



TECHNICAL COLLEGE DATA BOOK

January 2022



KANSAS BOARD OF REGENTS

MEMO

TO: Kansas Board of Regents

FROM: Elaine Frisbie
Vice President for Finance and Administration

RE: **TECHNICAL COLLEGE DATA BOOK, January 2022**

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 is designed to provide a reference of tabular data concerning key facts about the technical colleges. Additionally, to further assist in defining frequently used budgetary and demographic terms, a glossary of terms is provided at the end of the book.

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.

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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.

Availability of Data

An electronic version of the Data Book along with copies of each table are made available by navigating from the agency's main website → Data → System Data → Higher Education Data Books.

Kansas Higher Education Statistics (KHEStats)

KHEStats is a web-based reporting tool for providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly updated dashboards, graphs and charts. The tool is available by navigating from the agency's main website → Data → KHEStats.

KHEStats reports are generated from data collected by the 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). The data collected throughout the year support reporting about enrollments, completions, demographics and other characteristics.

If you have questions concerning the content of the materials contained in the Data Book, please contact our help desk at irhelp@ksbor.org. We hope the Data Book will be useful to you.

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

KANSAS BOARD OF REGENTS
TECHNICAL COLLEGE DATA BOOK

January 2022

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TECHNICAL COLLEGE DATA BOOK

Section I: Finance

January 2022

★ LEADING HIGHER EDUCATION ★

**Total All Funds Audited Expenses
Fiscal Year 2020**

Table 1.11a

Category	Wichita State University						Total Audited Expenses by Category
	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita State University Campus of Applied Sciences and Technology	
Instruction per FTE Student	\$4,205,524 \$6,450	\$3,496,273 \$6,647	\$4,694,974 \$7,417	\$2,446,939 \$3,829	\$2,400,806 \$5,023	\$12,711,516 \$3,845	\$29,956,032
Academic Support per FTE Student	\$472,077 \$724	\$573,494 \$1,090	\$137,313 \$217	\$12,130 \$19	\$219,174 \$459	\$5,540,917 \$1,676	\$6,955,105
Student Services/Activities per FTE Student	\$706,570 \$1,084	\$493,427 \$938	\$609,769 \$963	\$2,961,616 \$4,635	\$428,909 \$897	\$4,237,172 \$1,282	\$9,437,463
Institutional Support per FTE Student	\$1,639,848 \$2,515	\$1,025,856 \$1,950	\$1,877,297 \$2,966	\$1,379,037 \$2,158	\$972,487 \$2,034	\$6,192,790 \$1,873	\$13,087,315
Scholarships and Financial Aid	\$402,705	\$149,761	\$541,449	\$0	\$0	\$0	\$1,093,915
Operation and Maintenance of Plant	\$648,347	\$587,335	\$1,408,946	\$887,893	\$513,063	\$2,600,890	\$6,646,474
Depreciation	\$412,637	\$242,485	\$471,082	\$655,628	\$397,650	\$984,409	\$3,163,891
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Interest Expense	\$0	\$73,696	\$11,604	\$58,234	\$0	\$0	\$143,534
Cost of Sales and Services	\$0	\$0	\$0	\$340,602	\$0	\$0	\$340,602
Realized Losses	\$51	\$0	\$0	\$2,883	\$0	\$0	\$2,934
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Expenses	\$1,022	\$775,281	\$0	\$10,000	\$304,890	\$0	\$1,091,193
Subtotal All Funds - Expenses	\$8,488,781	\$7,417,608	\$9,752,434	\$8,754,962	\$5,236,979	\$32,267,694	\$71,918,458
Auxiliary Enterprises	\$95,041	\$0	\$965,141	\$0	\$146,376	\$325,936	\$1,532,494
Total All Funds - Expenses	\$8,583,823	\$7,417,608	\$10,717,575	\$8,754,962	\$5,383,355	\$32,593,630	\$73,450,952
Physical Facilities							Total
Total Acreage	21.5	48.61	212.05	270	23.4	50	625.56
Total Number of Buildings	7	16	33	32	6	10	104
Total Gross Area of Buildings (sq. ft)	110,966	102,224	260,019	266,390	211,995	530,000	1,481,594
Total Headcount	2,407	1,194	1,240	805	1,243	8,253	15,142
Total FTE	652	526	633	639	478	3,306	6,234

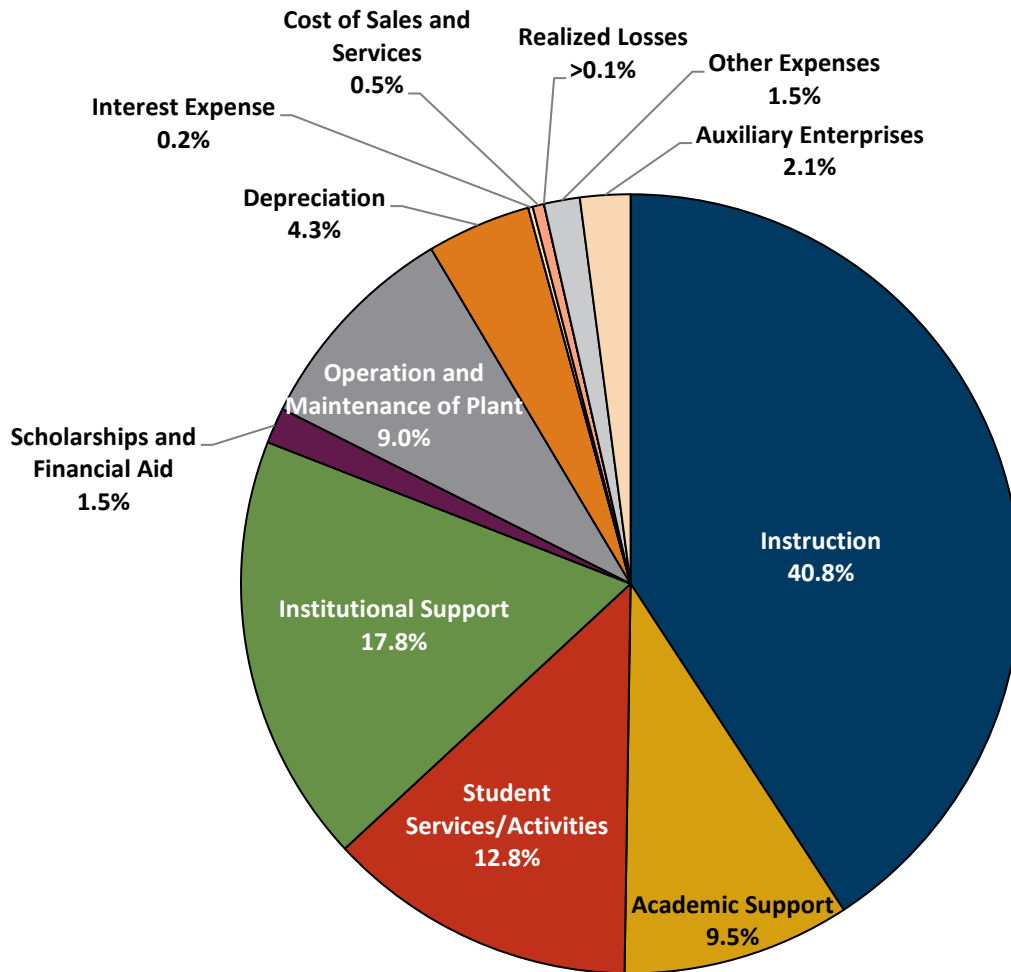
Notes for this section begin on page 7.

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

**Total All Funds Audited Expenses
Fiscal Year 2020**

Table 1.11a

**Grand Total All Funds Audited Expenses
Fiscal Year 2020**



Notes for this section begin on page 7.

Source: Independent Auditors' Report and Financial Statements

Total All Funds Audited Revenues
Fiscal Year 2020

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 State University Campus of Applied Sciences and Technology	Total Audited Revenues by Category
Tuition and Fees*	\$3,675,877	\$3,314,050	\$2,693,560	\$2,196,888	\$1,973,898	\$12,618,057	\$26,472,330
Federal Grants and Contracts	\$1,630,401	\$1,032,165	\$1,847,107	\$478,649	\$133,288	\$8,546,151	\$13,667,761
State and Local Grants and Contracts	\$52,396	\$921,279	\$138,340	\$599,155	\$349,166	\$4,401,419	\$6,461,755
Private Grants and Contracts	\$0	\$0	\$2,508	\$0	\$0	\$0	\$2,508
State Appropriations	\$2,969,753	\$2,389,912	\$3,876,678	\$3,451,585	\$3,018,021	\$7,563,743	\$23,269,692
County and Local Appropriations	\$114,765	\$0	\$0	\$0	\$0	\$800,000	\$914,765
Gifts and Contributions	\$57,540	\$0	\$0	\$1,617	\$0	\$2,722,516	\$2,781,673
Investment Income	\$45,820	\$0	\$50,799	\$58,093	\$22,957	\$355,670	\$533,339
Interest Income	\$0	\$18,916	\$0	\$0	\$0	\$0	\$18,916
Sales and Services of Educational Departments	\$113,724	\$21,137	\$445,106	\$882,843	\$0	\$0	\$1,462,810
Realized Gains	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenues	\$320,098	\$199,560	\$621,172	\$1,323,585	\$88,943	\$234,865	\$2,788,223
Subtotal All Funds - Revenues	\$8,980,374	\$7,897,019	\$9,675,270	\$8,992,415	\$5,586,273	\$37,242,421	\$78,373,772
Auxiliary Enterprises	\$101,686	\$0	\$1,055,097	\$0	\$125,143	\$0	\$1,281,926
Total All Funds - Revenues	\$9,082,059	\$7,897,019	\$10,730,367	\$8,992,415	\$5,711,416	\$37,242,421	\$79,655,697
Total Headcount	2,407	1,194	1,240	805	1,243	8,253	15,142
Total FTE	652	526	633	639	478	3,306	6,234

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

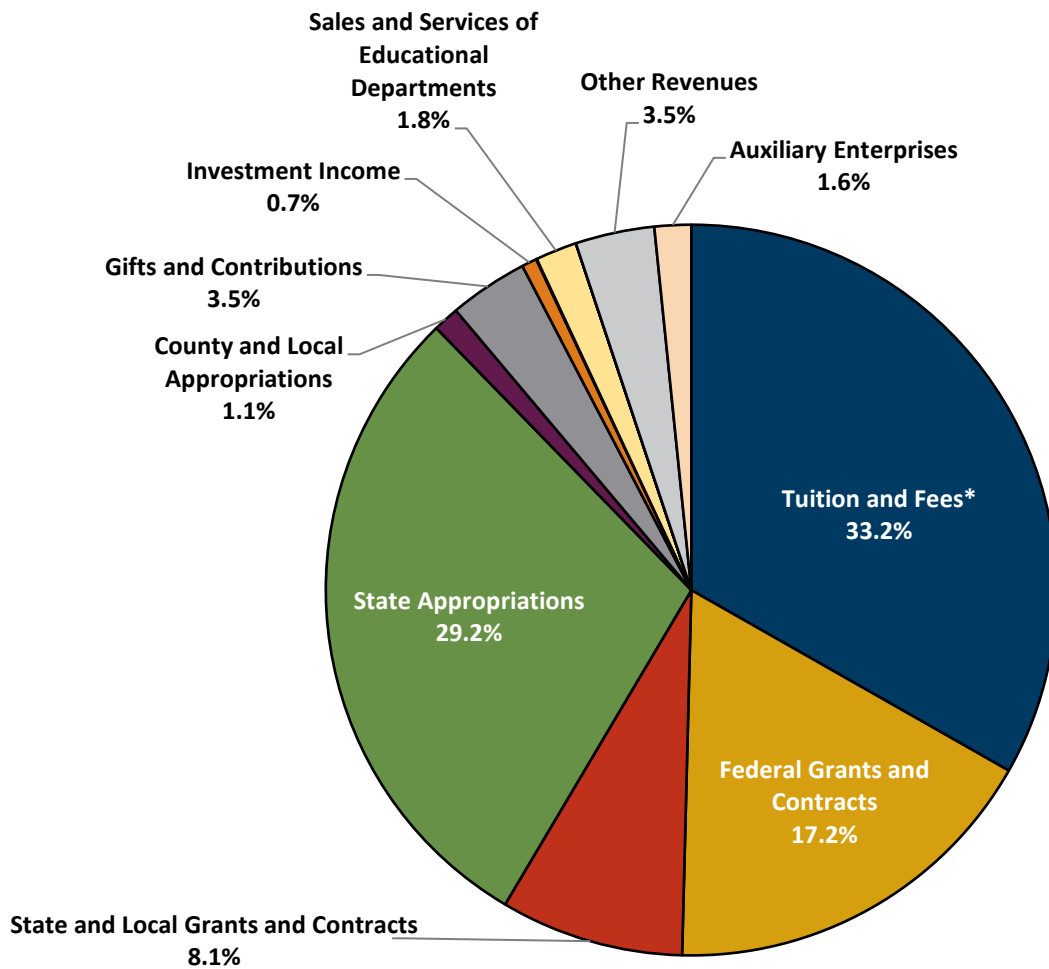
Notes for this section begin on page 7.

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

**Total All Funds Audited Revenues
Fiscal Year 2020**

Table 1.11b

**Grand Total All Funds Audited Revenues
Fiscal Year 2020**



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

Notes for this section begin on page 7.

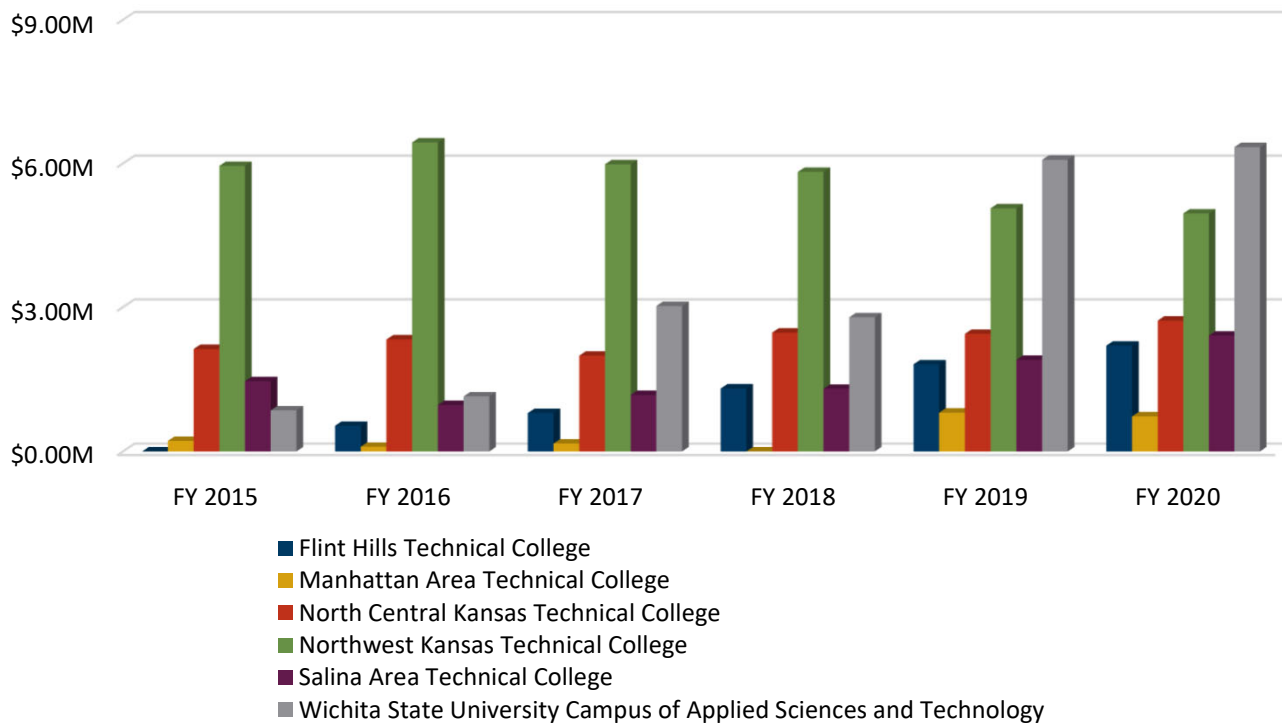
Source: *Independent Auditors' Report and Financial Statements*

Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020

Table 1.11e

Unrestricted Cash Balance, June 30th	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15 - 20
Flint Hills Technical College	-\$23,104	\$531,505	\$799,391	\$1,308,006	\$1,809,926	\$2,199,938	NA
Manhattan Area Technical College	\$218,659	\$97,082	\$164,409	-\$188,986	\$806,060	\$728,889	233.3%
North Central Kansas Technical College	\$2,130,398	\$2,328,642	\$1,991,141	\$2,469,872	\$2,445,130	\$2,719,136	27.6%
Northwest Kansas Technical College	\$5,948,201	\$6,440,306	\$5,983,305	\$5,826,549	\$5,063,548	\$4,956,081	-16.7%
Salina Area Technical College	\$1,459,752	\$964,961	\$1,174,352	\$1,302,982	\$1,902,901	\$2,408,639	65.0%
Wichita State University Campus of Applied Sciences and Technology	\$852,635	\$1,143,556	\$3,024,146	\$2,789,613	\$6,079,382	\$6,341,739	643.8%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2015 - 2020**



* 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 Notes:

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. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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 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. The audit for Wichita State University Campus of Applied Sciences and Technology for FY 2020 did not reflect expenditures for the categories reflected in the data book. The amounts were calculated based on the percentages by category reflected in the audit for these categories.
4. 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.
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.
3. Following its review of the table, Wichita State University Campus of Applied Sciences and Technology provided documented changes to amounts for all years covered by the table. Data for FY 2015-FY 2019 will not match prior editions of the data book.



TECHNICAL COLLEGE DATA BOOK

Section II: Tuition and Fees

January 2022

★ LEADING HIGHER EDUCATION ★

Resident Tuition and Required Fees per Credit Hour Academic Year 2017 - 2022

Table 2.10

Institution	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	% Change AY 17 - 22
Flint Hills Technical College*							
Tuition	\$120	\$125	\$125	\$125	\$125	\$130	8.3%
Required Fees	<u>\$44</u>	<u>\$45</u>	<u>\$45</u>	<u>\$50</u>	<u>\$50</u>	<u>\$55</u>	25.0%
Total per Credit Hour	\$164	\$170	\$170	\$175	\$175	\$185	12.8%
Manhattan Area Technical College							
Tuition	\$100	\$125	\$145	\$125	\$125	\$125	25.0%
Required Fees	<u>\$45</u>	<u>\$50</u>	<u>\$55</u>	<u>\$60</u>	<u>\$80</u>	<u>\$80</u>	77.8%
Total per Credit Hour	\$145	\$175	\$200	\$185	\$205	\$205	41.4%
North Central Kansas Technical College							
Tuition	\$112	\$119	\$124	\$132	\$137	\$140	25.0%
Required Fees	<u>\$27</u>	<u>\$27</u>	<u>\$27</u>	<u>\$27</u>	<u>\$27</u>	<u>\$35</u>	29.6%
Total per Credit Hour	\$139	\$146	\$151	\$159	\$164	\$175	25.9%
Northwest Kansas Technical College**							
Tuition	\$110	\$110	\$110	\$110	\$112	\$112	1.8%
Required Fees	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	<u>\$61</u>	<u>\$62</u>	3.3%
Total per Credit Hour	\$170	\$170	\$170	\$170	\$173	\$174	2.4%
Salina Area Technical College							
Tuition	\$130	\$145	\$150	\$150	\$150	\$150	15.4%
Required Fees	<u>\$18</u>	<u>\$18</u>	<u>\$20</u>	<u>\$25</u>	<u>\$25</u>	<u>\$25</u>	38.9%
Total per Credit Hour	\$148	\$163	\$170	\$175	\$175	\$175	18.2%
Wichita State University Campus of Applied Sciences and Technology*							
Tuition	\$69	\$69	\$72	\$75	\$75	\$85	23.2%
Required Fees	<u>\$32</u>	<u>\$32</u>	<u>\$35</u>	<u>\$41</u>	<u>\$41</u>	<u>\$41</u>	28.1%
Total per Credit Hour	\$101	\$101	\$107	\$116	\$116	\$126	24.8%
Washburn Institute of Technology							
Tuition	\$114	\$126	\$139	\$142	\$148	\$151	32.8%
Required Fees	<u>\$15</u>	<u>\$18</u>	<u>\$20</u>	<u>\$21</u>	<u>\$22</u>	<u>\$22</u>	46.7%
Total per Credit Hour	\$129	\$144	\$159	\$163	\$170	\$173	34.4%

*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 2017 - 2022

Table 2.11

Institution	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	% Change AY 17 - 22
Flint Hills Technical College*							
Tuition	\$120	\$125	\$125	\$125	\$125	\$130	8.3%
Required Fees	<u>\$44</u>	<u>\$45</u>	<u>\$45</u>	<u>\$50</u>	<u>\$50</u>	<u>\$55</u>	25.0%
Total per Credit Hour	\$164	\$170	\$170	\$175	\$175	\$185	12.8%
Manhattan Area Technical College							
Tuition	\$100	\$125	\$145	\$125	\$125	\$125	25.0%
Required Fees	<u>\$45</u>	<u>\$50</u>	<u>\$55</u>	<u>\$60</u>	<u>\$80</u>	<u>\$80</u>	77.8%
Total per Credit Hour	\$145	\$175	\$200	\$185	\$205	\$205	41.4%
North Central Kansas Technical College							
Tuition	\$112	\$119	\$124	\$132	\$137	\$140	25.0%
Required Fees	<u>\$27</u>	<u>\$27</u>	<u>\$27</u>	<u>\$27</u>	<u>\$27</u>	<u>\$35</u>	29.6%
Total per Credit Hour	\$139	\$146	\$151	\$159	\$164	\$175	25.9%
Northwest Kansas Technical College**							
Tuition	\$110	\$110	\$110	\$110	\$112	\$112	1.8%
Required Fees	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	<u>\$61</u>	<u>\$62</u>	3.3%
Total per Credit Hour	\$170	\$170	\$170	\$170	\$173	\$174	2.4%
Salina Area Technical College							
Tuition	\$130	\$145	\$150	\$150	\$150	\$150	15.4%
Required Fees	<u>\$18</u>	<u>\$18</u>	<u>\$20</u>	<u>\$25</u>	<u>\$25</u>	<u>\$25</u>	38.9%
Total per Credit Hour	\$148	\$163	\$170	\$175	\$175	\$175	18.2%
Wichita State University Campus of Applied Sciences and Technology*							
Tuition	\$83	\$83	\$87	\$90	\$90	\$102	22.9%
Required Fees	<u>\$32</u>	<u>\$32</u>	<u>\$35</u>	<u>\$41</u>	<u>\$41</u>	<u>\$41</u>	28.1%
Total per Credit Hour	\$115	\$115	\$122	\$131	\$131	\$143	24.3%
Washburn Institute of Technology							
Tuition	\$114	\$126	\$139	\$142	\$148	\$151	32.8%
Required Fees	<u>\$15</u>	<u>\$18</u>	<u>\$20</u>	<u>\$21</u>	<u>\$22</u>	<u>\$22</u>	46.7%
Total per Credit Hour	\$129	\$144	\$159	\$163	\$170	\$173	34.4%

