



OKLAHOMA
CareerTech

ACCREDITATION FEEDBACK REPORT FOR MID-AMERICA TECHNOLOGY CENTER

Visit Conducted
September 8-9, 2021

Oklahoma Department of Career and Technology Education
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OKLAHOMA CareerTech

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Oklahoma Department of Career and Technology Education
Dr. Marcie Mack, State Director
Jessica Ventris, Manager, Accreditation Division

Required under Part 603 of Title 34 of the Code of Federal Regulations effectuating section 438(b) of the Higher Education Act of 1965 as amended by Public Law 92-318, the Secretary of Education is required to publish a list of State agencies that are determined to be reliable authorities as to the quality of public postsecondary vocational education in their respective States for the purpose of determining eligibility for Federal student assistance programs administered by the United States Department of Education. The Oklahoma Board of Career and Technology Education was first recognized in 1976 and has held continued recognition since that time.

Equal Opportunity/Nondiscrimination Policy:

The Oklahoma Department of Career and Technology Education does not discriminate on the basis of race, color, national origin, sex/gender, age, disability, or veteran status. Inquiries concerning application of this policy may be referred to the ODCTE Compliance Coordinator, 1500 W 7th Ave., Stillwater, OK 74074-4364, by calling 1-800-522-5810 or (405) 377-2000.

All comments, complaints, or media requests/inquiries can be directed to the ODCTE Chief Communications Officer (405) 377-2000 or e-mailing russell.ray@careertech.ok.gov

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FOREWORD

The goal of accreditation is to ensure that education provided by postsecondary institutions meets acceptable levels of quality. Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality.

The United States Department of Education recognizes the Oklahoma State Board of Career and Technology Education as the "authority for the approval of public postsecondary vocational education offered at institutions in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents of Higher Education, including the approval of public postsecondary vocational education offered via distance education." This recognition establishes the State Board as the accrediting body for the technology centers in Oklahoma. The policies set forth by the State Board are published in the most current *Rules for Career and Technology Education*. The standards promote a commitment to excellence and continued improvement of career and technology education in Oklahoma.

The contents of this report provide a basis for institutional accreditation and can serve as a guide for continuous improvement. The technology center will submit improvement action plans addressing a minimum of one actionable item for each quality standard 1-6. Additional corrective action plans may be required for examiner-identified areas of improvement.

The accreditation status of technology centers is reviewed annually. Accreditation is extended for one year at a time and may be dropped or withdrawn at the conclusion of each fiscal year. However, the institution's Certificate of Accreditation is valid as long as the school continues to satisfy the conditions for accreditation as established by the State Board, not to exceed a five-year time period.

Complete details about accreditation application procedures and the accreditation process appear in the *Accreditation Guidelines* document published by the Oklahoma Department of Career and Technology Education.

TECHNOLOGY CENTER OVERVIEW

Mid-America Technology Center

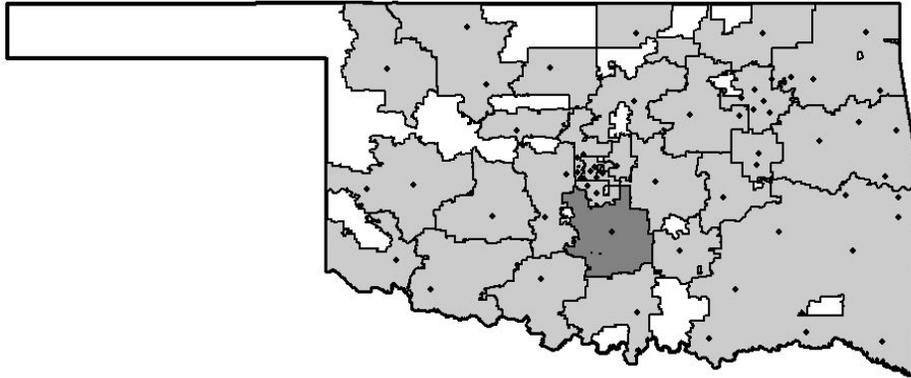
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The Mid-America Technology Center district includes all or part of these partner school districts: Blanchard, Bridge Creek, Byars, Dibble, Elmore City-Pernell, Lexington, Lindsay, Little Axe, Maysville, Newcastle, Noble, Paoli, Pauls Valley, Purcell, Stratford, Wanette, Washington, Wayne, Whitebead and Wynnewood.

The Mid-America Technology Center school district serves McClain and Garvin counties as well as portions of Cleveland, Pottawatomie, and Grady counties.

EXECUTIVE OVERVIEW

Accreditation Process Overview

The Accreditation Division of the Oklahoma Department of Career and Technology Education organizes the onsite visit, in collaboration with the technology center. The same examiner team that reviews the accreditation application also participates in the onsite visit. This allows the team members to understand how well the technology center is applying the quality standards. The composition of the examiner team depends on the size of the technology center and the anticipated complexity of the onsite visit.

Prior to the onsite visit, the examiner team requests specific documentation to be made available during the onsite visit. This documentation should confirm details in the accreditation application. Once onsite, the examiner team conducts interviews with a variety of individuals—including technology center staff, students, and other stakeholders—to gather information to complete the review. Representatives of the examiner team deliver an oral report to the technology center administration at the conclusion of the onsite visit. This oral report is only a preliminary report. However, the technology center administration may ask clarifying questions.

The examiner team communicates its findings from both the application review and the onsite visit through a formal written report. This report is a detailed assessment of the technology center's strengths and opportunities for improvement, aligned to the quality standards. The Accreditation Division submits the written report to the technology center and requests feedback prior to State Board action. The chief executive officer of the technology center has the opportunity to comment upon the written report and provide any supplemental material pertinent to the facts and conclusions in the report before the State Board takes action.

In 2021, ODCTE continued a hybrid model that facilitates conducting virtual group interviews and an onsite visit. The examiner team works remotely to conduct the group interviews, in the same way that the onsite interviews are conducted. Examiners then travel to the site(s) to conduct one-on-one interviews, program observations, confirm findings and gather additional information.

Accreditation Examiner Team Members

Bryan Abbott,
Tulsa Technology Center

Jeremiah Graham,
Metro Technology Center

Linda Badillo,
Western Technology Center

Julie McCormick,
Gordon Cooper Technology Center

Terri Busch,
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Kevin Terronez
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Business, Industry and Stakeholder Involvement

Stakeholders

Steve Adams
Joe Billington
Jodie Fletcher
Karen Gray
Amber Harp
Crystal Jones
Paul Savage
Cricket Warren

BIS Clients

Steven Bratcher, Oklahoma Department of Commerce
Wade Chambers, Economic Development
Greg Cypert, Purcell Fire Department
Robert Floyd, City of Blanchard
Debbi Gantz, LTC Health
Teri Hoffman, DDB
Bryan Jones, Agriculture
Dorothy Kennedy, City of Purcell
Chad Madden, H&H
Justin McDaniel, OSU Extension
Les Nunn, Entrepreneur
Wof Schroeder, Wynnewood Refinery

QUALITY STANDARDS RESULTS SUMMARY OF SCORES

QUALITY STANDARD	ITEM	MET	NOT MET	
Leadership & Administration	1.1 Senior Leadership and Administration	✓		
	1.2 Governance and Societal Responsibilities	✓		
	1.3 Strategy Development and Implementation	✓		
	1.4 Leadership Results	✓		
Instruction & Training	2.1 Instruction and Training	✓		
	2.2 Student Learning Results	✓		
Support Services	3.1 Student Support	✓		
	3.2 Communication, Marketing and Engagement	✓		
	3.3 Finance	✓		
	3.4 Consulting and Assistance	✓		
Measurement & Analysis	3.5 Support Services Results	✓		
	4.1 Measurement, Analysis and Improvement in Organizational Performance	✓		
	4.2 Knowledge Management, Information and Information Technology	✓		
	4.3 Measurement and Analysis Results	✓		
Personnel	5.1 Environment	✓		
	5.2 Engagement	✓		
	5.3 Personnel Results	✓		
Operations	6.1 Operational Effectiveness	✓		
	6.2 Community Partnerships and Involvement	✓		
	6.3 Facilities, Transportation, Equipment, Resources and Materials	✓		
	6.4 Safety, Security and Emergency Preparedness	✓		
	6.5 Compliance	✓		
	6.6 Operations Results	✓		
System Impact	7.1 STATEWIDE BENCHMARKS	EXCEEDS	MEETS	DEVELOPS
	a. Business/Education Partnerships	✓		
	b. Career Awareness		✓	
	c. Educational Attainment		✓	

A standard is “Met” if both of the following conditions are satisfied:

- (1) all “Met/Not Met” statements must be “Met,” and
- (2) the average rating for the standard must be at 3.0 or above.

The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.

1—LEADERSHIP & ADMINISTRATION

MET

This standard examines how the technology center’s leadership and administration’s actions guide and sustain the organization. This includes the technology center’s governance system, how the organization fulfills its legal, ethical, and societal responsibilities, and how it supports its communities are identified. The school must demonstrate it has enforceable written policies and procedures in place that demonstrates its ethical practices by showing that it has a well-defined set of ethical standards governing institutional or programmatic practices, including recruitment, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. This standard examines how the technology center develops strategic objectives and action plans and how progress is measured.

