



TECHNICAL COLLEGE DATA BOOK

January 2016



KANSAS BOARD OF REGENTS

MEMORANDUM

TO: Kansas Board of Regents

FROM: Elaine Frisbie
Vice President of Finance and Administration

RE: **TECHNICAL COLLEGE DATA BOOK, January 2016**

Enclosed is the recently completed Technical College Data Book which includes information about the six Kansas technical colleges and the Washburn Institute of Technology. This data book signifies a point of maturation of the technical college sector and provides a valuable reference for policy makers, institutions, and other stakeholders.

The mission of the Kansas technical college sector is to prepare individuals for gainful employment in technical and professional careers supporting economic development and civic responsibility. Technical colleges meet this mission through the delivery of technical programs, adult basic education, developmental education supporting technical degrees and certificates, and customized training to assist business and industry.

The Kansas technical college system began with state legislation in 1964 which allowed local school districts the opportunity to establish area vocational-technical schools under the supervision of the Kansas State Department of Education. Thirty years later, in 1994, permissive state legislation allowed technical schools to convert to technical colleges, and between 1995 and 2001 six technical schools transitioned to technical colleges with the authority to award associate of applied science degrees. In 1999, coordination of technical colleges and area vocational-technical schools was transferred from the State Board of Education to the Kansas Board of Regents.

For purposes of accreditation with the Higher Learning Commission, the Kansas Board of Regents supported legislation requiring technical colleges to develop and present to the Board of Regents a plan to replace the existing governing boards with new boards, separate and independent of any board of education of any school district, to operate, control and manage the technical colleges. Six stand-alone, independently governed technical colleges resulted from this legislation and, along with the Washburn Institute of Technology, comprise the sector today.

The Technical College Data Book contains meaningful information related to Finance, Tuition and Fees, Students, and Faculty and Staff. We hope Board members find this information useful, and we look forward to responding to any questions you may have.

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Availability of Data

An electronic version of the Data Book along with copies of each table are made available online at:
http://www.kansasregents.org/data/system_data/higher_education_data_books

Kansas Higher Education Reporting System (KHERS)

KHERS is a web-based reporting tool for providing access to data about Kansas public postsecondary institutions. KHERS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts.

KHERS reports are generated from data collected by Kansas Board of Regents from the state's 32 public higher education institutions (six state universities, one municipal university, nineteen community colleges, and six technical colleges) throughout the year in data collections such as the Kansas Higher Education Enrollment Report (KHEER) and the Kansas Higher Education Data System (KHEDS). These data collections support reporting about enrollments, completions, demographics and other characteristics. Located on <http://www.kansasregents.org/>, under the "Data" heading.

If you have questions concerning the content of the materials, please contact our help desk at irhelp@ksbor.org.

cc: Blake Flanders
Technical College Leaders
Division of the Budget
Legislative Research Department
KBOR Staff

KANSAS BOARD OF REGENTS
TECHNICAL COLLEGE DATA BOOK

January 2016

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TECHNICAL COLLEGE DATA BOOK

Section I: Finance

January 2016

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Total All Funds Audited Expenses

Fiscal Year 2014

Table 1.11a

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita Area Technical College	Total Operating Expenses by Category
Instruction per FTE Student	\$4,256,411 \$6,540	\$3,029,958 \$4,591	\$3,980,495 \$5,888	\$2,291,202 \$4,055	\$1,818,321 \$4,512	\$8,106,883 \$3,614	\$23,483,270
Academic Support per FTE Student	\$445,682 \$685	\$471,040 \$714	\$91,388 \$135	\$4,403 \$8	\$214,585 \$532	\$4,723,244 \$2,106	\$5,950,342
Student Services/Activities per FTE Student	\$610,957 \$939	\$429,685 \$651	\$871,906 \$1,290	\$2,265,030 \$4,009	\$341,850 \$848	\$2,797,942 \$1,247	\$7,317,370
Institutional Support per FTE Student	\$1,155,136 \$1,775	\$629,348 \$954	\$1,076,433 \$1,592	\$875,062 \$1,549	\$757,187 \$1,879	\$4,125,188 \$1,839	\$8,618,354
Scholarships and Financial Aid	\$239,580	\$362,783	\$703,780	\$0	\$0	\$0	\$1,306,143
Operation and Maintenance of Plant	\$657,579	\$365,780	\$1,130,993	\$1,257,549	\$508,230	\$3,699,885	\$7,620,016
Depreciation	\$319,685	\$251,789	\$595,669	\$433,885	\$514,052	\$0	\$2,115,080
Capital Outlay	\$103,770	\$0	\$0	\$0	\$88,782	\$0	\$192,552
Interest Expense	\$0	\$13,854	\$22,587	\$0	\$0	\$107	\$36,548
Cost of Sales and Services	\$0	\$0	\$0	\$432,428	\$0	\$0	\$432,428
Realized Losses	\$5,650	\$0	\$0	\$0	\$0	\$2,175	\$7,825
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Expenses	\$5,358	\$696,646	\$24,621	\$32,000	\$67,685	\$0	\$826,310
Subtotal All Funds - Expenses	\$7,799,807	\$6,250,883	\$8,497,872	\$7,591,559	\$4,310,692	\$23,455,424	\$57,906,237
Auxiliary Enterprises	\$337,349	\$0	\$1,203,495	\$0	\$102,216	\$1,762,317	\$3,405,377
Total All Funds - Expenses	\$8,137,156	\$6,250,883	\$9,701,367	\$7,591,559	\$4,412,908	\$25,217,741	\$61,311,614
Physical Facilities							Total
Total Acreage	21.5	48.5	212	265	15	45	607.05
Total Number of Buildings	9	10	33	30	4	6	92
Total Gross Area of Buildings (sq. ft)	117,990	70,197	260,019	258,410	180,000	485,000	1,371,616
Total Headcount	1,099	1,164	1,150	762	916	5,285	10,376
Total FTE	651	660	676	565	403	2,243	5,198

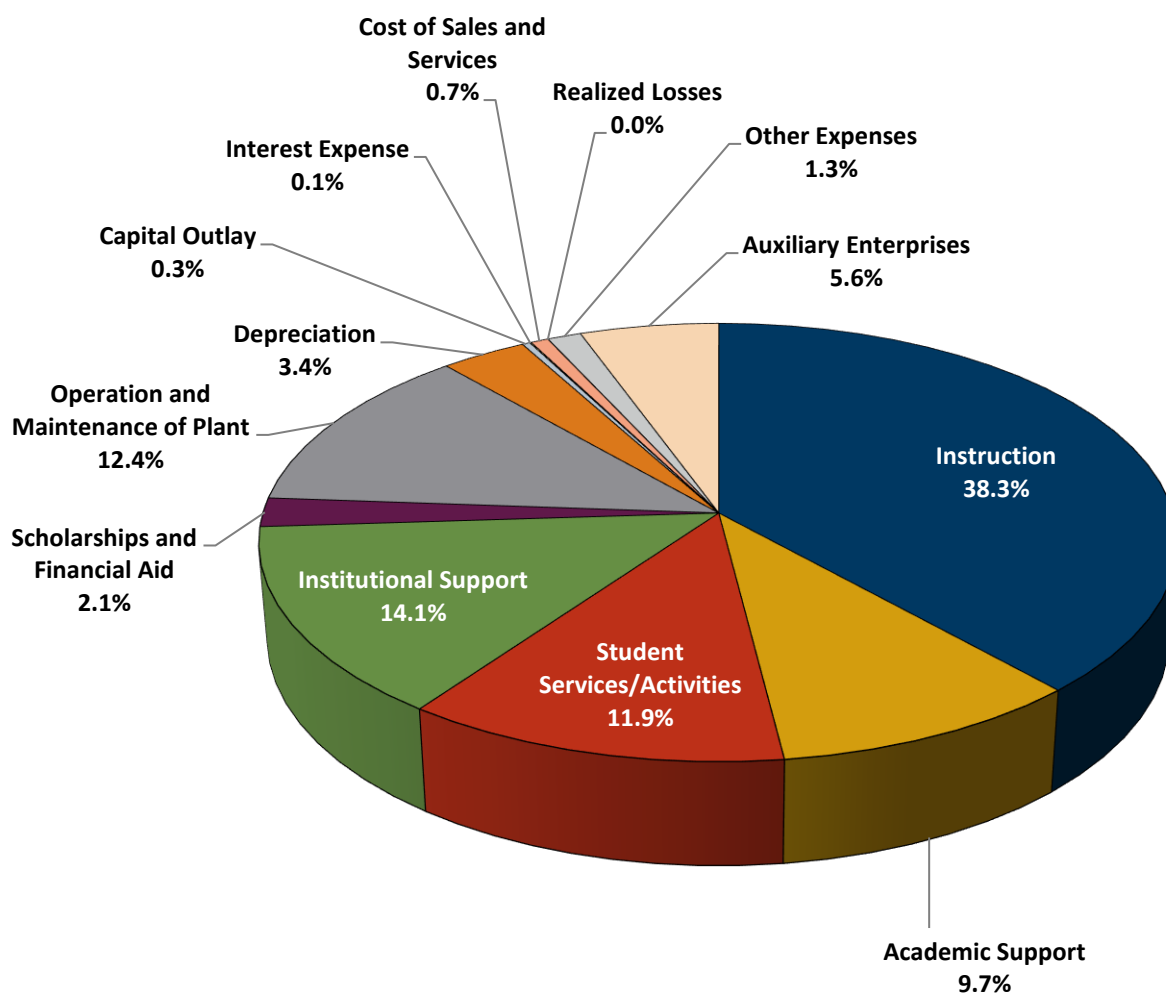
Notes for this section begin on page 7.

Source: Independent Auditors' Report and Financial Statements; KBOR Technical College
Facilities Survey; KHEDS AY Collection

**Total All Funds Audited Expenses
Fiscal Year 2014**

Table 1.11a

**Grand Total All Funds Audited Expenses
Fiscal Year 2014**



Notes for this section begin on page 7.

Source: *Independent Auditors' Report and Financial Statements; KBOR Technical College Facilities Survey; KHEDS AY Collection*

Total All Funds Audited Revenues

Fiscal Year 2014

Table 1.11b

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita Area Technical College	Total Operating Revenues by Category
Tuition and Fees*	\$1,995,437	\$2,488,430	\$2,039,453	\$2,254,406	\$1,340,562	\$5,940,556	\$16,058,844
Federal Grants and Contracts	\$2,683,190	\$644,940	\$1,803,194	\$403,699	\$115,300	\$8,680,583	\$14,330,906
State and Local Grants and Contracts	\$64,191	\$695,419	\$130,028	\$33,192	\$403,842	\$371,530	\$1,698,202
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State Appropriations	\$2,807,066	\$2,337,634	\$4,072,521	\$2,926,972	\$2,564,168	\$6,656,293	\$21,364,654
County and Local Appropriations	\$133,974	\$0	\$0	\$0	\$0	\$893,000	\$1,026,974
Gifts and Contributions	\$0	\$0	\$0	\$25	\$0	\$254,695	\$254,720
Investment Income	\$9,745	\$0	\$8,702	\$12,385	\$0	\$147,565	\$178,397
Interest Income	\$0	\$3,471	\$0	\$0	\$8,892	\$0	\$12,363
Sales and Services of Educational Departments	\$83,987	\$36,631	\$550,483	\$771,478	\$0	\$0	\$1,442,579
Realized Gains	\$0	\$0	\$3,100	\$41,091	\$0	\$0	\$44,191
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative	\$0	\$0	\$0	\$0	\$29,723	\$0	\$29,723
Other Revenues	\$271,478	\$92,399	\$150,458	\$991,678	\$6,375	\$1,695,991	\$3,208,379
Subtotal All Funds - Revenues	\$8,049,068	\$6,298,924	\$8,757,939	\$7,434,926	\$4,468,862	\$24,640,213	\$59,649,932
Auxiliary Enterprises	\$385,491	\$0	\$1,095,927	\$0	\$83,059	\$1,992,598	\$3,557,075
Total All Funds - Revenues	\$8,434,558	\$6,298,924	\$9,853,866	\$7,434,926	\$4,551,921	\$26,632,811	\$63,207,006
Total Headcount	1,099	1,164	1,150	762	916	5,285	10,376
Total FTE	651	660	676	565	403	2,243	5,198

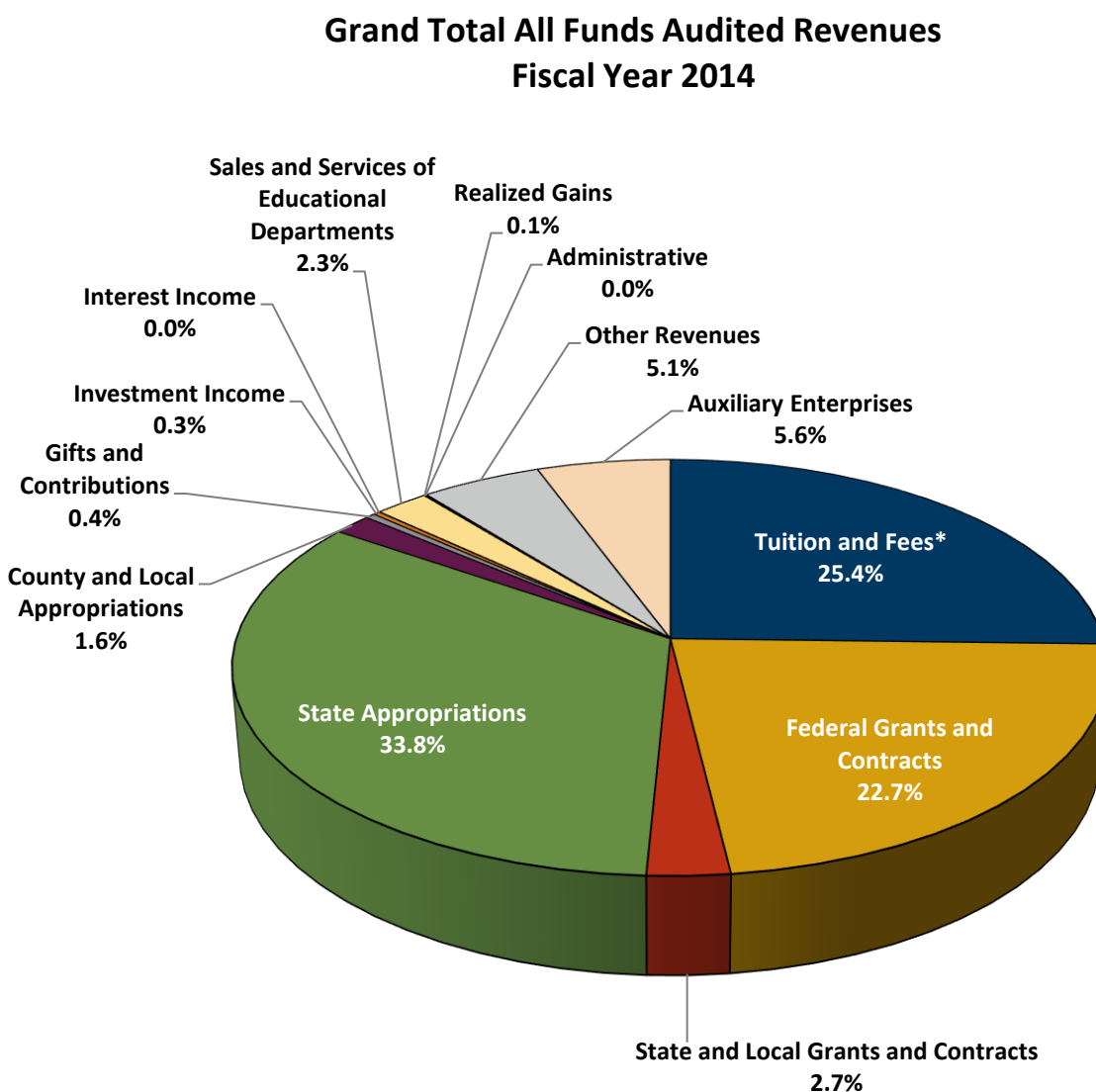
*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 7.

Source: *Independent Auditors' Report and Financial Statements*

**Total All Funds Audited Revenues
Fiscal Year 2014**

Table 1.11b



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 7.

Source: *Independent Auditors' Report and Financial Statements*

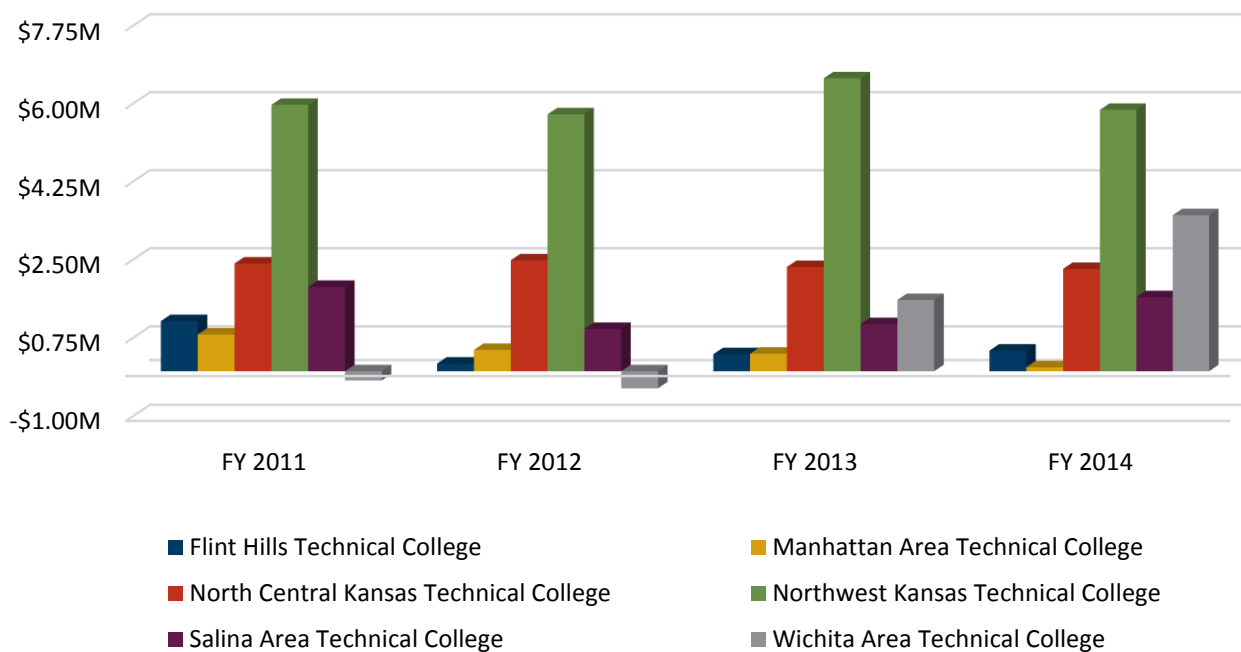
Changes in Unrestricted Cash*

Fiscal Year 2011 - 2014

Table 1.11e

Unrestricted Cash Balance, June 30th	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Flint Hills Technical College	\$1,119,979	\$171,839	\$381,663	\$461,827	-58.8%
Manhattan Area Technical College	\$821,956	\$477,111	\$392,020	\$88,543	-89.2%
North Central Kansas Technical College	\$2,408,877	\$2,480,581	\$2,330,309	\$2,287,893	-5.0%
Northwest Kansas Technical College	\$5,968,503	\$5,757,254	\$6,565,332	\$5,857,558	-1.9%
Salina Area Technical College	\$1,885,425	\$946,386	\$1,053,088	\$1,654,692	-12.2%
Wichita Area Technical College	-\$205,703	-\$381,177	\$1,591,486	\$3,493,532	1598.3%

Unrestricted Cash Balance, June 30th Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 7.

Source: *Independent Auditors' Report and Financial Statements*

Section I Notes

General Note:

1. Finance data for the Washburn Institution of Technology (WIT) is not included in this data book. WIT is affiliated with Washburn University. The University's Board of Regents is also the governing body of WIT, and the University's management has operational responsibility for WIT. Under governmental accounting standards, the University's audited financial statements include WIT as a "blended component unit". Condensed combining financial statements, which include columns for both the University and WIT, are presented in the notes to the University's audited financial statements, which are available in the KBOR office.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table 1.11a: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in Section I were condensed into Total All Funds Audited Expenses (1.11a) and Total All Funds Audited Revenues (1.11b), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Audited Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (1.11c) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (1.11c) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The total all funds audited expense categories included in Table 1.11a were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
3. For those institutions to which it applies:
 - a. "Institutional Support" includes the audit category "Administration".
 - b. "Scholarships and Financial Aid" includes the audit categories "Scholarships, Grants and Awards", "Federal Grants Expenditures" and "Carl Perkins Expenses".
 - c. "Operation and Maintenance of Plant" includes the audit categories "Physical Plant" and "Maintenance".
 - d. "Depreciation" includes the audit category "Depreciation and Amortization".
 - e. "Cost of Sales and Services" includes the audit category "Cost of Sales and Services of Educational Departments".
 - f. "Realized Losses" includes the audit categories "Loss on Sales of Assets", "Realized Gain (Loss) on Investments", "Loss on Asset Dispositions" and "Loss on Disposal of Equipment".
 - g. "Other Expenses" includes the audit categories "Central Services", "Fire/Smoke Damage Expenses", "Debt Service", "Other", "Transfer to NCK Endowment Association", "Transfers to Endowment", "Loss on Asset Dispositions" and "DST New Engines".

Table 1.11b: Total All Funds Audited Revenues

1. Beginning in the 2016 Technical College Data Book, the Finance tables in Section I were condensed into Total All Funds Audited Expenses (1.11a) and Total All Funds Audited Revenues (1.11b), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Audited Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (1.11c) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (1.11c) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The total all funds audited revenue categories included in Table 1.11b were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.

3. For those institutions to which it applies:
 - a. "Tuition and Fees" includes the audit categories "Student Tuition", "Institution Fees", "Program Fees" and "Testing Fee".
 - b. "Federal Grants and Contracts" includes the audit categories "Federal Pell Grants", "Carl Perkins", "Trac-7 Grant", "Trac-7 Grant expenses" and "Governmental grants and contracts – Federal".
 - c. "State and Local Grants and Contracts" include the audit categories "Donations and Local Grants", "State and Local Grants and Contributions", "SESPT Grant", "SESPT Grant expenses", "Delta Dental Grant", "Delta Dental Grant expense", "NCK rural development grant", "Grant JIIST", "Grant JIIST expenses", "GIT GOIN Camp", "Industrial Maintenance Workforce", "KHPOP Grant" and "Governmental grants and contracts – State".
 - d. "State Appropriations" includes the audit categories "Governmental Appropriations - State Aid" and "Capital Appropriations".
 - e. "Gifts and Contributions" includes the audit category "Contributed services and materials".
 - f. "Sales and Services of Educational Departments" includes the audit categories "Charges for Services" and "Activity Fund Revenue".
 - g. "Realized Gains" includes the audit categories "Gain on Sales of Assets", "Realized Gain on Investments", "Gain on Disposal of Property" and "Gain on Asset Dispositions".
 - h. "Other Revenues" includes the audit categories "Miscellaneous Operating Income", "Residential Life", "Student Center", "Fund Raising Events", "Farm Income", "Other Operating Income", "Reimbursements", "Transfer from Endowment" and "State contributions to KPERS".

Table 1.11e: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (1.11d) table was replaced with Changes in Unrestricted Cash (1.11e) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only four years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.



TECHNICAL COLLEGE DATA BOOK

Section II: Tuition and Fees

January 2016

★ LEADING HIGHER EDUCATION ★

Resident Tuition and Required Fees per Credit Hour

Academic Year 2013 - 2016

Table 2.10

Institution	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 13 - 16
Flint Hills Technical College					
Tuition	\$95	\$110	\$113	\$120	26.3%
Required Fees	<u>\$28</u>	<u>\$30</u>	<u>\$32</u>	<u>\$40</u>	42.9%
Total per Credit Hour	\$123	\$140	\$145	\$160	30.1%
Manhattan Area Technical College*					
Tuition	\$90	\$94	\$97	\$100	11.1%
Required Fees	<u>\$16</u>	<u>\$28</u>	<u>\$28</u>	<u>\$30</u>	87.5%
Total per Credit Hour	\$106	\$122	\$125	\$130	22.6%
North Central Kansas Technical College					
Tuition	\$97	\$99	\$105	\$109	12.4%
Required Fees	<u>\$14</u>	<u>\$18</u>	<u>\$18</u>	<u>\$22</u>	57.1%
Total per Credit Hour	\$111	\$117	\$123	\$131	18.0%
Northwest Kansas Technical College**					
Tuition	\$90	\$95	\$110	\$110	22.2%
Required Fees	<u>\$30</u>	<u>\$45</u>	<u>\$60</u>	<u>\$60</u>	100.0%
Total per Credit Hour	\$120	\$140	\$170	\$170	41.7%
Salina Area Technical College*					
Tuition	\$93	\$100	\$107	\$116	24.7%
Required Fees	<u>\$12</u>	<u>\$15</u>	<u>\$15</u>	<u>\$17</u>	41.7%
Total per Credit Hour	\$105	\$115	\$122	\$133	26.7%
Wichita Area Technical College*					
Tuition	\$63	\$63	\$63	\$67	6.3%
Required Fees	<u>\$29</u>	<u>\$29</u>	<u>\$30</u>	<u>\$31</u>	8.8%
Total per Credit Hour	\$92	\$92	\$93	\$98	7.1%
Washburn Institute of Technology**					
Tuition	\$82	\$89	\$94	\$104	26.8%
Required Fees	<u>\$5</u>	<u>\$7</u>	<u>\$9</u>	<u>\$12</u>	140.0%
Total per Credit Hour	\$87	\$96	\$103	\$116	33.3%

*Institution reported a range of per credit hour tuition rates. Rate shown here represents the most commonly charged rate at that institution. Tuition rates may vary by technical program.

**Per-credit-hour rates are estimated. Institution imposed a flat/per year tuition and required fee structure, rather than a per credit hour structure, beginning in Academic Year 2015.

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Non-Resident Tuition and Required Fees per Credit Hour Academic Year 2013 - 2016

Table 2.11

Institution	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 13 - 16
Flint Hills Technical College					
Tuition	\$95	\$110	\$113	\$120	26.3%
Required Fees	<u>\$28</u>	<u>\$30</u>	<u>\$32</u>	<u>\$40</u>	42.9%
Total per Credit Hour	\$123	\$140	\$145	\$160	30.1%
Manhattan Area Technical College*					
Tuition	\$90	\$94	\$97	\$100	11.1%
Required Fees	<u>\$16</u>	<u>\$28</u>	<u>\$28</u>	<u>\$30</u>	87.5%
Total per Credit Hour	\$106	\$122	\$125	\$130	22.6%
North Central Kansas Technical College					
Tuition	\$97	\$99	\$105	\$109	12.4%
Required Fees	<u>\$14</u>	<u>\$18</u>	<u>\$18</u>	<u>\$22</u>	57.1%
Total per Credit Hour	\$111	\$117	\$123	\$131	18.0%
Northwest Kansas Technical College**					
Tuition	\$100	\$105	\$110	\$110	10.0%
Required Fees	<u>\$30</u>	<u>\$45</u>	<u>\$60</u>	<u>\$60</u>	100.0%
Total per Credit Hour	\$130	\$150	\$170	\$170	30.8%
Salina Area Technical College					
Tuition	\$93	\$100	\$107	\$116	24.7%
Required Fees	<u>\$12</u>	<u>\$15</u>	<u>\$15</u>	<u>\$17</u>	41.7%
Total per Credit Hour	\$105	\$115	\$122	\$133	26.7%
Wichita Area Technical College*					
Tuition	\$76	\$76	\$76	\$81	6.6%
Required Fees	<u>\$29</u>	<u>\$29</u>	<u>\$30</u>	<u>\$31</u>	8.8%
Total per Credit Hour	\$105	\$105	\$106	\$112	7.2%
Washburn Institute of Technology					
Tuition	\$82	\$89	\$94	\$104	26.8%
Required Fees	<u>\$5</u>	<u>\$7</u>	<u>\$9</u>	<u>\$12</u>	140.0%
Total per Credit Hour	\$87	\$96	\$103	\$116	33.3%

*Institution reported a range of per credit hour tuition rates. Rate shown here represents the most commonly charged rate at that institution. Tuition rates may vary by technical program.

**Per-credit-hour rates are estimated. Institution imposed a flat/per year tuition and required fee structure, rather than a per credit hour structure, beginning in Academic Year 2015.

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Online Tuition and Required Fees per Credit Hour Academic Year 2014 - 2016

Table 2.12

Institution	AY 2014	AY 2015	AY 2016	% Change AY 14 - 16
Flint Hills Technical College				
Tuition	\$110	\$113	\$120	9.1%
Required Fees	<u>\$70</u>	<u>\$72</u>	<u>\$80</u>	14.3%
Total per Credit Hour	\$180	\$185	\$200	11.1%
Manhattan Area Technical College*				
Tuition	NA	\$97	\$100	NA
Required Fees	<u>NA</u>	<u>\$43</u>	<u>\$45</u>	NA
Total per Credit Hour	\$0	\$140	\$145	NA
North Central Kansas Technical College				
Tuition	\$109	\$115	\$119	9.2%
Required Fees	<u>\$18</u>	<u>\$18</u>	<u>\$22</u>	22.2%
Total per Credit Hour	\$127	\$133	\$141	11.0%
Northwest Kansas Technical College**				
Tuition	\$105	\$95	\$95	-9.5%
Required Fees	<u>\$45</u>	<u>\$45</u>	<u>\$45</u>	0.0%
Total per Credit Hour	\$150	\$140	\$140	-6.7%
Salina Area Technical College				
Tuition	\$100	\$107	\$116	16.0%
Required Fees	<u>\$15</u>	<u>\$15</u>	<u>\$17</u>	13.3%
Total per Credit Hour	\$115	\$122	\$133	15.7%
Wichita Area Technical College*				
Tuition	\$63	\$63	\$67	6.3%
Required Fees**	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	0.0%
Total per Credit Hour	\$123	\$123	\$127	3.3%
Washburn Institute of Technology				
Tuition	\$89	\$94	\$104	16.9%
Required Fees	<u>\$7</u>	<u>\$9</u>	<u>\$12</u>	71.4%
Total per Credit Hour	\$96	\$103	\$116	20.8%

*Institution reported a range of per credit hour tuition rates. Rate shown here represents the most commonly charged rate at that institution. Tuition rates may vary by technical program. Required fees for Wichita Area Technical College are estimated. WATC charges a flat per course fee for online courses, rather than per credit hour.

**Per-credit-hour rates are estimated. Institution imposed a flat/per year tuition and required fee structure, rather than a per credit hour structure, beginning in Academic Year 2015.

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Tuition and Required Fees per Credit Hour **Academic Year 2016**

Table 2.13

	Flint Hills Technical College	Manhattan Area Technical College*	North Central Kansas Technical College	Northwest Kansas Technical College**	Salina Area Technical College	Wichita Area Technical College*	Washburn Institute of Technology
Resident							
Tuition	\$120	\$100	\$109	\$110	\$116	\$67	\$104
Required Fees	<u>\$40</u>	<u>\$30</u>	<u>\$22</u>	<u>\$60</u>	<u>\$17</u>	<u>\$31</u>	<u>\$12</u>
	\$160	\$130	\$131	\$170	\$133	\$98	\$116
Non-Resident							
Tuition	\$120	\$100	\$109	\$110	\$116	\$81	\$104
Required Fees	<u>\$40</u>	<u>\$30</u>	<u>\$22</u>	<u>\$60</u>	<u>\$17</u>	<u>\$31</u>	<u>\$12</u>
	\$160	\$130	\$131	\$170	\$133	\$112	\$116
Online							
Tuition	\$120	\$100	\$119	\$95	\$116	\$67	\$104
Required Fees	<u>\$80</u>	<u>\$45</u>	<u>\$22</u>	<u>\$45</u>	<u>\$17</u>	<u>\$60**</u>	<u>\$12</u>
	\$200	\$145	\$141	\$140	\$133	\$67	\$116

*Institution reported a range of per credit hour tuition rates. Rate shown here represents the most commonly charged rate at that institution. Tuition rates may vary by technical program. Required fees for online courses at Wichita Area Technical College are estimated. WATC charges a flat per course fee for online courses, rather than per credit hour.

**Per-credit-hour rates are estimated. Institution imposed a flat/per year tuition and required fee structure, rather than a per credit hour structure, beginning in Academic Year 2015.