*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 2017 - 2022

Table 2.12

Institution	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	% Change AY 17 - 22
Flint Hills Technical College*							
Tuition	\$120	\$125	\$125	\$125	\$125	\$130	8.3%
Required Fees	<u>\$84</u>	<u>\$85</u>	<u>\$85</u>	<u>\$70</u>	<u>\$70</u>	<u>\$75</u>	-10.7%
Total per Credit Hour	\$204	\$210	\$210	\$195	\$195	\$205	0.5%
Manhattan Area Technical College							
Tuition	\$100	\$125	\$145	\$125	\$125	\$125	25.0%
Required Fees	<u>\$45</u>	<u>\$50</u>	<u>\$55</u>	<u>\$60</u>	<u>\$80</u>	<u>\$80</u>	77.8%
Total per Credit Hour	\$145	\$175	\$200	\$185	\$205	\$205	41.4%
North Central Kansas Technical College							
Tuition	\$122	\$129	\$129	\$129	\$129	\$129	5.7%
Required Fees	<u>\$24</u>	<u>\$24</u>	<u>\$24</u>	<u>\$24</u>	<u>\$24</u>	<u>\$30</u>	25.0%
Total per Credit Hour	\$146	\$153	\$153	\$153	\$153	\$159	8.9%
Northwest Kansas Technical College**							
Tuition	\$95	\$110	\$110	\$110	\$112	\$112	17.9%
Required Fees	<u>\$45</u>	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	<u>\$61</u>	<u>\$62</u>	37.8%
Total per Credit Hour	\$140	\$170	\$170	\$170	\$173	\$174	24.3%
Salina Area Technical College							
Tuition	\$99	\$99	\$99	\$99	\$99	\$99	0.0%
Required Fees	<u>\$18</u>	<u>\$18</u>	<u>\$20</u>	<u>\$25</u>	<u>\$25</u>	<u>\$25</u>	38.9%
Total per Credit Hour	\$117	\$117	\$119	\$124	\$124	\$124	6.0%
Wichita State University Campus of Applied Sciences and Technology*							
Tuition	\$69	\$69	\$72	\$75	\$75	\$85	23.2%
Required Fees***	<u>\$92</u>	<u>\$92</u>	<u>\$100</u>	<u>\$71</u>	<u>\$71</u>	<u>\$41</u>	-55.4%
Total per Credit Hour	\$161	\$161	\$172	\$146	\$146	\$126	-21.7%
Washburn Institute of Technology							
Tuition	\$114	\$126	\$139	\$142	\$148	\$151	32.8%
Required Fees	<u>\$15</u>	<u>\$18</u>	<u>\$20</u>	<u>\$21</u>	<u>\$22</u>	<u>\$22</u>	46.7%
Total per Credit Hour	\$129	\$144	\$159	\$163	\$170	\$173	34.4%

*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.

***Prior to Academic Year 2022, Wichita State University Campus of Applied Sciences and Technology charged a required per online course fee, in addition to the general per credit hour fee.

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 2022

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 State University Campus of Applied Sciences and Technology	Washburn Institute of Technology
Resident							
Tuition	\$130	\$125	\$140	\$112	\$150	\$85	\$151
Required Fees	<u>\$55</u>	<u>\$80</u>	<u>\$35</u>	<u>\$62</u>	<u>\$25</u>	<u>\$41</u>	<u>\$22</u>
	\$185	\$205	\$175	\$174	\$175	\$126	\$173
Non-Resident							
Tuition	\$130	\$125	\$140	\$112	\$150	\$102	\$151
Required Fees	<u>\$55</u>	<u>\$80</u>	<u>\$35</u>	<u>\$62</u>	<u>\$25</u>	<u>\$41</u>	<u>\$22</u>
	\$185	\$205	\$175	\$174	\$175	\$143	\$173
Online							
Tuition	\$130	\$125	\$129	\$112	\$99	\$85	\$151
Required Fees	<u>\$75</u>	<u>\$80</u>	<u>\$30</u>	<u>\$62</u>	<u>\$25</u>	<u>\$41</u>	<u>\$22</u>
	\$205	\$205	\$159	\$174	\$124	\$126	\$173

*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*

Institution Submitted Tuition by Type Academic Year 2017 - 2022

Table 2.14

Institution	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	% Change AY 17 - 22
Flint Hills Technical College							
Non-Tiered Tuition	\$95	\$95	\$125	\$125	\$125	\$130	36.8%
Lowest Tiered Tuition	\$120	\$125	\$125	\$125	\$125	\$130	8.3%
Weighted Average Tiered Tuition	\$134	\$139	\$139	\$139	\$139	\$144	7.5%
Required Fees	\$44	\$45	\$45	\$50	\$50	\$55	25.0%
Manhattan Area Technical College							
Non-Tiered Tuition	\$100	\$125	\$145	\$125	\$125	\$125	25.0%
Lowest Tiered Tuition	\$100	\$125	\$145	\$125	\$125	\$128	28.0%
Weighted Average Tiered Tuition	\$135	\$148	\$168	\$166	\$168	\$177	31.1%
Required Fees	\$45	\$50	\$55	\$60	\$80	\$80	77.8%
North Central Kansas Technical College							
Non-Tiered Tuition	\$112	\$109	\$109	\$112	\$112	\$112	0.0%
Lowest Tiered Tuition	\$112	\$119	\$124	\$132	\$137	\$140	25.0%
Weighted Average Tiered Tuition	\$112	\$119	\$124	\$132	\$137	\$140	25.0%
Required Fees	\$27	\$27	\$27	\$27	\$27	\$35	29.6%
Northwest Kansas Technical College*							
Non-Tiered Tuition	\$110	\$110	\$110	\$110	\$112	\$112	1.8%
Lowest Tiered Tuition	\$110	\$110	\$110	\$110	\$112	\$112	1.8%
Weighted Average Tiered Tuition	\$110	\$110	\$110	\$110	\$112	\$112	1.8%
Required Fees	\$60	\$60	\$60	\$60	\$61	\$62	3.3%
Salina Area Technical College							
Non-Tiered Tuition	\$130	\$145	\$150	\$150	\$99	\$99	-23.8%
Lowest Tiered Tuition	\$97	\$97	\$100	\$99	\$99	\$99	2.1%
Weighted Average Tiered Tuition	\$126	\$142	\$146	\$148	\$148	\$148	17.5%
Required Fees	\$18	\$18	\$20	\$25	\$25	\$25	38.9%
Wichita State University Campus of Applied Sciences and Technology**							
Non-Tiered Tuition	\$69	\$69	\$72	\$75	\$75	\$85	23.2%
Lowest Tiered Tuition	\$69	\$69	\$72	\$75	\$75	\$85	23.2%
Weighted Average Tiered Tuition	\$141	\$139	\$150	\$149	\$148	\$162	15.1%
Required Fees	\$32	\$32	\$35	\$41	\$41	\$41	28.1%
Washburn Institute of Technology							
Non-Tiered Tuition	\$114	\$126	\$139	\$142	\$148	\$151	32.8%
Lowest Tiered Tuition	\$114	\$126	\$139	\$142	\$148	\$151	32.8%
Weighted Average Tiered Tuition	\$114	\$126	\$139	\$142	\$148	\$151	32.8%
Required Fees	\$15	\$18	\$20	\$21	\$22	\$22	46.7%

*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. For AY 22, the rate is \$4,250 per semester for 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 \$150 per credit hour.

**The Weighted Average Tiered Tuition is based on the budgeted credit hours and tuition rates for Wichita State University Campus of Applied Sciences and Technology.

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Section II Notes

General Notes:

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.)
3. For North Central Kansas Technical College, tuition costs reflect the institution’s technical course rate. The institution offers a separate general education rate for non-technical courses.

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 (NWKTC) 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.
 - a. Tuition and required fee estimates for online courses at NWKTC are based on the charges for resident students if they are taking 12 or more credit hours, however online students are charged a per credit hour rate for tuition and fees if taking less than 12 credit hours.
3. During the summer of AY 2017, Salina Area Technical College adjusted their tuition levels for online general education courses.
4. The required fees for Wichita State University Campus of Applied Sciences and Technology for Academic Years 2014 through 2018 have been updated to add a per online course fee to the general required fee and will not match prior Technical College Data Books.
5. Prior to Academic Year 2022, Wichita State University Campus of Applied Sciences and Technology charged a required per online course fee, in addition to the general per credit hour fee. The online fees for AY 2020 and 2021 in the 2021 Technical College Data Book were misreported by the institution and did not include the general per credit hour fee. This has been corrected in the 2022 Technical College Data Book. Beginning Academic Year 2022, the additional required per online course fee has been eliminated and online courses are only charged the general per credit hour fee.

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 AY 2014-2016 on this table was independently submitted by the institutions. Starting AY 2017, this data is collected in the KBOR Technical College Tuition and Fee Survey.
2. Salina Area Technical College has restated their AY 2017 data for Lowest Tiered Tuition and Weighted Average Tiered Tuition due to more accurate information becoming available. This change means the data reported may not match the AY 2017 data in the previously published Technical College Data Books.
3. Salina Area Technical College restated its AY 2020-2021 data for Non-Tiered Tuition. The data reported for AY 2020-2021 may not match the data reported in previously published Technical College Data Books.
4. The Tier and Non-Tier tuition rates are based on 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 than then 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 institution delivering courses based on credit hour production and a consistent calculation of costs.

5. 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. For most institutions, this will be the general education rate.
6. 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.
7. 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 2022

★ LEADING HIGHER EDUCATION ★

Technical Colleges and the Washburn Institute of Technology Enrollment Headcount Academic Year 2016 - 2021

Table 3.1

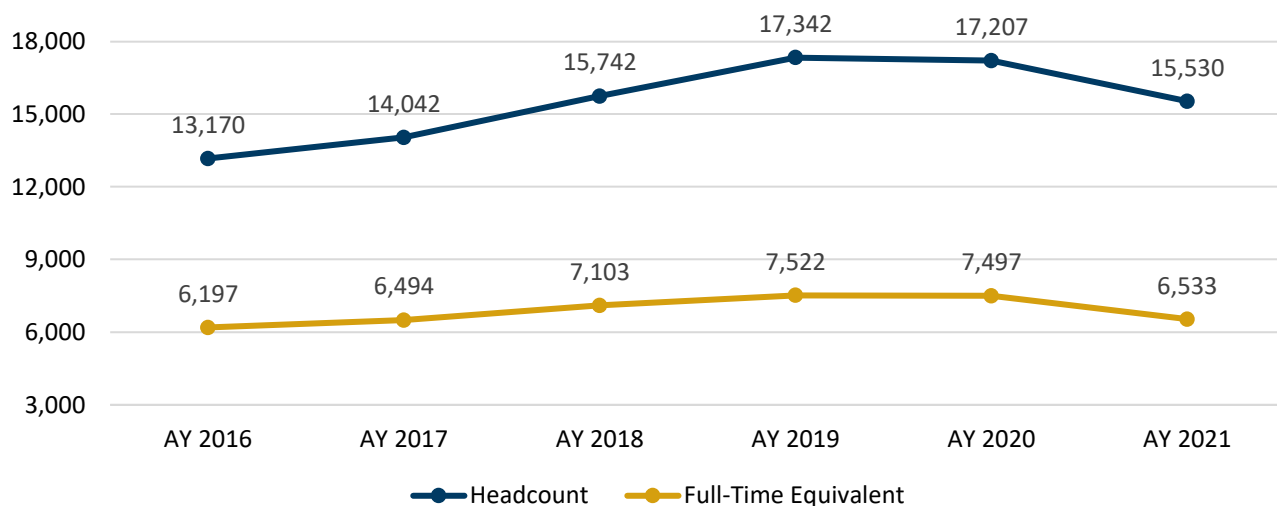
Institution	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Flint Hills Technical College	1,379	1,432	1,668	2,181	2,407	2,263	64.1%
Manhattan Area Technical College	1,293	1,260	1,321	1,086	1,194	1,139	-11.9%
North Central Kansas Technical College	1,259	1,275	1,240	1,219	1,240	1,128	-10.4%
Northwest Kansas Technical College	870	905	1,046	908	805	750	-13.8%
Salina Area Technical College	893	923	1,094	1,270	1,243	1,136	27.2%
Wichita State University Campus of Applied Sciences and Technology	5,476	6,173	7,298	8,498	8,253	7,549	37.9%
Washburn Institute of Technology	2,000	2,074	2,075	2,180	2,065	1,565	-21.8%
Total Headcount	13,170	14,042	15,742	17,342	17,207	15,530	17.9%

Full-Time Equivalent Enrollment* Academic Year 2016 - 2021

Table 3.2

Institution	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Flint Hills Technical College	568	536	561	614	652	562	-1.1%
Manhattan Area Technical College	596	534	544	494	526	473	-20.6%
North Central Kansas Technical College	689	706	678	616	633	579	-16.0%
Northwest Kansas Technical College	620	606	674	639	639	527	-15.0%
Salina Area Technical College	346	367	380	464	478	447	29.2%
Wichita State University Campus of Applied Sciences and Technology	2,198	2,555	3,047	3,425	3,306	2,996	36.3%
Washburn Institute of Technology	1,180	1,190	1,219	1,270	1,263	949	-19.6%
Total FTE	6,197	6,494	7,103	7,522	7,497	6,533	5.4%

Headcount and FTE Academic Year 2016 - 2021



*FTE data has been rounded to align with KHEStats.

Notes for this section begin on page 24.

Source: KHEDS AY Collection

Technical Colleges and the Washburn Institute of Technology

Enrollment by Race/Ethnicity

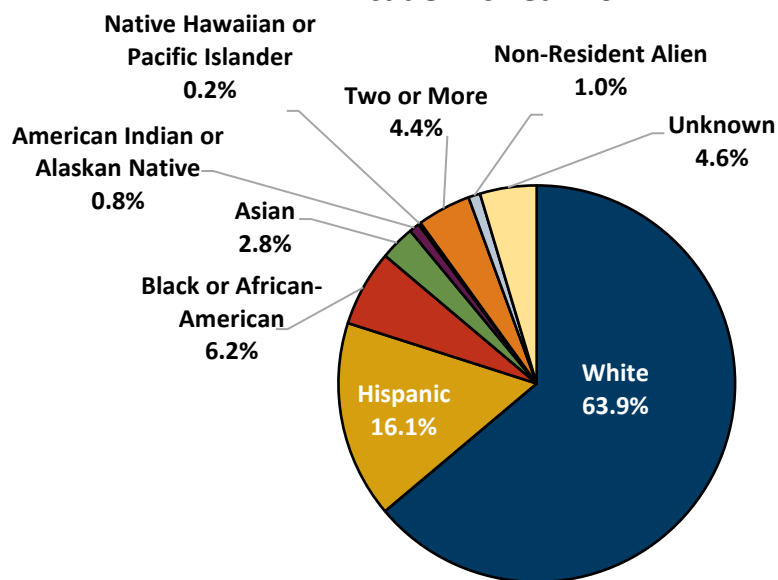
Academic Year 2016 - 2021

Table 3.3a

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	62.4%	66.0%	65.5%	61.5%	59.9%	63.9%	20.8%
Hispanic	12.5%	13.3%	13.9%	14.5%	15.7%	16.1%	51.3%
Black or African-American	6.7%	6.7%	7.1%	6.9%	6.6%	6.2%	8.7%
Asian	2.6%	2.3%	2.8%	2.7%	2.7%	2.8%	28.3%
American Indian or Alaskan Native	1.1%	0.9%	0.9%	0.9%	0.9%	0.8%	-5.0%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%	3.7%
Two or More	0.9%	2.7%	3.4%	4.0%	4.0%	4.4%	453.7%
Non-Resident Alien	1.0%	1.1%	1.2%	1.3%	1.0%	1.0%	19.0%
Unknown	12.6%	6.8%	5.2%	8.1%	9.0%	4.6%	-56.7%

Enrollment by Race/Ethnicity

Academic Year 2021



Enrollment by Gender

Academic Year 2016 - 2021

Table 3.3b

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	6,533	6,945	7,671	8,211	8,067	7,529	15.2%
Male	6,635	7,092	8,052	9,074	9,100	7,940	19.7%
Unknown	2	5	19	57	40	61	2950.0%
Total	13,170	14,042	15,742	17,342	17,207	15,530	17.9%

Notes for this section begin on page 24.

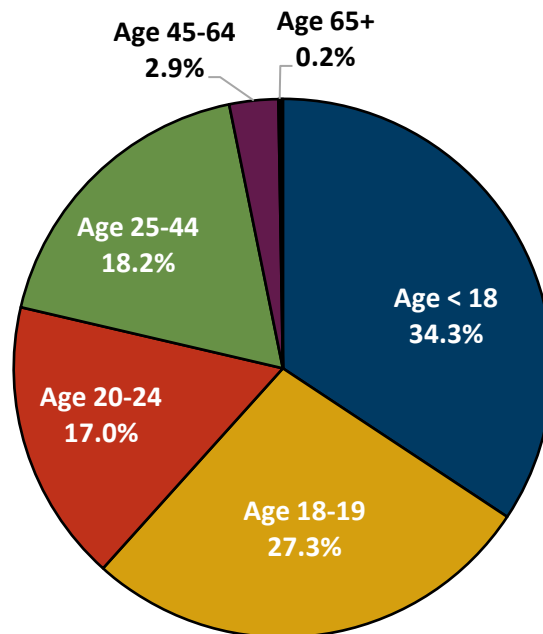
Source: KHEDS AY Collection

**Technical Colleges and the Washburn Institute of Technology
Enrollment by Age
Academic Year 2016 - 2021**

Table 3.3c

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	23.8%	25.3%	25.7%	29.4%	32.4%	34.3%	70.2%
18-19	25.3%	25.6%	25.1%	26.0%	27.6%	27.3%	27.6%
20-24	20.3%	20.2%	20.3%	18.6%	17.9%	17.0%	-1.3%
25-44	24.6%	23.2%	23.5%	21.4%	18.6%	18.2%	-12.8%
45-64	5.5%	5.3%	5.1%	4.3%	3.3%	2.9%	-37.5%
65+	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	-4.0%

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table 3.3d

Student Status	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	2,996	3,013	3,119	3,091	3,260	2,762	-7.8%
Part-time	10,174	11,029	12,623	14,251	13,947	12,768	25.5%
Total	13,170	14,042	15,742	17,342	17,207	15,530	17.9%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

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 2016 - 2021**

Table 3.6

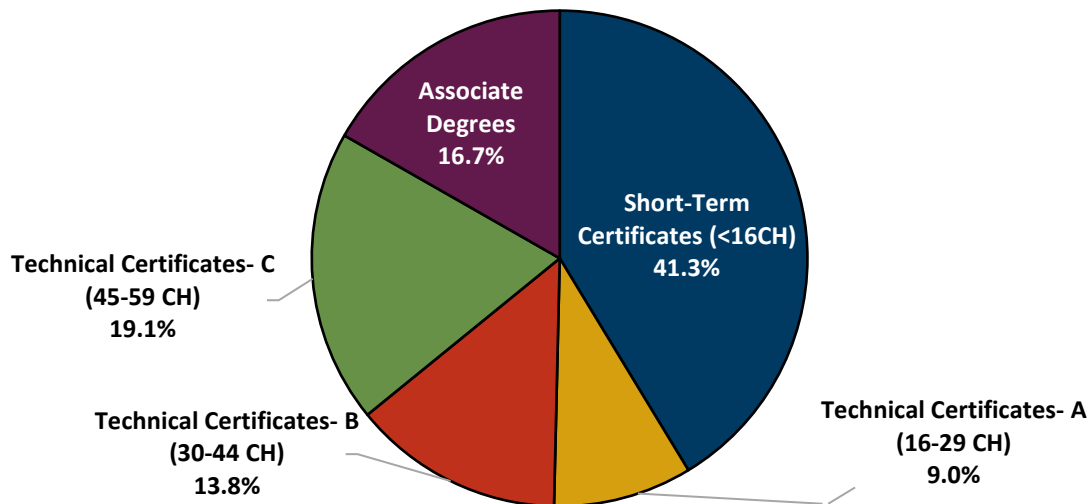
Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	2,078	2,157	2,033	2,044	1,800	1,745	-16.0%
Technical Certificates- A (16-29 Credit Hours)	245	343	520	931	627	382	55.9%
Technical Certificates- B (30-44 Credit Hours)	727	728	741	767	613	582	-19.9%
Technical Certificates- C (45-59 Credit Hours)	838	802	742	814	963	808	-3.6%
Associate Degrees	600	624	727	712	659	707	17.8%
Total	4,488	4,654	4,763	5,268	4,662	4,224	-5.9%

**Degrees/Certificates Awarded by Institution
Academic Year 2021**

Table 3.6a

Degrees/Certificates Awarded	Short-Term Certificates (<16CH)	Technical Certificates- A (16-29 CH)	Technical Certificates- B (30-44 CH)	Technical Certificates- C (45-59 CH)	Associate Degrees	Total
Flint Hills Technical College	78	18	115	20	103	334
Manhattan Area Technical College	123	44	51	54	82	354
North Central Kansas Technical College	154	0	98	49	110	411
Northwest Kansas Technical College	70	26	94	70	133	393
Salina Area Technical College	246	0	71	34	58	409
Wichita State University Campus of Applied Sciences and Technology	605	176	105	317	221	1,424
Washburn Institute of Technology*	469	118	48	264	0	899
Total	1,745	382	582	808	707	4,224

**Degrees/Certificates Awarded
Academic Year 2021**



*Washburn Institute of Technology does not award Associate Degrees.