<p>1.1 Leadership and Administration</p> <p><i>The goal of this item is to identify key aspects of leaders’ and administrators’ responsibilities, to create an educational institution that is successful now and in the future.</i></p>		
	Met	Not Met
Senior leadership and administration provide direction to the overall organization.	✓	
Senior leadership and administration ensure that students are engaged in the self-assessment process.	✓	
AVERAGE RATING		3.4

<p>1.2 Governance and Societal Responsibilities</p> <p><i>The goal of this item is to evaluate key aspects of the governance system, including the improvement of leaders and the leadership system. It also asks how the educational institution ensures everyone in the organization behaves legally and ethically, how it fulfills its societal responsibilities, and supports its key communities.</i></p>		
	Met	Not Met
The institution is operating within the Oklahoma CareerTech Rules.	✓	
Senior leadership and administration are operating in a legal and ethical manner.	✓	
The institution meets regulatory requirements and public responsibilities.	✓	
AVERAGE RATING		3.4

1.3 Strategy Development and Implementation		
<i>The goal of this item is to strengthen overall performance, competitiveness, and future success through the deployment of strategies to achieve goals.</i>	Met	Not Met
The institution has a strategic planning process that supports continuous improvement.	✓	
Goals and objectives are aligned to the technology center’s mission and vision and are regularly monitored.	✓	
There is alignment between the educational institution’s strategic plan and Oklahoma CareerTech’s strategic plan and performance measures.	✓	
The institution systematically reviews its performance.	✓	
AVERAGE RATING		3.1

1.4 Leadership Results		
<i>The goals of this item are to demonstrate: (1) the extent to which the organization is fiscally sound, ethical, and socially responsible and (2) how it communicates this information to students, business and industry, and other customers/stakeholders.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.5

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

1 Mid-America Technology Center employs a deliberate strategy to develop and promote leadership internally. Interviews with staff in various MATC departments revealed that all employees are encouraged to advance through incentives for college and professional development opportunities.

1 Mid-America Technology Center maintains a dual focus on survival and growth during challenging times. As evidenced in the application and through interviews with administration and staff, MATC focuses on “keeping the doors open” during the pandemic at the same time as it implements a growth strategy that includes increasing enrollments and providing greater services to the communities served. Key elements in this growth strategy are said to be a millage increase request as well as property purchases.

1 Staff and other stakeholders of Mid-America Technology Center appreciate the “open door” demonstrated by the administration. This was evident in interviews with various stakeholders, staff and BIS clients. Everyone feels comfortable talking with the MATC administration about topics, suggestions, and concerns. It was noted that MATC leadership meets with staff weekly, with business and industry quarterly, with professional boards and community monthly, with the Business Education Council quarterly, and with the advisory committee annually. Stakeholders felt that the MATC administration was approachable. MATC staff felt valued. MATC staff also expressed their appreciation for the staff meetings and emails provided following board meetings.

1 Mid-America Technology Center encourages innovation from within. As evidenced by the application and through interviews, MATC employs a range of committees where members contribute ideas, initiatives, and projects. Each committee addresses recommendations, implementation, and evaluation. Terms, appointments, and rotations are dependent on the committee.

1 Mid-America Technology Center has achieved a notable increase in staff satisfaction with professional development. Per the application, a staff survey confirmed that professional development satisfaction rose from under 60% to above 82% since the previous accreditation. During support staff interviews, participants were positive about professional development opportunities available and their freedom to attend training as requested. It was noted during student services and instructor interviews that teachers who attend Technology Centers That Work professional development are expected to return and share what they learned with staff.

1 Administrators at Mid-America Technology Center are appreciated for their informal observations of programs and classrooms. Instructors stated that MATC administrators are regularly making informal observations. Administrators interviewed said that they want their presence in the classroom to become the norm.

1 Mid-America Technology Center ensures the availability of organizational data and information using a variety of platforms. According to students interviewed, MATC outreach platforms include PowerSchool (for students and parents), employee web pages, school web pages and social media pages. Students also said that they received reminder messages from their instructors via text and email.

Opportunities for Improvement:

1 Although several internal committees address ideas and initiatives, Mid-America Technology Center could strengthen its formal strategic planning efforts and outcomes. During interviews with MATC instructors and staff, many were uncertain of the school's long-term goals or progress toward achieving them. Strategic planning efforts could also be more inclusive by seeking the participation of representatives from housekeeping on committees. The self-assessment application and interviews with MATC administrators did not indicate the existence of a written strategic plan.

1 Although instructors and staff appreciate the support provided for their professional development, Mid-America Technology Center could take further useful steps. In group and individual interviews, it was noted that staff do not readily have available a list of upcoming professional development opportunities. It was also mentioned that it is up to faculty to use their own discretion to choose professional development. Other staff felt that the available opportunities were geared toward instructors and that non-instructional staff had to arrange for their own professional development. The IT staff interviewed said they would love to be able to participate in professional development training, but there are only two of them and they are busy all day with work tickets.

1 Mid-America Technology Center could enhance its efforts to communicate with external stakeholders and industry representatives. Although MATC is credited with strong communication between its administration and staff, interviews with stakeholders and industry suggest a need for improved communication and sharing of important information. Stakeholders interviewed made evident that they could use more information shared more frequently or more efficiently.

1 Mid-America Technology Center could explore the feasibility of bringing back a service careers program. It was expressed in an interview with stakeholders that they would like to see a program brought back to reach students who may lack soft skills knowledge or who experience difficulty in working within standard skill sets. The

stakeholders interviewed felt that specific students could potentially achieve more in such programs and use them to enter the workforce.

1 Some programs at Mid-America Technology Center could define pathways to external certification. During interviews, it was stated that not all programs offer certifications or that they aren't discussed. Interviewees stated that certification might not always be necessary but could be another way of demonstrating each student's ability and offering an additional opportunity to excel.

1 Mid-America Technology Center could take a formal approach to evaluating and choosing learning management systems. It was stated during interviews that MATC employs multiple LMSs. Some instructors recommended using the same platform across all programs. Other interviewees acknowledged that a recent task was to explore different systems but that none of those systems ultimately proved satisfactory in terms of instructor expectations.

2—INSTRUCTION & TRAINING

MET

This standard examines the content and performance objectives of the programs at a level and quality acceptable whether a student moves on to postsecondary education, the military, or the workforce. The program/training should be designed to provide the cognitive, affective, and psychomotor skills to teach knowledge and develop skills necessary for employment. Student leadership development activities are also considered an integral part of instruction. All approved programming shall be conducted in accordance with state standards, policies, and operational procedures.

2.1 Instruction and Training		
<i>The goal of this item is to review all instruction and training programs—full-time, BIS, ACD, BES, Dropout Recovery, TANF, Adult Basic Education—offered by the technology center.</i>	Met	Not Met
The institution is teaching programs/courses approved by ODCTE.	✓	
The institution provides opportunities for work-based learning.	✓	
The institution's local CTSO chapters are in good standing with the state and national organizations.	✓	
The institution's programs afford students the opportunity to participate in appropriate leadership and/or student organization(s) aligned to the desired student outcomes.	✓	
AVERAGE RATING		3.4

2.2 Student Learning Results		
<i>The goal of this item is to demonstrate quality and value of instruction, training, and services that enable students, business and industry, and other customers/stakeholders to be successful.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.4

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

2 Mid-America Technology Center provides students with needed program materials and resources. Students interviewed commented that they are satisfied with program resources and materials. In some cases, they believed that they had more tools than what would be in a "real" shop. Interviews with instructors and support staff confirmed this finding. In student interviews with PM students, students were happy with their programs. Adult Students said the shops were well equipped, even better than industry shops. Programs observed had plenty of space, tools, and materials to provide a quality, industry-relevant learning experience.

2 Mid-America Technology Center serves as a source for job opportunity information for students. Adult students interviewed stated that their particular instructors spoke to them often about employment opportunities. These instructors would pull up job postings online and even spend time during breaks talking about job opportunities.

2 Mid-America Technology Center is appreciated for a positive campus culture. Students interviewed noted that the overall culture of the campus is to assist and help as needed. Teaching assistants reported feeling that everyone was on the same level. This was verified in student interviews and support services interviews as well. Instructors observed showed good interaction with students. Students' responses to their instructors did not seem forced or rehearsed. During an hour-long observation of one instructor, the instructor was readily available and approachable. Observed programs that included teachers' assistants indicated that instructors and assistants work well together. The teacher assistants seemed to enjoy their jobs as evidenced through their observed interactions with students, answering questions, helping with supplies, and enforcing safety. During support staff interviews, several teacher assistants confirmed this.

2 Instructors at Mid-America Technology Center believe that they are well supported in obtaining necessary materials or equipment. According to instructor interviews, a formal budgeting process is not evident, yet instructors can identify and rank their needs. Instructors felt they had received the top-ranked resources they identified as necessary.

2 Mid-America Technology Center invests in its employees through a tuition reimbursement program. According to the application and interviews, MATC teachers and support staff reported numerous examples of employees able to advance careers at MATC through this benefit.

2 MATC uses data for instructor and student success.

As evidenced in interviews and documents the instructors are monitored through data of students, demographics of students, follow up and retention or exit reports. This is reinforced through the student/client interviews and documented forms for program evaluations.

2 Collaboration is commonplace at Mid-America Technology Center. Collaboration between programs and BIS staff was evidenced in interviews. It was noted that the collaboration includes internship opportunities and job placements. During a BIS individual interview, it was stated that BIS communicates with full-time programs regarding job placement. They also relay information on any skills that students did not obtain but that the employer feels are necessary. For example, a local equipment dealer needed employees. BIS staff at MATC connected the business with appropriate full-time programs to develop opportunities to hire MATC students.

2 Work-based learning experiences are a focus of Mid-America Technology Center.

According to the application, as well as interviews with students and instructors, students in each full-time program must complete a minimum of 30 hours of teacher- and administrator-approved work-based experiences (WBE). Off-site WBE has a higher point value. The required 30 hours are cumulative over a 2-year period broken into 3-, 6-, 9-, and 12-hour segments. It was observed that non-traditional students were actively involved in WBE.

2 Instructors at Mid-America Technology Center feel their evaluation process is beneficial. During several individual teacher interviews, instructors said they felt that suggestions made about their performance were beneficial. They believed the suggestions came from an improvement viewpoint.

2 Some programs at Mid-America Technology Center excel in its participation in its career and technical student organization (CTSO). It was evidenced that the CADD program has 100% participation in SkillsUSA and sends nine students annually to competition. When more students are interested than spots are available, a local competition determines those representing the district. Other students interviewed were enthusiastic about CTSOs and said they were encouraged to participate. According to an instructor, CTSO advisors on campus collaborate to engage students in all areas of competition skills from public speaking to using critical thinking and working on teams. They do this with one advisor often leading CTSO students in presentation skills while another advisor assists with resume writing or packaging (marketing) the project.