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Institution Submitted Tuition by Type Academic Year 2013 - 2016

Table 2.14

Institution	AY 2014	AY 2015	AY 2016	% Change AY 13 - 16
Flint Hills Technical College				
Non-Tiered Tuition	\$110	\$95	\$95	-13.6%
Lowest Tiered Tuition	\$110	\$113	\$120	9.1%
Weighted Average Tiered Tuition	\$120	\$124	\$134	
Required Fees	\$30	\$32	\$40	33.3%
Manhattan Area Technical College				
Non-Tiered Tuition	\$94	\$97	\$100	6.4%
Lowest Tiered Tuition	\$94	\$97	\$100	6.4%
Weighted Average Tiered Tuition	\$99	\$108	\$130	
Required Fees	\$28	\$28	\$30	7.1%
North Central Kansas Technical College				
Non-Tiered Tuition	\$99	\$105	\$109	10.1%
Lowest Tiered Tuition	\$99	\$105	\$109	10.1%
Weighted Average Tiered Tuition	\$99	\$105	\$109	
Required Fees	\$18	\$18	\$22	22.2%
Northwest Kansas Technical College*				
Non-Tiered Tuition	\$95	*	*	NA
Lowest Tiered Tuition	\$95	*	*	NA
Weighted Average Tiered Tuition	\$95	*	*	NA
Required Fees	\$45	*	*	NA
Salina Area Technical College				
Non-Tiered Tuition	\$100	\$107	\$117	17.0%
Lowest Tiered Tuition	\$100	\$107	\$117	17.0%
Weighted Average Tiered Tuition	\$102	\$109	\$119	
Required Fees	\$15	\$15	\$17	13.3%
Wichita Area Technical College**				
Non-Tiered Tuition	\$63	\$63	\$67	6.3%
Lowest Tiered Tuition	\$63	\$63	\$67	6.3%
Weighted Average Tiered Tuition	\$128	\$127	\$138	
Required Fees	\$29	\$30	\$31	8.8%
Washburn Institute of Technology				
Non-Tiered Tuition	\$89	\$94	\$104	16.9%
Lowest Tiered Tuition	\$89	\$94	\$104	16.9%
Weighted Average Tiered Tuition	\$89	\$94	\$104	
Required Fees	\$7	\$9	\$12	71.4%

*Northwest Kansas Technical College has imposed a flat/per year tuition and required fee structure, rather than a per credit hour structure, beginning in Academic Year 2015. This structure \$4,100 per semester from 12-30 credit hours, tuition, lab fees, activity fees, technology fees, program fees and required fees (all inclusive). If a student has less than 12 credit hours, or any credit hours above 30, the rate is \$140 per credit hour.

**The Weighted Average Tiered Tuition is based on 2016 budgeted credit hours and tuition rates for Wichita Area Technical College.

Notes for this section begin on page 15.

Source: *Institution submissions*

Section II Notes

General Note:

1. For **tuition and fees only**, “Academic Year” refers to a sequence of Fall, Spring, and Summer, the given year being the year in which the spring and summer semesters occur (i.e. the 2015 Academic Year for tuition, covers Fall 2014 + Spring 2015 + Summer 2015). However, for **data collection**, “Academic Year” refers to a sequence of Summer, Fall, Spring, the given year being the year in which the spring semester occurs (i.e. the 2015 Academic Year for data collection, covers Summer 2014 + Fall 2014 + Spring 2015). Please note that the difference in academic year is for **tuition and fees only**, and all other tables or notes referencing AY in this publication are referring to **data collection** academic year.
2. “Required Fees” include mandatory fees generally paid by all students. They do not include other fees institutions may charge on a conditional basis (such as housing, certain lab fees, etc.)

Table 2.12: Online Tuition and Required Fees per Credit Hour

1. KBOR began collecting information on online tuition rates as of AY 2014.
2. Beginning in AY 2015, Northwest Kansas Technical College imposed a flat/per year tuition and required fee structure, rather than a per credit hour structure. Therefore, tuition and required fees amounts for resident and non-resident tuition at NWKTC are estimates, based on a student enrolled in 20 hours of courses (representing the average semester course-load), and does not include program fees. Tuition and required fee estimates for online courses at NWKTC are based on the charges for resident students for AY 2014.
3. Wichita Area Technical College charges a flat required fee of \$60 per online course, rather than a per credit hour fee. Therefore, the required fee amount for WATC is based on an estimated enrollment of three credit hours.

Table 2.13: Tuition and Required Fees per Credit Hour

1. See notes for Table 2.12.

Table 2.14: Institution Submitted Tuition by Type

1. Data for this table was independently submitted by the institutions, and was not collected in the KBOR Technical College Tuition and Fee Survey.
2. The Tier and Non-Tier tuition rates are based off of the cost model of the two year institutions. The new approach for technical education funding is based on a cost model – what should it cost to deliver a technical education course? The four main components that are involved in computing the overall cost of any technical education course are instruction costs, instructional support costs, extraordinary costs, and institutional support costs. The cost model uses a per-credit hour calculation for each component. These components are added together to calculate the total cost per technical education course. This total cost then can be used in calculations to determine the state share of the total calculated cost and the allocated of state funding among the 26 two-year public institutions delivering courses based on credit hour production and a consistent calculation of costs.
3. Non-Tiered Tuition is the tuition rate charged for a non-tiered course. A non-tiered course is any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to (1) contribute to academic knowledge or skills across multiple disciplines and occupations, such as communication, writing, mathematics, humanities, social or behavioral science and natural or physical science courses, some of which may be considered for transfer as general education credit toward a baccalaureate degree; (2) contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology and teamwork skills; (3) provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs; (4) prepare individuals for certification or licensure exams or re-certifications and skill updates; or (5) allow individuals to explore various career opportunities. Seminars, workshops or other courses that are supplemental to the primary instruction required for the occupationally specific technical program should be considered non-tiered courses, unless otherwise specified by the state board.

4. Lowest Tiered Tuition is the lowest tuition rate charged for a tiered technical course. A tiered technical course is a postsecondary credit-bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.
5. Weighted Average Tiered Tuition - The weighted average tuition rate charged for tiered technical courses. This average is weighted by the amount of credit hours for each tiered tuition rate. A tiered technical course is a postsecondary credit-bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.



TECHNICAL COLLEGE DATA BOOK

Section III: Students

January 2016

★ LEADING HIGHER EDUCATION ★

Enrollment Headcount

Academic Year 2010 - 2015

Table 3.1

Institution	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Flint Hills Technical College	955	1,054	1,043	1,062	1,099	1,150	20.4%
Manhattan Area Technical College	959	1,040	1,123	1,210	1,164	1,171	22.1%
North Central Kansas Technical College	1,813	1,104	1,180	1,177	1,150	1,207	-33.4%
Northwest Kansas Technical College	412	445	610	714	762	863	109.5%
Salina Area Technical College	689	1,085	1,205	1,033	916	897	30.2%
Wichita Area Technical College	3,866	3,682	3,969	4,693	5,285	5,394	39.5%
Washburn Institute of Technology	1,101	1,213	1,348	1,551	1,882	1,884	71.1%
Total Headcount	9,795	9,623	10,478	11,440	12,258	12,566	28.3%

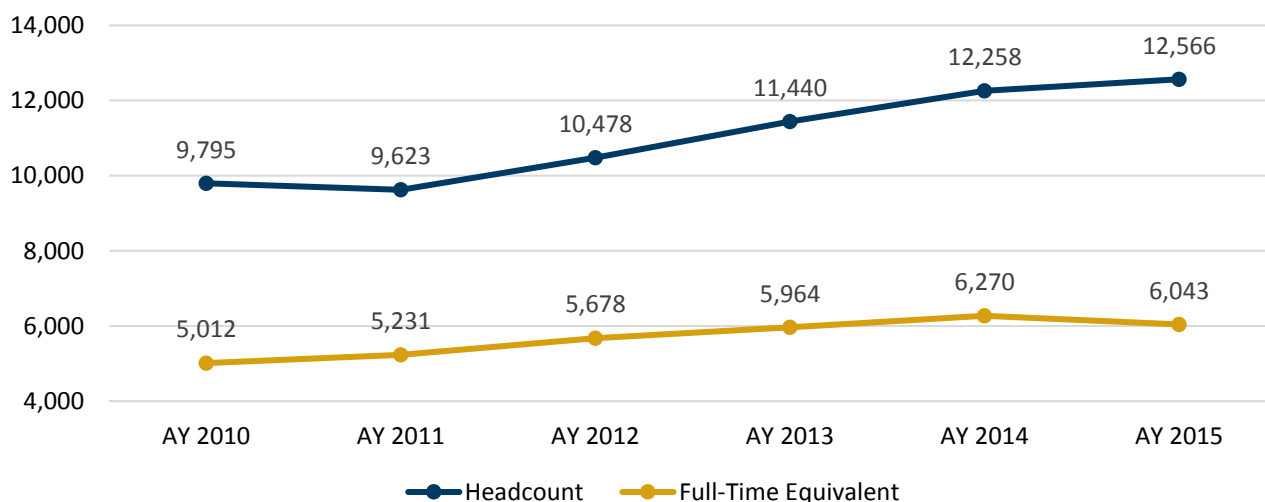
Full-Time Equivalent Enrollment

Academic Year 2010 - 2015

Table 3.2

Institution	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Flint Hills Technical College	513	575	603	602	651	601	17.2%
Manhattan Area Technical College	491	547	606	632	660	615	25.3%
North Central Kansas Technical College	734	700	700	672	676	649	-11.6%
Northwest Kansas Technical College	385	443	509	541	565	529	37.4%
Salina Area Technical College	412	393	440	412	403	351	-14.8%
Wichita Area Technical College	1,831	1,841	1,985	2,220	2,243	2,192	19.7%
Washburn Institute of Technology	646	732	835	885	1,072	1,106	71.2%
Total FTE	5,012	5,231	5,678	5,964	6,270	6,043	20.6%

Technical Colleges and the Washburn Institute of Technology Headcount and FTE Academic Year 2010 - 2015



Notes for this section begin on page 24.

Source: KHEDS AY Collection

Technical Colleges and the Washburn Institute of Technology

Enrollment by Race/Ethnicity

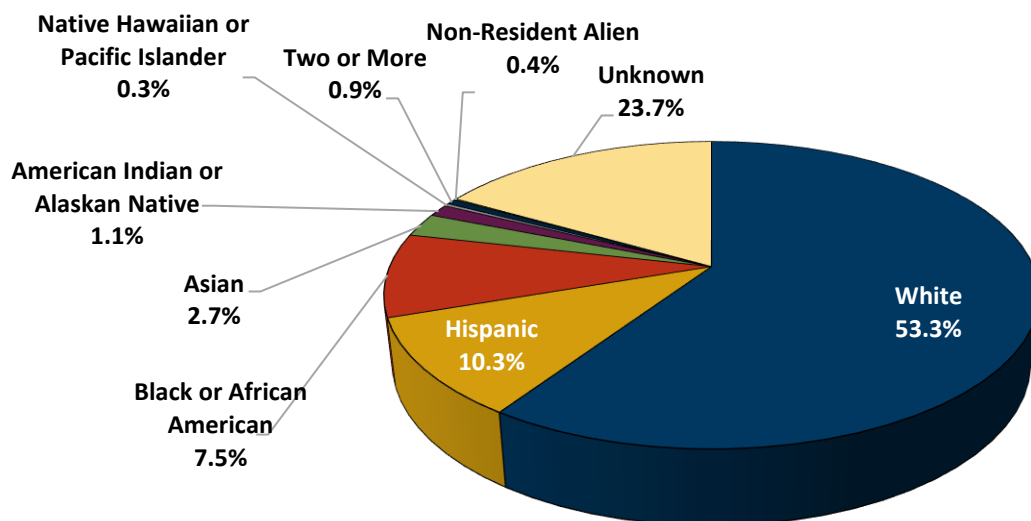
Academic Year 2010 - 2015

Table 3.3a

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	62.7%	63.9%	64.1%	61.8%	59.4%	62.0%	26.9%
Hispanic	6.6%	7.2%	7.6%	9.0%	10.3%	10.3%	100.3%
Black or African American	10.3%	9.3%	9.6%	9.4%	8.8%	7.5%	-6.7%
Asian	2.6%	2.8%	2.5%	2.5%	2.5%	2.7%	33.6%
American Indian or Alaskan Native	1.3%	1.1%	1.3%	1.2%	1.3%	1.1%	12.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	100.0%
Two or More	0.2%	0.5%	0.3%	0.5%	0.6%	0.9%	494.4%
Non-Resident Alien	0.0%	0.0%	0.1%	0.3%	0.1%	0.4%	NA
Unknown	16.3%	15.2%	14.3%	15.1%	16.7%	15.0%	18.1%

Enrollment by Race/Ethnicity

Academic Year 2015



Enrollment by Gender

Academic Year 2010 - 2015

Table 3.3b

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	5,371	4,980	5,388	5,956	6,213	6,167	14.8%
Male	4,266	4,511	4,998	5,451	6,010	6,385	49.7%
Unknown	158	132	92	33	35	14	-91.1%
Total	9,795	9,623	10,478	11,440	12,258	12,566	28.3%

Notes for this section begin on page 24.

Source: KHEDS AY Collection

Technical Colleges and the Washburn Institute of Technology

Enrollment by Age

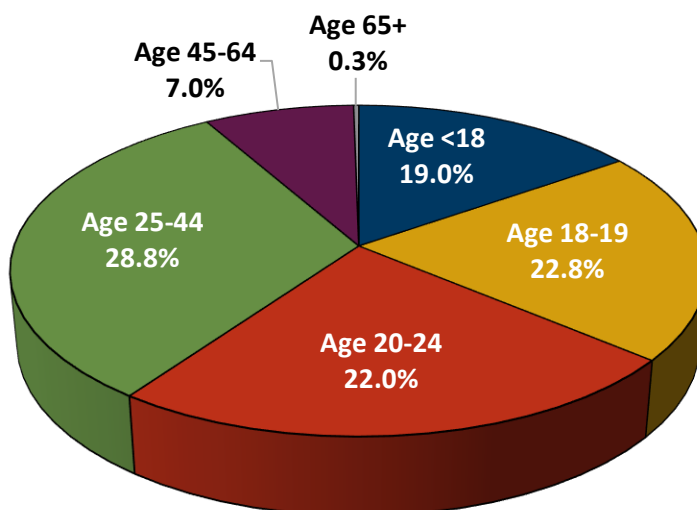
Academic Year 2010 - 2015

Table 3.3c

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	9.9%	7.6%	7.1%	10.7%	15.4%	19.0%	146.5%
18-19	14.3%	15.6%	15.4%	17.1%	20.7%	22.8%	105.0%
20-24	27.3%	28.5%	28.1%	26.1%	23.9%	22.0%	3.7%
25-44	36.0%	37.3%	37.8%	35.7%	31.8%	28.8%	2.5%
45-64	12.1%	10.6%	11.2%	10.0%	8.0%	7.0%	-25.3%
65+	0.4%	0.3%	0.4%	0.4%	0.3%	0.3%	-11.6%

Enrollment by Age

Academic Year 2015



Enrollment by Student Status

Academic Year 2010 - 2015

Table 3.3d

Student Status	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	2,720	2,935	3,083	3,228	3,300	3,001	10.3%
Part-time	7,075	6,688	7,395	8,212	8,958	9,565	35.2%
Total	9,795	9,623	10,478	11,440	12,258	12,566	28.3%

Notes for this section begin on page 24.

Source: KHEDS AY Collection

Technical Colleges and the Washburn Institute of Technology
Degrees/Certificates Awarded by Type
Academic Year 2011 - 2015

Table 3.6

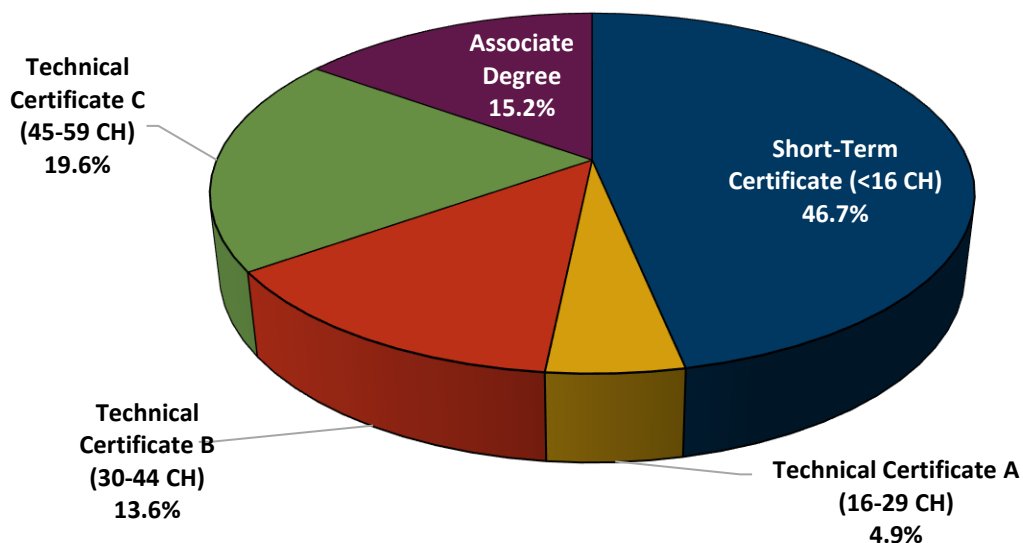
	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	1,679	1,690	1,931	1,957	1,924	14.6%
Technical Certificate A (16-29 Credit Hours)	72	118	146	199	202	180.6%
Technical Certificate B (30-44 Credit Hours)	522	549	563	602	560	7.3%
Technical Certificate C (45-59 Credit Hours)	839	847	872	988	807	-3.8%
Associate Degrees	457	517	524	631	624	36.5%
Total	3,569	3,721	4,036	4,377	4,117	15.4%

Degrees/Certificates Awarded by Institution
Academic Year 2015

Table 3.6a

Degrees/Certificates Awarded	Short-Term Certificate (<16 CH)	Technical Certificate A (16-29 CH)	Technical Certificate B (30-44 CH)	Technical Certificate C (45-59 CH)	Associate Degree	Total
Flint Hills Technical College	111	41	131	32	145	460
Manhattan Area Technical College	154	0	48	57	137	396
North Central Kansas Technical College	144	0	129	61	110	444
Northwest Kansas Technical College	61	2	65	26	100	254
Salina Area Technical College	185	0	83	25	37	330
Wichita Area Technical College	574	61	84	339	95	1,153
Washburn Institute of Technology	695	98	20	267	0	1,080
Total	1,924	202	560	807	624	4,117

Degrees/Certificates Awarded
Academic Year 2015



Notes for this section begin on page 24.

Source: KHEDS AY Collection

Graduation Rates of First-Time, Full-Time Freshmen (100%, 150%, and 200% of Program Time)*

Table 3.7

Institution	2010 Cohort			2011 Cohort	
	100% Grad Rate	150% Grad Rate	200% Grad Rate	100% Grad Rate	150% Grad Rate
Flint Hills Technical College	61.9%	68.1%	72.6%	40.8%	54.6%
Manhattan Area Technical College	37.8%	37.8%	37.8%	47.7%	56.9%
North Central Kansas Technical College	61.9%	62.2%	62.2%	70.7%	70.7%
Northwest Kansas Technical College	60.3%	62.2%	62.2%	56.6%	60.7%
Salina Area Technical College	60.8%	61.5%	61.5%	64.3%	65.1%
Wichita Area Technical College	82.9%	82.9%	82.9%	62.2%	74.4%
Washburn Institute of Technology	45.7%	48.7%	49.2%	26.7%	37.9%

Fall 2014 Retention Rates of First-Time Students**

Table 3.8

Institution	Full-Time	Part-Time
Flint Hills Technical College	76.1%	68.4%
Manhattan Area Technical College	56.3%	63.6%
North Central Kansas Technical College	66.1%	100.0%
Northwest Kansas Technical College	60.1%	50.0%
Salina Area Technical College	74.8%	62.5%
Wichita Area Technical College	61.9%	41.9%
Washburn Institute of Technology	75.9%	67.3%

*Cohort of students who completed their program within 100%, 150%, or 200% of normal time to completion

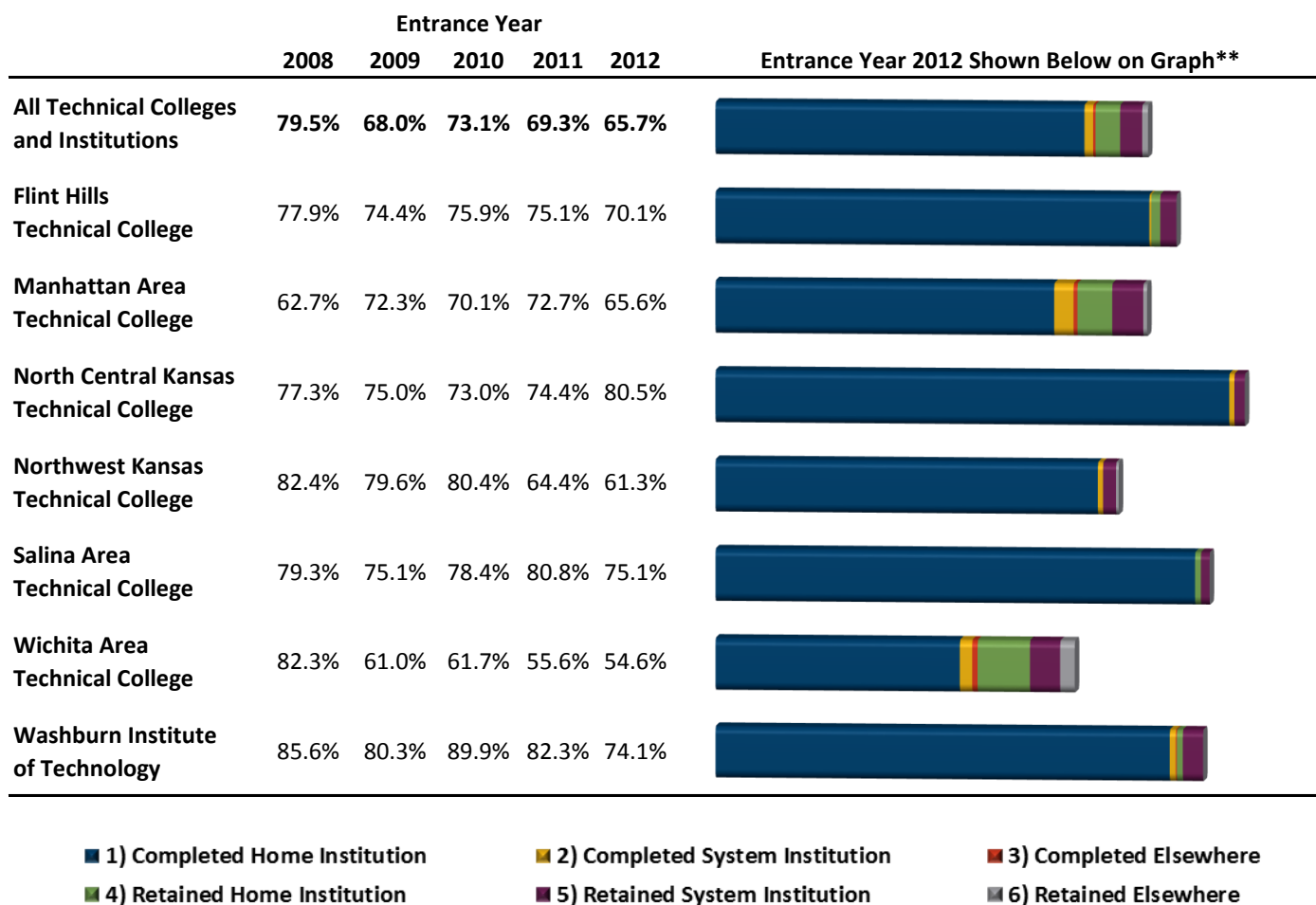
**First-time undergraduates who first enrolled in the Fall of 2013, and were still enrolled at the same institution in the Fall of 2014.

Notes for this section begin on page 24.

Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys;
100% grad rate was calculated by KBOR from IPEDS Graduation Rates Survey

Student Success Index* Entrance Year 2008 - 2012

Table 3.10



*Cohort measured includes all first-time entering and transferring degree-seeking students.

**Specific data for the categories listed above is included in the Institutional Profiles.

Notes for this section begin on page 24.

Source: KHEDS AY Collection; National Student Clearinghouse

Section III Notes

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHRS). KHRS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHRS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHRS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
3. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table 3.2: Full-Time Equivalent Enrollment

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table 3.3a: Enrollment by Race/Ethnicity

1. North Central Kansas Technical College provided updated race/ethnicity data for AY 2015 due to an error in reporting the data to KBOR. Race/ethnicity data on NCKTC’s tables will not align with numbers in KHRS.
2. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
3. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table 3.3c: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table 3.3d: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table 3.6 Degrees/Certificates Awarded by Type

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table 3.6a Degrees/Certificates Awarded by Institution

1. See notes for Table 3.6.

Table 3.7: Graduation Rates of First-time, Full-time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.
5. Manhattan Area Technical College, North Central Kansas Technical College, Northwest Kansas Technical College, and Salina Area Technical College were not required to complete the 200% Graduation Rates survey for cohort year 2010. This is because all students either graduated, transferred, were excluded, or were no longer enrolled within 150% of normal time (3 years for Technical Colleges). Due to the fact that they had no additional completers between 150% and 200% of normal time, the 200% graduation rate is the same as the 150% rate.

Table 3.8: Fall 2013 Retention Rates of First-time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table 3.10: Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.

- The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
- The index includes part-time and full-time students, as well as transfer students.
- Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
- Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.



TECHNICAL COLLEGE DATA BOOK

Section IV: Faculty and Staff

January 2016

★ LEADING HIGHER EDUCATION ★

Summary: All Faculty and Staff Headcount and Full-Time Equivalent Fiscal Year 2015

Table 4.11

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita Area Technical College	Washburn Institute of Technology	Total
Total Headcount	112	122	110	124	63	502	130	1,163
Full-Time	70	62	94	65	47	179	100	617
Part-Time	42	60	16	59	16	323	30	546
Total FTE	84	82	99	85	52	287	110	799

Faculty Headcount and Full-Time Equivalent* Fiscal Year 2015

Table 4.12

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita Area Technical College	Washburn Institute of Technology	Total
Full-Time (Tenured, Tenure Track)	36	0	54	31	25	61	0	207
Full-Time (Non Tenure Track)	0	28	0	0	1	0	58	87
Part-Time (Non Benefits Eligible)	37	56	10	53	7	280	21	464
Part-Time (Benefits Eligible)	0	0	4	0	3	0	0	7
Faculty Phased Retirees	0	0	0	0	0	0	0	0
Total Headcount	73	84	68	84	36	341	79	765
Full-Time	36	28	54	31	26	61	58	294
Part-Time	37	56	14	53	10	280	21	471
Total FTE	48	47	59	49	29	154	65	451

*Includes only employees with Faculty status.

Notes for this section begin on page 30.

Source: KBOR Technical College Faculty and Staff Report

Staff Headcount and Full-Time Equivalent*

Fiscal Year 2015

Table 4.13

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita Area Technical College	Washburn Institute of Technology	Total
Faculty and Professional Staff								
Exempt								
Full-Time	8	19	13	2	2	37	9	90
Part-Time	0	0	0	1	1	0	0	2
Non-Exempt								
Full-Time	0	0	1	6	7	26	0	40
Part-Time	0	0	2	2	4	2	0	10
Total Headcount	8	19	16	11	14	65	9	142
Full-Time	8	19	14	8	9	63	9	130
Part-Time	0	0	2	3	5	2	0	12
Total FTE	8	19	15	9	11	64	9	134
Administrative Staff								
Exempt								
Full-Time	11	5	7	4	4	24	15	70
Part-Time	0	0	0	3	0	0	2	5
Non-Exempt								
Full-Time	0	0	0	0	0	0	0	0
Part-Time	0	0	0	0	0	0	0	0
Total Headcount	11	5	7	7	4	24	17	75
Full-Time	11	5	7	4	4	24	15	70
Part-Time	0	0	0	3	0	0	2	5
Total FTE	11	5	7	5	4	24	16	72
Classified Staff								
Exempt								
Full-Time	0	0	0	0	0	9	0	9
Part-Time	0	0	0	0	0	0	0	0
Non-Exempt								
Full-Time	15	10	19	22	8	22	18	114
Part-Time	5	4	0	0	1	41	7	58
Total Headcount	20	14	19	22	9	72	25	181
Full-Time	15	10	19	22	8	31	18	123
Part-Time	5	4	0	0	1	41	7	58
Total FTE	17	11	19	22	8	45	20	142
Grand Total Headcount	39	38	42	40	27	161	51	398
Full-Time	34	34	40	34	21	118	42	323
Part-Time	5	4	2	6	6	43	9	75
Grand Total FTE	36	35	41	36	23	132	45	348

*Excludes employees with Faculty status

Notes for this section begin on page 30.

Source: KBOR Technical College Faculty and Staff Report

Section IV Notes

General Notes:

1. FTE is calculated in the KBOR Technical College Faculty and Staff Report by adding the number of full-time faculty plus 1/3 number of part-time faculty. Alternatively, you may enter your institution's actual FTE number in the report. This is a standard FTE calculation used by IPEDS, as well as the College and University Professional Association for Human Resources (CUPA-HR).

Table 4.12: Faculty Headcount and Full-time Equivalent

1. The "Faculty" category includes all employees with faculty status.
2. Faculty Phased Retirees are any faculty participating in a program that provides eligible full-time faculty members the opportunity to make an orderly transition to retirement through a period of reduced service during which the faculty member may begin withdrawing from departmental administrative obligations while continuing to teach, perform clinical responsibilities, and/or conduct research on a reduced schedule, in return for a reduced level of compensation.

Table 4.13: Staff Headcount and Full-time Equivalent

1. The "Staff" category includes all full-time and part-time employees not reported as faculty.
2. "Faculty and Professional Staff" includes 9, 10, 11, and 12-month instructors, in addition to positions listed in the CUPA-HR "Professionals in Higher Education Salary Survey", including academic advisers, librarians, museum and continuing education professionals, and professional staff in the following areas; instructional design/media, admissions and career counseling, student activities and registration, legal and human resources, equal opportunity/diversity, accounting, audit and finance/budget, materials management and business operations, development/fundraising, alumni relations, advancement services, communications/marketing, media/public relations, event/conference management, maintenance, design, and construction, engineers, environmental safety/risk management, facility operation and retail operations, IT applications, IT database, client support, and network support, IT systems support, security, and telecommunications, research, extension programs and technology transfer, health science and environmental sustainability, athletic affairs, trainers, head coaches, exempt office/clerical, skilled craft, and service/maintenance personnel. Does not include positions also reported as administrative or classified staff positions.
3. "Administrative Staff" includes positions listed in the College and University Professional Association for Human Resources (CUPA-HR) "Administrators in Higher Education Salary Survey", including executive officers, senior institutional officers, academic deans, institutional administrators, and the heads of divisions, department or centers.
4. "Classified Staff" includes positions listed in the CUPA-HR "Non-Exempt Staff in Higher Education Salary Survey", including non-exempt office/clerical staff, technical/paraprofessional staff, skilled craft staff, and service/maintenance staff. Does not include positions filled by student workers as part of work-study or other financial aid programs.



TECHNICAL COLLEGE DATA BOOK

Institutional Profiles

January 2016

★ LEADING HIGHER EDUCATION ★

Flint Hills Technical College

Founded in 1963, Flint Hills Technical College is a two-year HLC accredited public institution of higher education nestled in the rolling hills of east-central Kansas. Flint Hills Technical College offers 20 programs of study along with a variety of short-term training courses and continuing education courses. Classes are small with an average 15 to 1, student to faculty ratio.

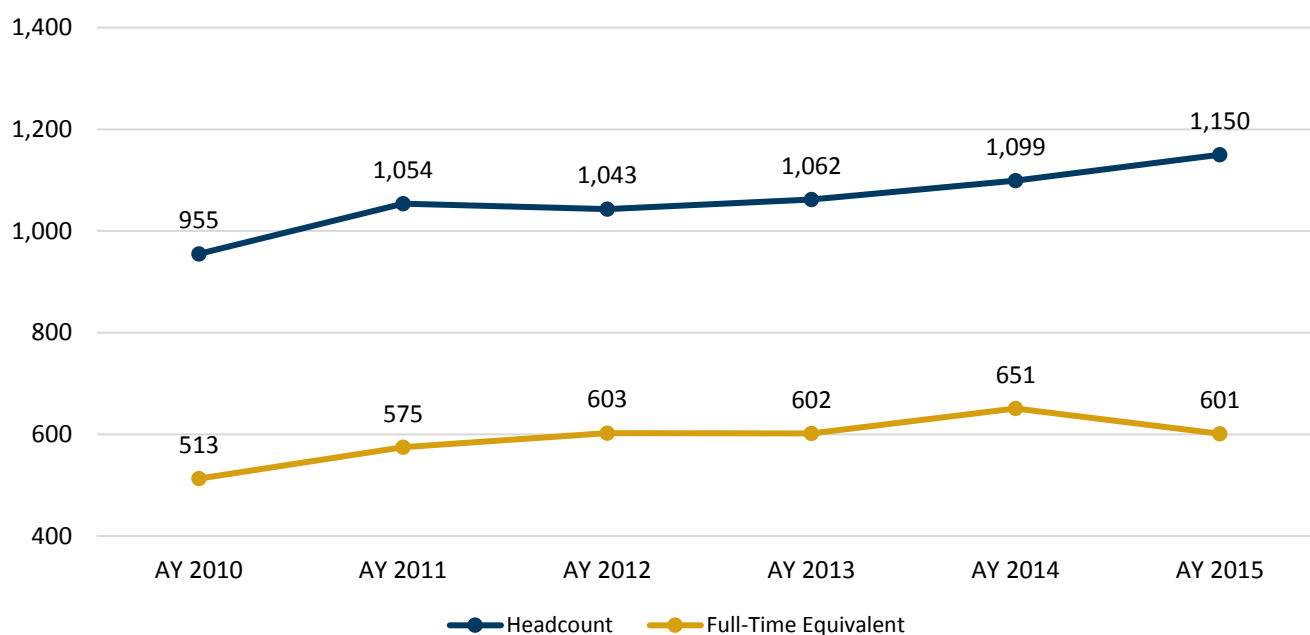
Student Demographics

Table P.10

Academic Year 2010 - 2015

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	955	1,054	1,043	1,062	1,099	1,150	20.4%
Full-Time Equivalent Enrollment	513	575	603	602	651	601	17.2%

**Flint Hills Technical College
Headcount and FTE
Academic Year 2010 - 2015**



Notes for this section begin on page 40.

