purposes for this period (indicated by an *); entered MATC averages

Graduation & Retention Information by Cohort

	Cohort	Program Completers	MATC Completers	Still Enrolled in Program	Non-Completers	Graduation Percentage
			Retention			
AY 21-22	10	1	1	4	5	10.00%
AY 20-21	15	8	2	1	6	53.33%
AY 19-20	21	13	0	2	6	61.90%

	Cohort	Next Semester	Next Year	Still Enrolled in Program	Still Enrolled at MATC	Transfer
			Retention			
AY 21-22	10	6	5	4	1	1
AY 20-21	15	13	9	1	0	2
AY 19-20	21	18	17	2	0	4
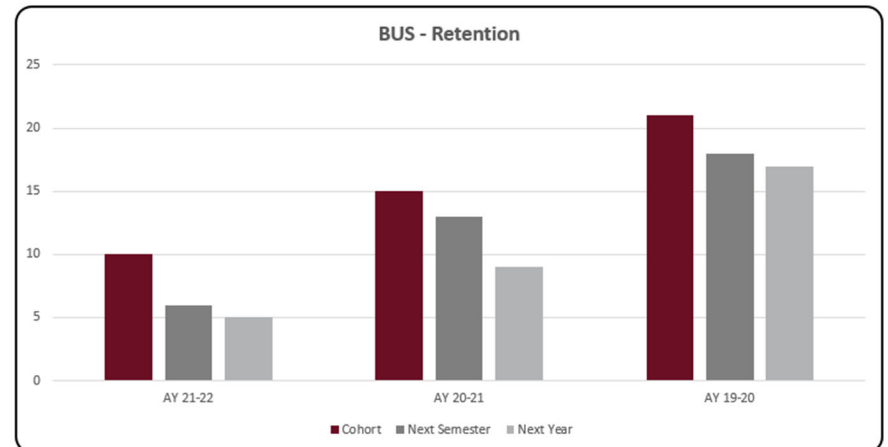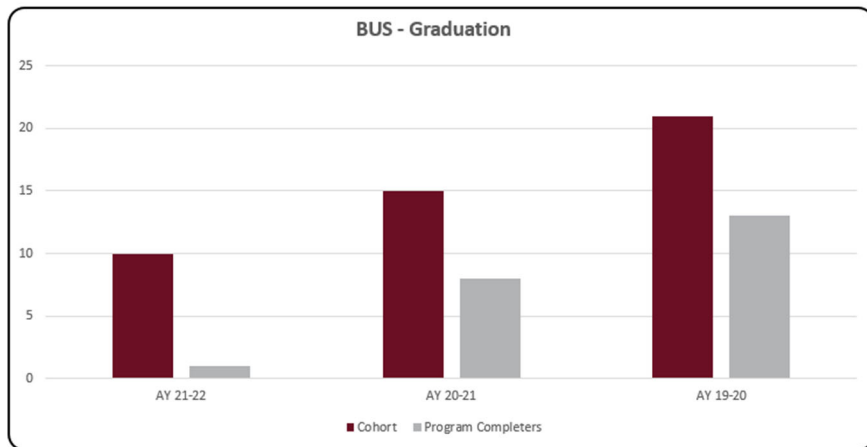
Notes:
- Cohort determined by first enrollment in BUS 120 course for students with a BUS declared major
- Dropped registrations are <u>excluded</u> from counts while withdrawn registrations are included
- Some students had dual declared majors; 1 started in BUS, graduated from another program, and is currently enrolled in BUS
- Graduation percentage may increase if those still enrolled complete the program
  - Award Levels for Program Completions (by highest degree earned)
    - AY 19-20 cohort: 11 AAS (9 BATA, 2 BUSA) / 2 CERTB (1 BATC, 1 ACCC)
    - AY 20-21 cohort: 7 AAS (3 BUSA, 3 ACCA, 1 ACCA) / 1 CERTB (BATC)
    - AY 21-22 cohort: 1 CERTB (BUSC)
- Transfers:
  - KSU – 2
  - Highland CC – 1
  - Southern New Hampshire – 1
  - Full Sail, Strayer – 1
  - Liberty – 1
  - Upper Iowa - 1

Employment Data

Kansas Wage Survey, 2022 Edition, Local Areas   Local Area II: Northeast Kansas

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
13-2082	Tax Preparers	80	$ 17.62	$ 36,659	$ 10.31	$ 21,447	$ 21.28	$ 44,265	$ 15.14	$ 31,494
43-3031	Bookkeeping, Acc & Auditing Clerks	2,670	18.19	37,826	12.42	25,825	21.07	43,826	17.83	37,082
43-3051	Payroll & Time Clerks	280	22.02	45,797	16.18	33,656	24.94	51,858	22.27	46,330
43-4011	Brokerage Clerks	50	50.95	43,576	15.45	32,127	23.70	49,301	20.72	43,089
43-1011	Supers of Office & Admin Support	2,270	25.90	53,871	18.21	37,883	29.74	61,865	23.77	49,438
43-4161	HR Asst, Except Payroll & Time	250	20.38	42,381	16.03	33,351	22.55	46,897	21.00	43,680
43-6011	Exec Sec & Exec Admin Asst	2,150	22.50	46,792	15.35	31,926	26.07	54,225	22.26	46,311
43-6014	Sec & Admin Asst, Except	5,500	16.61	34,554	12.28	25,536	18.78	39,063	17.00	35,360

Kansas Wage Survey, 2022 Edition, Kansas Statewide

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
13-2082	Tax Preparers	780	$ 18.35	$ 38,170	$ 10.60	$ 22,050	$ 22.17	$ 46,110	$ 17.93	$ 37,290
43-3031	Bookkeeping, Acc & Auditing Clerks	16,090	18.86	39,220	13.03	27,100	21.73	45,190	18.21	37,880
43-3051	Payroll & Time Clerks	1,360	22.99	47,820	16.61	34,560	26.14	54,360	22.71	47,240
43-4011	Brokerage Clerks	530	22.46	46,720	16.73	34,790	25.36	52,750	22.27	46,330
43-1011	Supers of Office & Admin Support	11,440	28.16	58,560	18.90	39,310	32.86	68,340	28.21	58,670
43-4161	HR Asst, Except Payroll & Time	680	19.25	40,040	14.56	30,290	21.59	44,900	18.31	38,090
43-6011	Exec Sec & Exec Admin Asst	9,980	24.40	50,740	15.81	32,880	28.63	59,540	22.94	47,720
43-6014	Sec & Admin Asst, Except	27,750	16.99	35,340	12.35	25,690	19.32	40,180	17.39	36,160

Projected Employment Data

Kansas Wage Survey, 2018-2028, Long-Term Occupational Projections Regions, 10-year projection   Region: Northeast Kansas

Standard Occupational Classification Code	Employment		Change in Employment			Wages		Education & Training		
	Base Year 2020	Projected Year 2030	Number	Percent	Annual Percent	Annual Mean	Annual Median	Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency
Regional: Northeast Kansas										
13-2082	63	68	5	7.9%	0.8%	$ 31,382	$ 22,206	HS Diploma	None	Moderate-term
43-3031	3,061	2,922	-139	-4.5%	-0.5%	35,066	34,553	Some college	None	Moderate-term
43-3051	266	255	-11	-4.1%	-0.4%	44,687	45,395	HS Diploma	None	Moderate-term
43-4011	***	***	***	***	***	45,667	45,416	HS Diploma	None	Moderate-term
43-1011	2,690	2,624	-66	-2.5%	-0.2%	51,023	49,303	HS Diploma	Less than 5 years	None
43-4161	214	195	-19	-8.9%	-0.9%	42,367	41,937	Associate's	None	None
43-6011	1,622	1,252	-370	-22.8%	-2.6%	47,704	45,247	HS Diploma	Less than 5 years	None
43-6014	6,804	6,114	-690	-10.1%	-1.1%	33,490	33,346	HS Diploma	None	Short-term
Statewide										
13-2082	***	***	***	***	***	$ 26,754	$ 23,818	HS Diploma	None	Moderate-term
43-3031	1,435	1,361	-74	-5.2%	-0.5%	36,273	35,895	Some college	None	Moderate-term
43-3051	131	123	-8	-6.1%	-0.6%	46,105	44,925	HS Diploma	None	Moderate-term
43-4011	*No data*									
43-1011	***	***	***	***	***	55,606	50,108	HS Diploma	Less than 5 years	None
43-4161	***	***	***	***	***	35,583	35,434	Associate's	None	None
43-6011	***	***	***	***	***	48,814	43,436	HS Diploma	Less than 5 years	None

Notes:
- Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment Statistics (OES)
- No Wage Survey Data Available by Kansas Department of Labor for: 43-9111
- 13-0000 Business and Financial Operations Occupations
- 43-0000 Office and Administrative Support Occupations
- *** Confidential data; N/A – Not Available on KDOL reports

Core Ability Assessment Data: AY 21-22
Fall 2021 Critical Thinking Problem Solving

Department Compared to MATC Totals Overall

	Identifies the Problem/Task	Understands the possible causes or reasons for the problem	Formulates Possible Alternatives for Solving the Problem	Prioritizes and Implements Viable Solution(s)	Monitors Results and Revises Solution(s) As Needed	Grand Total
Accounting	4.75	4.75	4.25	4.25	3.75	4.35
Computer Info Sys	4.00	3.50	4.00	4.50	3.50	3.90
BUS Total	**4.50**	**4.33**	**4.17**	**4.33**	**3.67**	**4.20**
MATC Total	**4.01**	**3.61**	**3.82**	**3.56**	**3.81**	**3.75**

Spring 2022 Oral Communication

Department Compared to MATC Totals Overall

	Quality of Introduction	Quality of Organization and Argumentation	Quality of Oral Presentation	Quality of Conclusion	Responsiveness to Audience: Verbal Interaction	Grand Total
Business	3.50	3.50	4.00	3.00	4.75	3.75
Computer Info Sys	5.00	5.00	4.14	4.71	4.14	4.60
BUS Total	**4.20**	**4.20**	**4.07**	**3.80**	**4.47**	**4.14**
MATC Total	**3.42**	**3.34**	**3.28**	**3.36**	**3.50**	**3.38**

Core Ability Assessment Data: AY 20-21
Fall 2020 Quantitative Literacy

Department Compared to MATC Totals Overall

	Identifies the essential elements of the problem.	Understands the problem and discusses any assumptions that are required in defining the problem.	Accurately performs arithmetic, algebraic, geometric, etc. calculations.	Validates the answer	Represents the results	Grand Total
Accounting	4.25	3.50	4.25	4.25	3.50	3.95
BUS Total	**4.25**	**3.50**	**4.25**	**4.25**	**3.50**	**3.95**
MATC Total	**3.33**	**3.23**	**3.27**	**3.25**	**3.20**	**3.26**

Spring 2021 Written Communication

Department Compared to MATC Totals Overall

	Purpose / Main Point	Organization	Sentence Style	Intended Audience	Correctness	Grand Total
Business	3.80	3.40	3.40	3.80	3.89	3.81
BUS Total	**3.80**	**3.40**	**3.40**	**3.80**	**3.89**	**3.81**
MATC Total	**4.17**	**4.22**	**3.86**	**4.24**	**3.75**	**4.04**

Core Ability Assessment Data: AY 19-20
Fall 2019 Critical Thinking Problem Solving

Department Compared to MATC Totals Overall

	Formulates Possible Alternatives for Solving the Problem	Identifies the Problem/Task	Monitors Results and Revises Solution(s) As Needed	Prioritizes and Implements Viable Solution(s)	Understands the possible causes or reasons for the problem	Grand Total
Accounting	3.35	3.59	3.12	3.35	3.35	3.35
Computer Info Sys	3.86	4.05	3.10	3.57	4.05	3.75
BUS Total	**3.63**	**3.84**	**3.11**	**3.47**	**3.74**	**3.56**
MATC Total	**3.57**	**3.76**	**3.44**	**3.45**	**3.66**	**3.58**

Spring 2020 Oral Communication

Department Compared to MATC Totals Overall

	Quality of Introduction	Quality of Organization and Argumentation	Quality of Oral Presentation	Quality of Conclusion	Responsiveness to Audience: Verbal Interaction	Grand Total
Business	3.00	4.67	4.00	3.00	4.67	3.87
MATC Total	**3.75**	**3.97**	**3.75**	**3.90**	**4.20**	**3.91**

Appendix B: Program Advisory Council (PAC) Agendas

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Thursday, November 7, 2019
Time: 3:30 p.m. – 4:30 p.m.
Location: Room 412J

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Junction City High School; Amy Lewis, Schwab Eaton; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Adjunct Faculty: Pat Booth, Glenda Eichman, Chris Holborn, Carmela Jacobs, Michelle Koch, Paige McCarthy, Kathy Ricketts, Shawnette Williams

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		
3.	Approval of Minutes		

4.	BA Department Update	▪ Submission of Program Review (May 2019)
		▪ Fall 2019
		▪ KBOR Kansas Core Outcomes Group (October 18, KU Edwards Campus)
		   ○ Principles of Management (Agreed on Core Outcomes/Guaranteed Transfer)
		▪ Excel in CTE
		▪ Eliminate BUS185 Business Ethics & Human Relations in order to create BUS### Principles of Leadership (Outcomes identical to KRSN BUS2010—Principles of Leadership)
		▪ Catalog revision to include an AAS in Business Administration, Management. That would provide three areas of focus:
		   ○ Accounting Support
		   ○ Administrative Support
		   ○ Management
		▪ Currently working with Kansas State University Polytechnic Campus for a Bachelor of Science degree in Technology Management (2+2)
		▪ Catalog revision to include an AAS in Management
		▪ HLC Visit, November 11-12	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
5.	Updates from MATC Administration	▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Carmela Jacobs, Vice President of Operations/CFO/CHRO	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 384 Blue Valley High School	
8.	Campus Activities	▪ MATC Trunk or Treat, October 31 ▪ Fall Commencement, December 21, 2019 　▪ Kansas State University Union Grand Ballroom, 9:30 a.m.	
9.	Open Forum		
10.	Next Meeting	▪ Thursday, April 2, 2020 ▪ Room 412J, 3:30 – 4:30 p.m.	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION

Program Advisory Committee Agenda

Date: Thursday, April 2, 2020   ** Meeting cancelled because of COVID-19. A Spring 2020 semester update is provided instead. **
Time: 3:30 p.m. – 4:30 p.m.
Location: Room 412J

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Junction City High School; Amy Lewis, Schwab Eaton; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Adjunct Faculty: Pat Booth, Glenda Eichman, Chris Holborn, Carmela Jacobs, Michelle Koch, Paige McCarthy, Kathy Ricketts, Shawnette Williams

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	▪ Share Letter to Sarah Phillips, Vice President Student Success/CAO/CSSO discussing extended spring break, the extension of the semester, and the program's plan to resume classes and continue learning on March 30.	
5.	Updates from MATC Administration	▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Carmela Jacobs, Vice President of Operations/CFO/CHRO	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 384 Blue Valley High School	
8.	Campus Activities	▪ Campus is closed to all activities because of COVID-19	
9.	Open Forum		
10.	Next Meeting	▪ Thursday, November 5, 2020 ▪ Room 412J, 3:30 – 4:30 p.m.	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Thursday, November 4, 2020
Time: 3:30 p.m. – 4:15 p.m.
Location: Zoom   https://manhattantech.zoom.us/j/92781586328

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Amy Lewis, Schwab Eaton; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Adjunct Faculty: Pat Booth, Glenda Eichman, Chris Holborn, Carmela Jacobs, Michelle Koch, Paige McCarthy, Kathy Ricketts, Shawnette Williams

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	▪ Updates—Spring 2020 and Fall 2020 ▪ KBOR Kansas Core Outcomes Group (KCOG), October 16, WSU/Zoom 　▪ Review: BUS111 Personal Finance—no changes (KRSN BUS1010) 　▪ Review: BUS190 Leadership Development—no changes (KRSN BUS2010) 　▪ New Course: BUS### Principles of Marketing (KRSN BUS1030). Outcomes: 　　1. Recognize the scope and role of marketing in enhancing the welfare of consumers, organizations, and society 　　2. Identify key elements of consumer and organizational buying behavior and the marketing research process 　　3. Examine ways to segment markets, chose targeting strategies, and position products 　　4. Identify and describe elements of the marketing mix, including product, price, place (distribution), and promotion 　　5. Recognize the influence of the external environment on marketing, including global influences 　　6. Identify legal, regulatory, and ethical issues impacting marketing activities 　　7. Show an understanding of the strategic marketing planning process Action: Seek PAC approval to offer Principles of Marketing as a new course.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
	BA Department Update (continued)	▪ The KCOG will consider "Sales" and "Business Communication" for guaranteed transfer topics for the October 2021 conference. ▪ Perkins/Excel in CTE ▪ Higher Learning Commission (HLC) Accreditation Visit, May 2021	
5.	Updates from MATC Administration	▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Carmela Jacobs, Vice President of Operations/CFO/CHRO ▪ Nathan Roberts, Dean of Career & Technical Education	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 384 Blue Valley High School ▪ Excel in CTE	
8.	Campus Activities	▪ Halloween at MATC, October 29 ▪ Fall Commencement, Friday, December 11, 2020 ▪ Kansas State University Union Grand Ballroom, Time TBD	
9.	Open Forum		
10.	Next Meeting	▪ Thursday, April 1, 2021, 3:30 p.m., Zoom ▪ Any catalog/course changes may need to be approved by email before our next meeting.	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Wednesday, February 3, 2021
Time: 3:30 p.m. – 4:20 p.m.
Location: Zoom   https://manhattantech.zoom.us/j/97247269538

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Amy Lewis, Schwab Eaton; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Adjunct Faculty: Pat Booth, Glenda Eichman, Chris Holborn, Michelle Koch, Paige McCarthy, Kathy Ricketts, Shawnette Williams

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	- Introduce students; discussion with PAC members - Allow students to return to class - Review Business Administration areas of concentration—Accounting Support, Administrative Support, and Management - Discuss KBOR request for separate degree/certificate proposals for each area of concentration - Review and discuss submission of KBOR "New Program Request Form CA1" and related catalog changes/updates - Request motion for approval allowing for any modifications as needed to navigate the approval process - As part of the CA1 submission, seek letters of support from "employers, which state the specific type of support" PAC members would be willing to provide to the program(s). Examples of support could include: provide regular program review/input through active participation in the PAC, volunteer as guest lecturer, host class tour at business, provide mock interviews, provide internships, hire graduates, provide employee benefits including tuition reimbursement (career development), etc. - The KCOG will consider "Sales" and "Business Communication" for guaranteed transfer topics for the October 2021 conference	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
		▪ Higher Learning Commission (HLC) Accreditation Visit, May 2021	
5.	Updates from MATC Administration	▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Carmela Jacobs, Vice President of Operations/CFO/CHRO ▪ Nathan Roberts, Dean of Career & Technical Education	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 384 Blue Valley High School ▪ Perkins and Excel in CTE	
8.	Campus Activities	▪ Spring Break, March 15-19 ▪ Open House, April 15 ▪ Spring Commencement, May 15	
9.	Open Forum		
10.	Next Meeting	▪ Wednesday, November 3, 2021, 3:30 p.m., Zoom	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Wednesday, November 3, 2021
Time: 3:30 p.m. – 4:20 p.m.
Location: By Zoom   https://manhattantech.zoom.us/j/86093529615   Or In Person, Room 410A (Conference Room)

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Adjunct Faculty: Glenda Eichman, Michelle Koch, Paige McCarthy, Kathy Ricketts, Shawnette Williams

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	▪ Student introductions and discussion with PAC members. ▪ Discuss internships for current students; job placement of recent graduates. ▪ Allow students to return to class/work. ▪ Provide update on the Spring 2021 program submissions. ▪ Review and discuss submission of KBOR "New Program Request Form CA1" for Business Administration-Administrative Support, Certificate B, 33 credit hours. The Cert B includes the following courses: o ACC100 Business Accounting (3 hours) o BUS111 Personal Finance (3 hours) o BUS120 Business English (3 hours) o BUS125 Business Communication (3 hours) o BUS130 Records & Information Management (3 hours) o BUS185 Business Ethics & Human Relations (3 hours) o BUS220 Administrative Procedures (3 hours) o CIS100 Software Applications (3 hours) o CIS116 Spreadsheet Management (2 hours) o CIS121 Word Processing (2 hours) o CIS126 Database Management (2 hours) o MAT 108 Beginning Algebra (3 hours) ▪ Request motion for approval allowing for any modifications as needed to navigate the KBOR approval process.	

No.	Agenda Item	Discussion	Action/Responsibilities

		▪ The KBOR-KCOG met on October 8, through the WSU Conference Office.
		▪ The KCOG revised the outcomes for "Introduction to Business" as follows:
		  1. Identify and define Accounting and Finance from academic and professional perspectives.
		  2. Identify and define Marketing from academic and professional perspectives.
		  3. Identify and define Management and Leadership from academic and professional perspectives.
		  4. Identify and define Information Systems from academic and professional perspectives.
		  5. Identify and define Entrepreneurship from academic and professional perspectives.
		  6. Identify and define Economics from academic and professional perspectives.
		  7. Identify and define International Business from academic and professional perspectives.
		  8. Identify and define Supply Chain/Operation Management from academic and professional perspectives.
		  9. Identify the role of ethics and social responsibility in business.
		▪ The KCOG developed outcomes for "Business Law" as follows:
		  1. Describe American Law sources, the American court system and processes, and methods of alternative dispute resolution.
		  2. Recognize the relevance of ethical and legal considerations when making strategic business decisions.
		  3. Differentiate between negligence, intentional torts, and strict liability within tort law.
		  4. Identify contract elements and important characteristics of performance and breach.
		  5. Define and differentiate the fundamental principles of personal property, real property, and intellectual property.
		  6. Describe the nature and function of agency and employment law.
		  7. Define and differentiate the duties and potential liability of various business entities.
		▪ MATC presently offers Introduction to Business but not Business Law. The new outcomes are unofficial and likely to become effective Summer 2022.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
		▪ Provide update on the Higher Learning Commission (HLC) Accreditation Visit, May 2021. ▪ Search for Business Administration Instructor.	
5.	Updates from MATC Administration	▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Nathan Roberts, Dean of Career & Technical Education ▪ Chris Boxberger, Dean of Academic Partnerships & Outreach ▪ Casey Field, Student Success Coordinator	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 384 Blue Valley High School (Currently no concurrent courses) ▪ USD 320 Wamego High School (Jeff Suther, Business Instructor) ▪ Perkins and Excel in CTE	
8.	Campus Activities	▪ Halloween at MATC, Thursday, October 28 ▪ Thanksgiving Break, November 22-26 ▪ December Commencement, Saturday, December 18 ▪ Spring semester begins, January 18, 2022	
9.	Open Forum		
10.	Next Meeting	▪ Wednesday, April 6, 2022, 3:30 p.m., Zoom	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Wednesday, April 6, 2022
Time: 3:30 p.m. – 4:20 p.m.
Location: By Zoom   https://manhattantech.zoom.us/j/87020425854   Or In Person, Room 410A (Conference Room)

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Adjunct Faculty: Glenda Eichman, Paige McCarthy, Kathy Ricketts, Shawnette Williams

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	▪ Student introductions and discussion with PAC members ▪ Discuss internships for current students; job placement of graduates ▪ Higher Learning Commission (HLC) recommendations included expanding the assessment of student learning for concurrent courses. MATC Assessment of student learning for concurrent courses will be expanded in Fall 2022. ▪ MATC will maintain the hybrid-flexible model because of the advantages of accessibility, flexibility, and continuity of learning. ▪ Introduce Pamela Imperato, Instructional Design/Distance Education Coordinator ▪ Search for Business Administration Instructor	
5.	Updates from MATC Administration	▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Nathan Roberts, Dean of Career & Technical Education ▪ Chris Boxberger, Dean of Academic Partnerships & Outreach ▪ Casey Field, Student Success Coordinator ▪ Pamela Imperato, Instructional Design/Distance Education Coordinator	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 384 Blue Valley High School (Currently no concurrent courses) ▪ USD 320 Wamego High School (Jeff Suther, Business Instructor) ▪ Perkins and Excel in CTE	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
8.	Campus Activities	▪ NC3 National Signing Day, Thursday, April 14 ▪ MATC Open House, Thursday, April 21 ▪ MATC Spring 2022 Commencement, Saturday, May 14	
9.	Open Forum		
10.	Next Meeting	▪ Wednesday, November 2, 2022, 3:30 p.m., Zoom and In Person Location TBA	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Wednesday, November 2, 2022
Time: 3:30 p.m. – 4:20 p.m.
Location: By Zoom   https://manhattantech.zoom.us/j/81415707935   Or In Person, Room 700B (Conference Room)

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction

Adjunct Faculty: Kerri Bellamy, Kristen Hopkins, Paige McCarthy, Kathy Ricketts, Nathan Roberts, Jeff Suther

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions		
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	- Student introductions and discussion with PAC members - Microsoft Office Specialist (MOS) Certifications and GMetrix Test Simulation - Individual certs: Word (L1 & L2), Excel (L1 & L2), PP, Outlook, Access - Special MOS designations (obtained through bundling individual certs): - Microsoft Office Specialist—Associate: Must earn three of the following: Word L1, Excel L1, PowerPoint, Outlook - Microsoft Office Specialist—Expert: Must earn Associate level plus two of the following: Word L2, Excel L2, Access - FA2022, open testing to first-semester students in CIS100—Software Apps - KBOR Follow Up Survey AY2021 (Jan. 2022)—Past efforts show increase 20 students earned at least one MOS Cert (3) 17 students earned at least two MOS Certs (12) 5 students earned 3 MOS Certs, and the MOS-Associate title (5) - Internships for current students - BA has continued the hybrid-flexible model developed under the prior Title III Grant; promotes opportunity and access; continuation of learning - Intuit has discontinued providing QuickBooks Desktop Pro Accountant software - Change to Quick Books Online, ACC130 Computerized Accounting, SP 2023 - Intuit provides free download for QBO for students and schools - Building Hire Education—Campus Expansion Capital Campaign - Search for Business Administration Instructor	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
5.	Updates from MATC Administration	▪ James Genandt, MATC President and CEO ▪ Sarah Phillips, Vice President Student Success/CAO/CSSO ▪ Nathan Roberts, Dean of Career & Technical Education ▪ Chris Boxberger, Dean of Academic Partnerships & Outreach ▪ Kerri Bellamy, Director of Finance	
6.	Business Partners	▪ Round table discussion	
7.	High School Partners	▪ USD 383 Manhattan High School ▪ USD 320 Wamego High School (Jeff Suther, Business Instructor) ▪ Perkins and Excel in CTE ▪ Expansion of assessment to concurrent courses per HLC recommendations 　▪ Kathy Rickets launched a prototype, SP 2022 (Thank you!) 　▪ All concurrent high school faculty, FA 2022 pilot	
8.	Campus Activities	▪ Veteran's Day Parade, Friday, Nov. 11, 9:30 a.m. ▪ Governor's Council on Education Meeting, Friday, Nov. 11, 10:00 a.m. ▪ Building Hire Education Phase 1 (Advanced Technology Center) Groundbreaking, Nov. 11, 3:00 p.m. ▪ Manhattan Spirit of the Holidays Lighted Parade, Dec. 2, 5:30 p.m. ▪ MATC Fall 2022 Commencement, Saturday, Dec. 17, 10:00 a.m.	
9.	Open Forum		
10.	Next Meeting	▪ Wednesday, April 5, 2023, 3:30 p.m., Zoom and In Person, Location TBA	
11.	Adjournment		

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Agenda

Date: Wednesday, April 5, 2023
Time: 3:30 p.m. – 4:20 p.m.
Location: By Zoom   https://manhattantech.zoom.us/j/84756612702   Or In Person, Room 700B (Conference Room)

PAC Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction

Adjunct Faculty: Kerri Bellamy, Steve Davis, Suzanne Duncan, Felicity Evans, Kristen Hopkins, Paige McCarthy, Kathy Ricketts, Nathan Roberts, Jeff Suther, Ryan VanDusen

No.	Agenda Item	Discussion	Action/Responsibilities
1.	Introductions		
2.	Approval of Agenda		
3.	Approval of Minutes		
4.	BA Department Update	- Thank you to PAC members - Utilization of QuickBooks Online (QBO) for ACC130 Computerized Accounting - Program Review for Business Administration - Complete SWOT Analysis	
5.	Updates from MATC Administration	- Nathan Roberts, Dean of Career & Technical Education - Chris Boxberger, Dean of Academic Partnerships & Outreach	
6.	Business Partners	Round table discussion	
7.	High School Partners	- USD 383 Manhattan High School - USD 320 Wamego High School - Excel in CTE - Expansion of assessment to concurrent courses per HLC recommendations - Summer 2023 Online Course Offerings—Excel in CTE	
8.	Campus Activities	- NC3 National Signing Day, Thursday, April 20, 1:00 p.m. (PAC is invited) - MATC Open House, Thursday, April 27, 9:00 a.m. – 1:00 p.m. - MATC Spring 2023 Commencement, Saturday, May 13, 10:00 a.m.	
9.	Open Forum		

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action/Responsibilities
10.	Next Meeting	▪ Wednesday, November 1, 2023, 3:30 p.m., Zoom and In Person, Conference Room 700B	
11.	Adjournment		

Appendix C: Program Advisory Council (PAC) Minutes

Program Review Report for AY 22-23

Program Advisory Committee Meeting Minutes
November 7, 2019

Members Present: Members: Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services Administration: Sarah Phillips, Vice President Student Success/CAO/CSSO Adjunct Faculty: Kathy Ricketts, Chris Holborn Absent: Tiffany Anderson, Marysville High School Students Present: Josie Bulk, Dakota Ellis, Randy Friis, Trenton Fulton, Jamie Price, Andrew Rozinek, Kortney Schmitz	**Time:** 3:30-4:30 p.m. **Location:** MATC, 412J

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	Chris Holborn, Chair Seven business students attended the meeting. Each student introduced himself/herself and shared about his/her experience at MATC.	
2.	Approval of Agenda		Tammy Galvan moved; Angela Preston seconded; motion passed unanimously.
3.	Approval of Minutes		Cheryl Grice moved; Tammy Galvan seconded; motion passed unanimously.
4.	BA Department Update (and)	Jason thanked the group for their work in completing a SWOT analysis and updating the Mission and Vision statements for the department at the Spring 2019 meeting.	

No.	Agenda Item	Discussion	Action Taken
5.	Updates from MATC Administration	Jason provided the following department updates with contributions and discussions as noted: • The Program Review for Business Administration (BA) was complete and submitted in May 2019. • The full-time faculty position previously held by Laurie Johnson (retired May 2019) with the BA Department remains unfilled. Sarah Phillips shared with the group that the department's Fall 2019 incoming class was over 24 students and that she supported the hiring of a second full-time faculty and would continue to evaluate the budget. • Jason stated that the KBOR Core Outcomes Group voted to approve "Principles of Management" as a guaranteed transfer course. Jason shared the new outcomes for the course. Tammy Galvan stressed that students/managers should have training in developing appraisal skills and dealing with difficult conversations; she suggested role playing activities to develop and reinforce these skills. Angela Preston stressed the importance of professional communication in the workplace and learning how to manage in a rapidly changing environment. Cheryl Grice also stressed the topic, "What is appropriate in the diverse workplace? How do you ask for assistance when you don't know how to say something?" • Jason and Sarah Phillips noted that some of the business course offerings were removed from the "Excel in CTE" funding list. This means that high school students would no longer have their tuition paid for these business courses. High school instructors were not aware of this change. • Jason presented the course outcomes for the current BUS185 Business Ethics & Human Rations and compared them to KSRN BUS2010 Principles of Leadership. The group discussed the outcomes. Cheryl shared that corporations are stressing the outcome related to "the relationship of ethics, diversity, and inclusion in leadership." See action taken at right. • Jason presented the catalog revisions to include coursework related to three areas of focus within Business Administration: Accounting Support, Administrative Support, and Management. The group discussed the focus of "Management" and stressed comments and suggestions made earlier in the meeting related to the outcomes for "Principles of Management." See action taken at right. ** The group discussed current and new courses.	3. Angela moved to adopt the new outcomes for Principles of Management as determined by the KBOR Core Outcome Group; Tammy seconded; motion passed unanimously. 5. Cheryl moved to create BUS### Principles of Leadership (KSRN BUS2010) to replace BUS185 Business Ethics & Human Relations; Kathy seconded; Motion passed unanimously. 6. Tammy moved to include Management as a third area of focus for the A.A.S. in Business Administration, with suggested courses, as presented; Nathan seconded; motion passed unanimously.

No.	Agenda Item	Discussion	Action Taken
		The group would like for Jason to explore the addition of the following courses: Economics, Marketing, and Sales. Cheryl stressed the importance of including the topics of social media and branding in course content. • Jason shared that MATC is currently working with Kansas State University Polytechnic Campus for a Bachelor of Science Degree in Technology Management (2+2). There has been resistance from KSU. • Sarah Phillips shared that the Higher Learning Commission would be on the MATC campus for a follow-up visit related to assessment on November 11-12.	
6.	Business Partners	The business partners spent time before and at the beginning of the meeting talking with the students. This was an opportunity for students to practice their networking skills and participate in a professional meeting. In addition to previously recorded items, a round table discussion occurred. • Various comments were shared by business partners during earlier parts of the meeting. • Nathan stressed to students the importance of soft skills in the workplace. He stressed soft skills are equally or more important than technical skills. • Angela stressed to students that companies may invest in an employee's education and discussed those opportunities at FBFS. • Tammy talked with the students about selecting employment and considerations related to benefits and health insurance.	
7.	High School Partners	Kathy shared that concurrent courses were going well. MHS is utilizing Canvas.	
8.	Campus Activities	Fall Commencement, December 21, 2019, was discussed.	
9.	Open Forum	Chris discussed the Perkins Regional Plan which includes coordinating efforts between high schools and two-year institutions.	
10.	Next Meeting	Thursday, April 2, 2020, Room 412J, 3:30-4:30 p.m.	
11.	Adjournment	The meeting adjourned at 4:40 p.m.	Cheryl Grice moved; Tammy Galvan seconded; motion passed unanimously.