Opportunities for Improvement:

2 Mid-America Technology Center could strengthen students' involvement in career and technical student organizations (CTSOs). As evidenced in student interviews, not all

students pursued leadership opportunities via a CTSO. In group interviews with students, some students could not define or give examples of leadership activities. One instructor's individual interview equated leadership activities with team building activities during CTSO kickoff day, but the instructor could not have any other examples. During the interview with adult students, students were not aware of student leadership opportunities and CTSO participation was understood to be optional. It was stated in student and instructor interviews, that not all programs participate in CTSOs and others have 100% participation. MATC could encourage the importance of leadership opportunities across all programs.

2 Mid-America Technology Center could improve promotion of available certifications. During student interviews, it was evident that some of the students did not know about the certifications available. Instructors mentioned having various certifications available but that they could do a better job promoting them.

2 Mid-America Technology Center could utilize surveys to gather stakeholder feedback. During stakeholder interviews, interviewees suggested a survey of stakeholders regarding budgeting, resources, and needs. When asked about creating offerings for BIS clients during interviews, it was noted classes are often created in a "fishing" approach to explore stakeholders' interest, rather than using surveys to gauge client interest before creating courses.

2 Mid-America Technology Center could explore solutions to address enrollment issues and opportunities. Stakeholder interviews revealed that MATC used a tiered approach to program applications in which junior applications are reviewed prior to any applications from seniors. One result was that few seniors were accepted into a two-year program at MATC. It was noted that this decision came about after a review of data indicated that senior students often did not come back to finish the second year of a two-year program. Students expressed concern about not being accepted into the programs and having to be put on wait lists. Examiners also determined that MATC may be limiting itself on capacity. In interviews with instructors, it was revealed that the technology center has put a cap on student capacity at 18 students maximum per morning or afternoon session across the board. ODCTE Rules allow capacity requirements to vary per program. If there is a waiting list for students, and there is room and a workstation for each student, adjustment of the capacity cap for a program could help to shorten the waiting list.

2 Mid-America Technology Center could clarify the purposes of and access to its Leadership Mid-America program. Students on the interview panel were not aware of the program. According to staff in the BIS area, Leadership Mid-America is for community leaders within their sending school districts. One MATC staff member attends each year. In the MATC application, the program reads as an additional leadership program for MATC students.

2 Mid-America Technology Center could identify additional recipients of outcomes data. According to interviews, instruction and training results are not readily available to students and to advisory board members. Evaluation results are distributed to the instructor or facility evaluated but are not disseminated to students or other stakeholders. Instructors stated that they went over their evaluations twice per semester but noted that they do not see the results of the staff and student surveys.

2 Mid-America Technology Center could explore options for guiding new instructors. From interviews with instructors having four or fewer years' experience at MATC, a greater focus on guiding or mentoring could prove beneficial. Instructors stated that they were comfortable asking questions when needed but felt that extra help or information could also be very useful.

2 Mid-America Technology Center could ensure that all programs have adequate space for instructional needs. Although MATC instructors generally believe that their needs for materials and resources are met, examiners observed that some program labs didn't have enough space for hands-on learning.

2 Mid-America Technology Center could explore the feasibility and benefits of assisting with the costs of student certification tests. It was evidenced that MATC has a low industry certification rate in computer-related subjects. Instructors interviewed said they wondered whether the test rate and the pass rate would be higher for industry certifications if the technology center paid for student certifications.

3—SUPPORT SERVICES

MET

This standard examines the support services utilized in obtaining performance objectives of instruction and training. All students shall be provided with information on career options, advised on appropriate educational paths to meet career goals, and provided with the necessary support for success in their career programs. Academic integration is provided in the context of skills needed for occupational competency, technology familiarity, and other cognitive skills. Students will also receive assistance in developing transition, employability, and job search skills prior to completing their career program. This standard examines the technology center’s delivery of student and stakeholder value, including long-term budgetary and financial performance, customer satisfaction and engagement, and market success.

3.1 Student Support		
<i>The goal of this item is to review support services available to students at the technology center, including career guidance and advisement, academic integration, and job placement.</i>	Met	Not Met
The institution provides the opportunity for career counseling and advisement services for all students.	✓	
The institution makes appropriate accommodations/modifications for all identified/self-disclosed students.	✓	
The institution ensures integration of math, reading, and communication skills instruction with all students’ occupational skills training.	✓	
The institution provides the opportunity for all students in developing employability skills and provides placement assistance for postsecondary, military, or employment.	✓	
AVERAGE RATING		3.5

3.2 Communication, Marketing, and Engagement		
<i>The goal of this item is to capture meaningful information essential in building a more student-, business and industry-, and other customer/stakeholder-focused culture that exceeds expectations and enhances loyalty.</i>	Met	Not Met
The institution maintains and evaluates annually a written communications and marketing plan that aligns with the technology center strategic plan.	✓	

The institution works with local business and industry to meet their needs.	✓	
The institution is working to increase and/or diversify its market.	✓	
The institution ensures appropriate personnel participate in local economic development meetings, chambers of commerce, or other organizations and share information gained to assist in meeting workforce needs.	✓	
The institution monitors satisfaction and dissatisfaction of students, business and industry, and other customers/stakeholders.	✓	
The institution uses student, business and industry, and other customer/stakeholder feedback to improve its services and brand recognition.	✓	
The institution has methods and processes to engage and improve student, business and industry, and other customer/stakeholder relationships.	✓	
AVERAGE RATING		3.3

3.3 Finance		
<i>The goal of this item is to determine what strategies have been implemented to improve financial accountability and ensure sound financial policies.</i>	Met	Not Met
The institution is operating within a balanced budget.	✓	
The institution follows its local purchasing policy.	✓	
AVERAGE RATING		3.5

3.4 Consulting and Assistance		
<i>The goal of this item is to capture meaningful information related to technical assistance requested/provided to support instruction and training and support services—ABM, BES, incubators, Bid Assistance—OBAN, SBM, SET, TANF.</i>	Met	Not Met
AVERAGE RATING		3.7

3.5 Support Services Results <i>The goal of this item is to evaluate the quality and value of support services that enable students, business and industry, and other customers/stakeholders to achieve success.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING	3.6	

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

3 Mid-America Technology Center employs multiple tools to make students aware of job placement opportunities. According to its application, MATC uses its Academic Center, 21st Century Skills, OK Career Guide and OK Job Match to assist students with identifying employment opportunities. Instructors also keep lists of job, scholarship or military opportunities. MATC students were also said to learn resume writing and job interviewing techniques. During instructor interviews, it was stated that students begin working on their resume during the first weeks of class and the resume is continually updated throughout the year. This gives students a visual record of their personal growth. Students and MATC staff also confirmed that instructors provide students with information about job opportunities.

3 Mid-America Technology Center provides equitable access for students who speak English as a second language. This was evidenced through review of the application. MATC employs two bilingual teachers, one bilingual teacher assistant, and two bilingual staff. MATC also provides the Career Ready 101 course in Spanish. A Google Translate option is also available on the technology center's website.

3 Business and industry stakeholders credit their success to outreach efforts from Mid-America Technology Center. Stakeholders interviewed said that MATC sets up classes to address identified opportunities and helps them with business plans. One nursing home partner said that their ability to hire qualified employees would be significantly affected without the technology center. A stakeholder from a local fire department described how MATC helps provide the training they need. In interviews with multiple BIS stakeholders, they could not praise MATC enough. Through BIS staff and stakeholder interviews, a relationship of collaboration between the staff and stakeholders is revealed. Each stakeholder expressed that all they have to do is call and talk to the BIS staff about their need. They said that the BIS staff continuously stops by to see if they have other needs, or to discuss an idea.

3 Staff at Mid-America Technology Center appreciate the open-door policy of the current administration. According to support staff interviews, this policy is made evident in part by the new superintendent, who made sure his office blinds were open so anyone can know when he is available. Staff said they feel they can drop in his office at any time.

3 Students at Mid-America Technology Center have multiple work-based learning opportunities. Cyber Security students were involved in a wiring project and Digital

Media students were involved in creating marketing materials, as indicated during student interviews. Students provided examiners with additional examples, including the Horticulture students who noted that they do floral arrangements for weddings, Homecoming mums for the local high schools, Valentine's Day arrangements and a spring plant sale.

3 Mid-America Technology Center takes steps to ensure appropriate placement within its programs. It was evidenced that counselors visit each high school before the Sophomore Showcase to give students an overall view of MATC and to allow students to complete interest surveys. Students then tour the campus. If they like a particular program, they can spend an entire day with the class before making a commitment. Student services staff stated that they hope to change the Sophomore Showcase so that all students can glimpse every available program, followed by a more hands-on tour of their top two program choices.

3 Mid-America Technology Center maintains close relationships with its partner schools and other stakeholders. Stakeholders interviewed said their relationship with MATC had been built upon the technology center's values of integrity, innovation, quality, success and responsibility. MATC faculty and students also described how the technology center feels like a family. They said they could talk to anyone on campus and they felt very supported. Multiple interviewees said they were students at MATC and ended up becoming employees.

3.3b(1) Financial Aid Expenditures: MATC business office processes for Title IV reconciliation are thorough, and as described in the self-evaluation application. Processes are repeated each month after disbursements to students. Monthly and 2020-2021 year-end records showed reconciliation between the business office (G-5 drawdowns/Pell account) and the financial aid coordinator (FAC). Documentation, along with staff interviews, confirmed that good separation of duties, excellent checks and balances, and strong administrative capabilities are standard practice at MATC.

Opportunities for Improvement:

3 Mid-America Technology Center could determine opportunities for its instructors to participate in student IEP meetings. Based on a review of the accreditation application, the communication process for student IEPs involves the MATC counselor and the sending school counselors. During interviews, examiners confirmed that the instructors do not attend meetings with the sending school. An instructor at MATC stated that they have to use leave time to attend IEP meetings. They may receive an email if any follow up is needed.

3 Mid-America Technology Center could review the efficiency of its requisition approval process. The application indicated that the MATC process for approving

requisitions involves multiple reviewers, including the encumbrance clerk, superintendent, deputy superintendent, and business manager. Examiners recognized that the review process for requisitions accommodates the Trends electronic system. Interviewees stated that it might be helpful for instructors to be told of the budget amounts available to each of them, as a way of reducing requests and encouraging prioritization of them.