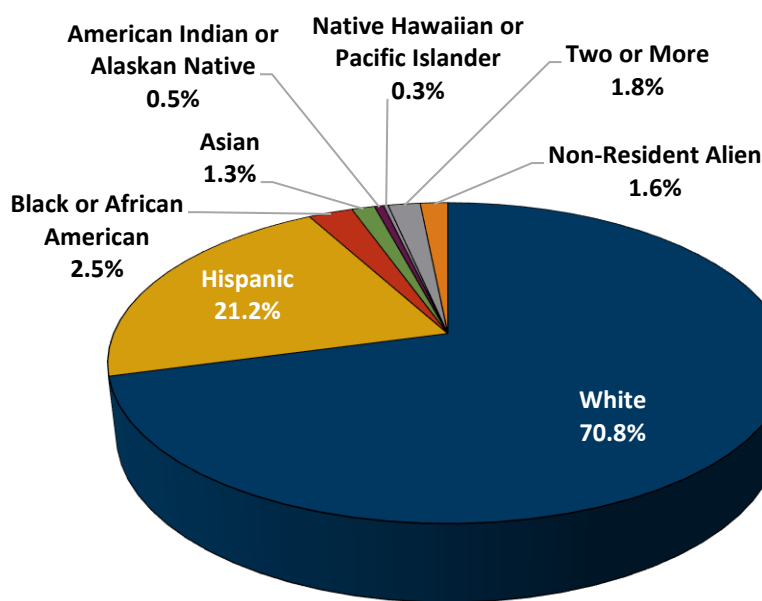
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Flint Hills Technical College Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	79.6%	77.8%	73.8%	72.0%	71.2%	70.8%	7.1%
Hispanic	14.2%	14.8%	17.4%	19.1%	21.1%	21.2%	79.4%
Black or African American	3.5%	4.9%	5.5%	4.6%	2.8%	2.5%	-12.1%
Asian	1.2%	1.7%	1.7%	0.9%	1.2%	1.3%	36.4%
American Indian or Alaskan Native	0.7%	0.8%	1.3%	0.6%	0.6%	0.5%	-14.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%	0.2%	0.2%	0.3%	NA
Two or More	0.0%	0.0%	0.0%	1.5%	2.1%	1.8%	NA
Non-Resident Alien	0.0%	0.0%	0.0%	0.5%	0.5%	1.6%	NA
Unknown	0.8%	0.0%	0.2%	0.6%	0.5%	0.0%	NA

Enrollment by Race/Ethnicity Academic Year 2015



Enrollment by Gender Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	487	527	525	550	534	588	20.7%
Male	468	527	518	512	563	562	20.1%
Unknown	0	0	0	0	2	0	NA
Total	955	1,054	1,043	1,062	1,099	1,150	20.4%

Notes for this section begin on page 40.

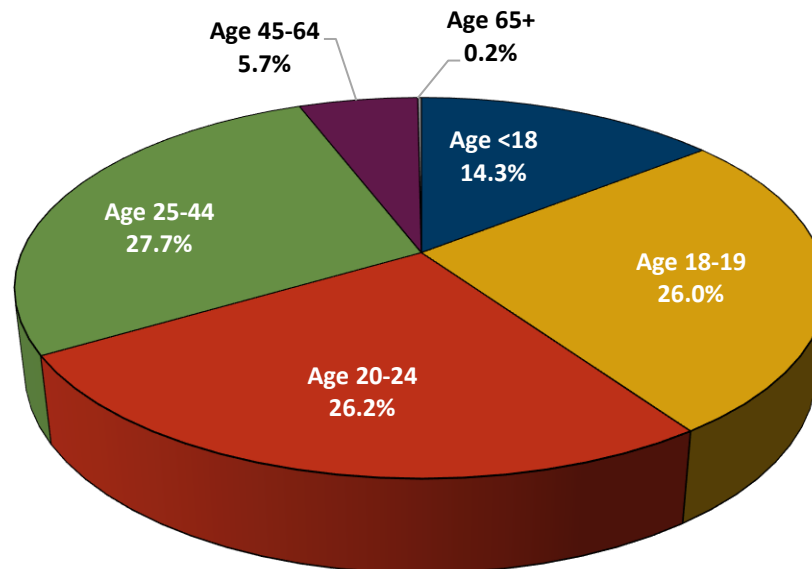
Source: KHEDS AY Collection

Enrollment by Age Academic Year 2010 - 2015

Flint Hills Technical College Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	7.7%	8.5%	8.1%	8.0%	11.6%	14.3%	123.0%
18-19	21.4%	26.0%	22.9%	23.4%	23.7%	26.0%	46.6%
20-24	34.0%	30.6%	35.0%	31.8%	27.4%	26.2%	-7.4%
25-44	28.8%	28.3%	29.4%	30.8%	30.6%	27.7%	15.6%
45-64	7.9%	6.5%	4.6%	5.9%	6.8%	5.7%	-13.3%
65+	0.2%	0.0%	0.0%	0.1%	0.0%	0.2%	0.0%

Enrollment by Age Academic Year 2015



Enrollment by Student Status Academic Year 2010 - 2015

Table P.14

Student Status	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	285	338	348	337	402	314	10.2%
Part-time	670	716	695	725	697	836	24.8%
Total	955	1,054	1,043	1,062	1,099	1,150	20.4%

Notes for this section begin on page 40.

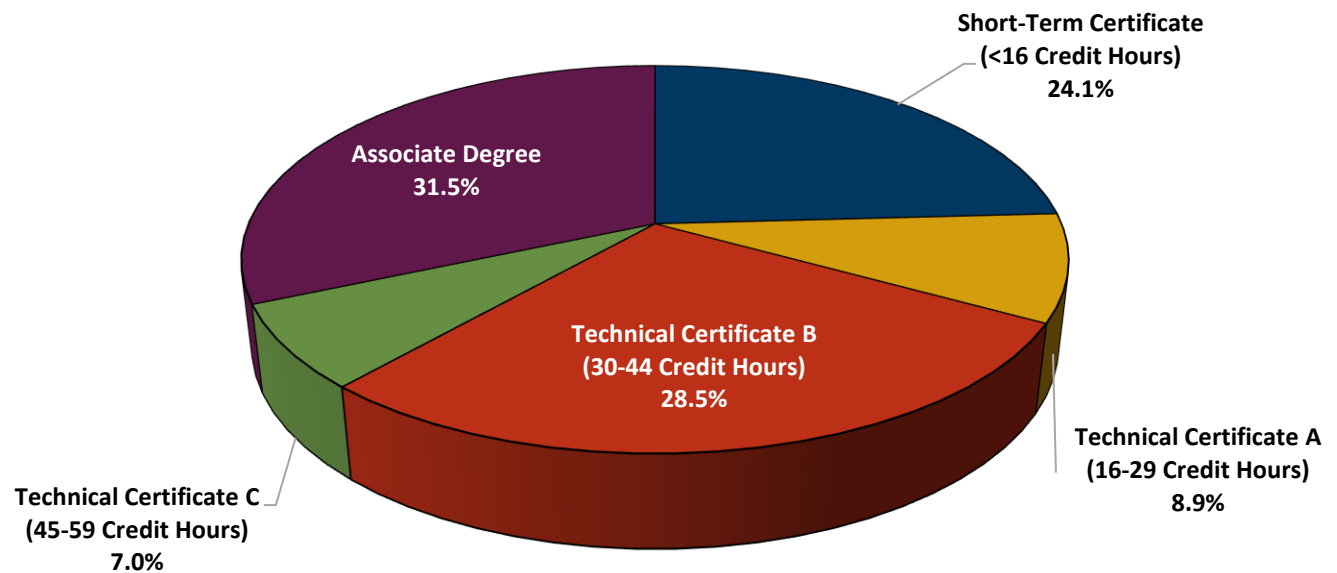
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

Flint Hills Technical College Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	155	115	134	162	111	-28.4%
Technical Certificate A (16-29 Credit Hours)	36	30	46	49	41	13.9%
Technical Certificate B (30-44 Credit Hours)	128	139	131	164	131	2.3%
Technical Certificate C (45-59 Credit Hours)	29	35	51	65	32	10.3%
Associate Degree	97	101	84	117	145	49.5%
Total	445	420	446	557	460	3.4%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 40.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

Flint Hills Technical College

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	35.7%	NA	65.6%	61.9%	40.8%
150% Graduation Rate	65.0%	67.0%	67.7%	68.1%	54.6%
200% Graduation Rate	76.2%	69.8%	75.0%	72.6%	NA*

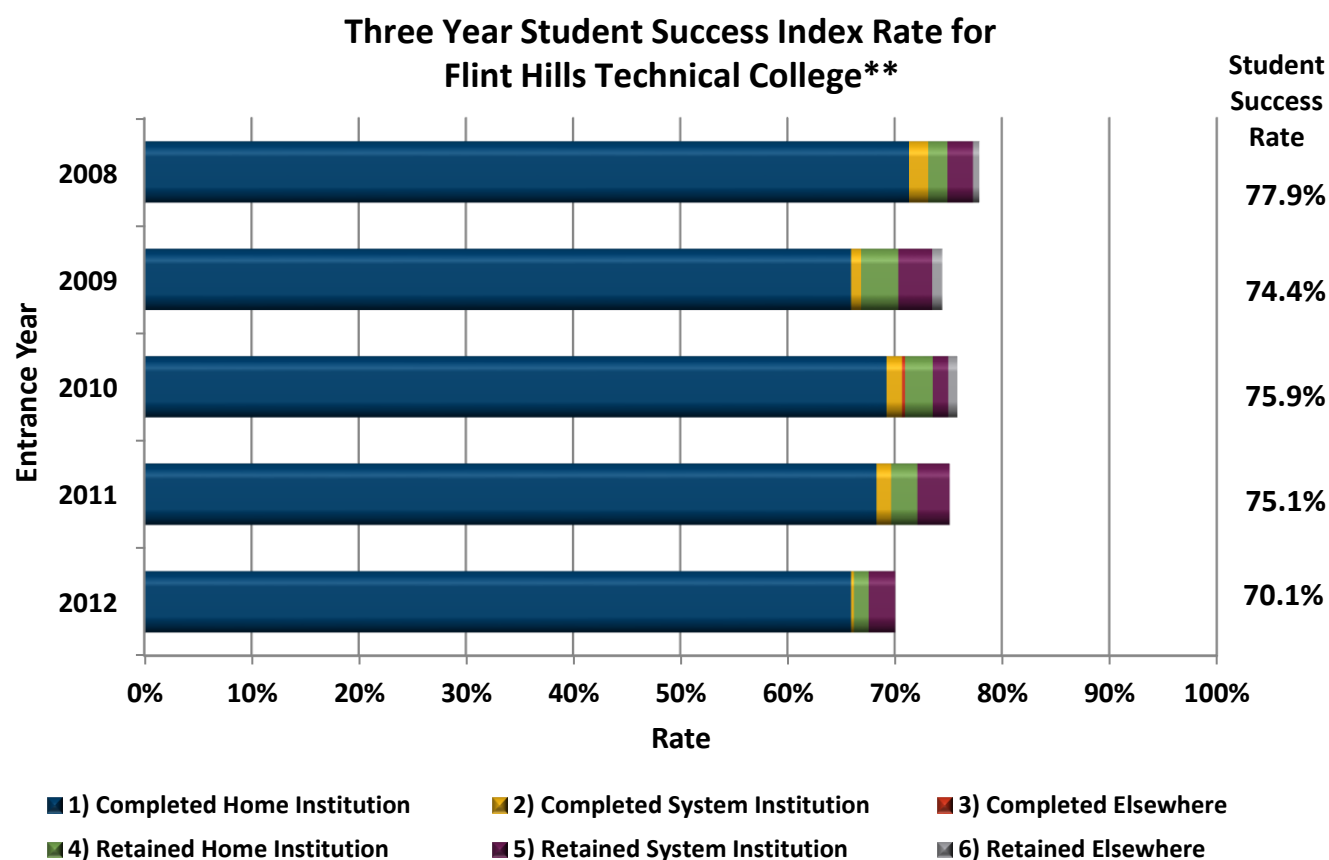
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	24.0%	37.6%	52.5%	45.6%	68.4%
Full-Time Rate	66.7%	77.1%	75.4%	65.4%	76.1%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18



*Data for the 200% rate for this cohort is not yet available.

**Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 40.

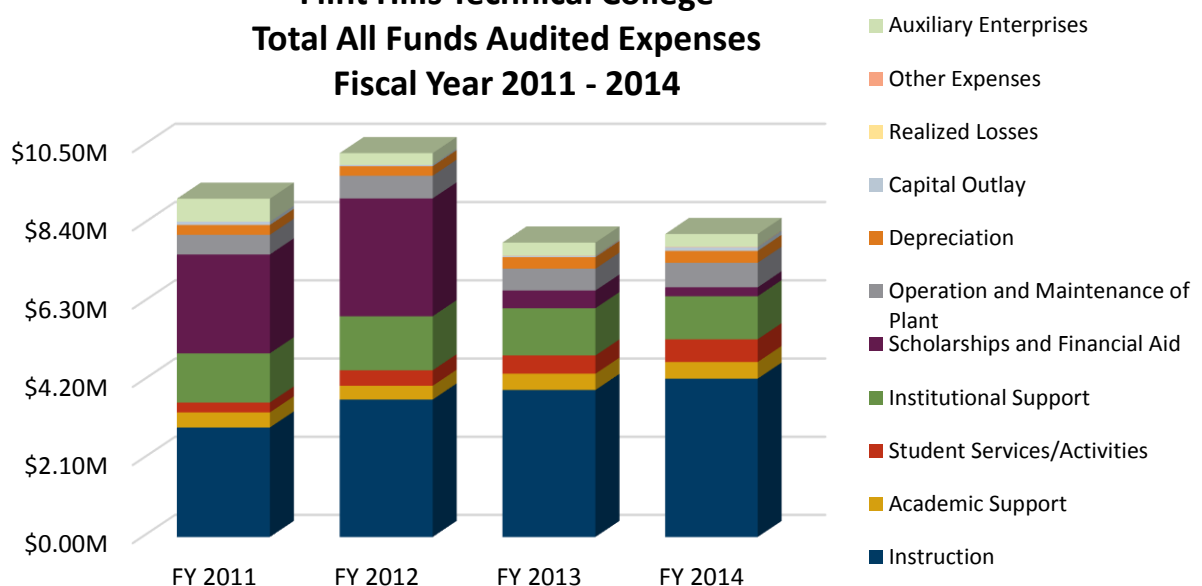
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection;
National Student Clearinghouse

Total All Funds Audited Expenses Fiscal Year 2011 - 2014

Flint Hills Technical College Table P.20

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Instruction	\$2,945,826	\$3,697,047	\$3,954,208	\$4,256,411	44.5%
per FTE Student	\$5,123	\$6,131	\$6,568	\$6,538	27.6%
Academic Support	\$406,458	\$368,787	\$435,969	\$445,682	9.7%
per FTE Student	\$707	\$612	\$724	\$685	-3.2%
Student Services/Activities	\$263,935	\$414,558	\$489,105	\$610,957	131.5%
per FTE Student	\$459	\$687	\$812	\$938	104.5%
Institutional Support	\$1,319,907	\$1,451,096	\$1,268,079	\$1,155,136	-12.5%
per FTE Student	\$2,295	\$2,406	\$2,106	\$1,774	-22.7%
Scholarships and Financial Aid	\$2,652,716	\$3,161,690	\$474,128	\$239,580	-91.0%
Operation and Maintenance of Plant	\$528,758	\$607,321	\$586,822	\$657,579	24.4%
Depreciation	\$261,445	\$255,898	\$310,506	\$319,685	22.3%
Capital Outlay	\$90,059	\$36,436	\$30,754	\$103,770	15.2%
Interest Expense	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	NA
Realized Losses	\$3,528	\$0	\$0	\$5,650	60.1%
Unrealized Losses	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$489	\$5,124	\$5,358	NA
Subtotal All Funds - Expenses	\$8,472,633	\$9,993,320	\$7,554,694	\$7,799,807	-7.9%
Auxiliary Enterprises	\$611,740	\$314,923	\$352,194	\$337,349	-44.9%
Total All Funds - Expenses	\$9,084,373	\$10,308,244	\$7,906,889	\$8,137,156	-10.4%
Total Headcount	1,054	1,043	1,062	1,099	4.3%
Total FTE	575	603	602	651	13.2%

Flint Hills Technical College Total All Funds Audited Expenses Fiscal Year 2011 - 2014



Notes for this section begin on page 40.

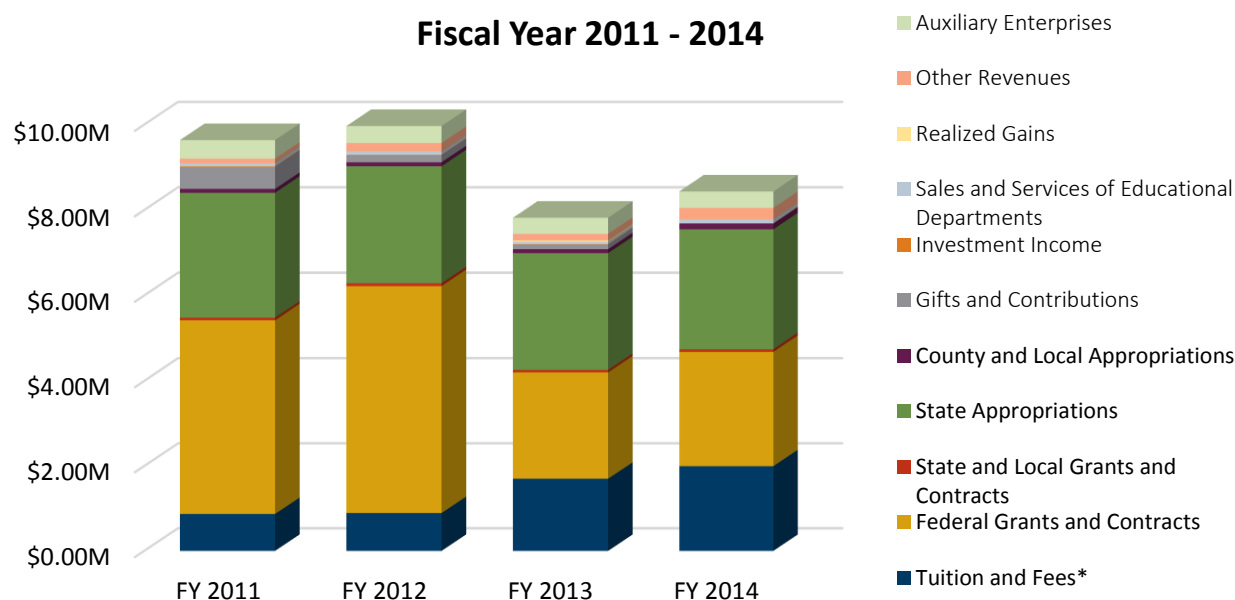
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Total All Funds Audited Revenues Fiscal Year 2011 - 2014

Flint Hills Technical College Table P.30

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Tuition and Fees*	\$869,301	\$890,699	\$1,699,849	\$1,995,437	129.5%
Federal Grants and Contracts	\$4,548,340	\$5,329,213	\$2,498,258	\$2,683,190	-41.0%
State and Local Grants and Contracts	\$61,920	\$67,749	\$59,614	\$64,191	3.7%
Private Grants and Contracts	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,923,154	\$2,737,031	\$2,733,229	\$2,807,066	-4.0%
County and Local Appropriations	\$92,659	\$92,909	\$92,674	\$133,974	44.6%
Gifts and Contributions	\$508,293	\$163,983	\$106,803	\$0	NA
Investment Income	\$16,040	\$11,343	\$7,685	\$9,745	-39.2%
Interest Income	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$77,170	\$71,622	\$58,785	\$83,987	8.8%
Realized Gains	\$0	\$1,528	\$28,629	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	NA
Other Revenues	\$105,293	\$201,997	\$156,964	\$271,478	157.8%
Subtotal All Funds - Revenues	\$9,202,169	\$9,568,074	\$7,442,490	\$8,049,068	-12.5%
Auxiliary Enterprises	\$434,379	\$398,870	\$376,454	\$385,491	-11.3%
Total All Funds - Revenues	\$9,636,548	\$9,966,944	\$7,818,944	\$8,434,558	-12.5%
Total Headcount	1,054	1,043	1,062	1,099	4.3%
Total FTE	575	603	602	651	13.2%

Flint Hills Technical College Total All Funds Audited Revenues Fiscal Year 2011 - 2014



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 40.

Source: Independent Auditors' Report and Financial Statements

Changes in Unrestricted Cash*

Fiscal Year 2011 - 2014

Flint Hills Technical College

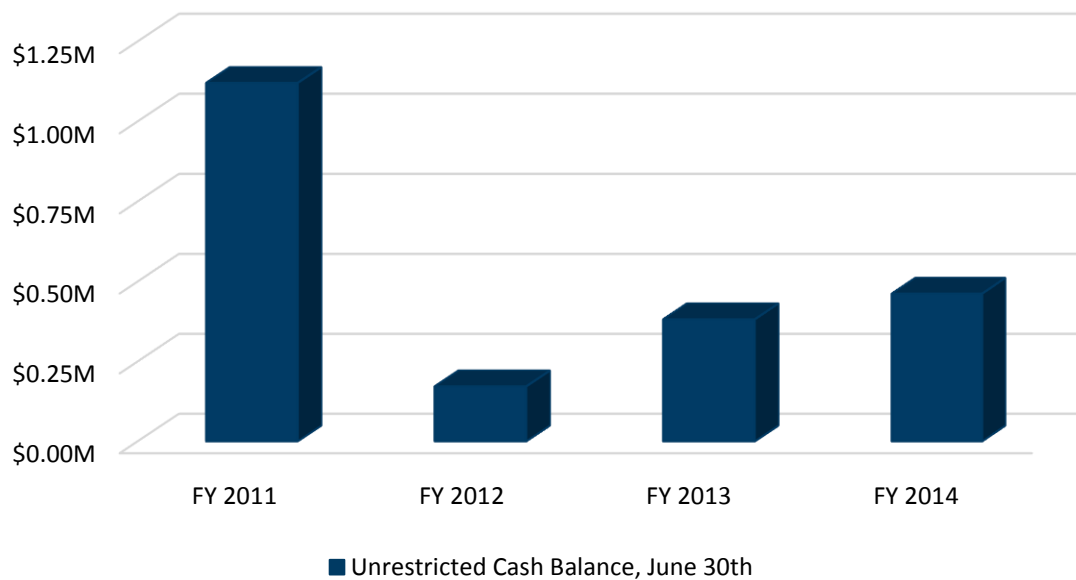
Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Cash and Cash Equivalents, June 30th	\$1,732,176	\$824,347	\$1,091,772	\$1,235,853	-28.7%
Current Liabilities	\$612,197	\$652,508	\$710,109	\$774,026	26.4%
Other Restrictions	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$1,119,979	\$171,839	\$381,663	\$461,827	-58.8%

Flint Hills Technical College

Unrestricted Cash Balance, June 30th

Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 40.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Flint Hills Technical College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHRS). KHRS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHRS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHRS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
2. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.
 - Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
 - Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the

student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.

- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the Flint Hills Technical College Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	71.3%	1.8%	0.0%	1.8%	2.4%	0.6%	77.9%
2009	65.9%	0.9%	0.0%	3.5%	3.2%	0.9%	74.4%
2010	69.3%	1.4%	0.3%	2.6%	1.4%	0.9%	75.9%
2011	68.3%	1.4%	0.0%	2.5%	3.0%	0.0%	75.1%
2012	65.9%	0.3%	0.0%	1.4%	2.5%	0.0%	70.1%

Table P.20: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Audited Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The expense categories were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
3. For Flint Hills Technical College, "Scholarships and Financial Aid" includes their audit category "Scholarships, Grants and Awards"; "Realized Losses" includes their audit category "Loss on Sale of Assets" and "Other Expenses" includes their audit category "Debt Service".

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Audited Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The revenue categories were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.

3. For Flint Hills Technical College, "Federal Grants and Contracts" includes their audit category "Federal Pell Grants"; "Sales and Services of Educational Departments" includes their audit categories "Charges for Services" and "Activity Fund Revenue"; "Realized Gains" includes their audit category "Gain on Sale of Assets" and "Other Revenues" includes their audit category "Miscellaneous Operating Income".

Table P.60: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (P.50) table was replaced with General Fund Changes in Unencumbered Cash (P.60) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

Manhattan Area Technical College

Manhattan Area Technical College is located in the City of Manhattan in N.E. Kansas on the edge of the Konza Prairie. The College's primary service area includes Geary, Riley, Clay, Marshall, Dickinson, and Pottawatomie Counties. MATC offers 16 programs of study, each granting an Associate of Applied Science degree or Technical Certificate. The school has been in continuous operation since 1965 and has seen its student population triple in the past nine years. MATC recently separated from the local unified school district to become a stand-alone public institution in 2004. MATC's nine member Board of Directors are not elected officials but instead are selected by the sitting Board members and made up of community leaders representing the College's six service area counties. The College's new athletics program proudly chose the American Bison as their mascot.

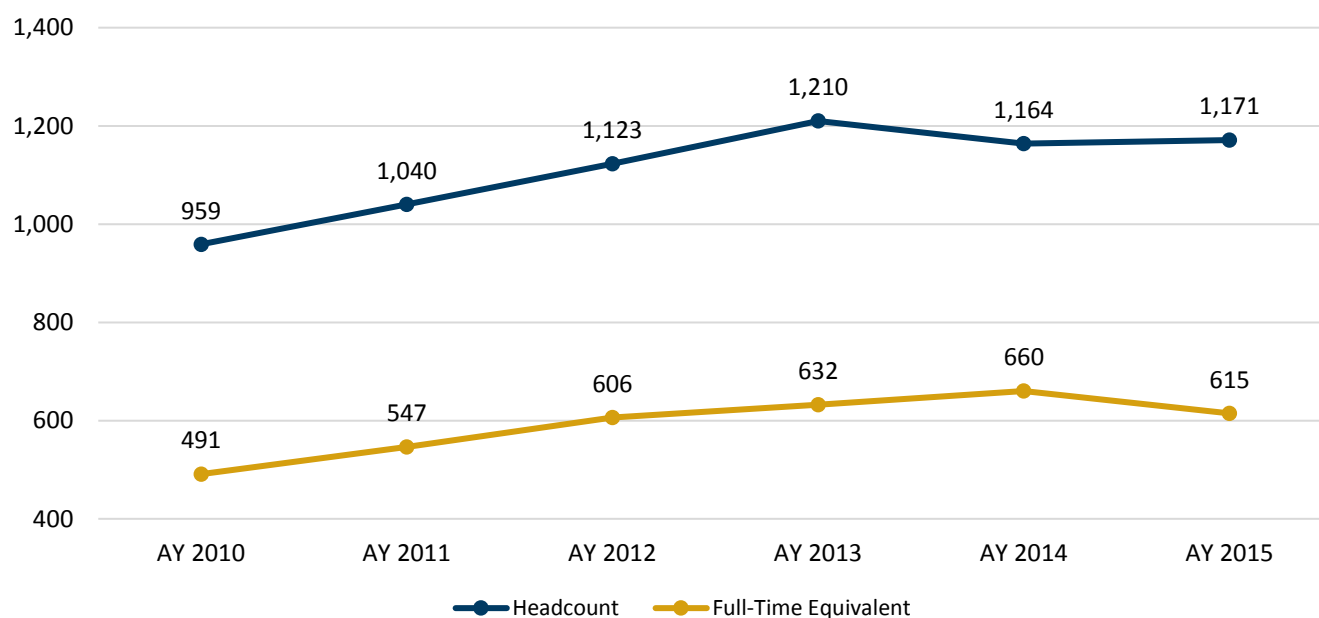
Student Demographics

Table P.10

Academic Year 2010 - 2015

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	959	1,040	1,123	1,210	1,164	1,171	22.1%
Full-Time Equivalent Enrollment	491	547	606	632	660	615	25.2%

Manhattan Area Technical College
Headcount and FTE
Academic Year 2010 - 2015



Notes for this section begin on page 52.

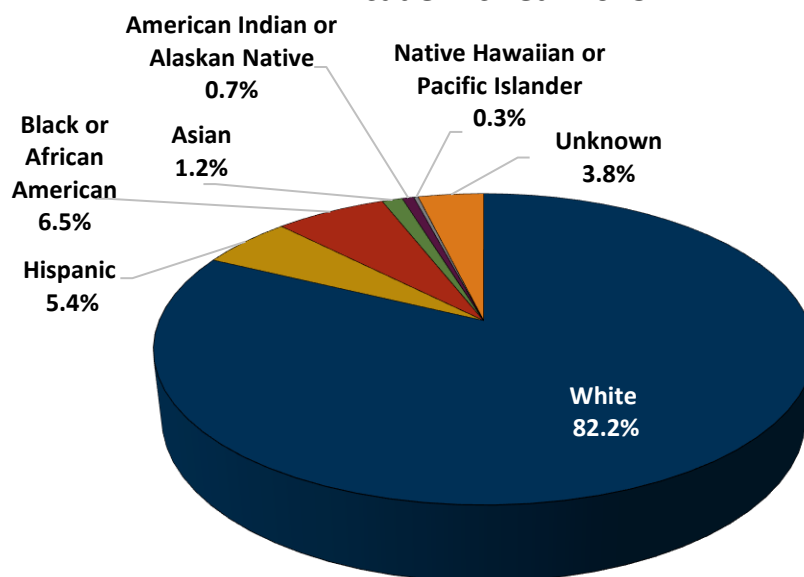
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Manhattan Area Technical College Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	80.6%	80.2%	81.5%	76.8%	78.1%	82.2%	24.5%
Hispanic	3.8%	4.4%	4.5%	6.3%	6.5%	5.4%	75.0%
Black or African American	6.2%	6.2%	6.5%	7.6%	8.3%	6.5%	28.8%
Asian	0.2%	1.0%	1.8%	1.7%	1.6%	1.2%	600.0%
American Indian or Alaskan Native	1.3%	1.6%	1.2%	0.5%	0.9%	0.7%	-33.3%
Native Hawaiian or Pacific Islander	1.7%	1.3%	0.5%	0.7%	0.7%	0.3%	-81.3%
Two or More	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Non-Resident Alien	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	NA
Unknown	6.4%	5.2%	4.1%	6.5%	4.0%	3.8%	-26.2%

Enrollment by Race/Ethnicity Academic Year 2015



Enrollment by Gender Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	564	599	694	757	673	642	13.8%
Male	391	430	427	449	489	519	32.7%
Unknown	4	11	2	4	2	10	150.0%
Total	959	1,040	1,123	1,210	1,164	1,171	22.1%

Notes for this section begin on page 52.
Source: KHEDS AY Collection

Enrollment by Age

Academic Year 2010 - 2015

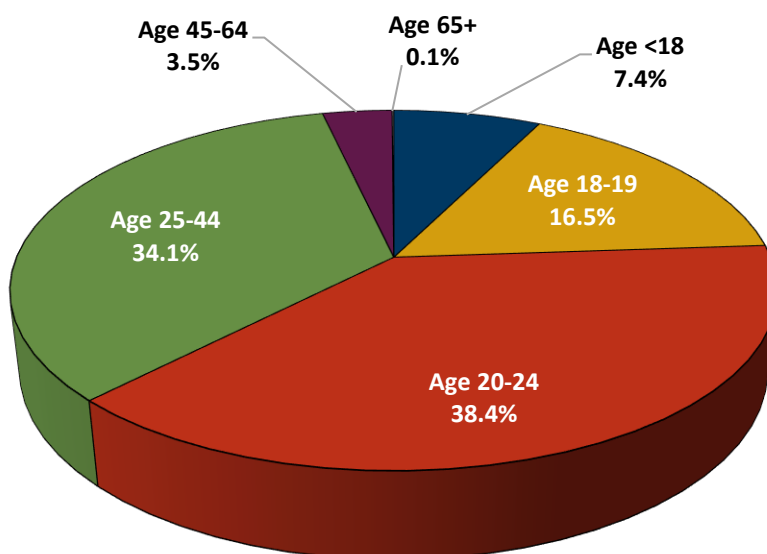
Manhattan Area Technical College

Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	2.5%	1.8%	3.3%	4.1%	1.9%	7.4%	262.5%
18-19	13.2%	13.1%	11.0%	11.7%	14.8%	16.5%	52.0%
20-24	42.8%	42.7%	41.1%	40.7%	39.3%	38.4%	9.8%
25-44	35.1%	36.9%	39.2%	38.7%	39.5%	34.1%	18.4%
45-64	6.3%	5.5%	5.3%	4.7%	4.6%	3.5%	-31.7%
65+	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Enrollment by Age

Academic Year 2015



Enrollment by Student Status

Academic Year 2010 - 2015

Table P.14

Student Status	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	269	305	336	362	374	344	27.9%
Part-time	690	735	787	848	790	827	19.9%
Total	959	1,040	1,123	1,210	1,164	1,171	22.1%

Notes for this section begin on page 52.