Notes for this section begin on page 24.

Source: *KHEDS AY Collection*

**Technical Colleges and the Washburn Institute of Technology
Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)***

Table 3.7

Institution	2016 Cohort			2017 Cohort	
	100% Grad Rate	150% Grad Rate	200% Grad Rate	100% Grad Rate	150% Grad Rate
Flint Hills Technical College	73.1%	76.3%	77.4%	60.3%	66.7%
Manhattan Area Technical College	31.1%	42.6%	42.6%	29.5%	40.9%
North Central Kansas Technical College	63.4%	63.4%	63.4%	66.3%	67.4%
Northwest Kansas Technical College	56.3%	56.3%	56.3%	55.9%	57.3%
Salina Area Technical College	67.5%	67.5%	68.8%	57.3%	61.3%
Wichita State University Campus of Applied Sciences and Technology	31.5%	43.0%	48.2%	31.4%	38.0%
Washburn Institute of Technology	60.8%	61.4%	62.1%	52.0%	62.0%

Fall Retention Rates of First-Time Students
Cohort Year 2019**

Table 3.8

Institution	Full-Time	Part-Time
Flint Hills Technical College	76.0%	85.0%
Manhattan Area Technical College	77.5%	60.0%
North Central Kansas Technical College	84.6%	50.0%
Northwest Kansas Technical College	59.1%	100.0%
Salina Area Technical College	66.2%	73.7%
Wichita State University Campus of Applied Sciences and Technology	50.0%	38.4%
Washburn Institute of Technology	67.2%	56.8%

*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 the cohort year listed, and were still enrolled at the same institution in the Fall of the following year.

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

Technical Colleges and the Washburn Institute of Technology Three Year Student Success Index Rate* Entrance Year 2013 - 2018

Table 3.10

	Entrance Year						Entrance Year 2018 Shown Below on Graph**
	2013	2014	2015	2016	2017	2018	
All Technical Colleges and Institutions	66.3%	69.5%	68.4%	69.7%	67.7%	65.1%	
Flint Hills Technical College	72.1%	79.3%	76.9%	79.1%	80.5%	77.6%	
Manhattan Area Technical College	73.5%	71.1%	73.2%	74.0%	72.3%	69.9%	
North Central Kansas Technical College	79.4%	75.2%	79.3%	78.9%	76.5%	75.6%	
Northwest Kansas Technical College	61.0%	54.7%	65.2%	52.7%	62.3%	60.4%	
Salina Area Technical College	80.2%	70.5%	79.3%	81.1%	83.5%	80.2%	
Wichita State University Campus of Applied Sciences and Technology	55.3%	61.3%	56.7%	61.6%	56.7%	57.8%	
Washburn Institute of Technology	70.8%	73.7%	71.0%	72.3%	72.4%	67.6%	

■ 1) Completed Home Institution	■ 2) Completed System Institution	■ 3) Completed Elsewhere
■ 4) Retained Home Institution	■ 5) Retained System Institution	■ 6) Retained Elsewhere

*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 (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.

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. 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 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.

Table 3.8: 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 3.10: Success Index

1. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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 2022

★ LEADING HIGHER EDUCATION ★

Summary: All Faculty and Staff Headcount and Full-Time Equivalent Fiscal Year 2021

Table 4.21

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	WSU Campus of Applied Sciences and Technology	Washburn Institute of Technology	Total
Total Headcount	109	87	108	112	101	550	138	1,205
Full-Time	64	64	92	70	53	238	111	692
Part-Time	45	23	16	42	48	312	27	513
Total FTE	79	72	97	84	69	342	120	863

Staff Without Faculty Status by Occupational Category Headcount and Full-Time Equivalent Fiscal Year 2021

Table 4.22

Occupational Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	WSU Campus of Applied Sciences and Technology	Washburn Institute of Technology	Total
Instructional Staff: Includes Research and/or Public Service								
Full-Time	0	0	2	1	0	3	62	68
Part-Time	2	17	0	0	0	0	15	34
Total Headcount	2	17	2	1	0	3	77	102
Total FTE	1	6	2	1	0	3	67	79
Management Occupations:								
Full-Time	8	6	5	9	5	10	13	56
Part-Time	0	0	0	0	0	0	2	2
Total Headcount	8	6	5	9	5	10	15	58
Total FTE	8	6	5	9	5	10	14	57
Library; Student and Academic Affairs; and Other Education Services Occupations:								
Full-Time	3	15	6	7	14	53	6	104
Part-Time	0	6	0	0	11	10	1	28
Total Headcount	3	21	6	7	25	63	7	132
Total FTE	3	17	6	7	18	56	6	113
All Other Occupations								
Full-Time	18	20	26	23	8	90	30	215
Part-Time	6	0	4	2	0	25	9	46
Total Headcount	24	20	30	25	8	115	39	261
Total FTE	20	20	27	24	8	98	33	230
Grand Total Headcount	37	64	43	42	38	191	138	553
Full-Time	29	41	39	40	27	156	111	443
Part-Time	8	23	4	2	11	35	27	110
Grand Total FTE	32	49	40	41	31	168	120	480

Notes for this section begin on page 30.

Source: IPEDS Human Resources survey (Collects data as of November 1st)

**Staff With Faculty Status by Occupational Category
Headcount and Full-Time Equivalent
Fiscal Year 2021**

Table 4.23

Occupational Category	Manhattan		North		WSU		Total
	Flint Hills Technical College	Area Technical College	Central Kansas College	Northwest Kansas College	Salina Area College	Campus of Applied Sciences and Technology	
Instructional Staff: Includes Research and/or Public Service							
Full-Time Tenured and Tenure-Track	0	0	53	30	26	82	191
Full-Time Non-Tenure Track	35	23	0	0	0	0	58
Part-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Part-Time Non-Tenure Track	32	0	12	40	37	277	398
Total Headcount	67	23	65	70	63	359	647
Total FTE	46	23	57	43	38	174	382
Management Occupations:							
Full-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Full-Time Non-Tenure Track	0	0	0	0	0	0	0
Part-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Part-Time Non-Tenure Track	0	0	0	0	0	0	0
Total Headcount	0	0	0	0	0	0	0
Total FTE	0	0	0	0	0	0	0
Library; Student and Academic Affairs; and Other Education Services Occupations:							
Full-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Full-Time Non-Tenure Track	0	0	0	0	0	0	0
Part-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Part-Time Non-Tenure Track	5	0	0	0	0	0	5
Total Headcount	5	0	0	0	0	0	5
Total FTE	2	0	0	0	0	0	2
All Other Occupations							
Full-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Full-Time Non-Tenure Track	0	0	0	0	0	0	0
Part-Time Tenured and Tenure-Track	0	0	0	0	0	0	0
Part-Time Non-Tenure Track	0	0	0	0	0	0	0
Total Headcount	0	0	0	0	0	0	0
Total FTE	0	0	0	0	0	0	0
Grand Total Headcount	72	23	65	70	63	359	652
Full-Time	35	23	53	30	26	82	249
Part-Time	37	0	12	40	37	277	403
Grand Total FTE	47	23	57	43	38	174	383

Notes for this section begin on page 30.

Source: IPEDS Human Resources survey (Collects data as of November 1st)

Section IV Notes

General Notes:

1. FTE for faculty and staff is calculated as the sum of full-time positions and 1/3 the number of part-time positions at the college or institution. This is the standard FTE calculation used by IPEDS.
2. Table 4.11: All Faculty and Staff Headcount and Full-Time Equivalent, Table 4.12: Faculty Headcount and Full-Time Equivalent, and Table 4.13: Staff Headcount and Full-Time Equivalent were eliminated in 2021 and replaced with Table 4.21, Table 4.22, and Table 4.23.

Table 4.22: Staff Without Faculty Status by Occupational Category - Headcount and Full-Time Equivalent

1. The “Instructional Staff” category includes primarily instruction, research staff, and public service staff. Primarily instruction is used to classify persons whose specific assignments customarily are made for the purpose of providing instruction or teaching. Research staff is used to classify persons whose specific assignments customarily are made for the purpose of conducting research. Public service is used to classify persons whose specific assignments customarily are made for the purpose of carrying out public service activities such as agricultural extension services, clinical services, or continuing education.
2. The “Management Occupations” category includes all occupations under the standard occupational classification (SOC) code 11-0000, including top executives, advertising, marketing, promotions, public relations, sales managers, operations specialties managers, and other management occupations.
3. The “Library; Student and Academic Affairs; and Other Education Services Occupations” category includes student and academic affairs and other education services occupations (SOC codes 25-2000, 25-3000, and 25-9000), library technicians (SOC code 25-4030), librarians and media collections specialists (SOC code 25-4020), and archivists, curators, and museum technicians (SOC code 25-4010).
4. The “All Other Occupations” category captures all staff that do not fall into one of the previously-listed categories.

Table 4.23: Staff With Faculty Status by Occupational Category - Headcount and Full-Time Equivalent

1. “Faculty status” is a status designated by the institution according to the institution's policies. Faculty may include staff with academic appointments (instruction, research, public service) and other staff members who are appointed as faculty members.
2. “Tenure” is the status of a personnel position with respect to permanence of the position, while “tenure track” means personnel positions that lead to consideration for tenure.
3. The “Instructional Staff” category includes primarily instruction, research staff, and public service staff. Primarily instruction is used to classify persons whose specific assignments customarily are made for the purpose of providing instruction or teaching. Research staff is used to classify persons whose specific assignments customarily are made for the purpose of conducting research. Public service is used to classify persons whose specific assignments customarily are made for the purpose of carrying out public service activities such as agricultural extension services, clinical services, or continuing education.
4. The “Management Occupations” category includes all occupations under the standard occupational classification (SOC) code 11-0000, including top executives, advertising, marketing, promotions, public relations, sales managers, operations specialties managers, and other management occupations.
5. The “Library; Student and Academic Affairs; and Other Education Services Occupations” category includes student and academic affairs and other education services occupations (SOC codes 25-2000, 25-3000, and 25-9000), library technicians (SOC code 25-4030), librarians and media collections specialists (SOC code 25-4020), and archivists, curators, and museum technicians (SOC code 25-4010).
6. The “All Other Occupations” category captures all staff that do not fall into one of the previously-listed categories.
7. Washburn Institute of Technology is not a degree-granting institution, and as such, uses a different form for the IPEDS Human Resources survey. The survey form does not collect staff with faculty status, so the institution will not have data for this table.



TECHNICAL COLLEGE DATA BOOK

Institutional Profiles

January 2022

★ LEADING HIGHER EDUCATION ★

Flint Hills Technical College

Founded in 1963, Flint Hills Technical College (FHTC) is a two-year HLC accredited, public institution of higher education nestled in the rolling hills of east-central Kansas. FHTC offers unique, in-demand majors in the areas of arts, health, information technology and industry technology along with a variety of short-term training, general education and continuing education courses. With an average 15 to 1 student to faculty ratio, students receive a personalized education with hands-on experiences.

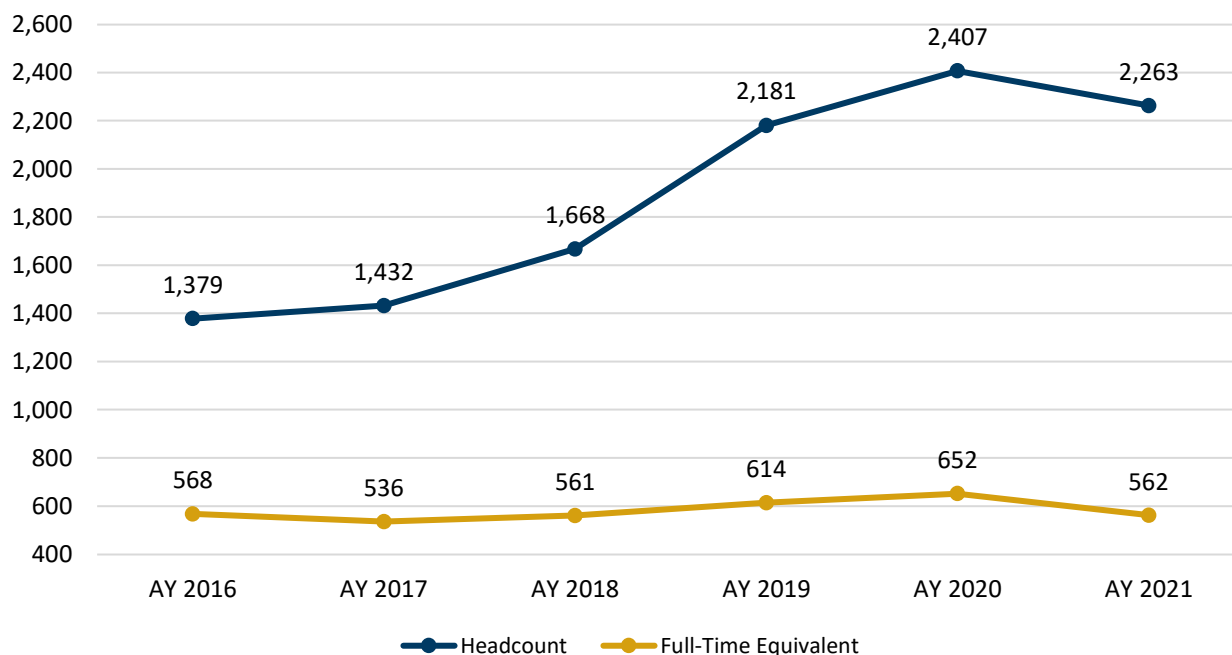
Student Demographics

Table P.10

Academic Year 2016 - 2021

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	1,379	1,432	1,668	2,181	2,407	2,263	64.1%
Full-Time Equivalent Enrollment	568	536	561	614	652	562	-1.1%

Headcount and FTE
Academic Year 2016 - 2021



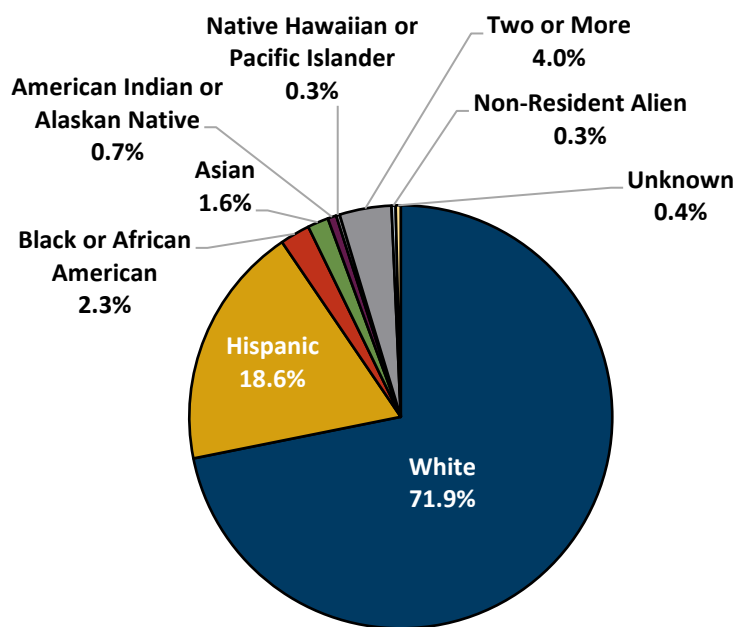
Notes for this section begin on page 40.
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**Flint Hills Technical College
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	66.3%	67.9%	67.7%	68.7%	69.4%	71.9%	77.9%
Hispanic	25.4%	23.4%	23.3%	21.3%	20.5%	18.6%	20.6%
Black or African-American	4.3%	2.5%	2.3%	3.0%	2.7%	2.3%	-11.9%
Asian	1.9%	1.7%	1.7%	1.7%	1.5%	1.6%	38.5%
American Indian or Alaskan Native	1.2%	0.8%	0.3%	0.5%	0.7%	0.7%	-6.3%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.3%	0.2%	0.2%	0.3%	50.0%
Two or More	0.0%	2.6%	3.5%	4.3%	3.4%	4.0%	NA
Non-Resident Alien	0.7%	1.0%	0.8%	0.4%	0.4%	0.3%	-30.0%
Unknown	0.0%	0.0%	0.0%	0.0%	1.2%	0.4%	NA

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	689	760	909	1,097	1,070	1,054	53.0%
Male	690	672	759	1,084	1,337	1,209	75.2%
Unknown	0	0	0	0	0	0	NA
Total	1,379	1,432	1,668	2,181	2,407	2,263	64.1%

Notes for this section begin on page 40.

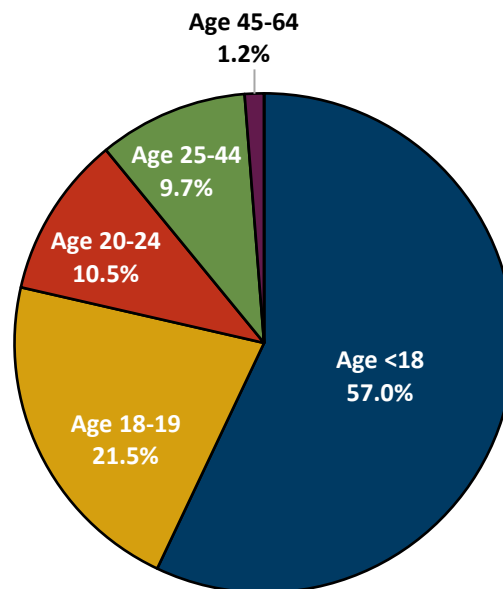
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**Flint Hills Technical College
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	34.3%	39.9%	45.5%	54.4%	57.1%	57.0%	172.5%
18-19	25.2%	22.6%	21.9%	22.9%	23.4%	21.5%	40.3%
20-24	18.6%	18.4%	16.2%	11.7%	10.5%	10.5%	-7.4%
25-44	18.2%	15.2%	14.0%	9.7%	7.9%	9.7%	-12.7%
45-64	3.1%	3.6%	2.3%	1.1%	0.9%	1.2%	-34.9%
65+	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	NA

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Status	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	259	238	222	229	241	193	-25.5%
Part-time	1,120	1,194	1,446	1,952	2,166	2,070	84.8%
Total	1,379	1,432	1,668	2,181	2,407	2,263	64.1%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

Notes for this section begin on page 40.

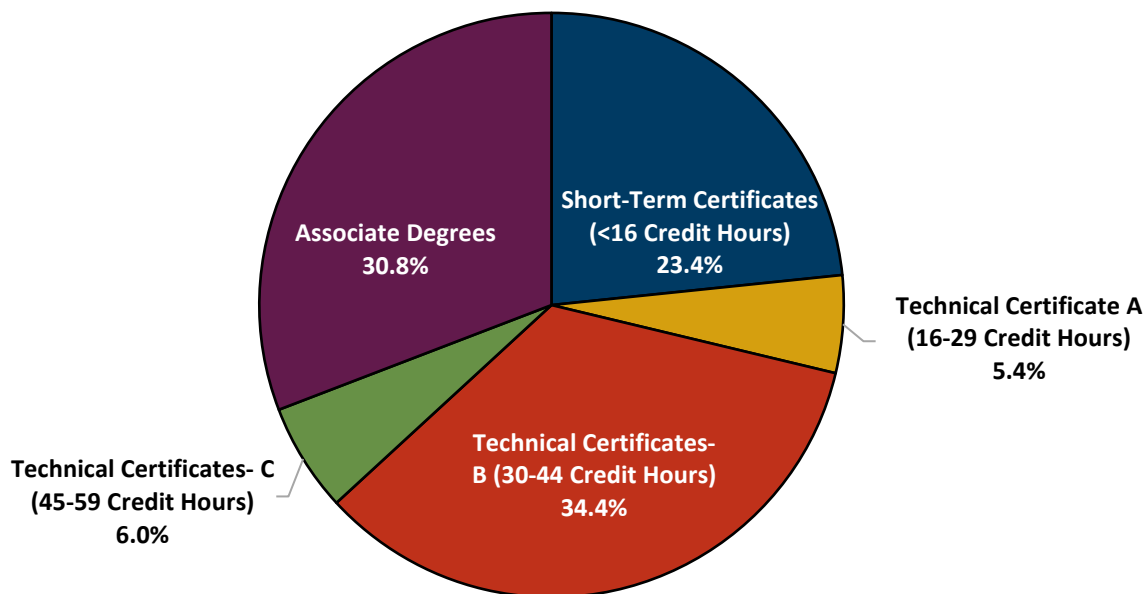
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2016 - 2021**

**Flint Hills Technical College
Table P.15**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	130	137	107	109	106	78	-40.0%
Technical Certificates- A (16-29 Credit Hours)	48	39	35	27	24	18	-62.5%
Technical Certificates- B (30-44 Credit Hours)	107	108	95	114	134	115	7.5%
Technical Certificates- C (45-59 Credit Hours)	49	43	31	56	38	20	-59.2%
Associate Degrees	99	108	108	97	101	103	4.0%
Total	433	435	376	403	403	334	-22.9%

**Degrees/Certificates Awarded
Academic Year 2021**



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					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	56.6%	34.2%	36.6%	59.8%	73.1%	60.3%
150% Graduation Rate	57.4%	71.6%	61.3%	64.7%	76.3%	66.7%
200% Graduation Rate	57.4%	72.7%	63.4%	71.6%	77.4%	NA*