3 Mid-America Technology Center could assess the adequacy of its media and outreach efforts. Examiners observed that, although multiple individuals at MATC check print media and web pages to ensure diversity, few examples of print media included pictures of people to demonstrate diversity in the technology center's programs. A review of the MATC website showed virtually no images of people. MATC staff interviewed said that the school primarily uses a combination of social media and direct mailers. Students are not included in the recruitment process, i.e. sharing their stories, leading tours, etc. In an individual interview, MATC staff were unaware of any multi-language recruiting materials, though the website does have the Google Translate option.

3 Mid-America Technology Center could clarify its social media policy. The social media policy was not clear for instructors. Per the application, the social media policy covers what students can and cannot do but is less clear about what is expected of instructors. Examiners searched the MATC Policy Manual, Student Handbook, Consumer Information Guide, Professional Practices, and the IT Security Policy and were unable to find anything regarding social media. In interviews with BIS staff, they said they were given access to Facebook and Twitter to do their own marketing and get the word out about their programs, but were unaware of the policy.

3 Mid-America Technology Center could evaluate the adequacy of its marketing resources for managing its messages and its branding. The marketing function at MATC was repeatedly referred to as a "one-woman show." According to interviews, BIS marketing is handled by the AT&D coordinator. Interviewees wondered whether a new hire with a focus on social media could provide enhanced support to BIS, student services, marketing and other departments at MATC. This person could also assist with video and the MATC website. It was felt that a social media specialist (or the existing marketing committee) could help ensure that branding was consistent across web, print and digital media.

3 Mid-America Technology Center could standardize its satisfaction data outputs to facilitate easy comparisons. Although MATC collects data in several areas and by various methods from students, clients, and stakeholders, student exit surveys do not include a scale to indicate how they rate their experience. A likert scale added to the survey could provide data about student satisfaction trends.

3 Mid-America Technology Center could improve communication about new and exiting employees. Staff interviews stated that no notification is given about new or exiting employees. A weekly bulletin can have inaccurate information, leading to confusion among departments. Other staff suggested an IT work order system for onboarding and exiting employees could be beneficial. Staff said there is no formal process for introducing new employees. New employees are brought to the Finance staff, who gather payroll information. The CFO goes over the Policy Book with the new employees. In multiple interviews, staff said that process for new and exiting employees, that includes making staff aware, would be beneficial.

3 Mid-America Technology Center could determine the feasibility of enhancing its dedicated counseling resources. Examiners noted that MATC has one counselor for some 900 students from 18 school districts, well exceeding the recommended average for counselor-to-student ratio of 1:250. The counselor had a very positive outlook and was actively working with two new recruitment positions to fill gaps left by departing counselors. Of particular concern to examiners was (1) the absence of a plan for dealing with a student crisis/emergency if the counselor is away from the campus, and (2) whether one counselor can adequately advise every student and assist with developing a career plans.

3 Mid-America Technology Center could gather data about its BIS clients served. When asked how many clients BIS serves, staff interviewed did not know a number. In walkaround interviews, it was stated that the BOE approves a report on performance measures that include BIS. However, during the virtual interview with the BIS coordinators, they did not know how many businesses BIS serves or how many businesses they individually serve.

3.3b(1) Financial Aid Expenditures: Evidence supports that the current reconciliation process is successful and separation of duties has improved from the previous accreditation visit. However, MATC might consider a form/step that allows both the FAC and business office to sign/confirm the monthly reconciliation and that no discrepancies exist.

4—MEASUREMENT & ANALYSIS

MET

This standard examines how the technology center selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. It also examines how the technology center uses review findings to improve its performance.

4.1 Measurement, Analysis, and Improvement of Organizational Performance <i>The goal of this item is to guide process management toward the achievement of key organizational results and strategic objectives, anticipate and respond to rapid or unexpected educational institution or external changes, and identify best practices to share.</i>	Met	Not Met
The institution measures and analyzes organizational performance.	✓	
The institution has a process for continuous improvement.	✓	
AVERAGE RATING		3.4

4.2 Knowledge Management, Information, and Information Technology <i>The goal of this item is to identify strategies used by the technology center to improve organizational efficiency and effectiveness and stimulate innovation.</i>	Met	Not Met
The institution keeps applicable student/employee information confidential and secure.	✓	
The institution maintains required data accurately and reports to appropriate entities in a timely manner.	✓	
AVERAGE RATING		3.3

4.3 Measurement and Analysis Results <i>The goal of this item is to evaluate the management of data.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.4

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

4 Mid-America Technology Center regularly includes best practices among its professional development topics. Examiners noted that MATC shares best practices through scheduled professional development opportunities. In one-on-one interviews with instructors, they stated that Lunch and Learn sessions include the sharing of best practices, as well as "20 Things," another session name for sharing best practices.

4 Mid-America Technology Center takes steps to secure its data. In one-on-one interviews with instructors, it was verified that MATC uses PowerSchool for student data such as home address and contact information, to take daily attendance, enter grades, and hold documentation regarding students. IT staff noted that virtual servers are monitored 24/7 with Veeam One Monitoring software. IT staff also explained there are two back-up systems, on-site and off-site. Data has restricted access and student data is protected with passwords.

4 Mid-America Technology Center makes use of stakeholder feedback. In one-on-one interviews, instructors spoke about the addition of the CTSO Coordinator in response to feedback from stakeholders. In interviews with administration, they noted that the addition of recruiters who would also help with placement and CTSOs could help prevent students from falling through the cracks.

4 Mid-America Technology Center uses best practices to improve program diversity and quality. According to the superintendent, MATC acquired a Program Quality Indicator document from Meridian Technology Center and used it to change the MATC Equine program from a two-teacher program to a one-teacher Equine and one-teacher Vet Tech program. The superintendent believes that the change has helped their enrollment, retention and placement of students. The quality indicator tool also helped MATC change the Equine curriculum to focus more on breeding operations.

Opportunities for Improvement:

4 Mid-America Technology Center could explore opportunities for greater collaboration between full-time programs and BIS with regard to internship, apprenticeship, and job shadowing opportunities. In interviews with BIS stakeholders, they had not considered the opportunity to offer internships to students, but they expressed interest in working with students. In interviews with administration, they noted that a goal is to get BIS more involved with full-time programs to provide more seamless assistance to students and help students become more employable.

4 Mid-America Technology Center could involve a greater range of staff in the new employee onboarding process. Examiners were told in interviews with MATC staff that the Finance department does a great deal of the onboarding with new staff, including teaching new hires about processes and procedures, using the Trends program, and other procedures. As noted under a previous standard, staff outside of the Finance department received little information about new hires (or exiting employees). According to interviews, MATC culture is not addressed with new hires.

4 Mid-America Technology Center could implement a more formal annual performance review process. The application describes how findings from performance reviews are used to develop priorities for continuous improvement. During the interview process, the interviewees said there is a support staff form that is used. Staff are called in for a meeting once per year to discuss general questions.

4 Mid-America Technology Center could ensure that all staff are aware of its data security policies and procedures. During program interviews, examiners noted that not all staff were aware of policies and procedures related to data security. It was stated that staff aren't required to review policies and provide verification.

5—PERSONNEL

MET

This standard examines the technology centers ability to assess faculty and staff (and volunteers, if applicable) capability and capacity needs and build an environment conducive to quality performance. It also examines how the technology center engages, manages, and develops its faculty and staff (and volunteers, if applicable) to leverage human capital for achieving the technology center’s overall mission, vision, strategy, and action plans. Efforts should be made to ensure that opportunities are provided for personal and professional development in accordance with identified needs and current state and federal guidelines.

5.1 Environment		
<i>The goal of this item is to identify strategies and/or processes that the technology center uses to build an effective environment for accomplishing work and supporting personnel.</i>	Met	Not Met
The institution maintains adequate, qualified personnel to carry out its purpose.	✓	
The institution maintains a healthy, safe environment for all employees.	✓	
AVERAGE RATING		3.7

5.2 Engagement		
<i>The goal of this item is to identify systems used by the technology center to foster high performance, address core competencies, accomplish action plans, and ensure technology center success now and in the future.</i>	Met	Not Met
The institution fosters an organizational culture that is characterized by open communication and engaged personnel.	✓	
The institution ensures that employees are evaluated on performance.	✓	
The institution complies with state-/federally-required professional development.	✓	
The institution supports development and professional growth for its employees.	✓	
AVERAGE RATING		3.5

5.3 Personnel Results <i>The goal of this item is to demonstrate how well the institution has been performing in creating and maintaining a productive, caring, engaging, and learning environment for all members of the technology center workforce.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.8

To determine whether a standard is met:

- (1) all “Met/Not Met” statements must be “Met,” AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

5 Mid-America Technology Center provides learning experiences of value to its employees. Staff at all levels noted the success of the Lunch and Learn training. During instructor interviews, MATC staff expressed satisfaction with their access to and the frequency of professional development. They stated there was training at the beginning and end of each school year, Lunch and Learn (usually headed up by instructors or other staff), and staff meetings. They also stated that if additional training is needed for a specific field, the MATC administration makes sure they get to that training/conference. Attendees of external learning events share what they learned.

5 Mid-America Technology Center is appreciated by its staff and students for the accessibility of administration. This is evidenced by the application and by interviews with all employee groups. In interviews with support staff, they stated they can drop in to see the superintendent at any time, no appointment needed. Students in interviews also mentioned administration being open and approachable to them.

5 Mid-America Technology Center fosters cross-curricular collaboration. During instructor interviews, several examples were given about cross-curricular projects. For example, one instructor helped the SkillsUSA and BPA groups with parliamentary procedures contests. Another helped prepare students to be state officers, and a class of students helped prepare their campaign materials. A Welding instructor asked a Pre-Engineering instructor if students could create an updated drawing of a piece that his students had welded. The Pre-Engineering students have experience with Fusion 360 CADD software.