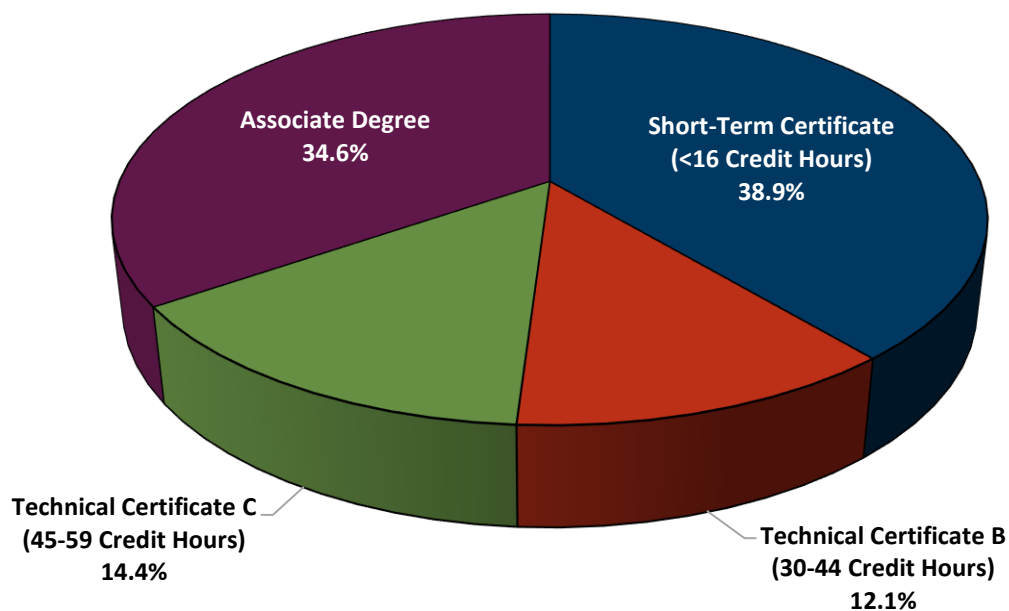
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

Manhattan Area Technical College Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	202	195	170	116	154	-23.8%
Technical Certificate A (16-29 Credit Hours)	0	0	0	0	0	NA
Technical Certificate B (30-44 Credit Hours)	52	79	50	56	48	-7.7%
Technical Certificate C (45-59 Credit Hours)	50	16	57	36	57	14.0%
Associate Degree	96	117	123	157	137	42.7%
Total	400	407	400	365	396	-1.0%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 52.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

Manhattan Area Technical College

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	45.9%	40.4%	42.1%	37.8%	47.7%
150% Graduation Rate	48.0%	46.0%	42.1%	37.8%	56.9%
200% Graduation Rate	49.0%	46.1%	44.2%	37.8%	NA*

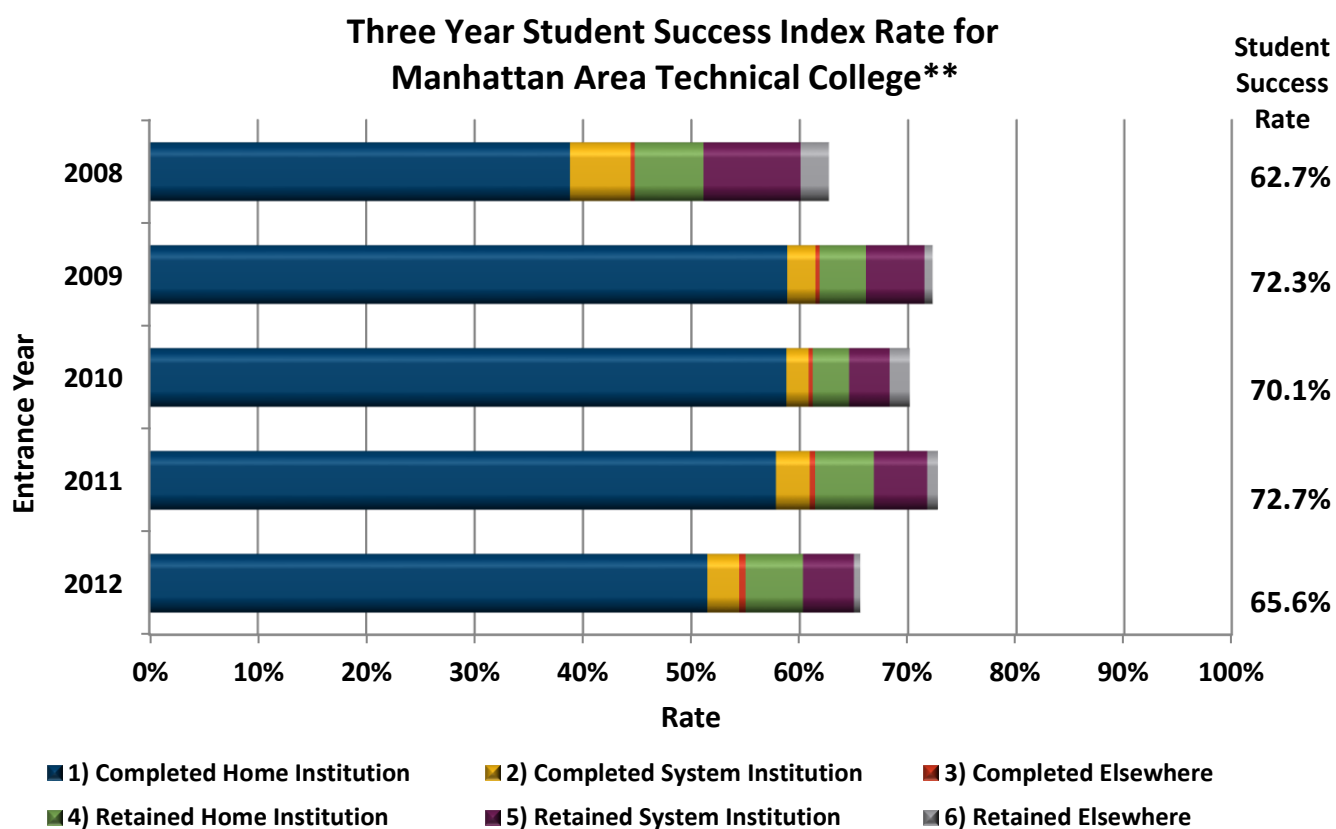
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	34.8%	35.7%	28.6%	58.0%	63.6%
Full-Time Rate	58.9%	54.4%	60.8%	79.8%	56.3%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18



*Data for the 200% rate for this cohort is not yet available.

**Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 52.

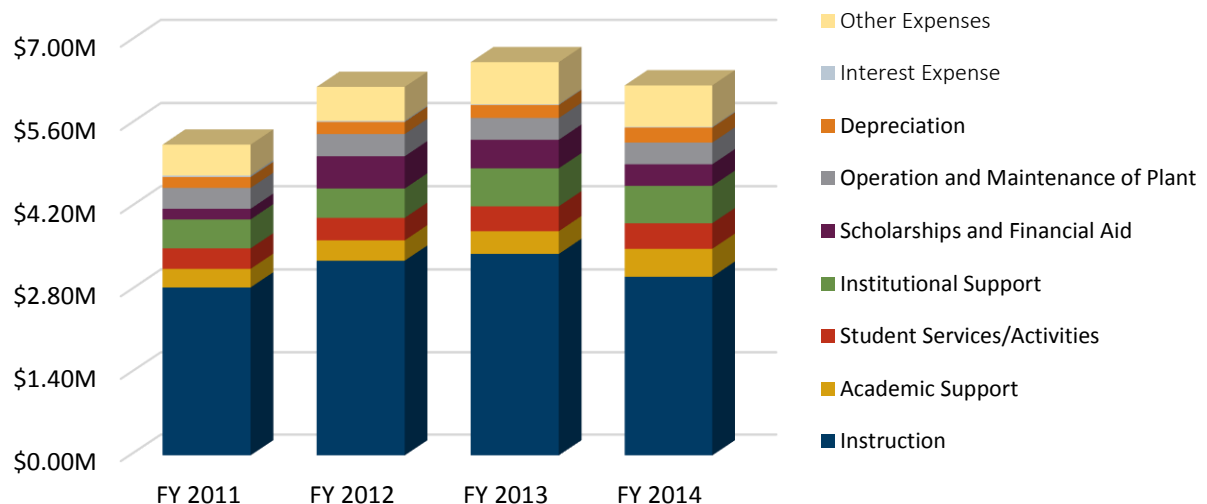
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection;
National Student Clearinghouse

Total All Funds Audited Expenses Fiscal Year 2011 - 2014

Manhattan Area Technical College Table P.20

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Instruction	\$2,850,448	\$3,300,724	\$3,414,573	\$3,029,958	6.3%
per FTE Student	\$5,211	\$5,447	\$5,403	\$4,591	-11.9%
Academic Support	\$312,576	\$342,270	\$382,588	\$471,040	50.7%
per FTE Student	\$571	\$565	\$605	\$714	24.9%
Student Services/Activities	\$345,026	\$378,363	\$418,440	\$429,685	24.5%
per FTE Student	\$631	\$624	\$662	\$651	3.2%
Institutional Support	\$487,742	\$493,967	\$640,092	\$629,348	29.0%
per FTE Student	\$892	\$815	\$1,013	\$954	6.9%
Scholarships and Financial Aid	\$178,157	\$543,032	\$480,687	\$362,783	103.6%
Operation and Maintenance of Plant	\$351,873	\$373,200	\$365,649	\$365,780	4.0%
Depreciation	\$182,788	\$204,471	\$217,930	\$251,789	37.7%
Capital Outlay	\$0	\$0	\$0	\$0	NA
Interest Expense	\$25,811	\$17,166	\$12,548	\$13,854	-46.3%
Cost of Sales and Services	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	NA
Other Expenses	\$519,719	\$572,110	\$708,475	\$696,646	34.0%
Subtotal All Funds - Expenses	\$5,254,140	\$6,225,303	\$6,640,982	\$6,250,883	19.0%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	NA
Total All Funds - Expenses	\$5,254,140	\$6,225,303	\$6,640,982	\$6,250,883	19.0%
Total Headcount	1,040	1,123	1,210	1,164	11.9%
Total FTE	547	606	632	660	20.7%

Manhattan Area Technical College Total All Funds Audited Expenses Fiscal Year 2011 - 2014



Notes for this section begin on page 52.

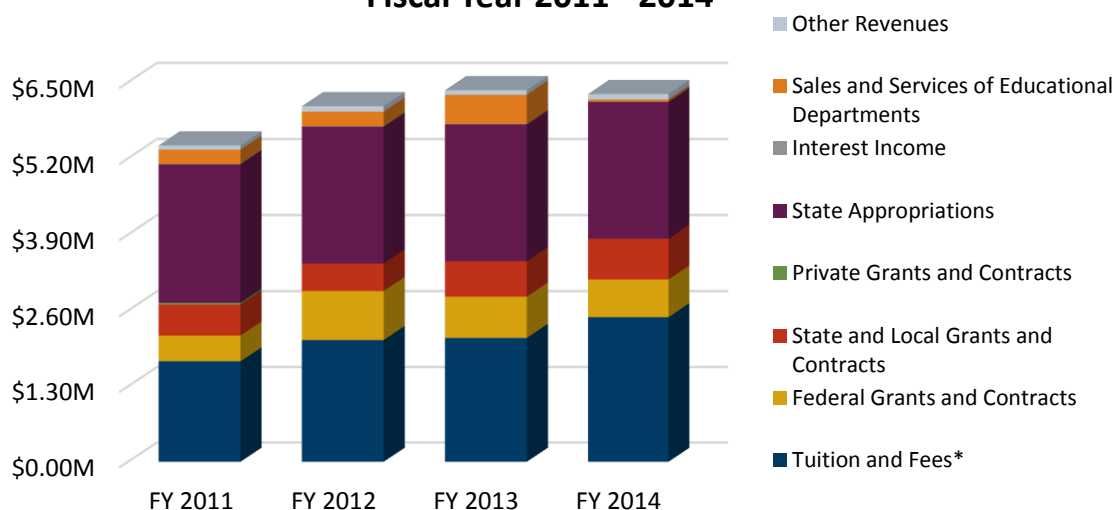
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Total All Funds Audited Revenues Fiscal Year 2011 - 2014

Manhattan Area Technical College Table P.30

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Tuition and Fees*	\$1,731,476	\$2,097,501	\$2,134,782	\$2,488,430	43.7%
Federal Grants and Contracts	\$443,273	\$839,298	\$704,901	\$644,940	45.5%
State and Local Grants and Contracts	\$529,834	\$469,550	\$604,696	\$695,419	31.3%
Private Grants and Contracts	\$31,466	\$0	\$0	\$0	NA
State Appropriations	\$2,364,693	\$2,337,634	\$2,337,634	\$2,337,634	-1.1%
County and Local Appropriations	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	NA
Investment Income	\$0	\$0	\$0	\$0	NA
Interest Income	\$8,044	\$6,966	\$6,696	\$3,471	-56.8%
Sales and Services of Educational Departments	\$241,600	\$249,595	\$498,400	\$36,631	-84.8%
Realized Gains	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	NA
Other Revenues	\$71,027	\$91,548	\$78,408	\$92,399	30.1%
Subtotal All Funds - Revenues	\$5,421,413	\$6,092,092	\$6,365,517	\$6,298,924	16.2%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$5,421,413	\$6,092,092	\$6,365,517	\$6,298,924	16.2%
Total Headcount	1,040	1,123	1,210	1,164	11.9%
Total FTE	547	606	632	660	20.7%

Manhattan Area Technical College Total All Funds Audited Revenues Fiscal Year 2011 - 2014



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 52.

Source: Independent Auditors' Report and Financial Statements

Changes in Unrestricted Cash*

Fiscal Year 2011 - 2014

Manhattan Area Technical College

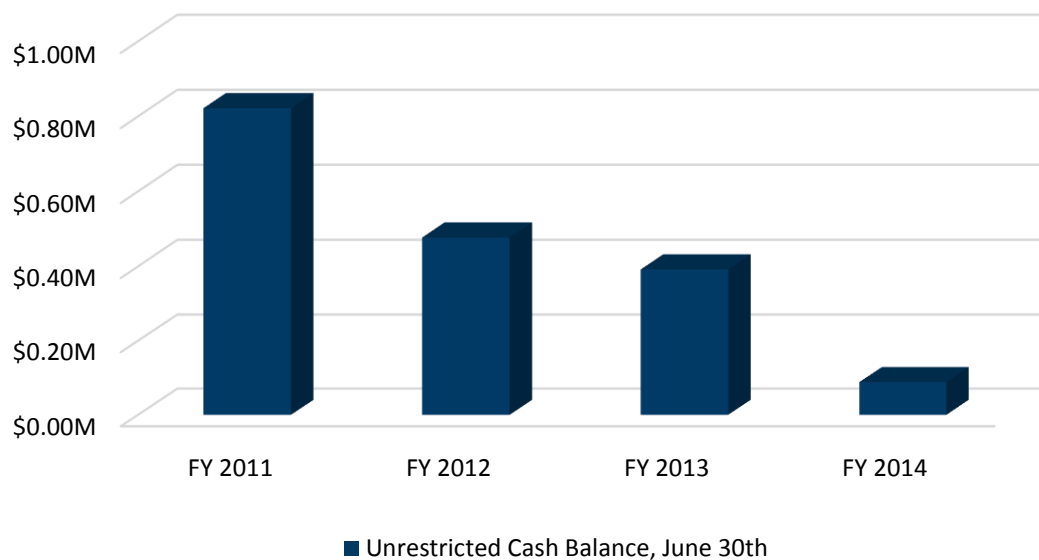
Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Cash and Cash Equivalents, June 30th	\$1,250,386	\$815,064	\$777,589	\$626,326	-49.9%
Current Liabilities	\$428,430	\$337,953	\$385,569	\$537,783	25.5%
Other Restrictions	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$821,956	\$477,111	\$392,020	\$88,543	-89.2%

Manhattan Area Technical College

Unrestricted Cash Balance, June 30th

Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 52.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Manhattan Area Technical College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHERS). KHERS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHERS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHERS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
2. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.
5. Manhattan Area Technical College was not required to complete the 200% Graduation Rates survey for cohort year 2010. This is because all students either graduated, transferred, were excluded, or were no longer enrolled within 150% of normal time (3 years for Technical Colleges). Due to the fact that MATC had no additional completers between 150% and 200% of normal time, the 200% graduation rate is the same as the 150% rate.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.
 - Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the

federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.

- Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the Manhattan Area Technical College Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	38.8%	5.6%	0.4%	6.3%	9.0%	2.6%	62.7%
2009	58.8%	2.6%	0.4%	4.3%	5.4%	0.7%	72.3%
2010	58.8%	2.1%	0.4%	3.4%	3.7%	1.9%	70.1%
2011	57.8%	3.1%	0.5%	5.4%	4.9%	1.0%	72.7%
2012	51.5%	2.9%	0.6%	5.3%	4.7%	0.6%	65.6%

Table P.20: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The *Statements of Revenues, Expenses, and Changes in Net Position* located in the *Independent Auditors' Report and Financial Statements* is the table from which the majority of data comes from on Table P.20 and P.30 for each institution. However, Manhattan Area Technical College classifies expenses for the financial statements by natural classification in the *Statements of Revenues, Expenses, and Changes in Net Position* which does not align for the purposes of the Technical College Data Book. MATC does have expenses listed by functional category for historical purposes in the Management's Discussion and Analysis section prior to the financial statements, which is where the majority of the expenses for Table P.20 come from.
3. The expense categories were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
4. For Manhattan Area Technical College, "Institutional Support" includes their audit category "Administration"; "Depreciation" includes their audit category "Depreciation and Amortization"; "Other Operating Expenses" includes their audit categories "Central Services and "Other".

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. Interest Income and Investment Income were incorrectly categorized in FY 2011 – FY 2013 for Manhattan Area Technical College. The account MATC posts their interest income to is named “Interest & Investment Income”, which translated into some Audited Financial Statements as interest income and others as investment income. Manhattan Area Technical College has confirmed that this amount is actually all Interest Income. Therefore, there will be no investment income presented for this institution, and any interest income will be included in the “Interest Income” category.
3. The revenue categories were created based on existing classification of revenues in the *Independent Auditors’ Report and Financial Statements* for each institution for uniformity purposes.

Table P.60: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (P.50) table was replaced with General Fund Changes in Unencumbered Cash (P.60) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors’ Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution’s debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

North Central Kansas Technical College

North Central Kansas Technical College (NCK Tech) is fully accredited by the Kansas Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and Schools. With campuses in Beloit and Hays, the college offers 24 programs of study, each granting a Technical Certificate or an Associate of Applied Science (AAS) degree, as well as numerous short-term and online offerings. Since 1964, NCK Tech has delivered applied, innovative and personalized technical education designed to empower learners, enrich lives, develop skilled professionals and strengthen economic systems. With an excellent job placement rate (90%) and transferrable credits, NCK Tech prepares each student for immediate employment, industry-driven credentials, and further education.

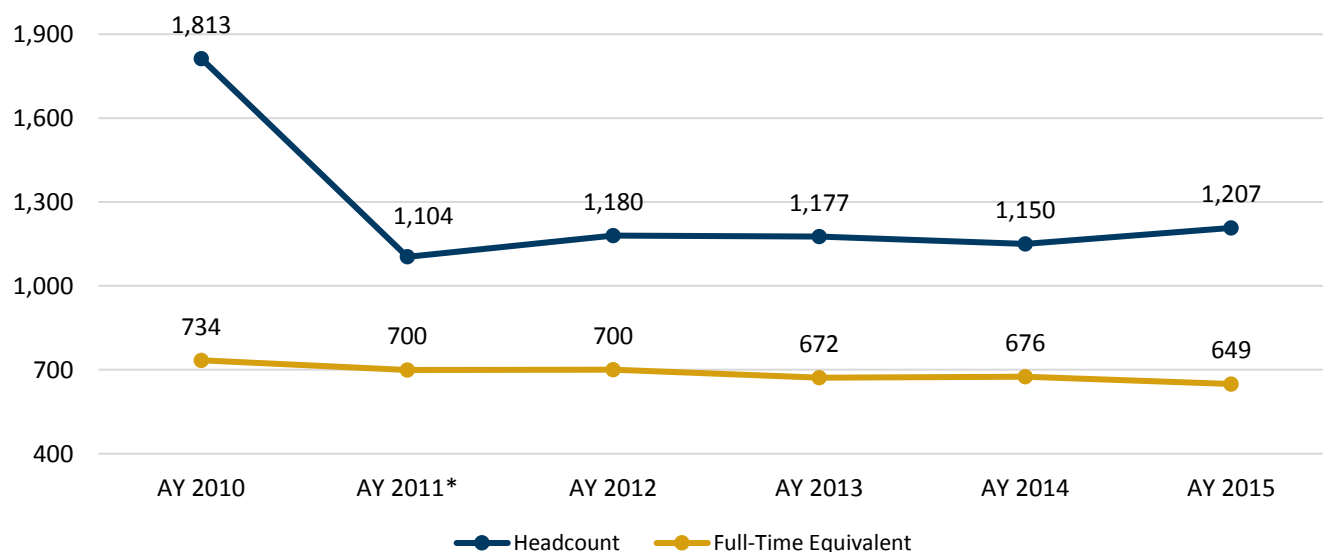
Student Demographics

Table P.10

Academic Year 2010 - 2015

	AY 2010	AY 2011*	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	1,813	1,104	1,180	1,177	1,150	1,207	-33.4%
Full-Time Equivalent Enrollment	734	700	700	672	676	649	-11.5%

North Central Kansas Technical College
Headcount and FTE
Academic Year 2010 - 2015



*In AY 2011 North Central Kansas Technical College ceased to offer the "Health Support Specialist" program resulting in a significant decline in their enrollment for AY 2011.

Notes for this section begin on page 64.

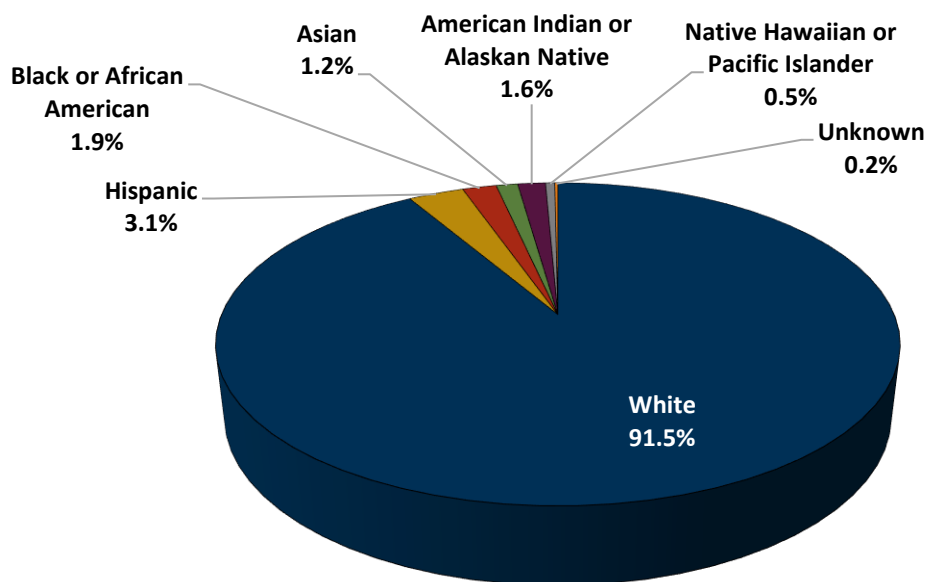
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

North Central Kansas Technical College Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	80.5%	93.9%	91.4%	90.7%	91.5%	91.3%	-24.5%
Hispanic	2.9%	3.0%	3.8%	4.3%	3.1%	3.5%	-19.2%
Black or African American	11.9%	0.5%	2.2%	1.8%	1.9%	1.8%	-89.8%
Asian	1.5%	1.0%	0.7%	0.6%	1.2%	0.9%	-59.3%
American Indian or Alaskan Native	1.5%	0.8%	1.3%	2.0%	1.6%	1.5%	-35.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.5%	0.4%	NA
Two or More	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Unknown	1.7%	0.8%	0.6%	0.6%	0.2%	0.6%	-76.7%

Enrollment by Race/Ethnicity
Academic Year 2015



Enrollment by Gender Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	1,157	443	535	519	460	506	-56.3%
Male	649	661	645	658	690	699	7.7%
Unknown	7	0	0	0	0	2	NA
Total	1,813	1,104	1,180	1,177	1,150	1,207	-33.4%

Notes for this section begin on page 64.

Source: KHEDS AY Collection

Enrollment by Age

Academic Year 2010 - 2015

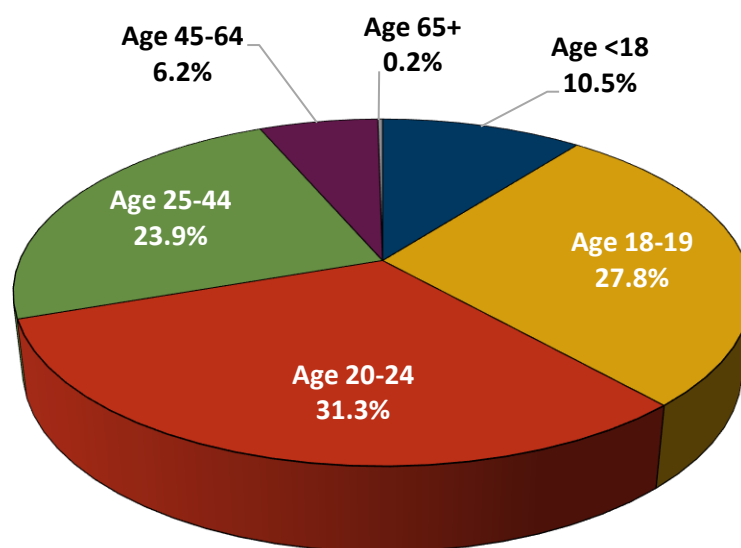
North Central Kansas Technical College

Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	4.8%	4.4%	5.9%	9.3%	8.5%	10.5%	46.0%
18-19	16.1%	26.4%	24.6%	24.0%	28.9%	27.8%	15.1%
20-24	25.2%	37.0%	35.2%	34.4%	31.0%	31.3%	-17.1%
25-44	31.7%	24.8%	26.0%	24.0%	25.0%	23.9%	-49.8%
45-64	20.7%	7.2%	7.9%	8.2%	6.5%	6.2%	-80.1%
65+	1.5%	0.3%	0.4%	0.1%	0.1%	0.2%	-89.3%

Enrollment by Age

Academic Year 2015



Enrollment by Student Status

Academic Year 2010 - 2015

Table P.14

Student Success	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	466	486	461	445	451	446	-4.3%
Part-time	1,347	618	719	732	699	761	-43.5%
Total	1,813	1,104	1,180	1,177	1,150	1,207	-33.4%

Notes for this section begin on page 64.

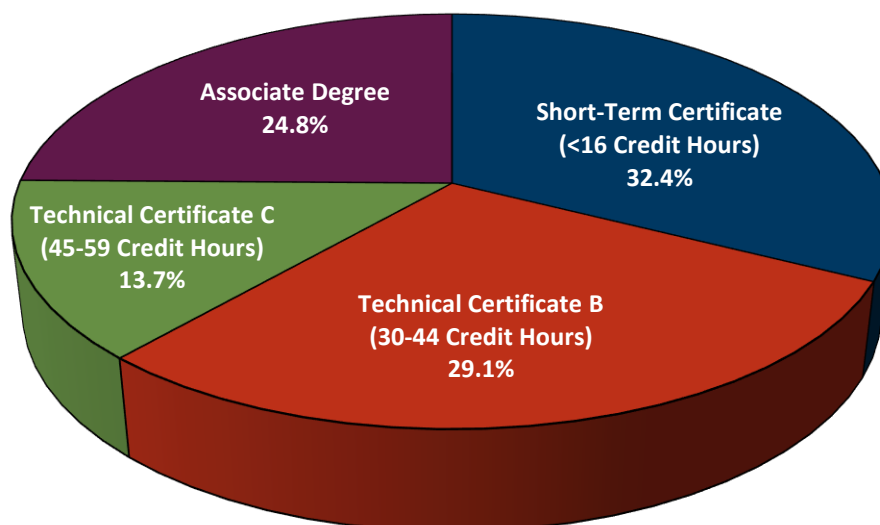
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

North Central Kansas Technical College Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	153	163	229	123	144	-5.9%
Technical Certificate A (16-29 Credit Hours)	0	0	0	0	0	NA
Technical Certificate B (30-44 Credit Hours)	113	119	147	136	129	14.2%
Technical Certificate C (45-59 Credit Hours)	71	69	62	60	61	-14.1%
Associate Degree	110	111	108	113	110	0.0%
Total	447	462	546	432	444	-0.7%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 64.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

North Central Kansas Technical College

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	82.0%	81.0%	68.5%	61.9%	70.7%
150% Graduation Rate	82.0%	81.0%	68.5%	62.2%	70.7%
200% Graduation Rate	83.5%	81.0%	68.5%	62.2%	NA*

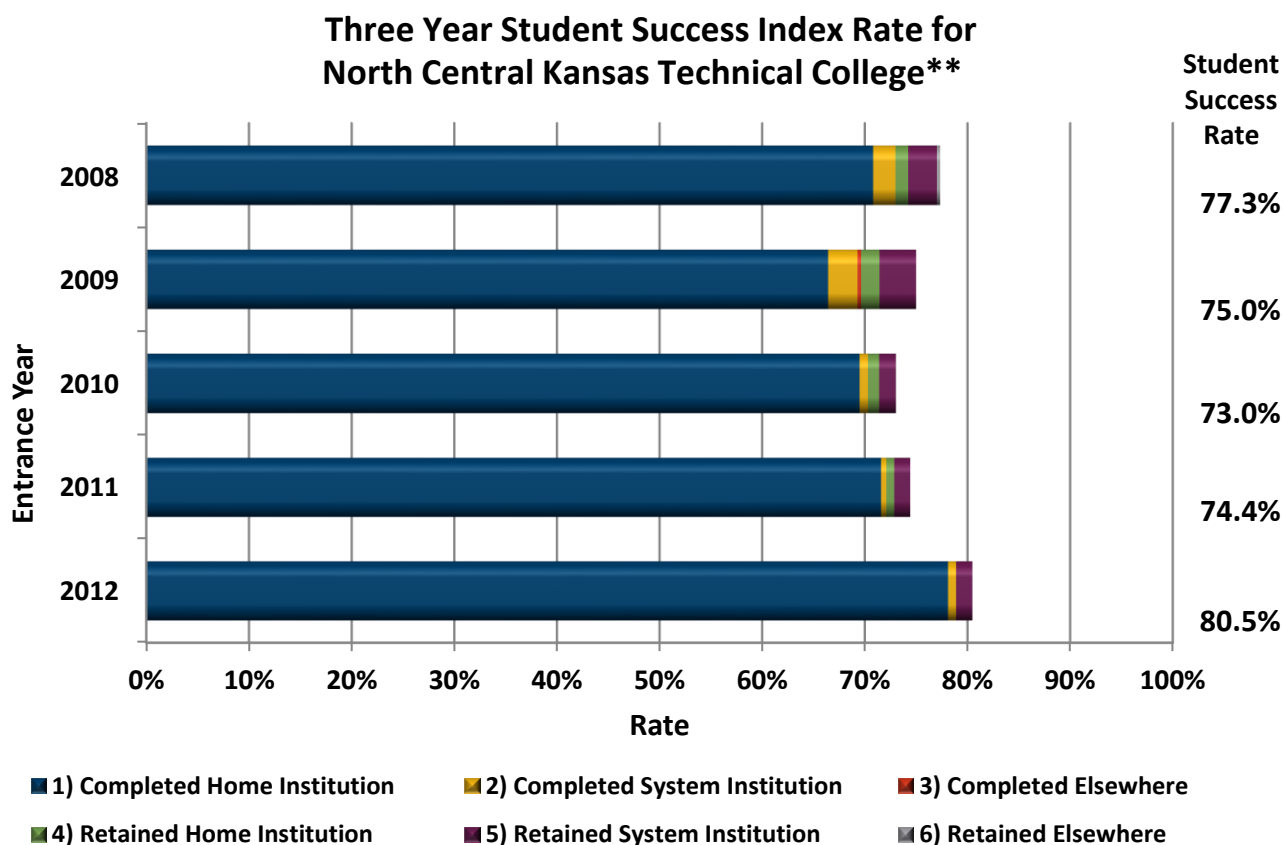
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	90.9%	87.5%	100.0%	100.0%	100.0%
Full-Time Rate	70.6%	64.6%	78.8%	91.5%	66.1%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18



*Data for the 200% rate for this cohort is not yet available.

**Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 64.

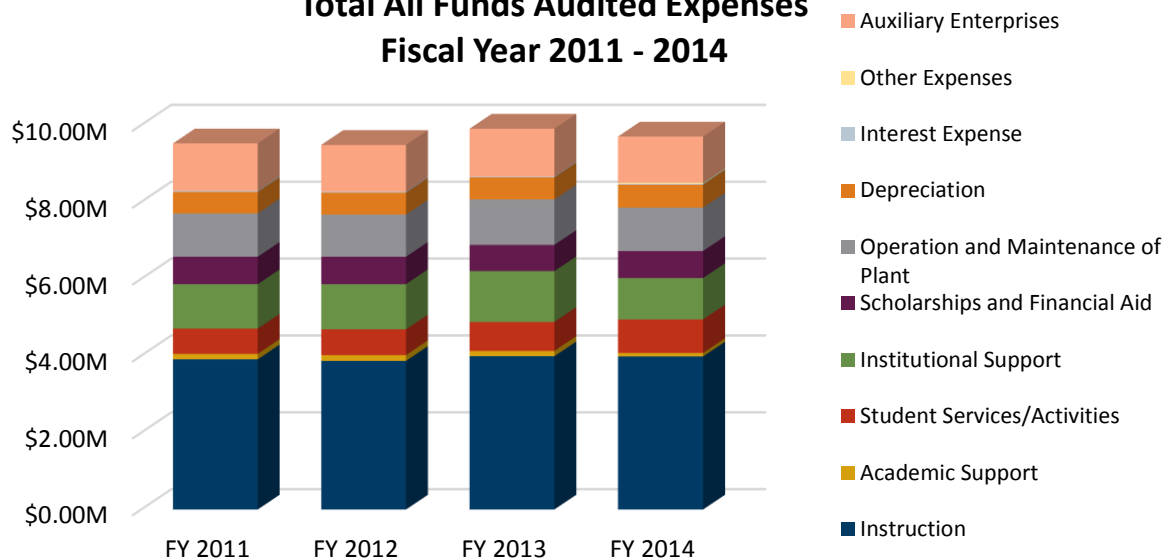
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection;
National Student Clearinghouse

Total All Funds Audited Expenses Fiscal Year 2011 - 2014

North Central Kansas Technical College Table P.20

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Instruction	\$3,905,031	\$3,865,889	\$3,986,639	\$3,980,495	1.9%
per FTE Student	\$5,579	\$5,523	\$5,932	\$5,888	5.6%
Academic Support	\$141,917	\$150,802	\$137,566	\$91,388	-35.6%
per FTE Student	\$203	\$215	\$205	\$135	-33.3%
Student Services/Activities	\$657,842	\$669,653	\$754,119	\$871,906	32.5%
per FTE Student	\$940	\$957	\$1,122	\$1,290	37.2%
Institutional Support	\$1,155,506	\$1,176,098	\$1,323,111	\$1,076,433	-6.8%
per FTE Student	\$1,651	\$1,680	\$1,969	\$1,592	-3.5%
Scholarships and Financial Aid	\$714,892	\$714,288	\$682,735	\$703,780	-1.6%
Operation and Maintenance of Plant	\$1,125,084	\$1,095,265	\$1,181,853	\$1,130,993	0.5%
Depreciation	\$560,914	\$570,233	\$573,070	\$595,669	6.2%
Capital Outlay	\$0	\$0	\$0	\$0	NA
Interest Expense	\$28,392	\$26,539	\$24,605	\$22,587	-20.4%
Cost of Sales and Services	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$0	\$0	\$24,621	NA
Subtotal All Funds - Expenses	\$8,289,578	\$8,268,767	\$8,663,698	\$8,497,872	2.5%
Auxiliary Enterprises	\$1,232,710	\$1,215,321	\$1,242,476	\$1,203,495	-2.4%
Total All Funds - Expenses	\$9,522,288	\$9,484,088	\$9,906,174	\$9,701,367	1.9%
Total Headcount	1,104	1,180	1,177	1,150	4.2%
Total FTE	700	700	672	676	-3.4%

North Central Kansas Technical College Total All Funds Audited Expenses Fiscal Year 2011 - 2014



Notes for this section begin on page 64.

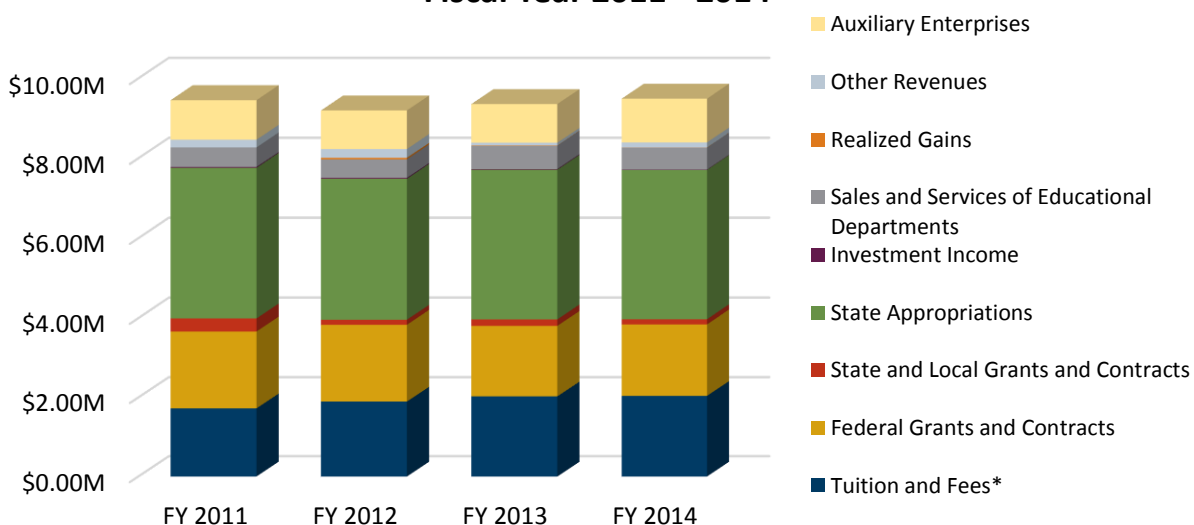
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Total All Funds Audited Revenues Fiscal Year 2011 - 2014

North Central Kansas Technical College Table P.30

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Tuition and Fees*	\$1,723,183	\$1,897,282	\$2,027,137	\$2,039,453	18.4%
Federal Grants and Contracts	\$1,941,179	\$1,937,034	\$1,778,451	\$1,803,194	-7.1%
State and Local Grants and Contracts	\$326,693	\$125,670	\$163,632	\$130,028	-60.2%
Private Grants and Contracts	\$0	\$0	\$0	\$0	NA
State Appropriations	\$3,915,897	\$3,674,878	\$3,910,168	\$4,072,521	4.0%
County and Local Appropriations	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	NA
Investment Income	\$20,652	\$21,726	\$16,203	\$8,702	-57.9%
Interest Income	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$490,526	\$464,543	\$583,974	\$550,483	12.2%
Realized Gains	\$0	\$39,050	\$6,345	\$3,100	NA
Unrealized Gains	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	NA
Other Revenues	\$191,212	\$219,296	\$68,772	\$150,458	-21.3%
Subtotal All Funds - Revenues	\$8,609,342	\$8,379,479	\$8,554,682	\$8,757,939	1.7%
Auxiliary Enterprises	\$989,573	\$964,502	\$968,462	\$1,095,927	10.7%
Total All Funds - Revenues	\$9,598,915	\$9,343,981	\$9,523,144	\$9,853,866	2.7%
Total Headcount	1,104	1,180	1,177	1,150	4.2%
Total FTE	700	700	672	676	-3.4%

North Central Kansas Technical College Total All Funds Audited Revenues Fiscal Year 2011 - 2014



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 64.

Source: Independent Auditors' Report and Financial Statements

Changes in Unrestricted Cash*

Fiscal Year 2011 - 2014

North Central Kansas Technical College

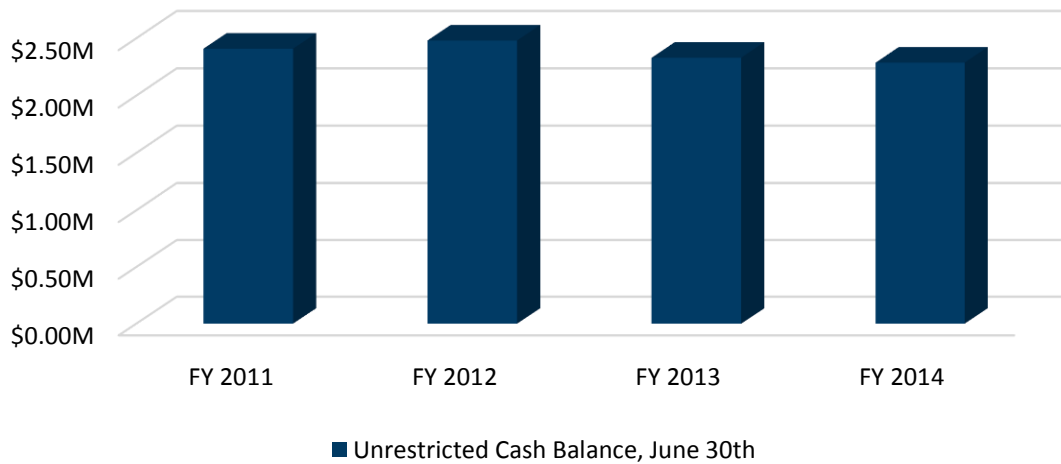
Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Cash and Cash Equivalents, June 30th	\$2,982,639	\$2,996,996	\$2,972,118	\$2,906,879	-2.5%
Current Liabilities	\$573,762	\$516,415	\$641,809	\$618,986	7.9%
Other Restrictions	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$2,408,877	\$2,480,581	\$2,330,309	\$2,287,893	-5.0%

North Central Kansas Technical College

Unrestricted Cash Balance, June 30th

Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 64.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – North Central Kansas Technical College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHRS). KHRS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHRS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHRS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. North Central Kansas Technical College provided updated race/ethnicity data for AY 2015 due to an error in reporting the data to KBOR. Race/ethnicity data on NCKTC’s tables will not align with numbers in KHRS.
2. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
3. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.
5. North Central Kansas Technical College was not required to complete the 200% Graduation Rates Survey for cohort year 2010. This is because all students either graduated, transferred, were excluded, or were no longer enrolled within 150% of normal time (3 years for Technical Colleges). Due to the fact that NCKTC had no additional completers between 150% and 200% of normal time, the 200% graduation rate is the same as the 150% rate.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.

- Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
- Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the North Central Kansas Technical College Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	70.8%	2.2%	0.0%	1.2%	2.8%	0.3%	77.3%
2009	66.4%	2.9%	0.4%	1.8%	3.6%	0.0%	75.0%
2010	69.5%	0.8%	0.0%	1.1%	1.6%	0.0%	73.0%
2011	71.6%	0.5%	0.0%	0.8%	1.6%	0.0%	74.4%
2012	78.1%	0.8%	0.0%	0.0%	1.6%	0.0%	80.5%

Table P.20: Total All Funds Audited Expenses

- Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
- The *Statements of Revenues, Expenses, and Changes in Net Position* located in the *Independent Auditors' Report and Financial Statements* is the table from which the majority of data comes from on Table P.20 and P.30 for each institution. However, North Central Kansas Technical College classifies expenses for the financial statements by natural classification in the *Statements of Revenues, Expenses, and Changes in Net Position* which does not align for the purposes of the Technical College Data Book. NCKTC does have expenses listed by functional category for historical purposes in the Notes to the Financial Statements, specifically in Note 10 (**refer to "a" below**) which is where the majority of the expenses for Table P.20 come from.
 - Expenses by Functional Category are listed in Note 10 for the 2014 *Statements of Revenues, Expenses, and Changes in Net Position* and Note 11 for the 2013, 2012 and 2011 *Statements of Revenues, Expenses, and Changes in Net Position*.
- The expense categories were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.

4. For North Central Kansas Technical College, "Operation and Maintenance of Plant" includes their audit category "Physical Plant" and "Interest Expense" includes their audit category "Interest Expense".

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. In the *Statements of Revenues, Expenses, and Changes in Net Position* located in the *Independent Auditors' Report and Financial Statements* is a category called "Capital Appropriations" in the Other Revenues section of the statement. This amount was not included in the 2015 Technical College Data Book, but will now be included in future publications of the Technical College Data Book. The "Capital Appropriations" are now added to Table P.30, resulting in a higher amount of revenues than published in the prior year.
3. The revenue categories were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
4. For North Central Kansas Technical College, "State Appropriations" includes their audit category "Governmental Appropriations - State Aid"; "State and Local Grants and Contracts" includes their audit category "Donations and Local Grants"; "Realized Gains" includes their audit category "Gain on Disposal of Property" and "Other Expenses" includes their audit category "Reimbursements".

Table P.60: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (P.50) table was replaced with General Fund Changes in Unencumbered Cash (P.60) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

Northwest Kansas Technical College

Northwest Tech is a progressive technical college in Goodland, Kansas. The college is one of the fastest growing higher education institutions in the state of Kansas with enrollment doubling in the past three years. Northwest Tech aims to transform technical education by enhancing quality education with technology, diversity and student life. As a forward-thinking and premier leader in career and technical education, Northwest Tech maximizes learning through advanced technologies and facilities, as well as professional experiences that foster lifelong learning in a diverse global society.

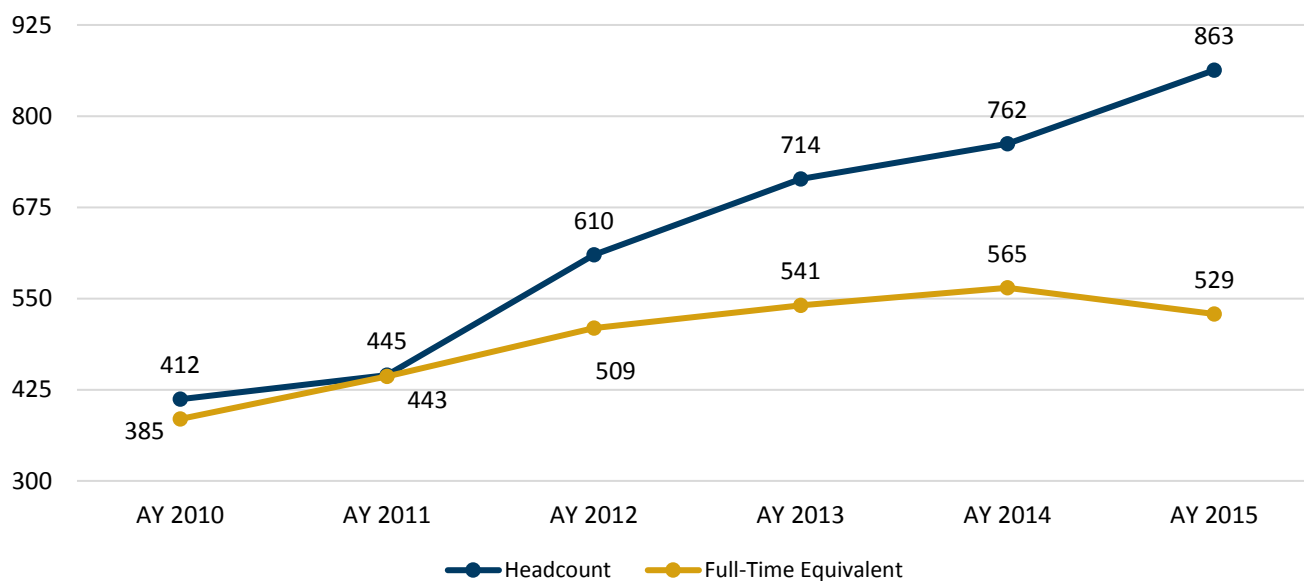
Student Demographics

Table P.10

Academic Year 2010 - 2015

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	412	445	610	714	762	863	109.5%
Full-Time Equivalent Enrollment	385	443	509	541	565	529	37.3%

Northwest Kansas Technical College Headcount and FTE Academic Year 2010 - 2015



Notes for this section begin on page 76.

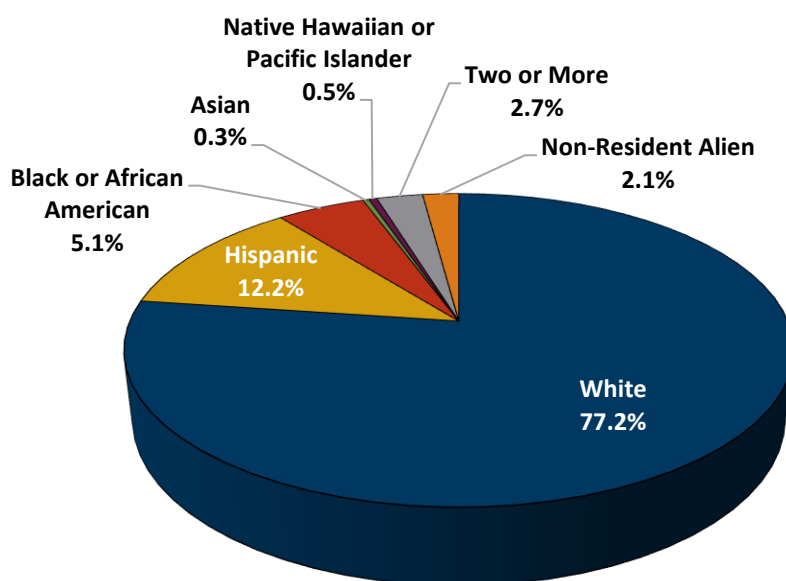
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Northwest Kansas Technical College Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	80.1%	72.6%	80.0%	73.1%	66.0%	77.2%	101.8%
Hispanic	7.8%	12.6%	14.9%	16.7%	21.0%	12.2%	228.1%
Black or African American	1.0%	0.7%	1.2%	6.0%	8.0%	5.1%	1000.0%
Asian	0.0%	0.2%	0.2%	0.7%	0.0%	0.4%	NA
American Indian or Alaskan Native	1.2%	1.4%	0.3%	0.8%	1.2%	0.0%	NA
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%	0.1%	0.0%	0.5%	NA
Two or More	0.0%	2.9%	1.5%	1.4%	1.4%	2.7%	NA
Non-Resident Alien	0.0%	0.2%	1.6%	1.1%	0.7%	2.1%	NA
Unknown	10.0%	9.4%	0.0%	0.0%	1.7%	0.0%	NA

Enrollment by Race/Ethnicity Academic Year 2015



Enrollment by Gender Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	113	141	240	252	311	282	149.6%
Male	297	304	370	462	451	581	95.6%
Unknown	2	0	0	0	0	0	NA
Total	412	445	610	714	762	863	109.5%

Notes for this section begin on page 76.

Source: KHEDS AY Collection

Enrollment by Age

Academic Year 2010 - 2015

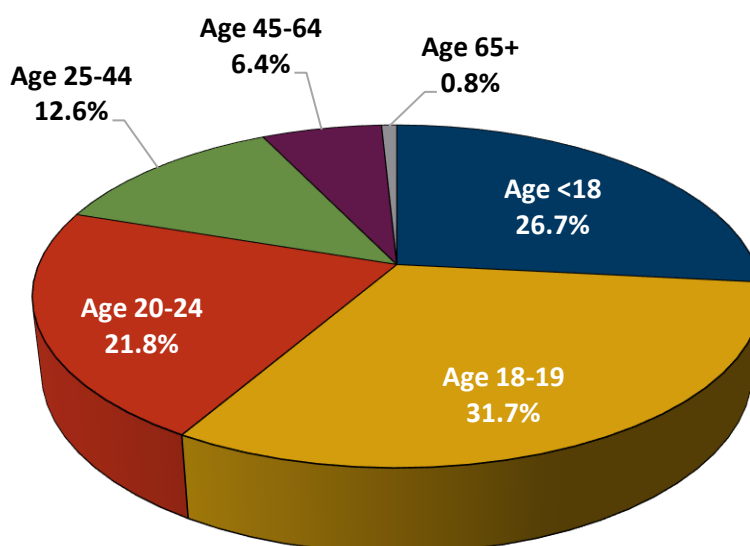
Northwest Kansas Technical College

Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	18.7%	10.6%	16.7%	17.9%	18.2%	26.7%	198.7%
18-19	25.7%	26.7%	26.4%	26.1%	27.6%	31.7%	158.5%
20-24	29.4%	37.5%	32.1%	26.8%	28.6%	21.8%	55.4%
25-44	19.9%	19.1%	18.0%	20.6%	16.8%	12.6%	32.9%
45-64	6.1%	6.1%	6.7%	7.7%	7.3%	6.4%	120.0%
65+	0.2%	0.0%	0.0%	1.0%	1.4%	0.8%	600.0%

Enrollment by Age

Academic Year 2015



Enrollment by Student Status

Academic Year 2010 - 2015

Table P.14

Student Success	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	258	293	332	352	351	289	12.0%
Part-time	154	152	278	362	411	574	272.7%
Total	412	445	610	714	762	863	109.5%

Notes for this section begin on page 76.

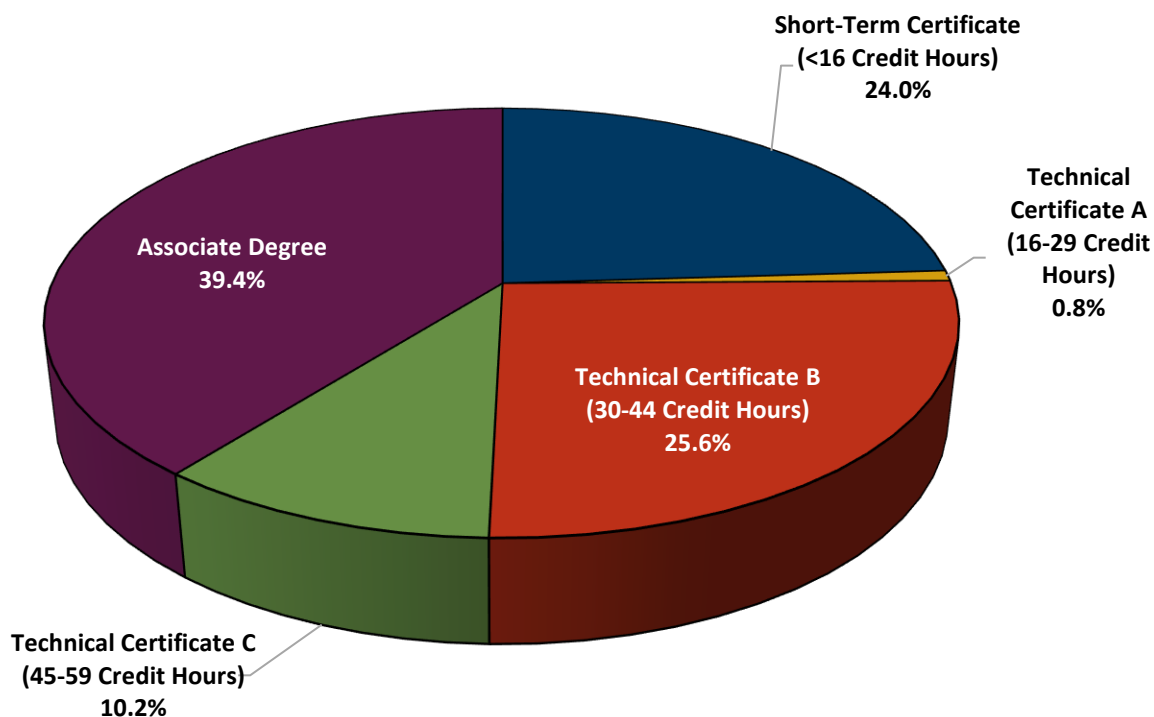
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

Northwest Kansas Technical College Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	5	1	18	30	61	1120.0%
Technical Certificate A (16-29 Credit Hours)	3	6	2	3	2	-33.3%
Technical Certificate B (30-44 Credit Hours)	73	66	91	91	65	-11.0%
Technical CertificateC (45-59 Credit Hours)	38	37	32	32	26	-31.6%
Associate Degree	84	98	100	118	100	19.0%
Total	203	208	243	274	254	25.1%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 76.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

Northwest Kansas Technical College

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	77.1%	71.8%	75.4%	60.3%	56.6%
150% Graduation Rate	77.0%	76.0%	75.4%	62.2%	60.7%
200% Graduation Rate	77.1%	79.6%	75.4%	62.2%	NA*

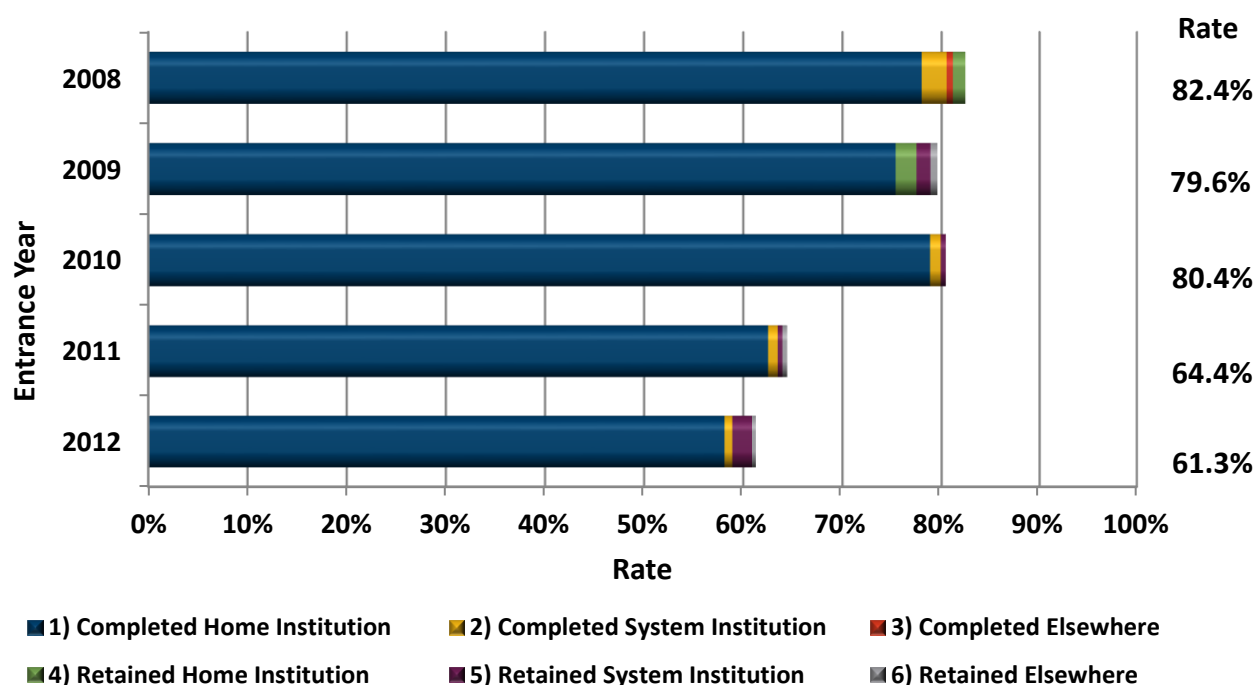
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	NA**	NA**	NA**	50.0%	50.0%
Full-Time Rate	82.1%	71.0%	70.1%	66.2%	60.1%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18

Three Year Student Success Index Rate for
Northwest Kansas Technical College***

*Data for the 200% rate for this cohort is not yet available.

**From Cohort Year 2009 - Cohort Year 2011, Northwest Kansas Technical College had no students enrolled as part-time, first time degree/certificate seeking.

***Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 76.

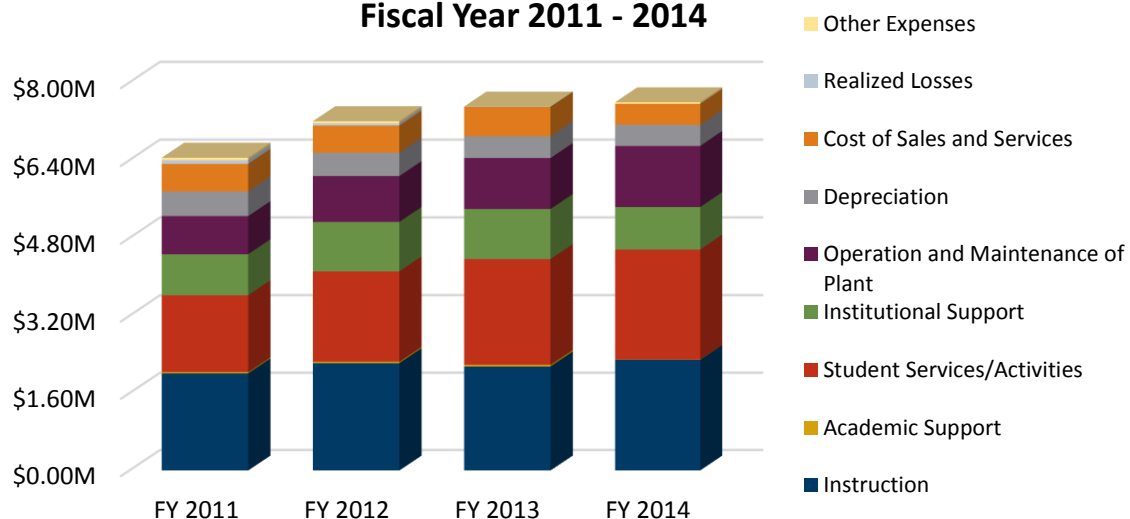
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

Total All Funds Audited Expenses Fiscal Year 2011 - 2014

Northwest Kansas Technical College Table P.20

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Instruction	\$2,009,715	\$2,221,765	\$2,151,434	\$2,291,202	14.0%
per FTE Student	\$4,537	\$4,365	\$3,977	\$4,055	-10.6%
Academic Support	\$27,990	\$33,003	\$38,816	\$4,403	-84.3%
per FTE Student	\$63	\$65	\$72	\$8	-87.7%
Student Services/Activities	\$1,583,220	\$1,857,659	\$2,174,515	\$2,265,030	43.1%
per FTE Student	\$3,574	\$3,650	\$4,019	\$4,009	12.2%
Institutional Support	\$845,090	\$1,017,872	\$1,031,929	\$875,062	3.5%
per FTE Student	\$1,908	\$2,000	\$1,907	\$1,549	-18.8%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$785,644	\$944,709	\$1,048,590	\$1,257,549	60.1%
Depreciation	\$506,828	\$478,985	\$447,579	\$433,885	-14.4%
Capital Outlay	\$0	\$0	\$0	\$0	NA
Interest Expense	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$565,589	\$557,675	\$604,081	\$432,428	-23.5%
Realized Losses	\$77,099	\$46,427	\$5,317	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	NA
Other Expenses	\$49,470	\$44,002	\$0	\$32,000	-35.3%
Subtotal All Funds - Expenses	\$6,450,645	\$7,202,097	\$7,502,261	\$7,591,559	17.7%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	NA
Total All Funds - Expenses	\$6,450,645	\$7,202,097	\$7,502,261	\$7,591,559	17.7%
Total Headcount	445	610	714	762	71.2%
Total FTE	443	509	541	565	27.5%

Northwest Kansas Technical College Total All Funds Audited Expenses Fiscal Year 2011 - 2014



Notes for this section begin on page 76.