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Update as Substitute for Program Advisory Committee Meeting Minutes
Spring 2020 Meeting—Scheduled for April 2, 2020, 3:30 p.m.
Meeting Canceled Because of COVID-19

Business Administration Program Update Provided to Sarah Phillips, Vice President of Student Success/CAO/CSSO on March 19, 2020:

Sarah,

Thank you for your leadership during this time. You mentioned that we will conference next week. I will share some of my preliminary thoughts with you in case they are helpful for you to consider at this time.

I have been answering all inquiries from all students. I've taken a "wait to hear" approach and have encouraged students to feel free to work ahead if they want. I estimate approximately 40% of students have been completing work (based on assignment due dates) this week even though they didn't need to do so. A number of students have indicated that they are currently remaining at their parent's home outside of Manhattan--that includes students who are also enrolled at KSU.

On Thursday, March 12, I came to campus in the afternoon and picked up materials that I anticipated needing so I could work from home this week and plan ahead.

I have spent time looking at all of my spring courses. Several of my courses are entirely online, so there will be no change. All other courses are blended/hybrid. Students could very successfully complete all courses (ACC, BUS, and CIS) in an entirely online format and that would be my preference. I held mid-term proctored events for my online classes prior to spring break. For the hybrid courses, I will record additional support sessions for students.

This morning, I reached out to Shawnette Williams and Michelle Koch, adjuncts teaching Business Administration courses this semester. Both instructors indicated that they are able to move their classes to an entirely online format and students should be able to be successful. In addition, both adjunct instructors have experience with distance learning, recording lectures, utilizing Zoom, etc.

Adjunct faculty have inquired about utilizing Zoom. Is this available to students for free?

I have a couple of final notes. First, students have the computer software through free downloads (Microsoft Office and QuickBooks) to complete their assignments away from campus. Second, we utilize sophisticated learning platforms through the textbook companies which facilitate online learning and integrate very smoothly with Canvas. Third, as always, as long as Business Administration faculty can remain healthy, we can remain flexible to work with and support students to be successful in an online format. Fourth, I have received an email from Pat Booth, Instructor at Blue Valley Randolph, and will be working with her regarding a concurrent course that she is teaching this semester. Fifth, I will be conferring with instructors at Manhattan High School regarding concurrent courses they are teaching this semester.

As you emailed, I understand that there are meetings today and tomorrow. I will wait to hear from you once decisions have been made.

Thank you,
Jason

Business Administration Spring 2020 End-of-Year Update (June 1, 2020):

1. In general, students in Business Administration courses (ACC, BUS, CIS, and EMP) were able to adapt very easily to the transition to remote learning. All hybrid courses were still conducted in a hybrid format with designated weekly meetings; however, those meetings were conducted through Zoom instead of in a face-to-face environment.
2. In some cases, students performed better in a remote learning environment.
3. The use of Canvas integrated with Zoom made the transition to remote learning seamless.
4. The fact that MATC and Manhattan High School both utilize Canvas made it easy to assist high school concurrent instructors with being able to utilize already developed MATC course content.
5. The remote learning environment allowed students much flexibility, including the ability to care for children who were also home from school.
6. The remote learning environment allowed students to have a safe learning environment.
7. One student utilized internet access on campus by utilizing space immediately outside the building or in the parking lot.
8. An advantage to remote learning was that Zoom sessions were recorded. When the pandemic began, students lost one job and picked up another. This frequently resulted in students having new work schedules that conflicted with their class schedules. Because the Zoom sessions were recorded, students could attend work and remain engaged in their coursework.
9. Because students had free downloads for software through MATC (Microsoft Office and QuickBooks), students had the tools to continue to learn and submit coursework remotely. This worked out very well.
10. Students were able to take Microsoft Office Specialist certifications in a new program entitled, "MOS Certification Testing From Home." In April and May, two rounds of testing were conducted where students tested from home utilizing their webcams and their personal computer. Students provided feedback that it was less stressful to test from home than from taking the test in a testing center.

11. For ACC125 Computerized Accounting, students in the Spring 2020 semester outperformed previous semester students. This was attributed to the fact that students were encouraged to "problem solve" on their own before seeking assistance related to simple questions which students had the ability to solve on their own without instructor intervention. This skill is very essential to the workplace.

12. Faculty were available to students during and outside of class by Zoom.

13. Faculty scheduled "office appointments" with students to answer questions, provide assistance, and resolve technical issues. Faculty and students used the "screen sharing" option. The screen sharing option in Zoom was especially useful in helping students resolve technical software issues.

14. Faculty were flexible with students' schedules. Because of changing work schedules, several students could only give presentations or conduct mock job interviews in the evening hours.

15. The utilization of external LTIs for courses allowed for seamless continuation of learning with the same level of rich content—including lectures, video case studies, homework assignments with software simulation and online submission, etc.

16. These same LTIs are also used by Manhattan High School. This allowed for MHS faculty to have seamless continuation of learning with the same level of rich content with concurrent courses.

17. In planning for the future, the program will research expanding the use of external LTIs for courses in which they are not currently utilized (ACC100, BUS120, and BUS185 have been identified). These decisions could be implemented with textbook selections for the Spring 2021 semester.

18. The program had already made the decision to begin utilizing the CIRUS platform by Paradigm (an external LTI) for CIS courses beginning Fall 2020 (transitioning from the old SNAP platform). The CIRUS platform includes video step-by-step directions on how to learn skills related to Microsoft Office programs. This will be a significant resource for remote learners and will improve their experience beginning Fall 2020.

19. Expanding the "remote learning" options for Business Administration courses may be pathway to students who could not otherwise attend hybrid courses offered in a face-to-face environment. The program will continue to explore this topic.

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Meeting Minutes
November 4, 2020

Members Present: Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn (Chair), Manhattan High School; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services Adjunct Faculty: Glenda Eichman, Chris Holborn, Paige McCarthy, Kathy Ricketts, Shawnette Williams Administration: Sarah Phillips, Vice President Student Success/CAO/CSSO	**Time:** 3:30-4:15 p.m. **Location:** Zoom https://manhattantech.zoom.us/j/92781586328

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	Chris Holborn, Chair	
2.	Approval of Agenda		Nathan Redeker moved; Tammy Galvan seconded; motion passed unanimously.
3.	Approval of Minutes		Nathan Redeker moved; Cheryl Grice seconded; motion passed unanimously.

4.
 	
5.
	BA Department Update (and)
	
	Updates from MATC Administration
		Jason thanked the group for attending.
		Jason provided the following department updates with contributions and discussion from the group:
		• Reviewed the decisions from the KBOR Kansas Core Outcomes Group (KCOG) meeting, October 16, at WSU and by Zoom. The core outcomes for BUS111 Personal Finance and BUS190 Leadership Development were reaffirmed by the KCOB without any changes.
		• The KCOG approved the following core outcomes for Principles of Marketing (KRSN BUS1030):
		  A. Recognize the scope and role of marketing in enhancing the welfare of consumers, organizations, and society
		  B. Identify key elements of consumer and organizational buying behavior and the marketing research process
			2. Tammy Galvan moved to offer a new course, Principles of Marketing, at MATC and adopt the KCOG core outcomes for KRSN BUS1030; Tiffany Anderson seconded; motion passed unanimously.

No.	Agenda Item	Discussion	Action Taken
		C. Examine ways to segment markets, choose targeting strategies, and position products D. Identify and describe elements of the marketing mix, including product, price, place (distribution), and promotion E. Recognize the influence of the external environment on marketing, including global influences F. Identify legal, regulatory, and ethical issues impacting marketing activities G. Show an understanding of the strategic marketing planning process • The KCOG will consider "Sales" and "Business Communication for guaranteed transfer topics for the October 2021 conference. • The group discussed Perkins and the Excel in CTE initiatives. • The Higher Learning Commission (HLC) Accreditation Visit in May 2021 was discussed. The group agreed to hold the Spring 2021 meeting on Wednesday, February 3, 2021, at 3:30 p.m. by Zoom. • Sarah Phillips, Vice President Student Success/CAO/CSSO, provided updates and discussed the HLC visit in May 2021. • Sarah Phillips discussed very recent changes to the funding of the MATC Business Administration Program at the KBOR level. She said that the CIP code(s) would need to be modified and/or new program proposals would need to be made. The MATC Registrar and the Student Services team were working on options and solutions. She would provide an update at the Spring 2021 meeting.	
6.	Business Partners	The business partners conducted a round table discussion as follows. 1. Nathan Redeker indicated that business was strong and that where possible, office employees were working remotely with success during the pandemic. In October 2020, some employees began returning to the office in staggered shifts. Working from home and hybrid work models had proven successful during the pandemic. 2. Kristy Reith stated that in March 2020, most in the FBFS offices picked up computers from work and began working from home. She stated that FBFS had proven that employees were as productive in the "work from home model" as they were in the "work onsite model." She anticipates FBFS may start bringing employees back to the office building during or after the first quarter of 2021.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		3. Cheryl Grice stressed that a large population of KSU employees were working from home or working through a hybrid model. She stressed the utilization of Zoom and Teams. She discussed this "new balance" and how it will impact the future. Cheryl stressed three things: (1) the importance of remaining mentally healthy and helping others to do so as well; (2) the importance of training and education on how to clean and minimize the spread of COVID19; and (3) the importance of extending grace to others as we all balance work, family, school, and everything else in life during the pandemic. 4. Tammy Galvan stated that she and most in her office had been working remotely and in hybrid models. She also discussed the "new balance," flexible work models, and how these will impact the future. Prior to the pandemic, the city had already been entering in to "work from home" agreements. The city has finalized and signed permanent work from home agreements with some employees. She stressed, "Presence does not equal productivity in office operations positions of employment."	
7.	High School Partners	Chris Holborn and Manhattan High School faculty discussed Perkins and Excel in CTE. Chris discussed the Perkins Regional Plan which includes coordinating efforts between high schools and two-year institutions. MHS faculty discussed hybrid and online options for learning. Faculty discussed the use of Zoom and Canvas. Faculty shared that concurrent courses were going well. Faculty discussed the current announcement of the intent to return to face-to-face learning in January, subject to change.	
8.	Campus Activities	Fall Commencement, December 11, 2020, was discussed.	
9.	Open Forum		
10.	Next Meeting	Wednesday, February 3, 2021, at 3:30 p.m. by Zoom	
11.	Adjournment	The meeting adjourned at 4:20 p.m.	Tammy Galvan moved; Cheryl Grice seconded; motion passed unanimously.

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Meeting Minutes
Wednesday, February 3, 2021

| Members Present: Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction; Kristy Reith, Farm Bureau Financial Services

Members Participating: Chris Holborn (Chair), Manhattan High School, was unable to attend but provided commentary/input prior to the meeting.

Administration: Casey Field, Administrative Assistant to the Vice President of Student Success/CAO/CSSO

Adjunct Faculty: Paige McCarthy, Manhattan High School Concurrent Instructor

Students: Josie Bulk, Derek Burton, Dakota Ellis, Andrew Rozinek | **Time:** 3:30-4:30 p.m.
Location: Zoom

https://manhattantech.zoom.us/j/97247269538 |

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	• PAC members and students shared introductions. Josie, Derek, Dakota, and Andrew shared their student experiences at MATC and networked with PAC members.	
2.	Approval of Agenda		Nathan Redeker moved; Angela Preston seconded; motion passed unanimously.
3.	Approval of Minutes		Nation Redeker moved; Cheryl Grice seconded; motion passed unanimously.
4.	BA Department Updates	• Jason thanked the PAC members for attending and providing advice to the students.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		• The committee reviewed the Business Administration curriculum from the current MATC Catalog, reviewing three areas of focus—Accounting, Administrative, and Management (Pending KBOR Approval) • The committee discussed the history of having one AAS for Business Administration with individual areas of focus. KBOR has requested that each area of focus have its own degree/certificate approval and CIP code. • The committee reviewed, discussed, and provided input related to a color-coded spreadsheet mapping out the courses required for the AAS and Cert B in Administrative Support, the AAS and Cert B in Business Accounting, and the AAS and Cert A in Business Management. • PAC members agreed to provide letters of support for the certificate and degree proposals to be included in the Ca1 submission to the KBOR. • PAC members were updated that the KCOG may consider "Sales" and "Business Communication" for guaranteed transfer courses at the October 2021 KCOG Conference.	Tiffany Anderson moved to approve the AAS and Cert B proposals in Business Accounting, and the AAS and Cert A proposals in Business Management, with any modifications necessary to navigate the KBOR approval process; Nathan Redeker seconded; motion passed unanimously.
5.	Updates from MATC Administration	• Casey is working on the Ca1 submissions for Business Accounting and Business Management • MATC is preparing for an HLC accreditation visit in May 2021.	
6.	Business Partners	• Cheryl Grice asked about where the topic of "diversity and inclusion" was embedded in the program curriculum. She specifically referenced BUS185 (Business Ethics) and its course replacement of Business Leadership. Cheryl stressed that the topic of "diversity and inclusion" includes many things, including but not limited to, bullying, gender, race, ethnicity, and cultural variations. Many companies are stressing the importance of workplace diversity, inclusion, and tolerance.	
7.	High School Partners	• Paige McCarthy agreed with many of the comments PAC members had shared with students.	
8.	Campus Activities	• The committee discussed the upcoming events of spring break, open house, and spring commencement.	
9.	Open Forum	• Nathan Redeker stressed that businesses are looking for "good people" who have reliable soft skills and referenced the students who spoke at the beginning of the meeting. He stressed the importance of the program continuing to produce "good people" with reliable soft skills as employees entering the workforce. • Tammy Galvan referenced the importance of the comments made earlier in the meeting by Cheryl Grice. Tammy discussed diversity, equity, and inclusion; and, she	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		wanted to make certain that the BA program included training on the use of pronouns, gender preferences, and self-identifying pronoun "she/he/they" and "her/his/their/them." Current curriculum includes the topics of gender-neutral pronouns, discrimination policies, diversity and inclusion programs, and practice scenarios involving having difficult/respectful conversations in the workplace.	
10.	Next Meeting	• Wednesday, November 3, 2021, 3:30 p.m., Zoom with possible face-to-face attendance option.	
11.	Adjournment	• The meeting was adjourned at 4:25 p.m.	Cheryl Grice moved; Tammy Galvan seconded; motion passed unanimously.

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Meeting Minutes
Wednesday, November 3, 2021

Members Present: Members: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Chris Holborn, Manhattan High School; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction. Members Participating: Kristy Reith, Farm Bureau Financial Services, provided input prior to the meeting. Administration Present: Chris Boxberger, Dean of Academic Partnerships and Outreach; Casey Field, Student Success Coordinator; Nathan Roberts, Dean of Academic Affairs. Adjunct Faculty Present: Glenda Eichman and Paige McCarthy, Manhattan High School Concurrent Instructors. Students Present: Kara Bruna, Deborah Edelman, and Tami Smith.	**Time:** 3:30-4:30 p.m. **Location:** Zoom

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	• PAC members and students shared introductions.	
2.	Approval of Agenda		Cheryl Grice moved; Nathan Redeker seconded; motion passed unanimously.
3.	Approval of Minutes		Angela Preston moved; Glenda Eichman seconded; motion passed unanimously.
4.	BA Department Updates	• Kara, Debra, and Tami shared their student experiences at MATC, networked with PAC members, discussed internship opportunities, answered questions related to preparation from high school, and discussed present employment and career opportunities.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		• Cheryl invited students to consider K-State for employment opportunities and for continued educational opportunities after they receive their AAS. • Angela discussed internship, part-time, and full-time employment positions at Farm Bureau Financial Services. Cheryl encouraged students to continue to pursue networking opportunities at present employers (for example, K-State, Farm Bureau Financial Services, Ascension Via Christi). • Jason provided wage data from the most recent KBOR Wage Follow-up Survey and job placement examples. • The committee discussed the history of having one AAS for Business Administration with individual areas of focus. KBOR has requested that each area of focus have its own degree/certificate approval and CIP code. To that end, the committee reviewed and discussed the Business Administration-Administrative Support, Certificate B, for 33 credit hours. (See action taken.) • Jason shared information from the October 8, 2021 Kansas Core Outcomes Group (KCOG) meeting and provided the revised outcomes for SWT BUS1020 Introduction to Business. The KCOG also developed core outcomes for Business Law, which is not currently taught at MATC or at MHS. • Nathan Roberts provided an update from the HLC accreditation visit in May 2021. The visit was very successful and MATC received full accreditation and will go through the process again in about 10 years. • Jason thanked the PAC members for their participation in the HLC community/industry forum. • The search is ongoing for the Business Administration Instructor position.	Cheryl Grice moved to approve the B.A.-Administrative Support, Cert. B proposal, with any modifications necessary to navigate the KBOR approval process; Nathan Redeker seconded; motion passed unanimously.
5.	Updates from MATC Administration	• Nathan Roberts discussed changes in the organizational structure of MATC. • Chris B. introduced himself in his new role as Dean of Academic Partnerships and Outreach. • Casey thanked the PAC members for sharing their perspectives during the HLC community/industry forum.	
6.	Business Partners	• Cheryl provided her views that the HLC was impressed with the work that has been done on the MATC campus and the collaboration with the high schools and the community, as well as the increased enrollment with the high schools. • Chris H. discussed recruiting additional industry members for the PAC. • Angela discussed the topic of working from home. In the early phases of the pandemic, FBFS employees worked from home. As of Sept. 7, everyone was supposed	

No.	Agenda Item	Discussion	Action Taken
		to be back to his/her pre-pandemic location. Angela wanted to know what the expectations were of recent graduates. Angela discussed the possibilities a hybrid model. Chris H. shared that Civic Plus workers were still working remotely. Cheryl shared that she has seen opportunities all across the board, and discussed the requests and needs of both employees and employers. Jason discussed the hybrid-flexible model used in the Business Administration program and that students are familiar with remote work, remote presentations, and remote interaction. Glenda agreed with discussing the skills needed by a remote worker, expectations, needs, etc. Nathan Roberts discussed issues related to accessibility and options or lack of options for remote work on a position-by-position basis. Cheryl discussed ways to reduce animosity, including "rewards" during down time or a seasonal approach to scheduling. • Chris H., Glenda, and Paige discussed that 60%+ of high school students do better in a face-to-face learning environment. Members discussed training students to be self-disciplined and develop the skills to be successful in a remote work environment. Glenda and Paige discussed measures to address, discuss, and improve self-motivation including setting yourself up in the most effective and productive remote environment while holding yourself accountable. • Members discussed the importance and empowerment of being able to work and learn without masks. • Cheryl discussed the importance of the side-bar conversations and networking that take place in face-to-face meetings. Much of that is lost in Zoom, even if you stay around after the Zoom meeting. • Chris H. discussed the ease of taking care of business in a face-to-face manner.	
7.	High School Partners	• Chris H. shared that a lot of students at USD 383 are taking concurrent courses. Chris H. discussed Excel in CTE. • MHS may offer an "Advanced Spreadsheet" course in the finance pathway. This came from industry stating that advanced spreadsheet is a very necessary skill. It is uncertain when this course may begin to be taught in the curriculum. Chris is always looking for additional courses for concurrent offering. • Chris H. stated that it is easy for an MHS student to graduate from high school with 15-30 college credit hours.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		• The governor's initiatives include: (1) increasing work-based learning, and (2) increasing the opportunities for high school students to earn college credit through concurrent course offerings. • Glenda discussed how she explains the options for concurrent credit courses to high school students and the excitement that creates. She feels that students "up their game" when enrolled in a concurrent course for college credit. • Chris H. and Nathan Roberts will be completing the Carl Perkins Regional Needs Assessment, which examines the technical training programs offered in the region against the employment needs of the region. The state is trying to narrow the employment gap.	
8.	Campus Activities	• The committee discussed upcoming events including December graduation and the start of the Spring 2022 semester.	
9.	Open Forum	• Nothing additional	
10.	Next Meeting	• Wednesday, April 6, 2022, 3:30 p.m., Zoom with possible face-to-face attendance option.	
11.	Adjournment	• Jason thanked the PAC members for attending and providing advice to the students. • The meeting was adjourned at 4:25 p.m.	Glenda Eichman moved; Nathan Redeker seconded; motion passed unanimously.

Program Review Report for AY 22-23

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DEPARTMENT OF BUSINESS ADMINISTRATION

Program Advisory Committee Meeting Minutes

Wednesday, April 6, 2022

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Members Present: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction. MATC Guest: Pamela Imperato, Distance Education Support Specialist/Instructional Designer Adjunct Faculty Present: Glenda Eichman, Kathy Ricketts and Paige McCarthy, Manhattan High School Concurrent Instructors. Students Present: Blake Tower	**Time:** 3:30-4:30 p.m. **Location:** 410a Conference Room and Zoom

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	• PAC members and student shared introductions.	
2.	Approval of Agenda		Nathan Redeker moved; Tammy Galvan seconded; motion passed unanimously.
3.	Approval of Minutes		Angela Preston moved; Tammy Galvan seconded; motion passed unanimously.
4.	BA Department Updates	• Blake Tower was introduced as an upcoming Spring 2022 graduate and spoke on his experience as an MATC business student. Indicated was his recent acceptance of a position at Farm Bureau Financial Services. He cited the immediate and ongoing hand-on experience and instruction with accounting systems as a highly valued part of his learning experience.	

No.	Agenda Item	Discussion	Action Taken
		• Jason indicated that presently approximately 60% of graduating business students graduating in Spring2022 have jobs secured. • Jason provided unofficial data from the May 2021-December 2021 KBOR job placement survey. The average wage was $39,530. Phone conversations with students revealed that three graduates earned in the 50K-60K range as a starting salary. It was indicated that the present job market was is quite good, which is helping our students and is also leading to rapid professional advances and salary increases. • Jason indicated that the MATC Assessment of Student Learning process is being expanded to concurrent High Schools and will be rolled out in the Spring. The Dean of Academic Partnerships & Outreach will be communicating with our concurrent instructors. • Jason indicates that the Hybrid Flex Model will be maintained. Members discussed the continuity and flexibility that this approach provides to students. Questions were addressed regarding the use and replaying class sessions for those students who may miss call or wish reinforcement of instruction. • The business instructor position is posted and a search for a Business Instructor is continuing.	
5.	Updates from MATC Administration	• Pamela Imperato provided an overview of the role of the Distance Education Coordinator and Instructional Design at MATC and support offered to instructors to enhance student learning.	
6.	Business Partners	• Angela initiated a discussion regarding how the Farm Bureau implemented a hybrid work model during the pandemic and how MATC's model of hybrid flexible learning would benefit students as they enter today's work environment. • Nathan and other members provided further commentary regarding the importance of organizational and behavioral skills brought about by working remotely. It was indicated that creating this structure is an important new skill set for students to develop. • Further discussion on the importance and etiquette around conducting a virtual meeting. Jason indicated the skills provided to students on professional skills while conducting or in a virtual meeting and how they are reinforced by students in the Business program	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
7.	High School Partners	• Paige indicated experiences at the HS level with the use of zoom technology. A general comment was made regarding how professionalism and engagement is linked to visibility on screen. • Jason provided information regarding a Kansas guaranteed transfer course. The Marketing course is available by MATC to HS concurrent enrollment students. He provided an invitation for those interested to reach out to him.	
8.	Campus Activities	• The committee discussed upcoming events including the NC3 National Signing Day on April 14, Open House on April 21 and upcoming graduation on May 14.	
9.	Open Forum	• Angela indicated that the Farm Bureau can now host MATC students for a visit. Jason will connect with her around this student opportunity. • Tammy indicated that CDL standards are changing, requiring more training. She indicated that this will impact many of our area employers. She will be reaching out to Dean Nathan Roberts regarding potential MATC opportunities in this area. • Glenda Eichman indicated that she will no longer be affiliating with USD 383 following the Spring term. Members wished her well in her future endeavors.	
10.	Next Meeting	• The Fall meeting is scheduled for Wednesday, November 2, 2022, at 3:30 p.m., by Zoom and in person, room location to be determined. Jason will notify members if the date or time changes.	
11.	Adjournment	• Jason thanked the PAC members for attending. The meeting was adjourned at 4:20p.m.	Nathan Redeker moved; Tammy Galvan seconded; motion passed unanimously.

Program Review Report for AY 22-23

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Meeting Minutes
Wednesday, November 2, 2022

Members Present: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Angela Preston, Farm Bureau Financial Services; Nathan Redeker, BHS Construction. MATC Guest: Chris Boxberger, Dean of Academic Partnerships & Outreach; Casey Field, Student Success Coordinator; Nathan Roberts, Dean of Career & Technical Education; Adjunct Faculty Present: Suzanne Duncan Students Present: Leighton Herrman, Lee Van Horne, Jr.	**Time:** 3:30-4:30 p.m. **Location:** 700B Conference Room and Zoom

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	• PAC members and student shared introductions.	
2.	Approval of Agenda		Nathan Redeker moved; Tammy Galvan seconded; motion passed unanimously.
3.	Approval of Minutes		Nathan Redeker moved; Tammy Galvan seconded; motion passed unanimously.
4.	BA Department Updates	• Leighton Herman introduced herself and spoke on her experience as an MATC student. She shared that she likes the small class sizes, individualized assistance from faculty, and hands-on active learning experiences in her courses at MATC. She works while attending college. • Lee Van Horne introduced himself and spoke on his experience as a student at MATC. Lee's father was in the military and he has lived in Washington, California, Florida, and	

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No.	Agenda Item	Discussion	Action Taken

		other states, before making Manhattan home. His area of study is Business Accounting. His favorite thing about MATC is the hybrid study method, small class sizes, individualized assistance, hands-on learning, internship opportunities, and assistance with job placement upon graduation. Lee also discussed earning his MOS credentials during his first semester of study.
		• Internship opportunities with companies were discussed. Nathan indicated that BHS may have an internship opportunity open in the future, possibly over the summer. Angela shared that FBFS had approximately 12 internship opportunities the past summer. She does not know how many will be open for Summer 2023 (should start to be posted in January 2023). She also stated that she anticipates a part-time position opening within the next 1-2 months. Angela will continue to share those internship/employment opportunities as they become available.
		• Jason discussed Microsoft Office Specialist (MOS) Certifications and special designations/titles as well as changes to curriculum to begin giving students the opportunity to earn these certifications in their first semester as opposed to their third and fourth semesters. This will give students an opportunity to earn more certifications, to earn the certifications earlier in their program, and to have earned certifications that will benefit them in obtaining competitive internships.
		• Jason shared KBOR Follow-Up Survey AY2021 (Jan. 2022) showing increased certifications earned:
		    o 20 students earned at least one MOS Cert (3)
		    o 17 students earned at least two MOS Certs (12)
		    o 5 students earned 3 MOS Certs, and the MOS-Associate title (5)
		• The goal is to increase the number of individual certifications, and to increase the number of Microsoft Office Specialist "Associate" and "Expert" designations.
		• Angela stated that FBFS does not ask applicants or employees to obtain MOS certification(s); however, she does see applicants who have earned these certifications. She stated that one question FBFS asks of applicants is, "How familiar are you with the Microsoft Office Suite?" She stated that FBFS uses Microsoft Office all the time in daily tasks. She stated that if the question is not asked in the interview process, the company could end up hiring a candidate who does not have as much experience with Microsoft Office as he/she needs in order to be the productive in day-to-day activities.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		• Tammy stated that the City of Manhattan does not require MOS Certifications, but the HR staff has seen applicants who list MOS Certifications on applications. She advised and encouraged students to provide details of their certifications, including level, Microsoft product (2019, 2016, 365, etc.), and any other designations. The City switched to Microsoft 365. She thinks applicants who have the knowledge to work with 365 have an advantage over others. The platforms are different. Utilizing cloudware is different. She thinks having the skill to work in 365 is an advantage. • Angela stated that FBFS has Microsoft 365 available. She stated a lot of her company's documents are stored on SharePoint. You can open documents in 365 from there. Alternatively, you can also download the document and open it within the Microsoft application installed on the computer device (as opposed to opening it online). She stated many of her employees still prefer downloading the document and working on it within the application as opposed to the online version. • Tammy echoed Angela's experience. Tammy stated that those who were not an early adopter will still use the application version of the software as opposed to the online version (cloudware). Tammy stressed the importance of students learning how to use cloudware. • Angela stressed that FBFS utilizes Microsoft Teams a lot in everyday tasks. Students should be familiar with using Microsoft Teams. This could be a hiring advantage. • Beyond the technical skills, Cheryl stressed that having the MOS Certifications will validate other skills that employers are looking for such as organizational skills, attention to detail, project management, etc. This should be shared with the students to discuss in the job interview process. • Nathan shared that BHS uses Microsoft 365. Although BHS doesn't require MOS Certifications, Nathan agreed with Cheryl's comments—the bigger picture is important to stress the validation of other skills. Nathan also shared that his company utilizes MOS Teams and Zoom. • Jason shared that for the Fall 2022 semester, one student has enrolled in and completed an internship for credit as course BUS199 Business Internship. • Jason shared that the Business Administration Program will continue to utilize the hybrid-flexible model to promote opportunity and access as well as the continuation of learning.	

No.	Agenda Item	Discussion	Action Taken
		• ACC130 Computerized Accounting will now utilize QuickBooks Online (QBO) which is the cloudware verion of QB. Students will have free 6-month access to QBO to complete their coursework on and off campus. • The Building Hire Education—Campus Expansion Capital Campaign was discussed. Jason noted that the Business Administration Program moved from 412 to 307 as part of the construction project. • The search continues for a Business Administration Instructor. If you have a colleague who might be interested, please refer them.	
5.	Updates from MATC Administration	• Nathan Roberts stated that Jim would be joining us to present on The Building Hire Education Campaign. He stressed the importance of the campaign and what it means to the future of MATC, the City of Manhattan, and the Flint Hills Region. • Chris Boxberger explained his role in expanding concurrent course offerings as well as other online opportunities for high school students in the area of Business Administration, especially those qualifying under Excel in CTE. • President James Genandt joined the meeting to present on The Building Hire Education—Campus Expansion Capital Campaign. He stressed increased communication and collaboration with Kansas State University, local chambers of commerce, and local county economic development organizations. MATC enrollment has grown by about 6% per year over the last 5 years, a good chunk of which comes from MHS concurrent enrollment. The MATC Manhattan campus has had the issue of limited space. Jim shared renderings of what the campus will look like by around January 2024—an enhanced and improved look, with 47,000 square feet of space for technical programs (EPD, Bio Manufacturing, Industrial Engineering Technology, HVAC, Plumbing Technology, Construction Technology, and Critical Environment Technology). President Genandt invited everyone to the groundbreaking ceremony on November 11. There will be giving opportunities, some with naming rights. President Genandt talked about Phases 1-4. The goal is to provide technical training for high-wage, high-demand, critical-need occupations that require less than a bachelors degree and support the economic development plans for the area. • Cheryl cheered the campus expansion and additional technical training opportunities that could be offered. • Cheryl also asked about enrollment. Jim stated that MATC had just under 1,000 students enrolled for Fall 2022. Jim projects that within 2 years of expansion completion, including Wamego, enrollment could increase between 33-50%.	

Program Review Report for AY 22-23

No.	Agenda Item	Discussion	Action Taken
		• Cheryl asked how PAC members could assist with sharing information for fund-raising for the campaign. • President Genandt shared that he would welcome any leads on donations for the capital campaign.	
6.	Business Partners	• Nathan was at the CTE Advisory Council Meeting last night at Manhattan High School. They stressed that they appreciate the opportunity to collaborate and partner with MHS and provide opportunities for high school students. • Cheryl shared an invitation to the KSU Night, November 14-16, an annual event to speak to the topic of Diversity, Equity, and Inclusion (DEI). She stressed that the event is free and open to the public—company employees, college students, high school students, community members, etc. • Cheryl thanked MATC for participating in the upcoming KEEP Tour (Kansas Employer Exploration Program). The program is based on Fort Riley to take transitioning soldiers around Kansas to look at employment opportunities, educational opportunities, and quality of life in Kansas communities.	
7.	High School Partners	• The high school partners could not make it today. Jason has talked with MHS and WHS faculty. • The high school faculty are all completing the MATC Core Abilities Assessment. Jason thanked all high school faculty for their hard work in completing the assessment, especially Kathy Ricketts, who participated in a protype during the Spring 2022 semester.	
8.	Campus Activities	• The committee discussed upcoming events.	
9.	Open Forum	• Nathan stressed for MATC to keep up the good work. He also stressed the importance of the College participating in events such as the KEEP Tour. He thanked the College for trusting BHS Construction to be a part of the MATC expansion and being an integral part of helping the community grow.	
10.	Next Meeting	• The spring meeting is scheduled for Wednesday, April 5, 2023, at 3:30 p.m., by Zoom and in person in Conference Room 700B. Jason will notify members if the date or time changes.	
11.	Adjournment	• Jason thanked the PAC members for attending. The meeting was adjourned at 4:24p.m.	Cheryl Grice moved; Nathan Redeker seconded; motion passed unanimously.