5 Employees of Mid-America Technology Center appreciate the technology center's investment in their formal education. According to the application, MATC reimburses up to \$2,700 per year to assist any staff member in paying college tuition costs. During instructor and support staff interviews, several employees reported that they had taken advantage of this benefit. Some gave examples of starting as a teacher's aide at MATC and then completing coursework to become a certified teacher and being hired by MATC. Several interviewees mentioned the opportunity to move up or advance their career. Both IT assistants went through the Cyber Security program and started part-time during the summers.

Opportunities for Improvement:

5 Mid-America Technology Center could professionalize the human resource management function. As evidenced by the application, MATC does not have one person dedicated to the role of human resources specialist. Examiners determined that MATC administrators appeared to handle staffing responsibilities. According to the application, MATC determines staffing needs at their weekly senior staff meetings. Some decisions, functions, and processes that commonly involve a human resources specialist lack such expertise. It is unclear what methods are in place to assess MATC's capability and capacity. Also unclear are the recruitment, hiring, and onboarding processes. During interviews, IT staff stated they were not given notification when a new employee was hired or when an employee left. This meant that computer accounts may not have been set up on time or may have been left open after a staff member left employment. The director of full-time programs is designated as the current grievance coordinator. Staff who may have a grievance with the designated coordinator do not have another listed option to report to. During an instructor interview, the instructor did not know the proper steps for reporting a grievance. She knew to report an issue to her superior but did not know whom to contact if she had issues with her supervisor or with administration.

5 Mid-America Technology Center could ensure broader representation in strategic planning efforts. No student services staff are on a strategic planning group, as evidenced in student services interviews. Examiners noted that housekeeping staff are not on any of the committees. Interviews also suggested that a cohesive gathering of the groups to form a strategic plan may be lacking. Individuals asked during one-on-one interviews about whether they were aware of what was going on outside of their own committees said that they did not. Instructors interviewed mentioned being part of several committees and described how those committees look at the present and where they want to be in 'x' years, but there seemed to be no consistency among committees. Examiners did not locate a formal listing of the committees. Although action plans could offer another avenue for employee involvement in the planning process, the application does not reference action plans and MATC staff interviewed did not reference action plans.

5 Mid-America Technology Center could enhance its professional development efforts in certain areas. Although many MATC employees acknowledge that professional development is robust and encourages personal growth, needs remain. In the IT interview, the assistants have requested more staff so they can attend more professional development training in their field. It was stated that if training events occur during business hours, staff may not be able to attend. Other staff implied that much of the professional development available appears to be geared more towards instructors. These staff felt they would have to take the initiative to find professional development that is relevant to their work.

5 Mid-America Technology Center could evaluate issues and solutions associated with serving a large geographical area. Although it was evident to examiners that MATC takes great effort to serve its widely distributed student body, challenges remain. A concern for instructors interviewed was the size of the geographical area that MATC serves and the number of sending schools. It was expressed this causes barriers for teaching and learning. In an interview, a sending school principal stated that the one-way trip to MATC was one hour. Students also talked about the waiting list for classes. They would like to see more classes offered with more teachers and options to allow more students to attend MATC.

5 Mid-America Technology Center could use surveys of employee satisfaction. Staff interviewed had not received any employee satisfaction surveys. They told examiners that they had received only event-specific surveys. They requested a general satisfaction survey as a means for having more anonymous input.

6-OPERATIONS

MET

This standard examines how the technology center designs, manages, and improves its processes to achieve organizational success and sustainability. Business and industry sector as well as other organization and individual community involvement should be addressed. This standard considers a technology center’s ability to provide adequate facilities, equipment, and resources/materials for all students, including those who may need additional accommodations/modifications. It also examines the technology center readiness for safety and emergencies and its adherence to policies and procedures.

<p>6.1 Operational Effectiveness</p> <p><i>The goal of this item is to identify strategies and processes used by the technology center to create value for students, business and industry, and other customers/stakeholders and to achieve current and future organizational success.</i></p>	Met	Not Met
The institution has identified its key work and support processes and their requirements.	✓	
AVERAGE RATING		3.4

<p>6.2 Community Partnerships and Involvement</p> <p><i>The goal of this item is to ensure that business and industry and partner school input is included in the design and development of program and service offerings.</i></p>	Met	Not Met
The institution ensures business and industry input through advisory committees.	✓	
AVERAGE RATING		3.7

<p>6.3 Facilities, Transportation, Equipment, Resources, and Materials</p> <p><i>The goal of this item is to ensure the technology center uses effective operations in order to have appropriate and maintained facilities, transportation, equipment, resources and other needed materials.</i></p>	Met	Not Met
The institution provides adequate facility size for all students/clients, programs, and services.	✓	
The institution acquires equipment, tools, and instructional resources to support all students/clients, programs, and services.	✓	
AVERAGE RATING		3.7

6.4 Safety, Security, and Emergency Preparedness <i>The goal of this item is to ensure the technology center uses effective operations that create a safe, secure workplace environment and utilization of emergency preparedness tactical processes and strategies.</i>	Met	Not Met
The institution provides a safe environment.	✓	
The institution regularly monitors safety.	✓	
The institution complies with all state/federal mandates related to emergency preparedness.	✓	
AVERAGE RATING		3.8

6.5 Compliance <i>The goal of this item is to capture meaningful information to demonstrate the technology center is meeting its compliance requirements.</i>	Met	Not Met
The institution has satisfied the minimum requirements of nondiscrimination.	✓	
The institution ensures educational equity in relation to all potential students/clients within its service area.	✓	
The institution's facilities, instruction and training, and service offerings are accessible and useable to individuals with disabilities.	✓	
The institution annually updates policies and procedures.	✓	
The institution adheres to federal student aid (FSA) requirements.	✓	
The institution defines clock hours, equivalencies, or has a policy in place establishing minimum attendance for postsecondary students in accredited programs.	✓	
AVERAGE RATING		3.2

6.6 Operations Results <i>The goal of this item is to demonstrate technology center effectiveness and efficiency.</i>	Met	Not Met
The institution reports levels of performance.	✓	
The institution reports trends of performance.	✓	
AVERAGE RATING		3.5

To determine whether a standard is met:

- (1) all "Met/Not Met" statements must be "Met," AND
- (2) the average rating for the standard must be at 3.0 or above. *The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any "Not Met" statements. This could result in probationary status or loss of accreditation.*

Findings Requiring Corrective Action:

There were no findings resulting in a failure to meet this standard.

Commendations and Strengths:

6 Stakeholders value the transportation services provided by Mid-America Technology Center. This was evidenced through review of the application and during interviews. Examiners learned that MATC runs 13 bus routes to 18 communities twice daily. These buses are open to both full-time and short-term students. Three of these buses are handicap-accessible with lifts. Staff indicated during interviews that MATC reviews the need for transportation on a regular basis.

6 Mid-America Technology Center provides a safe operating environment. Its application notes and interviews confirmed that MATC has an individual present on campus 24 hours a day, including weekends and nights. The MATC organizational chart identifies four security personnel. The school also has a security program for students.

6 Mid-America Technology Center ensures that its programs and training offerings are relevant to current labor market needs. Interviews informed examiners that MATC reviews the labor market statistics for its service area, then uses advisory committees, community contacts and economic development professionals to determine what programs should be introduced. Stakeholders interviewed felt valued and supported by MATC regarding their labor market needs.

6 Mid-America Technology Center has productive representation on program advisory committees. Industry involvement in full-time programs appears systematic. A definite focus is evident to bring on new members of advisory committees. Instructors reported a strong cross-section of expertise as a strength of the advisory committees. Interviews with instructors noted that advisory committees are actively involved in programs.

6 Mid-America Technology Center is known as an active participant within its partner communities. During interviews with BIS/ACD staff, it was noted that they are involved in multiple area chambers of commerce. As referenced in the application, MATC engages in activities within its communities, including practical nursing assisting with vaccine distribution and several groups helping in community beautification programs. Staff also mentioned participating in light pole painting and attending community events. The Horticulture program helps with Homecoming mums for area high schools. Other programs use "live-work" to diversify instruction and assist members of the community.

6 The facilities at Mid-America Technology Center appear to be well maintained. It was evident to examiners during the on-site visit that MATC facilities were very well maintained. During the on-site visit, the maintenance staff were busy fueling buses,

washing windows and preparing for the morning bus run. During individual interviews, it was explained that maintenance staff complete routine maintenance on a scheduled basis. Also, that students and staff contribute to the well maintained environment.

6 Mid-America Technology Center has made adequate updates to facilities to ensure safety and compliance. As observed during the onsite visit, MATC did an outstanding job of addressing ADA accessibility, safety and HAZMAT discrepancies that were discovered and noted during the pre-accreditation ADA accessibility, safety, security, and HAZMAT walk through.

Opportunities for Improvement:

6 Mid-America Technology Center could remain sensitive to the need for additional space. From the application, geography could pose an issue in providing service to a widely dispersed and large number of partner schools. Stakeholders interviewed felt geography was an issue due to the travel time for many students. Other stakeholders said that a closer location is appealing. In addition, MATC employees at all levels report that large numbers of students are unable to get a seat in a program area. During an interview with a partner school principal, he stated that he could send more students to MATC. The tiered system of application acceptance used by MATC was mentioned repeatedly. On program visit day, students expressed concern about students from their districts not being able to attend MATC due to waiting lists and lack of room in programs.

6 Mid-America Technology Center could ensure greater employee involvement in planning. The application states that teacher and administrator feedback are used to ensure that offerings align with the mission and vision of the technology center. However, examiners saw no documentation for how this is done. Interviews revealed that not all staff knew the mission statement of the technology center. Action plans to implement the CLEP plan (strategic plan) were lacking. Instructors reported knowing that surveys were used for staff and students but said they were not given access to the results or had no knowledge of how the data is used. Some instructional staff were not familiar with program quality indicators.

6 Mid-America Technology Center should make its grievance policy and procedure easily assessable. Although MATC has a grievance policy and procedure, examiners found that it was difficult to locate. In interviews, staff was also unaware were to locate them.

6 Mid-America Technology Center notice of non-discrimination needs to be updated.

The statement needs to include their Title IX and 504 coordinators information. Title and/or name, email address, physical address, and phone number. This was noticed during a review of their on-line and hardcopy of the continuing notice of non-discrimination statements.