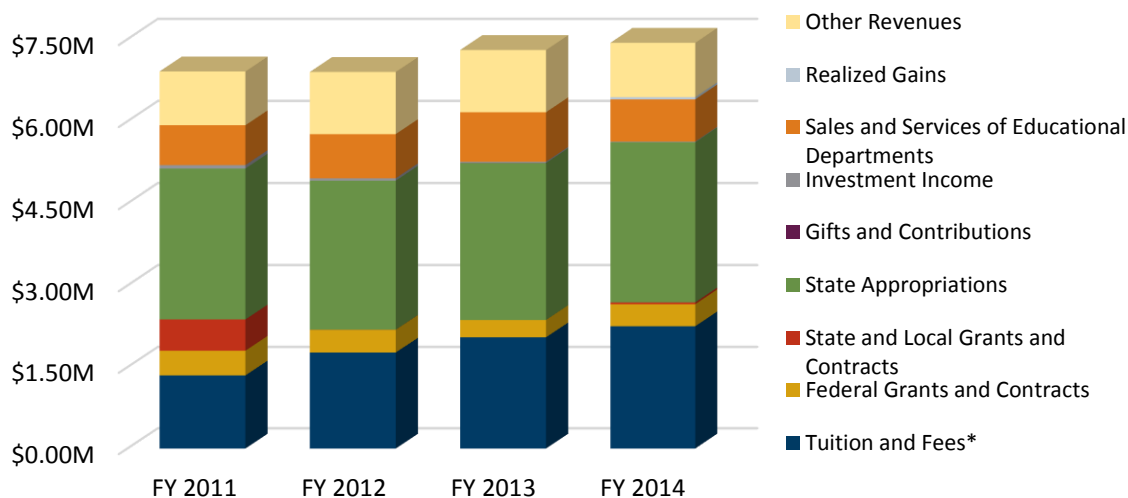
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Total All Funds Audited Revenues **Fiscal Year 2011 - 2014**

Northwest Kansas Technical College **Table P.30**

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Tuition and Fees*	\$1,347,513	\$1,769,212	\$2,050,125	\$2,254,406	67.3%
Federal Grants and Contracts	\$455,569	\$418,378	\$318,286	\$403,699	-11.4%
State and Local Grants and Contracts	\$575,883	\$1,395	\$596	\$33,192	-94.2%
Private Grants and Contracts	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,758,480	\$2,726,915	\$2,869,962	\$2,926,972	6.1%
County and Local Appropriations	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$200	\$257	\$25	NA
Investment Income	\$63,733	\$44,142	\$22,907	\$12,385	-80.6%
Interest Income	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$728,703	\$806,574	\$904,937	\$771,478	5.9%
Realized Gains	\$0	\$0	\$0	\$41,091	NA
Unrealized Gains	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	NA
Other Revenues	\$981,968	\$1,135,285	\$1,136,662	\$991,678	1.0%
Subtotal All Funds - Revenues	\$6,911,849	\$6,902,101	\$7,303,732	\$7,434,926	7.6%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$6,911,849	\$6,902,101	\$7,303,732	\$7,434,926	7.6%
Total Headcount	445	610	714	762	71.2%
Total FTE	443	509	541	565	27.5%

Northwest Kansas Technical College **Total All Funds Audited Revenues** **Fiscal Year 2011 - 2014**



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 76.

Source: *Independent Auditors' Report and Financial Statements*

Changes in Unrestricted Cash*

Fiscal Year 2011 - 2014

Northwest Kansas Technical College

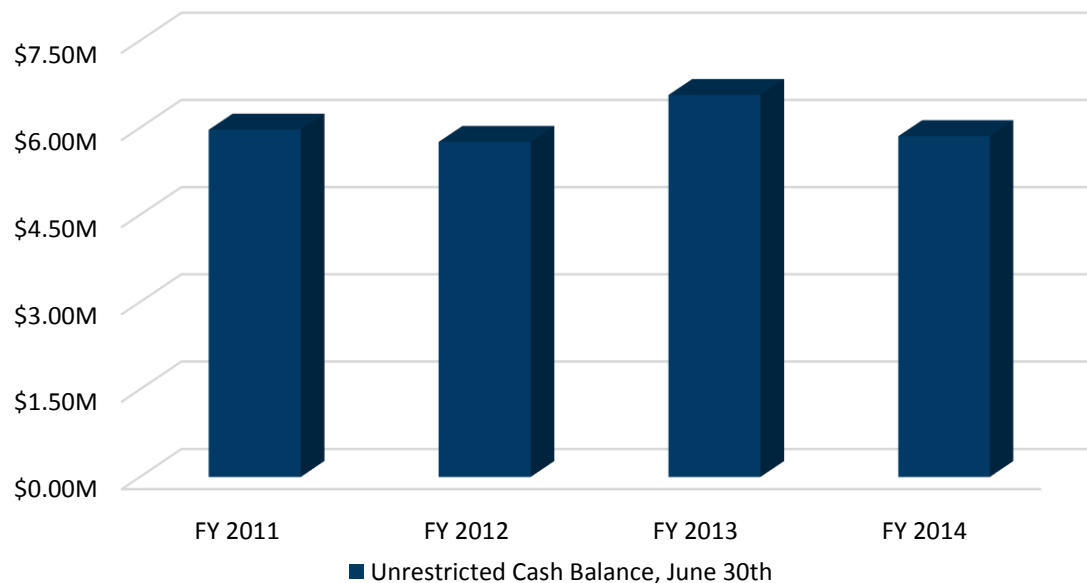
Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Cash and Cash Equivalents, June 30th	\$6,195,290	\$6,027,274	\$7,048,382	\$6,163,376	-0.5%
Current Liabilities	\$226,787	\$270,020	\$483,050	\$305,818	34.8%
Other Restrictions	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$5,968,503	\$5,757,254	\$6,565,332	\$5,857,558	-1.9%

Northwest Kansas Technical College

Unrestricted Cash Balance, June 30th

Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 76.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Northwest Kansas Technical College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHRS). KHRS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHRS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHRS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
2. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).
5. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.
5. Northwest Kansas Technical College was not required to complete the 200% Graduation Rates survey for cohort year 2010. This is because all students either graduated, transferred, were excluded, or were no longer enrolled within 150% of normal time (3 years for Technical Colleges). Due to the fact that NWKTC had no additional completers between 150% and 200% of normal time, the 200% graduation rate is the same as the 150% rate.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.
 - Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the

federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.

- Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the Northwest Kansas Technical College Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	78.0%	2.5%	0.6%	1.3%	0.0%	0.0%	82.4%
2009	75.4%	0.0%	0.0%	2.1%	1.4%	0.7%	79.6%
2010	78.8%	1.1%	0.0%	0.0%	0.5%	0.0%	80.4%
2011	62.5%	1.0%	0.0%	0.0%	0.5%	0.5%	64.4%
2012	58.1%	0.8%	0.0%	0.0%	2.0%	0.4%	61.3%

Table P.20: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The change in Academic Support from \$38,816 in Fiscal Year 2013 to \$4,403 in Fiscal Year 2014 has been confirmed by Northwest Kansas Technical College. Per an explanation directly from NWKTC, the college went from a full-time librarian position to an adjust position, which explains the dramatic drop in this category. The daily library coverage will now be done by current instruction faculty.
3. The expense categories were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
4. For Northwest Kansas Technical College, "Institutional Support" includes their audit category "Administration"; "Cost of Sales and Services" includes their audit category "Cost and Sales of Services of Educational Departments"; "Realized Losses" includes their audit category "Loss on Asset Dispositions" and "Other Expenses" includes their audit category "Transfers to Endowment".

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables:

Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.

2. The revenue categories were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
3. For Northwest Kansas Technical College, "State and Local Grants and Contracts" includes their audit category "State and Local Grants and Contributions" and "Other Revenues" includes their audit categories "Residential Life", "Student Center", "Fund Raising Events", "Transfer from Endowment" and "Farm Income".

Table P.60: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (P.50) table was replaced with General Fund Changes in Unencumbered Cash (P.60) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

Salina Area Technical College

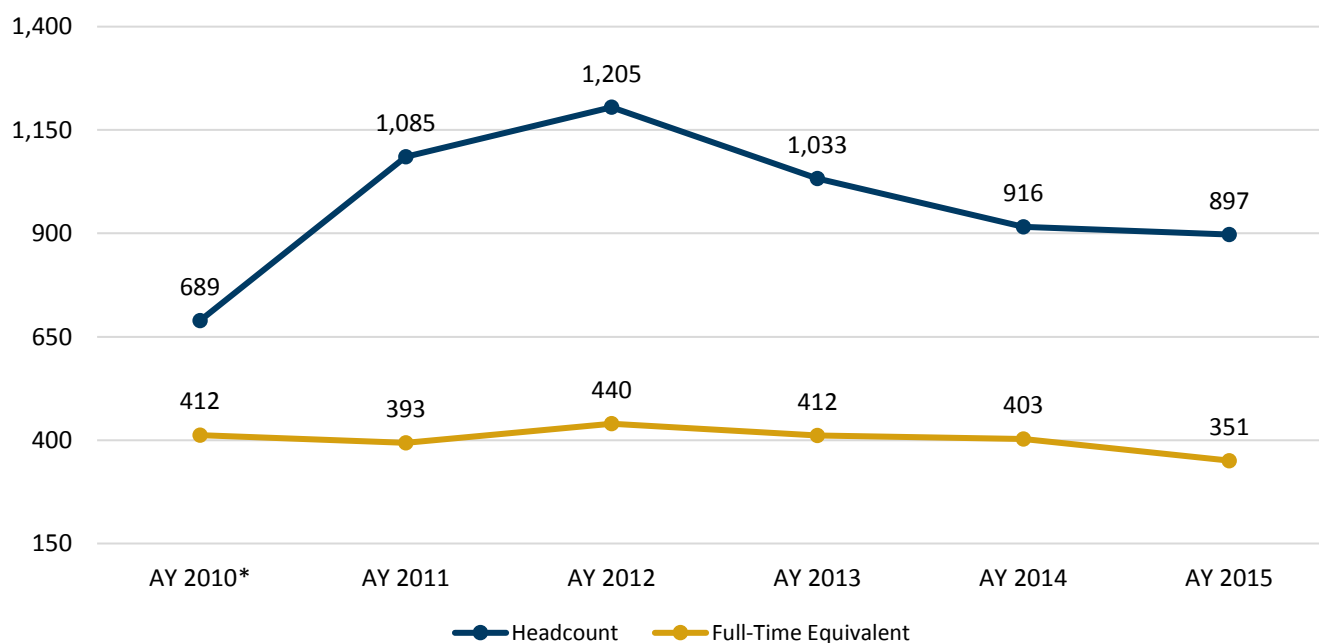
Salina Area Technical College is a two year public institution located in Salina, Kansas. Salina Tech offers 21 degrees and certificates in occupations such as manufacturing, healthcare, transportation, construction, and business. Students earn their certificates in 9-18 months. Salina Tech is the least expensive technical college in the state and has a 95% job placement rate. The college is nationally recognized being ranked in the top 10% for two years in a row. Our students ranked the college ahead of the national average on 40 of 42 questions in a recent survey. Student learning is our top priority.

Student Demographics Academic Year 2010 - 2015

Table P.10

	AY 2010*	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	689	1,085	1,205	1,033	916	897	30.2%
Full-Time Equivalent Enrollment	412	393	440	412	403	351	-15.0%

Salina Area Technical College Headcount and FTE Academic Year 2010 - 2015



*In AY 2010, students enrolled in Allied Health programs at Salina Area Technical College were not reported in the KHEDS AY Collection, but were included beginning in AY 2011 due to a change in SATC's reporting method.

Notes for this section begin on page 88.

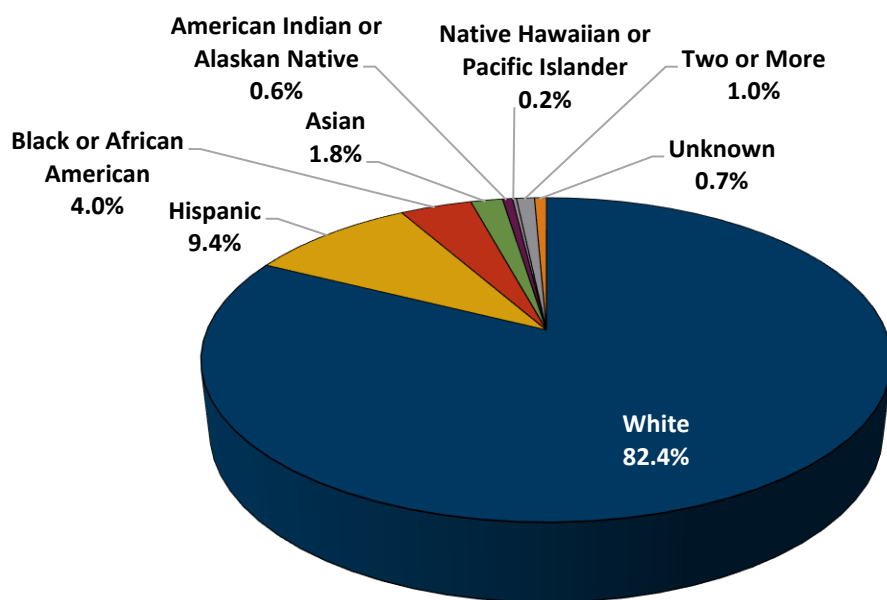
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Salina Area Technical College Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	72.3%	84.1%	70.1%	83.2%	77.8%	82.4%	48.4%
Hispanic	9.6%	6.3%	5.2%	6.9%	7.4%	9.4%	27.3%
Black or African American	3.2%	3.1%	3.2%	3.2%	4.8%	4.0%	63.6%
Asian	1.6%	0.8%	1.1%	2.0%	1.9%	1.8%	45.5%
American Indian or Alaskan Native	0.9%	0.4%	0.7%	0.6%	0.8%	0.6%	-16.7%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%	0.0%	0.1%	0.2%	NA
Two or More	0.3%	1.4%	0.0%	0.0%	0.0%	1.0%	350.0%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Unknown	12.2%	3.9%	19.8%	4.2%	7.2%	0.7%	-92.9%

Enrollment by Race/Ethnicity Academic Year 2015



Enrollment by Gender Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	356	526	499	535	466	432	21.3%
Male	332	559	620	470	424	465	40.1%
Unknown	1	0	86	28	26	0	-100.0%
Total	689	1,085	1,205	1,033	916	897	30.2%

Notes for this section begin on page 88.
Source: KHEDS AY Collection

Enrollment by Age

Academic Year 2010 - 2015

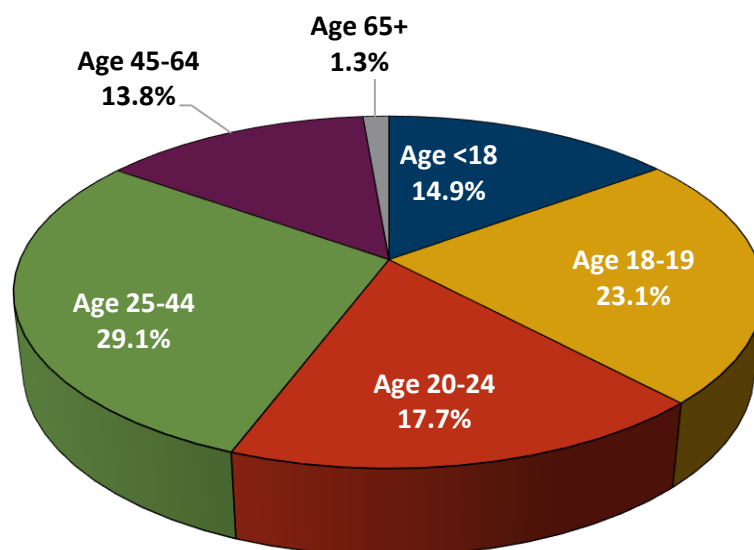
Salina Area Technical College

Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	12.9%	14.0%	12.0%	13.7%	11.1%	14.9%	50.6%
18-19	28.2%	16.2%	13.4%	16.5%	21.4%	23.1%	6.7%
20-24	24.2%	18.4%	19.5%	21.5%	25.4%	17.7%	-4.8%
25-44	28.0%	29.6%	32.4%	26.8%	28.9%	29.1%	35.2%
45-64	6.7%	20.2%	21.0%	19.7%	12.2%	13.8%	169.6%
65+	0.0%	1.6%	1.7%	1.8%	0.9%	1.3%	NA

Enrollment by Age

Academic Year 2015



Enrollment by Student Status

Academic Year 2010 - 2015

Table P.14

Student Status	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	199	189	208	229	216	164	-17.6%
Part-time	490	896	997	804	700	733	49.6%
Total	689	1,085	1,205	1,033	916	897	30.2%

Notes for this section begin on page 88.

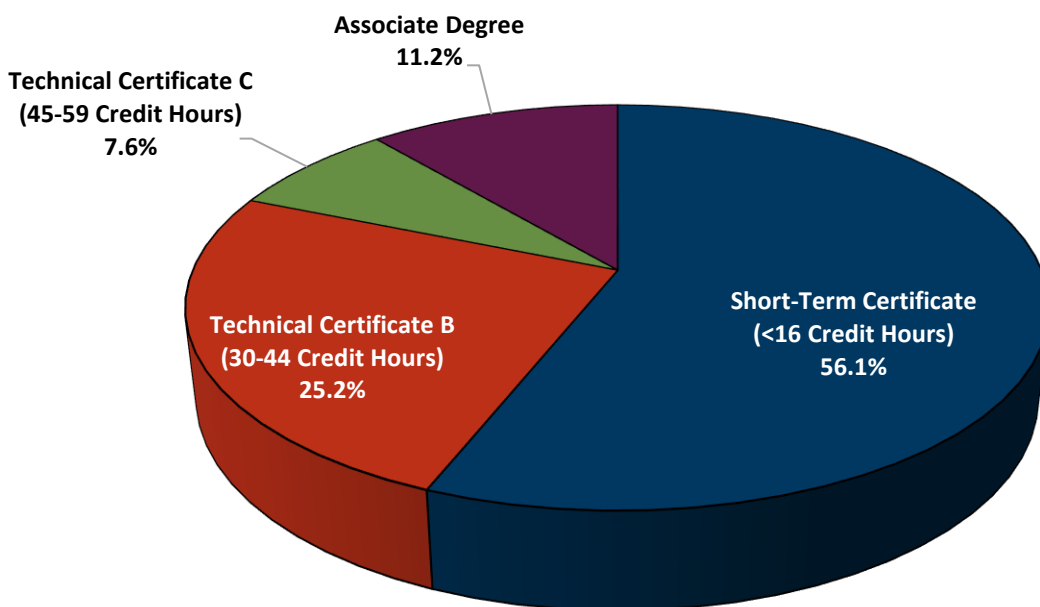
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

Salina Area Technical College Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	260	373	427	266	185	-28.8%
Technical Certificate A (16-29 Credit Hours)	16	38	5	0	0	NA
Technical Certificate B (30-44 Credit Hours)	86	101	91	87	83	-3.5%
Technical Certificate C (45-59 Credit Hours)	21	40	38	55	25	19.0%
Associate Degree	19	21	20	27	37	94.7%
Total	402	573	581	435	330	-17.9%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 88.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

Salina Area Technical College

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	76.4%	64.8%	61.0%	60.8%	64.3%
150% Graduation Rate	79.0%	65.0%	61.0%	61.5%	65.1%
200% Graduation Rate	79.1%	66.7%	64.7%	61.5%	NA*

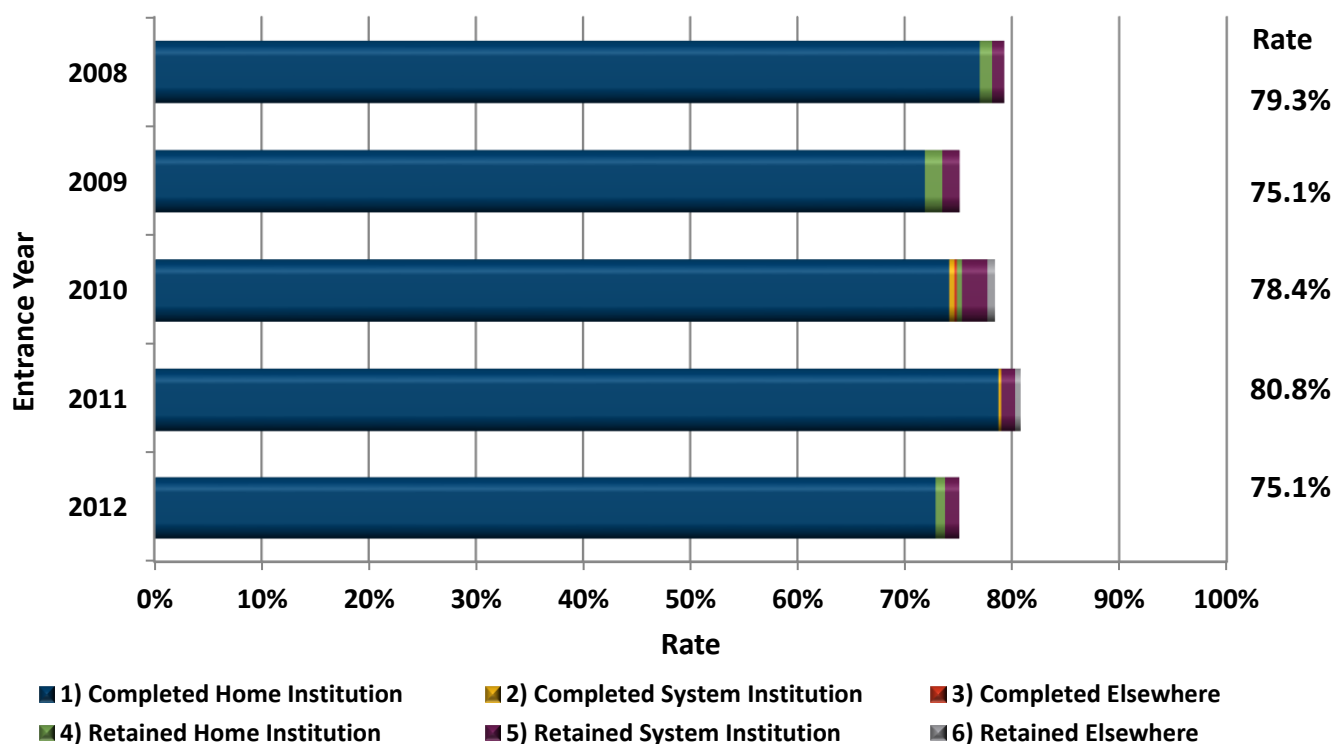
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	60.0%	72.0%	76.2%	78.6%	62.5%
Full-Time Rate	70.6%	64.2%	59.7%	79.8%	74.8%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18

Three Year Student Success Index Rate for
Salina Area Technical College**

*Data for the 200% rate for this cohort is not yet available.

**Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 88.

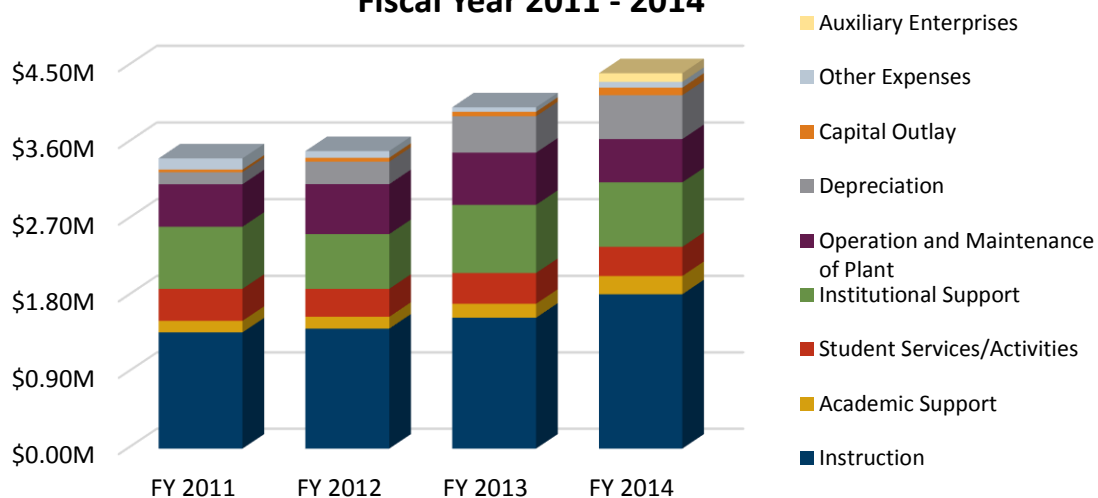
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

Total All Funds Audited Expenses Fiscal Year 2011 - 2014

Salina Area Technical College Table P.20

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Instruction	\$1,370,034	\$1,415,270	\$1,543,572	\$1,818,321	32.7%
per FTE Student	\$3,486	\$3,217	\$3,747	\$4,512	29.4%
Academic Support	\$136,005	\$139,044	\$163,104	\$214,585	57.8%
per FTE Student	\$346	\$316	\$396	\$532	53.9%
Student Services/Activities	\$376,182	\$328,110	\$361,872	\$341,850	-9.1%
per FTE Student	\$957	\$746	\$878	\$848	-11.4%
Institutional Support	\$728,505	\$642,555	\$799,354	\$757,187	3.9%
per FTE Student	\$1,854	\$1,460	\$1,940	\$1,879	1.4%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$499,277	\$586,090	\$613,245	\$508,230	1.8%
Depreciation	\$140,912	\$263,286	\$427,305	\$514,052	264.8%
Capital Outlay	\$30,682	\$46,265	\$51,839	\$88,782	189.4%
Interest Expense	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	NA
Other Expenses	\$131,773	\$78,716	\$52,477	\$67,685	-48.6%
Subtotal All Funds - Expenses	\$3,413,370	\$3,499,336	\$4,012,768	\$4,310,692	26.3%
Auxiliary Enterprises	\$0	\$0	\$0	\$102,216	NA
Total All Funds - Expenses	\$3,413,370	\$3,499,336	\$4,012,768	\$4,412,908	29.3%
Total Headcount	1,085	1,205	1,033	916	-15.6%
Total FTE	393	440	412	403	2.5%

Salina Area Technical College Total All Funds Audited Expenses Fiscal Year 2011 - 2014



Notes for this section begin on page 88.

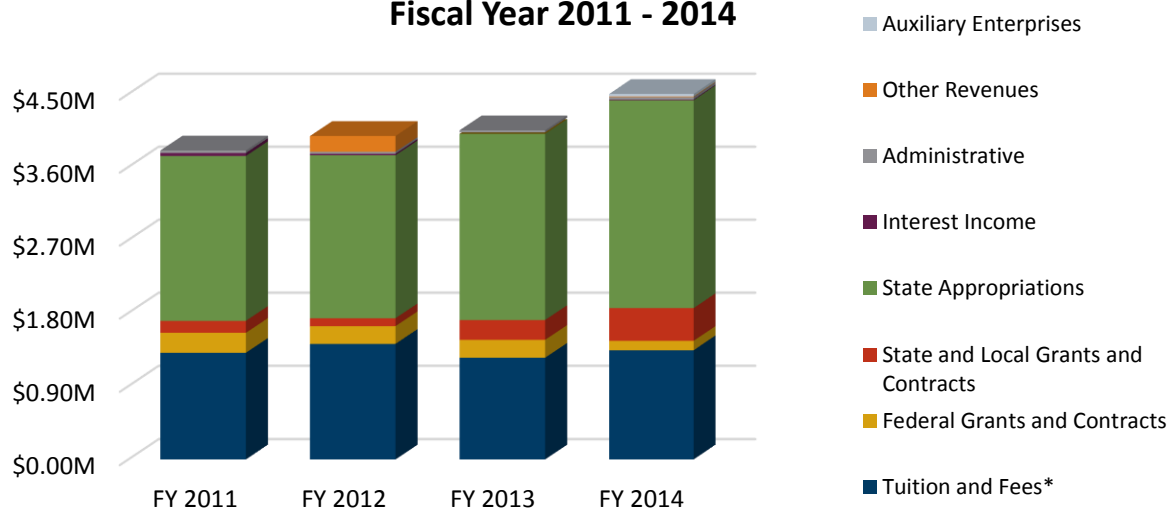
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Total All Funds Audited Revenues Fiscal Year 2011 - 2014

Salina Area Technical College Table P.30

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Tuition and Fees*	\$1,308,952	\$1,418,650	\$1,249,389	\$1,340,562	2.4%
Federal Grants and Contracts	\$245,901	\$218,546	\$218,435	\$115,300	-53.1%
State and Local Grants and Contracts	\$147,071	\$97,167	\$244,714	\$403,842	174.6%
Private Grants and Contracts	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,033,533	\$2,010,264	\$2,296,723	\$2,564,168	26.1%
County and Local Appropriations	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	NA
Investment Income	\$0	\$0	\$0	\$0	NA
Interest Income	\$36,925	\$17,912	\$17,760	\$8,892	-75.9%
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	NA
Administrative	\$31,138	\$24,485	\$25,721	\$29,723	-4.5%
Other Revenues	\$0	\$195,075	\$0	\$6,375	NA
Subtotal All Funds - Revenues	\$3,803,520	\$3,982,099	\$4,052,742	\$4,468,862	17.5%
Auxiliary Enterprises	\$0	\$0	\$0	\$83,059	NA
Total All Funds - Revenues	\$3,803,520	\$3,982,099	\$4,052,742	\$4,551,921	19.7%
Total Headcount	1,085	1,205	1,033	916	-15.6%
Total FTE	393	440	412	403	2.5%

Salina Area Technical College Total All Funds Audited Revenues Fiscal Year 2011 - 2014



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 88.

Source: Independent Auditors' Report and Financial Statements

Changes in Unrestricted Cash*

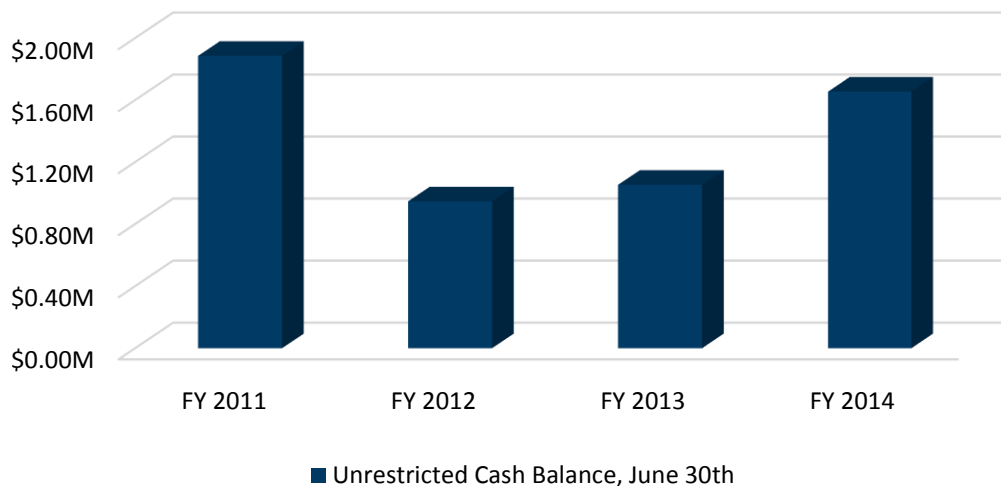
Fiscal Year 2011 - 2014

Salina Area Technical College

Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Cash and Cash Equivalents, June 30th	\$3,012,013	\$3,196,180	\$2,066,582	\$1,935,795	-35.7%
Current Liabilities	\$576,588	\$549,794	\$513,494	\$281,103	-51.2%
Other Restrictions	\$550,000	\$1,700,000	\$500,000	\$0	NA
Unrestricted Cash Balance, June 30th	\$1,885,425	\$946,386	\$1,053,088	\$1,654,692	-12.2%

Salina Area Technical College Unrestricted Cash Balance, June 30th Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 88.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Salina Area Technical College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHRS). KHRS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHRS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHRS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
2. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.
5. Salina Area Technical College was not required to complete the 200% Graduation Rates survey for cohort year 2010. This is because all students either graduated, transferred, were excluded, or were no longer enrolled within 150% of normal time (3 years for Technical Colleges). Due to the fact that SATC had no additional completers between 150% and 200% of normal time, the 200% graduation rate is the same as the 150% rate.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.
 - Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the

federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.

- Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the Salina Area Technical College Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	77.0%	0.0%	0.0%	1.1%	1.1%	0.0%	79.3%
2009	71.9%	0.0%	0.0%	1.6%	1.6%	0.0%	75.1%
2010	74.2%	0.5%	0.2%	0.5%	2.4%	0.7%	78.4%
2011	78.8%	0.3%	0.0%	0.0%	1.3%	0.5%	80.8%
2012	72.9%	0.0%	0.0%	0.9%	1.3%	0.0%	75.1%

Table P.20: Total All Funds Audited Expenses

- Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
- The *Statement of Activities* located in the *Independent Auditors' Report and Financial Statements* is the table from which the majority of data comes from on Table P.20 and P.30 for each institution. However, Salina Area Technical College does not include the Academic Support or Depreciation categories directly in the financial statements, which does not align for the purposes of the Technical College Data Book.
 - For Fiscal Year 2014, SATC breaks out Academic Support (\$214,585) from the current categories included in the *Independent Auditors' Report and Financial Statements* of Instruction (\$125,533), Administrative (\$29,689) and Maintenance (\$59,363) for the Technical College Data Book by email.
 - For Fiscal Year 2011 – 2013, SATC breaks out Academic Support from Instruction for the Technical College Data Book by email.
 - For Fiscal Year 2011 - 2014, SATC breaks out Depreciation from Maintenance for the Technical College Data book tables by email.
- Salina Area Technical College introduced a new category into their Audited Financial Statements in FY 2014 called "Cost of books sold". This was included in the "Auxiliary Expense" category as suggested by SATC.

4. Scholarships and Financial Aid were incorrectly categorized in FY 2011 – FY 2013 for Salina Area Technical College. While previously the Perkins expenses – non capitalized amount in the operating expenses was included in the “Scholarships and Financial Aid” category, this should have been categorized as “Other Expenses” and will be included here from now on.
5. The expense categories were created based on existing classification of expenses in the *Independent Auditors’ Report and Financial Statements* for each institution for uniformity purposes.
6. For Salina Area Technical College, "Institutional Support" includes their audit category "Administration"; "Operation and Maintenance of Plant" includes their audit category "Maintenance"; "Scholarships and Financial Aid" includes their audit categories "Federal Grants Expenditures" and "Carl Perkins Expenses" and "Other Expenses" includes their audit categories "DST New Engines" and "Fire/Smoke Damage Expenses".