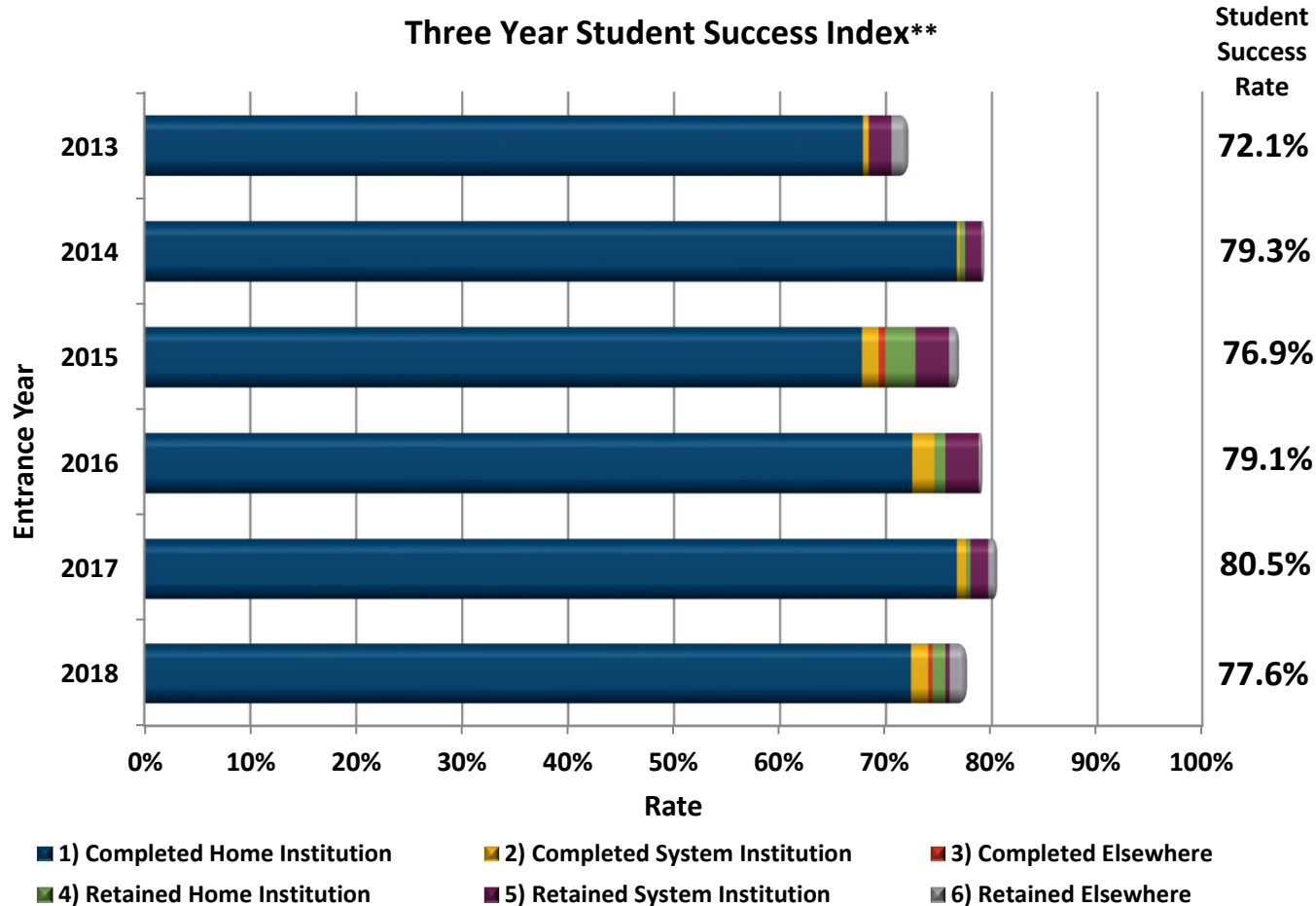
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	58.1%	47.8%	22.2%	66.7%	78.8%	85.0%
Full-Time Rate	69.9%	70.6%	76.3%	71.8%	77.8%	76.0%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2013 - 2018**

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.

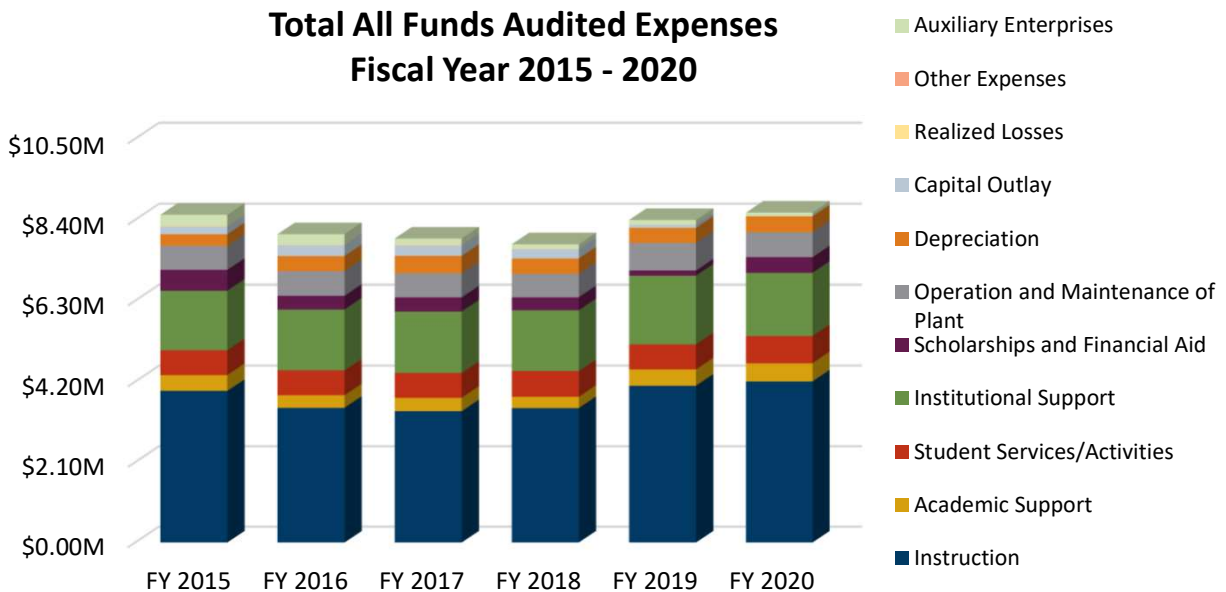
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**

**Flint Hills Technical College
Table P.20**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Instruction	\$3,959,197	\$3,520,215	\$3,431,029	\$3,515,027	\$4,093,914	\$4,205,524	6.2%
per FTE Student	\$6,588	\$6,198	\$6,401	\$6,266	\$6,668	\$6,450	-2.1%
Academic Support	\$412,093	\$324,625	\$350,991	\$293,542	\$420,751	\$472,077	14.6%
per FTE Student	\$686	\$572	\$655	\$523	\$685	\$724	5.6%
Student Services/Activities	\$643,352	\$645,902	\$641,754	\$665,667	\$654,167	\$706,570	9.8%
per FTE Student	\$1,070	\$1,137	\$1,197	\$1,187	\$1,065	\$1,084	1.2%
Institutional Support	\$1,543,012	\$1,581,086	\$1,594,407	\$1,579,276	\$1,780,439	\$1,639,848	6.3%
per FTE Student	\$2,567	\$2,784	\$2,975	\$2,815	\$2,900	\$2,515	-2.0%
Scholarships and Financial Aid	\$541,779	\$355,634	\$366,795	\$335,378	\$133,455	\$402,705	-25.7%
Operation and Maintenance of Plant	\$625,138	\$639,786	\$622,917	\$603,471	\$716,347	\$648,347	3.7%
Depreciation	\$297,676	\$390,888	\$455,930	\$404,639	\$389,332	\$412,637	38.6%
Capital Outlay	\$196,702	\$277,850	\$279,751	\$237,729	\$85,400	\$0	NA
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$5,357	\$1,372	\$19,912	\$6,353	\$4,543	\$51	-99.0%
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$5,918	\$5,928	\$5,013	\$3,100	\$2,013	\$1,022	-82.7%
Subtotal All Funds - Expenses	\$8,230,223	\$7,743,287	\$7,768,500	\$7,644,180	\$8,280,361	\$8,488,781	3.1%
Auxiliary Enterprises	\$296,865	\$281,754	\$143,088	\$118,630	\$111,697	\$95,041	-68.0%
Total All Funds - Expenses	\$8,527,088	\$8,025,041	\$7,911,588	\$7,762,810	\$8,392,058	\$8,583,823	0.7%
Total Headcount	1,150	1,379	1,432	1,668	2,181	2,407	109.3%
Total FTE	601	568	536	561	614	652	8.5%

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**



Notes for this section begin on page 40.

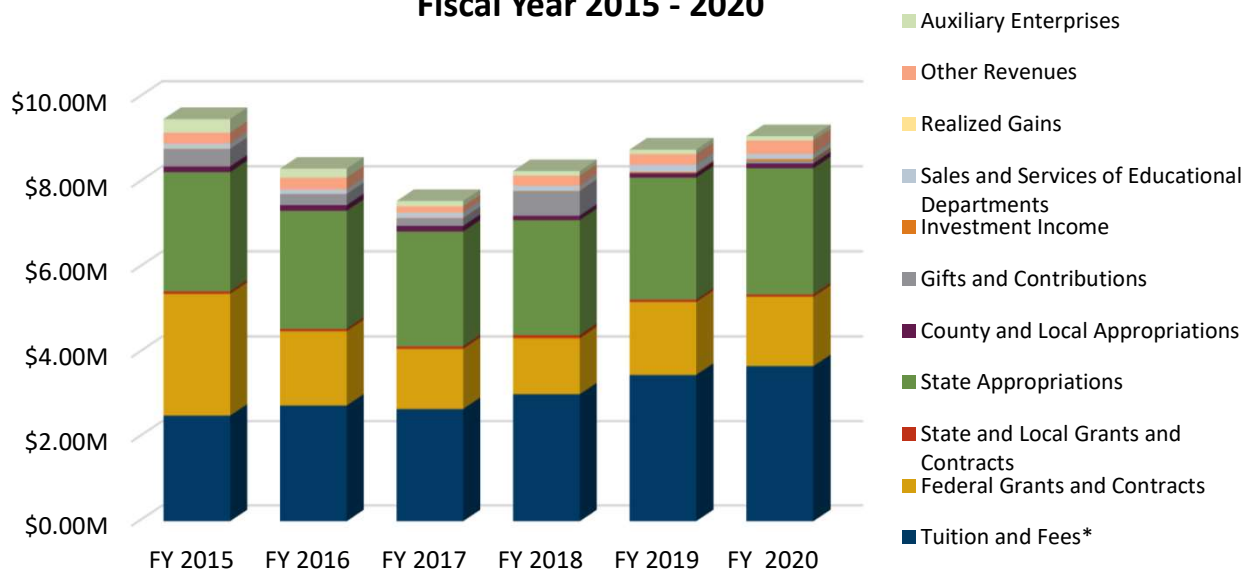
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**

**Flint Hills Technical College
Table P.30**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Tuition and Fees*	\$2,507,674	\$2,744,408	\$2,663,520	\$3,015,413	\$3,469,836	\$3,675,877	46.6%
Federal Grants and Contracts	\$2,868,840	\$1,756,228	\$1,421,677	\$1,316,474	\$1,715,322	\$1,630,401	-43.2%
State and Local Grants and Contracts	\$53,408	\$50,910	\$56,682	\$74,938	\$50,794	\$52,396	-1.9%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,807,843	\$2,776,480	\$2,701,333	\$2,703,797	\$2,874,144	\$2,969,753	5.8%
County and Local Appropriations	\$132,454	\$133,161	\$130,031	\$102,211	\$101,597	\$114,765	-13.4%
Gifts and Contributions	\$405,225	\$255,878	\$176,262	\$570,262	\$4,000	\$57,540	-85.8%
Investment Income	\$8,964	\$6,920	\$10,264	\$14,220	\$25,396	\$45,820	411.2%
Interest Income	\$0	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$119,554	\$104,979	\$122,007	\$116,131	\$170,728	\$113,724	-4.9%
Realized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$258,966	\$279,272	\$151,698	\$240,989	\$248,002	\$320,098	23.6%
Subtotal All Funds - Revenues	\$9,162,928	\$8,108,236	\$7,433,476	\$8,154,435	\$8,659,819	\$8,980,374	-2.0%
Auxiliary Enterprises	\$321,294	\$208,315	\$125,080	\$108,413	\$106,890	\$101,686	-68.4%
Total All Funds - Revenues	\$9,484,222	\$8,316,552	\$7,558,556	\$8,262,848	\$8,766,709	\$9,082,059	-4.2%
Total Headcount	1,150	1,379	1,432	1,668	2,181	2,407	109.3%
Total FTE	601	568	536	561	614	652	8.5%

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**



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

Notes for this section begin on page 40.

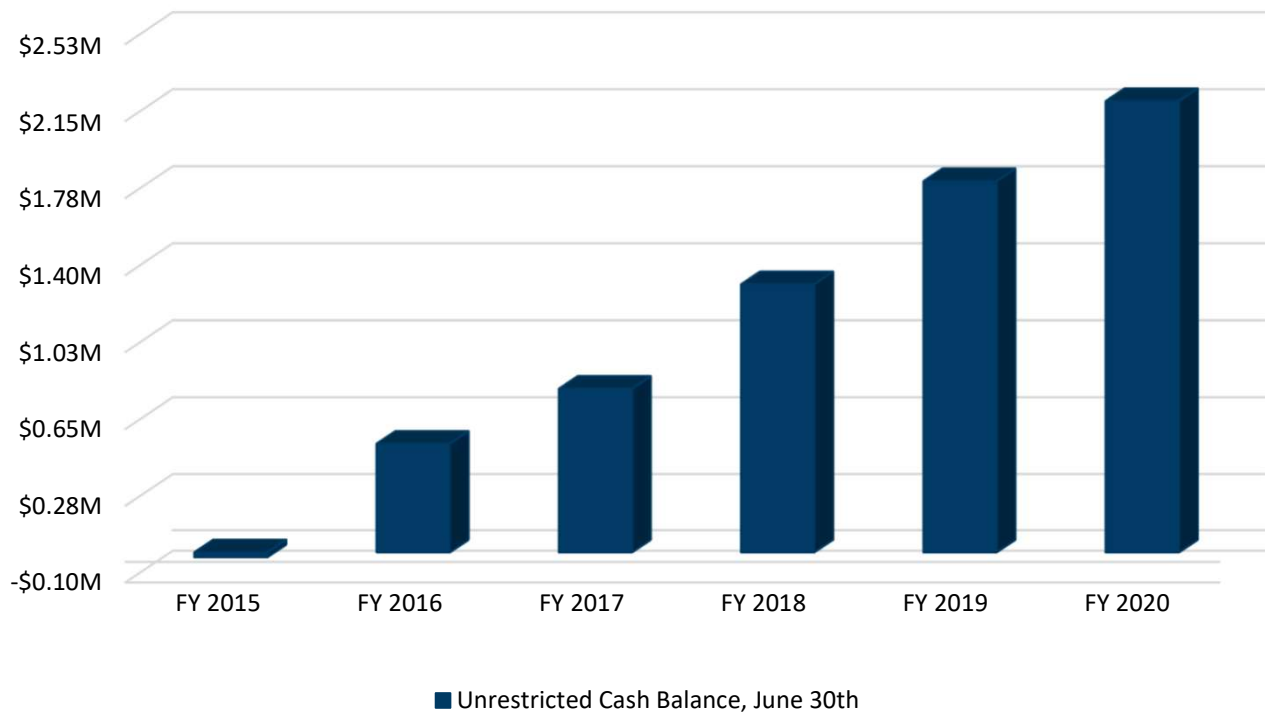
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020**

**Flint Hills Technical College
Table P.60**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Cash and Cash Equivalents, June 30th	\$1,355,285	\$1,241,400	\$1,531,012	\$1,809,469	\$2,098,506	\$2,489,278	83.7%
Current Liabilities	\$1,378,388	\$709,895	\$731,621	\$501,464	\$288,580	\$289,340	-79.0%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	-\$23,104	\$531,505	\$799,391	\$1,308,006	\$1,809,926	\$2,199,938	NA

**Unrestricted Cash Balance, June 30th
Fiscal Year 2015 - 2020**



*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 Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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.

5. 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
2013	67.8%	0.5%	0.0%	0.0%	2.1%	1.6%	72.1%
2014	76.7%	0.3%	0.0%	0.5%	1.6%	0.3%	79.3%
2015	67.7%	1.6%	0.6%	2.8%	3.2%	0.9%	76.9%
2016	72.5%	2.1%	0.0%	1.0%	3.1%	0.3%	79.1%
2017	76.7%	0.8%	0.0%	0.4%	1.7%	0.8%	80.5%
2018	72.4%	1.6%	0.4%	1.2%	0.4%	1.6%	77.6%

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 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”.
4. For FY 2020, the College’s audit reflected a net negative expense for capital outlay. According to the College, this is due to the remodel of the health department and chemistry lab, paid for by the College’s foundation. The capital outlay assets are capitalized on the College’s financial statements. For purposes of this report, this negative expense is reported as “other revenue” in the revenue table.

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".
4. For FY 2020, the College's audit reflected a net negative expense for capital outlay. According to the College, this is due to the remodel of the health department and chemistry lab, paid for by the College's foundation. The capital outlay assets are capitalized on the College's financial statements. For purposes of this report, this negative expense is reported as "other revenue" in the revenue table.

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.
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; one of the fastest growing areas in the state. MATC offers 16 programs of study, each granting an Associate of Applied Science Degree and/or Technical Certificate, and is accredited by the Higher Learning Commission. Program offerings and workforce training are aligned with the expressed needs of businesses and industries in the region. In addition to Degrees and/or Certificates, students earn industry credentials that enhance their employability after program completion. While technical courses prepare students for immediate employment, general education courses prepare them for lifelong learning and advancement in their field or additional advanced education. Small class sizes allow for more personalized education and contribute to consistently high placement rates for graduates.

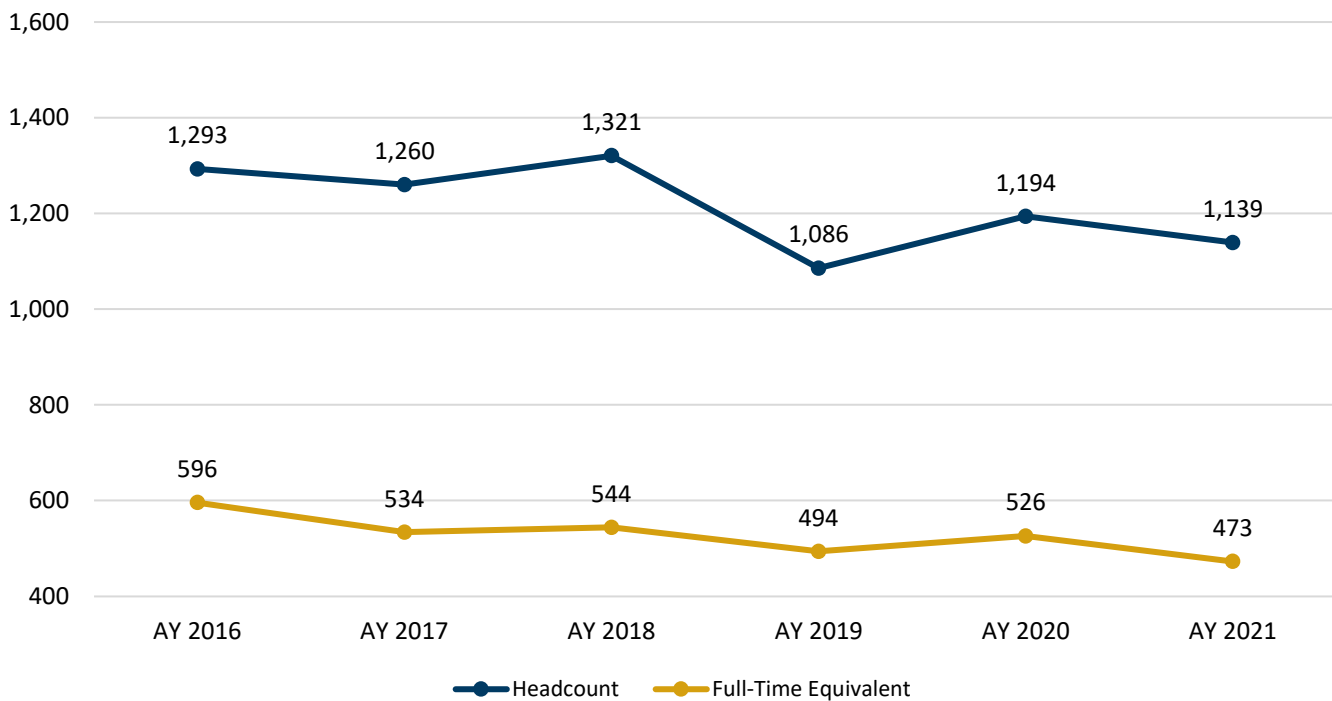
Student Demographics

Table P.10

Academic Year 2016 - 2021

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	1,293	1,260	1,321	1,086	1,194	1,139	-11.9%
Full-Time Equivalent Enrollment	596	534	544	494	526	473	-20.6%

**Headcount and FTE
Academic Year 2016 - 2021**



Notes for this section begin on page 52.

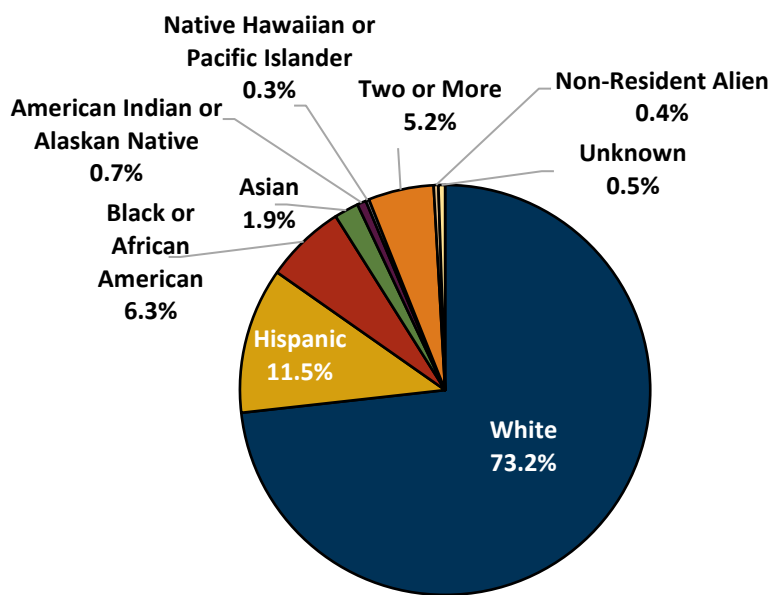
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**Manhattan Area Technical College
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	78.3%	76.3%	76.8%	74.2%	73.2%	73.2%	-17.7%
Hispanic	7.9%	9.2%	9.3%	9.6%	10.3%	11.5%	28.4%
Black or African-American	5.3%	6.7%	5.4%	5.6%	7.0%	6.3%	5.9%
Asian	2.3%	2.2%	2.1%	2.1%	2.2%	1.9%	-26.7%
American Indian or Alaskan Native	0.7%	0.9%	1.4%	1.5%	0.8%	0.7%	-11.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.2%	0.3%	-25.0%
Two or More	0.0%	3.6%	4.0%	5.2%	5.0%	5.2%	NA
Non-Resident Alien	0.1%	0.1%	0.5%	0.3%	0.4%	0.4%	300.0%
Unknown	5.1%	0.8%	0.3%	1.4%	0.9%	0.5%	-90.9%

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	662	650	684	563	561	543	-18.0%
Male	630	608	637	522	630	594	-5.7%
Unknown	1	2	0	1	3	2	100.0%
Total	1,293	1,260	1,321	1,086	1,194	1,139	-11.9%

Notes for this section begin on page 52.