6.5b Policies and Procedures

COMMENDATIONS AND STRENGTHS

Administration Support for Training:

Mid-America Technology Center (MATC) is supportive of the Financial Aid Coordinator (FAC) pursuing professional development and leadership positions within the state. The FAC has multiple years of leadership in the Oklahoma Association of Federal Student Aid Administrators (OASFAA). The FAC attends training sessions provided at OASFAA, FSATC (Federal Student Aid Training Conference), and decentralized trainings, as well as other training opportunities provided by the National Association of Federal Student Aid Administrator and the Oklahoma Department of Career and Technology Education (ODCTE).

Evaluators encourage the MATC FAC to continue to attend as many of these training opportunities as possible when approved to do so, due to ever changing FSA regulations. Attendance also assists in networking with peers in the financial aid field and gaining other resource avenues of knowledge.

Financial Aid Knowledge:

The FAC has 28 years of experience in federal student aid. She been employed for 10 years at Mid-America Technology Center. She is very knowledgeable in financial aid administration, and is well respected among her peers for her experience and abilities. She has demonstrated over the years her desire not only to help students, but also her diligence to do what is right. The FAC does a good job of safeguarding the federal funds and is committed to continuous improvement.

The FAC networks and become acquainted with new technology center financial aid personnel and is available as a resource to them. MATC is fortunate to have a FAC that is excited and committed to serving students and protecting MATC's Title IV eligibility.

6.5b(2) Policies and Procedures:

Examiners understand that the FAC is responsible for policies and procedures related to financial aid administration and institutional eligibility; interviews supported that district administrators work with and support the FAC in policy and procedure implementation and the success of MATC consumer compliance.

6.5b(3) Consumer Information, school reports and disclosures were found to satisfy compliance requirements. Multiple consumer information items and required disclosures were found on the MATC website easily labeled "Consumer Information." Examiners found handbooks, guides and reports available on the website. The Consumer Information Guide (pages 36-37) posted on the Consumer Information page of the MATC website can be downloaded and searched or is available in hardcopy upon request. Examiners do have a recommendation for notification and organization of disclosures included under "Opportunities for Improvement".

6.5b(2, 4, 8) Administrative Capabilities:

Financial Aid Policy and Procedures are posted and appear to portray accurately what is going on in the FA office concerning Title IV administration at MATC. Examiners interviewed all parties involved with the cash management process and found MATC to maintain separation of duties and demonstrates satisfactory administrative capability. There is a clear process that is utilized and documented by the business manager, FAC, activity fund custodian and student accounts administrative assistant for each Pell disbursement. Year-end reconciliation of the G-5 account and COD required limited additional effort due to consistent processes throughout the year.

MATC participates in Pell. To confirm capabilities, nine (9) student files from the 2020-2021 Pell Award Year (23.68%) were randomly selected for onsite review.

Student Files selected for review:

- | | | |
|----------------|-----------------|----------------|
| 1.) Sarah B. | 4.) John I. | 7.) Sataiea S. |
| 2.) Madison D. | 5.) Caitlynn M. | 8.) Derek S. |
| 3.) Aldena G. | 6.) Lonnie R. | 9.) Joseph S. |

File Review:

A student file worksheet was used to confirm and note standard items as files were individually reviewed. Any questions and comments pertaining to the file were noted on these worksheets for reference purposes for this report.

Files were found to be detailed and complete with documentation and notes included as necessary. Program calendars were easy to follow and gave accurate information that indicated the correct number of hours per day, week and payment period. Forms were complete and gave the correct information that told "the story" of the student's financial aid history while at MATC.

Examiners expected student financial files to contain a copy of student account statements and some sort of receipt for confirmation that students had received their credit balance; however, it is the practice at MATC for receipts to be kept in the business office where checks are disbursed. Examiners were able to request and see student receipts while onsite.

File #3 – FAC was not notified of student’s enrollment status change in a timely manner. Student enrolled ½ time, then full-time, then back to ½ time during the 2020-2021 academic year, before the student ultimately stopped attending. FAC became aware that student had stopped attending when checking attendance records in preparation for Satisfactory Academic Progress (SAP). No withdrawal notification was found in file. Return to Title IV (R2T4) was calculated correctly.

No payment findings were found.

Examiner comments and/or notes pertaining to individual student aid files were discussed with the FAC while examiners were on site.

Peer evaluators reviewed only nine (9) files; therefore, comments are not to be deemed as all-inclusive and the school is not limited to just areas noted for correction in this report when found.

OPPORTUNITIES FOR IMPROVEMENT

6.5b(3) Consumer Information Notification:

The bulk of MATC’s Consumer Information and required disclosures could be found on the Consumer Information and District pages of their website. Examiners believe that a change from disseminating consumer information in hard copy to both students and employees to posting on their website this Fall may have led to overlooking the “notification” process. Annually students and employees must receive notification of the availability of the Annual Security Report (ASR) and Drug and Alcohol Policies and Programs. The reports themselves may be posted and available online. Online posting satisfies disclosure availability for prospective students and employees, as well as community stakeholders.

Examiners encourage the use of the current “MATC’s Annual Notice of Required Disclosures of Student Consumer Information and Description of Information to be Disclosed” (page 36-37 of Consumer Guide and last item of online Student Handbook) as the notification document. Examiners recommend renaming the document, “Annual Consumer Disclosure Notification”. As a pull-out, stand alone document this notice can be emailed to all employees and student annually directing them to the exact URL on the MATC website where these disclosures are posted each year. *Note: Campus Security and Drug and Alcohol Abuse Prevention must be linked to the exact URL where posted.*

6.5b(2, 3, 4): While the FAC does participate in developing policy and procedure review and updates annually, as well as Consumer Information compliance requirements – all instrumental in satisfying administrative capabilities of MATC’s Program Participation

Agreement (PPA) - catching every detail can be an impossible task. Examiners noted a short list of concerns after reviewing Exhibit 6.

- Section VII of the Consumer Information Guide (pages 31-32) is a necessary component of the ASR and should be combined with the posted statistical information in order to complete the ASR.
- No evidence of biennial review of the Drug and Alcohol programs was produced. Examiners recommend including this on the agenda when annually reviewing student policies to insure record of review is available in the future.
- Copyright policy expansion to include MATC liabilities/sanctions/disciplinary actions.

Note: While onsite MATC staff confirmed that pending policy and procedure update addressed employee Copyright infringement.

- College Navigator is a valuable source of consumer information regarding MATC and needs to be more readily accessible. The link is included on current Notice of Required Student Disclosures; if this notice is posted as a stand-alone (see 6.5b(3) above) the College Navigator link could be more accessible.

6.5b(4) Examiners recommend easier availability for students of their account information. Currently student must request a copy of account statement. Examiners encourage statement of account be included with payment and credit balance information for all students/consumers. Availability could be online or hardcopy.

6.5b(6, 10) Oklahoma Board of Career and Technology Education serves at the Accreditor for all Oklahoma Career and Technology Education districts. The State must have a process to review and act on complaints concerning a school. This information was found only inside the Consumer Information Guide pdf and not readily available to consumers.

Note: Examiners questioned this availability during the visit. While onsite, MATC staff updated their website to include this information and contact link on the "About" page of their website.

7—SYSTEM IMPACT

Technology center performance indicators that align to Oklahoma *CareerTech* system goals will be reported to demonstrate system impact. The results also show how the technology center is successful in meeting its mission and vision, goals and objectives. This standard examines the technology center’s performance and improvement in key institution-wide areas outlined by the Oklahoma State Board of Career and Technology Education. Performance levels and trends are examined relative to required *CareerTech* benchmarks.

7.1 Oklahoma CareerTech Statewide Benchmarks: What are the technology center’s overall performance results? The goal of this item is to demonstrate performance results in alignment with Oklahoma CareerTech’s performance measures.		Address 75% of the areas within each section	Address at least 50% of the areas within each section	Address less than 50% of the areas within each section
a. Business/Educational Partnerships		Exceeds	Meets	Develops
✓	K-12 Partnerships			
✓	Higher Education Partnerships			
✓	Advisory Committees			
✓	Executive Officer Network			
✓	Business Penetration			
✓	Business and Industry Satisfaction Rate			
✓	Consulting Services			
	Incubator Services			
	Other* (please explain):			
b. Career Awareness		Exceeds	Meets	Develops
	OK Career Guide Statistics			
✓	Individual Career Plans / Individual Career and Academic Plan (ICAP) / Perkins Programs of Study			
	Elementary Level Career Development Activities			
✓	Secondary (MS, JH, HS) Career Development Activities			
✓	Adult Career Development Activities			
✓	Exploratory programs (summer academies and camps, potential student tours, etc.)			
	Other* (please explain):			
c. Educational Attainment		Exceeds	Meets	Develops
	Competencies / Knowledge and Skills			
✓	Capacity			
✓	Retention/Completion			
	Academic Credit			
✓	Career & Technical Student Organizations			
✓	WorkKeys			
	Prior Learning Assessments			
✓	Credentials			
✓	Certifications			
✓	Placement			
	Company Training by Geographic Area			
	Other* (please explain):			

Standard 7: – System Impact

7.1 Oklahoma CareerTech Statewide Benchmarks: The goal of this item is to demonstrate performance results in alignment with the Oklahoma CareerTech’s performance measures. *Overall Question: What are the technology center’s overall performance results?* (Please use charts, graphs, and other forms of data illustration. This standard will be used to show trend data. DO NOT refer to other areas of the application in this standard. Use graphs in standard 7. Other areas of the application can refer to the data in standard 7.