Program Review Report for AY 22-23

DEPARTMENT OF BUSINESS ADMINISTRATION
Program Advisory Committee Meeting Minutes
Wednesday, April 5, 3:30 p.m.

Members Present: Tiffany Anderson, Marysville High School; Tammy Galvan, City of Manhattan; Cheryl Grice, Kansas State University; Christopher Holborn, Manhattan High School Director of Career and Technical Education; Nathan Redeker, BHS Construction; Jason York, Instructor Administration: Chris Boxberger, Dean of Academic Partnerships & Outreach; Casey Field, Student Success Coordinator; Nathan Roberts, Dean of Career & Technical Education; Pamela Imperato, MATC Coordinator of Instructional Technology Adjunct Faculty Present: Suzanne Duncan, Nathan Roberts	**Time:** 3:30-4:30 p.m. **Location:** 700B Conference Room and Zoom

No.	Agenda Item	Discussion	Action Taken
1.	Introductions	• PAC members and student shared introductions.	The meeting was called to order at 3:35 p.m.
2.	Approval of Agenda		Tammy Galvan moved; Nathan Redeker seconded; motion passed unanimously.
3.	Approval of Minutes		Tammy Galvan moved; Nathan Roberts seconded; motion passed unanimously.
4.	BA Department Updates	• Jason York extended thanks to PAC members on behalf of MATC for their contributions as members and for their support of the College. • Microsoft Cloudware: Student instruction using Microsoft Cloudware versus its desktop configuration is benefiting students' employability as they enter the workforce. The use of cloudware, in general is becoming an industry standard, particularly with the post-pandemic rise of remote work, multi-site businesses, and cross-industry collaboration.	

No.	Agenda Item	Discussion	Action Taken
		• Quickbooks: Use of cloud-based QuickBooks has also proved valuable to students. An anecdote was provided regarding a student who has a 40hr/week position in the accounting field with a geographically distant employer. The skills and abilities obtained through his MATC Quick book instruction was central for this opportunity. to achieve this end. • A question was raised whether certification is offered by MATC in QuickBooks. Presently it does not do so and further research on this will occur.	
5.	Updates from MATC Administration	• Nathan Roberts invited all PAC members to attend the National Technical Education Signing Day on April 20 at the MATC campus. This event is part of a national event that acknowledges the commitment of students to pursue a course of study and attend a career technical education institution in the coming year. The event is similar to a signing day for a sports team with students, families and industry representatives in attendance.	
6.	Business Partners	• PAC members completed the SWOT analysis attached at the end of the minutes.	
7.	High School Partners	• Summer 2023 Online Course Availability: Summer enrollment is open at this time. It was noted that several business courses are offered at no-cost to High School Students as part of Excel in CTE. • MATC's core abilities assessment process has been expanded to HS partners. Fall of 2023 marked the launch of this ongoing initiative to measure student learning outcomes in four areas: Critical Thinking, Written Communication, Quantitative Literacy and Oral Communication.	
8.	Campus Activities	• Invitations were extended to the following upcoming events: ○ NC3 National Signing Day, Thursday, April 20, 1:00 p.m. (PAC is invited) ○ MATC Open House, Thursday, April 27, 9:00 a.m. – 1:00 p.m. ○ MATC Spring 2023 Commencement, Saturday, May 13, 10:00 a.m.	
9.	Open Forum	• Completed as part of the SWOT analysis.	
10.	Next Meeting	• The fall meeting is scheduled for Wednesday, November 1, 2023, at 3:30 p.m., by Zoom and in person in Conference Room 700B. Jason will notify members if the date or time changes.	

No.	Agenda Item	Discussion	Action Taken
11.	Adjournment	• Jason thanked the PAC members for attending. The meeting was adjourned at 4:28 p.m.	Nathan Redeker moved; Chris Holborn seconded; motion passed unanimously.

S.W.O.T. Analysis—Prepared by PAC

Strengths
- Quality Faculty & Staff
- Program prepares students to enter workforce in the business field
- Pays attention to the business community and adjusts training accordingly
- Utilizes the most recent software and technology
- Continued improvement to facilities
- Hybrid flexible model of instruction
- Zoom classrooms
- Small class sizes
- Individualized attention
- Hands-on active learning using latest technology
- Reaching out to PAC members and businesses for opportunities for students
- Internships
- Job placement assistance
- MATC Foundation scholarships
- Diversity among students in program
- Diverse student population—multi-generational, multi-cultural
- Adult Education and GED recruitment and opportunities for recruitment
- Community outreach
- Reputation and recognition
- Partnerships with area high schools
- Having the opportunity to utilize many adjunct instructors for differences of thought/teaching

Program Review Report for AY 22-23

Weaknesses

- High school students do not understand the opportunities at MATC vs. 4-year university
- Parental awareness of opportunities at MATC vs. 4-year university
- Incorrect perception that a 1-2 year CTE is "less than" a 4-yer university, and business is a significant part of this perception
- MATC is a viable pathway to a 4-year degree; Ex: 2+2 agreement
- The overall number of students going into accounting and finance (including at 4-year universities) is declining
- Having one full-time faculty member
- Facilities do not have the "wow" factor of other colleges – especially KSU and other area competitors
- The Business Administration program currently does not have its own program area

Opportunities

- High school students do not understand the opportunities at MATC vs. 4-year university
- Explain that careers in accounting and finance are more than calculating numbers
- Increase awareness of career options within business administration (especially accounting and finance)
- Opportunities exist with all of the high schools—high school students from across the state want to come to Manhattan for college
- Manhattan is a desirable location for students to want to live because of "quality of life" factors for traditional college-age students—for example, Aggieville, college life, concerts, sporting events, etc.
- Grow PAC involvement through increased membership
- Diversity of businesses located in Manhattan—strong demand for business employment opportunities
- Expand collaboration with 4-year schools; establish more 2+2 agreements
- Career and Tech Ed has never been as important as today; work to connect businesses

Threats

- Difficulty finding qualified instructors
- Strong competition from K-State—a university in the same location
- If Phase 2 of MATC campus expansion does not happen, then the facility space for the Business Administration Program will not be enhanced
- Online opportunities that do not bring students to the brick and mortar; out-of-state colleges and short-term training
- K-State had developed a 2+2 agreement for AAS students; however, K-State would not allow this for Business Administration

Appendix D: Grade Distribution Data From Registrar

Program Review Report for AY 22-23

2019-2020 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Shawnette L Williams																
BUS 210 1B1T1	Workstation Management		100%	TE	5	4	0	0	0	0	0	0	0	0	9	3.56
	Professor Totals:				5	4	0	0	0	0	0	0	0	0	9	3.56
					55.6%	44.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B1T1	Personal Finance--KRSN BUS1010		100%	TE	9	6	5	1	1	0	2	0	0	0	24	2.95
BUS 120 1B1T1	Business English		100%	TE	11	6	1	0	1	0	4	0	0	0	23	3.37
BUS 126 1L1T1	Intro to Business - KRSN BUS1020		100%	TE	7	0	1	0	1	0	0	1	0	0	10	3.33
BUS 126 1S1K1	Intro to Business - KRSN BUS1020	BUS 126 1	100%	TE	0	0	0	0	1	0	0	0	0	0	1	0.00
BUS 185 1B1T1	Business Ethics and Human Relations		100%	TE	11	3	3	0	3	0	4	0	0	0	24	2.95
BUS 1992 1I1T2	Business Internship		50%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 1993 1I1T3	Business Internship		50%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 255 1L1T1	Principles of Management		100%	TE	3	2	1	1	1	0	2	0	0	0	10	2.63
BUS 290 1F1T1	Business Capstone		100%	TE	4	0	0	0	0	0	0	0	0	0	4	4.00
	Professor Totals:				45	17	11	2	8	0	12	3	0	0	98	3.07
					45.9%	17.3%	11.2%	2.0%	8.2%	0.0%	12.2%	3.1%	0.0%	0.0%		
	Report Totals:				50	21	11	2	8	0	12	3	0	0	107	3.12
					46.7%	19.6%	10.3%	1.9%	7.5%	0.0%	11.2%	2.8%	0.0%	0.0%		

Program Review Report for AY 22-23

2020-2021 Spring Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Glenda Eichman																
BUS 111 1H2F1	Personal Finance--KRSN BUS1010		100%	TE	15	4	4	0	2	0	0	0	0	0	25	3.20
	Professor Totals:				15	4	4	0	2	0	0	0	0	0	25	3.20
					60.0%	16.0%	16.0%	0.0%	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Michelle R Koch																
BUS 125 1B2T1	Business Communication		100%	TE	7	2	4	0	1	0	0	0	0	0	14	3.00
BUS 130 1F2T1	Records and Information Management		100%	TE	5	2	3	0	1	0	0	0	0	0	11	2.91
	Professor Totals:				12	4	7	0	2	0	0	0	0	0	25	2.96
					48.0%	16.0%	28.0%	0.0%	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Kathy Ricketts																
BUS 126 1S2S1	Intro to Business - KRSN BUS1020		100%	TE	13	8	1	2	2	0	2	0	0	0	28	3.08
	Professor Totals:				13	8	1	2	2	0	2	0	0	0	28	3.08
					46.4%	28.6%	3.6%	7.1%	7.1%	0.0%	7.1%	0.0%	0.0%	0.0%		
Professor: Shawnette L Williams																
BUS 220 1B2T1	Administrative Procedures		100%	TE	9	0	1	0	1	0	0	0	0	0	11	3.45
	Professor Totals:				9	0	1	0	1	0	0	0	0	0	11	3.45
					81.8%	0.0%	9.1%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B2G1	Personal Finance--KRSN BUS1010		100%	TE	4	1	0	1	0	0	0	0	0	0	6	3.33
BUS 126 1L2G1	Intro to Business - KRSN BUS1020		100%	TE	7	2	3	2	4	0	3	0	0	0	21	2.33
BUS 185 1B2T1	Business Ethics and Human Relations		100%	TE	4	1	0	0	1	0	1	0	0	0	7	3.17
BUS 1991 1I2T1	Business Internship		100%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 255 1L2T1	Principles of Management		100%	TE	3	3	0	0	2	0	0	0	0	0	8	2.63
BUS 290 1F2T1	Business Capstone		100%	TE	8	1	0	0	0	0	0	0	0	0	9	3.89
	Professor Totals:				26	8	3	3	7	0	4	1	0	0	52	2.91
					50.0%	15.4%	5.8%	5.8%	13.5%	0.0%	7.7%	1.9%	0.0%	0.0%		
	Report Totals:				75	24	16	5	14	0	6	1	0	0	141	3.05
					53.2%	17.0%	11.3%	3.5%	9.9%	0.0%	4.3%	0.7%	0.0%	0.0%		

Program Review Report for AY 22-23

2020-2021 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Glenda Eichman																
BUS 111 1H1F1	Personal Finance--KRSN BUS1010		100%	TE	20	4	1	1	1	0	0	0	0	0	27	3.52
	Professor Totals:				20	4	1	1	1	0	0	0	0	0	27	3.52
					74.1%	14.8%	3.7%	3.7%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Michelle R Koch																
BUS 126 1B1T1	Intro to Business - KRSN BUS1020		100%	TE	5	2	1	0	2	0	1	0	0	0	11	2.80
	Professor Totals:				5	2	1	0	2	0	1	0	0	0	11	2.80
					45.5%	18.2%	9.1%	0.0%	18.2%	0.0%	9.1%	0.0%	0.0%	0.0%		
Professor: Kathy Ricketts																
BUS 255 1S1S1	Principles of Management		100%	TE	12	5	3	1	0	0	1	0	0	0	22	3.33
	Professor Totals:				12	5	3	1	0	0	1	0	0	0	22	3.33
					54.5%	22.7%	13.6%	4.5%	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%		
Professor: Shawnette L Williams																
BUS 210 1B1T1	Workstation Management		100%	TE	12	2	0	0	0	0	0	0	0	0	14	3.86
	Professor Totals:				12	2	0	0	0	0	0	0	0	0	14	3.86
					85.7%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B1T1	Personal Finance--KRSN BUS1010		100%	TE	6	5	0	1	0	0	1	0	0	0	13	3.33
BUS 120 1B1T1	Business English		100%	TE	9	5	0	0	1	0	1	0	0	0	16	3.40
BUS 185 1B1T1	Business Ethics and Human Relations		100%	TE	9	1	0	0	2	0	2	0	0	0	14	3.25
BUS 1991 1I1T1	Business Internship		50%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 210 1B1T1	Workstation Management		0%	TE	12	2	0	0	0	0	0	0	0	0	14	3.86
BUS 255 1L1T1	Principles of Management		100%	TE	6	5	0	0	0	0	2	0	0	0	13	3.55
BUS 290 1F1T1	Business Capstone		100%	TE	5	0	0	0	0	0	0	0	0	0	5	4.00
	Professor Totals:				47	18	0	1	3	0	6	1	0	0	76	3.52
					61.8%	23.7%	0.0%	1.3%	3.9%	0.0%	7.9%	1.3%	0.0%	0.0%		
	Report Totals:				84	29	5	3	6	0	8	1	0	0	136	3.43
					61.8%	21.3%	3.7%	2.2%	4.4%	0.0%	5.9%	0.7%	0.0%	0.0%		

2021-2022 Spring Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Glenda Eichman																
BUS 111 3F2H1	Personal Finance--KRSN BUS1010		100%	TE	10	1	0	0	0	0	0	0	0	0	11	3.91
BUS 111 3F2H2	Personal Finance--KRSN BUS1010		100%	TE	7	1	1	0	0	0	0	0	0	0	9	3.67
	Professor Totals:				17	2	1	0	0	0	0	0	0	0	20	3.80
					85.0%	10.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Kathy Ricketts																
BUS 255 3F2S1	Principles of Management		100%	TE	14	14	3	2	0	0	1	0	0	0	34	3.21
	Professor Totals:				14	14	3	2	0	0	1	0	0	0	34	3.21
					41.2%	41.2%	8.8%	5.9%	0.0%	0.0%	2.9%	0.0%	0.0%	0.0%		
Professor: Shawnette L Williams																
BUS 125 1B2T1	Business Communication		100%	TE	8	0	0	0	1	0	0	0	0	0	9	3.56
	Professor Totals:				8	0	0	0	1	0	0	0	0	0	9	3.56
					88.9%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B2G1	Personal Finance--KRSN BUS1010		100%	TE	9	3	1	0	0	0	1	0	0	0	14	3.62
BUS 125 1B2T1	Business Communication		0%	TE	8	0	0	0	1	0	0	0	0	0	9	3.56
BUS 126 1L2G1	Intro to Business - KRSN BUS1020		100%	TE	11	2	0	2	2	0	1	0	0	0	18	3.06
BUS 185 1B2T1	Business Ethics and Human Relations		100%	TE	6	1	0	0	0	0	0	0	0	0	7	3.86
BUS 1992 1I2T1	Business Internship		100%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 1993 1I2T1	Business Internship		100%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 255 1L2T1	Principles of Management		100%	TE	7	0	0	0	5	0	1	0	0	0	13	2.33
BUS 290 1F2T1	Business Capstone		100%	TE	4	0	0	0	0	0	0	0	0	0	4	4.00
	Professor Totals:				45	6	1	2	8	0	3	2	0	0	67	3.26
					67.2%	9.0%	1.5%	3.0%	11.9%	0.0%	4.5%	3.0%	0.0%	0.0%		
	Report Totals:				76	22	5	4	8	0	4	2	0	0	121	3.34
					62.8%	18.2%	4.1%	3.3%	6.6%	0.0%	3.3%	1.7%	0.0%	0.0%		

Program Review Report for AY 22-23

2021-2022 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Glenda Eichman																
BUS 111 1H1F1	Personal Finance--KRSN BUS1010		100%	TE	8	4	1	1	1	0	0	0	0	0	15	3.13
BUS 111 1H1F2	Personal Finance--KRSN BUS1010		100%	TE	5	1	1	0	0	0	0	0	0	0	7	3.57
	Professor Totals:				13	5	2	1	1	0	0	0	0	0	22	3.27
					59.1%	22.7%	9.1%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Paige McCarthy																
BUS 125 1H1F1	Business Communication		100%	TE	7	0	0	1	0	0	0	0	0	0	8	3.63
	Professor Totals:				7	0	0	1	0	0	0	0	0	0	8	3.63
					87.5%	0.0%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Kathy Ricketts																
BUS 126 1S1S1	Intro to Business - KRSN BUS1020		100%	TE	13	5	7	1	2	0	0	0	0	0	28	2.93
	Professor Totals:				13	5	7	1	2	0	0	0	0	0	28	2.93
					46.4%	17.9%	25.0%	3.6%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: IT testing test																
BUS 255 1L1T1	Principles of Management		1%	TE	8	0	0	0	2	0	0	0	0	0	10	3.20
	Professor Totals:				8	0	0	0	2	0	0	0	0	0	10	3.20
					80.0%	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Shawnette L Williams																
BUS 210 1B1T1	Workstation Management		100%	TE	4	0	0	0	2	0	0	0	0	0	6	2.67
	Professor Totals:				4	0	0	0	2	0	0	0	0	0	6	2.67
					66.7%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B1T1	Personal Finance--KRSN BUS1010		100%	TE	5	1	1	0	2	0	4	0	0	0	13	2.78
BUS 120 1B1T1	Business English		100%	TE	4	0	1	0	3	0	2	0	0	0	10	2.25
BUS 126 1L1T1	Intro to Business - KRSN BUS1020		100%	TE	6	6	3	0	1	0	0	0	0	0	16	3.00
BUS 185 1B1T1	Business Ethics and Human Relations		100%	TE	6	0	1	0	1	0	3	0	0	0	11	3.25
BUS 1993 1N1T1	Business Internship		100%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 210 1B1T1	Workstation Management		0%	TE	4	0	0	0	2	0	0	0	0	0	6	2.67
BUS 255 1L1T1	Principles of Management		99%	TE	8	0	0	0	2	0	0	0	0	0	10	3.20
BUS 290 1F1T1	Business Capstone		100%	TE	7	0	0	0	0	0	0	0	0	0	7	4.00
	Professor Totals:				40	7	6	0	11	0	9	1	0	0	74	3.02
					54.1%	9.5%	8.1%	0.0%	14.9%	0.0%	12.2%	1.4%	0.0%	0.0%		
	Report Totals:				73	17	15	3	14	0	9	1	0	0	132	3.08
					55.3%	12.9%	11.4%	2.3%	10.6%	0.0%	6.8%	0.8%	0.0%	0.0%		

Program Review Report for AY 22-23

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

2022-2023 Spring Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Suzanne L Duncan																
BUS 125 1B2T1	Business Communication		100%	TE	0	0	0	0	0	0	2	0	0	0	2	0.00
	Professor Totals:				0	0	0	0	0	0	2	0	0	0	2	0.00
					0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%		
Professor: Kathy Ricketts																
BUS 126 3F2S1	Intro to BusinessSWT - BUS1020		100%	TE	0	0	0	0	0	0	1	0	0	0	1	0.00
	Professor Totals:				0	0	0	0	0	0	1	0	0	0	1	0.00
					0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%		
Professor: Ryan Lee VanDusen																
BUS 130 1B2T1	Records and Information Management		100%	TE	0	0	0	0	0	0	1	0	0	0	1	0.00
	Professor Totals:				0	0	0	0	0	0	1	0	0	0	1	0.00
					0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B2G1	Personal FinanceSWT - BUS1010		100%	TE	0	0	0	0	0	0	1	0	0	0	1	0.00
BUS 125 1B2T1	Business Communication		0%	TE	0	0	0	0	0	0	2	0	0	0	2	0.00
BUS 130 1B2T1	Records and Information Management		0%	TE	0	0	0	0	0	0	1	0	0	0	1	0.00
	Professor Totals:				0	0	0	0	0	0	4	0	0	0	4	0.00
					0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%		
	Report Totals:				0	0	0	0	0	0	5	0	0	0	5	0.00
					0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%		

Program Review Report for AY 22-23

Professor: Jason B York

Course	Title													Total	Avg
BUS 126 1L3T1	Intro to Business - KRSN BUS1020	100%	TE	8	2	2	0	3	0	0	0	0	0	15	2.80

STEVEDAVIS

Grade Distribution by Professor

Manhattan Area Technical College

2021-2022 Summer Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Jason B York																
BUS 255 1L3T1	Principles of Management		100%	TE	6	2	0	1	1	0	0	0	0	0	10	3.10
	Professor Totals:				14	4	2	1	4	0	0	0	0	0	25	2.92
					56.0%	16.0%	8.0%	4.0%	16.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Report Totals:				47	16	17	1	13	0	6	0	0	0	100	2.88
					47.0%	16.0%	17.0%	1.0%	13.0%	0.0%	6.0%	0.0%	0.0%	0.0%		

Program Review Report for AY 22-23

2022-2023 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Kristen M Hopkins																
BUS 159 3F1S1	Principles of Marketing		100%	TE	5	3	0	2	1	0	0	0	0	0	11	2.82
	Professor Totals:				5	3	0	2	1	0	0	0	0	0	11	2.82
					45.5%	27.3%	0.0%	18.2%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Paige McCarthy																
BUS 125 3F1H1	Business Communication		100%	TE	8	2	3	0	0	0	0	0	0	0	13	3.38
	Professor Totals:				8	2	3	0	0	0	0	0	0	0	13	3.38
					61.5%	15.4%	23.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Kathy Ricketts																
BUS 111 3F1H1	Personal Finance--KRSN BUS1010		100%	TE	8	3	3	0	0	0	0	0	0	0	14	3.36
BUS 111 3F1H2	Personal Finance--KRSN BUS1010		100%	TE	12	1	2	1	0	0	0	0	0	0	16	3.50
BUS 255 3F1S1	Principles of Management		100%	TE	22	19	3	2	1	0	1	0	0	0	48	3.26
	Professor Totals:				42	23	8	3	1	0	1	0	0	0	78	3.32
					53.8%	29.5%	10.3%	3.8%	1.3%	0.0%	1.3%	0.0%	0.0%	0.0%		
Professor: Jason B York																
BUS 111 1B1T1	Personal Finance--KRSN BUS1010		100%	TE	11	1	3	0	6	0	0	0	0	0	21	2.52
BUS 120 1B1T1	Business English		100%	TE	8	8	0	0	4	0	0	0	0	0	20	2.80
BUS 126 1L1T1	Intro to Business - KRSN BUS1020		100%	TE	4	4	5	1	4	0	1	0	0	0	19	2.17
BUS 1991 1I1T1	Business Internship		50%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 1992 1I1T2	Business Internship		50%	TE	0	0	0	0	0	0	0	1	0	0	1	0.00
BUS 255 1L1T1	Principles of Management		99%	TE	3	3	2	0	5	0	0	0	0	0	13	1.92
BUS 290 1F1T1	Business Capstone		100%	TE	1	0	0	0	0	0	0	0	0	0	1	4.00
	Professor Totals:				27	16	10	1	19	0	1	2	0	0	76	2.42
					35.5%	21.1%	13.2%	1.3%	25.0%	0.0%	1.3%	2.6%	0.0%	0.0%		
	Report Totals:				82	44	21	6	21	0	2	2	0	0	178	2.92
					46.1%	24.7%	11.8%	3.4%	11.8%	0.0%	1.1%	1.1%	0.0%	0.0%		

***** This concludes the Program Review submitted by Business Administration. *****

INT Program Review Report for AY 22-23

Overview

- FA19-FA22 was a tumultuous time for both MATC and the Information and Networking Technology (INT) Program due to:
  - Covid 19
  - Inflation and the Economy
  - Funding Sources
  - General Education Setbacks and High School Graduates delaying post-secondary planning
  - Sluggish job creation and wage increases
  - Loss of qualified instructors/educators
- In spite of these headwinds both MATC and the INT program has shown considerable resiliency over the past three years
  - Enrollment
  - Retention
  - Graduation
  - Placement
  - Transfers
- The MATC-INT program is a strong program.
  - There are many of the right things that the program offers that make it a competitive program of instruction.
  - These strengths need to be maintained while working to make them stronger and building to gain other strengths.
  - Budgeting and recruiting are areas that the department needs additional emphasis on in looking forward.
  - There are opportunities for purposeful and active recruiting. INT will continue to pursue of as many of these events as possible.
  - Active recruiting will lead to exploring additional funding sources. The more students we enroll and retain will enable the program to grow in many ways.
  - There is already a strong effort that is directed at meeting the college and department vision and mission.
  - Retention is a tool or means to build on program development and accomplishments.
  - All areas of support and instruction will need to increase efforts to exercise creativity in the way we engage students toward the effort of retention.
  - Successful students enhance our standards for quality students in the future.
  - We must continue to become better and to engage our students.
  - We must seek, daily, creative and ambitious ways in which we be better accomplish our mission and vision.

Program Name	*Information and Networking Technology - INT*
Does the catalog program description still accurately represent your program to external constituents?	Yes --The Information and Network Technology program is a comprehensive and rigorous program focused on the design, configuration, implementation, maintenance, and troubleshooting of modern Information Technology networks. Both hardware and software aspects are covered. Specific topics include LAN/WAN design and configuration, routing and switching, network analysis, reliability, physical and information security, fault tolerance, operating systems, computer and network hardware, virtualization and cloud computing, the Internet of Things, asset management, and troubleshooting. The program is capped off with students running a live network of their own in a team Capstone class. The Capstone brings together all knowledge domains from previous classes. The students must maintain, upgrade, repair, and support a network of about 40 users. Students who complete the program will be prepared for several highly demanded industry certifications. Successful Information Technology personnel must be adaptable, self-learners with good spatial, logical, and organizational skills. Strong math skills are not required but do generally indicate the individual's problem-solving ability.

MANHATTAN TECH

manhattantech.edu/int

INFORMATION & NETWORK TECHNOLOGY

PROGRAM DESCRIPTION

The Information and Network Technology program is a comprehensive and rigorous program focused on the design, configuration, implementation, maintenance, and troubleshooting of modern Information Technology networks. Both hardware and software aspects are covered. Specific topics include LAN/WAN design and configuration, routing and switching, network analysis, reliability, physical and information security, fault tolerance, operating systems, computer and network hardware, virtualization and cloud computing, the Internet of Things, asset management, and troubleshooting. The program is capped off with students running a live network of their own in a team Capstone class. The Capstone brings together all knowledge domains from previous classes. The students must maintain, upgrade, repair, and support a network of about 40 users. Students who complete the program will be prepared for several highly demanded industry certifications. Successful Information Technology personnel must be adaptable, self-learners with good spatial, logical, and organizational skills. Strong math skills are not required but do generally indicate the individual's problem-solving ability.
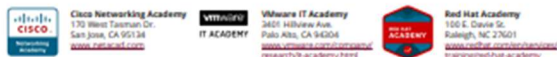
PROGRAM OUTCOMES

- Design, implement, and maintain small and medium business networks.
- Install, configure, and manage a virtualized computer infrastructure.
- Deploy, configure, and manage a physical computer infrastructure.
- Utilize a command line environment to perform and automate tasks.
- Display the ability to troubleshoot complex computer hardware, operating system, and network system problems.
- Demonstrate the interpersonal skills needed for working successfully in a service-oriented profession.
- Work productively as a member of a team.
- Demonstrate the ability to make technology solution recommendations while considering fiscal ramifications.
- Demonstrate the ability to create appropriate and thorough technical documentation.
- Demonstrate research and verbal presentation skills.
- Demonstrate how to avoid various malware and cyberattack pitfalls.
- Responsibly utilize the Internet, PCs, smart phones, and other internet-enabled devices.
- Demonstrate how to secure and manage IT assets and digital data in storage and transit, including the use of physical security.
- Install, configure, and manage enterprise server level applications.

CERTIFICATIONS:

CompTIA IT Fundamentals+ • Red Hat Certified System Administrator • CompTIA A+ • Cisco Certified Network Associate CompTIA Cloud+ • VMware Certified Professional (Partial) • Microsoft Certified Systems Engineer (partial) CompTIA Security+ CompTIA Network + IAT Level I – A+, Network+ • DoD Directive 8570.01 • IAM Level I – Security+ • IAT Level II – Security+

Cisco Networking Academy 170 West Tasman Dr. San Jose, CA 95134 www.netacad.com

VMware IT Academy 3401 Hillview Ave. Palo Alto, CA 94304 www.vmware.com/company/research/it-academy.html

Red Hat Academy 100 E. Davie St. Raleigh, NC 27601 www.redhat.com/en/services/training/red-hat-academy

Information & Network Technology Course Curriculum

Associates in Applied Science — 63 Credit Hours

Technical Specialty Courses — 43 Credit Hours

COURSE NO.	COURSE TITLE	MAPS TO	CREDITS
Year 1 Fall Semester			
CRT 100	Principles of Information Assurance		1
CRT 115	Information & Network Technology (INT) Essentials		1
CRT 126	Advanced Operating Systems & PC Hardware	A+ Certification	5
CRT 170	Introduction to Networks	Cisco CCNA Certification	3
Year 1 Spring Semester			
CRT 144	UNIX Fundamentals	RHCSA Certification	3
CRT 148	Microsoft Network OS		3
CRT 176	Switching, Routing, and Wireless Essentials	Cisco CCNA Certification	3
CRT 181	Network and Server Management (Capstone I)		3
Year 2 Fall Semester			
CRT 119	Windows Administration Using PowerShell		2
CRT 151	Infrastructure Virtualization		3
CRT 275	Enterprise Networking, Security, and Automation	Cisco CCNA Certification	3
CRT 288	Fundamentals of Information Systems Security	Security+ Certification	3
EMP 1901	Global Employment Standards		1
Year 2 Spring Semester			
CRT 215	Database Systems		3
CRT 282	Network Security		3
CRT 295	INT Capstone		3

Suggested Technical Electives — 5 Credit Hours

COURSE NO.	COURSE TITLE	CREDITS
BUS 125	Business Communication	3
BUS 126 **	Introduction to Business	3
CIS 116	Spreadsheet Management	2
CIS 126	Database Management	2
CIS 150	Web Page Applications	3
CRT 165 ^	Modern Information Technology Networks	3
CRT 231	Internet of Things Fundamentals and Security	3
CRT 281 ^	Cloud Computing Fundamentals	3

** required   ^ Maps to Network+ Certification

† Additional Technical Elective listed in back of catalog; see an advisor for more information

General Ed Requirements — 15 Credit Hours

COURSE NO.	COURSE TITLE	CREDITS
English		3 required
COM 105	English Composition I	3
COM 110	Technical Writing	3
Math		3 required
MAT 109	Technical Mathematics II	3
MAT 110	Intermediate Algebra or higher	3
Communication		3 required
COM 115	Public Speaking	3
COM 116	Interpersonal Communications	3
Additional General Education		9 required

Full general education elective list is located on page 028 of the College Catalog.

Certificate C Requirements — 52 Credit Hours

COURSE NO.	COURSE TITLE	CREDITS
All Technical Specialty Courses		43
Technical Electives		6 required
BUS 125	Business Communication	3
BUS 126	Introduction to Business	3
General Education Requirements		3 required
MAT 101	Technical Mathematics I	3
MAT 108	Beginning Algebra	3

MANHATTAN **TECH**
MANHATTAN AREA TECHNICAL COLLEGE

How does your program meet the mission and vision of MATC?	• 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 • The overall goal of the INT program is to train and equip the best information technology and cybersecurity professional in the world. The program courses, instructors, and supporting infrastructure are closely aligned with and linked with the MATC mission in all endeavors.