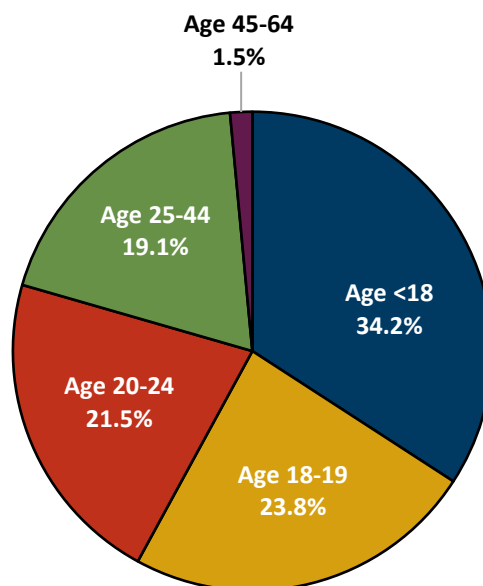
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**Manhattan Area Technical College
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	17.7%	21.8%	28.0%	27.3%	31.2%	34.2%	69.9%
18-19	21.4%	22.7%	23.2%	23.9%	23.5%	23.8%	-2.2%
20-24	30.0%	28.6%	24.9%	23.4%	22.9%	21.5%	-36.9%
25-44	28.2%	24.3%	21.7%	23.2%	19.7%	19.1%	-40.5%
45-64	2.6%	2.6%	2.1%	2.1%	2.5%	1.5%	-48.5%
65+	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	NA

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Status	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	329	266	266	246	260	215	-34.7%
Part-time	964	994	1,055	840	934	924	-4.1%
Total	1,293	1,260	1,321	1,086	1,194	1,139	-11.9%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

Notes for this section begin on page 52.

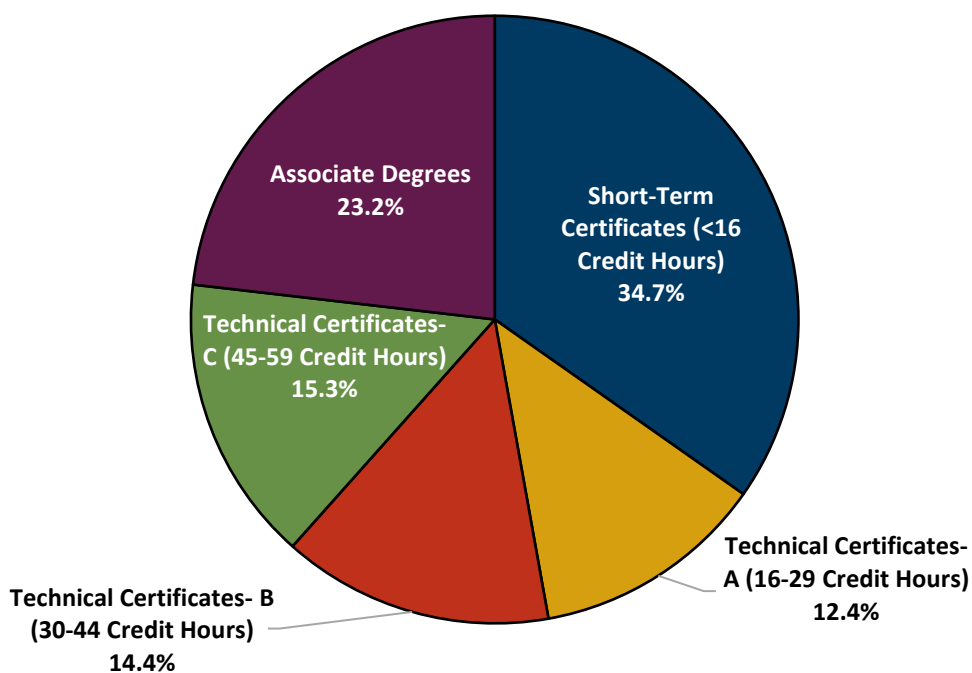
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2016 - 2021**

**Manhattan Area Technical College
Table P.15**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	165	170	135	105	105	123	-25.5%
Technical Certificates- A (16-29 Credit Hours)	0	23	15	32	42	44	NA
Technical Certificates- B (30-44 Credit Hours)	52	63	43	72	62	51	-1.9%
Technical Certificates- C (45-59 Credit Hours)	73	59	66	51	45	54	-26.0%
Associate Degrees	147	116	137	126	91	82	-44.2%
Total	437	431	396	386	345	354	-19.0%

**Degrees/Certificates Awarded
Academic Year 2021**



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					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	37.1%	39.1%	45.9%	40.0%	31.1%	29.5%
150% Graduation Rate	52.8%	39.1%	52.9%	47.1%	42.6%	40.9%
200% Graduation Rate	59.6%	43.8%	55.3%	52.9%	42.6%	NA*

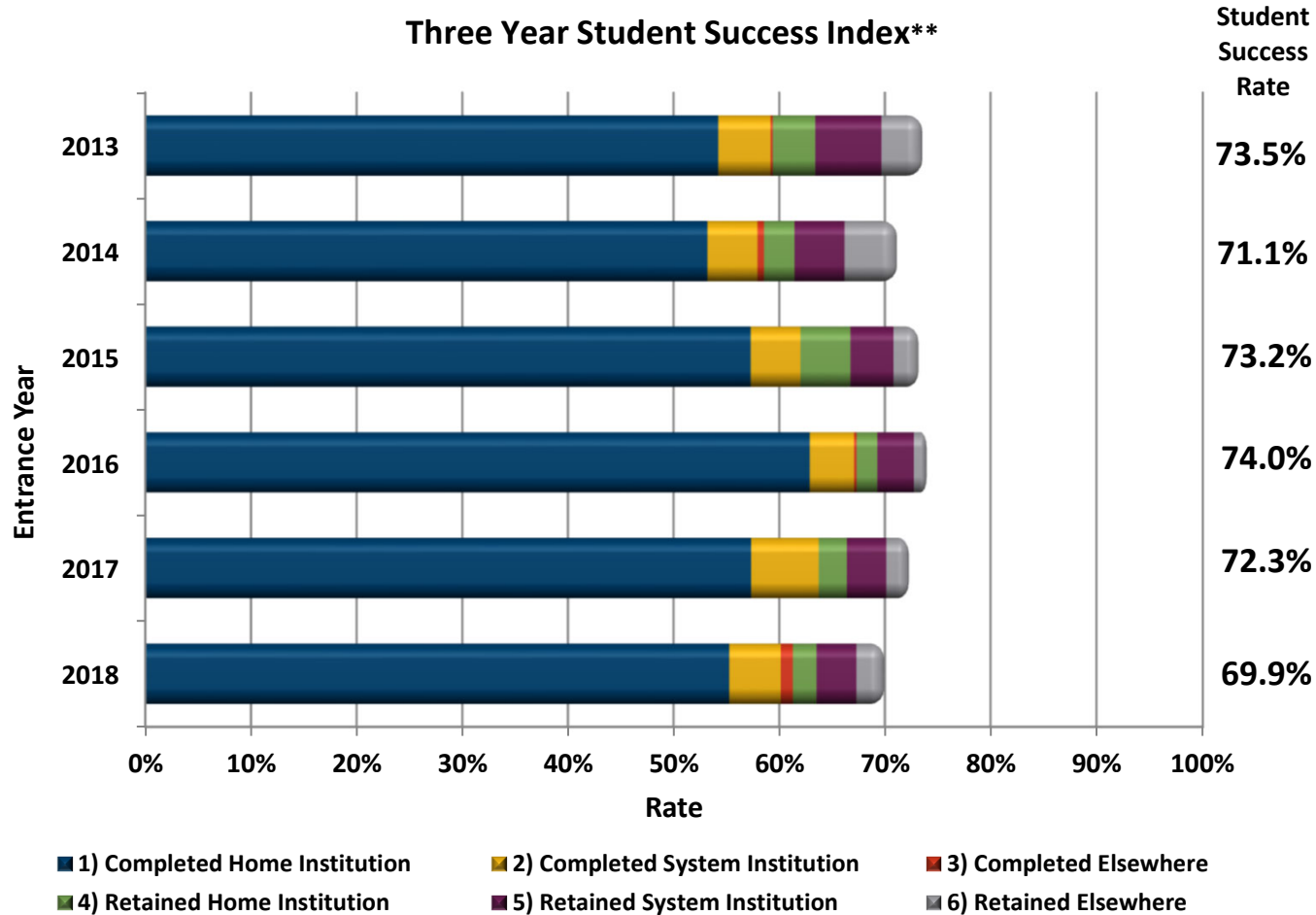
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	100.0%	45.5%	65.5%	56.8%	68.8%	60.0%
Full-Time Rate	63.5%	48.6%	52.5%	53.3%	67.7%	77.5%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2013 - 2018**

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.

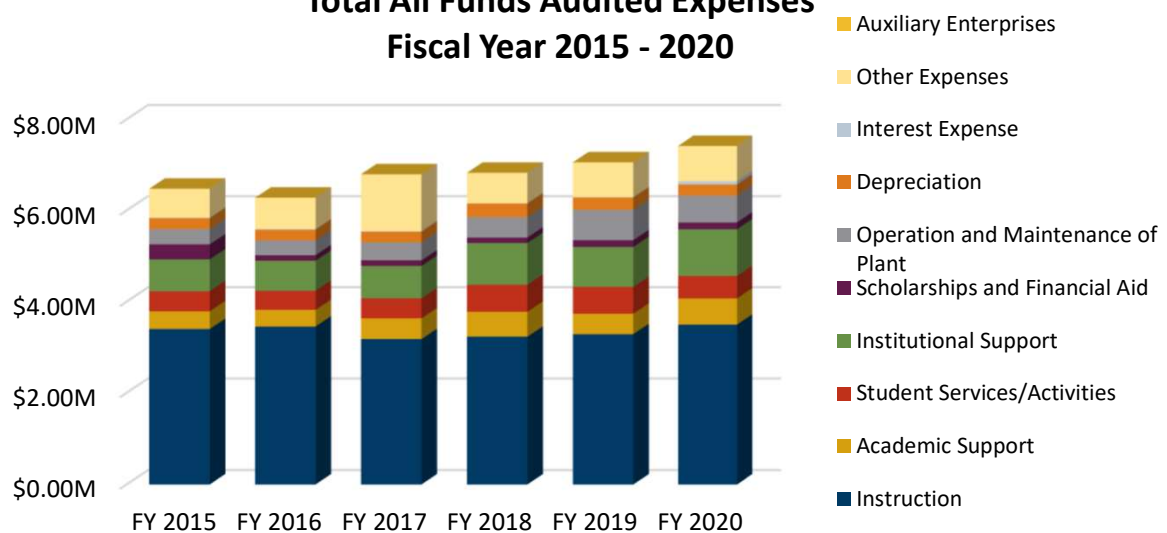
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**

**Manhattan Area Technical College
Table P.20**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Instruction	\$3,401,224	\$3,455,350	\$3,178,960	\$3,232,821	\$3,287,810	\$3,496,273	2.8%
per FTE Student	\$5,530	\$5,798	\$5,953	\$5,943	\$6,655	\$6,647	20.2%
Academic Support	\$388,849	\$366,383	\$453,754	\$545,662	\$448,728	\$573,494	47.5%
per FTE Student	\$632	\$615	\$850	\$1,003	\$908	\$1,090	72.4%
Student Services/Activities	\$440,851	\$418,180	\$441,681	\$592,921	\$588,082	\$493,427	11.9%
per FTE Student	\$717	\$702	\$827	\$1,090	\$1,190	\$938	30.9%
Institutional Support	\$698,405	\$658,309	\$708,020	\$914,796	\$876,425	\$1,025,856	46.9%
per FTE Student	\$1,136	\$1,105	\$1,326	\$1,682	\$1,774	\$1,950	71.7%
Scholarships and Financial Aid	\$328,672	\$121,770	\$125,383	\$122,654	\$148,211	\$149,761	-54.4%
Operation and Maintenance of Plant	\$337,784	\$324,535	\$394,583	\$449,564	\$666,437	\$587,335	73.9%
Depreciation	\$236,854	\$236,550	\$233,877	\$296,104	\$270,554	\$242,485	2.4%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$11,899	\$11,500	\$10,305	\$6,104	\$8,115	\$73,696	519.3%
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$635,466	\$688,644	\$1,248,977	\$669,797	\$765,266	\$775,281	22.0%
Subtotal All Funds - Expenses	\$6,480,004	\$6,281,221	\$6,795,540	\$6,830,423	\$7,059,628	\$7,417,608	14.5%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Expenses	\$6,480,004	\$6,281,221	\$6,795,540	\$6,830,423	\$7,059,628	\$7,417,608	14.5%
Total Headcount	1,171	1,293	1,260	1,321	1,086	1,194	-6.7%
Total FTE	615	596	534	544	494	526	-25.2%

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**



Notes for this section begin on page 52.

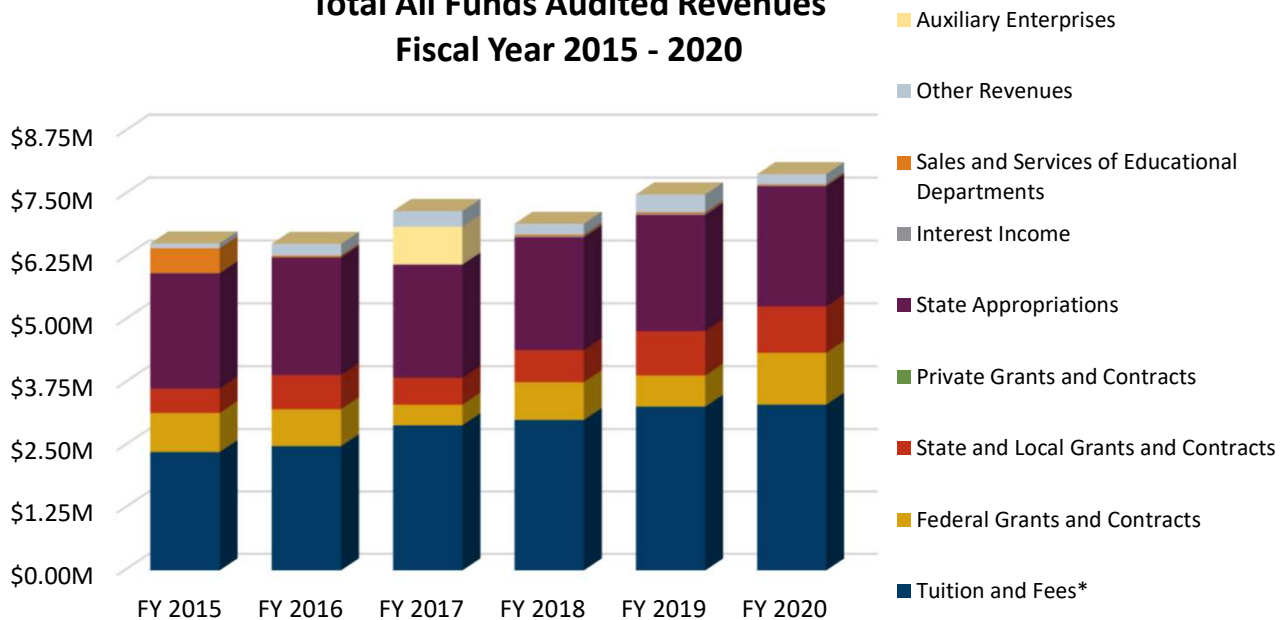
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**

**Manhattan Area Technical College
Table P.30**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Tuition and Fees*	\$2,368,774	\$2,486,092	\$2,903,726	\$3,009,109	\$3,275,172	\$3,314,050	39.9%
Federal Grants and Contracts	\$778,646	\$739,317	\$410,398	\$753,453	\$619,996	\$1,032,165	32.6%
State and Local Grants and Contracts	\$489,611	\$678,962	\$535,080	\$636,268	\$882,753	\$921,279	88.2%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,290,881	\$2,337,634	\$2,244,129	\$2,244,129	\$2,305,998	\$2,389,912	4.3%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0	NA
Interest Income	\$3,628	\$5,714	\$10,674	\$18,904	\$25,857	\$18,916	421.4%
Sales and Services of Educational Departments	\$491,373	\$31,029	\$0	\$29,785	\$30,639	\$21,137	-95.7%
Realized Gains	\$0	\$0	\$747,034	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$97,787	\$231,609	\$313,255	\$219,522	\$353,070	\$199,560	104.1%
Subtotal All Funds - Revenues	\$6,520,700	\$6,510,357	\$7,164,296	\$6,911,170	\$7,493,485	\$7,897,019	21.1%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$6,520,700	\$6,510,357	\$7,164,296	\$6,911,170	\$7,493,485	\$7,897,019	21.1%
Total Headcount	1,171	1,293	1,260	1,321	1,086	1,194	2.0%
Total FTE	615	596	534	544	494	526	-14.5%

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**



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

Notes for this section begin on page 52.

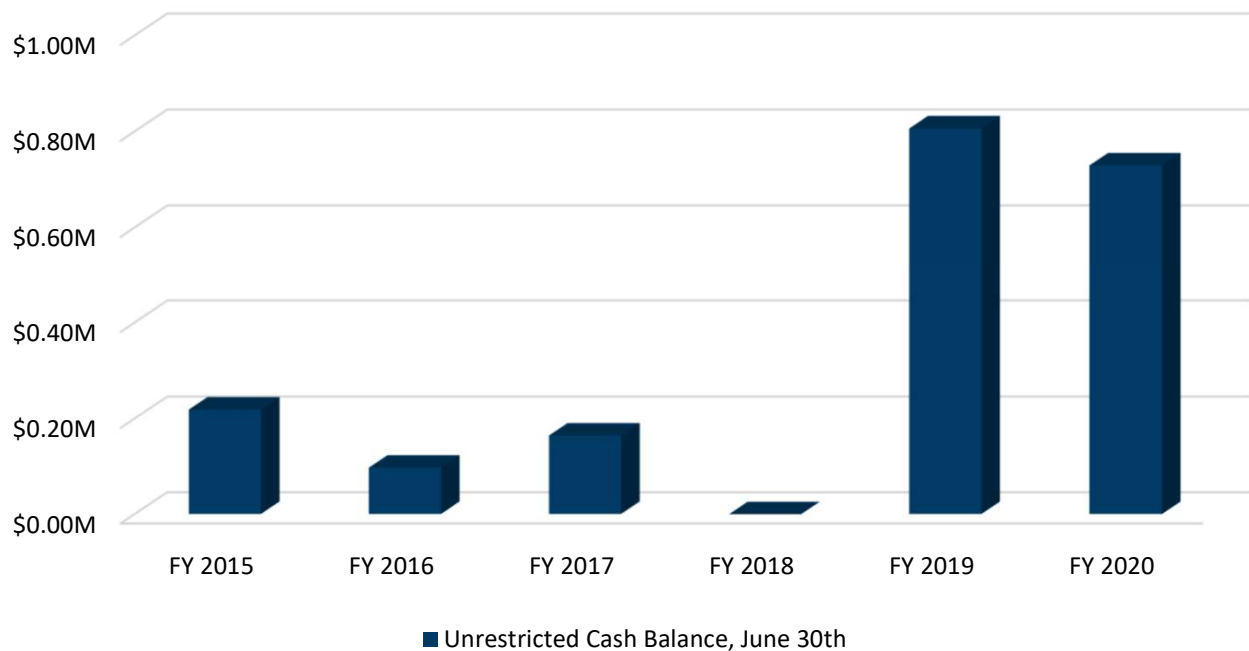
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020**

**Manhattan Area Technical College
Table P.60**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Cash and Cash Equivalents, June 30th	\$695,173	\$657,956	\$773,590	\$419,058	\$1,457,339	\$1,343,039	93.2%
Current Liabilities	\$476,514	\$560,874	\$609,181	\$608,044	\$651,279	\$614,150	28.9%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$218,659	\$97,082	\$164,409	-\$188,986	\$806,060	\$728,889	233.3%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2015 - 2020**



*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 Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.

- 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.

5. 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
2013	54.2%	5.0%	0.2%	4.0%	6.3%	3.9%	73.5%
2014	53.2%	4.7%	0.6%	2.9%	4.7%	4.9%	71.1%
2015	57.3%	4.7%	0.0%	4.7%	4.1%	2.4%	73.2%
2016	62.9%	4.2%	0.2%	2.0%	3.4%	1.2%	74.0%
2017	57.3%	6.4%	0.0%	2.7%	3.7%	2.1%	72.3%
2018	55.3%	4.9%	1.1%	2.3%	3.8%	2.6%	69.9%

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. 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.
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

NCK Tech is a two-year Technical College located in Beloit & Hays, KS. NCK Tech is fully accredited by the Higher Learning Commission with over 20 different career areas to choose from. The college offers 1-year Certificate level programs, 2-year Associate of Applied Science Degree programs available and select on-line general education classes. NCK Tech offers guaranteed job placement for qualified students and the college averages over 90% placement of their graduates in high demand fields with high earning potential.