a. Business/Educational Partnerships

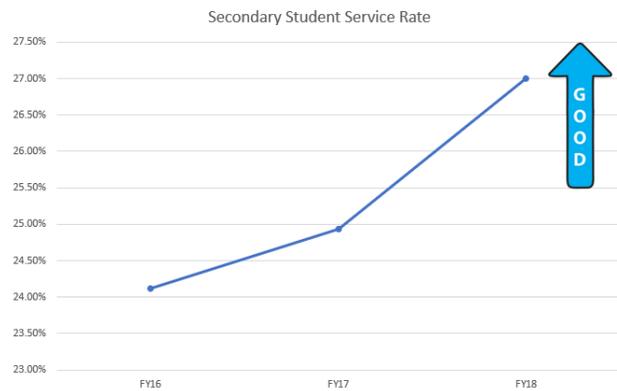


Figure 7.1 Sending School Service Rate

MATC Advisory Committess

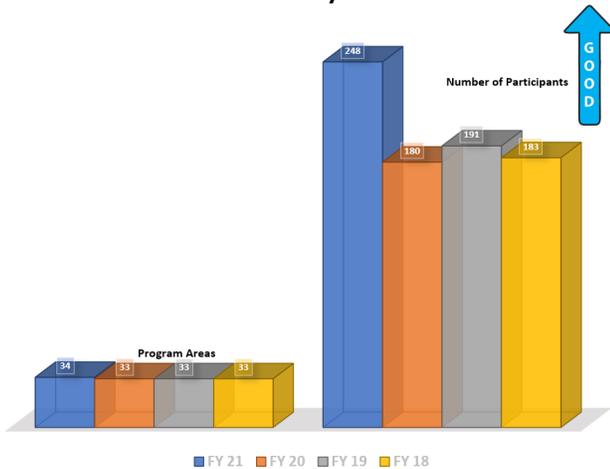


Figure 7.2 Advisory Committee Programs and Participants

Advisory committee members share valuable information without teachers, which allows them to stay up-to-date or exceed current industry standards. Committee members also play an essential role in assisting teachers and BIS staff with staying at the forefront of licensures and credentials necessary for students/clients to be employable and successful.

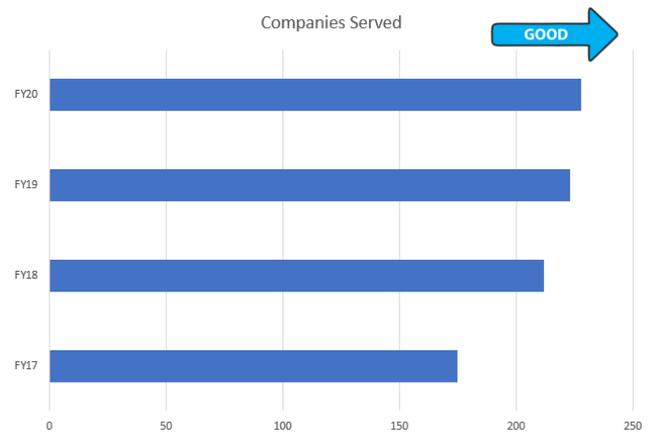


Figure 7.3 Total Business and Industries Served

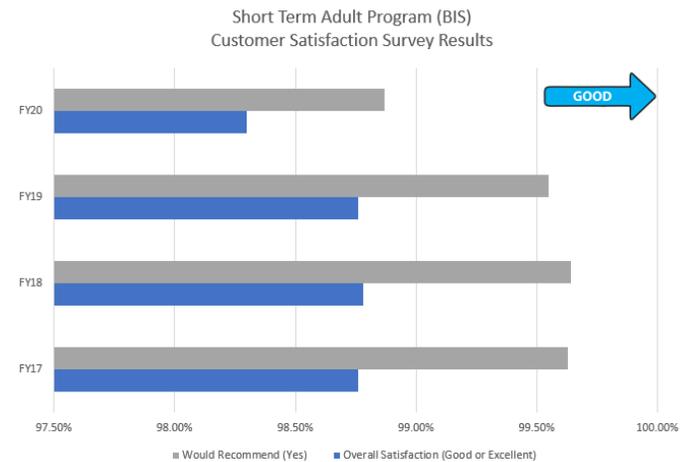


Figure 7.4 BIS Short-Term Customer Satisfaction Rate and Business Penetration

Total business penetration had been consistent before the COVID-19 Pandemic. The number of business served had slightly increased and the number of students slightly decreased.

b. Career Awareness

Our counselors visit all 18 of our partner schools prior to this event and visit with the students about MATC’s programs, at this time the students are given an “Interest Survey” card where the student chooses which MATC classes he/she would like to know more about. Our partner schools then bring their sophomore students to MATC where the students can talk with the teachers and learn details about the classes in which they have shown an interest. At the end of the visit, the sophomores can fill-out a “CourseRequest” card. Our counselors use this card to interview sophomore students for enrollment for classes starting in the fall

**Sophomore Showcase
Partner School Participation Rate**

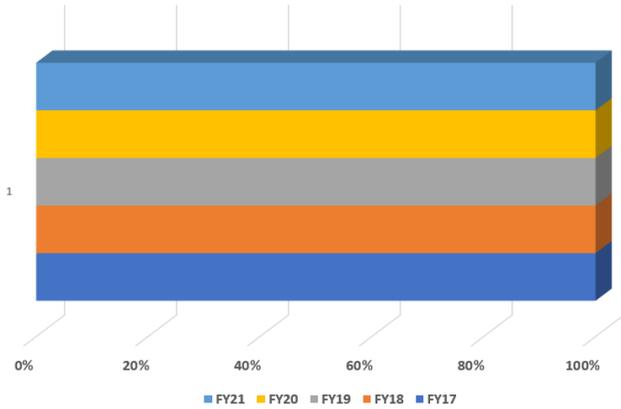


Figure 7.5 Sophomore Showcase School Participation Percentage

100% of all partner school participated in Sophomore Showcase (Sophomore tours)

College & Career Day Participants

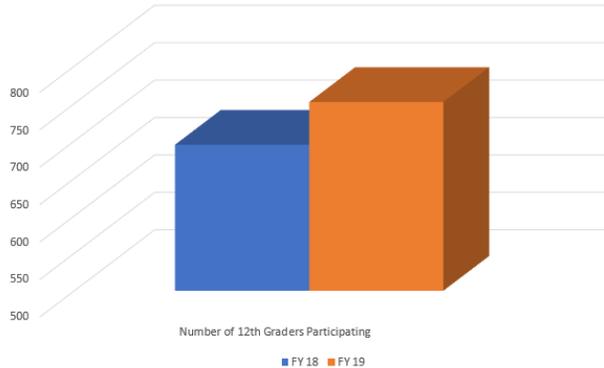


Figure 7.6 College and Career Day Participants

College and Career Day: MATC would like these numbers to increase each year, but we are dependent on the number of schools that participate and the number of 12th-grade students our partnerschools bring to our campus. Our mission for this activity is to give the Seniors a chance to explore college and careers one last time before they graduate from high school. MATC FTP is also represented at this event, as well as a multitude of colleges, universities, and military.

8th Grade Tours Number of Participants

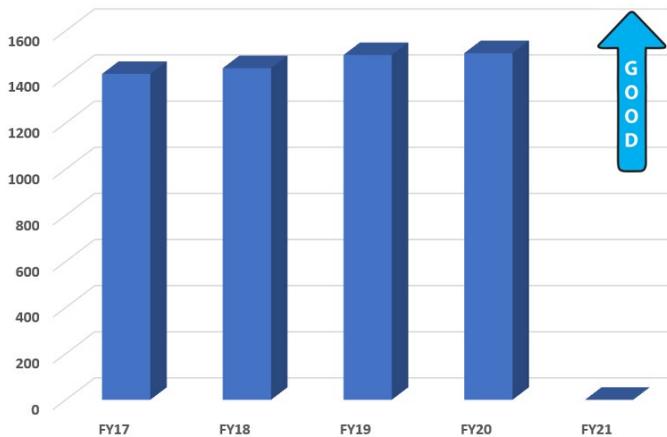


Figure 7.7 8th Grade Tours

Pre-COVID-19 Pandemic in the fall of each year, all 8th-grade students in our district can visit MATC. The students are welcomed by an administrator and then break up into groups for a campus tour led by members of our student leadership team. Upon completing the tour, the students meet back in the seminar center for a video and brief Q & A session. We suspended the tours in fall of 2020 (FY21). 100% of all partner school participate in 8th grade tours.

**9th Grade Reality Check
Number of Participants**

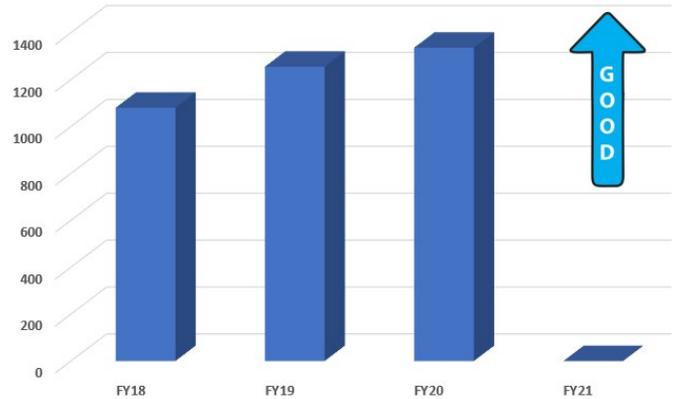


Figure 7.8 9th Grade Reality Check

Reality Check is an event, for all 9th-grade students in MATC’s district, held at MATC in conjunction with McClain County OSU Cooperative Extension Service. This event gives the students an ‘eye-opening’ hands-on experience of what is involved and how much it will cost to live independently. Because of the pandemic this past school year this event was cancelled.

MATC has several exploratory programs. Our goal is to expose students within our district to MATC and career and college opportunities starting in the 8th Grade – Tours; 9th Grade – Reality Check; 10th Grade – Sophomore Showcase; 12th Grade – College & Career Day. We also have student from sending school invited out of PI Day (March 14th or 3.14) and the past two years hosted a STEM Day in pre-engineering, and finally a “second look” which allows sophomores to come back to MATC and spend the day taking a second look at the program they have an interest in.