Information & Network Technology
Mapping of Program Objectives to MATC Objectives

No.	Program Objectives:	MATC Objectives							
		1	2	3	4	5	6	7	8
1	Design, implement, and maintain small and medium busiss networks.	X				X			
2	Install, configure, and manage a virtualized computer infrastructure.	X				X			
3	Deploy, configure, and manage a physical computer infrastructure.	X				X			
4	Utilize a command line environment to perform and automate tasks.	X				X			
5	Display the ability to troubleshoot complex computer hardware, operating system, and network system problems.	X				X			
6	Demonstrate the interpersonal skills needed for working successfully in a service-oriented profession.	X	X			X			
7	Work productively as a member of a team.	X	X			X			
8	Demonstrate the ability to make technology solution recommendations while considering fiscal ramifications.	X	X			X			
9	Demonstrate the ability to create appropriate and thorough technical documentation.	X	X			X			
10	Demonstrate research and verbal presentation skills.	X	X			X			
11	Demonstrate how to avoid various malware and cyberattack pitfalls.	X				X			
12	Responsibly utilize the Internet, PCs, smart phones, and other internet-enabled devices.	X				X			
13	Demonstrate how to secure and manage IT assets and digital data in storage and transit, including the use of physical security.	X				X			
14	Install, configure, and manage enterprise server level applications.	X				X			

1	Offering associate of Associate of Applied Science degrees and certificates upon completion of programs and courses in technical fields to meet students, employer, and community needs.
2	Complementing technical education with general education courses emphasizing critical thinking, problem solving, and communication skills.
3	Creating opportunities for secondary students in technical education through articulation agreements and concurrent credit.
4	Providing student services including counseling, financial aid, skill enhancement and assessment, employability preparation, and student-directed activities.
5	Assessing student performance and outcomes to enhance learning.
6	Allocating resources to ensure a safe, accessible, student friendly learning environment.
7	Monitoring integrity through interaction with Program Advisory Councils, a General Advisory Council, and evaluation by approving agencies.
8	Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area

MANHATTAN **TECH**
MANHATTAN AREA TECHNICAL COLLEGE

Program Accreditation or Certifications	The INT program does not hold a program-specific certification. However, Manhattan Tech underwent its most recent comprehensive accreditation visit by a team of consultant evaluators from the Higher Learning Commission in May of 2017. In addition to national accreditation by the Higher Learning Commission, the College is approved by the Kansas Board of Regents (KBOR) and the US Department of Education. **The INT program courses map to several industry level certification including:** • **CompTIA** • **Networks+** • **A+** • **Security+** • **Red Hat System Administrator** • **Cisco Certified Network Associate (CCNA)**
Full-Time Faculty	**Rodney L Stanfield (Master of Education)** • CRT 100 1L1T1 Principles of Information Assurance • CRT 115 1B1T1 INT Essentials • CRT 119 1L1T1 Windows Admin using PowerShell • CRT 126 1B1T1 Adv Operating Sys & PC Hardware • CRT 170 1B1T1 Introduction to Networks • CRT 275 1B1T1 Ent Network, Security, Automation • CRT 288 1B1T1 Fund of Info Systems Security
Adjunct Faculty	**Josh Gfeller** • CRT 151 1B1T1 Infrastructure Virtualization • The INT program has utilized college IT staff and Professional Advisory Committee members as adjunct instructors several times during this review period. All are graduates of the INT program and highly qualified in their respective field
Co-curricular Activities	• The INT program encourages active involvement with The Teaching & Learning Center and student organizations. • CRT 295 INT Capstone also has a co-curricular component to encourage students to expand their knowledge set and experience through giving teaching/training presentations, attending professional association meetings, and attending training courses outside the curriculum • TechFest@Network Plus; • CyberCon@Fort Hays State College; • KSU Hackathon@KSU Engineering; • MATC Career Fair; • MATC Open House

INT Program Review Report for AY 22-23

Advisory Committee Involvement	INT Program Advisory Committee ||||||

First Name	Last Name	Title	Company	Phone	Email
Carl	Bowen		Civic Plus		bowen@civicplus.com
Jared	Brazzle	IT Director	USD 320 - Wamego School District		brazzlej@usd320.com
Tracy	Dockter		United Bank & Trust	785.632.2055	tdockter@ubankonline.com
Adam	Epting	Account Executive	Sanity Solutions	662.523.2326	aepting@sanitysolutions.com
Pete	Frasco				pete@iintegratetech.com
Ed	Hanson	Owner	Trenchant Cyber	785.323.7390	ehansen@trenchantcyber.com
Jerry	Horton	IT Director	Networks Plus	785.799.3873	jhorton@bluevalleyinc.net
Chad	Kelley		Central National Bank		chadk@centralnational.com
Mike	Ribble	District Director of Technology	USD 383 - Manhattan School District	785.587.2066	miker@manhattan.k12.ks.us
Dan	Strom				dab.strom@suredef.com
Update:	4/28/2023				

Gifts in Kind or Donations And new equipment purchases	Major hardware purchases: • CATALYST 9200L 24-PORT DATA, 4 X 10G, NE • CATALYST 9200L 24-PORT POE+, 4 X 1G, NET • CATALYST 1000 48PORT GE, 4X1G SFP

INT Program Review Report for AY 22-23

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

Certificates and Degrees Awarded	

Program Data					
	AY 21-22		**AY 20-21**		**AY 19-20**	
Enrollment (Declared Major)	43 AAS	38 CERTC	43 AAS	39 CERTC	43 AAS	13 CERTC
Male/Female Mix	41 / 2 AAS	36 / 2 CERTC	39 / 4 AAS	35 / 4 CERTC	41 / 2 AAS	36 / 2 CERTC
Retention						
1st to 2nd Semester Retention	14/20	70%	20/29	69%	13/21	62%
Number of Graduates[1]						
Associate (AAS)	9		5		9	
Certificate (CERTC)	8		7		0	
Semester Credit Hours Generated[2]						
Total Unduplicated Students	35		45		33	
Total SCH (w/ Gen Ed SCH)	635		695		529	
Follow-Up[3]						
No. of Students Available	36		32		31	
No. of Students Placed[4]	9/9	100%	6/7	85.7%	7/9	77.8%
No. Placed in Field	13		4		7	
Average Wage	$69,000 / 17.14 per hr	$69,000 / 17.14 per hr	$49,000 / 18.09 per hr	$56,000 / 16.79 per hr	$33,357 / 23.10 per hr	$70,000
Industry Credentials[5]						
Number Attempted	0		0		0	
Number Earned	0		0		0	
Students (Graduates) Who Earned a Credential	8/13	61.5%	3/7	42.9%	9/14	64.3%

[1] KBOR Academic Year Basic Counts report, table 6a (total number of degrees awarded at this level; there may be duplicates)

[2] KBOR Academic Year Registrations file (by all students)

[3] KBOR Follow Up Report, Students Available (concentrators), Average wage = table 7; Perkins V Core Indicators of Performance, 1P1

[4] Perkins V Core Indicators Report; Placed = Perkins V concentrators who are employed, continuing education, serving in the military, or in a service program as of the 2nd quarter after exist as reported on the KBOR Follow Up Report (1P1); Placed in Field = Follow Up code 2

[5] KBOR Follow Up Report (may be duplicates) table 5b; Students (graduates) who earned a credential is from Perkins V Core Indicators of Performance, 2P1

Curriculum Review	• Since the previous program review many changes have been made to the program's curriculum.
	    o Program Director William Gilligan resigned
	    o Instructor Chris Webber resigned
	    o Rodney Stanfield assumed program leadership.
	
	• **CRT181 – Network Server Management has been renamed to Network Server Management (Capstone I).**
	    o This was done with the intention of introduction the INT network to the students earlier.
	    o Students are now working on the Capstone network earlier in their term here in INT.
	    o This provides a more in-depth exposure and training on the management and maintenance of a small to medium business network.

Information & Network Technology Course Curriculum

Associates in Applied Science — 63 Credit Hours

Technical Specialty Courses — 43 Credit Hours

COURSE NO.	COURSE TITLE	MAPS TO	CREDITS
Year 1 Fall Semester			
CRT 100	Principles of Information Assurance		1
CRT 115	Information & Network Technology (INT) Essentials		1
CRT 126	Advanced Operating Systems & PC Hardware	A+ Certification	5
CRT 170	Introduction to Networks	Cisco CCNA Certification	3
Year 1 Spring Semester			
CRT 144	UNIX Fundamentals	RHCSA Certification	3
CRT 148	Microsoft Network OS		3
CRT 176	Switching, Routing, and Wireless Essentials	Cisco CCNA Certification	3
CRT 181	Network and Server Management (Capstone I)		3
Year 2 Fall Semester			
CRT 119	Windows Administration Using PowerShell		2
CRT 151	Infrastructure Virtualization		3
CRT 275	Enterprise Networking, Security, and Automation	Cisco CCNA Certification	3
CRT 288	Fundamentals of Information Systems Security	Security+ Certification	3
EMP 1901	Global Employment Standards		1
Year 2 Spring Semester			
CRT 215	Database Systems		3
CRT 282	Network Security		3
CRT 295	INT Capstone		3

Suggested Technical Electives — 5 Credit Hours

COURSE NO.	COURSE TITLE	CREDITS
BUS 125	Business Communication	3
BUS 126 **	Introduction to Business	3
CIS 116	Spreadsheet Management	2
CIS 126	Database Management	2
CIS 150	Web Page Applications	3
CRT 165 ^	Modern Information Technology Networks	3
CRT 231	Internet of Things Fundamentals and Security	3
CRT 281 ^	Cloud Computing Fundamentals	3

** required   ^ Maps to Network+ Certification

† Additional Technical Elective listed in *back of catalog*; see an advisor for more information

General Ed Requirements — 15 Credit Hours

COURSE NO.	COURSE TITLE	CREDITS
English		**3 required**
COM 105	English Composition I	3
COM 110	Technical Writing	3
Math		**3 required**
MAT 109	Technical Mathematics II	3
MAT 110	Intermediate Algebra or higher	3
Communication		**3 required**
COM 115	Public Speaking	3
COM 116	Interpersonal Communications	3
Additional General Education		**9 required**

Full general education elective list is located on page 028 of the College Catalog.

Certificate C Requirements — 52 Credit Hours

COURSE NO.	COURSE TITLE	CREDITS
All Technical Specialty Courses		43
Technical Electives		**6 required**
BUS 125	Business Communication	3
BUS 126	Introduction to Business	3
General Education Requirements		**3 required**
MAT 101	Technical Mathematics I	3
MAT 108	Beginning Algebra	3

INT Program Review Report for AY 22-23

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

INT Fall 2022 Course Map

SEMESTER 1

BUS 126
Introduction to Business
3ch

CRT 100
Principles of Information Assurance
1ch

CRT 115
INT Essentials
(Rec. Concurrent w/ 170)
1ch

CRT 126
Adv. Operating Systems & PC Hardware
5ch

CRT 170
Introduction to Networks
3ch

SEMESTER 2

CRT 144
UNIX Fundamentals
3ch
- CRT 126

CRT 148
Microsoft Network Operating System
3ch
- CRT 126

CRT 181
Network Server Managment
3ch
- CRT 126
- CRT 170

CRT 176
Switching, Routing, & Wireless Essentials
3ch
- CRT 170

SEMESTER 3

CRT 231
IoT Fundamentals & Security
3ch (Elective)
- CRT 126
- CRT 176

CRT 119
Windows Admin. Using PowerShell
2ch
- CRT 148

CRT 151
Infrastructure Virtualization
3ch
- CRT 126

CRT 288
Fund. Of Information Systems Security
3ch
- CRT 181

CRT 275
Enterprise Networking, Security, & Automation
3ch
- CRT 176

SEMESTER 4

CRT 215
Database Systems
3ch

CRT 281
Cloud Computing Fundamentals
3ch
- CRT 126
- CRT 151
- CRT 286

CRT 282
Network Security
3ch
- CRT 286

CRT 295
INT Capstone
3ch
- CRT 144
- CRT 148
- CRT 151
- CRT 286
- CRT 288

8

Program Learning Outcomes	Program Objective Mapping - INT Spring 2022 Update.xlsx • There is no curriculum alignment available for the INT program with the Kansas Board of Regents (KBOR) for CIP code 11.1001. There is a program alignment available for CIP 11.1006 Computer Support Specialist approved in August 2021. • A program alignment map is available for CIP 11.1006.

Information and Networking Technology - INT
Mapping of Course Objectives to Program Objectives Updated Term

Program Objectives	CRT-100	CRT-115	CRT-119	CRT-126	CRT-144	CRT-148	CRT-151	CRT-170	CRT-175	CRT-181	CRT-215	CRT-282	CRT-286	CRT-288	CRT-295
Design, implement, and maintain small and medium business networks.		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Install, configure, and manage a virtualized computer infrastructure.						X						X			X
Deploy, configure, and manage a physical computer infrastructure.		X	X	X	X			X	X			X	X		X
Utilize a command line environment to perform and automate tasks.			X	X	X	X		X	X			X	X		X
Display the ability to troubleshoot complex computer hardware, operating system, and network system problems.				X	X	X	X	X	X		X	X	X	X	X
Demonstrate the interpersonal skills needed for working successfully in a service-oriented profession.										X					X
Work productively as a member of a team.										X					X
Demonstrate the ability to make technology solution recommendations while considering fiscal ramifications.										X					X
Demonstrate the ability to create appropriate and thorough technical documentation.		X						X	X	X		X	X		X
Demonstrate research and verbal presentation skills.										X				X	X
Demonstrate how to avoid various malware and cyberattack pitfalls.	X							X	X		X	X	X		
Responsibly utilize the Internet, PCs, smart phones, and other internet-enabled devices.	X			X								X		X	
Demonstrate how to secure and manage IT assets and digital data in storage and transit, including the use of physical security.	X				X			X	X	X	X	X	X	X	X
Install, configure, and manage enterprise server level applications.					X	X	X				X				X

Grade Distribution

Chart Title
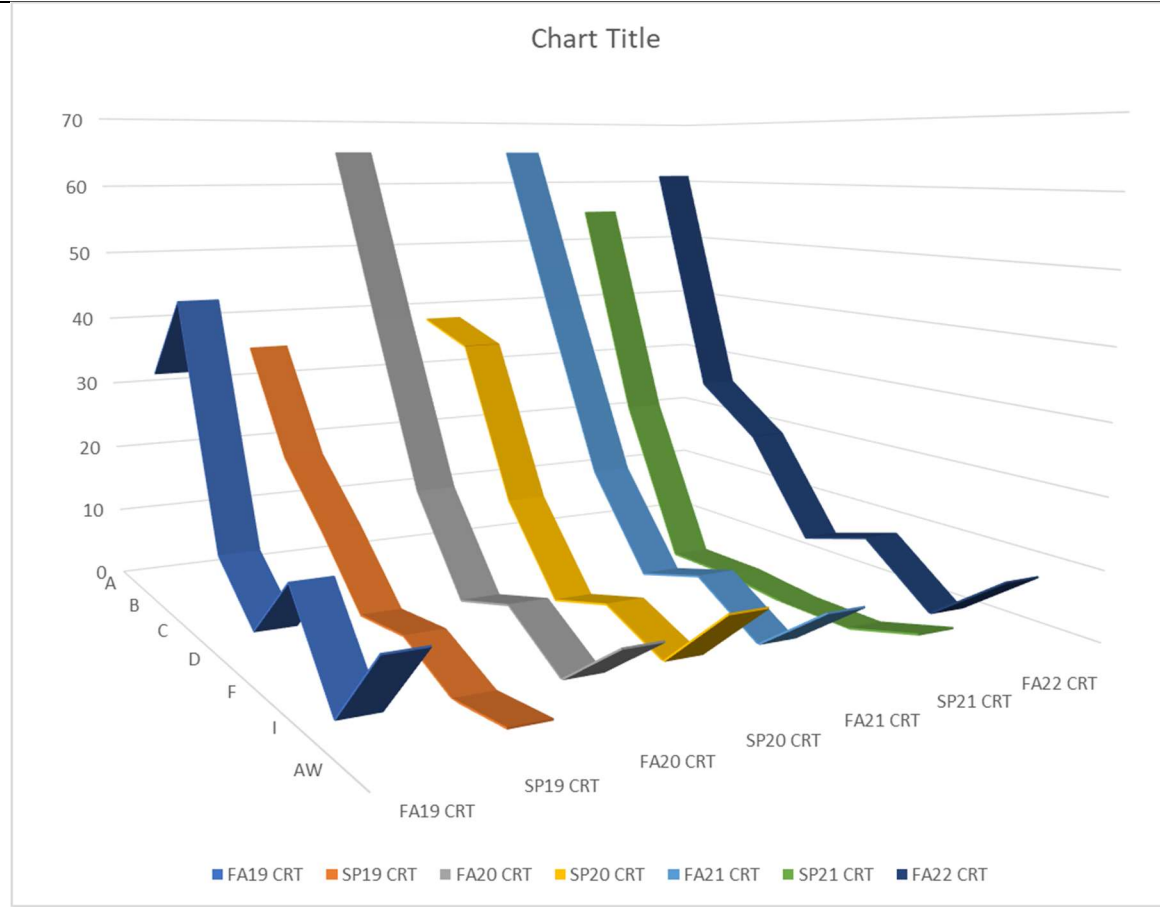
Over the past 7 semesters the average grade distribution was:
- **50As; 33Bs; 12Cs; 3Ds; 6Fs 7AW**
- **A=45%; B=29%; C=11%; D=2%; F=5%; AW=6%**

	A	B	C	D	F	I	AW
FA19 CRT	28.1%	38.6%	8.8%	2.6%	11.4%	0.0%	10.5%
SP19 CRT	46.7%	26.7%	16.0%	4.0%	5.3%	0.0%	1.3%
FA20 CRT	47.1%	29.0%	11.6%	2.2%	4.3%	0.0%	5.8%
SP20 CRT	37.6%	34.7%	12.9%	1.0%	4.0%	0.0%	9.9%
FA21 CRT	47.1%	29.0%	11.6%	2.2%	4.3%	0.0%	5.8%
SP21 CRT	66.3%	27.7%	1.2%	1.2%	0.0%	0.0%	3.6%
FA22 CRT	48.0%	20.5%	15.0%	3.9%	6.3%	0.0%	6.3%

MANHATTAN **TECH**
MANHATTAN AREA TECHNICAL COLLEGE

Assessment Results	**Core Ability Assessment**		INT/MATC	
		Oral Communication	SP22 → 3.00/3.38	SP20 → 4.10/3.91
		Written Communication	SP21 → 4.48/4.04	
		Problem Solving/Critical Thinking	FA19 → 4.09/3.58	
		Quantitative Literacy	**FA20 → 3.90/3.26**	

Assessment Results	**SWOT**
	Strengths
	• diversity of PAC
	• knowledge/experience of instructors
	• lab/classroom ratio
	• technology and equipment available in the program
	• application process
	• high graduation rate
	• high job placement rate
	• layout and organization of program area
	• geographic area of opportunity
	Weaknesses
	• student/teacher ratio
	• program space
	• financial backing
	• interaction between the program and regional and local employers on internships, job opportunities, and requirements
	• keeping up with equipment and software updates in a timely manner
	Opportunities
	• communication with high school instructors and counselors
	• community attracts students from all over the globe
	• internships
	• scholarships
	• job opportunity
	Threats
	• funding
	• competition from other programs
	• perception and quality of perspective students
	• retention of instructors

	➢ All assessment opportunities continue to show us that students are not ready for college when it comes to our 4 pillars of academic assessment.
	➢ New students in the program continue to demonstrate less than desirable skills when it comes to quantitative, qualitative, written and oral communication skills.
	➢ The students also demonstrate growth and improvement during their time in the program.

Delivery Methods	Currently, all courses are delivered face-to-face (LMS, Canvas, Online lectures, lab) with an active plan to move to all blended within the next 2 academic years.
Recruiting, Retention, Persistence, and Completion	Active participation in high school visits, visitor hosting and other events that present opportunities to engage with prospective students. Incentives for enrolling at MATC/INT 1) Cost/Economics 2) Geographic area of opportunity 3) High graduation rate 4) High job placement rate
Job Outlook – Demand for Program	➢ Employment of network & computer systems administrators: 30 - 150 ➢ Local quotient of network & computer systems administrators: 0.80 – 2.50 ➢ Annual mean wage of network & computer systems administrators: $45,000 - $75,000 ➢ Employment of network and computer systems administrators is projected to grow 4 percent from 2022 to 2032, at least as fast as the average for all occupations. ➢ Demand for information technology (IT) workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks. ➢ Employment growth also is expected as the use of IT in healthcare continues to increase ➢ Increase in cloud computing could raise the productivity of network administrators, slowing their employment growth across many industries
Resources Needed	• To maintain program quality • To advance program quality and value to regional employers • Develop Cybersecurity Track to the INT program. • One full-time instructor • Continued training for Instructors

Program Review Report for AY 21-22

Faculty Credentials & Professional Development

Faculty Name	Rodney Stanfield, Faculty
Credentials	Master's in Education, Adult Education, & Workforce Training
Professional Development Activity	
Professional Development Reflection	HLC Approval Tier 3

Faculty Name	William Gilligan, Adjunct, Fall 2021
Credentials	Associates of Applied Science, INT
Professional Development Activity	VMWARE VSPHERE: Install, Config, Manage v5.5 (2015)
Professional Development Reflection	HLC Approval Tier 3

Faculty Name	Jaquelyn Molina, Adjunct, Fall 2021
Credentials	Bachelors of Music Education / Associates of Applied Science, INT
Professional Development Activity	
Professional Development Reflection	HLC Approval Tier 4

Faculty Name	Josh Gfeller, Adjunct, Fall & Spring 2022
Credentials	Associates of Applied Science, INT
Professional Development Activity	10+ years' experience: Network and System Admin
Professional Development Reflection	HLC Approval Tier 3

Faculty Name	Edward Hansen, Adjunct, Spring 2022
Credentials	Master of Science in Cybersecurity Management
Professional Development Activity	
Professional Development Reflection	HLC Approval Tier 1

MATC Division: Business Technologies
Program Start Date: 01/1901 AAS; 08/2019 CERTC

CIP Code(s):

11.1001	Computer & Info Sciences Support Services

SOC Code(s):

15-1142	Network and Computer Systems Administrators
15-1152	Computer Network Support Specialists
11-3021	Computer and Information Systems Managers
15-1122	Information Security Analysts
15-1143	Computer Network Architects

Degree(s) / Certificate(s) Awarded:

AAS	63 credit hours
Certificate C	52 credit hours

Program Accreditation(s):

Curriculum Alignment:

There is no curriculum alignment available for the INT program with the Kansas Board of Regents (KBOR) for CIP code 11.1001. There is a program alignment available for CIP 11.1006 Computer Support Specialist that was approved in August 2021. A program alignment map is available for CIP 11.1006.

Third-Party Credentials / TSA and Credential List
MATC offers the following third-party credentials that are approved by KBOR/TEA for submission on the KBOR Follow Up report.

Award Level	Credential ID	Credential Name	WIOA
none			

Not accepted by KBOR on the Follow Up report, but offered by MATC:
NOCTI – National Occupational Competency Testing Institute
4514 Computer Networking Fundamentals
Written Knowledge
Performance Skills Tests

All awards accepted by KBOR on Follow Up, those greyed out are not offered at MATC currently; additional credentials available at different award levels.

Award Level	Credential ID	Credential Name	WIOA
ASSOC	MCTSWS08AD	MCTS: WINDOWS SERVER 2008 ACTIVE DIRECTORY, CONFIG	Y
ASSOC	MCTSWS08NI	MCTS: WINDOWS SERVER 2008 NETWORK INFRASTRUCTURE	Y
ASSOC	MCTSWS08AI	MCTS: WINDOWS SERVER 2008 APPLICATIONS INFRASTRUCTURE	Y
ASSOC	MCTSSP10	MCTS: MICROSOFT SHAREPOINT 2010, CONFIGURING	N
ASSOC	MCTSW7	MCTS: WINDOWS 7, CONFIGURING	N
ASSOC	NSTISSI-4011	NATIONAL TRAINING STANDARD FOR INFORMATION SYSTEMS SECURITY (INFOSEC) PROFESSIONALS	Y
ASSOC	SACNSSI	NSA SYSTEM ADMINISTRATORS (SA), CNSSI NO 4013 ENTRY LEVEL CERTIFICATION	Y
ASSOC	CNSSI-4013	CNSSI-4013 NATIONAL SECURITY AGENCY (NSA) 4013 CERTIFICATION - SYSTEMS ADMINISTRATOR CYBER SECURITY AWARENESS	Y
CERTC	MCTSWS08AD	MCTS: WINDOWS SERVER 2008 ACTIVE DIRECTORY, CONFIG	Y
CERTC	MCTSWS08NI	MCTS: WINDOWS SERVER 2008 NETWORK INFRASTRUCTURE	Y
CERTC	MCTSWS08AI	MCTS: WINDOWS SERVER 2008 APPLICATIONS INFRASTRUCTURE	Y
CERTC	MCTSSP10	MCTS: MICROSOFT SHAREPOINT 2010, CONFIGURING	N
CERTC	MCTSW7	MCTS: WINDOWS 7, CONFIGURING	N

Note: To request additional awards be added to the KBOR list for your program CIP code, please work with your Dean and the IR office.

Financial Information Revenue						
	AY 21-22		**AY 20-21**		**AY 19-20**	
Tuition	635 SCH @ $194/CH	$123,190	693 SCH @ $190/CH	$131,670	496 SCH @ $190/CH	$94,240
Program/Course Fees		$22,600		$29,100		$25,575
Gen Ed Student Revenue		*$13,500*		*$13,500*		*$18,850*
Institutional Fees		$50,800		$55,440		$27,280
State Aid		$158,175		$175,419		$97,114
Total Revenue		**$368,265**		**$405,129**		**$263,059**
Grant/External Funding						
	AY 21-22		**AY 20-21**		**AY 19-20**	

Perkins
  Equipment
  Professional Development
		$0
		$0
				$0
				$449
						$183
						$4,910

Capital Outlay		$0		$0		$0
Total External Funding		**$0**		**$449**		**$5,093**
Expenses						
	AY 21-22		**AY 20-21**		**AY 19-20**	
Teaching Salary & Benefits		$132,527		$139,485		$133,629
Program/Course Supplies		$2,768		$1,609		$10,760
Professional Development		$2,506		$650		$0
Equipment Purchased		$11,386		$19,087		$0
Other Expenses		$0		$0		$0
Total Expenses		**$149,187**		**$161,280**		**$149,483**
Program Contribution to Indirect Costs		**$235,798**		**$156,284**		**$59,258**
Supplemental Program Information						
	AY 21-22		**AY 20-21**		**AY 19-20**	
MATC Per Credit Hour of Instruction (direct costs only)		$234.94		$232.73		$301.38
Cost Model Composite Rate (average)						409
Total Annual Cost to Students – tuition, lab fees, textbooks, tools, equipment						

Program Data						
	AY 21-22		**AY 20-21**		**AY 19-20**	
Enrollment (Declared Major)	43 AAS	38 CERTC	43 AAS	39 CERTC	43 AAS	13 CERTC
Male/Female Mix	41 / 2 AAS	36 / 2 CERTC	39 / 4 AAS	35 / 4 CERTC	41 / 2 AAS	36 / 2 CERTC
Retention						
1st to 2nd Semester Retention	14/20	70%	20/29	69%	13/21	62%
Number of Graduates[1]						
Associate (AAS)	9		5		9	
Certificate (CERTC)	8		7		0	
Semester Credit Hours Generated[2]						
Total Unduplicated Students	35		45		33	
Total SCH (w/ Gen Ed SCH)	635		695		529	
Follow-Up[3]						
No. of Students Available	36		32		31	
No. of Students Placed[4]	9/9	100%	6/7	85.7%	7/9	77.8%
No. Placed in Field	13		4		7	
Average Wage	$69,000 / 17.14 per hr	$69,000 / 17.14 per hr	$49,000 / 18.09 per hr	$56,000 / 16.79 per hr	$33,357 / 23.10 per hr	$70,000
Industry Credentials[5]						
Number Attempted	0		0		0	
Number Earned	0		0		0	
Students (Graduates) Who Earned a Credential	8/13	61.5%	3/7	42.9%	9/14	64.3%
MATC Core Abilities Assessment[6]						
Oral Communication	3.00				4.10	
Written Communication			4.48			
Problem Solving/Critical Thinking	3.02				4.09	
Quantitative Literacy			3.90			

CERTC first offered in AY 19-20

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[1] KBOR Academic Year Basic Counts report, table 6a (total number of degrees awarded at this level; there may be duplicates)

[2] KBOR Academic Year Registrations file (by all students)

[3] KBOR Follow Up Report, Students Available (concentrators), Average wage = table 7; Perkins V Core Indicators of Performance, 1P1

[4] Perkins V Core Indicators Report; Placed = Perkins V concentrators who are employed, continuing education, serving in the military, or in a service program as of the 2nd quarter after exist as reported on the KBOR Follow Up Report (1P1); Placed in Field = Follow Up code 2

[5] KBOR Follow Up Report (may be duplicates) table 5b; Students (graduates) who earned a credential is from Perkins V Core Indicators of Performance, 2P1

[6] The department may not have submitted an assessment or submitted it incorrectly for data purposes for this period (indicated by an *); entered MATC averages

Graduation & Retention Information by Cohort

	Completions					
	Cohort	Program Completers	MATC Completers	Still Enrolled in Program	Non-Completers	Graduation Percentage
AY 21-22	20	0	0	12	8	0.00%
AY 20-21	29	8	0	5	16	27.59%
AY 19-20	21	6	0	0	15	28.57%

	Retention					
	Cohort	Next Semester	Next Year	Still Enrolled in Program	Still Enrolled at MATC	Transfer
AY 21-22	20	14	12	12	0	2
AY 20-21	29	20	15	5	1	6
AY 19-20	21	13	11	0	1	4
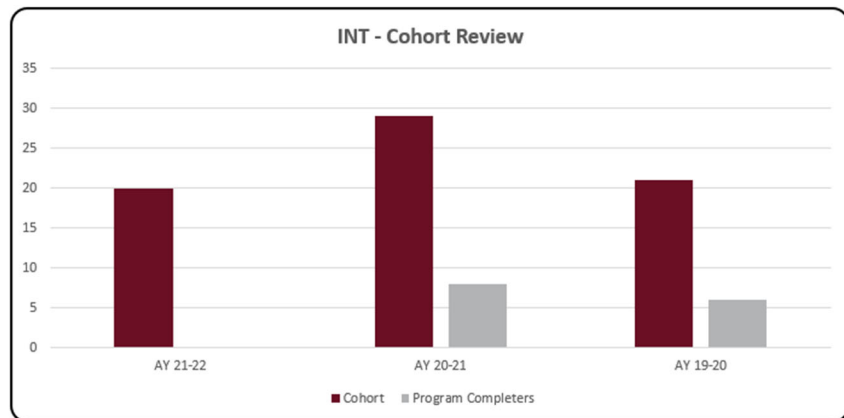
As of Spring 2023
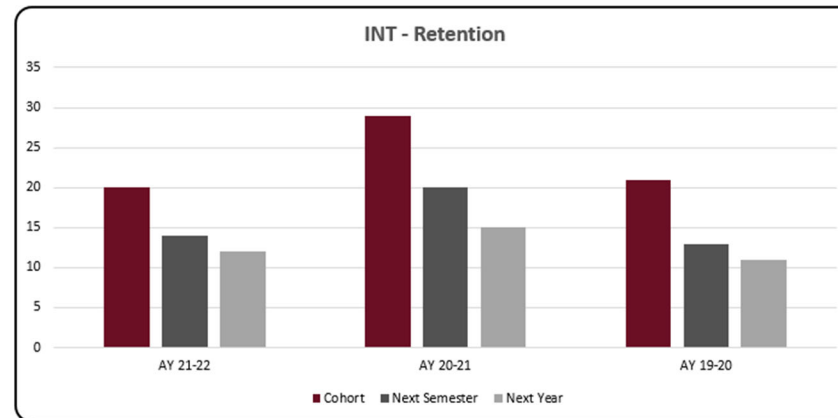
As of Spring 2023

Notes:
- Cohort determined by first enrollment in CRT 115 course
- Dropped registrations are <u>excluded</u> from counts while withdrawn registrations are included
- Graduation percentage may increase if those still enrolled complete the program
  - Award Levels for Program Completions (by highest degree earned)
    - AY 19-20 cohort: 5 AAS / 1 CERTC
    - AY 20-21 cohort: 8 AAS
- Transfers:
  - KU – 1
  - KSU – 3
  - Highland CC – 2
  - FHSU – 1
  - University of Phoenix – 1
  - Barton CC – 1
  - Johnson County CC – 1
  - Coastal Pines – 1
  - Southern New Hampshire – 1

Employment Data

Kansas Wage Survey, 2022 Edition, Local Areas   Local Area II: Northeast Kansas

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
11-3021	Comp & Info Sys Mngrs	510	$ 55.52	$ 115,487	$ 35.42	$ 73,674	$ 65.57	$ 136,393	$ 48.14	$ 100,134
15-1211	Comp Sys Analysts	690	35.44	73,721	24.16	50,244	41.09	85,460	31.29	65,076
15-1212	Info Security Analysts	110	40.57	84,395	25.56	53,160	48.08	100,012	37.33	77,650
15-1231	Comp Network Support Spec	50	25.40	52,834	19.02	39,563	28.59	59,469	23.44	48,761
15-1232	Comp User Support Spec	1,110	23.27	48,407	16.40	34,118	26.71	55,552	22.75	47,313
15-1241	Comp Network Architects	460	38.84	80,789	25.65	53,350	45.44	94,508	38.03	79,100
15-1242	Database Administrators	90	34.74	72,266	24.01	49,945	40.11	83,427	32.99	68,619
15-1244	Network & Comp Sys Admin	490	39.05	81,224	26.38	54,865	45.39	94,404	36.90	76,762
15-1251	Computer Programmers	280	39.12	81,360	26.28	54,668	45.53	94,706	32.95	68,543
15-1252	Software Developers	1,820	43.05	89,549	27.28	56,738	50.94	105,955	38.34	79,749
15-1253	Software QA Analysts & Test	120	35.43	73,698	23.04	47,922	41.63	86,587	35.31	73,439
15-1254	Web Developers	80	27.22	56,617	17.89	37,205	31.89	66,323	27.18	56,527
15-1255	Web & Digital Interface Design	20	25.21	52,430	14.68	30,537	30.47	63,376	22.74	47,301
15-1299	Comp Occup, All Other	350	38.16	79,370	26.71	55,564	43.88	91,273	37.95	78,936