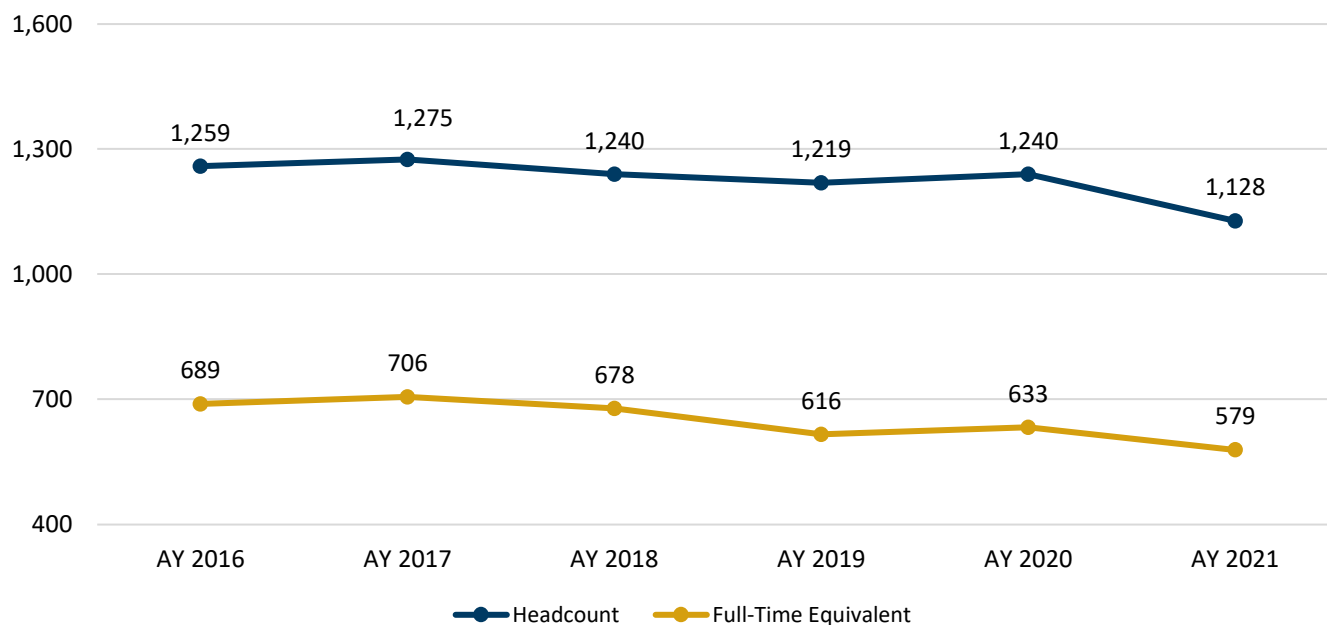
Student Demographics

Table P.10

Academic Year 2016 - 2021

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	1,259	1,275	1,240	1,219	1,240	1,128	-10.4%
Full-Time Equivalent Enrollment	689	706	678	616	633	579	-16.0%

**Headcount and FTE
Academic Year 2016 - 2021**



Notes for this section begin on page 64.

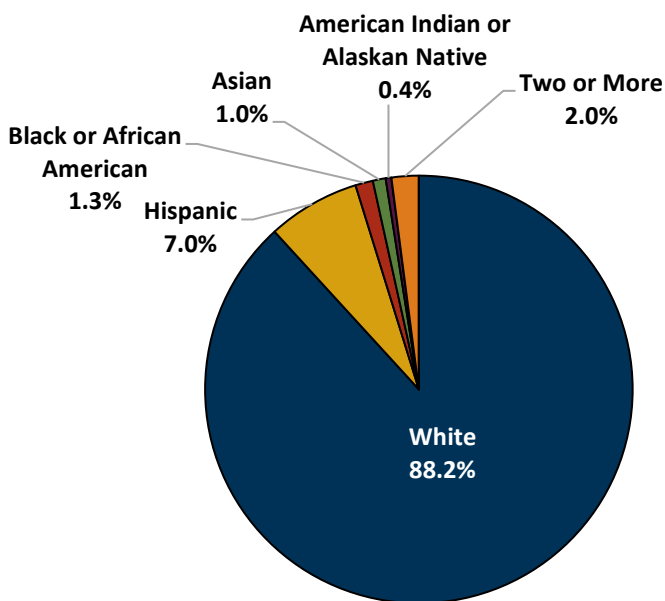
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**North Central Kansas Technical College
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	88.2%	89.4%	89.0%	87.2%	88.5%	88.2%	-10.4%
Hispanic	5.8%	5.4%	6.5%	7.3%	5.4%	7.0%	8.2%
Black or African-American	1.6%	1.5%	1.0%	1.2%	1.2%	1.3%	-25.0%
Asian	0.6%	0.5%	0.5%	0.9%	0.4%	1.0%	37.5%
American Indian or Alaskan Native	1.1%	0.5%	0.7%	0.7%	0.9%	0.4%	-64.3%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	NA
Two or More	0.8%	2.1%	2.3%	2.1%	2.9%	2.0%	130.0%
Non-Resident Alien	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	NA
Unknown	1.9%	0.5%	0.2%	0.3%	0.6%	0.0%	NA

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	561	571	559	499	519	516	-8.0%
Male	697	702	680	719	720	612	-12.2%
Unknown	1	2	1	1	1	0	NA
Total	1,259	1,275	1,240	1,219	1,240	1,128	-10.4%

Notes for this section begin on page 64.

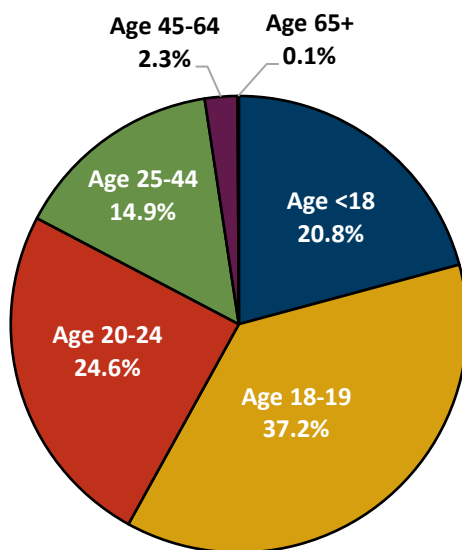
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**North Central Kansas Technical College
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	11.2%	11.7%	11.9%	12.1%	18.9%	20.7%	65.2%
18-19	32.4%	33.4%	32.3%	33.4%	33.8%	37.0%	2.2%
20-24	29.2%	29.5%	30.1%	28.9%	27.1%	24.5%	-24.8%
25-44	21.4%	19.1%	20.5%	18.8%	16.2%	14.8%	-38.1%
45-64	5.3%	5.7%	4.5%	5.4%	3.4%	2.3%	-61.2%
65+	0.0%	0.2%	0.3%	0.5%	0.2%	0.1%	NA

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Success	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	445	447	466	399	403	360	-19.1%
Part-time	814	828	774	820	837	768	-5.7%
Total	1,259	1,275	1,240	1,219	1,240	1,128	-10.4%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

Notes for this section begin on page 64.

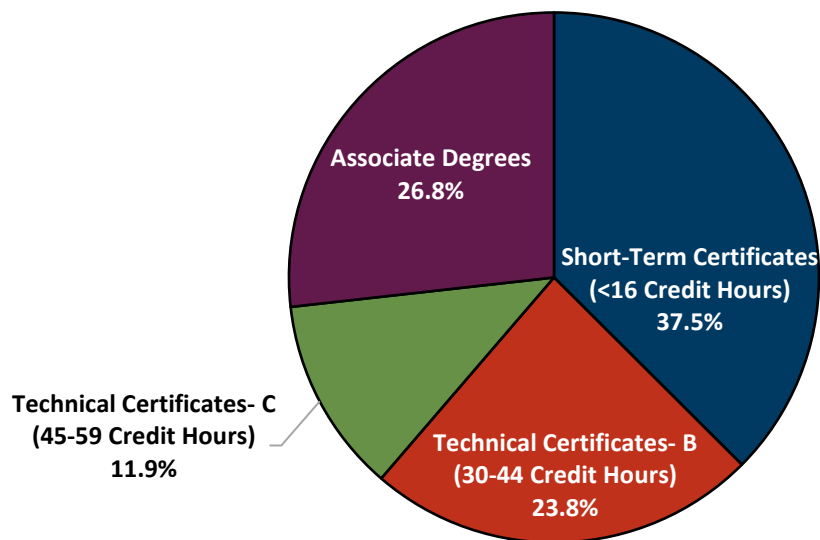
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2016 - 2021**

**North Central Kansas Technical College
Table P.15**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	169	169	119	124	155	154	-8.9%
Technical Certificates- A (16-29 Credit Hours)	0	0	0	0	0	0	NA
Technical Certificates- B (30-44 Credit Hours)	130	133	120	108	118	98	-24.6%
Technical Certificates- C (45-59 Credit Hours)	60	57	64	56	48	49	-18.3%
Associate Degrees	112	111	138	137	118	110	-1.8%
Total	471	470	441	425	439	411	-12.7%

**Degrees/Certificates Awarded
Academic Year 2021**



Notes for this section begin on page 64.

Source: KHEDS AY Collection

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

Table P.16

	Cohort Year					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	79.3%	66.5%	71.3%	73.9%	63.4%	66.3%
150% Graduation Rate	79.3%	66.5%	71.3%	73.9%	63.4%	67.4%
200% Graduation Rate	79.3%	66.5%	71.3%	73.9%	63.4%	NA*

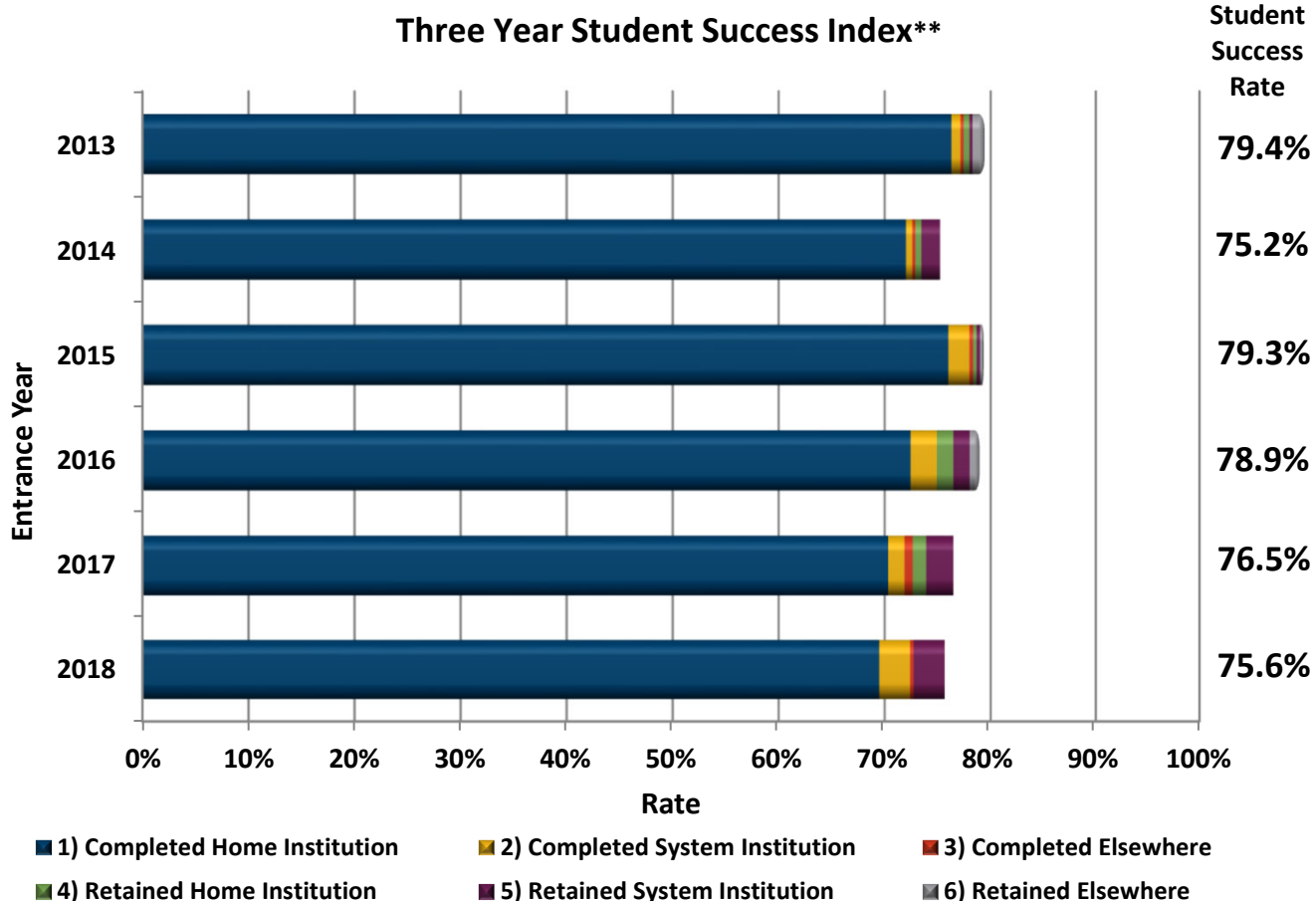
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	100.0%	100.0%	70.6%	75.0%	75.0%	50.0%
Full-Time Rate	77.6%	74.5%	80.2%	89.4%	82.7%	84.6%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2013 - 2018**

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.

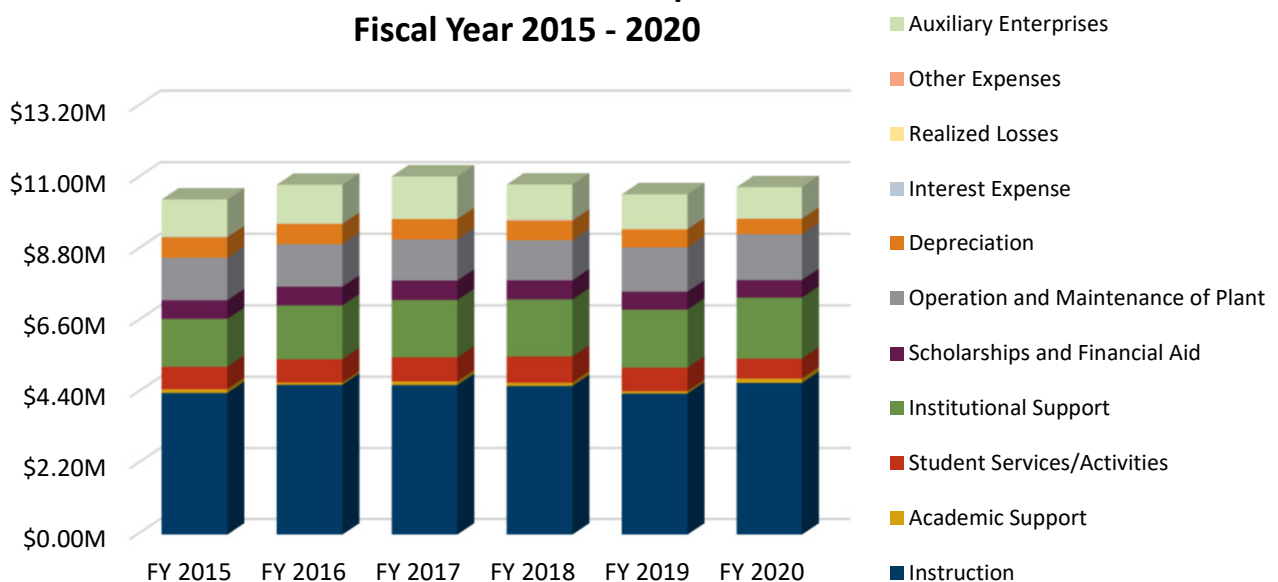
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**

**North Central Kansas Technical College
Table P.20**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Instruction	\$4,389,588	\$4,636,799	\$4,631,668	\$4,599,950	\$4,367,666	\$4,694,974	7.0%
per FTE Student	\$6,764	\$6,730	\$6,560	\$6,785	\$7,090	\$7,417	9.7%
Academic Support	\$111,779	\$71,849	\$113,187	\$106,452	\$72,953	\$137,313	22.8%
per FTE Student	\$172	\$104	\$160	\$157	\$118	\$217	25.9%
Student Services/Activities	\$695,191	\$711,705	\$736,495	\$803,445	\$725,312	\$609,769	-12.3%
per FTE Student	\$1,071	\$1,033	\$1,043	\$1,185	\$1,177	\$963	-10.1%
Institutional Support	\$1,468,716	\$1,657,938	\$1,764,768	\$1,754,223	\$1,783,387	\$1,877,297	27.8%
per FTE Student	\$2,263	\$2,406	\$2,500	\$2,587	\$2,895	\$2,966	31.0%
Scholarships and Financial Aid	\$572,800	\$576,040	\$596,494	\$588,865	\$550,706	\$541,449	-5.5%
Operation and Maintenance of Plant	\$1,303,507	\$1,308,576	\$1,269,472	\$1,229,223	\$1,359,347	\$1,408,946	8.1%
Depreciation	\$634,356	\$621,281	\$625,197	\$598,398	\$557,937	\$471,082	-25.7%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$20,482	\$18,286	\$15,994	\$13,603	\$11,108	\$11,604	-43.3%
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$3,684	\$1,993	\$0	\$0	\$663	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$0	\$0	\$18,026	\$0	\$0	NA
Subtotal All Funds - Expenses	\$9,200,103	\$9,604,467	\$9,753,275	\$9,712,185	\$9,429,079	\$9,752,434	6.0%
Auxiliary Enterprises	\$1,138,664	\$1,187,532	\$1,310,107	\$1,083,573	\$1,067,212	\$965,141	-15.2%
Total All Funds - Expenses	\$10,338,767	\$10,791,999	\$11,063,382	\$10,795,758	\$10,496,291	\$10,717,575	3.7%
Total Headcount	1,207	1,259	1,275	1,240	1,219	1,240	2.7%
Total FTE	649	689	706	678	616	633	-2.5%

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**



Notes for this section begin on page 64.

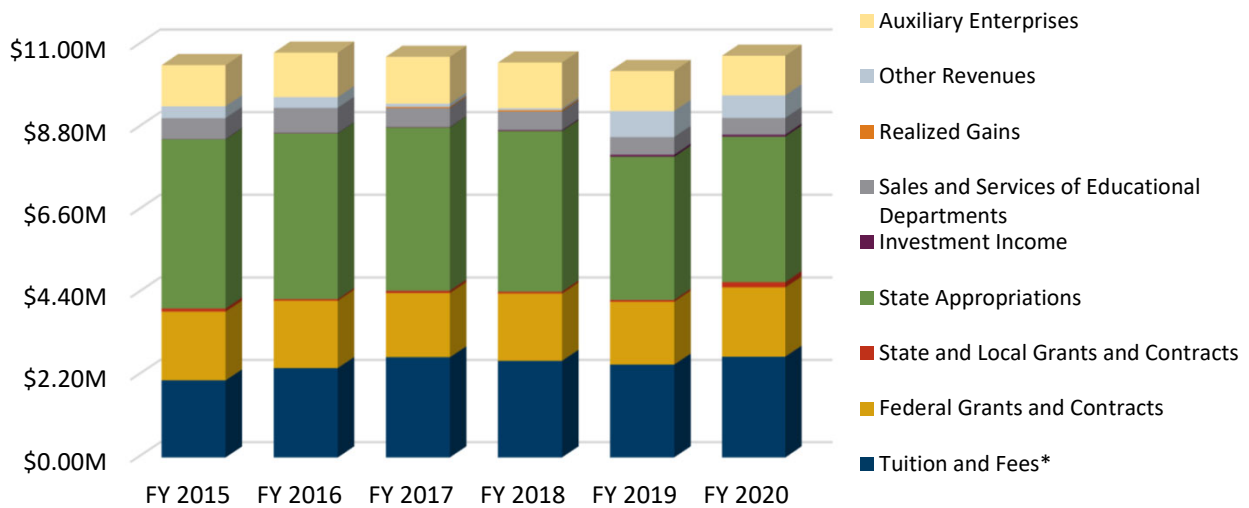
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**

**North Central Kansas Technical College
Table P.30**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Tuition and Fees*	\$2,059,499	\$2,386,951	\$2,677,840	\$2,580,473	\$2,480,236	\$2,693,560	30.8%
Federal Grants and Contracts	\$1,837,706	\$1,799,290	\$1,711,440	\$1,796,775	\$1,680,212	\$1,847,107	0.5%
State and Local Grants and Contracts	\$80,498	\$39,858	\$62,465	\$49,159	\$46,525	\$138,340	71.9%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$2,590	\$2,508	NA
State Appropriations	\$4,507,401	\$4,418,080	\$4,350,431	\$4,277,927	\$3,808,759	\$3,876,678	-14.0%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Investment Income	\$8,278	\$7,691	\$8,117	\$24,763	\$53,718	\$50,799	513.7%
Interest Income	\$0	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$558,063	\$670,567	\$508,886	\$496,077	\$473,416	\$445,106	-20.2%
Realized Gains	\$0	\$0	\$26,170	\$34,780	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$311,669	\$284,697	\$87,579	\$49,027	\$691,304	\$621,172	99.3%
Subtotal All Funds - Revenues	\$9,363,114	\$9,607,134	\$9,432,928	\$9,308,981	\$9,236,760	\$9,675,270	3.3%
Auxiliary Enterprises	\$1,096,259	\$1,184,191	\$1,249,130	\$1,219,444	\$1,069,290	\$1,055,097	-3.8%
Total All Funds - Revenues	\$10,459,373	\$10,791,325	\$10,682,058	\$10,528,425	\$10,306,050	\$10,730,367	2.6%
Total Headcount	1,207	1,259	1,275	1,240	1,219	1,240	2.7%
Total FTE	649	689	706	678	616	633	-2.5%

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**



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

Notes for this section begin on page 64.