Shophmore Showcase Total Participation

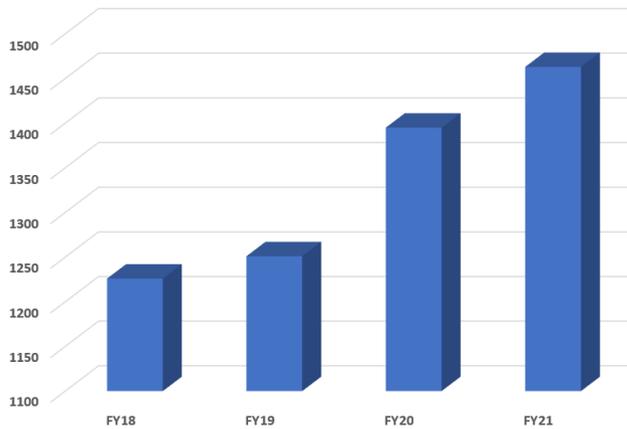


Figure 7.9 Sophomore Showcase Participants

Percentage of Students with Individual Career Plan

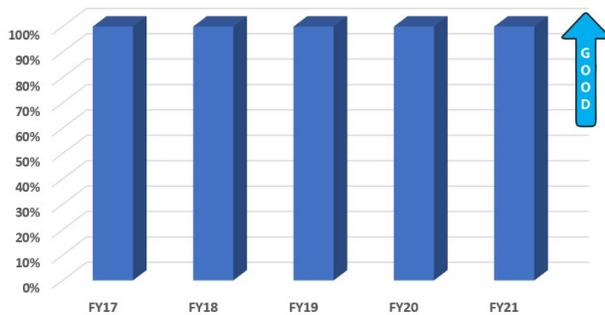


Figure 7.10 Sophomore Showcase Participants

MATC meets face-to-face with every student on campus annually one-on-one in the fall with a counselor to develop an Individual Career Plan based on the program they are in and the career advisement from the counselor. Students also further their career plans and prepare to meet their goals by regularly attending the academic center where they utilize WorkKeys.

c. Educational Attainment

Retention Rates FT Programs

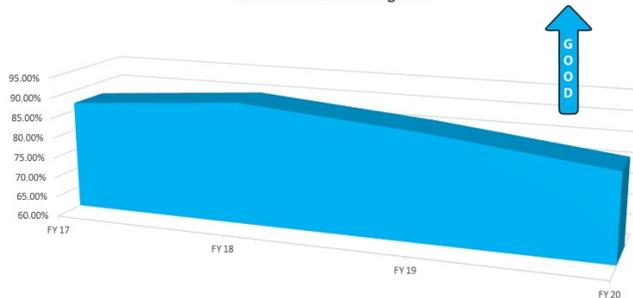


Figure 7.11 Sophomore Showcase Participants

MATC retention has been between 84% to 88% for the past several years.

Enrollment Capacity

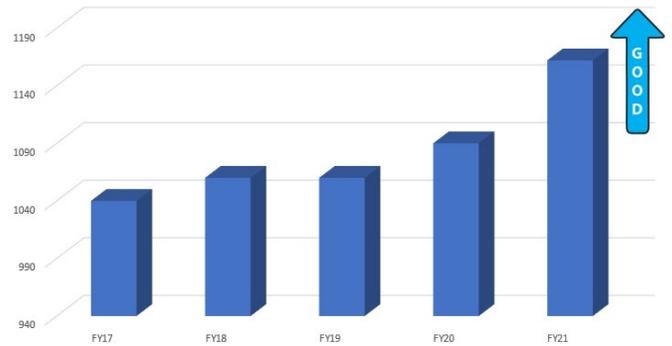


Figure 7.12 Enrollment Capacity

The capacity of Mid-America is described first as the available capacity for student enrollments. The upward trend is based on adding additional programs. Before FY 21 one of the methods to increase enrollment was to simply add more seats in the available courses. Adding students and packing classes is not in the best practices for retention of course materials. Over the past several years we have expanded offers and beginning in FY21 we cut enrollment per class to provide the best instruction outcome.

WorkKeys Academic Skill Report

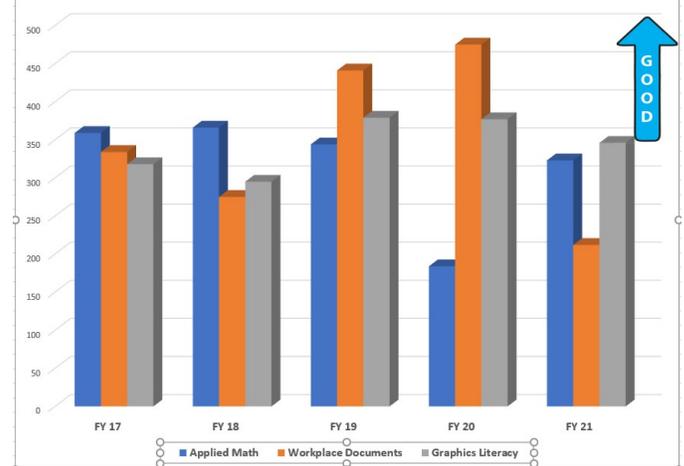


Figure 7.13 WorkKeys Academic Skill Report

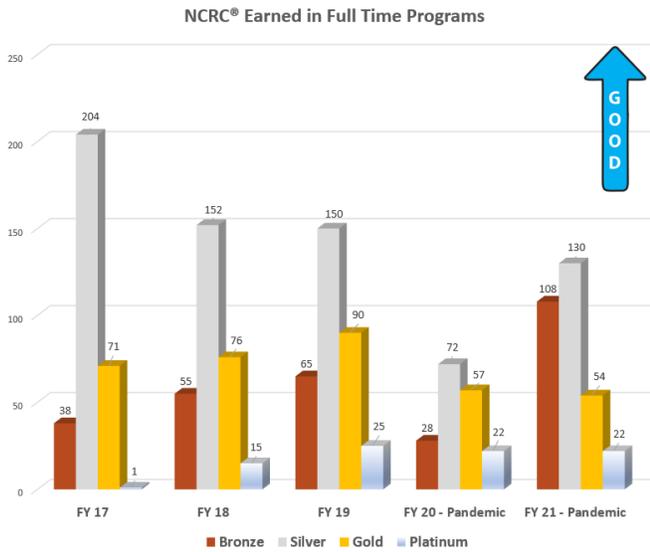


Figure 7.14 NCRC Certificates Earned

Every FT student at Mid America is expected to earn their NCRC Applied Math, Locating Information, and Reading. These numbers represent only the students that earned the certification for said year, not our total number of students enrolled in FTP.

FY17- FY21	District/Regional	Summary of Placings	State	Summary of Placings	National	Summary of Placings
Competitive Involvement	FY21	87	FY21	56	FY21	102
	FY20	130	FY20	**	FY20	**
	FY19	130	FY19	48	FY19	169
	FY18	118	FY18	39	FY18	207
	FY17	138	FY17	61	FY17	169
Community Service	FY21	77				
	FY20	**	N/A	--	N/A	--
	FY19	73				
	FY18	61				
	FY17	58				
Leadership	FY21	108				
	FY20	115	N/A	--	N/A	--
	FY19	246				
	FY18	154				
	FY17	144				
Other (Officer, Courtesy Corp, etc.)	FY21	6				
	FY20	8	N/A	--	N/A	--
	FY19	8				
	FY18	6				
	FY17	5				
			FY21	3		
			FY20	2		
			FY19	3	N/A	--
			FY18	4		
			FY17	2		
			FY21	0	FY21	18
			FY20	**	FY20	**
			FY19	1	FY19	2
			FY18	0	FY18	14
			FY17	1	FY17	33
			FY21	10	FY21	18
			FY20	**	FY20	**
			FY19	1	FY19	2
			FY18	4	FY18	14
			FY17	2	FY17	6

Figure 7.15 Competitive CTSO Involvement

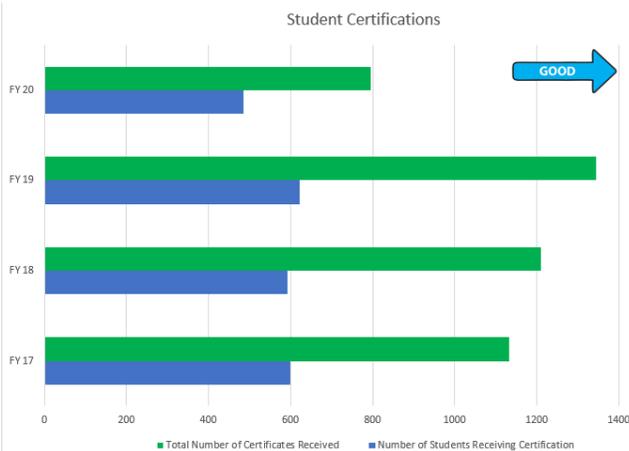


Figure 7.16 Student Certifications

MATC consistently offers more than 100 industry certified, industry-endorsed, and more than 150 national or state-aligned certifications. Every year more than 500 MATC students in FTP receive industry-recognized certifications.



Figure 7.17 BIS Certifications

MATC's BIS certifications took a dip in 2018 but have been on the increase every year since. Through 3 quarters of FY20, BIS reported 1478 credential-related completers. Annualized, this number could have grown to approximately 1725.

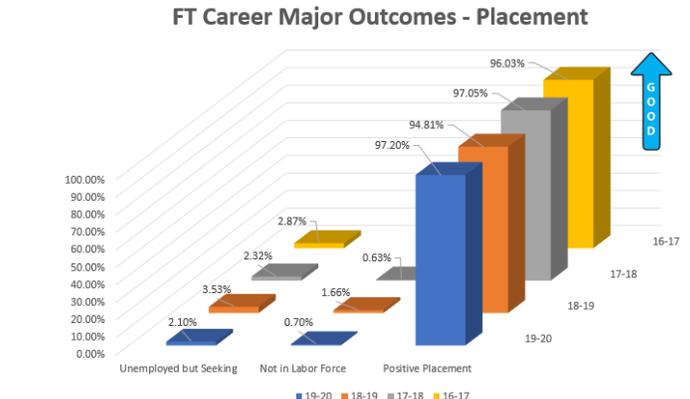


Figure 7.18 Fulltime Career Major Outcomes Placement

The percentages from FY17 to FY20 for students in the categories of 'positive placement,' unemployed seeking, and not in the labor force have been comparable or slightly better than the overall state average.