Kansas Wage Survey, 2022 Edition, Kansas Statewide

Standard Occupational Classification Code	Occupational Title	Employment	Mean (Average) Hourly	Mean Annual	Entry Level Hourly	Entry Level Annual	Experienced Level Hourly	Experienced Level Annual	Median (Middle) Hourly	Median Annual
11-3021	Comp & Info Sys Mngrs	3,260	$ 63.77	$ 132,640	$ 42.11	$ 87,600	$ 74.48	$ 154,910	$ 61.13	$ 127,140
15-1211	Comp Sys Analysts	4,960	39.25	81,650	25.60	53,250	46.01	95,700	37.46	77,910
15-1212	Info Security Analysts	960	44.20	91,940	28.29	58,850	52.34	108,860	41.45	86,210
15-1221	Comp & Info Research Sci	50	43.54	90,560	36.55	76,030	50.61	105,270	38.49	80,050
15-1231	Comp Network Support Spec	260	28.95	60,220	19.14	39,820	33.87	70,450	26.97	56,100
15-1232	Comp User Support Spec	6,250	24.11	50,140	16.18	33,650	28.01	58,260	22.84	47,500
15-1241	Comp Network Architects	3,090	40.45	84,130	25.29	52,610	47.92	99,670	37.77	78,570
15-1242	Database Administrators	580	42.81	89,040	26.68	55,500	50.76	105,580	38.60	80,290
15-1243	Database Architects	190	51.20	106,500	32.61	67,820	60.54	125,930	48.82	101,550
15-1244	Network & Comp Sys Admin	2,740	38.91	80,920	26.62	55,380	44.97	93,540	37.00	76,970
15-1251	Computer Programmers	1,160	41.76	86,850	29.13	60,590	53.38	111,030	35.08	72,970
15-1252	Software Developers	10,580	47.78	99,380	30.41	63,250	56.40	117,310	47.75	99,320
15-1253	Software QA Analysts & Test	1,150	37.64	78,280	23.93	49,770	44.39	92,340	37.38	77,750
15-1254	Web Developers	660	32.06	66,690	19.66	40,900	38.18	79,410	29.60	61,560
15-1255	Web & Digital Interface Design	210	26.87	55,890	14.99	31,180	32.75	68,120	23.60	49,080
15-1299	Comp Occupations, All Other	1,100	37.15	77,280	20.35	42,320	45.56	94,760	38.36	79,780

Projected Employment Data

Kansas Wage Survey, 2018-2028, Long-Term Occupational Projections Regions, 10-year projection   Region: Northeast Kansas

Standard Occupational Classification Code	Employment		Change in Employment			Wages		Education & Training		
	Base Year 2020	Projected Year 2030	Number	Percent	Annual Percent	Annual Mean	Annual Median	Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency
Regional: Northeast Kansas										
11-3021	3,702	4,235	533	14.4%	1.4%	$ 132,640	$ 127,140	Bachelor's	5 years or more	None
15-1122	121	151	30	24.8%	2.2%	N/A	N/A	Bachelor's	Less than 5 years	None
15-1142	961	1,015	54	5.6%	0.5%	N/A	N/A	Bachelor's	None	None
15-1143	165	175	7	4.2%	0.4%	N/A	N/A	Bachelor's	5 years or more	None
15-1151	1,213	1,328	115	9.5%	0.9%	N/A	N/A	Some college	None	None
15-1152	***	***	***	***	***	N/A	N/A	Associate's	None	None
Statewide										
15-1122	747	965	218	29.2%	2.6%	N/A	N/A	Bachelor's	Less than 5 years	None
15-1142	6,037	6,402	365	6.0%	0.6%	N/A	N/A	Bachelor's	None	None
15-1143	1,750	1,850	100	5.7%	0.6%	N/A	N/A	Bachelor's	5 years or more	None
15-1151	7,485	8,311	826	11.0%	1.1%	N/A	N/A	Some college	None	None
15-1152	1,040	1,172	132	12.7%	1.2%	N/A	N/A	Associate's	None	None

Notes:
- Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment Statistics (OES)
- No Wage Survey Data Available by Kansas Department of Labor for: 15-1142, 15-1152, 15-1122, 15-1143
- 11-0000 Management Occupations
- 15-0000 Computer and Mathematical Occupations

Core Ability Assessment Data: AY 21-22
Fall 2021 Critical Thinking Problem Solving

Department Compared to MATC Totals Overall

	Identifies the Problem/Task	Understands the possible causes or reasons for the problem	Formulates Possible Alternatives for Solving the Problem	Prioritizes and Implements Viable Solution(s)	Monitors Results and Revises Solution(s) As Needed	Grand Total
Computer Networking	3.54	3.05	3.07	2.71	2.73	3.02
MATC Total	**4.01**	**3.61**	**3.82**	**3.56**	**3.81**	**3.75**

Spring 2022 Oral Communication

Department Compared to MATC Totals Overall

	Quality of Introduction	Quality of Organization and Argumentation	Quality of Oral Presentation	Quality of Conclusion	Responsiveness to Audience: Verbal Interaction	Grand Total
Computer Networking	3.00	3.00	3.00	3.00	3.00	3.00
MATC Total	**3.42**	**3.34**	**3.28**	**3.36**	**3.50**	**3.38**

Core Ability Assessment Data: AY 20-21
Fall 2020 Quantitative Literacy

Department Compared to MATC Totals Overall

	Identifies the essential elements of the problem.	Understands the problem and discusses any assumptions that are required in defining the problem.	Accurately performs arithmetic, algebraic, geometric, etc. calculations.	Validates the answer	Represents the results	Grand Total
Computer Networking	4.14	3.91	4.09	3.69	3.69	3.90
MATC Total	**3.33**	**3.23**	**3.27**	**3.25**	**3.20**	**3.26**

Spring 2021 Written Communication

Department Compared to MATC Totals Overall

	Purpose / Main Point	Organization	Sentence Style	Intended Audience	Correctness	Grand Total
Computer Networking	4.95	4.60	4.40	4.80	3.65	4.48
MATC Total	**4.17**	**4.22**	**3.86**	**4.24**	**3.75**	**4.04**

Core Ability Assessment Data: AY 19-20
Fall 2019 Critical Thinking Problem Solving

Department Compared to MATC Totals Overall

	Formulates Possible Alternatives for Solving the Problem	Identifies the Problem/Task	Monitors Results and Revises Solution(s) As Needed	Prioritizes and Implements Viable Solution(s)	Understands the possible causes or reasons for the problem	Grand Total
Computer Networking	3.86	4.71	3.86	3.86	4.14	4.09
Grand Total	**3.57**	**3.76**	**3.44**	**3.45**	**3.66**	**3.58**

Spring 2020 Oral Communication

Department Compared to MATC Totals Overall

	Quality of Introduction	Quality of Organization and Argumentation	Quality of Oral Presentation	Quality of Conclusion	Responsiveness to Audience: Verbal Interaction	Grand Total
Computer Networking	3.93	4.33	3.87	3.93	4.45	4.10
MATC Total	**3.75**	**3.97**	**3.75**	**3.90**	**4.20**	**3.91**

INT Program Review Report for AY 22-23

Grade Dist - FA19 CRT.pdf

Grade Distribution by Professor

2019-2020 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Josh Gfeller																
CRT 215 1I1T1	Database Systems		50%	TE	1	0	0	0	1	0	0	0	0	0	2	2.00
	Professor Totals:				1	0	0	0	1	0	0	0	0	0	2	2.00
					50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: William Gilligan																
CRT 148 1F1T1	Microsoft Network Operating System		100%	TE	3	3	2	0	0	0	0	0	0	0	8	3.13
CRT 181 1F1T1	Network Server Management		100%	TE	3	5	1	0	0	0	0	0	0	0	9	3.22
CRT 282 1F1T1	Network Security		100%	TE	1	1	1	0	0	0	0	0	0	0	3	3.00
CRT 286 1F1T1	LAN/WAN Implement & Support		100%	TE	2	5	0	0	0	0	0	0	0	0	7	3.29
CRT 288 1I1T1	Fund of Info Systems Security		100%	TE	1	1	0	0	0	0	0	0	0	0	2	3.50
CRT 295 1I1T1	INT Capstone		100%	TE	1	0	0	0	0	0	0	0	0	0	1	4.00
	Professor Totals:				11	15	4	0	0	0	0	0	0	0	30	3.23
					36.7%	50.0%	13.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Rodney L Stanfield																
CRT 100 1B1T1	Principles of Information Assurance		100%	TE	4	6	2	0	4	0	3	0	0	0	19	2.38
CRT 115 1L1T1	INT Essentials		100%	TE	4	9	3	0	2	0	3	0	0	0	21	2.72
CRT 126 1F1T1	Adv Operating Sys & PC Hardwar		100%	TE	5	8	1	1	3	0	3	0	0	0	21	2.61
CRT 170 1F1T1	Introduction to Networks		100%	TE	7	6	0	2	3	0	3	0	0	0	21	2.67
CRT 215 1I1T1	Database Systems		50%	TE	1	0	0	0	1	0	0	0	0	0	2	2.00
	Professor Totals:				21	29	6	3	13	0	12	0	0	0	84	2.58
					25.0%	34.5%	7.1%	3.6%	15.5%	0.0%	14.3%	0.0%	0.0%	0.0%		
Professor: Morgen L Stoecklein																
CRT 115 1L1T1	INT Essentials		0%	TE	4	9	3	0	2	0	3	0	0	0	21	2.72
	Professor Totals:				4	9	3	0	2	0	3	0	0	0	21	2.72
					19.0%	42.9%	14.3%	0.0%	9.5%	0.0%	14.3%	0.0%	0.0%	0.0%		
	Report Totals:				32	44	10	3	13	0	12	0	0	0	114	2.77
					28.1%	38.6%	8.8%	2.6%	11.4%	0.0%	10.5%	0.0%	0.0%	0.0%		

INT Program Review Report for AY 22-23

Grade Dist - SP19 CRT.pdf

Grade Distribution by Professor

Manhattan Area Technical College

2019-2020 Spring Term

Course		Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor:	Josh Gfeller																
CRT 215	1B2T1	Database Systems		50%	TE	3	4	1	0	0	0	0	0	0	0	8	3.25
		Professor Totals:				3	4	1	0	0	0	0	0	0	0	8	3.25
						37.5%	50.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor:	William Gilligan																
CRT 148	1B2T1	Microsoft Network Operating System		100%	TE	1	1	4	1	2	0	0	0	0	0	9	1.78
CRT 151	1I2T1	Infrastructure Virtualization		100%	TE	0	1	0	0	0	0	0	0	0	0	1	3.00
CRT 282	1B2T1	Network Security		100%	TE	4	1	1	0	0	0	1	0	0	0	7	3.50
CRT 288	1B2T1	Fund of Info Systems Security		100%	TE	6	2	1	0	0	0	0	0	0	0	9	3.56
CRT 295	1B2T1	INT Capstone		100%	TE	7	1	0	0	1	0	0	0	0	0	9	3.44
		Professor Totals:				18	6	6	1	3	0	1	0	0	0	35	3.03
						51.4%	17.1%	17.1%	2.9%	8.6%	0.0%	2.9%	0.0%	0.0%	0.0%		
Professor:	Jasmyn L Griffin																
CRT 144	1B2T1	UNIX Fundamentals		0%	TE	6	4	0	0	0	0	0	0	0	0	10	3.60
		Professor Totals:				6	4	0	0	0	0	0	0	0	0	10	3.60
						60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor:	Rodney L Stanfield																
CRT 144	1B2T1	UNIX Fundamentals		100%	TE	6	4	0	0	0	0	0	0	0	0	10	3.60
CRT 175	1B2T1	Routing and Switching Essentials		100%	TE	1	5	3	2	1	0	0	0	0	0	12	2.25
CRT 181	1B2T1	Network Server Management		100%	TE	7	1	2	0	0	0	0	0	0	0	10	3.50
CRT 215	1B2T1	Database Systems		50%	TE	3	4	1	0	0	0	0	0	0	0	8	3.25
		Professor Totals:				17	14	6	2	1	0	0	0	0	0	40	3.10
						42.5%	35.0%	15.0%	5.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%		
		Report Totals:				35	20	12	3	4	0	1	0	0	0	75	3.07
						46.7%	26.7%	16.0%	4.0%	5.3%	0.0%	1.3%	0.0%	0.0%	0.0%		

INT Program Review Report for AY 22-23

Grade Dist - FA20 CRT.pdf

STEVEDAVIS   **Grade Distribution by Professor**   **Manhattan Area Technical College**

2020-2021 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Andrew Albert Caponera																
CRT 115 1L1T1	INT Essentials		100%	TE	1	3	4	1	4	0	4	0	0	0	17	1.69
CRT 115 1L1T2	INT Essentials		100%	TE	1	4	2	1	2	0	2	0	0	0	12	2.10
		Professor Totals:			2	7	6	2	6	0	6	0	0	0	29	1.87
					6.9%	24.1%	20.7%	6.9%	20.7%	0.0%	20.7%	0.0%	0.0%	0.0%		
Professor: Josh Gfeller																
CRT 100 1L1T1	Principles of Information Assurance		100%	TE	13	1	1	0	3	0	2	0	0	0	20	3.17
CRT 100 1L1T2	Principles of Information Assurance		100%	TE	8	1	1	0	2	0	2	0	0	0	14	3.08
		Professor Totals:			21	2	2	0	5	0	4	0	0	0	34	3.13
					61.8%	5.9%	5.9%	0.0%	14.7%	0.0%	11.8%	0.0%	0.0%	0.0%		
Professor: William Gilligan																
CRT 119 1L1T1	Windows Admin using PowerShell		50%	TE	1	3	2	0	1	0	0	0	0	0	7	2.43
CRT 151 1B1T1	Infrastructure Virtualization		100%	TE	1	3	2	1	2	0	0	0	0	0	9	2.00
CRT 231 1B1T1	Internet of Things Fndmntls & Scrty		100%	TE	2	2	1	0	1	0	0	0	0	0	6	2.67
CRT 286 1B1T1	LAN/WAN Implement & Support		100%	TE	1	3	3	1	1	0	0	0	0	0	9	2.22
CRT 288 1B1T1	Fund of Info Systems Security		100%	TE	4	1	0	0	3	0	0	0	0	0	8	2.38
		Professor Totals:			9	12	8	2	8	0	0	0	0	0	39	2.31
					23.1%	30.8%	20.5%	5.1%	20.5%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Rodney L Stanfield																
CRT 119 1L1T1	Windows Admin using PowerShell		50%	TE	1	3	2	0	1	0	0	0	0	0	7	2.43
CRT 126 1B1T1	Adv Operating Sys & PC Hardwar		100%	TE	3	4	4	1	3	0	2	0	0	0	17	2.20
CRT 126 1B1T2	Adv Operating Sys & PC Hardwar		100%	TE	6	1	2	0	1	0	2	0	0	0	12	3.10
CRT 170 1B1T1	Introduction to Networks		100%	TE	4	2	5	1	3	0	3	0	0	0	18	2.20
CRT 170 1B1T2	Introduction to Networks		100%	TE	2	3	3	0	2	0	2	0	0	0	12	2.30
		Professor Totals:			16	13	16	2	10	0	9	0	0	0	66	2.40
					24.2%	19.7%	24.2%	3.0%	15.2%	0.0%	13.6%	0.0%	0.0%	0.0%		
		Report Totals:			47	31	30	6	28	0	19	0	0	0	161	2.44
					29.2%	19.3%	18.6%	3.7%	17.4%	0.0%	11.8%	0.0%	0.0%	0.0%		

Grade Dist - SP20 CRT.pdf

INT Program Review Report for AY 22-23

Grade Distribution by Professor

Manhattan Area Technical College

2020-2021 Spring Term

Course		Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor:	William Gilligan																
CRT 148	1B2T1	Microsoft Network Operating System		100%	TE	4	6	4	0	2	0	3	0	0	0	19	2.63
CRT 181	1B2T1	Network Server Management		50%	TE	7	6	1	1	1	0	2	0	0	0	18	3.06
CRT 282	1B2T1	Network Security		100%	TE	3	2	3	0	0	0	0	0	0	0	8	3.00
CRT 295	1B2T1	INT Capstone		100%	TE	6	1	0	0	0	0	0	0	0	0	7	3.86
		Professor Totals:				20	15	8	1	3	0	5	0	0	0	52	3.02
						38.5%	28.8%	15.4%	1.9%	5.8%	0.0%	9.6%	0.0%	0.0%	0.0%		
Professor:	Rodney L Stanfield																
CRT 144	1B2T1	UNIX Fundamentals		100%	TE	8	6	1	0	0	0	3	0	0	0	18	3.47
CRT 165	1B2T1	Modern Information Tech Networks		100%	TE	2	3	3	0	0	0	0	0	0	0	8	2.88
CRT 176	1B2T1	Switching, Routing, & Wireless Esse		100%	TE	6	7	1	0	1	0	2	0	0	0	17	3.13
CRT 181	1B2T1	Network Server Management		50%	TE	7	6	1	1	1	0	2	0	0	0	18	3.06
CRT 215	1B2T1	Database Systems		100%	TE	2	4	0	0	0	0	0	0	0	0	6	3.33
		Professor Totals:				25	26	6	1	2	0	7	0	0	0	67	3.18
						37.3%	38.8%	9.0%	1.5%	3.0%	0.0%	10.4%	0.0%	0.0%	0.0%		
		Report Totals:				38	35	13	1	4	0	10	0	0	0	101	3.12
						37.6%	34.7%	12.9%	1.0%	4.0%	0.0%	9.9%	0.0%	0.0%	0.0%		

Grade Dist - FA21 CRT.pdf

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

STEVEDAVIS   **Grade Distribution by Professor**   *Manhattan Area Technical College*

2021-2022 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: William Gilligan																
CRT 119 1L1T1	Windows Admin using PowerShell		100%	TE	2	7	1	0	2	0	2	0	0	0	14	2.58
		Professor Totals:			2	7	1	0	2	0	2	0	0	0	14	2.58
					14.3%	50.0%	7.1%	0.0%	14.3%	0.0%	14.3%	0.0%	0.0%	0.0%		
Professor: Jaquelyn Kay Molina																
CRT 151 1B1T1	Infrastructure Virtualization		100%	TE	4	4	5	0	0	0	1	0	0	0	14	2.92
		Professor Totals:			4	4	5	0	0	0	1	0	0	0	14	2.92
					28.6%	28.6%	35.7%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%		
Professor: Rodney L Stanfield																
CRT 100 1L1T1	Principles of Information Assurance		100%	TE	19	0	0	0	0	0	1	0	0	0	20	4.00
CRT 115 1L1T1	INT Essentials		100%	TE	14	4	2	1	0	0	1	0	0	0	22	3.48
CRT 126 1B1T1	Adv Operating Sys & PC Hardwar		100%	TE	9	9	0	0	1	0	1	0	0	0	20	3.32
CRT 170 1B1T1	Introduction to Networks		100%	TE	8	6	3	1	1	0	1	0	0	0	20	3.00
CRT 275 1B1T1	Ent Network, Security, Automation		100%	TE	7	5	1	0	1	0	0	0	0	0	14	3.21
CRT 288 1B1T1	Fund of Info Systems Security		0%	TE	2	5	4	1	1	0	1	0	0	0	14	2.46
		Professor Totals:			59	29	10	3	4	0	5	0	0	0	110	3.30
					53.6%	26.4%	9.1%	2.7%	3.6%	0.0%	4.5%	0.0%	0.0%	0.0%		
Professor: Christopher Ray Weaver																
CRT 100 1L1T1	Principles of Information Assurance		0%	TE	19	0	0	0	0	0	1	0	0	0	20	4.00
CRT 115 1L1T1	INT Essentials		0%	TE	14	4	2	1	0	0	1	0	0	0	22	3.48
CRT 119 1L1T1	Windows Admin using PowerShell		0%	TE	2	7	1	0	2	0	2	0	0	0	14	2.58
CRT 126 1B1T1	Adv Operating Sys & PC Hardwar		0%	TE	9	9	0	0	1	0	1	0	0	0	20	3.32
CRT 151 1B1T1	Infrastructure Virtualization		0%	TE	4	4	5	0	0	0	1	0	0	0	14	2.92
CRT 170 1B1T1	Introduction to Networks		0%	TE	8	6	3	1	1	0	1	0	0	0	20	3.00
CRT 275 1B1T1	Ent Network, Security, Automation		0%	TE	7	5	1	0	1	0	0	0	0	0	14	3.21
CRT 288 1B1T1	Fund of Info Systems Security		100%	TE	2	5	4	1	1	0	1	0	0	0	14	2.46
		Professor Totals:			65	40	16	3	6	0	8	0	0	0	138	3.19
					47.1%	29.0%	11.6%	2.2%	4.3%	0.0%	5.8%	0.0%	0.0%	0.0%		
		Report Totals:			65	40	16	3	6	0	8	0	0	0	138	3.19
					47.1%	29.0%	11.6%	2.2%	4.3%	0.0%	5.8%	0.0%	0.0%	0.0%		

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INT Program Review Report for AY 22-23

Grade Dist - SP21 CRT.pdf

STEVEDAVIS **Grade Distribution by Professor** **Manhattan Area Technical College**

2021-2022 Spring Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Josh Gfeller																
CRT 215 1L2T1	Database Systems		100%	TE	7	2	2	1	0	0	1	0	0	0	13	3.25
	Professor Totals:				7	2	2	1	0	0	1	0	0	0	13	3.25
					53.8%	15.4%	15.4%	7.7%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%		
Professor: Edward Vernon Hansen																
CRT 282 1L2T1	Network Security		100%	TE	10	0	1	0	0	0	0	0	0	0	11	3.82
	Professor Totals:				10	0	1	0	0	0	0	0	0	0	11	3.82
					90.9%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Professor: Rodney L Stanfield																
CRT 144 1B2T1	UNIX Fundamentals		100%	TE	10	1	2	0	0	0	0	0	0	0	13	3.62
CRT 148 1B2T1	Microsoft Network Operating System		100%	TE	3	6	5	0	0	0	0	0	0	0	14	2.86
CRT 176 1B2T1	Switching, Routing, & Wireless Esse		0%	TE	2	11	1	0	0	0	0	0	0	0	14	3.07
CRT 181 1B2T1	Network Server Management		0%	TE	13	1	0	0	0	0	0	0	0	0	14	3.93
CRT 231 1B2T1	Internet of Things Fndmntls & Scrty		100%	TE	2	0	0	0	0	0	0	0	0	0	2	4.00
CRT 282 1L2T1	Network Security		0%	TE	10	0	1	0	0	0	0	0	0	0	11	3.82
CRT 295 1B2T1	INT Capstone		0%	TE	8	2	0	0	0	0	2	0	0	0	12	3.80
	Professor Totals:				48	21	9	0	0	0	2	0	0	0	80	3.50
					60.0%	26.3%	11.3%	0.0%	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%		
Professor: Christopher Ray Weaver																
CRT 148 1B2T1	Microsoft Network Operating System		0%	TE	3	6	5	0	0	0	0	0	0	0	14	2.86
CRT 176 1B2T1	Switching, Routing, & Wireless Esse		100%	TE	2	11	1	0	0	0	0	0	0	0	14	3.07
CRT 181 1B2T1	Network Server Management		100%	TE	13	1	0	0	0	0	0	0	0	0	14	3.93
CRT 231 1B2T1	Internet of Things Fndmntls & Scrty		0%	TE	2	0	0	0	0	0	0	0	0	0	2	4.00
CRT 295 1B2T1	INT Capstone		100%	TE	8	2	0	0	0	0	2	0	0	0	12	3.80
	Professor Totals:				28	20	6	0	0	0	2	0	0	0	56	3.41
					50.0%	35.7%	10.7%	0.0%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%		
	Report Totals:				55	23	11	1	0	0	3	0	0	0	93	3.47
					59.1%	24.7%	11.8%	1.1%	0.0%	0.0%	3.2%	0.0%	0.0%	0.0%		

INT Program Review Report for AY 22-23

Grade Dist - FA22 CRT.pdf

Grade Distribution by Professor

Manhattan Area Technical College

2022-2023 Fall Term

Course	Title	Parent Course	Load %	Inst Div	A	B	C	D	F	I	AW	TO	TR	Other	Total	Avg
Professor: Josh Gfeller																
CRT 151 1B1T1	Infrastructure Virtualization		100%	TE	10	1	1	0	0	0	1	0	0	0	13	3.75
		Professor Totals:			10	1	1	0	0	0	1	0	0	0	13	3.75
					76.9%	7.7%	7.7%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%		
Professor: Rodney L Stanfield																
CRT 100 1L1T1	Principles of Information Assurance		100%	TE	7	4	2	1	4	0	1	0	0	0	19	2.50
CRT 115 1B1T1	INT Essentials		100%	TE	8	3	4	3	0	0	1	0	0	0	19	2.89
CRT 119 1L1T1	Windows Admin using PowerShell		100%	TE	12	0	0	0	0	0	1	0	0	0	13	4.00
CRT 126 1B1T1	Adv Operating Sys & PC Hardware		100%	TE	6	4	5	1	2	0	1	0	0	0	19	2.61
CRT 170 1B1T1	Introduction to Networks		100%	TE	5	6	5	0	2	0	1	0	0	0	19	2.67
CRT 275 1B1T1	Ent Network, Security, Automation		100%	TE	2	7	2	0	0	0	1	0	0	0	12	3.00
CRT 288 1B1T1	Fund of Info Systems Security		100%	TE	11	1	0	0	0	0	1	0	0	0	13	3.92
		Professor Totals:			51	25	18	5	8	0	7	0	0	0	114	2.99
					44.7%	21.9%	15.8%	4.4%	7.0%	0.0%	6.1%	0.0%	0.0%	0.0%		
		Report Totals:			61	26	19	5	8	0	8	0	0	0	127	3.07
					48.0%	20.5%	15.0%	3.9%	6.3%	0.0%	6.3%	0.0%	0.0%	0.0%		

2023

Campus Safety and Security Report

Manhattan Area Technical College

3136 Dickens Avenue
Manhattan KS 66503
800-352-7575 | 785-587-2800
www.manhattantech.edu

NOTICE OF NON-DISCRIMINATION

The MATC Board of Directors supports and complies with Title VI and Title VII of the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act of 1973 and Amendments, The Americans with Disabilities Act, Title IX and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services and the Department of Education. It is the policy of the Board of Directors that no person in the United States (on the grounds of gender, race, color, national origin, disability, sexual orientation, gender identity, religion, age, genetic information, parental status, military status, or veteran status) shall be excluded from participation in, denied the benefit of, or otherwise subjected to discrimination under any program or activity of, or employment with, Manhattan Area Technical College.

Specific complaints of alleged discrimination should be referred to Title IX/Section 504/ADA Coordinator/ HR Director, 3136 Dickens Ave., Manhattan, KS 66503, 785.587.2800.

CONTENTS

PREPARATION OF THE ANNUAL REPORT

The Manhattan Area Technical College Annual Safety and Security Report is prepared in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The Chief Information Security Officer (CISO) is responsible for preparing and distributing this report. Information about crimes, arrests, and referrals has been gathered from Riley County Police Department and from designated members of the College community. Data are gathered for all college properties and for public property surrounding the college. This report gives crime data for the previous three years, and includes policies related to campus safety and security, such as sexual assault, alcohol and other drugs, and personal safety.

Every member of the College community annually receives an email that describes the report and provides its web address. Questions about this report or requests for the report in other formats may be directed to the Chief Information Security Officer.

REPORTING CRIMES AND EMERGENCIES

Manhattan Area Technical College strongly encourages students, employees, and guests to report promptly criminal incidents, accidents, and other emergencies to the Riley County Police Department by calling 911.

Nonemergency reports of criminal actions should be reported to the Riley County Police Department at 785-537-2112. The Senior Administrative Team should also be informed of any crimes or violations of college policy. In the case of a potential student violation, reports should be made to the VP of Administrative Services for review, potential action, or inclusion in the security report.

Manhattan Area Technical College recognizes the need to track crimes and address violations at non-campus facilities that may affect faculty, staff, students, and guests. All crimes occurring at MATC facilities are to be reported to local law enforcement and to College administration.

MATC does not operate any student organizations off campus and has no college-owned off - campus housing facilities. Therefore, Manhattan Area Technical College does not monitor or report criminal activity off-campus in this report.

CONFIDENTIAL REPORTING

Manhattan Area Technical College does not have a policy that allows victims or witnesses to report crimes confidentially for inclusion in the annual security report. However, Riley County Police Department offers anonymous reporting at their Crime Stoppers website at http://www.rileycountypolice.org/programs-services/crime-prevention-programsservices/crime-stoppers, or by phone at 785-539-7777.

FACILITY SECURITY AND ACCESS

MAIN CAMPUS

The MATC campus consists of eleven buildings that total approximately 84,000 square feet on 15.2 acres located at the corner of Wreath and Dickens Avenue in Manhattan, Kansas. MATC provides service to approximately 950 students and does not have campus student residences. During business hours, the college is open to students, families, employees, contractors, and visitors. Outside of business hours, access to all College facilities is by key, if issued, or by campus security.

The MATC facility is open to students and the public from 7 a.m. to 9 p.m. Monday through Thursday and 7 a.m. to 6 p.m. on Friday. Nonemployees of MATC will be asked to leave the building at closing time for reasons of security and personal safety. To request access to the facilities outside the hours of operations, contact college administration.

The Head of Maintenance will unlock the facilities including the gate to the back parking lot. The nighttime custodial crew or security will secure the facility and the back gate no later than 10 p.m. Contractors, students, or other nonemployees should be accompanied during nonbusiness hours by an employee while on campus.

MATC employees a full-time armed security officer at the college. The security officer maintains professional development in cooperation with the KSU and Riley County Police Departments.

The Maintenance Department provides services for the entire MATC campus. The Head of Maintenance oversees the grounds maintenance and routinely monitors grounds and buildings for safety and security concerns. The Head of Maintenance provides regular updates to the Vice President of Operations, who updates the Senior Administrative Team as necessary.

Closed circuit cameras are placed throughout the campus grounds and most parking lots and in the hallways of campus facilities.

OTHER MATC FACILITIES

The College's Electrical Power and Distribution training site is located outside of Keats, KS, approximately seven miles southwest of the main campus. Riley County Police Department provides service to the location year round.

The College has purchased property in Wamego for MATC's new Wamego Center. The property is located at 614 US-24, Wamego KS.

SECURITY GUARD

Manhattan Area Technical College security guards have the authority to ask for identification and to determine whether individuals have lawful business at the College. Security officers do not possess arrest power. Criminal incidents are referred to the local police, who have jurisdiction on the campus. In the event of a crime that warrants an arrest, local law enforcement will be called.

MATC provides campus security services in the evenings, Monday through Thursday when courses are in session. If you need the assistance of the security guard during an emergency or want an escort to your vehicle, call 785-410-3844.

Manhattan Area Technical College has a strong working relationship with local law enforcement. Although there is no formal written memorandum of understanding (MOU) with local law enforcement, Riley County Police Department responds to calls and periodically patrols the campus.

SECURITY AWARENESS PROGRAMS FOR STUDENTS AND EMPLOYEES

During Convocation and Professional Development days, the MATC administration reviews and outlines the safety and security procedures in the Crisis Management Plan with all faculty and staff. During Orientations, students are presented with college safety and sexual violence prevention information. A common theme of these crime prevention and awareness programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others.

Focused training was provided to all employees in August 2018 from the Department of Homeland Security specific to active shooter response tactics. A certified DHS trainer instructed employees on the protocol recommended in response to an active shooter encounter. Employees were encouraged to be aware of the limited amount of response time and to develop a response plan if such an event were to occur. Scenarios of an active shooter response were discussed as part of the training.

Periodically, the local police department offers presentations regarding crime prevention and safety awareness to students and employees. In addition to programming, information is disseminated periodically to students and employees through crime prevention email bulletins, and electronic bulletin board displays. When time is a factor, information is relayed to the College community through alerts on various college communication media.

Appropriate personnel of MATC participate in professional Title IX training each year to guide the institution in policies, procedures, reporting, compliance, and most importantly, in service to our constituents in handling any situations and information. The Vice President for Student Success, Vice President for Operations, Chief Information Security Officer, and Dean of Student Services are the point persons for Title IX and related issues and college readiness and compliance.

SAFEDEFEND ACTIVE SHOOTER SYSTEM

MATC has an electronic active shooter system that prepares, notifies, and protects the employees and students to take action in an active shooter or other violent situation. The system consists of safes, activation modules, and horn strobes spread throughout campus. Each safe or activation module can only be activated by an employees biometric that is stored in the system when the employee is hired. The system will send notifications to all employees and RCPD when the system is activated.

CRIME PREVENTION TIPS

- Avoid dark, vacant, or deserted areas; use well-lit routes.
- Avoid walking alone, especially at night. Ask a friend to go with you. Call Campus Security to accompany you around campus during evening hours.
- Be alert and aware of your surroundings at all times. Avoid wearing headsets that impair your ability to detect and respond to potentially dangerous situations.
- Never leave your purse, wallet, or valuables exposed; store them out of sight. Be especially careful with your debit and credit cards, which are very popular items among thieves because they are usually easy to steal and then use again.
- Computers and tablets are primary targets of theft. Consider the purchase of a locking security or tracking program or device.
- Park in well-lighted areas where your vehicle is visible; avoid parking next to vans or trucks.
- Keep all items out of sight, especially valuables. Remove or place CD players/cases, etc. in the trunk.
- Service your vehicle regularly to avoid breakdowns.
- Keep your vehicle locked at all times.
- When leaving your car for service, remove your other keys.
- Have your key ready when you approach your car. Before getting in, check inside and under your car to make sure no one is hiding.

ALCOHOL AND OTHER DRUGS

MATC abides by the Drug-Free Schools and Communities act as articulated in the Education Department General Administrative Regulations Part 86. This pertains to employees and students. The policy prohibits the unlawful manufacture, distribution, dispensing, possession, or use of controlled substances or alcohol on college property or during college activities.