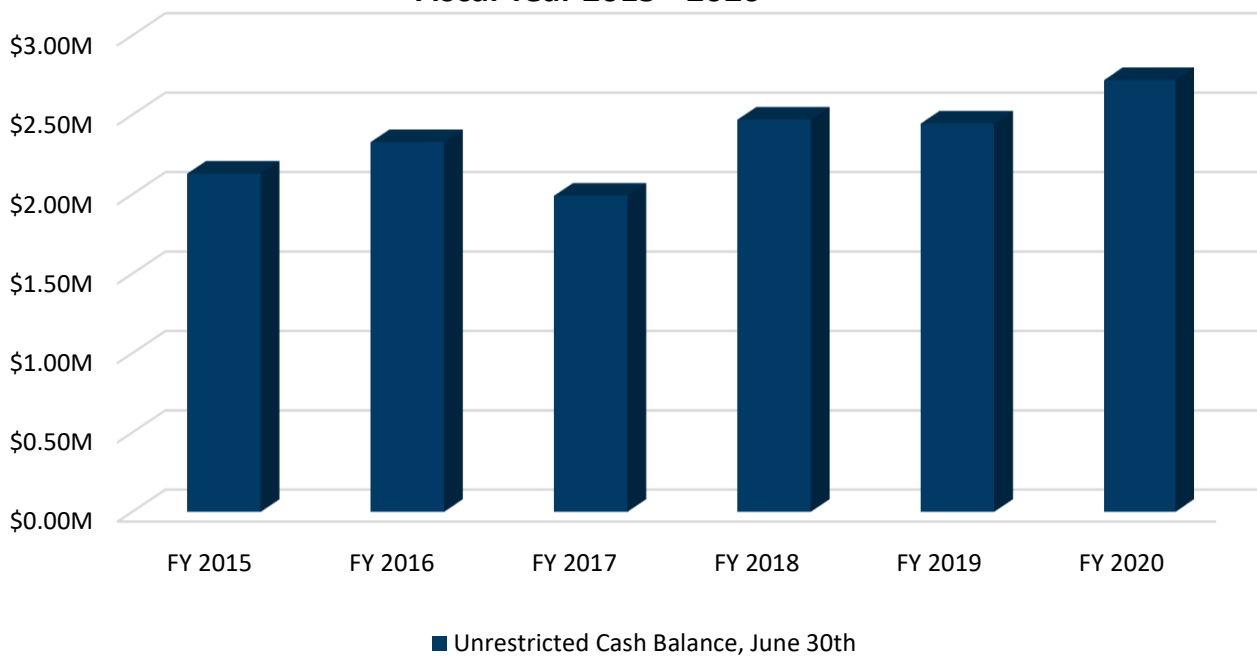
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020**

**North Central Kansas Technical College
Table P.60**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Cash and Cash Equivalents, June 30th	\$2,767,893	\$3,134,658	\$3,049,720	\$3,195,142	\$3,160,680	\$3,476,674	25.6%
Current Liabilities	\$637,495	\$806,016	\$1,058,579	\$725,270	\$715,550	\$757,538	18.8%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$2,130,398	\$2,328,642	\$1,991,141	\$2,469,872	\$2,445,130	\$2,719,136	27.6%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2015 - 2020**



*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 Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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 KHEStats.
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.

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. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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.

5. 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
2013	76.3%	0.9%	0.3%	0.6%	0.3%	1.1%	79.4%
2014	72.0%	0.6%	0.3%	0.6%	1.7%	0.0%	75.2%
2015	76.0%	2.0%	0.3%	0.3%	0.3%	0.3%	79.3%
2016	72.4%	2.5%	0.0%	1.5%	1.5%	0.9%	78.9%
2017	70.3%	1.5%	0.8%	1.3%	2.6%	0.0%	76.5%
2018	69.5%	2.9%	0.3%	0.0%	2.9%	0.0%	75.6%

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, 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.
 - a. Expenses by Functional Category are listed in Note 10 for the 2020 *Statements of Revenues, Expenses, and Changes in Net Position*.
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 North Central Kansas Technical College, "Operation and Maintenance of Plant" includes their audit category "Physical Plant".

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.
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

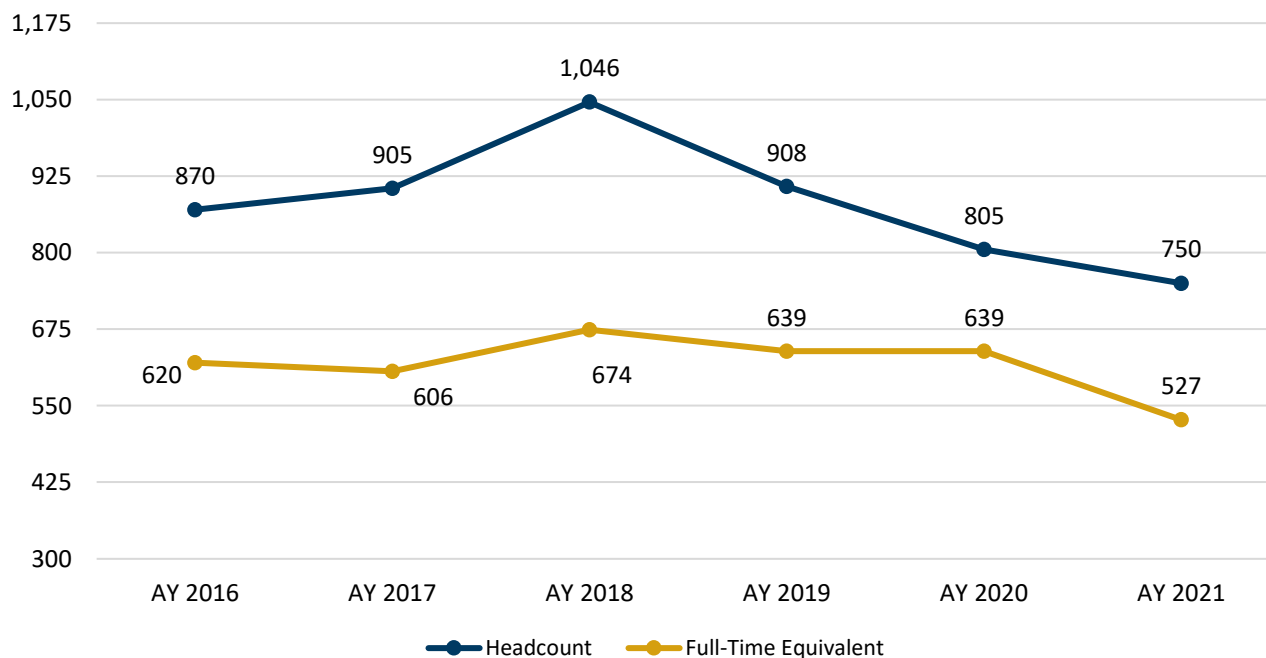
Northwest Tech is a progressive technical college in Goodland, Kansas. Northwest Tech aims to transform technical education by enhancing quality education with technology, diversity and student life. As a forward-thinking and premier leader in career and technical education, Northwest Tech maximizes learning through advanced technologies and facilities, as well as professional experiences that foster lifelong learning in a diverse global society.

Student Demographics Academic Year 2016 - 2021

Table P.10

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	870	905	1,046	908	805	750	-13.8%
Full-Time Equivalent Enrollment	620	606	674	639	639	527	-15.0%

**Headcount and FTE
Academic Year 2016 - 2021**



Notes for this section begin on page 76.

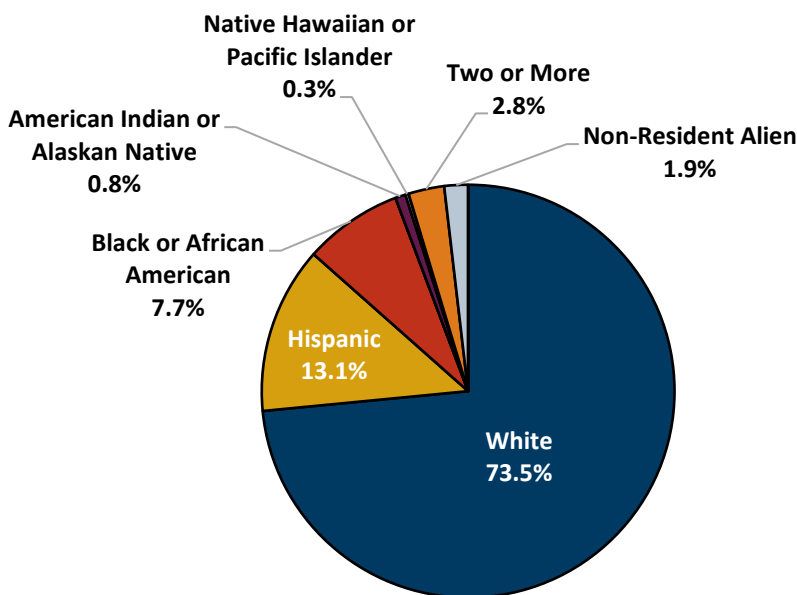
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**Northwest Kansas Technical College
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	71.1%	72.5%	68.5%	68.1%	66.5%	73.5%	-11.0%
Hispanic	15.1%	13.3%	13.9%	16.1%	17.6%	13.1%	-25.2%
Black or African-American	6.6%	8.2%	9.5%	8.3%	11.9%	7.7%	1.8%
Asian	0.6%	0.4%	0.3%	0.3%	0.2%	0.0%	NA
American Indian or Alaskan Native	0.6%	0.4%	0.5%	0.6%	0.7%	0.8%	20.0%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.2%	0.1%	0.4%	0.3%	-50.0%
Two or More	2.6%	1.7%	1.4%	1.3%	0.7%	2.8%	-8.7%
Non-Resident Alien	2.8%	3.0%	5.6%	5.3%	1.9%	1.9%	-41.7%
Unknown	0.2%	0.2%	0.2%	0.0%	0.0%	0.0%	NA

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	282	273	336	298	278	281	-0.4%
Male	588	632	710	610	527	468	-20.4%
Unknown	0	0	0	0	0	1	NA
Total	870	905	1,046	908	805	750	-13.8%

Notes for this section begin on page 76.

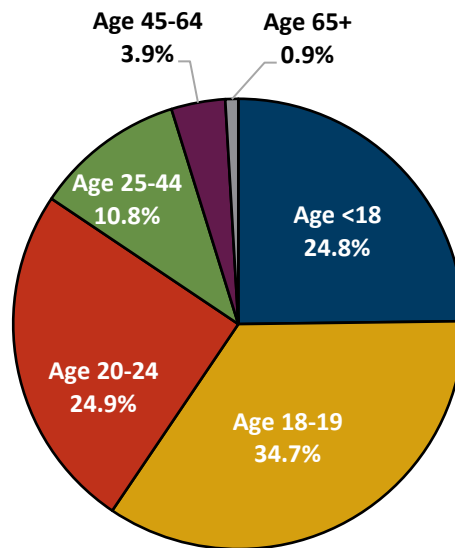
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**Northwest Kansas Technical College
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	22.3%	22.4%	22.8%	23.6%	22.6%	24.8%	-4.1%
18-19	37.7%	31.2%	33.7%	38.0%	42.1%	34.7%	-20.7%
20-24	22.2%	24.5%	22.1%	24.1%	20.7%	24.9%	-3.1%
25-44	9.3%	12.8%	13.4%	10.1%	10.2%	10.8%	0.0%
45-64	4.3%	5.1%	5.8%	3.7%	3.7%	3.9%	-21.6%
65+	0.5%	0.9%	1.1%	0.4%	0.6%	0.9%	75.0%

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Success	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	341	318	356	334	355	284	-16.7%
Part-time	529	587	690	574	450	466	-11.9%
Total	870	905	1,046	908	805	750	-13.8%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

Notes for this section begin on page 76.

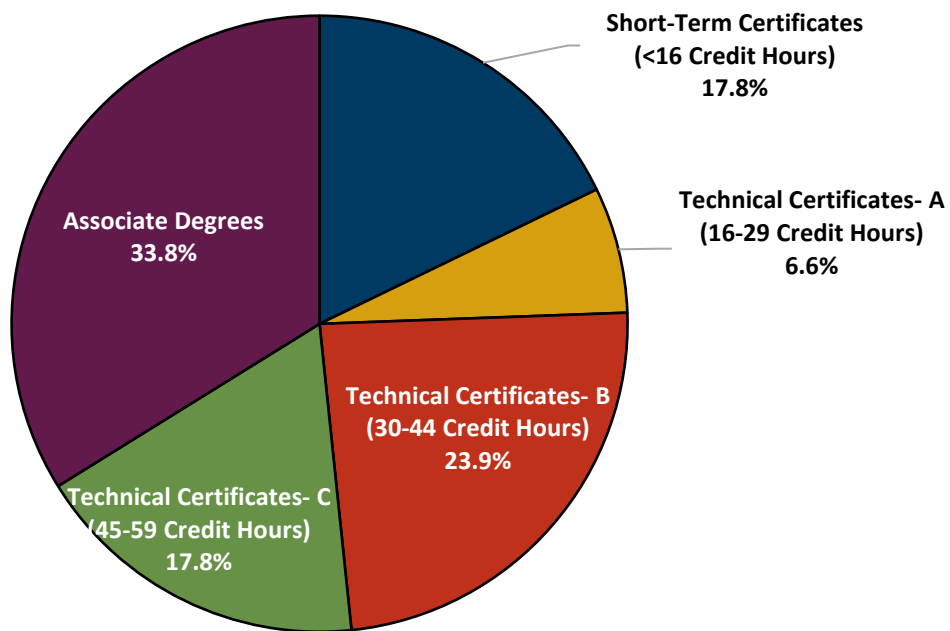
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2016 - 2021**

**Northwest Kansas Technical College
Table P.15**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	41	59	54	62	70	70	70.7%
Technical Certificates- A (16-29 Credit Hours)	1	13	15	15	43	26	2500.0%
Technical Certificates- B (30-44 Credit Hours)	68	62	112	55	95	94	38.2%
Technical Certificates- C (45-59 Credit Hours)	64	69	59	79	33	70	9.4%
Associate Degrees	96	106	117	135	87	133	38.5%
Total	270	309	357	346	328	393	45.6%

**Degrees/Certificates Awarded
Academic Year 2021**



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					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	56.1%	46.5%	64.7%	48.8%	56.3%	55.9%
150% Graduation Rate	57.7%	47.4%	64.7%	49.8%	56.3%	57.3%
200% Graduation Rate	57.7%	47.4%	64.7%	49.8%	56.3%	NA*

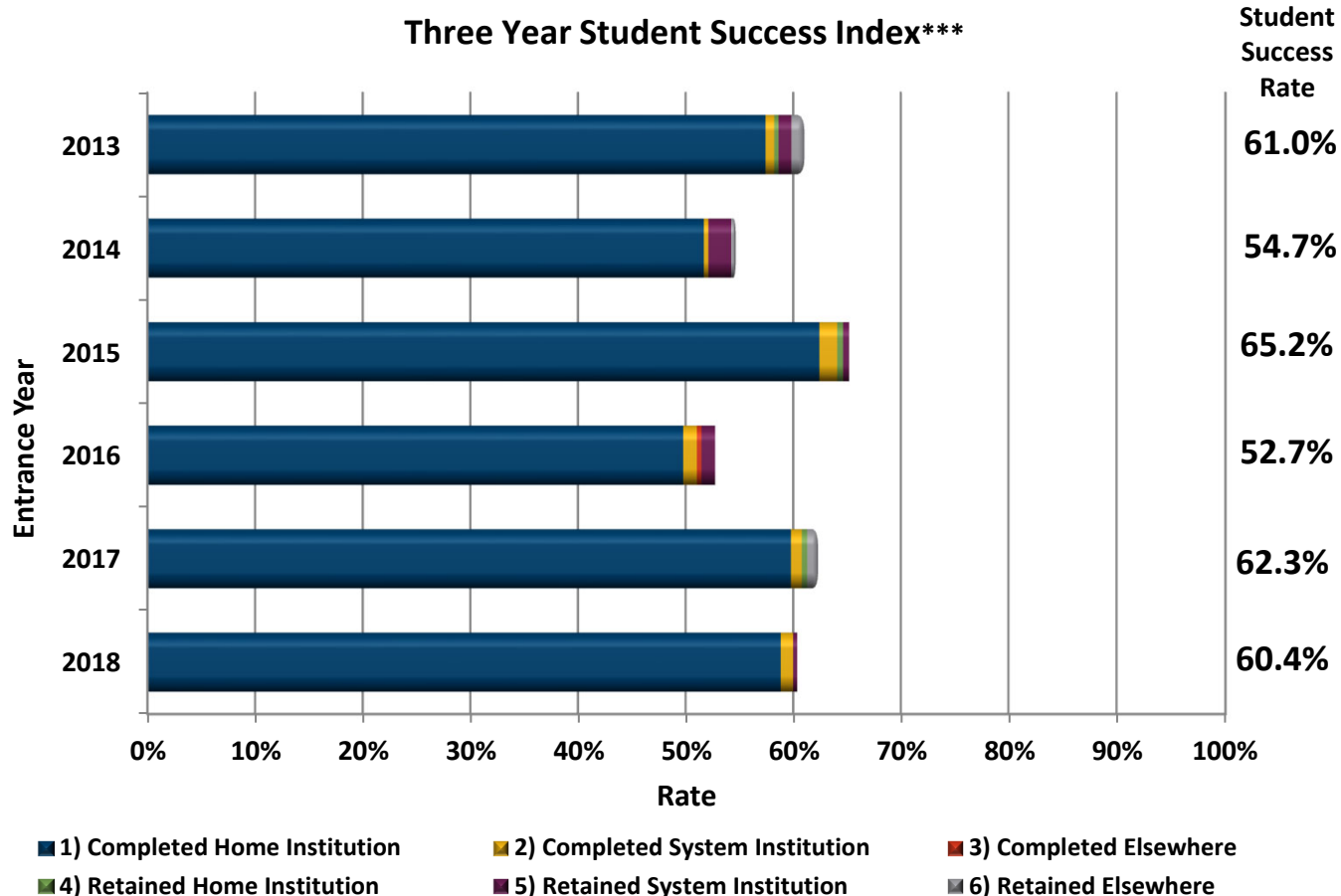
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	25.0%	NA**	100.0%	NA**	50.0%	100.0%
Full-Time Rate	65.7%	57.0%	66.1%	63.8%	56.9%	59.1%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2013 - 2018**

Table P.18



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

**Northwest Kansas Technical College had no students as 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.

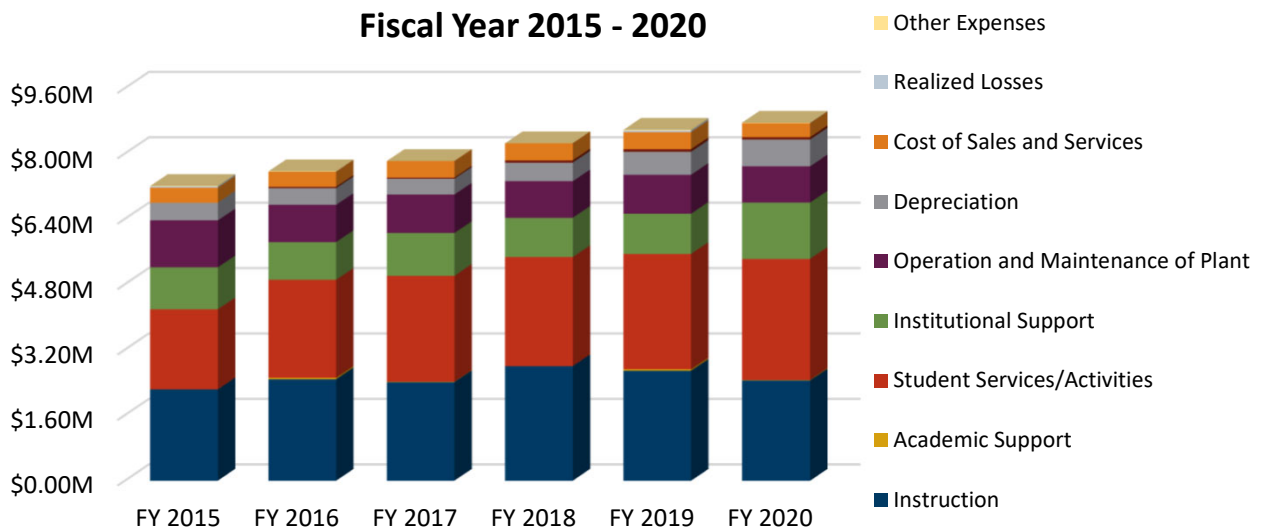
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**

**Northwest Kansas Technical College
Table P.20**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Instruction	\$2,228,756	\$2,474,811	\$2,408,970	\$2,797,683	\$2,684,597	\$2,446,939	9.8%
per FTE Student	\$4,213	\$3,992	\$3,975	\$4,151	\$4,201	\$3,829	-9.1%
Academic Support	\$542	\$36,370	\$7,121	\$342	\$35,097	\$12,130	2138.0%
per FTE Student	\$1	\$59	\$12	\$1	\$55	\$19	1752.7%
Student Services/Activities	\$1,957,856	\$2,399,838	\$2,591,858	\$2,666,877	\$2,823,716	\$2,961,616	51.3%
per FTE Student	\$3,701	\$3,871	\$4,277	\$3,957	\$4,419	\$4,635	25.2%
Institutional Support	\$1,028,101	\$922,444	\$1,045,589	\$961,664	\$983,597	\$1,379,037	34.1%
per FTE Student	\$1,943	\$1,488	\$1,725	\$1,427	\$1,539	\$2,158	11.0%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$1,149,206	\$911,248	\$943,919	\$896,390	\$955,084	\$887,893	-22.7%
Depreciation	\$430,915	\$406,048	\$384,381	\$452,694	\$562,461	\$655,628	52.1%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$0	\$35,950	\$30,559	\$59,763	\$63,571	\$58,234	NA
Cost of Sales and Services	\$368,411	\$368,486	\$405,609	\$416,453	\$418,127	\$340,602	-7.5%
Realized Losses	\$31,931	\$0	\$0	\$0	\$39,881	\$2,883	-91.0%
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$10,000	\$10,500	\$0	\$0	\$15,000	\$10,000	0.0%
Subtotal All Funds - Expenses	\$7,205,718	\$7,565,695	\$7,818,006	\$8,251,866	\$8,581,131	\$8,754,962	21.5%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Expenses	\$7,205,718	\$7,565,695	\$7,818,006	\$8,251,866	\$8,581,131	\$8,754,962	21.5%
Total Headcount	863	870	905	1,046	908	805	-6.7%
Total FTE	529	620	606	674	639	639	20.8%

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**



Notes for this section begin on page 76.