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. Salina Area Technical College introduced two new categories into their Audited Financial Statements in FY 2014 called “Bookstore sales” and “Other”. These are included in the “Sales and Services of Auxiliary Enterprises” and “Other Operating Revenues” categories respectively.
3. Beginning in FY 2011, SATC has requested that even though it is classified as Investment Income in their financial statements, the amount should be included as Interest Income for the purposes of the Technical College Data Book.
4. The large decrease in Federal Grants and Contracts for Salina Area Technical College from FY 2013 to FY 2014 was due to a large capital purchase for a Trac 7 Grant in FY 2011 – FY 2012 which was capitalized and added to the depreciation expense which caused much more revenue than expense in the Federal Grants and Contracts line and currently the Trac 7 grant is beginning a downfall so the revenues from that grant are lower than in previous years.
5. The revenue categories were created based on existing classification of revenues in the *Independent Auditors’ Report and Financial Statements* for each institution for uniformity purposes.
6. For Salina Area Technical College, "Tuition and Fees" includes their audit categories "Student Tuition", "Institution Fees", "Program Fees" and "Testing Fee"; "Federal Grants and Contracts" includes their audit categories "Carl Perkins", "Trac-7 Grant", and "Trac-7 Grant expenses"; "State and Local Grants and Contracts" includes their audit categories "SESPT Grant", "SESPT Grant expenses", "Delta Dental Grant", "Delta Dental Grant expense", "NCK rural development grant", "Grant JIIST", "Grant JIIST expenses" "GIT GOIN Camp", "Industrial Maintenance Workforce", and "KHPOP Grant".

Table P.60: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (P.50) table was replaced with General Fund Changes in Unencumbered Cash (P.60) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors’ Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution’s debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

Wichita Area Technical College

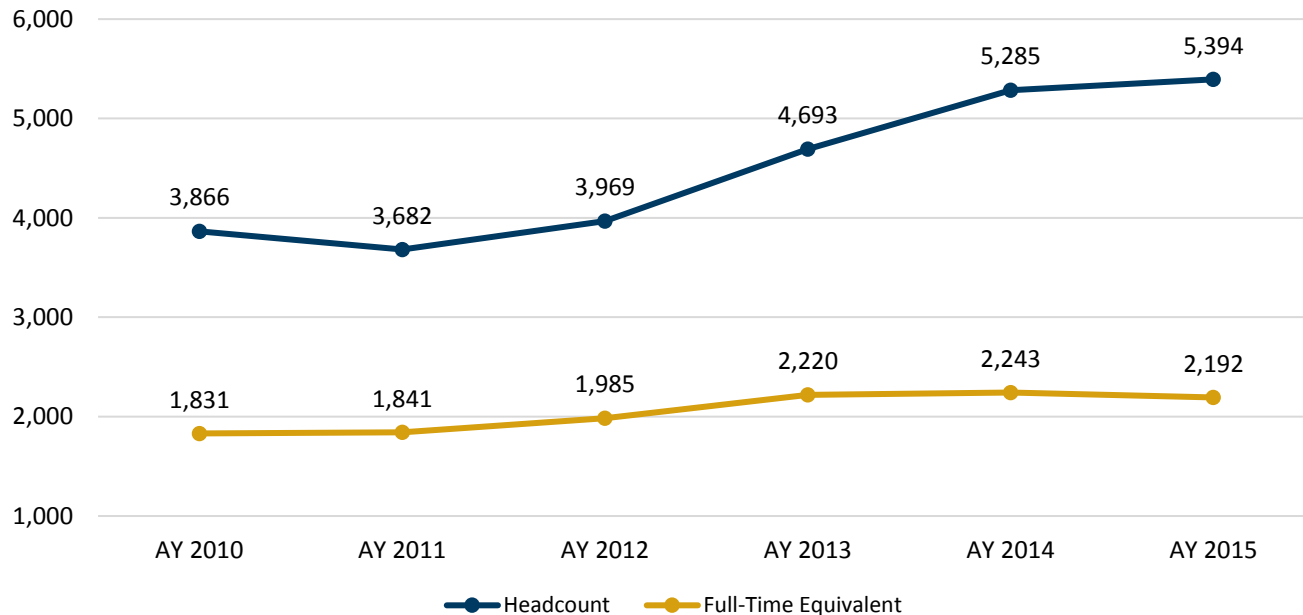
Wichita Area Technical College (WATC) is a different kind of college; changing lives by training people for high-wage, high-demand jobs. We work hand-in-hand with employers to determine their job needs now and into the future so our students graduate with the right skills. The fastest growing college in Kansas, we offer more than 75 programs of study in Aviation, Healthcare, Manufacturing, Design, Business, Police Science and General Education. Degree levels include Associate of Applied Science, Technical Certificate and Certificate of Completion. Our credits cost less than most colleges and since we're accredited by The Higher Learning Commission, they transfer easily too.

Student Demographics Academic Year 2010 - 2015

Table P.10

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	3,866	3,682	3,969	4,693	5,285	5,394	39.5%
Full-Time Equivalent Enrollment	1,831	1,841	1,985	2,220	2,243	2,192	19.7%

Wichita Area Technical College Headcount and FTE Academic Year 2010 - 2015



Notes for this section begin on page 100.

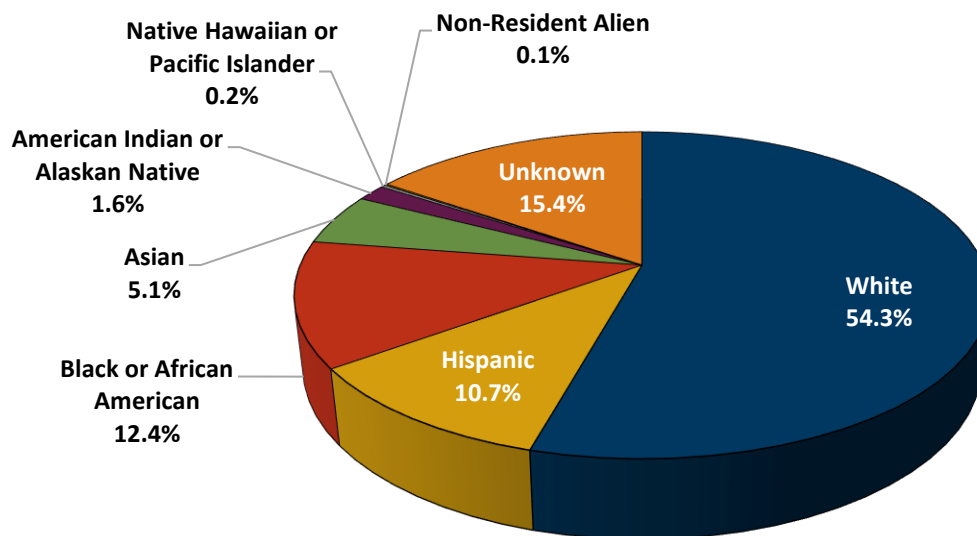
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Wichita Area Technical College Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	54.1%	49.2%	50.8%	51.5%	53.9%	54.3%	40.0%
Hispanic	7.7%	8.1%	7.6%	9.4%	10.4%	10.7%	93.6%
Black or African American	16.9%	18.4%	18.7%	16.9%	14.7%	12.4%	2.3%
Asian	5.2%	5.8%	4.8%	4.6%	4.5%	5.1%	36.8%
American Indian or Alaskan Native	1.6%	1.4%	2.0%	1.8%	1.8%	1.7%	41.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%	0.3%	0.3%	0.2%	NA
Two or More	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Non-Resident Alien	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	NA
Unknown	14.4%	17.2%	15.9%	15.4%	14.3%	15.4%	49.3%

Enrollment by Race/Ethnicity Academic Year 2015



Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	2,125	2,119	2,205	2,559	2,798	2,839	33.6%
Male	1,612	1,442	1,760	2,134	2,487	2,554	58.4%
Unknown	129	121	4	0	0	1	NA
Total	3,866	3,682	3,969	4,693	5,285	5,394	39.5%

Notes for this section begin on page 100.

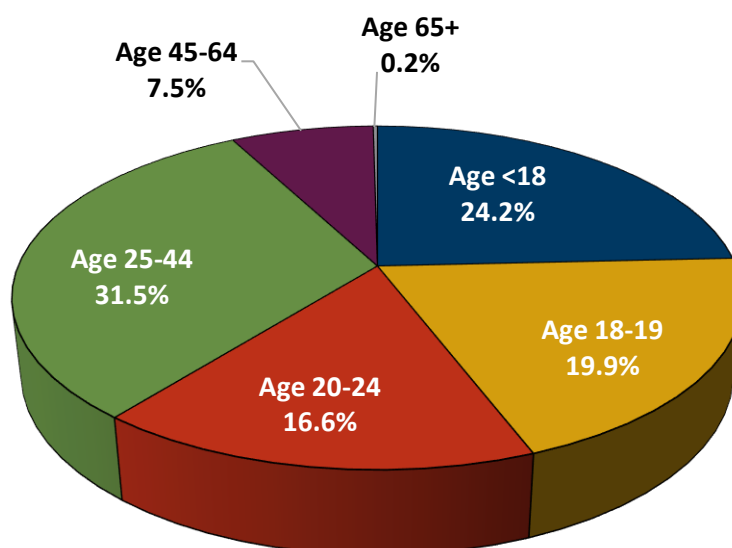
Source: KHEDS AY Collection

Enrollment by Age

Academic Year 2010 - 2015

Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	3.2%	3.0%	3.5%	10.1%	20.5%	24.2%	954.8%
18-19	6.3%	5.8%	6.7%	11.1%	16.0%	19.9%	342.0%
20-24	26.7%	25.9%	24.3%	20.8%	18.5%	16.6%	-13.4%
25-44	48.8%	51.7%	50.5%	45.6%	35.6%	31.5%	-10.0%
45-64	14.7%	13.4%	14.4%	12.1%	9.2%	7.5%	-28.3%
65+	0.3%	0.2%	0.5%	0.2%	0.2%	0.2%	20.0%

Enrollment by Age
Academic Year 2015

Enrollment by Student Status

Academic Year 2010 - 2015

Table P.14

Student Status	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	734	776	829	925	815	738	0.5%
Part-time	3,132	2,906	3,140	3,768	4,470	4,656	48.7%
Total	3,866	3,682	3,969	4,693	5,285	5,394	39.5%

Notes for this section begin on page 100.

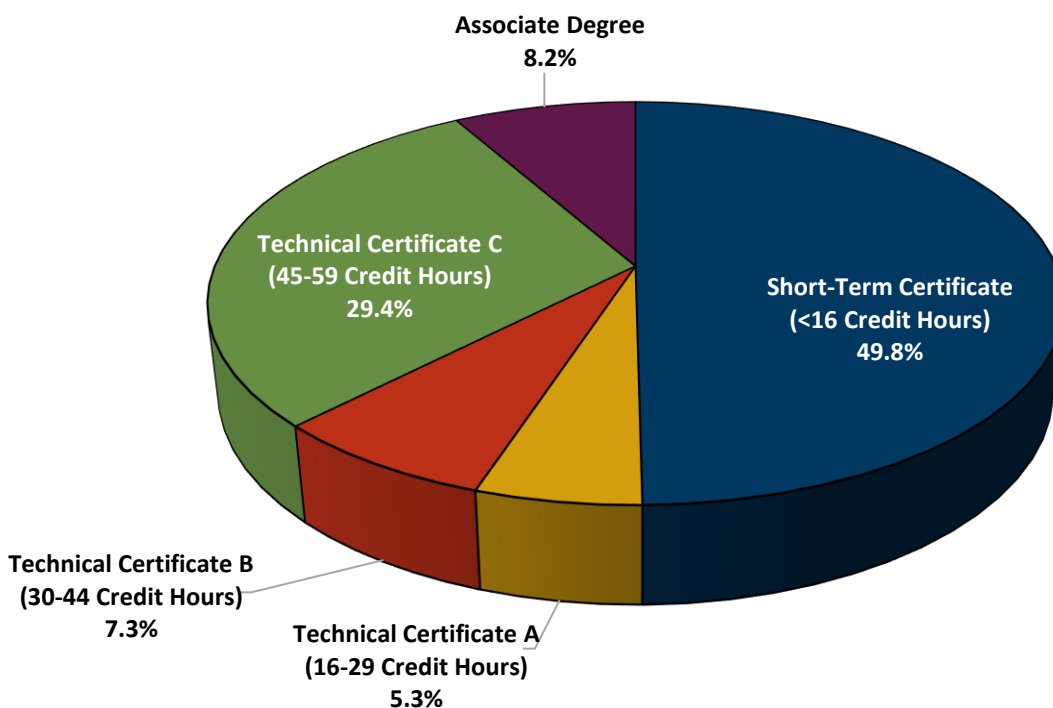
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

Wichita Area Technical College Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	414	357	362	462	574	38.6%
Technical Certificate A (16-29 Credit Hours)	0	5	62	86	61	NA
Technical Certificate B (30-44 Credit Hours)	56	38	37	41	84	50.0%
Technical Certificate C (45-59 Credit Hours)	325	336	319	397	339	4.3%
Associate Degree	51	69	89	99	95	86.3%
Total	846	805	869	1,085	1,153	36.3%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 100.
Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

Wichita Area Technical College

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	56.1%	59.6%	43.0%	45.7%	26.7%
150% Graduation Rate	59.0%	60.0%	45.6%	48.7%	37.9%
200% Graduation Rate	60.5%	60.3%	49.4%	49.2%	NA*

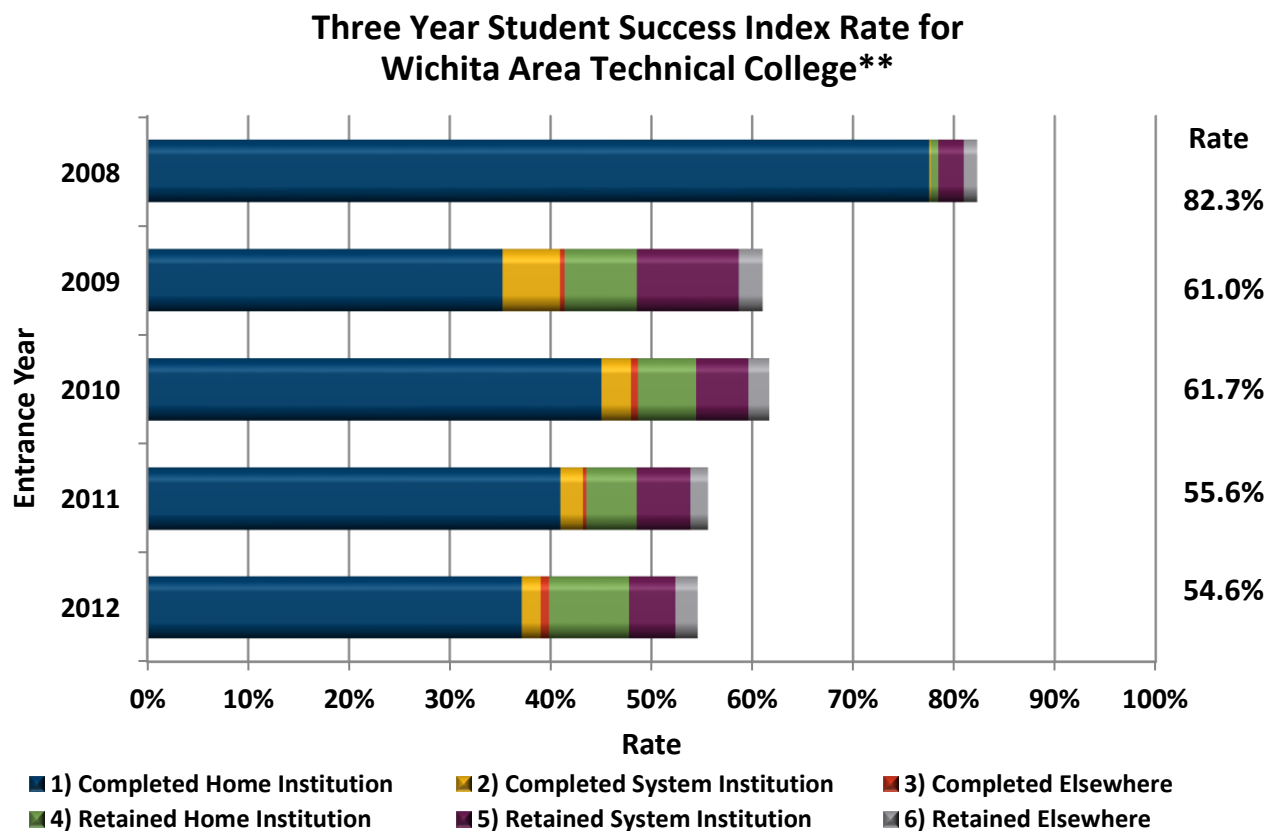
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	62.7%	48.2%	43.9%	50.8%	41.9%
Full-Time Rate	61.4%	59.8%	61.2%	58.4%	61.9%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18



*Data for the 200% rate for this cohort is not yet available.

**Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 100.

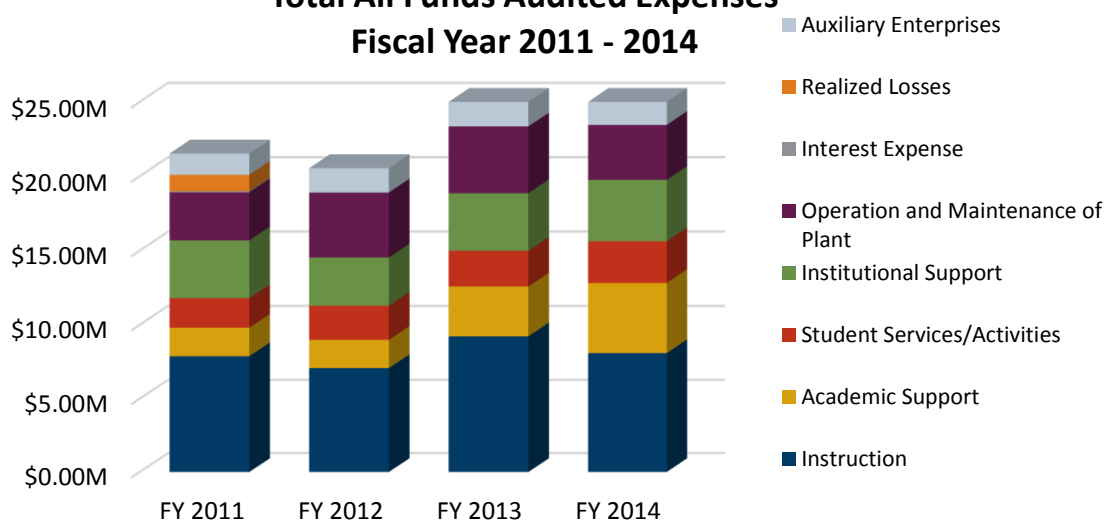
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection;
National Student Clearinghouse

Total All Funds Audited Expenses Fiscal Year 2011 - 2014

Wichita Area Technical College Table P.20

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Instruction	\$7,893,197	\$7,085,788	\$9,238,836	\$8,106,883	2.7%
per FTE Student	\$4,287	\$3,570	\$4,162	\$3,614	-15.7%
Academic Support	\$1,925,654	\$1,911,532	\$3,348,808	\$4,723,244	145.3%
per FTE Student	\$1,046	\$963	\$1,508	\$2,106	101.3%
Student Services/Activities	\$1,982,032	\$2,298,500	\$2,399,336	\$2,797,942	41.2%
per FTE Student	\$1,077	\$1,158	\$1,081	\$1,247	15.9%
Institutional Support	\$3,889,260	\$3,240,583	\$3,873,683	\$4,125,188	6.1%
per FTE Student	\$2,113	\$1,633	\$1,745	\$1,839	-12.9%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$3,232,152	\$4,352,342	\$4,487,397	\$3,699,885	14.5%
Depreciation	\$0	\$0	\$0	\$0	NA
Capital Outlay	\$0	\$0	\$0	\$0	NA
Interest Expense	\$76,356	\$52,570	\$16,479	\$107	-99.9%
Cost of Sales and Services	\$0	\$0	\$0	\$0	NA
Realized Losses	\$1,100,451	\$0	\$0	\$2,175	-99.8%
Unrealized Losses	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$0	\$0	\$0	NA
Subtotal All Funds - Revenues	\$20,099,102	\$18,941,315	\$23,364,539	\$23,455,424	16.7%
Auxiliary Enterprises	\$1,427,983	\$1,598,615	\$1,634,944	\$1,762,317	23.4%
Total All Funds - Revenues	\$21,527,085	\$20,539,930	\$24,999,483	\$25,217,741	17.1%
Total Headcount	3,682	3,969	4,693	5,285	43.5%
Total FTE	1,841	1,985	2,220	2,243	21.8%

Wichita Area Technical College Total All Funds Audited Expenses Fiscal Year 2011 - 2014



Notes for this section begin on page 100.

Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Total All Funds Audited Revenues

Fiscal Year 2011 - 2014

Wichita Area Technical College

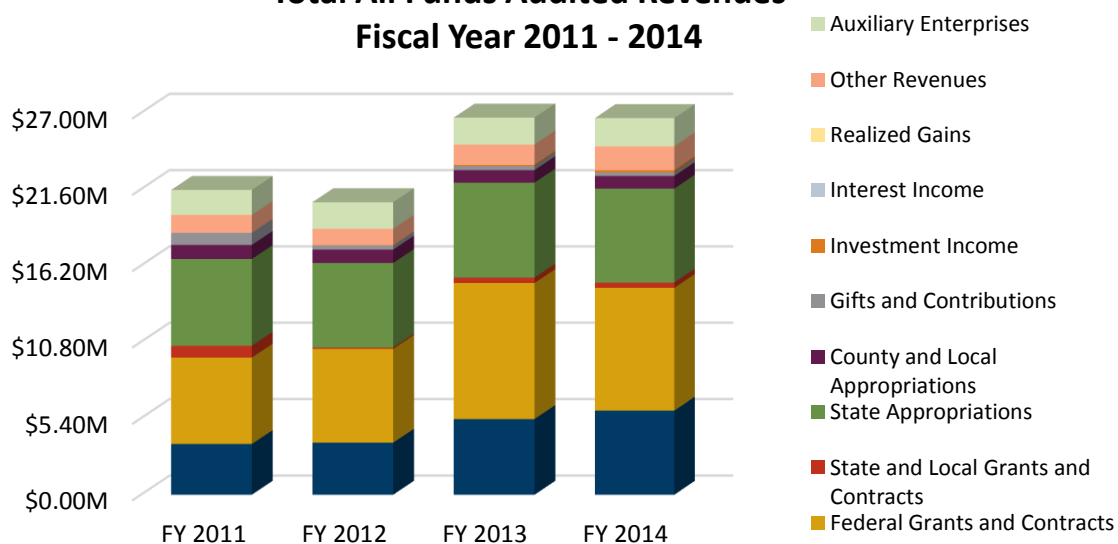
Table P.30

Category	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Tuition and Fees*	\$3,585,400	\$3,679,917	\$5,345,861	\$5,940,556	65.7%
Federal Grants and Contracts	\$6,101,979	\$6,626,929	\$9,620,750	\$8,680,583	42.3%
State and Local Grants and Contracts	\$832,353	\$85,738	\$381,557	\$371,530	-55.4%
Private Grants and Contracts	\$0	\$0	\$0	\$0	NA
State Appropriations	\$6,142,137	\$5,994,566	\$6,718,782	\$6,656,293	8.4%
County and Local Appropriations	\$1,000,000	\$940,000	\$893,000	\$893,000	-10.7%
Gifts and Contributions	\$856,139	\$297,829	\$291,359	\$254,695	-70.3%
Investment Income	\$0	\$15,487	\$80,781	\$147,565	NA
Interest Income	\$1,304	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$1,584	\$2,761	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	NA
Other Revenues	\$1,262,693	\$1,157,308	\$1,433,093	\$1,695,991	34.3%
Subtotal All Funds - Revenues	\$19,782,005	\$18,799,358	\$24,767,944	\$24,640,213	24.6%
Auxiliary Enterprises	\$1,768,286	\$1,881,460	\$1,904,395	\$1,992,598	12.7%
Total All Funds - Revenues	\$21,550,291	\$20,680,818	\$26,672,339	\$26,632,811	23.6%
Total Headcount	3,682	3,969	4,693	5,285	43.5%
Total FTE	1,841	1,985	2,220	2,243	21.8%

Wichita Area Technical College

Total All Funds Audited Revenues

Fiscal Year 2011 - 2014



*Tuition and Fees are reported net of scholarship discounts and allowances.

Notes for this section begin on page 100.

Source: Independent Auditors' Report and Financial Statements

Changes in Unrestricted Cash*

Fiscal Year 2011 - 2014

Wichita Area Technical College

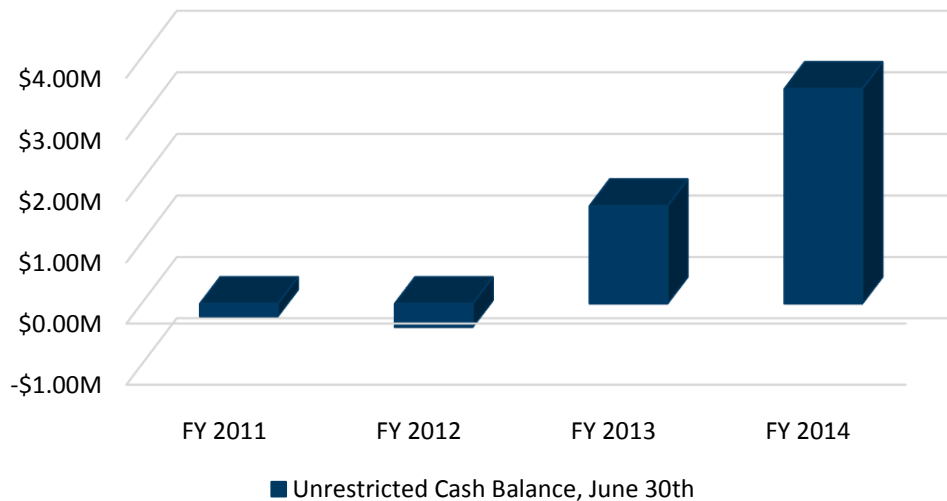
Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	% Change FY 11 - 14
Cash and Cash Equivalents, June 30th	\$3,335,713	\$3,336,430	\$5,290,026	\$6,510,285	95.2%
Current Liabilities	\$3,541,416	\$3,717,607	\$3,698,540	\$3,016,753	-14.8%
Other Restrictions	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	-\$205,703	-\$381,177	\$1,591,486	\$3,493,532	-1798.3%

Wichita Area Technical College

Unrestricted Cash Balance, June 30th

Fiscal Year 2011 - 2014



*The Unrestricted Cash balance is Cash and Cash Equivalents minus Current Liabilities and any other Restrictions, as of June 30th for each Fiscal Year. Refer to the notes section for more details.

Notes for this section begin on page 100.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Wichita Area Technical College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHRS). KHRS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHRS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHRS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
2. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).
3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).
5. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.
 - Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
 - Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the

student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.

- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the Wichita Area Technical College Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	77.6%	0.1%	0.0%	0.7%	2.5%	1.3%	82.3%
2009	35.2%	5.7%	0.5%	7.2%	10.1%	2.4%	61.0%
2010	45.0%	2.9%	0.7%	5.8%	5.2%	2.1%	61.7%
2011	41.0%	2.2%	0.3%	5.0%	5.3%	1.7%	55.6%
2012	37.1%	1.9%	0.8%	8.0%	4.6%	2.2%	54.6%

Table P.20: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The expense categories were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
3. For Wichita Area Technical College, "Realized Losses" includes their audit category "Loss on disposal of equipment".

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. In the *Statements of Revenues, Expenses, and Changes in Net Position* located in the *Independent Auditors' Report and Financial Statements* is a category called "Capital Appropriations - State" in the Capital Revenues section of the statement. This amount was not included in the 2015 Technical College Data Book, but will now be included in future publications of the Technical College Data Book. The "Capital Appropriations - State" is now added to Table P.30, resulting in a higher amount of revenues than published in the prior year.

3. The revenue categories were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
4. For Wichita Area Technical College, "Gifts and Contributions" includes their audit category "Contributed services and materials" and "Other Revenues" includes their audit category "State contributions to KPERS".

Table P.60: Changes in Unrestricted Cash

1. Beginning in the 2016 Technical College Data Book, the prior Changes in Net Position (P.50) table was replaced with General Fund Changes in Unencumbered Cash (P.60) table. This change was made so that the Technical College Data Book aligns more appropriately with additional Kansas Board of Regents publications. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

Washburn Institute of Technology

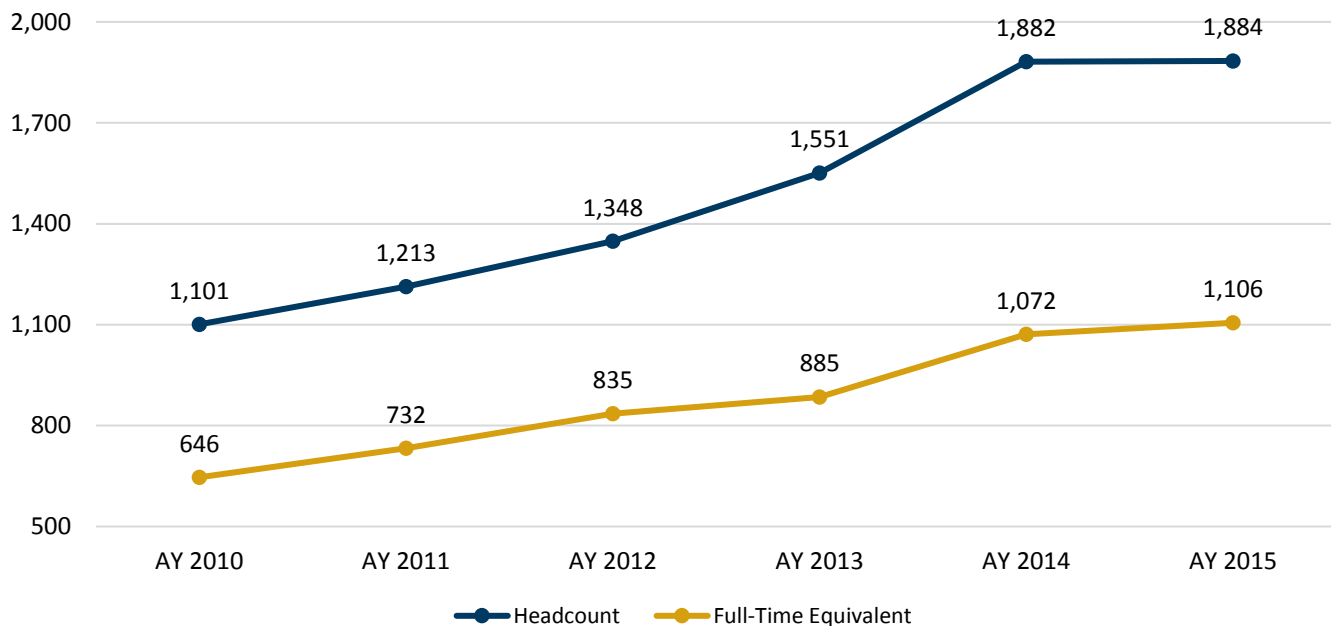
Washburn Tech, in Topeka, Kansas has a unique relationship with Washburn University, allowing students to seamlessly transition between campuses. Washburn Tech offers 30 technical programs in areas of Advanced Manufacturing, Business, Computer and Electronic Technology, Construction, Drafting and Design, Health Care, Hospitality and Human Services, and Transportation. Washburn Tech serves post-secondary and high school students, as well as providing continuing education and customized training for business and industry. Washburn Tech has one of the highest graduation rates and one of the highest placement rates of any two year public institution in Kansas.

Student Demographics Academic Year 2010 - 2015

Table P.10

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Enrollment Headcount	1,101	1,213	1,348	1,551	1,882	1,884	71.1%
Full-Time Equivalent Enrollment	646	732	835	885	1,072	1,106	71.1%

Washburn Institute of Technology Headcount and FTE Academic Year 2010 - 2014



Notes for this section begin on page 109.