All students are advised not to operate a motor vehicle if they are physically and/or mentally impaired due to consumption of alcohol, a controlled substance, and/or non-prescribed medicine. If the student ignores that advice the appropriate law enforcement agencies may be notified regarding the possible impairment of the driver.

Related Documents: Board of Regents Policy on Cereal Malt Beverages and on Service in non-Classroom Areas. Sections G.13 and G. 14. and Kansas Statute 41.719, Subsection (c), 11(f).

RISKS OF ALCOHOL AND OTHER DRUG USE

LEGAL CONSEQUENCES

The possession, sale, manufacture, or distribution of any controlled substance is illegal under both state and federal laws. These laws are strictly enforced by the Riley County Police Department and MATC administration. See the Appendix for a summary of state and local laws and penalties.

It is unlawful for students or employees to possess, use, or distribute illicit drugs or alcohol on MATC's premises or as a part of any MATC activity with the exception of alcohol as part of specific institutionally approved events. Possession, use, misuse, exchange, sale, or being under the influence of alcohol and/or controlled substances on college grounds is illegal and expressly forbidden. Violation of the College's policy is cause for disciplinary action. Sanctions include immediate reporting to the appropriate law enforcement agencies, suspension, and/or expulsion.

Physical consequences

Injuries. Drinking and drug abuse increases your chances of being injured or even killed. Alcohol is a factor, for example, in about 60% of fatal burn injuries, drownings, and homicides; 50% of severe trauma injuries and sexual assaults; and 40% of fatal motor vehicle crashes, suicides, and fatal falls.

Health problems. Heavy drinkers have a greater risk of liver disease, heart disease, sleep disorders, depression, stroke, bleeding from the stomach, sexually transmitted infections from unsafe sex, and several types of cancer. They may also have problems managing diabetes, high blood pressure, and other conditions. Use of illicit drugs has been associated with the following health risks:

      Anabolic Steroids Acne, cancer, heart disease, liver disease, sterility, jaundice, and kidney stones.

      Cocaine and stimulants, including methamphetamines Increased blood pressure, blurred vision, insomnia, anxiety, irregular heartbeat, and death.

Hallucinogens Increased body temperature, increased heart rate, blood pressure, sleeplessness and tremors.
Marijuana Irritation of the lungs, emphysema, increased heart rate, short-term memory reduced, and cancer.
Opiates and narcotics Decreased heart rate, nausea, cold, moist skin, bluish in color, and slowed breathing.
Sedatives Slowed body function, drowsiness, convulsions, and coma.

Birth defects. Drinking and drug abuse during pregnancy can cause brain and nerve damage and other serious problems in the baby. Because it is not yet known whether any amount of alcohol is safe for a developing baby, women who are pregnant or may become pregnant should not drink.

Substance use disorders. Generally known as alcoholism and alcohol and other drug abuse abuse, alcohol and other drug use disorders are medical conditions that doctors can diagnose when a patient's drinking causes distress or harm. In the United States, about 18 million people have an alcohol use disorder.

Adapted from the National Institutes of Health, U.S. Department of Health and Human Services

HELP FOR ALCOHOL AND OTHER DRUG USE

MATC encourages students and employees to consult with local agencies that provide services related to alcohol and other drug use and abuse, such as educational programs and counseling services.

Employees of Manhattan Area Technical College may want to consult the Blue Cross Blue Shield of Kansas website for more information, including an online screening assessment. http://bcbsks.com/BeHealthy/DiseaseMgmt/BehavioralHealth/index.htm

Pawnee Mental Health
Pawnee's Prevention, Treatment and Recovery Services program treats alcohol and drug addiction as a primary disease in which a holistic treatment approach must be used. An individual's mental state, physical condition, social environment, emotional and spiritual life are all considered when treating addiction.
　　1558 Hayes Drive Manhattan, KS 66502
　　785-587-4315
　　Hotline 800-609-2002
　　www.pawnee.org

National Drug and Treatment Referral Routing Service
The Referral Routing Service is a toll-free telephone number provided by the U.S. Department of Health and Human Services (HHS) Substance Abuse and Mental Health Services Administration's (SAMHSA) for alcohol and drug information/treatment referral assistance.
　　1-800-662-HELP (4357)
When you call this toll-free number, a recorded message (English or Spanish language) gives you the following options:

Speak to a representative concerning substance abuse treatment or to request printed material on alcohol or drugs.

Local substance abuse treatment referral information in your state.

National Institute on Alcohol Abuse and Alcoholism

The NIAAA is one of the 27 institutes and centers that comprise the National Institutes of Health (NIH). NIAAA supports and conducts research on the impact of alcohol use on human health and well-being. It is the largest funder of alcohol research in the world.

One of their excellent publications, Rethinking Drinking, outlines risks, helps the reader identify problematic behaviors, and provides guidance to treatment options. It is available at: http://pubs.niaaa.nih.gov/publications/RethinkingDrinking/Rethinking_Drinking.pdf

Manhattan Area Technical College believes that it is the right of all students to obtain an education in an environment free from all forms of discrimination or harassment, including sexual, racial, age or disability discrimination and harassment. Any student who believes that he or she has been the subject of discrimination or harassment by any employee or by another student, or who observes such an occurrence, should report the incident to a member of the MATC professional team, who will bring it to the attention of the President, his designee, or the MATC equity representative. Sexual harassment--which includes sexual violence--is a form of discrimination, and is strictly prohibited by MATC policy and federal laws.

MATC educates students about sexual harassment and violence through mandatory sessions during orientation, and through email education and campus notices throughout the year. Information on sexual harassment and violence is outlined in the Manhattan Area Technical College student handbook on the college website. Literature on date rape education, risk reduction, and College response is available in the office of Student Affairs.

If you are a victim of sexual violence on campus, your first priority should be to go to a place of safety. You should then obtain necessary medical treatment. The MATC administration and Riley County Police Department strongly encourages victims of sexual assault to report the incident promptly. Time is critical for evidence collection and preservation. An assault should be reported directly to RCPD at 911. Assaults on campus should also be reported to a College administrator.

Filing a police report will
- Ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim
- Provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later. Ideally, a victim of sexual assault preserves all physical evidence, and should not wash, douche, use the toilet, or change clothing prior to the medical or legal exam
- Assure that the victim has access to free confidential counseling from counselors specifically trained in sexual assault crisis intervention.

Victims of sexual violence on campus may choose for the investigation to be pursued through the criminal justice system and the sexual harassment policy, or only the latter. A representative from Student Services can help guide the victim through the available options and support the victim in his or her decision. Victims of sexual assault on and off campus may want to consult with the resources listed at the end of this section for support and advocacy.

Student victims may request changes to their class schedules and other accommodations if such changes are reasonably available. MATC disciplinary proceedings in sexual assault cases are described in the sexual harassment policy, available online at the MATC website. The accused and the victim are each accorded the same opportunities to have a support person available during investigation interviews. Both the accuser and accused will be informed of the outcome of the hearing. A student found responsible for violating the college's sexual harassment policy

could be criminally prosecuted in the courts and may be suspended or expelled from the college for the first offense.

MATC will, upon written request, disclose to the alleged victim of a crime or violence or a nonforcible sex offense, the results of any disciplinary hearing conducted by the college against the student who is the alleged perpetrator of the crime or offense. If the victim is deceased as a result of the crime or offense, MATC will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

RESPONSE SUGGESTIONS FOR VICTIMS

- Find a safe environment — anywhere away from the attacker. Ask a trusted friend to stay with you for moral support.
- Know that what happened was not your fault and that now you should do what is best for you.
- Seek medical care as soon as possible.
- Even if you do not have any visible physical injuries, you may be at risk of acquiring a sexually transmitted disease (women may also be at risk for pregnancy). To find a local hospital or healthcare facility that is equipped to collect forensic evidence, contact the National Sexual Assault Hotline (800-656-HOPE). The hotline will connect you to your local crisis center, which can provide information on the nearest medical facility, and in some instances, send an advocate to accompany you through the evidence collection process.

VICTIM ASSISTANCE IN MANHATTAN, KS

Via Christi Hospital ER
    1823 College Ave
    Manhattan, KS 66502
    Call 785-776-3322 and ask them to alert a sexual assault nurse examiner. You can receive medical assistance and evidence collection without having to speak with police or make legal or reporting decisions. If you suspect you have been drugged, request that a urine sample be collected to preserve evidence.

Riley County Police Department
    785-537-2112
    1001 South Seth Child Road
    Manhattan, KS 66502-3115

The Crisis Center, Inc.
    For 24-hour sexual assault advocacy, safe shelter, confidential counseling, and support:
    Manhattan: 785-539-2785
    Toll free: 1-800-727-2785

National Sexual Assault Hotline
     800-656-HOPE (800-656-4673)
     www.rainn.org, info@rainn.org

National Domestic Violence Hotline
     800-799-SAFE (800-799-7233)
     www.ndvh.org, ndvh@ndvh.org
     TTY: 800-787-3224, deafhelp@ndvh.org

Child Abuse Hotline
     800-4-A-CHILD (800-422-4453)
     www.childhelpusa.org

National STD/HIV Hotline
     800-227-8922

National Hopeline Network
     800-SUICIDE (800-784-2433)
     www.hopeline.com

8 Tips to Stay Safe as you Head to Campus This Fall

  From RAINN (Rape, Abuse & Incest National Network)

August 19th, 2013 - (Washington, D.C.) – Heading back to school is an exciting time for the more than 17 million of college students in the U.S., but new environments and new experiences present additional risks and potentially dangerous situations. Increased violence on campus is a harsh reality: college-aged students are at the highest risk of being sexually assaulted — often by someone they know. The first steps in staying safe are recognizing the risks and being proactive. Today, RAINN, the nation's largest anti-sexual violence organization, released helpful safety tips for college students headed back to school.

"With headlines of sexual assaults on college campuses frequently in the news, this year's tips are especially important for all students heading back to school," said RAINN spokesperson Katherine Hull.

Trust your gut & be true to yourself. If something doesn't feel right, it probably isn't. If you feel uncomfortable in a situation, trust your instincts and leave. If someone is pressuring you, it's better to lie and make up an excuse to leave than to stay and be uncomfortable, scared, or worse. Your safety comes before someone else's feelings or what they may think of you.

Take control of your online life. Be mysterious online. Think twice before you share personal information. Constantly posting social media updates on your whereabouts, activities or even class schedules may allow someone to track your every move. Use your best judgment when "checking-in" on Facebook or Foursquare and geo-tagging images you post to Instagram. Remember this motto: If you would not share the information with a stranger, then you shouldn't share it online.

Make others earn your trust. The college environment can foster a false sense of security. Remember that you just met these people, even if it feels like you have been best friends forever. Don't assume that your new friends will definitely have your back or be looking out for your best interests.

If you see something, say something. If a situation seems questionable, speak up and alert others around you to it. By intervening you can prevent a crime from being committed. It can be difficult to know what to do, especially if you're feeling overwhelmed. Sometimes it helps to stop and take a deep breath. Remember, you can always contact your resident assistant or campus police or call 911.

Be aware & stay alert. Whether you are hanging out at a party or walking across campus, pay attention to what is going on around you. Try to take well-trafficked routes and avoid being isolated with someone that you don't know or trust. Get to know your surroundings — take notice of the blue light locations and don't be hesitant to use them if necessary. If your campus has a bus or public safety escorts that will walk you home at night, take advantage of them.

Make plans & be prepared. When going out, know ahead of time who is going and plan to stay together as a group. Construct a backup plan for the day/night so that all of your friends know where to meet up if someone gets separated and/or their phone dies. Always have a designated sober friend in the group, even if they won't be driving. Be sure to check that you have everything you need before you leave — a fully charged phone, the number for a reliable cab company, enough cash to get you home, etc. Keep your phone on you at all times in case you find yourself if an uncomfortable or dangerous situation.

Party smart. Guard your drink at parties. Don't accept one from people you don't trust or know well. Stick to drinks you got or prepared yourself. If you happen to walk away from it, get a new one. Keep track of what you've consumed so that you can stay in control. If you feel like you're getting sick or are too intoxicated, ask to help you get to a safe place or to a hospital.

Be a good friend. Watch out for each other. Stick together in groups, especially when traveling from one place to the next. If a friend is acting in a way that seems out of character, take notice. If he or she is overly intoxicated or seems to need assistance, get them to a safe place and support them. If you suspect that a friend has been drugged or needs medical attention because of over-intoxication or for any other reason, call 911.

If you or someone you know has been affected by sexual violence, it's not your fault. You are not alone. Talk to someone who understands what you're going through. Help is just a call or click away via RAINN's National Sexual Assault Hotline: 1-800.656.HOPE and online.rainn.org.

About RAINN
RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual violence organization and was named one of "America's 100 Best Charities" by Worth magazine. RAINN created and operates the National Sexual Assault Hotlines (800.656.HOPE and online.rainn.org) in partnership with more than 1,100 local rape crisis centers across the country and operates the DoD Safe Helpline for the Department of Defense. The hotlines have helped more than 1.9 million people since 1994. RAINN also carries out programs to prevent sexual violence, help victims and ensure that rapists are brought to justice. For more information about RAINN, please visit rainn.org.

SEX OFFENDER REGISTRY

The Campus Sex Crimes Prevention Act of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This act requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by the state concerning registered sexual offenders is maintained. It also requires sex offenders already required to register in Kansas to present notice of each institution of higher education in that state in which the person is employed, carries a vocation, or is a student.

A list of all registered sex offenders in Kansas is available from the Kansas Bureau of Investigation at http://www.kbi.ks.gov/registeredoffender/

TIMELY WARNINGS

Manhattan Area Technical College provides timely warnings of serious crimes that have occurred on campus. Timely warnings are issued for "Clery crimes" of murder, non-negligent manslaughter, sex offenses, robberies, aggravated assault, burglary, motor vehicle theft, and arson when it is determined that there is an ongoing threat to the campus community. Timely warnings are distinct from emergency notifications in that they are issued for Clery crimes or other crimes that have been reported and pose a continuing threat to members of the campus community. As such, they are preventative and educational messages that are made in the hope that the community will be aware of potential dangers to themselves or their property.

The Senior Administrative Team determines on a case-by-case basis whether a warning will be issued, and is responsible for writing and distributing the notice. The warning may be issued through the College email system to students, faculty, and staff. Notice may also be posted on campus electronic bulletin boards, the College website, or the campus emergency notification system. MATC has requested that RCPD inform the institution about crimes that have been reported to them that may warrant the issuing of a timely warning.

Anyone with information they believe warrants a timely warning should report the circumstances to a member of the Senior Administrative Team:

      President and CEO
      Vice President of Operations
      Vice President of Student Success
      Chief Information Security Officer
      Dean of Student Services

WEAPONS ON CAMPUS

Effective July 1, 2017, the display or "open carry" of any handgun is strictly prohibited by college policy except in defense of one's self or an immediate third person. Display is defined as the intentional showing, presenting, exhibiting and or drawing of a handgun from a position of

concealment on one's person. Other than for authorized security and/or law enforcement, no handguns or firearms shall be openly carried on any college property or at college events. CCH individuals who carry a handgun on campus must carry it on or about their person at all times or secure their handgun in a locked, privately-owned or leased motor vehicle. A CCH individual may not carry a partially or wholly visible handgun on campus premises or on any college driveway, street, sidewalk or walkway, parking lot, or other parking area.

Any person(s) found to violate this policy may have their firearm seized and secured by College Security and/or Law Enforcement and will be subject to all appropriate penalties under College policy and applicable local and state laws. Please refer to policy 5.10.3 on MATC Online for additional information regarding this matter.

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

The College's Emergency Response Plans and Information Manual includes information about Emergency Response Teams, Incident Command Post, Triggering Events and response guidelines including shelter-in-place and evacuation guidelines. The College conducts emergency response exercises each year and tests the emergency notification systems on campus. These exercises are designed to assess and evaluate the emergency plans and capabilities of the institution. Manhattan Area Technical College has requested that Riley County Police department inform the College about situations reported to them that may warrant an emergency response at MATC.

GENERAL INSTRUCTIONS
Receiving Emergency Messages: Notification will be sent through the RAVE alert system. Sounding the Alarm: Anyone may notify emergency services by calling 911 and then calling the front desk at 587-2800.

During an emergency, your sole responsibility is to act quickly and in a predetermined manner to separate yourselves from potential harm.

During an emergency you will be given one of three specific commands:
1. Lock Down
2. Evacuate, or
3. Shelter in Place
With this in mind, it is important to think ahead and imagine how you would react to the commands listed above. This includes how you would protect yourselves and those around you. Notification to initiate any of the procedures listed below will be given via a text message alert, the telephone voice system, or by use of a runner, if safe.

LOCK DOWN
A crisis situation may arise when it is prudent to lock MATC buildings while still occupied. The purpose for this action would be to protect students and staff by preventing entrance into building and program areas by person or persons identified as dangerous. Lockdown procedures may be implemented in an event such as a civil disturbance, hostage situation, or menacing persons.

Anyone witnessing a dangerous person has the authority to initiate a lockdown at any time deemed as necessary. Faculty and staff should follow the building lockdown procedures when instructed to do so or immediately in the event of an obvious imminent threat. While MATC has no authority to prevent students from leaving the campus, all students will be asked to report to safe areas in the event of a crisis.

EVACUATE

When a building on campus must be evacuated, the evacuation must be done quickly, calmly, and without panic. Special attention should be given those individuals requiring additional assistance to evacuate a building. Ideally, faculty and staff should inform students that the building must be evacuated and should summarize the events to follow as listed here.

- Evacuate immediately if you hear an alarm or are asked to evacuate by a college official.
- Take your personal belongings with you.
- Classrooms and offices –close, but do not lock, all doors.
- Laboratories–turn off all gas (cylinders, fuels), and other equipment or machines in use that may pose a hazard or source of ignition or fuel.
- Follow the evacuation route posted in your building
- Walk quickly and calmly to the assembly point designated by your Faculty Member and alert others to do the same.
- Wait at the designated outdoor assembly point.
- Do not leave the assembly area until you have checked in with the Faculty Member. If the primary assembly point is unsafe, go to an alternate assembly point identified by a college official.
- Notify your Faculty Member if anyone is unaccounted for from your classroom or area.

After evacuating, DO NOT ENTER A BUILDING FOR ANY REASON until you are told it is safe or a college official announces an "All Clear."

SHELTERING

Sheltering may be necessary on campus, depending on the magnitude of an incident. College facilities may be used to "shelter -in-place" staff, faculty, students, and visitors, to provide shelter for displaced individuals during a campus evacuation, or to provide shelter to the community.

If public officials send out a message that a major incident has occurred that makes it unsafe for the public to move about outdoors, all MATC building occupants in the affected area will be notified via telephone public address function, email (if possible), or runners inside each building.

Everyone will be asked to remain in the building for his/her own safety. However, no one will be held against his/her own will. When public officials give the "all clear" to the College Administration, building occupants will be notified through the same emergency communications channels detailed below.

HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY
Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of faculty and staff during an active shooter situation. All students are encouraged to view the video Run, Hide, Fight found by following this link: https://youtu.be/5VcSwejU2D0

Evacuate (Run)
- If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

Hide out
- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:
- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement
- To prevent an active shooter from entering your hiding place:
- Lock the door
- Blockade the door with heavy furniture
- If the active shooter is nearby:
- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

If evacuation and hiding out are not possible:
- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

Take action against the active shooter (Fight)
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons

- Yelling
- Committing to your actions
- Call 911 if it is safe to do so. Provide as much detail as you know. Follow police instructions.

Do not expose yourself or others until notified by police that the danger has passed.

The President will make other notifications as necessary.

CRIME DATA

Crime data for this report was obtained from Riley County Police Department and designated members of the campus community. No fire safety information is reported because there are no on-campus housing facilities at Manhattan Area Technical College.

Please see the glossary for definitions of crimes and location categories.

Report	Location	2020	2021	2022
Murder/ non-negligent manslaughter	Oncampus	0	0	0
Murder/ non-negligent manslaughter	Noncampus	0	0	0
Murder/ non-negligent manslaughter	Public property	0	0	0
Negligent manslaughter	Oncampus	0	0	0
Negligent manslaughter	Noncampus	0	0	0
Negligent manslaughter	Public property	0	0	0
Sex offenses, forcible	Oncampus	0	0	0
Sex offenses, forcible	Noncampus	0	0	0
Sex offenses, forcible	Public property	0	0	0
Sex offenses, nonforcible	Oncampus	0	0	0
Sex offenses, nonforcible	Noncampus	0	0	0
Sex offenses, nonforcible	Public property	0	0	0
Robbery	Oncampus	0	0	0
Robbery	Noncampus	0	0	0

Robbery	Public property	0	0	0
Aggravated assault	Oncampus	0	0	0
Aggravated assault	Noncampus	0	0	0
Aggravated assault	Public property	0	0	0
Burglary	Oncampus	0	0	0
Burglary	Noncampus	0	0	0
Burglary	Public property	0	0	0
Motor vehicle theft	Oncampus	0	0	0
Motor vehicle theft	Noncampus	0	0	0
Motor vehicle theft	Public property	0	0	0
Arson	Oncampus	0	0	0
Arson	Noncampus	0	0	0
Arson	Public property	0	0	0

Offense	Location	2020	2021	2022
Larceny	Oncampus	0	0	0
Larceny	Noncampus	0	0	0
Larceny	Public Property	0	0	0
Weapons: Carrying, possessing, etc. Arrests	Oncampus	0	0	0
Weapons: Carrying, possessing, etc. Arrests	Noncampus	0	0	0
Weapons: Carrying, possessing, etc. Arrests	Public property	0	0	0
Drug abuse violations Arrests	Oncampus	0	0	0
Drug abuse violations Arrests	Noncampus	3	0	0
Drug abuse violations Arrests	Public property	1	0	0
Liquor law violations Arrests	Oncampus	0	0	0
Liquor law violations Arrests	Noncampus	2	0	0
Liquor law violations Arrests	Public property	1	0	0
Weapons: Carrying, possessing, etc. Disciplinary referrals	Oncampus	0	0	0
Weapons: Carrying, possessing, etc. Disciplinary referrals	Noncampus	0	0	0
Weapons: Carrying, possessing, etc. Disciplinary referrals	Public property	0	0	0
Drug abuse violations Disciplinary referrals	Oncampus	0	0	0
Drug abuse violations Disciplinary referrals	Noncampus	0	0	0

Damage to Property	Oncampus	0	0	0
Damage to Property	Noncampus	0	0	0
Damage to Property	Public Property	1	0	0
Drug abuse violations Disciplinary referrals	Public property	0	0	0
Liquor law violations Disciplinary referrals	Oncampus	0	0	0
Liquor law violations Disciplinary referrals	Noncampus	0	0	0
Liquor law violations Disciplinary referrals	Public property	0	0	0

GLOSSARY

Aggravated assault An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest Persons processed by arrest, citation or summons.

Arson Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary The unlawful entry of a structure to commit a felony or a theft.

Destruction/Damage/Vandalism of Property to willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

Drug abuse violations The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Hate crime A crime that manifests evidence that the victim was intentionally selected because of the perpetrator's bias. The applicable categories of bias are: race, gender, religion, sexual orientation, ethnicity/national origin and disability.

Intimidation To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

Larceny-Theft The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another. Constructive possession is the condition in which a person does not have physical custody or possession, but is in a position to exercise dominion or control over a thing.

Liquor law violations The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining

unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor vehicle theft The theft or attempted theft of a motor vehicle.

Murder/Non-negligent manslaughter The willful (non-negligent) killing of one human being by another.

Negligent manslaughter The killing of another person through gross negligence.

Noncampus building or property (1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On campus (1)Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Property damage The estimated value of the loss of the structure and contents, in terms of the cost of replacement in like kind and quantity. This estimate should include contents damaged by fire, and related damages caused by smoke, water, and overhaul; however, it does not include indirect loss, such as business interruption.

Public property All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Referred for disciplinary action The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Sex offenses – forcible Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.
> A. *Forcible Rape* - The carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).

B. *Forcible Sodomy* - Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

C. *Sexual Assault With An Object* - The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

D. *Forcible Fondling* - The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.

Sex offenses - non-forcible Unlawful, non-forcible sexual intercourse.

A. *Incest* - Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

B. *Statutory Rape* - Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Simple Assault An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

Weapons: carrying, possessing, etc. The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possession of deadly weapons; carrying deadly weapons, concealed or openly; using, manufacturing, etc, of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

ALCOHOL LAWS

Kansas laws concerning alcoholic liquor are included in the Liquor Control Act, the Cereal Malt Beverage Act, the Club and Drinking Establishment Act, the Nonalcoholic Malt Beverages Act, the Flavored Malt Beverages Act, the Beer and Cereal Malt Beverages Keg Registration Act, the farm winery statutes, the microbrewery statutes, and the microdistillery statutes.

State and Local Regulatory Authority
The Division of Alcoholic Beverage Control (ABC) and the ABC Director, Kansas Department of Revenue (KDOR), have the primary responsibility for overseeing and enforcing Kansas alcoholic liquor laws. As part of its regulatory authority under the different liquor acts, ABC issues 17 different licenses and 5 different permits for the manufacture, distribution, and sale of alcoholic liquor. County and city governments also have considerable regulatory authority over alcohol in the state of Kansas.

Legal Age No person under 21 years of age shall possess, consume, obtain, purchase, or attempt to obtain or purchase alcoholic liquor (alcohol, spirits, wine, beer and every other liquid or solid containing more than 3.2% alcohol by weight) or cereal malt beverage (any fermented or undistilled liquor made from malt, but does not include any such liquor which is more than 3.2% by weight) except as authorized by law.

D.U.I. laws in Kansas No person shall operate or attempt to operate any vehicle when the alcohol concentration in the person's blood or breath is 0.08% or higher. It is also against the law to operate or attempt to operate any vehicle while under the influence of any drug, any combination of drugs, or any combination of alcohol and drugs to the degree it renders the person incapable of safely driving a vehicle. A law enforcement officer may request a person who is operating a vehicle to take a preliminary breath test. Refusal to take and complete the test is a traffic infraction, usually resulting in a fine. Refusal to take the breath, blood, or urine test offered at the police station for a first offense will result in suspension of driving privileges for one year, and one year required use of an ignition interlock device. If a person takes the test and fails it with a blood alcohol concentration of 0.08% to 0.14%, driving privileges are suspended for 30 days followed by 180 days of mandatory use of an ignition interlock device (available only if no previous relevant convictions in any 12 month period). If the blood alcohol concentration is 0.15% or above, driving privileges are lost for one year and restricted for an additional year with the use of an ignition interlock device. Repeated violations for any of the above offenses result in a one-year suspension of driving privileges followed by mandatory use of an ignition interlock device for an additional one to ten years. Refusal of a breath, blood or urine test can result in additional criminal charges if there is a previous test refusal or a previous DUI.

       Penalties for D.U.I. convictions
      1st Conviction (Class B, nonperson misdemeanor)
           A. 48 hours to 6 months jail time and/or 100 hours of community service
           B. A minimum fine of $750
           C. Successful completion of alcohol and drug information school and/or treatment

D. Action taken against driving privileges as outlined above

2nd Conviction (Class A, nonperson misdemeanor)

    A. 90 days to one year jail time (must serve 5 days)

    B. $1,250 to $1,750 in fines

    C. If the sentence is less than 90 days, offender must complete an alcohol/drug treatment program

    D. Action taken against driving privileges as outline above

3rd Conviction (Class A, nonperson misdemeanor) A FELONY if a previous conviction within 10 years

    A. 90 days to 1 year jail time

    B. Must serve 90 days; work release can be utilized after 48 hours

    C. A minimum fine of $1,750

    D. Enter into and complete alcohol/drug treatment (at court's discretion)

    E. Action taken against driving privileges as outlined above

If a DUI is committed while a child under 14 years of age is in the car, the sentence is increased by one month. Also, the Court may order the offender's motor vehicle or vehicles to be impounded or immobilized for a maximum period of one year. The convicted person is accountable to pay all towing, impoundment, and storage fees or other immobilization costs.

Other costs of a DUI conviction can include: DUI permanently listed on driving record, payment of court costs, lawyer's fees, purchase of video used by police agency, payment of treatment program costs, leasing of the ignition interlock, payment of transportation costs to and from a treatment facility, and to and from an Alcohol and Drug Safety Action Education program, and being placed under house arrest. Car insurance premiums may increase or insurance may be canceled. However, car insurance premiums cannot be increased based upon a first DUI which was diverted.

D.U.I. diversion Every prosecutor determines which, if any, crimes s/he will allow to be diverted. Typically in Kansas, a first time DUI offense is eligible for diversion. If a person is convicted of a subsequent DUI within ten (10) years, the DUI which was diverted will be recognized by the court as a first offense for purposes of sentencing.

Manhattan City Court Diversion may include but is not limited to:
- Cost of $1,064 to $1,564, on diversion for one year, and 20-60 hours of community service
- During the length of the diversion, the person cannot possess or consume alcohol
- Meet with diversion officer monthly until diversion is paid off/community service is completed
- Attend and successfully complete Alcohol/Drug Information School

Transporting an open container Transporting an open container of alcohol is an unclassified misdemeanor. A first offense can result in a maximum fine of $200 and/or a jail sentence of 6 months. A second conviction will result in either a suspension of driving privileges for one year, or a Judge can restrict driving privileges for one year.

Underage drinking (Zero Tolerance Law) and driving It is unlawful for any person less than 21 years of age to operate or attempt to operate a vehicle in Kansas with a breath or blood alcohol concentration of 0.02% or greater. If an alcohol concentration of 0.02% or greater, but less than 0.08% is submitted, the person's driving privileges will be suspended for 30 days and restricted for 330 days on the first occurrence. On a second or subsequent occurrence, the person's driving privileges will be suspended for one year. If the blood alcohol concentration is 0.08% or higher, driving privileges are suspended for one year, and one year mandatory use of an ignition interlock device.

> **Penalties for violation (Minor In Possession - MIP)**
> Violation of the laws concerning possession, consumption, obtainment, purchase or attempting to obtain or purchase alcoholic liquor or cereal malt beverage by a person 18 years or more of age, but less than 21 years of age will result in a minimum fine of $200 and suspension of driving privileges of the offender for 30 days. In addition, the court may order the offender to perform 40 hours of public service and/or attend and satisfactorily complete an alcohol educational or training program. If the offender is under 18, the offense is prosecuted under the Juvenile Offender's Code with a fine of $200 to $500. A law enforcement officer may request a person less than 21 years of age to submit to a preliminary breath test to determine the presence of alcohol. A diversion for MIP in the City of Manhattan will cost $436; in Riley County it costs $448.

Providing beer or other alcoholic liquors to minors Furnishing alcoholic liquor or cereal malt beverage by directly or indirectly selling to, buying for, giving or furnishing the alcohol to a minor is a class B, nonperson misdemeanor. The minimum fine is $250. Maximum punishment could result in a $1000 fine and/or up to six months in jail. Unlawfully hosting minors consuming alcoholic liquor or cereal malt beverage is a class A misdemeanor, punishable by a minimum fine of $1,000 and up to one year in the county jail. Diversions are available in both Manhattan city and Riley County courts.

False identification (Driver's license or any other identification card) It is unlawful for any person, for any purpose, to display or have in their possession any fictitious or fraudulently altered driver's license. This is a class B nonperson misdemeanor, carrying a maximum fine of $1,000 and a maximum 6-month jail sentence. A person cannot photograph, Photostat, duplicate or in any other way reproduce any driver's license or facsimile thereof in such a way that it could be mistaken for a valid driver's license. A person cannot display or possess a false identification of the same nature. This is a class A misdemeanor, carrying a maximum fine of $2,500 and a jail sentence of one year. Diversion possible in Riley County ($298/3 months)
It is also unlawful to lend any driver's license, nondriver's identification card, or any other form of identification to any person under the age of 21 for use in the purchase or obtainment of alcoholic liquor or cereal malt beverage. Violation of this law is a class B nonperson misdemeanor.

Reproduction, manufacturing, selling or offering for sale any false identification document is a severity level 10, nonperson felony. Using a false or factitious name in any application for a driver's license or any such application is a severity level 9, nonperson felony.
Unlawful use of a driver's licenses is a violation of Manhattan City Ordinance. No diversions are given for such offense. Penalties include a maximum fine of $500 and $79 court costs. If the

offender is willing to cooperate with police by telling law officers where the false license was purchased, made, or received, $300 of the fine could be suspended.

ILLICIT DRUG USE LAWS

Local, state and federal laws provide for a variety of legal sanctions and penalties for the unlawful possession, use or distribution of illicit drugs and alcohol. The Federal Controlled Substances Act provides penalties of up to 15 years' imprisonment and fines up to $25,000 for unlawful distribution or possession with intent to distribute narcotics. For unlawful possession of a controlled substance, a person is subject to up to one year of imprisonment and fines up to $5,000. Any person who unlawfully distributes a controlled substance to a person under twenty-one years of age may be punished by up to twice the term of imprisonment and fine otherwise authorized by law.

Kansas law provides that any person who violates the criminal statutes on controlled substances by possessing, offering for sale, distributing, or manufacturing opiates and narcotics, such as cocaine and heroin, shall be guilty of a Class C felony. For a conviction of a Class C felony, the court may sentence a person to a term of imprisonment of a minimum of three to five years, a maximum of 10 to 20 years, and a fine of up to $15,000. Unlawful possession of a depressant, stimulant or hallucinogenic drug is punishable as a Class A misdemeanor, with a penalty of up to a year in jail and a fine of $2,500. Under Kansas law, persons under 21 years of age may be subject to minimum fines of $200 for possessing, consuming, obtaining, purchasing or attempting to obtain or purchase alcoholic liquor or cereal malt beverages. Persons convicted of driving under the influence of alcohol or drugs are subject to severe fines, imprisonment, and other penalties.

The local ordinances of Manhattan, Kansas, also include prohibitions relating to illicit drugs and alcohol. Generally, these local ordinances are similar in content to state law.

This information is intended to serve as an educational tool. Exact penalties or adjudication may vary depending on the circumstances of each individual case, court location, and other mitigating circumstances.

Manhattan Area Technical College & Its Future
Strategic Planning Update: Fall Semester 2023

<u>Overview</u>

Strategic planning for an organization such as Manhattan Area Technical College takes a different approach and method than a traditional plan. The difference is due to a few specific characteristics:

- MATC's mission is very focused on workforce education as the primary role. While the College's excellence with general and adult education cannot be overlooked and supported, the "matter-of-fact" value of the institution to the external world is related to workforce and economic development;
- MATC uses the fact of not having local taxing authority and minimal governance as a benefit in being rapid to respond to workforce needs in the area (both current and projected). The capability to meet both current and emerging technical skills education for regional employers sets MATC apart from much of higher education. The capacity for MATC to respond to opportunities adds to both resources and value; and
- The President of the College employs a proactive culture of partnerships and connections, with higher education innovation and entrepreneurship actions to raise the visibility and viability of MATC in the region, usually based on awareness of appropriate opportunities that should be explored with further implementation as appropriate.

Manhattan Area Technical College employs the following structure for strategic "planning:"

a) Alignment with our mission, vision, values and objectives:
   <u>Mission, Vision, & Values</u>

   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.
   Values: Providing HIRE Education - Helping Ignite & Revolutionize Education
   The values of the college community drive the vision and mission of Manhattan Tech.

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HELPING IGNITE the ambition and passion:
- in our students through self-advocacy
- in our faculty and staff by providing student centered support
- of our community by supporting regional workforce needs.

REVOLUTIONIZE EDUCATION through:
- active learning with hands-on instruction from day one
- faculty delivering cutting-edge industry driven expertise
- inspiring innovative lifelong learning.

Manhattan Tech fulfills its mission through these objectives:

- Offering associate of applied science degrees and technical certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
- Complementing technical instruction with general education courses emphasizing written and verbal communication, quantitative literacy, and critical thinking/problem solving.
- Creating opportunities for secondary students in technical and general education through partnerships.
- Providing student-centered services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-led organizations.
- Assessing student performance and outcomes to enhance learning.
- Allocating resources to ensure a safe, accessible, and student-friendly learning environment.
- Maintaining integrity through interaction with Business and Industry Leadership Teams (BILT), our Board of Directors, and ensure compliance with approving agencies.
- Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.

b) Engagement with community and economic development leaders in our region, as well as business and industry leaders, emphasizing our drive to provide (within our means) necessary workforce education for high demand/sustainable wage and/or critical need and/or emerging occupations critical to the region's economy requiring less than a baccalaureate degree and/or targeted professional development for upskilling and reskilling.
c) Partnerships with regional school districts, other higher education institutions, local and state agencies, as well as federal agencies and Congressional officials for our area to develop and implement actions to enhance resources and capabilities for MATC to serve needs in our region.

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d) Employing both internal review and external environmental scanning to identify trends and related information to improve MATC's ability to act on changes and disruptions to the economy and related components as well as emerging issues (i.e., AI).
e) Using *creative tension* with **strategic visioning** because:
  ➢ MATC must be relevant, responsive, reliable, and manage risk;
  ➢ MATC must be agile, flexible, adaptable while being true to its mission and vision;
  ➢ MATC must accept and embrace change and disruption;
  ➢ MATC must always emphasize our value, measure our return on investment, and other metrics that demonstrate our impact;
  ➢ MATC must seek our markets, never assume markets are with us, be competitive, assess financial performance, be open to alternative models of operating and streams of revenue;
  ➢ MATC must focus on students/clients and learning to demonstrate proficiency; and
  ➢ MATC must always fight for our share, it will always be up for grabs, so we have to make a difference with our quality, integrity, responsiveness, and partnerships.

The strategic visioning evolves through the use of *creative tension*:

Creative Tension Points

Transformational Vision (President, External Stakeholders) vs.	Balanced Pragmatism (Employees, Board)
Futuristic Imagining (what is around the corner?)	Business as usual…mostly, and within means
Aspirations & Key Insights	Key Performance Indicators & Evaluation
More potential risk…and reward	Focused on core (now-18 months out)
Seeking opportunities, "reading" change & disruption	Alignment and current value to our region

Considerations

Our strategy must always consider our resources: people, time, facilities, equipment, connections, and fiscal resources. Our organizational culture is our operating system, and it also requires constant attention. The world around us will continue to change rapidly due to advances in technology, much less the actions (or inactions) of governments, natural catastrophes, and just the survival of the fittest. Education, especially higher education, as we have known and accepted it for many decades, has and is changing. Often the changes are not as noticed or accepted for what they mean their leaders, faculty and staff, or the public. While we must be aware of the trends, we must remember that our primary purpose of workforce education.

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- Specifically, what does our region need in terms of workers with less than a bachelor's degree that is high demand/high wage and/or critical need--and, in addition, what are the emerging occupational skills so that we are ready (i.e., AI?).
- Another issue to be dealt with is how to assist persons with disabilities to move into certain areas of the skilled workforce. For example, in 2001 only 1.5% of K-12 students with disabilities were diagnosed with autism in the nation. In 2022 that percentage was 12%; therefore, it is incumbent upon us to implement ways to move those people effectively into the workforce.
- One more example: the number of cybersecurity jobs will increase by at least 25% by 2031 (the fastest growing needed occupation of all in the nation).

Somehow, we have to take our limited resources and meet a wide range of expectations. It is not just the survival of MATC at stake, it is the well-being of our communities and our families.

Our approaches and structures to carry out our mission should never be taken for granted. We should not assume our institution must always exist. The temptation to hold on to traditional ways a college operates and meets its mission must be avoided. Many organizations, both public and private, now provide their own training and education. The value of college credit hours and degrees has less support than ever. How do we adapt and forge partnerships to remain not just relevant, but seen as a critical component of the region in terms of community and economic development and quality of life?

Markets: Students & Employers

Our markets for students are appropriately diverse, and compared to many areas of Kansas, we are in a region with some population growth. Our primary targets are K-12 schools (including alternative schools/home schools/private schools), adult ed (GED & ESL) students, retiring and discharging military and family from Ft. Riley, traditional college students, KSU & MCC, nontraditional students, and re-skilling/upskilling incumbent workers in the region. People are out there, how we make them aware of the opportunities at MATC for technical, general, and adult education must be a difference maker for us to succeed.

Employment opportunities are almost infinite in our region, the state, and the nation. There has never been another time skilled technical people were in such demand throughout the USA with the exception of WWII. Again, how we can get employers from every sector actively partnering with us will drive our level of success. Their involvement with our programs of study, giving them early access to students as well as input with our instructors, can always be improved. Our success having them become active partners with not just awareness of us, but in serving on advisory committees, our board of directors, helping with scholarships, equipment, internships and/or apprenticeships, projects, and support for facility projects is essential and an area that can be enhanced.

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Delivery of Instruction, Demonstration, Credentialing

MATC provides a proper array of delivery options for students: traditional college credit with clear alignment in the requirements of programs of study (technical education), course requirements, co-requisite and adult education courses replacing remedial education traditions, internships, prior learning assessment, practicum and clinical experiences, independent study options, accepting appropriate transfer of credit (from accredited institutions and appropriate to the desired program of study and student goal). Some flexibility options are limited by traditional regulations from the federal Department of Education, Veterans Administration (for GI Bill), accreditation standards, and KBOR/State of Kansas regulations. We will continue to explore options related to non-credit/continuing education/professional development, internship options, apprenticeships, articulated credit, and credible credentials that document skills and are accepted by business and industry.

Factors Shaping Our Now & Future

Some factors are constant and known, others are only realized by a limited number of persons or have escaped our notice. For MATC external factors affecting us are almost limitless with any action or inaction related to the economy, societal change, political agenda, government regulations and appropriations, climate conditions, and so on. The following are factors we either really focus on and/or are emerging factors to give more attention to:

- Program need (long-term or filling a short-term need)/enrollment projections/retention and completion-placement targets/follow-up requirements with students and employers, advisory groups/partnerships to meet federal and state requirements AND provide the level of engagement to ensure program quality, integrity, and value;
- Needed resources:
  - Faculty, program assistants, staff
  - Facility space, equipment, supplies, technology;
- Ongoing costs and revenue streams for supporting start-up and ongoing;
- Regional/state demographics, economics, data analytics and trends/actions;
- Incentivize FT enrollment/program progress to increase completion, credentials, and placement;
- Plausible Scenario Planning: economic conditions, social/political variances, etc.;
- Traditional structure/governance vs. Outcomes design/oversight;
- Data influenced/gut instinct awareness;
- Time structure & regs vs. competency/outcomes & innovation, pace & individual timeframes with support, advising and intrusive intervention;
- Student success: grit, resiliency, appreciating learning and applying it;
- Developing approaches that recognize and work with the varying learning capacities and capabilities of students so that those who can accelerate may do so while instructors and staff have more time to assist the other students to be successful;

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- The appropriate integration of AI into our instruction, services, marketing, and so on without getting too far in front or behind using this tool;
- Enhancing our ability to identify and provide appropriate intervention for students, employees, and guests who face issues of depression and anxiety, learning disabilities, personal concerns, etc.;
- Investing in our people so they can invest in our students, much like this quote: ***"Some teachers taught the curriculum today. Other teachers taught students today. And there's a big difference."—Blunt Educator;***
- We live in a global world of the web and digital technology and must accept that;
- We must encourage everyone to think about innovation in we approach teaching and learning, in our services and marketing, in our partnerships and external engagement;
- We must constantly consider how we can reduce barriers for students and the institution, and how we can identify and pursue appropriate opportunities.

Timelines

We developed a structure a few years ago to give us a forward-thinking perspective for planning, implementation, operations, and priorities for action. The timeline follows this approach:

- **Core**: now-18 months, incremental innovation, up to 70% of resources committed here, performance and effectiveness metrics in place for accountability.
- **Adjacent**: 18-36 months, emphasis on existing programs/services to new markets or new programs/services to existing and new markets, up to 20% of resources targeted here, developing performance and effectiveness metrics to align with changes.
- **Coming Attractions**: Past 36 months, shaping our future, up to 10% of resources needed here, creating metrics to determine value and viability.

Within those timeframes we apply details to these areas and also track how this meets accreditation requirements, the action-components back to our strategic plan, and also to the Kansas Board of Regents strategic plan. These steps help us focus on reporting requirements on a more regular basis as well as keep us from chasing "puppy-dog tails" that have less significance to our mission, vision, objectives, and accountability:

Strategic: The Who and Why   Tactical: What   Operational: How, When & Where

Resources: Financial (money and/or in-kind with direct value and application) and Non-Financial (personnel, facilities, equipment, tools, supplies, software, insurance, partnerships, etc.

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Jim's adages to consider (not original completely):

- ✓ How do we change what we can do to the front to avoid the problems we have with the effectiveness and efficiency of education? How do we do that with the organization(s)? With our people and all of our resources?
- ✓ Don't let where you are become a ceiling on where you can go. (Anonymous)
- ✓ Often our most intense discomfort is what precedes and necessitates thinking in a way we have conceived of before. That new awareness creates possibilities that would never exist had we not been forced to learn something new.—Brianna West

An invincible organization, to me, is one constantly reinventing itself to avoid obsolescence and to adapt to opportunity and disruption, while performing what it currently does with effectiveness and efficiency, creating a culture of innovation, entrepreneurship, accountability and service balanced with experimentation, execution, and evaluation which, in turn, creates excitement, energy, education, and excellence with a clear positive return on investment and recognized value.

Accomplishments update on the attachment.

MATC 3D Budget & Strategic Plan

Key: Non-Financial Resources: P=People, T=Time, F=Facilities, E=Equipment/ Financial Resources: GF-General Funds, P-Perkins, FD-MATC Foundation, G-Grants, GMCF-Greater Manhattan Community Foundation, CPMOE-Capital Outlay MOE

CORE

(Now-24 months, incremental innovation, up to 70% of resources committed here, performance metrics accountability)

Description	Update	Link to Strategic Plan, HLC Criteria, Other Justification	Estimated Cost	Funding Source(s)
Resource Development				
Scholarships	**Increase business awareness AY 24**	SP 1, HLC 5	$1,500,000	FD
Capital Outlay	***One time progress for FY 24***	SP 1 HLC 5	$400,000	FD, G
General	***Progress FY 24 Unrestricted & 1-time restricted***	SP 1, HLC 5	$50,000	FD
~~Title 3 Endowment Challenge~~		SP 1 & 7, HLC 5	$45,000	FD, GMCF
Marketing/PR				
Social media & digital marketing plan focusing on student attraction, student/parent/teacher/counselor awareness, employer engagement, student success stories, connecting to alumni, sharing achievements of faculty/staff, recognition of donors and alumni,crafting the story of the ROI/value of the College	**In progress**	SP 1	TBD	GF, FD
~~Marketing Coordinator (PT)~~		SP 2	$20,000	GF
~~Development & distribution of college annual report by end of 2021~~		SP 2	$5,000	GF, FD
Accreditation/Accountability				
Employee, board/trustee members, key stakeholders engagement for 2021 HLC review	**In progress, more in FY 24**	SP 3	TBD	
Analysis of AIU/CFI annually	*Operational*	SP 3, HLC 1, 2, 5	TBD	
Individual program accreditation/credentialing as required	*Operational as scheduled by accreditor*	SP 3, HLC 1, 2, 5	TBD	GF
Student Retention/Completion				
Monitoring on-time graduation rates	*Operational*	SP 4, KBOR SP		
Monitoring student loan default rate	*Operational*	SP 4, KBOR SP		
Graduates in Program of Study related Occupations with Sustainable Wages	*Operational*	SP 4, KBOR SP		
Student Achievement of certificates, degrees, 3rd party credentials/licenses (NC3, etc.)	**Developing enhanced use/value of this data**	SP 4, KBOR SP		
Data tracking and analysis of effectiveness of College student support services (academic and financial)	**Developing limited components for piloting processes & data results**	SP 4		
Satisfaction surveys with students/employers and data analysis	**In progress with enhancements, KBOR developing needed enhancement to gather data from other states**	SP 4		
Analysis of access and affordability options and implementation		SP 4		
Intentional actions to enhance sense of community of students with each other and with faculty and staff	*Part of assessment of student learning processes*	SP 4, KBOR SP		
Analysis of student retention, persistence, completion rates	*Operational, analysis leading to possible actions for improvement*	SP 4, KBOR SP		
Scholarships	**Will be emphasized target to donors FY 24**			
~~Regional Testing Center linkages~~				
Professional Development				
Implement "closing the loop" processes to clearly gauge the return on investment of professional development of all employees	**Professional Development Committee action item in progress**	SP 5, HLC 1-5		

Program Development & Partnership				
EMT Instructor (1 FTE)		SP 6, KBOR SP	$45,000	
Business Instructor (1 FTE)	**Still active search**	SP 6, KBOR SP	$50,000	
Accountant staff (1 FTE)		SP 6, KBOR SP	$49,000	
Wamego instructors/staff coordinator		SP 6, KBOR SP		
Foundation Director (min. 1/2-time)		SP 6, KBOR SP	$25,000	
Construction Trades/HVAC program assistant (min. 1/2-time)		SP 6, KBOR SP	$35,000	
Auto Tech Instructor FT		SP 6, KBOR SP	$50,000	
Delivery Options				
Expansion of concurrent/dual credit courses	*Operational every academic year*	SP 6		
Enhancement of stackable options of programs and credentials, WorkKeys	**Exploring stage**	SP 6		
Exploration of apprenticeship options	**Exploring stage**	SP 6		
Promotion of PLA to nontraditional populations, especially military in area	**Exploring stage**	SP 6		
Implement customized training for regional business and industry	**Exploring stage**	SP 6		
Enhance awareness of upskilling/reskilling	**Exploring stage**	SP 6		
Promotion of entrepreneurship and innovation, small business management	**Exploring stage**	SP 6		
Career Academy/USD 383	**Now Building HIRE Project at MATC**			
Work-based learning/Manhattan & Wamego schools	**Exploring implementation and expansion**			
ALC				
Military Friendly/PLA				
Resources, Effectiveness & Efficiencies				
Address drainage, plan for Maintenance building construction	**In progress**		$20,000	
Upgrade campus lighting phase one			$31,000	
Campus climate control upgrade phase one			TBD	
Wamego Center complete renovations		SP 1	$1,750,000	FD
Career Academy planning/implementation	**In progress**			FD
Lawnmowers (2)			30,000.00	Capital Outlay
Nursing Sim Lab upgrade/expansion				
Nursing Anne and SimBaby Lab (or 2 sim labs)			$125,000	Capital Outlay
Carpet for RTC			$3,725	Capital Outlay
EMT Equipment (Various)			$11,284.27	Capital Outlay
Wamego Instructor Desks (Bld 2)			$3,431.98	Capital Outlay
Wamego Instructor Desks (Bld 3)			$5,000.00	Capital Outlay
Desks (Auto Tech, Nursing)				Capital Outlay
Vehicle (Auto Tech) Wamego	**AT in Wamego planned for in FY25**		$15,000.00	Capital Outlay
Big Rig (CDL)	**Trying to finalize site and CDL partner**		$70,000.00	Capital Outlay
Double Trailer (CDL)	**Trying to finalize site and CDL partner**			Capital Outlay
BEAM	**???**		$6,000.00	Capital Outlay
Elevator	**Phase 3 renovation plan**			Capital Outlay
Front Entrance Signs				Capital Outlay
Economic Development Impact/ROI				
Campus Master Plan developed		SP 7, HLC 5	$15,000	
Conduct regular analysis of economic and social impact of students and the institution to demonstrate ROI and value	*Operational with annual report*		$15,000	
TEA/KBOR, KSLEG, Gov/GEC, Local/County, Federal	*Operational*			
Data analysis/Institutional effectiveness	*Operational with annual report*			

GMEP/Chambers of Commerce, Eco Devo	Operational		Annual membership & events costs	
Revenue & Efficiency Options				
Development of Operational Contingencies	*Operational*			
Component Viability Analysis	**In progress**			
Development of possible additional or alternate business models	**Exploratory stage**	SP 7		
Conduct utility & services audits of facilities and develop efficiency recommendations	**In progress**	SP 7		
~~COVID Stimulus $~~				
Policies and procedures	*Operational*			
Safety & security	*Operational*			
Liability Schedule				
Main Campus: Roof			108,893.60	
Wamego Center			100,969.43	
Copiers/Printers				

MANHATTAN TECH
MANHATTAN AREA TECHNICAL COLLEGE

FY24 Budget

	6/30/2024 budget	Change from FY23
OPERATING REVENUES		
Student tuition	$ 1,885,000	
Based off prior year enrollment		
Credit Hour/Lab Fee	$ 1,265,922	
Est. 8,000 CRH		
Federal grants and contracts		
Perkins	$ 125,007	
Adult Ed. (AEFLA)	$ 161,235	
State Appropriations		
Tiered	$ 2,028,420	*4%*
Nontiered	$ 765,308	*7%*
Base Operating Grant**	$ 1,500,000	
Cyber Security**	$ 250,000	
Apprenticeship**	$ 149,130	
Capital Outlay	$ 385,123	*-6%*
Nursing Grant	$ 87,080	
Excel in CTE	$ 942,541	*-13%*
Auxiliary Sales and Services	$ 15,500	
RTC, Swag, etc.		
Interest Income	$ 50,000	
Misc. Student Fees	$ 21,775	
TOTAL OPERATING REVENUES	$ 9,632,041	
OPERATING EXPENSES		
Salaries	$ 3,924,000	*3%*
Benefits	$ 941,000	*10%*
Contractual Expenditures	$ 1,431,597	
(Facilities/Tech Contracts, Outside Partnerships,Consulting,Audit,HLC,Legal)		*22%*
Non Contractual Expenditures	$ 929,364	
(Prof Dev,Travel, Program Course Expenses, Admin & Dept Supplies, Marketing)		*39%*
Capital Outlay	$ 1,703,468	
(Facilities, Equipment, Lease/Loan Payments)		*24%*
Interest Expense	$ 80,981	*-3%*
Operational Liabilities	$ 1,000	
Unclaimed Checks		
Cover Overage from FY23	$ 85,000	
Reserves	$ 280,000	*100%*
TOTAL EXPENSES	$ 9,376,410	
OPERATING INCOME (LOSS)	$ 255,631	

**One time allocations for FY24

Manhattan Area Technical College
Institutional Policy and Procedure Manual

Policy No. 9.1.7

Title: Intellectual Property	
Originated by: Vice President of Student Success/CAO	Originated Date: 8/2023
President/Board of Directors Approval Date: 8.28.23	
Revised by:	Revised Date:
Reviewed on:	

Policy Statement:
The College is dedicated to encouraging innovation, creativity, and effectiveness in serving students and the community, and the College expects its employees to comply with all laws and policies and procedures governing the creation and use of intellectual property.

Rationale:
The purpose of this Policy is to define ownership interests of Inventions and Materials developed by MATC employees, contractors, and agents.

Definitions:

"Inventions" means all devices, discoveries, processes, methods, uses, products or combinations, whether or not patented or patentable.

"Materials" means all tangible and intangible work product; discoveries; inventions; improvements; documentation; techniques; methodologies; data; works of authorship; designs; ideas; solutions; instructional (textbooks, course content, tests, homework, etc.), literary, artistic, dramatic works; software (code, games, etc.); sound, visual, audiovisual, film or other recordings or transcriptions in any format; and all other materials, published or unpublished, in hard-copy or electronic form.

"College Supported" means Inventions or Materials created in whole or in part: (1) in conjunction with the normal course of College duties for the employee, agent, or contractor (i.e., works made for hire); (2) during MATC recognized work time, overtime, sabbatical leave, or other MATC-granted leave with pay or partial pay; (3) with the assistance of grant money obtained by the college; or (4) with the assistance of equipment, material, software, information, or other financial or non-financial resources which are more than nominal owned or supplied by MATC.

"Commissioned Works" means Inventions or Materials specifically contracted for by the College.

Procedure:

   I.   Ownership
          Unless otherwise specified in a contract (including grant awards), the legal title to College Supported Inventions and Materials is co-owned by the college and the original inventor, whereas the right to any related proceeds shall be held by MATC.

When appropriate, formal statutory copyrights will be obtained for College Supported Inventions and Materials in the name of MATC. In the case of patents, all applications shall be accompanied by appropriate assignments to assure ownership by MATC.

II.   Inventions and Materials Developed during Outside Consulting Work
Inventions and Materials made or developed by College employees for third party organizations, without the use of any College resources, shall not be considered College Supported or Commissioned, and all proceeds to such Inventions and Materials shall remain with the individual.

III.   College Use of Income from Copyright and Invention Proceeds
Income derived by the College from College Supported Inventions and Materials will be used at the discretion of the college.

IV.   Releases
Employees, contractors, and agents shall be responsible for obtaining appropriate written releases from individuals contributing to or identifiable in College Supported Inventions and Materials. Written statements may also be obtained from employees, contractors, or agents indicating that to the best of their knowledge, Inventions and Materials developed do not infringe on existing copyrights or other legal rights.

V.   Transfer of Rights
The College may at its discretion assign, transfer, lease, or sell all or part of its legal rights in College Supported Inventions and Materials.

Manhattan Area Technical College
Institutional Policy and Procedure Manual

Policy No. 7.8.3

Title: Catastrophic Medical Leave Bank	
Originated by: President/CEO	Originated Date: 11/2006
President/Board of Directors Approval Date: 8.29.23	
Revised by: Human Resources / Executive Administration	Revised Date: 8/2023
Reviewed on: 6/11; 7/17; 8/23	

Policy Statement: A Catastrophic Leave Bank is a pool of accrued leave, including sick, personal, and/or vacation hours, donated or forfeited by Manhattan Area Technical College employees for use by current leave eligible Manhattan Area Technical College employees during a catastrophic medical emergency of the employee or an immediate family member. The Catastrophic Leave Bank is to be maintained at no more than five thousand (5,000) total hours of leave, or $100,000 of leave compensation available for employees. The hourly rate for Catastrophic Leave is valued at the same rate as the receiving employee's regular hourly pay.

Rationale: Unforeseen medical emergencies often require an employee's absence from duty for a prolonged period of time which, except for the catastrophic leave program, would result in a substantial loss of income to the employee due to exhaustion of all accrued paid leave.

Definitions:
Catastrophic Leave Bank: leave pool consisting of leave donated by employees, as well as leave forfeited by employees due to terminations/resignations or end of fiscal year 'use or lose.'

Catastrophic Need: a significant financial hardship due to an unforeseen illness, medical emergency, or injury that incapacitates or is expected to incapacitate an employee or their immediate family member, that requires the employee to take unpaid time off from work for an extended period of time.

Immediate Family Member: the employee's spouse, domestic partner, child, or parent as defined by the Family & Medical Leave Act (FMLA), or who may be claimed as a dependent under Kansas Statutes.

Procedure:
The catastrophic leave bank allows employees to donate earned paid leave to other employees who have a catastrophic need, and from which leave may be distributed to employees who have a personal or family medical emergency.

1. **Requesting and Receiving Catastrophic Leave.**
   The manner in which leave is solicited and credited to the recipient shall be left to the discretion of MATC; however, great care should be taken to protect the confidentiality and the medical status of the recipient and of the recipient's family.

   Eligible Employees must submit requests for catastrophic leave to human resources by completing the Catastrophic Leave Request Form, or otherwise communicate their need for leave proactively and effectively to human resources. Documentation of the request for catastrophic leave and its approval/disapproval will be maintained in the employee's personnel file.

   A Manhattan Tech employee covered by the "Manhattan Area Technical College Leave Policy" is eligible for catastrophic leave when the following criteria are met:

   a. The employee must have been employed by the College beyond the point of one year; (Exceptions may be granted by the President).

   b. The employee, at the onset of the illness or injury, had to their credit, at least forty (40) hours of paid leave for Staff or thirty-five (35) hours for Faculty, and has exhausted all paid leave;

   c. If the illness or injury is covered by workers' compensation or any insurance policy including disability insurance, the compensation based on catastrophic leave when combined with the regular workers' compensation and/or insurances received by the employee shall not exceed the regular compensation being received by the employee at the onset of the illness or injury.

   d. An acceptable medical certificate from a physician supporting the continued absence is on file. MATC may require written authorization for the employee's medical record release, in situations where the need for catastrophic leave is indeterminate.

   e. The employee has not been disciplined for any sick leave abuse during the past one (1) year and is not under any ongoing disciplinary action with the college.

   f. The employee has not received 480 hours of catastrophic leave during the past one year.

   g. The employee is eligible to draw from the catastrophic leave bank if the condition is 'Unforeseen' and resulting from injury or illness. This does NOT include pregnancy, cosmetic treatments or therapies which do not result from illness, injury, or related medical emergencies.

2. **Limitations for Recipients**
   The amount of leave which an individual recipient may receive shall be limited to four hundred and eighty (480) Staff hours, or four hundred and twenty (420) Faculty hours per year, provided, however, that additional hours may be granted by the President upon the receipt of a recommendation from a qualified treating physician.

   After returning to reduced or regular working hours, any additional catastrophic leave hours designated and available to the recipient, will be returned to the Catastrophic Leave Bank.

3. **Donating Leave to the Catastrophic Leave Bank**

   To donate leave hours, Employees must complete a <u>Leave Donation Authorization Form</u> and submit it to human resources. A copy of the completed form will be maintained in the employee's personnel file.

   All donations of leave will be made to the catastrophic leave bank. Donors may specify an individual to whom they wish the donated leave to be transferred. MATC shall not disclose recipient information to donors.

   Employee donations of leave hours to the catastrophic leave bank is strictly voluntary. No employee shall directly or indirectly intimidate, threaten, or coerce other employees for the purpose of interfering with the right to participation or non-participation in the catastrophic leave bank program.

   The identity of employees donating to the Catastrophic Leave Bank will not be disclosed by MATC.

   Any leave which does not carry over at the end of the fiscal year or leave that is forfeited after an employee separation will be applied to the Catastrophic Leave bank per Policy 7.4.5 and/or 7.8.2, and/or the Faculty Negotiated Agreement.

   The Catastrophic Leave Bank is to be maintained at no more than five thousand (5,000) total hours of leave, or $100,000 of leave compensation available for employees.

4. **Limitations for Donors**
   Donors may specify donation of leave that will be forfeited according to Policy 7.4.5 and/or 7.8.2 in the Policy and Procedure Manual. Donor must keep a remaining balance of at least three hundred and twenty (320) Staff hours, or two hundred and eighty (280) for Faculty of Sick leave. Employee donations to the Leave Bank shall be in hour-unit increments.

5. **Reporting & Maintenance of Leave Balances**
    Human Resources or Payroll shall maintain reporting on status of the Catastrophic Leave Bank, including names of donors and recipients participating in the Catastrophic Leave program, numbers of hours available in the bank balance, number of hours donated to the bank, and number of hours transferred to recipients. The current available catastrophic leave bank balance should be made available to MATC Admin and employees as needed.

    It shall be the responsibility of Human Resources and Payroll to ensure that the catastrophic leave bank balance does not fall into overdraft nor exceed the cap on available leave as directed in policy.

Manhattan Area Technical College
Institutional Policy and Procedure Manual

Policy No. 3.7.4

Title: Employee Complaint & Grievance Procedure	
Originated by: President/CEO	Originated Date: 6/2007
President/Board of Directors Approval Date: 8.29.23	
Revised by: Human Resources / Executive Administration	Revised Date: 8/2023
Reviewed on: 7/08; 5/09; 7/11; 7/14; 7/19; 8/23	

Policy Statement: Manhattan Area Technical College (MATC) employees and administration attempt to resolve complaints and problems as they arise, in a timely manner and at the lowest possible level. This grievance procedure provides a means for employees to express their complaints in good faith, and ensures that grievances are addressed effectively, respectfully, and timely.

Examples of Complaints

A grievance is defined as an employee's concern or complaint regarding interactions or relationships with other employees, job duties, or the workplace environment.
Grievances may include, but are not limited to:

- Concerns of workplace health and safety
- Harmful or combative employee behaviors and communications
- Discrimination, including illegal discrimination based on protected classes
  (violation of Civil Right Act of 1964, American with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act)
- Workplace harassment and bullying
- Poor or unethical treatment by co-workers or managers
- Adverse changes in working conditions, hours, or the workplace environment
- Perceived violations of policies and procedures

Procedure

This policy applies to all active MATC employees and management who have a concern or complaint while performing duties on behalf of the college or acting within their position of employment.

Grievance Procedures outside this policy:
Grievances from Faculty concerning the Faculty Negotiated Agreement, including violations, misinterpretations and misapplications of specific provisions of the agreement will be resolved through the grievance procedure therein.

Formal complaints that involve sexual discrimination/sexual harassment are addressed under Title IX and are handled separately from the processes described below. Refer to the Sexual Harassment Policy 3.7.2. Should you wish to report a Title IX related incident, please utilize the online reporting form and select "Title IX" then the appropriate incident type.

Students or Visitors with Academic or Non-Academic Complaints are to resolve their concerns through the Policy 3.7.5 Student & Community Complaint Procedure. Grievances from Non-

Active Employees or Position Applicants should also be resolved through the Student & Community Complaint Procedure.

Informal Phase - Complaint
    MATC strives to act consistently and ethically when resolving employee grievances.

Step 1: Employees should always work to resolve conflicts (concerns, expressions of dissatisfaction or disagreement) directly with appropriate parties (conversation, email) when possible. If such interactions become unprofessional or raise concerns then the informal complaint should be directed to either their or appropriate department/division supervisor.

Step 2: Informal Discussion with Supervisor
Employee concerns should be discussed professionally and respectfully with either they're or the appropriate department/division immediate supervisor. Many concerns can be resolved informally when an employee and supervisor take time to review the concern and discuss options for workable resolution.

Formal Phase – Grievance
    If the employee is not satisfied with the result of the informal discussion involving the supervisor(s), the employee may submit a formal grievance to Human Resources and the Office of Primary Responsibility (OPR). Human Resources is neutral and does not advocate for any party, but rather ensures a fair and compliant process. This communication should be delivered within five (5) college business days of the informal discussion.

    The following items must be included in the formal grievance:
- Employees contact information
- An explanation on the nature of the complaint with dates, persons involved, clear details, etc.
- Details of previous efforts or actions taken to resolve the issue prior to filing formal grievance
- Supporting evidence should be included: documentation of issue and any written efforts for resolution, any additional communication records, timeframe/dates of occurrences, witness and/or participants names, relevant policies, etc.
- The desired remedy or outcome

OPR Response
The OPR, upon receiving the evidence, will evaluate, investigate, and consider the information and render a decision. The OPR will respond in writing via email to the complainant within ten (10) college business days. The response could include:
- Acknowledgement of receiving formal grievance and proceeding steps. *(Time limits will be suspended while personnel are off contract and will resume when they return to duty. Notice of delay will be provided.)*
- A written description of the complaint, including pertinent details, potential supporting or opposing evidence, etc.