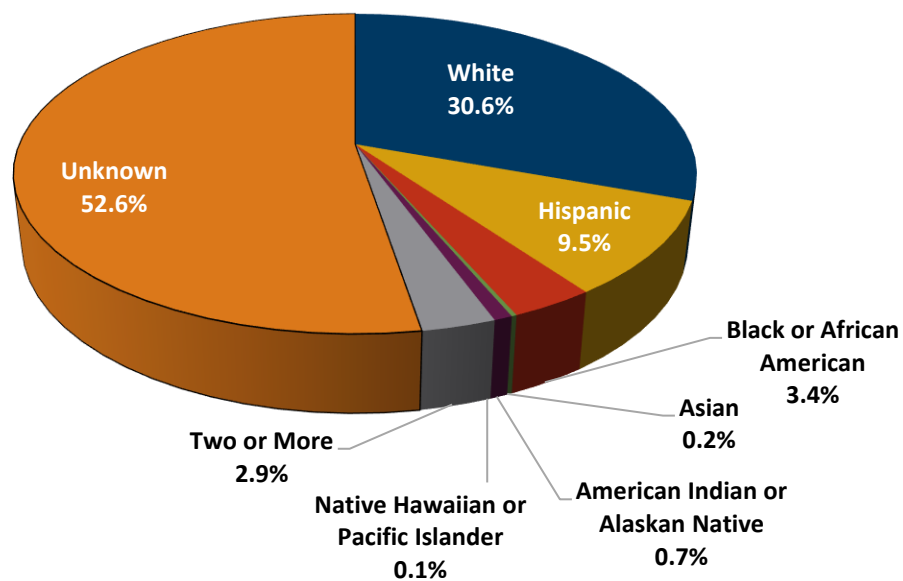
Source: KHEDS AY Collection

Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Washburn Institute of Technology Table P.11

Race/Ethnicity	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
White	20.4%	34.0%	44.6%	32.6%	25.1%	30.6%	156.0%
Hispanic	2.4%	2.8%	4.8%	4.8%	7.8%	9.5%	588.5%
Black or African American	1.7%	4.5%	4.8%	2.9%	2.7%	3.4%	236.8%
Asian	0.1%	0.6%	0.8%	0.3%	0.2%	0.2%	300.0%
American Indian or Alaskan Native	0.3%	0.7%	0.7%	0.3%	0.6%	0.7%	366.7%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%	0.1%	0.2%	0.1%	NA
Two or More	1.5%	1.4%	1.6%	1.7%	1.9%	2.9%	237.5%
Non-Resident Alien	0.0%	0.0%	0.2%	1.3%	0.1%	0.0%	NA
Unknown	73.7%	56.0%	42.4%	56.1%	61.5%	52.6%	22.2%

**Enrollment by Race/Ethnicity
Academic Year 2015**



Enrollment by Race/Ethnicity Academic Year 2010 - 2015

Table P.12

Gender	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Female	569	625	690	784	971	878	54.3%
Male	517	588	658	766	906	1,005	94.4%
Unknown	15	0	0	1	5	1	-93.3%
Total	1,101	1,213	1,348	1,551	1,882	1,884	71.1%

Notes for this section begin on page 109.
Source: KHEDS AY Collection

Enrollment by Age

Academic Year 2010 - 2015

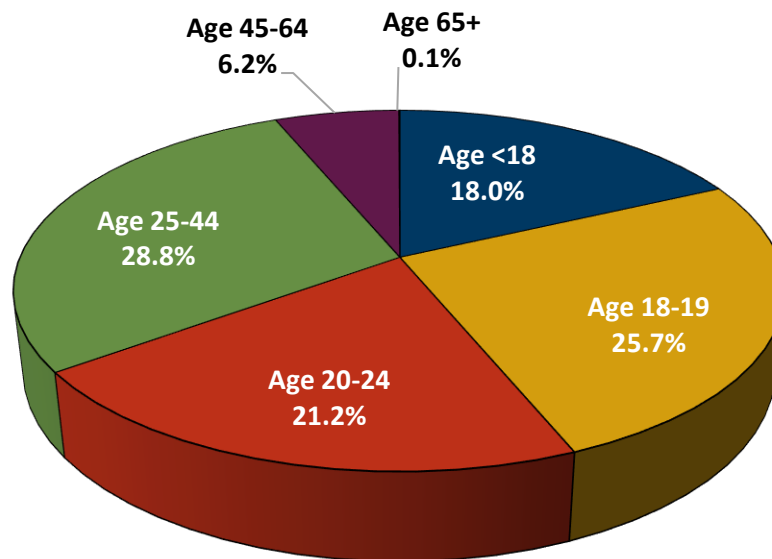
Washburn Institute of Technology

Table P.13

Age	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
<18	45.0%	21.6%	12.3%	15.2%	16.5%	18.0%	-31.3%
18-19	21.2%	24.2%	27.6%	25.9%	27.6%	25.7%	108.2%
20-24	14.4%	20.7%	22.9%	23.5%	20.4%	21.2%	152.5%
25-44	16.3%	26.8%	29.5%	28.8%	28.6%	28.8%	201.1%
45-64	3.1%	6.6%	7.6%	6.4%	6.8%	6.2%	244.1%
65+	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%

Enrollment by Age

Academic Year 2015



Enrollment by Student Status

Academic Year 2010 - 2015

Table P.14

Student Status	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 10 - 15
Full-time	509	548	569	578	691	706	38.7%
Part-time	592	665	779	973	1,191	1,178	99.0%
Total	1,101	1,213	1,348	1,551	1,882	1,884	71.1%

Notes for this section begin on page 109.

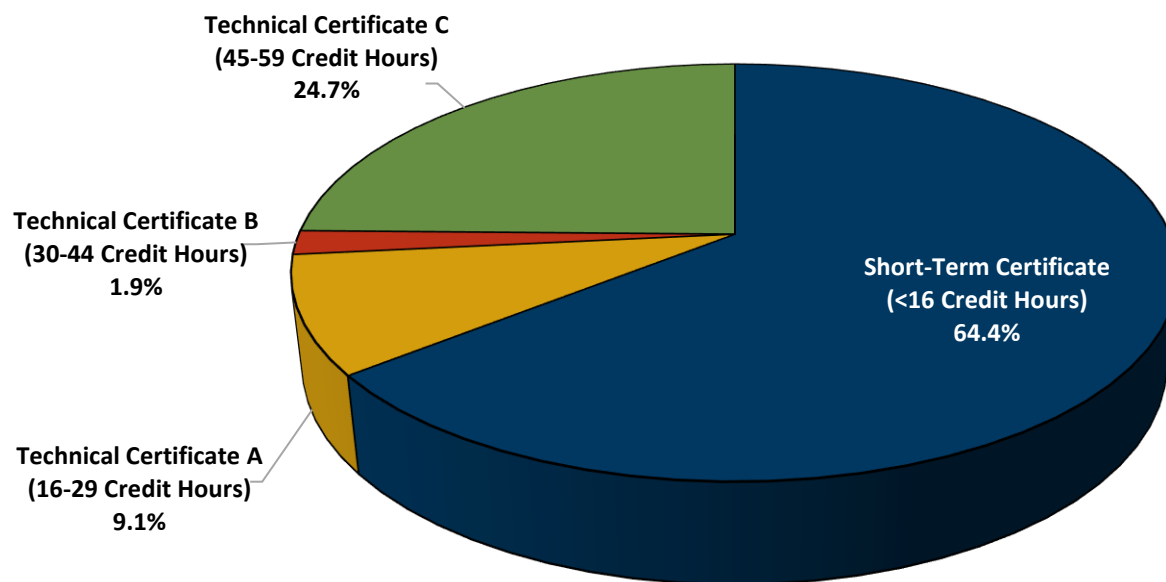
Source: KHEDS AY Collection

Degrees/Certificates Awarded Academic Year 2011 - 2015

Washburn Institute of Technology Table P.15

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	% Change AY 11 - 15
Short-Term Certificate (<16 Credit Hours)	490	486	591	798	695	41.8%
Technical Certificate A (16-29 Credit Hours)	17	39	31	61	98	476.5%
Technical Certificate B (30-44 Credit Hours)	14	7	16	27	20	42.9%
Technical Certificate C (45-59 Credit Hours)	305	314	313	343	267	-12.5%
Associate Degree	0	0	0	0	0	NA
Total	826	846	951	1,229	1,080	30.8%

Degrees/Certificates Awarded Academic Year 2015



Notes for this section begin on page 109.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

Washburn Institute of Technology

Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

Table P.16

	Cohort Year				
	2007	2008	2009	2010	2011
100% Graduation Rate	82.5%	76.9%	79.7%	82.9%	62.2%
150% Graduation Rate	87.0%	79.0%	81.3%	82.9%	74.4%
200% Graduation Rate	87.3%	79.3%	82.8%	82.9%	NA*

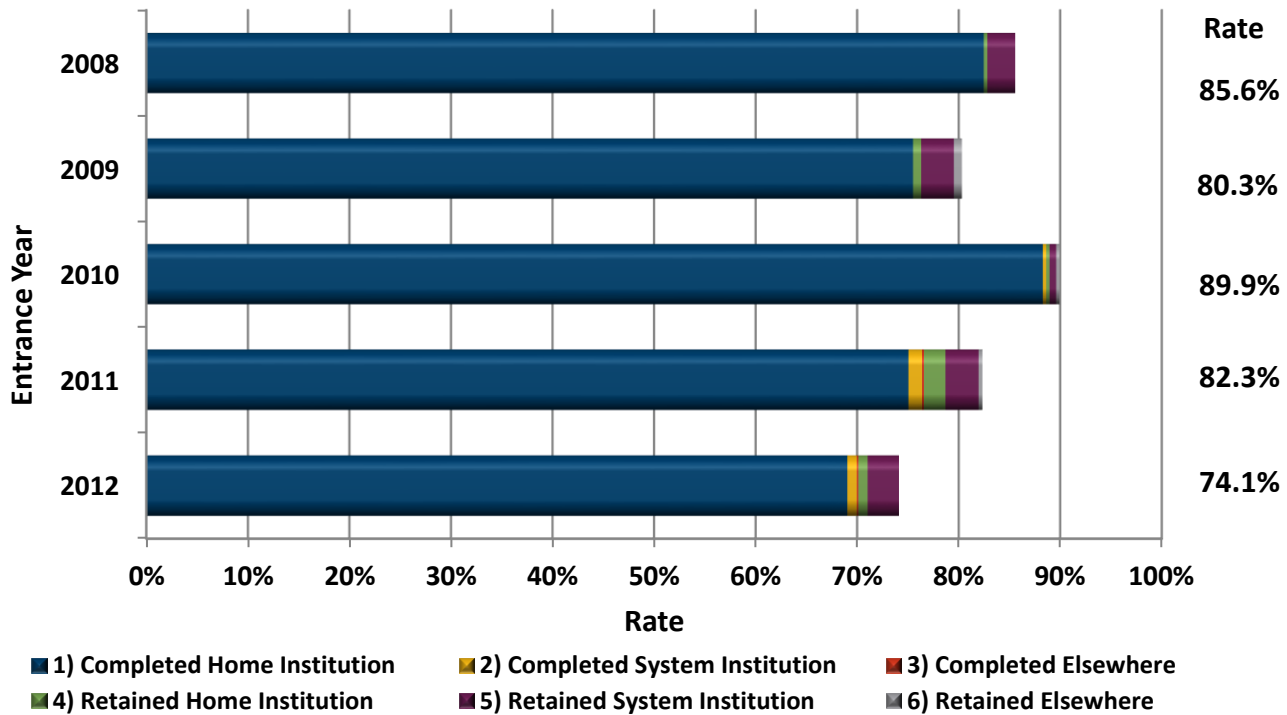
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year				
	2009	2010	2011	2012	2013
Part-Time Rate	84.0%	69.3%	67.9%	68.8%	67.3%
Full-Time Rate	82.5%	82.9%	80.0%	90.2%	75.9%

Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2012

Table P.18

Three Year Student Success Index Rate for
Wichita Area Technical College**

*Data for the 200% rate for this cohort is not yet available.

**Specific data for the categories listed below is included in the notes section.

Notes for this section begin on page 109.

Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

Institutional Profile Notes – Washburn Institute of Technology

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Reporting System (KHERS). KHERS is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHERS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHERS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.
2. Finance data for the Washburn Institute of Technology (WIT) is not included in this data book. WIT is affiliated with Washburn University. The University’s Board of Regents is also the governing body of WIT, and the University’s management has operational responsibility for WIT. Under governmental accounting standards, the University’s audited financial statements include WIT as a “blended component unit”. Condensed combining financial statements, which include columns for both the University and WIT, are presented in the notes to the University’s audited financial statements, which are available in the KBOR office.
3. The data in any tables that use the KHEDS AY Collection may have changed slightly in Academic Year 2010 through Academic Year 2014 due to a data clean-up which improved the quality of data. Due to this slight adjustment in data, these tables may not match exactly what was published in prior year data books.
4. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table P.10: Student Demographics

1. A divisor of 30 is used to calculate FTE for undergraduate students in an academic year.

Table P.11: Enrollment by Race/Ethnicity

1. Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student’s race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student’s race/ethnicity can now be reported in four newly created or modified categories: Black or African-American, Asian, Native Hawaiian/Pacific Islander, and Two or more races. The other race/ethnicity reporting categories are White, Non-resident Alien, American Indian/Alaska Native, Asian, and Unknown. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the “Unknown” category decreased.
2. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.13: Enrollment by Age

1. The “% Change” column does not reflect the change in percentage, but instead reflects the percent change in the number of students in each category for the time period. This number more accurately reflects the change in student population.

Table P.14: Enrollment by Student Status

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.

Table P.15: Degrees/Certificates Awarded

1. A Short-Term Program Certificate is a Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR’s Workforce Development staff and included in the Program Inventory data system.
2. Technical Certificate A (16-29 Credit Hours) requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).

3. Technical Certificate B (30-44 Credit Hours) requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).
4. Technical Certificate C (45-59 Credit Hours) requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Table P.16: Graduation Rates of First-Time, Full-Time Freshmen

1. The IPEDS Graduation Rates component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completions status at 100% and 150% of the normal time to complete all requirements of their program study. Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
2. The IPEDS 200% Graduation Rates component is a further extension of the traditional Graduation Rates component. It requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for student to complete all requirements of their program of study. The reporting of data for the 200% completion period is not cumulative. Respondents are only asked to report data for the time period between 151% and 200% of normal time to completion.
3. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
4. The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.

Table P.17: Fall Retention Rates of First-Time Students

1. The IPEDS Fall Enrollment component collects data on the cohort of full-time and part-time, first-time degree/certificate-seeking students determined using fall attendance status. Exclusions include the students who died or were totally and permanently disabled, to serve in the armed forces, to serve with a foreign aid service of the Federal Government, or to serve on official church missions.
2. Definitions are based on IPEDS definitions for full-time and part-time students:
 - a. Full-time is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. Part-time is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. Given the diverse population and varying mission of community colleges and technical colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
2. Outcomes for the Student Success Index are determined using data from both the KHEDS AY Collection and the National Student Clearinghouse. These outcomes are examined for an academic year cohort from the KHEDS AY Collection. The student is counted once per academic year for each institution. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees. The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
3. The Student Success Index varies from typical IPEDS measures in the followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.
 - The index includes part-time and full-time students, as well as transfer students.

- Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
- Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
- IPEDS allows institutions to count completers as 'retained' in retention rates for 2-year institutions under some circumstances. These are broken out separately for the index.
- Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
- Expected time to degree. For the success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each entrance year whereas IPEDS looks at 150% of the time of the degree program.
- Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS.

4. Specific data for the Washburn Institute of Technology Student Success Index is as follows:

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	82.5%	0.0%	0.0%	0.3%	2.7%	0.0%	85.6%
2009	75.5%	0.0%	0.0%	0.8%	3.2%	0.8%	80.3%
2010	88.3%	0.3%	0.0%	0.3%	0.7%	0.3%	89.9%
2011	75.0%	1.3%	0.2%	2.1%	3.3%	0.4%	82.3%
2012	69.0%	0.9%	0.2%	0.9%	3.1%	0.0%	74.1%

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TECHNICAL COLLEGE DATA BOOK

Glossary

January 2016

★ LEADING HIGHER EDUCATION ★



KANSAS BOARD OF REGENTS

GLOSSARY

Academic Support (Finance Category) - Expenses of activities and services that support the institution's primary objective of instruction, research, and public service. This category includes the "Academic Support" category from technical college audited financial statements.

Administrative Faculty and Staff - Positions listed in the College and University Professional Association for Human Resources (CUPA-HR) "Administrators in Higher Education Salary Survey", including executive officers, senior institutional officers, academic deans, institutional administrators, and the heads of divisions, department or centers.

Administrative (Finance Category) - Revenues of or relating to the management of a company, school, or other organization. This category includes the "Administrative" category from technical college audited financial statements.

Associate Degree - An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Auxiliary Expense - Expenses for self-supporting operations of the institution that exist to provide a service to students, faculty, or staff where the fee is related to the cost of the service. This category includes the "Auxiliary Expense", "Auxiliary Enterprises", and "Auxiliary" categories from technical college audited financial statements.

AY - Abbreviation for academic year; the academic year for the Regents institutions (and the state) refers to a sequence of Summer, Fall, Spring, the given year being the year in which the spring semester occurs (i.e. the 2015 Academic Year for data collection, covers Summer 2014 + Fall 2014 + Spring 2015). This is referred to as the data collection academic year.

- For **tuition and fees only**, "Academic Year" refers to a sequence of Fall, Spring, and Summer, the given year being the year in which the spring and summer semesters occur (i.e. the 2015 Academic Year for tuition, covers Fall 2014 + Spring 2015 + Summer 2015).
- Please note that the difference in academic year is for **tuition and fees only**, and all other tables or notes referencing AY in this publication are referring to **data collection** academic year.

Building - A roofed structure for permanent or temporary shelter of persons, animals, plants, materials, or equipment. A building is a) attached to a foundation; b) roofed; c) serviced by a utility, exclusive of lighting; and d) a source of significant repair and maintenance activities.

Capital Outlay - The cost of acquiring plant assets, adding to plant assets, and adding utility to plant assets for more than one accounting period. This category includes the "Capital Outlay" category from technical college audited financial statements.

Classified Staff - Positions listed in the CUPA-HR “Non-Exempt Staff in Higher Education Salary Survey”, including non-exempt office/clerical staff, technical/paraprofessional staff, skilled craft staff, and service/maintenance staff. Does not include positions filled by student workers as part of work-study or other financial aid programs.

Cohort – A specific group of student established for tracking purposes.

College and University Professional Association for Human Resources (CUPA-HR) - CUPA-HR is an association for human resources professionals in higher education. The organization provides opportunities for members to connect with one another and to develop professionally by hosting conferences and webinars, publishing tools and resources, and offering online communities for collaboration. CUPA-HR also partners with other higher education and HR management associations to advocate on legislative and compliance issues that impact the higher education workplace.

Cost of Sales and Services - Expenses related to the revenues of sales and services such as educational activities and hospitals. This category includes the "Cost of Sales and Services of Educational Departments" category from technical college audited financial statements.

County and Local Appropriations (Finance Category) - Amounts received from a local government through a direct appropriation of its legislative body, except for local grants and contracts. The appropriation amount is set aside for a specific purpose, typically to be later delegated for the necessities for business operations. This category includes the "County Appropriations" and "Local Appropriations" categories from technical college audited financial statements.

Credential Type - The credential type is the particular certificate or degree type a student earns in a given academic year. Credential types include short-term certificates, certificates, associate degrees, bachelor’s degrees, master’s degrees and doctoral degrees.

Depreciation (Finance Category) - The allocation of the cost of capital assets less any salvage value to expenses over the estimated useful life of the asset. This category includes the "Depreciation Expense", "Depreciation", and "Depreciation and Amortization" categories from technical college audited financial statements.

Entrance Year - The Entrance Year is defined as the year in which a student or group of students first entered Kansas’ higher education system by enrolling in one of the system’s 32 institutions.

Faculty - Includes all employees with faculty status.

Faculty and Professional Staff - 9, 10, 11, and 12-month instructors, in addition to positions listed in the CUPA-HR “Professionals in Higher Education Salary Survey”, including academic advisers, librarians, museum and continuing education professionals, and professional staff in: instructional design/media, admissions and career counseling, student activities and registration, legal and human resources, equal opportunity/diversity, accounting, audit and finance/budget, materials management and business operations, development/fundraising, alumni relations, advancement services, communications/marketing, media/public relations, event/conference management, maintenance, design, and construction, engineers, environmental safety/risk management, facility operation and retail operations, IT applications, IT database, client support, and network support, IT systems support, security, and telecommunications, research, extension programs and technology transfer, health science and environmental sustainability, athletic affairs, trainers, head coaches, exempt office/clerical, skilled craft, and service/maintenance personnel. Does not include positions also reported as administrative or classified staff positions.

Faculty Phased Retiree - Faculty participating in a program that provides eligible full-time faculty members the opportunity to make an orderly transition to retirement through a period of reduced service during which the faculty member may begin withdrawing from departmental administrative obligations while continuing to teach, perform clinical responsibilities, and/or conduct research on a reduced schedule, in return for a reduced level of payment.

Federal Grants and Contracts (Operating/Non-Operating) - Revenue provided by federal agencies that are for training programs, research, or public service activities. Expenditures are typically reimbursable under the terms of a government grant or contract. This can also include some need-based and merit-based educational assistance funds and training vouchers provided from other federal agencies and/or federally-sponsored educational benefits programs. Federal Grants and Contracts (Operating) includes the "Federal Grants and Contracts" category from the operating section of technical college audited financial statements. Federal Grants and Contracts (Non-Operating) includes the "Federal Grants and Contracts", "Federal Pell Grants", "Carl Perkins", "Trac-7 Grant", "Trac-7 Grant Expenses" and "Federal Grants" categories from the non-operating section of the technical college audited financial statements.

First-time Student - A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (College credits earned before graduation from high school).

FTE - Abbreviation for full time equivalent; as related to enrollment, one FTE student is represented by 15 credit hours. In relation to budgeted staff positions, technical colleges and the Washburn Institute of Technology have the option of reporting FTE as either a total calculated by the college or institution, or the sum of full time positions and 1/3 the number of part-time positions at the college or institution.

FY - Abbreviation for fiscal year; the fiscal year for technical colleges (and the state) covers the period July 1 through the following June 30.

Gifts and Contributions (Operating/Non-Operating) - Revenues received from a transaction in which a government gives value without directly receiving equal value in exchange, specifically from gift and contribution transactions. Gifts and Contributions (Operating) includes the "Gifts and Contributions" category from the operating section of technical college audited financial statements. Gifts and Contributions (Non-Operating) includes the "Gifts and Contributions", "Contributions", "Contributed Services and Materials" and "Contributions (building/scholarships)" categories from the non-operating section of technical college audited financial statements.

Gross Area - Gross Area is the sum of all areas on all floors of a building included within the outside faces of its exterior walls, including all vertical penetration areas, for circulation and shaft areas that connect one floor to another.

Institutional Support (Finance Category) - Expenses for the day-to-day operational support of the institution. This category includes the "Institutional Support" and "Administration" categories from technical college audited financial statements.

Instruction (Finance Category) - Expenses of the colleges, schools, departments, and other instructional divisions of the institution as well as expenses for departmental research and public service not separately budgeted. This category includes the "Instruction" and "Instructional" categories from technical college audited financial statements.

Integrated Postsecondary Education Data System (IPEDS) - IPEDS is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. KBOR assists IPEDS by serving as state coordinator for all public and independent postsecondary educational institution surveys in Kansas.

Interest Expense - Interest paid by the institution for the use of money over a period of time. This category includes the "Interest Expense" category from technical college audited financial statements.

Investment Income - Revenues resulting from the investment of capital (cash or other assets) into investments, including endowment funds. This includes interest income, dividend income, rental income, or royalty income, as well as realized and unrealized gains/losses. This category includes the "Investment Income" category from technical college audited financial statements.

Kansas Higher Education Data System (KHEDS) - Passage of the Kansas Higher Education Coordination Act in 1999 gave KBOR coordinating authority over the community colleges, technical colleges, and the municipal university, in addition to its governing authority over the state universities. The act mandated that KBOR “collect and analyze data and maintain a uniform postsecondary education data base.” In response to this legislation, KBOR developed the Kansas Higher Education Data System. KHEDS supports informed decision-making through the collection, analysis, and reporting of postsecondary education in Kansas.

KHERS – Abbreviation for the Kansas Higher Education Reporting System. It is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHERS allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHERS can be accessed via <http://www.kansasregents.org/>, under the “Data” heading.

Lowest Tiered Tuition - The lowest tuition rate charged for a tiered technical course. A tiered technical course is a postsecondary credit-bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.

Non-Operating - Non-operating activities are those outside of the operating activities of the institution. This is anything not related to the normal operations of the institution.

Non-Tiered Tuition - The tuition rate charged for a non-tiered course. A non-tiered course is any postsecondary credit-bearing course offered by an eligible institution and identified by the state board as not meeting the definition of a tiered technical course. Non-tiered courses include courses that are generally designed to (1) contribute to academic knowledge or skills across multiple disciplines and occupations, such as communication, writing, mathematics, humanities, social or behavioral science and natural or physical science courses, some of which may be considered for transfer as general education credit toward a baccalaureate degree; (2) contribute to general knowledge or skills in areas such as critical thinking and reasoning, problem solving, use of technology and teamwork skills; (3) provide instruction in basic or foundational skills necessary for individuals to effectively participate in technical programs; (4) prepare individuals for certification or licensure exams or re-certifications and skill updates; or (5) allow individuals to explore various career opportunities. Seminars, workshops or other courses that are supplemental to the primary instruction required for the occupationally specific technical program should be considered non-tiered courses, unless otherwise specified by the state board.

Operating - Operating revenues and expenses result from providing goods and services. Operating transactions are incurred in the course of the operating activities of the institution.

Operation and Maintenance of Plant - Expenses for operations established to provide service and maintenance related to campus grounds and facilities for educational and general purposes. This includes amounts charged to hospitals, independent operations, fire protection, property insurance, and similar items. This category includes the "Operation and Maintenance", "Operation and Maintenance of Plant", "Operation of Plant", "Maintenance", and "Physical Plant" categories from technical college audited financial statements.

Other Non-Operating Revenues- Other sources of non-operating revenues (expenses) not included in the specific non-operating revenues/expenses categories. This category includes the "Debt Service", "State Contributions to KPERS", "Farm Income", "Transfer from Endowment/Transfer to Endowment", "DST New Engines", "Fire/Smoke Damage Expenses", and "Reimbursements" categories from technical college audited financial statements.

Other Operating Expenses - Other sources of operating expenses not included in the specific operating expenses categories. This category includes the "Other", "Self-insurance claims, net of premiums", and "Central Services" categories from technical college audited financial statements.

Other Operating Revenues - Other sources of operating revenues not included in the specific operating revenues categories. This category includes the "Other Operating Revenues", "Miscellaneous Operating Income", "Other", "Residential Life", "Student Center", and "Fund Raising Events" categories from technical college audited financial statements.

Per-Course Faculty - Faculty hired to teach specific courses and paid on a course-by-course basis.

Race/Ethnicity - Starting in fall 2010, technical colleges and the Washburn Institute of Technology were required to report student's race/ethnicity according to definitions and parameters established by the U.S. Department of Education (IPEDS). According to these new definitions, a student's race/ethnicity can now be reported in four newly created or modified categories: *Black or African-American*, *Asian*, *Native Hawaiian/Pacific Islander*, and *Two or more races*. The other race/ethnicity reporting categories are *White*, *Non-resident Alien*, *American Indian/Alaska Native*, *Asian*, and *Unknown*. The Hispanic ethnicity category includes all students who reported a Hispanic ethnicity, regardless of their race selection. Due to these race/ethnicity modifications, starting in fall 2010, the students in the Hispanic ethnicity category increased; the students in the "Unknown" category decreased.

Realized Gains and Losses (Finance Category) - A gain resulting from selling an asset at a price higher than the original purchase price of the asset (or loss resulting from selling an asset at a price lower than the original purchase price of the asset). The gain is realized (recorded) once the sale occurs. This category includes the "Realized Gains and Losses", "Gain (Loss) on Sale of Assets", "Gain on Disposal of Property", "Loss on Asset Dispositions", and "Gain on Disposal of Equipment" categories from technical college audited financial statements.

Required Fees - Required fees include mandatory fees generally paid by all students. They do not include other fees institutions charge on a conditional basis (such as housing, certain lab fees, etc).

Sales and Services of Auxiliary Enterprises - Revenues either generated by or collected from the auxiliary enterprise operations, which exist to provide a service to students, faculty, or staff. Auxiliary enterprises are managed as self-supporting activities. This category includes the "Sales and Services of Auxiliary Enterprises" and "Auxiliary Enterprises" categories from technical college audited financial statements.

Sales and Services of Educational Departments (Finance Category) - Revenues from the sale of goods or services that are typically a small part of instruction, research or public service. This category includes the "Sales and Services of Educational Departments", "Charges for Services" and "Activity Fund Revenue" categories from technical college audited financial statements.

Scholarships and Financial Aid (Operating/Non-Operating) - The portion of scholarships and financial aid granted that exceeds the amount applied to institutional charges such as tuition, fees, room and board. The reported expense amount should exclude allowances and discounts. Scholarships and Financial Aid (Operating) includes the "Scholarships, Grants, Awards", "Financial Aid", "Scholarship and Financial Aid", "Federal Grant Expenditures", and "Carl Perkins Expenses" categories from the operating section of technical college audited financial statements. Scholarships and Financial Aid (Non-Operating) includes the "Scholarships" category from the non-operating section of technical college audited financial statements.

Staff - Includes all full-time and part-time employees not reported as faculty.

Short-Term Program Certificate - Certificate of Completion award earned by completing a KBOR designated stand-alone program. A stand-alone program is less than 16 credit hours, leads to an industry recognized credential, license, or certification and has been specified as a stand-alone program by KBOR's Workforce Development staff and included in the Program Inventory data system.

State and Local Grants and Contracts (Operating/Non-Operating) - Grants, merit scholarships, and tuition and fee waivers provided by the state government. Scholarships or gift-aid awards can also be awarded directly to the student from the local government. State and Local Grants and Contracts (Operating) includes the "State Grants and Contracts", "Local Grants", and "State and Local Grants and Contracts" categories from the operating section of technical college audited financial statements. State and Local Grants and Contracts (Non-Operating) includes the "State and Local Grants and Contributions", "Capital Outlay Grant", "Delta Dental Grant", "Delta Dental Grant Expenses", "NCK Rural Development Grant", "Grant JIST", "Grant JIST Expenses", "SESPT Grant", "SESPT Grant Expenses", "Donations and Local Grants", "GIT GOIN Camp", "Industrial Maintenance Workforce", "KHPOP Grant", and "State Grants and Contracts" categories from the non-operating section of technical college audited financial statements.

State Appropriations - Amounts received from a state government through a direct appropriation of its legislative body, except for state grants and contracts. The appropriation amount is set aside for a specific purpose, typically to be later delegated for the necessities of business operations. This could be a state budget fund saved for educational purposes. This category includes the "State Appropriations" and "State Aid" categories from technical college audited financial statements.

Student Services/Activities - Expenses for admissions, registrar activities, and activities where the primary purpose is to contribute to students' emotional and physical well-being, intellectual, cultural, and social development outside of the formal instructional program. This category includes the "Student Services", "Student Activities", and "Student Support Services" categories from technical college audited financial statements.

Student Success Index - The Student Success Index refers to a broad indicator developed specifically to provide a more comprehensive picture of student success across the sectors of higher education within the state of Kansas. The index accounts not only for graduates but also for those students who are retained, that is, still pursuing an education, either at the institution in which they first enrolled or another institution within or outside the state's higher education system. A separate index is available for each of the four sectors:
http://data.kansasregents.org/data_collections/KHEDS/success_index.jsp

Technical Certificate A (16-29 Credit Hours) - Requires completion of an organized program of study in a technical area of at least 16 but less than 30 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Technical Certificate B (30-44 Credit Hours) - Requires completion of an organized program of study in a technical area of at least 30 but less than 45 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Technical Certificate C (45-59 Credit Hours) - Requires completion of an organized program of study in a technical area of at least 45 but less than 60 credit hours in length, at the postsecondary level (below the baccalaureate degree).

Tuition and Fees (Finance Category) - The amount of tuition and required fees that a typical student would be charged for a full academic year. Average tuition is estimated using 15 credit hours per semester, 30 credit hours per academic year. Required fees vary based on the institution and their set prices. This category includes the "Student

Tuition and Fees", "Tuition and Fees, net", "Tuition and Fees", "Student Tuition", "Institution Fees", "Program Fees", "Testing Fee", and "Student Tuition and Fees - net" categories from technical college audited financial statements.

Unrealized Gains and Losses (Finance Category) - This type of gain/loss that exists only in the books from any type of investment. The gain or loss is shown in the financial statements, but does not become recorded as a realized gain/loss until the sale of the investment occurs. This category includes the "Unrealized Gains and Losses", "Unrealized Gain (Loss) on Investments", and "Unrealized Appreciation (Depreciation) on Investments" categories from technical college audited financial statements.

Unrestricted Cash - Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.

Weighted Average Tiered Tuition - The weighted average tuition rate charged for tiered technical courses. This average is weighted by the amount of credit hours for each tiered tuition rate. A tiered technical course is a postsecondary credit-bearing course included in the sequence of courses comprising a technical program, which course is itself designed to provide competency-based applied instruction to prepare individuals with occupationally specific knowledge and skills necessary for employment, and which the state board has identified as a tiered technical course.