- A statement rendering verdict on the complaint, potential further action to be taken if applicable.

Appeal OPR Response to President

If the employee does not get a satisfactory resolution to his/her formal complaint from the OPR investigation, resolution may be sought by appealing to the President of MATC by submitting a formal appeal written request. The appeal must be received within ten (10) college business days after date of the OPR response. The same items as requested when filing the initial formal grievance must be provided, plus a copy of the OPR response and written explanation with supporting evidence as to why the resolution is unsatisfactory.

The President, upon conclusion and investigating the nature of the complaint, will respond in writing by email to the complainant within ten (10) college business days after receipt of the appeal request.

The response could include:
- Acknowledgement of receiving formal grievance and proceeding steps. *(Time limits will be suspended while personnel are off contract and will resume when they return to duty. Notice of delay will be provided.)*
- A written description of the complaint, including pertinent details, potential supporting or opposing evidence, etc.
- A statement rendering verdict on the complaint, potential further action to be taken if applicable.

Appeal President response to College Board of Directors

If a satisfactory resolution has not been reached with the President, the employee may appeal to the College's Board of Directors (BOD) by submitting a formal written request with the proceeding formal grievance, OPR response, and President response and written explanation with supporting evidence as to why the resolution is unsatisfactory within ten (10) college business days after receipt of the decision notification.

Once the Board Clerk receives the formal complaint, within five (5) college business days written notification of acceptance of the appeal to the BOD will be confirmed and the timeline for the complaint to be reviewed by the BOD, upon conclusion and investigating the nature of the complaint, will be provided.

Once the Board of Directors decides on the appeal the decision is not subject to further appeals.

Recordkeeping

Formal grievance documentation will be securely and confidentially maintained by HR in parties' employee's personnel records. Employees involved in the grievance process should communicate with HR as necessary to ensure the proper management of records during the grievance process.

September 26th 2023

MEMORADUM TO:	**MATC Board of Directors**
FROM:	**James Genandt, President/CEO**
	Josh Gfeller, Chief Information Security Officer

SUBJECT: ATC Security System

Background Information

MATC was approached by Evergy with a proposal to clean up existing electrical high lines and transformer for incoming power on the north end of MATC. Evergy's estimated in-kind donation for this work is $50,000. MATC would be responsible for boring new electrical lines to welding/CT and rewiring from the transformer to the main building. Economy is already doing work for the ATC project and will include an in-kind donation of $3,500 to waive mobilization.

Per Sealed Bid Policy 6.2.2, "no expenditure involving an amount greater than $25,000 for construction, reconstruction, remodeling or the purchase of materials, goods or wares shall be made by the College except upon sealed proposals." This policy is designed to ensure efficiency and economy in acquiring services required to operate the College.

Recommendation

The Administration respectfully requests the Board authorize an exception to policy 6.2.2 by allowing administration to accept the quote with Economy Electric.

Bid Proposal

DATE: 9/6/2023
Estimate #: 23-0906-06

From:

BHS Construction
301 S. 4th St. #210
Manhattan, KS 66502

Phone: (785) 537-2068   **Fax:**   Fax:

Economy Electric Inc.
PO Box 1225
Manhattan KS 66505

Phone: (785) 776-7279   **Fax:** (785) 776-1080

Attn: Josh Michal

Contact: Rodney Dugan

Job Name: MATC underground feed

Location: 3136 Dickens Ave. - Manhattan, KS

Addenda Included: N/A

Price: $49,807.00

New secondary underground electrical to refeed Automotive Building and Welding/HVAC Building to include the following:

- Concrete removal and replacement necessary for new conduit installation
- Boring for all secondary conduit

A $3,500.00 Gift in Kind is included in proposal price for waived mobilization fee due to current on-site construction

PLEASE NOTE: Material Pricing is based on Todays Current Market with the possibility of it changing daily or weekly, if there is a price increase between today and date of order, Price increase will be negotiated and approved before ordering material.

Excluded:

- Transformer pad
- Primary conduit installation
- Sales Tax

If Bid Proposal is approved please sign and date below. Return Bid Proposal to econele@sbcglobal.net .

_____ _____ _____
Company   **Signature**   **Date**

To: MATC Board of Directors
From: Administration
Re: August BHE 2023 Expenditures

Estimated Proj. Amount		$	16,300,000.00
Appraisal		$	15,900,000.00
Total Project Budget		**$**	**15,540,085.00**
Loan Amount		**$**	**11,630,000.00**
Closing Costs		$	111,704.00

Category	Funds	Expended	Remaining
BHE Loan (70% of Appraisal)	$ 11,630,000.00	$1,910,634.40	$ 9,719,365.60
ARPA	$ 1,843,594.00	$1,843,594.00	$ -
Capital Outlay		$ -	

Total Amount of Contingency Approved		$	773,453.00
Total Amount of Contingency Remaining		$	705,780.50
Total Amount of Allowances Approved		$	741,318.00
Total Amount of Allowances Remaining		$	690,307.00

Total Project	$	15,540,085.00
Remaining	**$**	**9,745,858.81**

Expenditures				
Total as of July 31, 2023			$ 5,228,879.08	
Vendor	**Invoice**	**Invoice Date**	**Pay Amount**	**Funding**
UMB Credit Card	BHE Paint Samples	8/25/2023	$ 66.87	
BBN Architects	August IV	8/28/2023	$ 18,300.00	
KS Bank	July Interest	8/2/2023	$ 10,838.43	
KS Bank	August Interest	8/15/2023	$ 13,477.30	
KS Bank	Escrow	8/28/2023	$ 500,000.00	
BBN Architects	July 21st IV	8/8/2023	$ 20,914.51	
Olsson, Inc.	Olsson August Invoice	8/8/2023	$ 1,750.00	
	Total August Expenditures		**$ 565,347.11**	
	TOTAL EXPENDITURES AS OF AUGUST 31, 2023		**$ 5,794,226.19**	

President's Report: September 2023

<u>Institutional Performance</u>
       Achievement of Ends (February & October)
            Vision & Mission
            Essential Skills
            Work Preparedness
            Workforce Development
            Leadership*
       Enrollment Outcomes (October & March)
            Enrollment analysis, persistence/retention, completion/job placement, follow-up, academic awards/industry credentials earned, etc.
       Compensation & Benefits (October)
       Resource Development (ongoing)
       Program & Services Review (set on a rotation)
       Resources: general, capital outlay, scholarships, etc. (semi-annually)
<u>Institutional Leadership</u>
       General Executive Constraint (monthly/December)
       Treatment of People (June)
       Asset Protection (October)
       Strategic Plan (January & August)
<u>External Relations</u>
       Federal Level (ongoing)
       State Level (ongoing)
       Local/Regional Level (ongoing)
       Employers (ongoing)
       Organizations/Agencies (ongoing)
       Marketing/PR/Social Media (ongoing)
<u>Budgetary/Fiscal Management</u>
       Budgeting/Financial Planning/Forecasting (October)
       Financial Condition (quarterly)
<u>Relations with Governing Board</u>
       Information & Advice (ongoing)
       Board Role & Engagement (ongoing)
<u>Accreditation/Continuous Improvement</u>
       Higher Learning Commission (ongoing), annual institutional update/CFI, reports
       Accreditation by Programs (per program schedule)
       Credentials by Program (October)
       Employee Professional Development (October)

Institutional Performance

- Neil will share Fall Projected Enrollment Data
- During the review of the strategic plan we will also discuss enrollment trends and goals

Institutional Leadership

- I participated in meetings of the Technical Education Authority (TEA) on August 31 and September 19. In addition, I attended and shared information at the Kansas Board of Regents on September 20 & 21 in Topeka. The KBOR Budget request for FY 25 includes all current levels of funding we received for FY 24, but no additional funds. KBOR will present this to the Governor's staff soon.
- I attended meetings of the Manhattan City Commission on September 5 and 19 (and appreciated the attendance of several board members, BHS leadership, and Harry). The Commission cannot make a multi-year commitment, but the information Jason Hilgers had me put in our original request in May said that we would make this request for the next five years, asking for $200000 per year each year ($1 million total). The first year was approved September 19 unanimously.
- Several staff and myself joined Brian Koch in a Zoom meeting led by KBOR on math pathways and its implementation. Brian serves as the tech college rep on the committee with KBOR. We are working on ideas for implementation including access for secondary students as early college options. This project allows us to emphasize the statistics element of math as an option instead of algebra only.
- We received notification and the first installment of donations/pledges via Matt Crocker. Each check was for $100,000 and we will receive the same over the next two years. One comes from the Marvin S. Robinson Charitable Trust within GMCF, the other from the Jack Goldstein Charitable Trust (they had provided an earlier donation of $250,000 too!). To date we have received six donations/pledges from individuals, businesses, or trusts of $250,000 or more since the start of 2023!
- I have led meetings of the Kansas Technical College Presidents as well as meetings with community college leadership, and KBOR Regents and staff concerning funding, projects, and some special topics (more in the strategic plan discussion).


External Relations

I have repeated some information in this section to help guide some of our discussion on the strategic plan and vision for MATC. In addition to that information please note the following developments since the August board meeting:

- ✓ Sarah, Josh, and I have had meetings with representatives of Enterprise KC. That organization has a state contract with Kansas to prepare more people for jobs in IT, particularly in cyber security. We have signed an agreement with them to be a site for one of their node connections, and to work with them to have access to their curriculum on cybersecurity to add to our technical programs.

- ✓ With the assistance of John Armbrust, Harry, Chris and I met with representatives of Ft. Riley to discuss possibilities of MATC being on base to deliver certain technical programs of study. Chris, Sarah, and Josh will follow up on October 13 as we explore this opportunity. As we had met with Kristin Little of Senator Moran's office just a couple days earlier, we will work with her and other staff members as we develop our plan for Ft. Riley engagement.
- ✓ September 8 I attended the Next Gen KSU strategic plan kick-off, and have had follow up discussions since then with Marshall Stewart and Charles Tabor.
- ✓ I attended the Manhattan Chamber Business Awards event, and had previously recorded a brief video at the request of the Chamber and KS Bank concerning their partnership with us (and others) on our building project. During that event I had further discussions with K-State, BHS, as well as with Chamber staff.
- ✓ Josh, Neil, Justin (EPD faculty) and I participated in the Flint Hills Builders Association golf scramble September 15. A portion of the proceeds goes into the group's scholarship fund, and our construction trades students are eligible to apply for those resources. Brad Hartenstein gave MATC a big plug of publicity prior to the tournament starting. (Our team had fun and lost no members, equipment, or dignity!)
- ✓ I continue to work with KSU and the NSF Engines project, working to begin collaboration with Johnson County Community College and KC Kansas Community College related to biotech and facility-related workforce needs. With this I have also visited with Kyana Bowers of KC Economic Development, and she has shared some possible contacts with me to benefit MATC.
- ✓ Combinations of Harry, me, Chris, Sarah and sometimes a faculty member have had meetings in the past month with these businesses or organizations: Bayer Construction, Kendall Construction, and National Renewable Energy Labs.

Repeated information below!

o
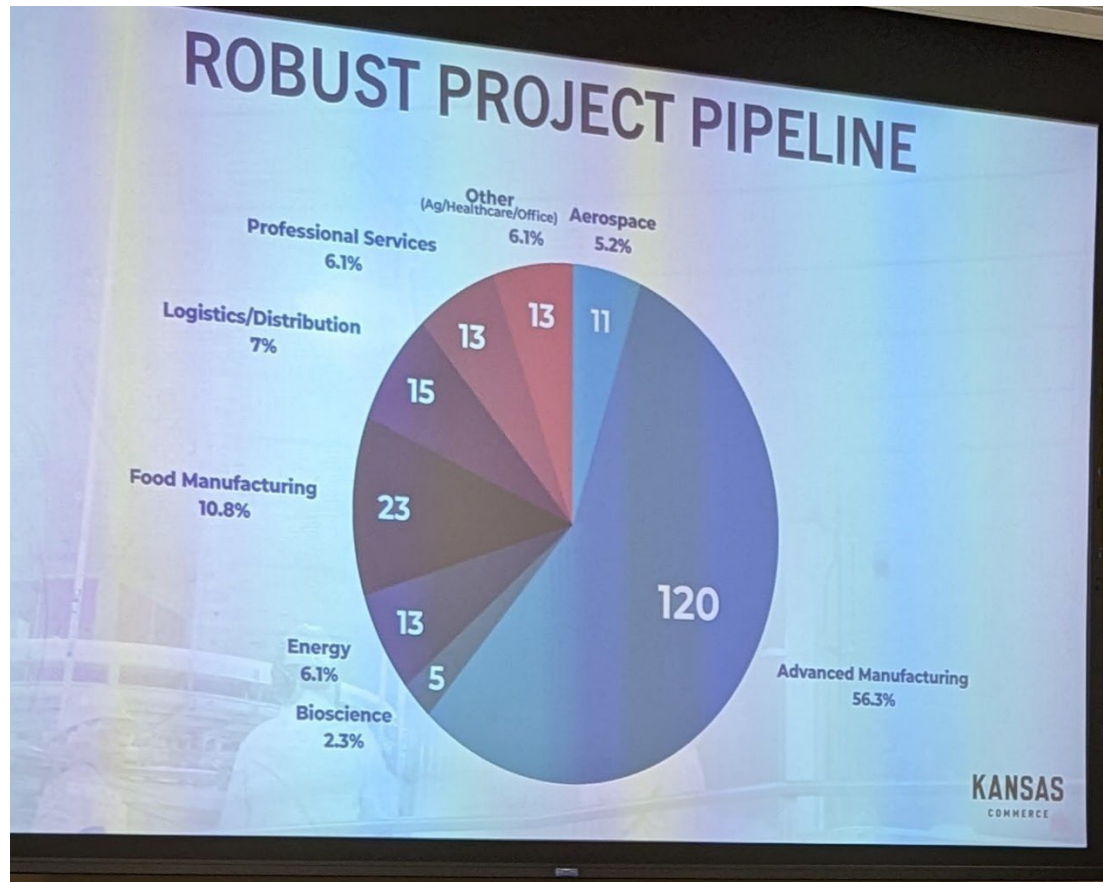
Paul Hughes from the KS Department of Commerce presented during the retreat. He shared the image above as the primary economic development and workforce targets for the state. Sheree and I quickly pointed out that the technical colleges are already in almost all of these areas for workforce development, and it would be our focus to help the state's economic drive. KBOR may seek funding for these, but likely emphasize the needs of the universities to attract and keep professors who can lead research, etc., in these areas. Mr. Hughes asked us all to keep in front of our ideas and plans as to how we create the most skilled workforce in the state to achieve these global economic-driven businesses and industries. There are at least two technology hub applications efforts being made affecting all or portions of Kansas. MATC is part of both: manufacturing through the KS Department of Commerce, and bioscience/technology through BioNexus KS (Kansas City area).

o The real issue for Kansas (and every state) is having enough people to meet the jobs skills' needs. With immigration at a very limited condition, we are essentially in a competition within the state and with other states. Several states are becoming very assertive/aggressive with appeals to people to relocate to their area with good jobs and lower costs of living. In our situation, we have some possible advantages with our growing enrollment in area school districts, adult education, and grabbing Ft. Riley exiting soldiers and families.

- o We will be exploring optimizing internships, apprenticeships, on-the-job training, and other options for workforce education. (See budgetary/fiscal management for more information on this.)
- At the KBOR retreat the proposed Regents goals for 23-24 that affect the two-year colleges include (but may not be limited to):
  - o Increasing early college options for secondary students, and more awareness engagement with middle-school students.
  - o The priority program for transfer implementation between the two-year and senior colleges/universities will be nursing. This will impact nursing curriculum as well as some pre-requisite courses.
  - o The Regents want to introduce a new health care program for the two-year colleges: PCT-Patient Care Technician. This position is for hospitals, not long-term care facilities, and is not the equal to a CNA, but with less regulatory restrictions. Key skills include phlebotomy and EKG applications.
  - o The Regents also will seek input on how to enhance the use and value of industry recognized credentials including non-credit application.
  - o The Regents staff believe they will have better access to multiple states for labor data to improve the ability to track our students in and out of Kansas for outcomes purposes.
  - o The technical colleges' request to continue the base operating grant, cybersecurity and apprenticeship/business engagement funds in FY 25 are part of our KBOR package for consideration by the Regents.

Budgetary/Fiscal Management

- Brett, Sarah, and I met with our auditor to review any issues on security processes, as well as to share updates and ideas. MATC has expanded the engagement of a contracted worker who has significant experience with our data management system, and that individual is working with our finance team to incorporate more automation safeguards, expanded use of the system capabilities, and other ideas in support of recommendations from the auditing team.

Relations with the Board

- We continue to work through the issues with the school districts. I appreciate VERY MUCH the engagement, diplomacy, and efforts of Brett, Mike, and all of our directors. I apologize for the situation. I have repeatedly consulted with KBOR staff, and our offer to the districts is very fair, open, and focused on outcomes and accountability. We must stay the course on that.
- I want to thank Tim for calling in to me as he was returning from the smokie west to discuss these issues. Heather's analysis was most helpful as well.

- I want to acknowledge John's assistance with Ft. Riley, our congressional delegation, and his insights…very valuable and they will help us make more advancements in enrollment, resources, and outcomes.
- Brett and David attended separate city commission meetings on the budget request!
- <u>Thank you all for your engagement and guidance!!!!!!!</u>

<u>Accreditation/Continuous Improvement</u>

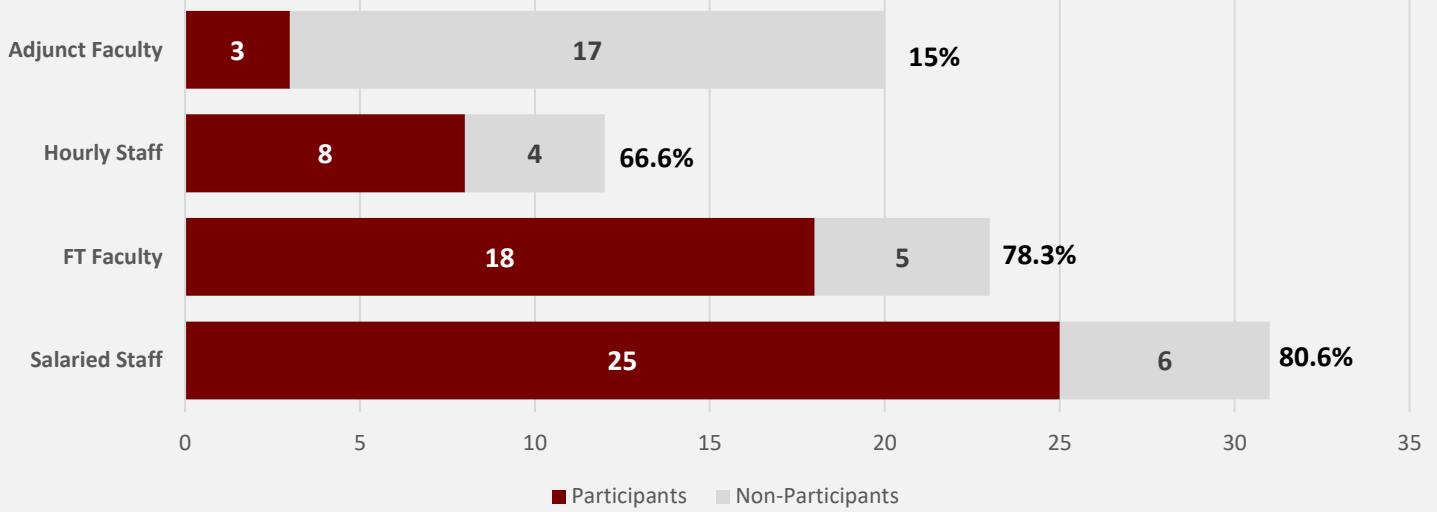- We continue to work internally on our timeline to prepare our report and evidence for the HLC visit next year. We will discuss the board's role and responsibilities with this in general at this board meeting, and then get more specific in coming months.
- I will share a current Kansas example of a college getting a monitoring report mandate from HLC on governance (not to scare anyone, but prepare us all!).

MATC EMPLOYEE CLIMATE SURVEY RESULTS 2023

Survey Participation
54 Total Participants – 62.8% Overall Participation

Category	Participants	Non-Participants	%
Adjunct Faculty	3	17	15%
Hourly Staff	8	4	66.6%
FT Faculty	18	5	78.3%
Salaried Staff	25	6	80.6%

■ Participants ■ Non-Participants

Overall Employee Satisfaction: 4/5 Average

How do employees feel coming to work at MATC?

- Negative: 6% (3)
- Neutral: 13% (7)
- Excited or Positive: 81% (44)

■ Excited or Positive ■ Neutral ■ Negative
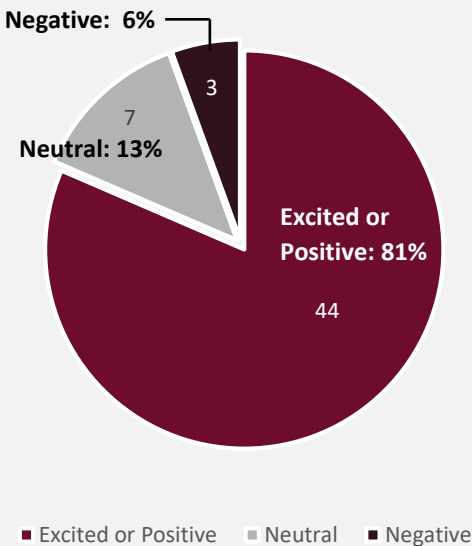
Based on current Direction and Planning, how do employees feel about their future at MATC?

- Negative or Very Negative: 9% (5)
- Neutral: 22% (12)
- Positive or Very Positive: 69% (37)

■ Positive & Very Positive ■ Neutral ■ Negative & Very Negative
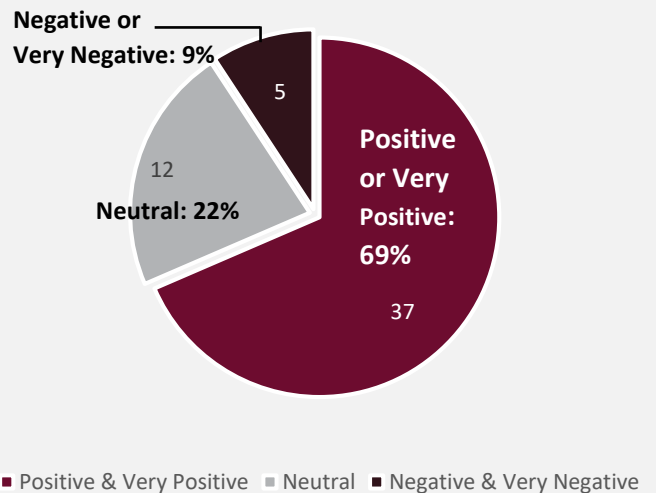
This survey was conducted by MATC administration to all active and/or contracted employees in early spring 2023.

Assessment of Personal Engagement & Work

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

I believe MATC is a good place to work
31.5% | 42.6% | 18.5% | 5.6% | 1.9%

I feel like I am part of a successful team
28.3% | 56.6% | 9.4% | 3.8% | 1.9%

I feel my work is appreciated
29.4% | 47.1% | 13.7% | 3.9% | 5.9%

I would be comfortable filing a complaint or grievance if I had one
22.2% | 38.9% | 16.7% | 9.3% | 13.0%

I am treated fairly and respected at work
35.2% | 48.1% | 11.1% | 3.7% | 1.9%

I see how my position contributes to MATC as a whole
41.5% | 39.6% | 15.1% | 3.8%

I feel like I have a voice when it comes to workplace decisions that affect me
22.2% | 44.4% | 16.7% | 11.1% | 5.6%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Overall Assessment of Direct Supervision

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

My superivsor performs and communicates effectively in their role.
34% | 37.1% | 19.1% | 6.1% | 3.7%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

MATC Employee Climate Survey Results - 2023
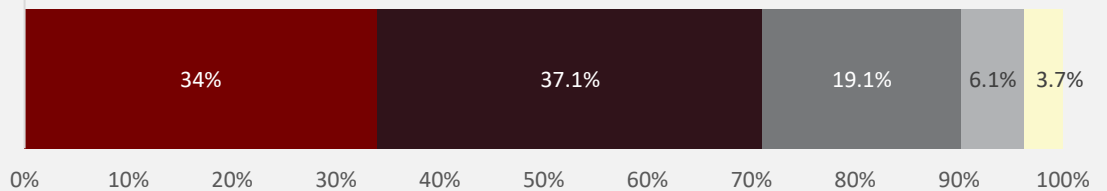
Assessment of MATC Operations, Policies, & Procedures
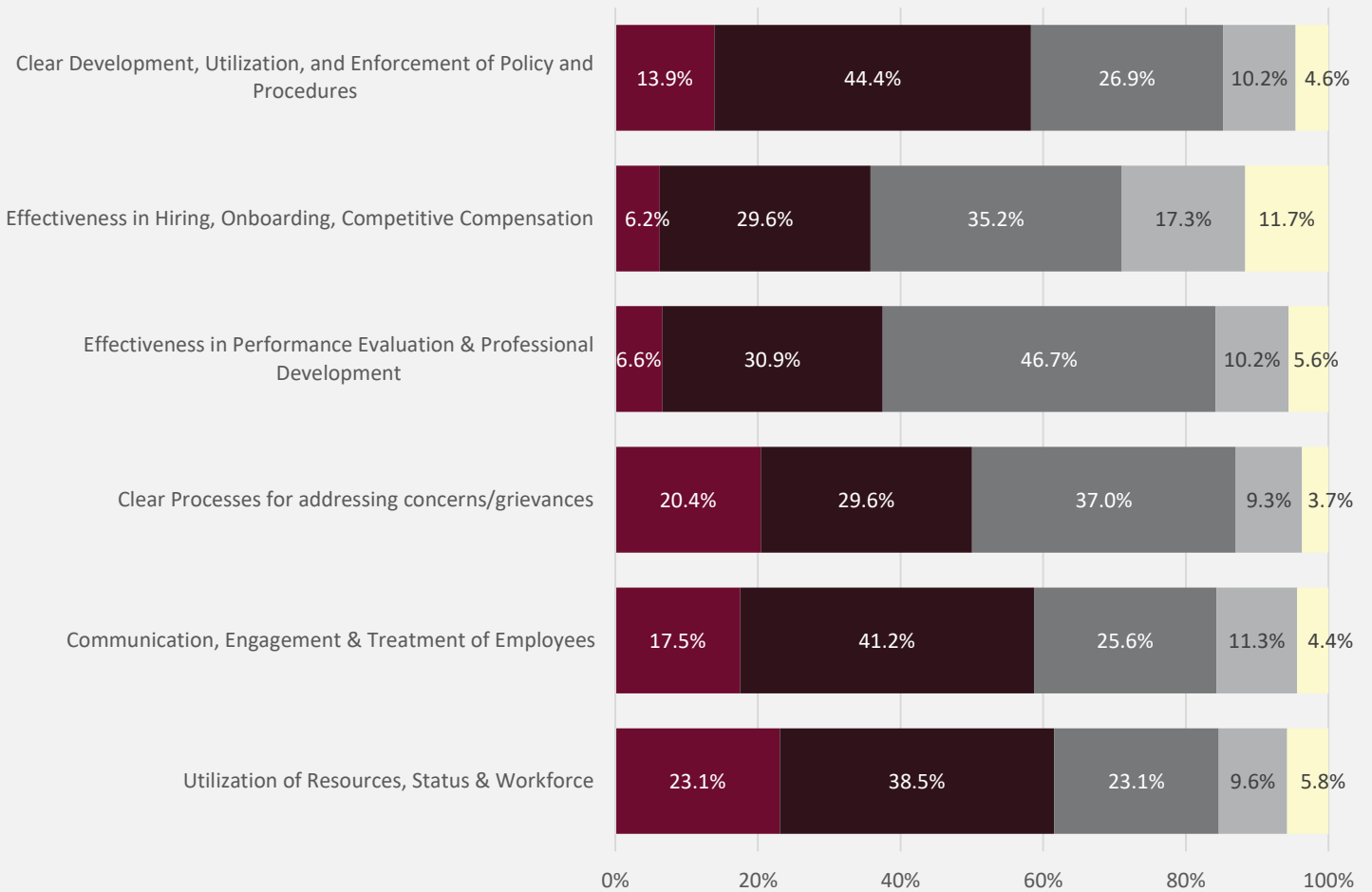
■ Strongly Agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree

Category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Clear Development, Utilization, and Enforcement of Policy and Procedures	13.9%	44.4%	26.9%	10.2%	4.6%
Effectiveness in Hiring, Onboarding, Competitive Compensation	6.2%	29.6%	35.2%	17.3%	11.7%
Effectiveness in Performance Evaluation & Professional Development	6.6%	30.9%	46.7%	10.2%	5.6%
Clear Processes for addressing concerns/grievances	20.4%	29.6%	37.0%	9.3%	3.7%
Communication, Engagement & Treatment of Employees	17.5%	41.2%	25.6%	11.3%	4.4%
Utilization of Resources, Status & Workforce	23.1%	38.5%	23.1%	9.6%	5.8%

0%   20%   40%   60%   80%   100%

Top 5 Descriptors of MATC Culture

- Friendly / Supportive (16)
- Family (9)
- Innovative (8)
- Rewarding / Worthwhile (8)
- Fast-paced / Demanding (7)

Top 5 Recommendations for Improvement

- Support & Engagement from Leadership (7)
- Better Communication & Interpersonal interaction (6)
- Additional Personnel Support (5)
- Addressing negative workplace factors (4)
- Updated Space & Technology (3)
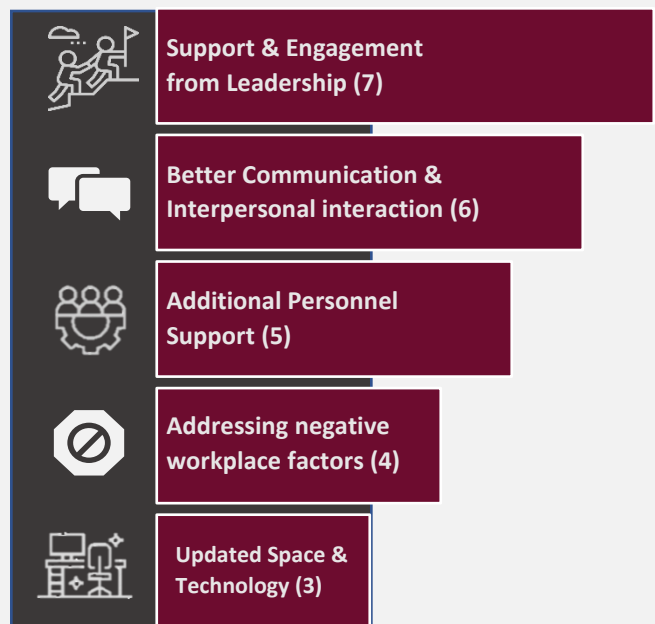
Numbers shown indicate the total counts of responses given by participants for each respective category

MATC Employee Climate Survey Results - 2023

2023 CLIMATE SURVEY KEY TAKEAWAYS:

Summary: The vast majority of employees report positively about their work and day-to-day interactions at Manhattan Tech. They believe that they (and their families) are valued by the college, rewarded for their hard work, and consider the environment to be overall friendly and supportive. They recognize MATC is a fast-paced and innovative organization that is changing and growing while still focusing on its mission and students. Though most feel secure and stable at work, some criticisms were also cited. Numerous employees conveyed skepticism towards the onboarding process for new hires, desire for better compensation and benefits, and reported being less comfortable filing a formal grievance or complaint. Still, the majority of feedback and responses were overwhelmingly optimistic towards MATC and its future.

1. 63% of all active and/or contracted employees of the college during the fall - spring 2023 terms participated in this survey.

2. Overall satisfaction rating Average = 4/5
    a. PT Faculty = 4.3
    b. Exempt Staff = 4.2
    c. Hourly Staff = 4.1
    d. FT Faculty = 3.6

3. 81% of employees regularly feel positive about coming to work, and 69% are optimistic about their future with the college.

4. Questions on Personal Engagement and Work received 75% Positive feedback from employees.

5. Questions concerning Effective supervisor engagement received 71% positive feedback.

6. Advice/comments designated to supervisors included:
    a. Positive feedback & affirmation on supervisory performance (8)
    b. Requests for improved engagement & communications with employees (6)
    c. Recommendations for improving leadership qualities (4)
    d. Leadership Training & Professional Development (3)
    e. Attention to Personal Care & Demeanor (2)
    f. Requests for patience and other support (2)

7. Questions regarding MATC Operations and policies received 49% positive feedback

8. Most participants agreed positively on:
    a. Feeling like they are part of a successful team (83.3%)
    b. Feeling treated fairly and respected at work (83.3%)
    c. Seeing how their position contributes to MATC as a whole (79.6%)
    d. Feeling comfortable going to their supervisor with concerns or complaints (79.6%)

9. Participants conveyed more negative feelings towards the following areas:
    a. MATC having an effective New Hire Orientation Process (37%)
    b. MATC Offering desirable compensation & benefits (31.5%)
    c. Feeling comfortable filing a formal complaint or grievance (22.2%)