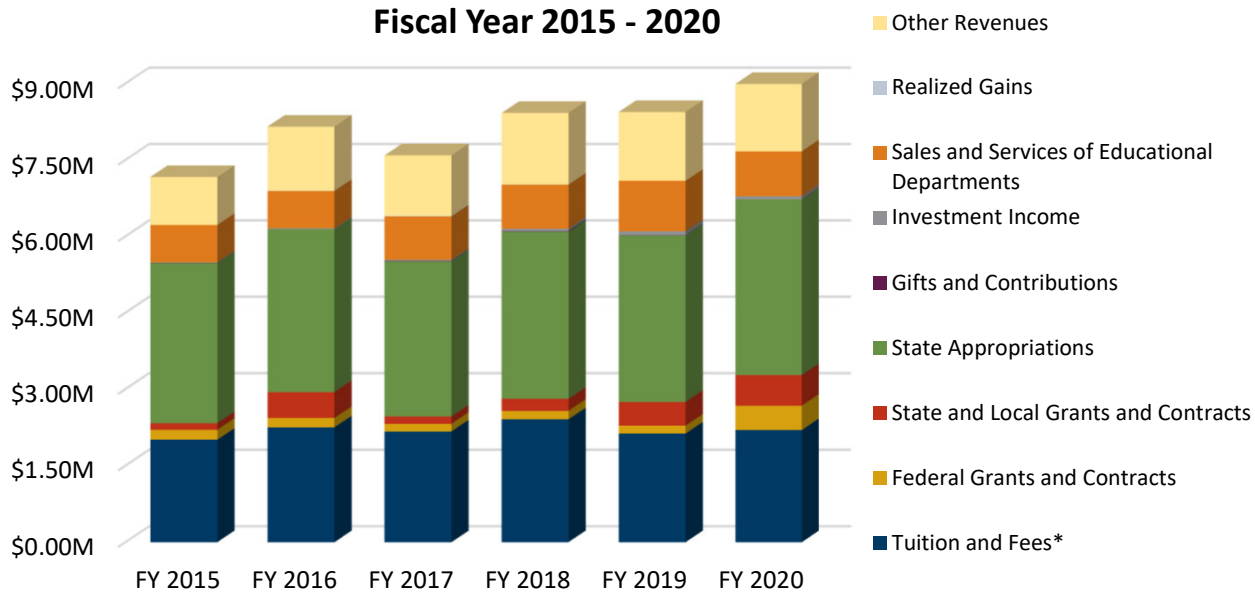
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**

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

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Tuition and Fees*	\$2,009,307	\$2,250,212	\$2,170,659	\$2,409,684	\$2,128,394	\$2,196,888	9.3%
Federal Grants and Contracts	\$193,812	\$183,116	\$148,931	\$163,583	\$154,789	\$478,649	147.0%
State and Local Grants and Contracts	\$129,908	\$508,666	\$144,422	\$237,894	\$466,154	\$599,155	361.2%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$3,143,136	\$3,198,503	\$3,048,460	\$3,283,004	\$3,268,232	\$3,451,585	9.8%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$2,170	\$311	\$5,744	\$8,665	\$4,316	\$1,617	-25.5%
Investment Income	\$12,312	\$16,714	\$21,364	\$48,508	\$77,011	\$58,093	371.8%
Interest Income	\$0	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$734,508	\$732,404	\$851,049	\$863,860	\$992,825	\$882,843	20.2%
Realized Gains	\$0	\$5,979	\$8,560	\$1,718	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$940,895	\$1,258,044	\$1,190,026	\$1,406,038	\$1,349,524	\$1,323,585	40.7%
Subtotal All Funds - Revenues	\$7,166,048	\$8,153,949	\$7,589,215	\$8,422,954	\$8,441,245	\$8,992,415	25.5%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$7,166,048	\$8,153,949	\$7,589,215	\$8,422,954	\$8,441,245	\$8,992,415	25.5%
Total Headcount	863	870	905	1,046	908	805	-6.7%
Total FTE	529	620	606	674	639	639	20.8%

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**



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

Notes for this section begin on page 76.

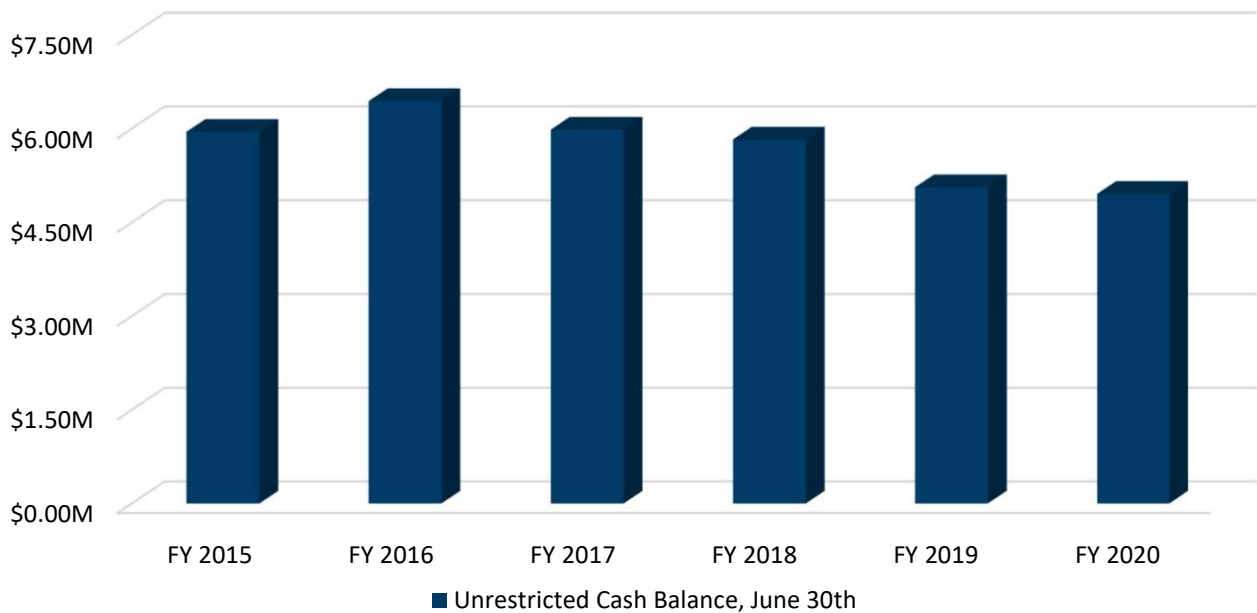
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020**

**Northwest Kansas Technical College
Table P.60**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Cash and Cash Equivalents, June 30th	\$6,361,305	\$6,744,784	\$8,127,567	\$7,850,647	\$6,728,092	\$5,300,730	-16.7%
Current Liabilities	\$413,104	\$304,478	\$2,144,262	\$2,024,098	\$1,664,544	\$344,649	-16.6%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$5,948,201	\$6,440,306	\$5,983,305	\$5,826,549	\$5,063,548	\$4,956,081	-16.7%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2015 - 2020**



*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 Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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.

5. 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
2013	57.4%	0.8%	0.0%	0.4%	1.2%	1.2%	61.0%
2014	51.7%	0.4%	0.0%	0.0%	2.1%	0.4%	54.7%
2015	62.4%	1.7%	0.0%	0.6%	0.6%	0.0%	65.2%
2016	49.8%	1.3%	0.4%	0.0%	1.3%	0.0%	52.7%
2017	59.8%	1.0%	0.0%	0.5%	0.0%	1.0%	62.3%
2018	58.8%	1.2%	0.0%	0.0%	0.4%	0.0%	60.4%

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. Per an explanation directly from NWKTC, the college went from a full-time librarian position to an adjunct position, which explains the dramatic drop in Academic Support for Fiscal Year 2015. 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.
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

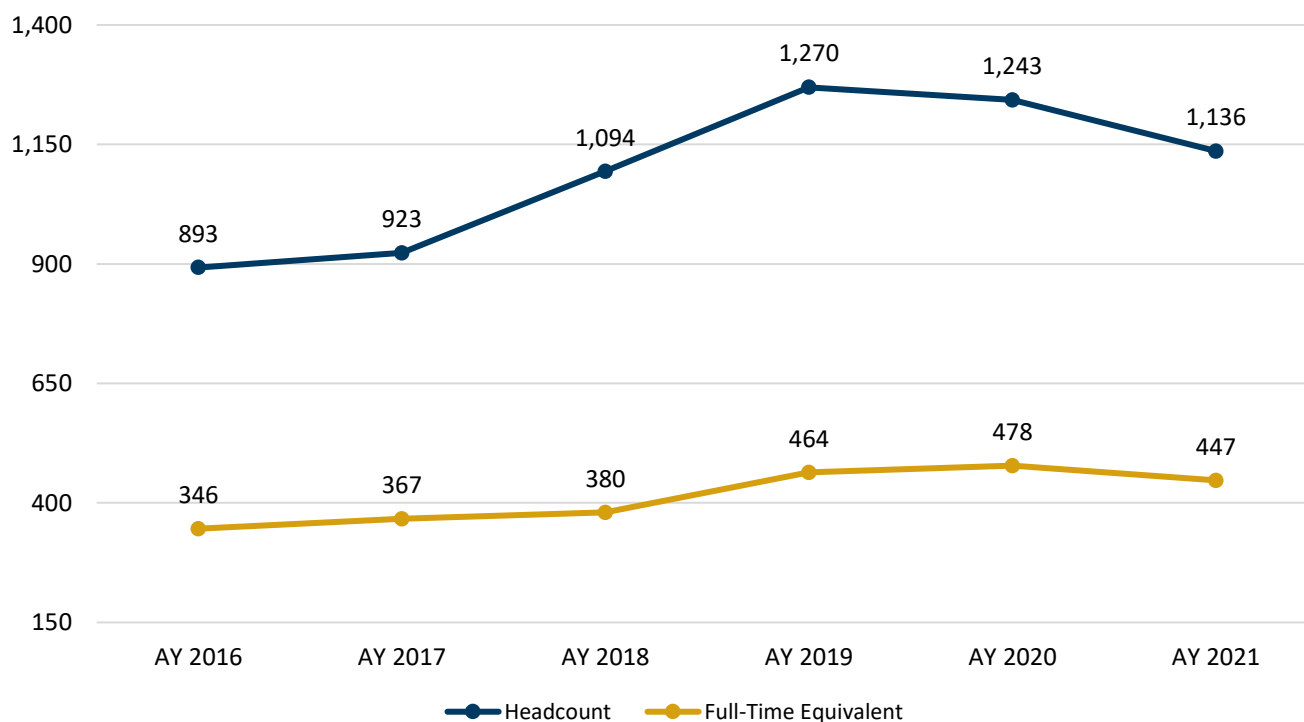
Salina Area Technical College is a two-year public institution located in Salina, Kansas. Salina Tech offers 21 degrees and certificates in occupations such as manufacturing, healthcare, transportation, construction, and business. Students earn their certificates in 9-18 months. Salina Tech's graduates have a 95% job placement rate. The college has been ranked in the top 10% nationwide three times in a row by the Aspen Institute. 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 2016 - 2021

Table P.10

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	893	923	1,094	1,270	1,243	1,136	27.2%
Full-Time Equivalent Enrollment	346	367	380	464	478	447	29.2%

**Headcount and FTE
Academic Year 2016 - 2021**



Notes for this section begin on page 88.

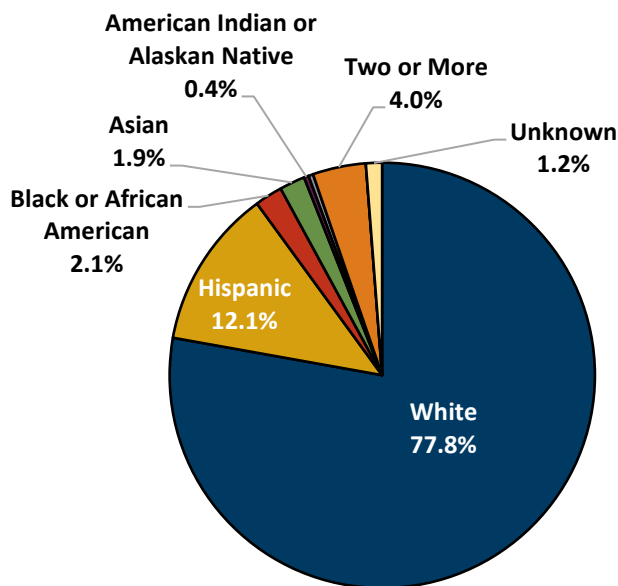
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**Salina Area Technical College
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	77.2%	83.4%	80.2%	77.7%	78.5%	77.8%	19.6%
Hispanic	10.4%	9.4%	10.0%	13.1%	11.7%	12.1%	64.3%
Black or African-American	5.3%	3.0%	3.5%	2.4%	2.3%	2.1%	-33.3%
Asian	1.6%	1.0%	1.7%	1.2%	2.1%	1.9%	37.5%
American Indian or Alaskan Native	1.2%	1.0%	1.1%	0.8%	0.6%	0.4%	-20.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.0%	0.4%	100.0%
Two or More	3.5%	2.1%	2.9%	3.4%	3.7%	4.0%	411.1%
Non-Resident Alien	0.7%	0.0%	0.1%	0.1%	0.2%	0.0%	NA
Unknown	0.1%	0.0%	0.5%	1.2%	0.9%	1.2%	133.3%

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	506	531	652	787	747	651	28.7%
Male	387	392	442	483	496	485	25.3%
Unknown	0	0	0	0	0	0	NA
Total	893	923	1,094	1,270	1,243	1,136	27.2%

Notes for this section begin on page 88.

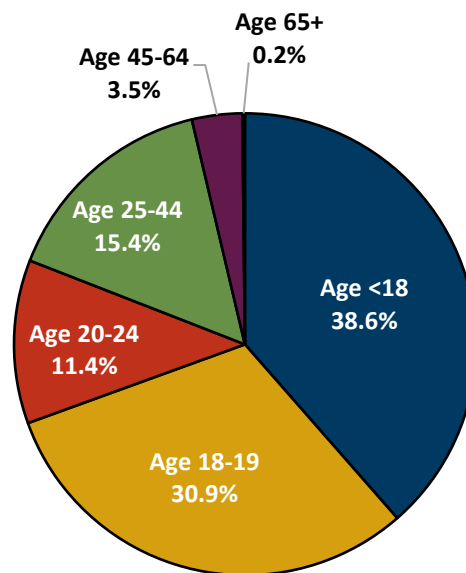
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**Salina Area Technical College
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	22.1%	21.1%	31.7%	33.8%	34.6%	38.6%	122.3%
18-19	22.4%	28.4%	25.2%	27.6%	25.8%	30.9%	75.5%
20-24	19.1%	15.9%	13.9%	14.3%	15.2%	11.4%	-24.0%
25-44	24.1%	25.4%	20.4%	17.9%	19.1%	15.4%	-18.6%
45-64	11.3%	8.8%	8.4%	6.3%	5.1%	3.5%	-60.4%
65+	1.0%	0.4%	0.4%	0.2%	0.2%	0.2%	-77.8%

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Status	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	157	143	119	145	154	139	-11.5%
Part-time	736	780	975	1,125	1,089	997	35.5%
Total	893	923	1,094	1,270	1,243	1,136	27.2%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

Notes for this section begin on page 88.

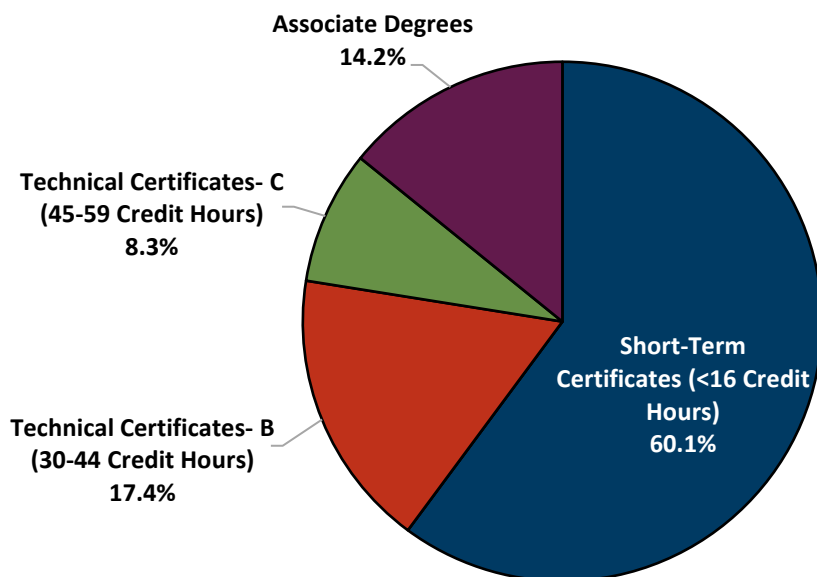
Source: *KHEDS AY Collection*

**Degrees/Certificates Awarded
Academic Year 2016 - 2021**

**Salina Area Technical College
Table P.15**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	242	259	285	305	254	246	1.7%
Technical Certificates- A (16-29 Credit Hours)	0	0	0	3	1	0	NA
Technical Certificates- B (30-44 Credit Hours)	111	90	76	63	75	71	-36.0%
Technical Certificates- C (45-59 Credit Hours)	31	34	24	40	46	34	9.7%
Associate Degrees	47	51	36	32	49	58	23.4%
Total	431	434	421	443	425	409	-5.1%

**Degrees/Certificates Awarded
Academic Year 2021**



Notes for this section begin on page 88.

Source: KHEDS AY Collection

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

Table P.16

	Cohort Year					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	75.9%	69.2%	74.3%	66.7%	67.5%	57.3%
150% Graduation Rate	76.5%	69.9%	76.2%	67.9%	67.5%	61.3%
200% Graduation Rate	76.5%	70.6%	76.2%	67.9%	68.8%	NA*

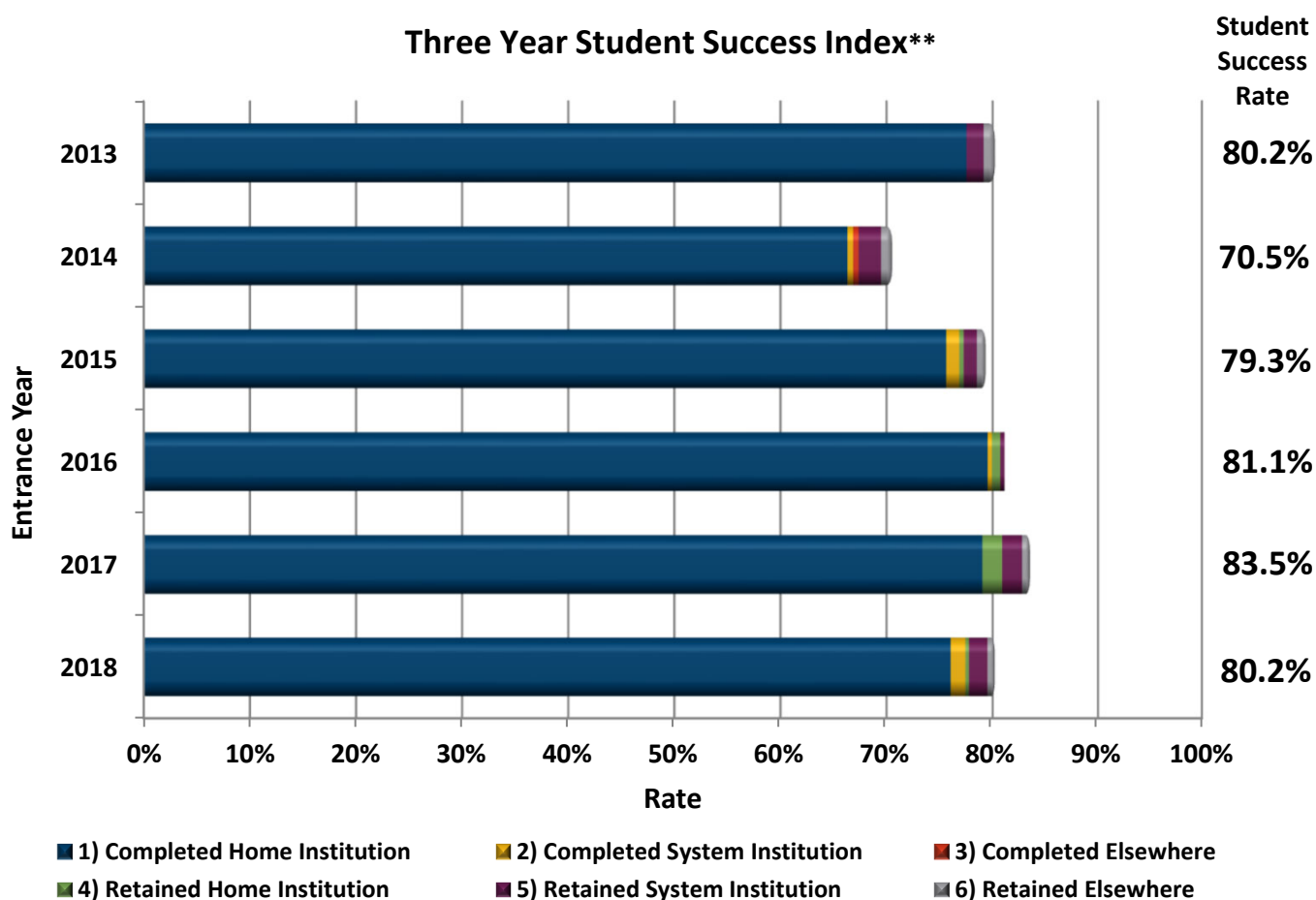
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	82.1%	82.1%	65.2%	91.7%	76.9%	73.7%
Full-Time Rate	80.2%	71.4%	72.7%	69.7%	65.8%	66.2%

Student Success Index of First-Time & Transferring Students Entrance Year 2013 - 2018

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 88.

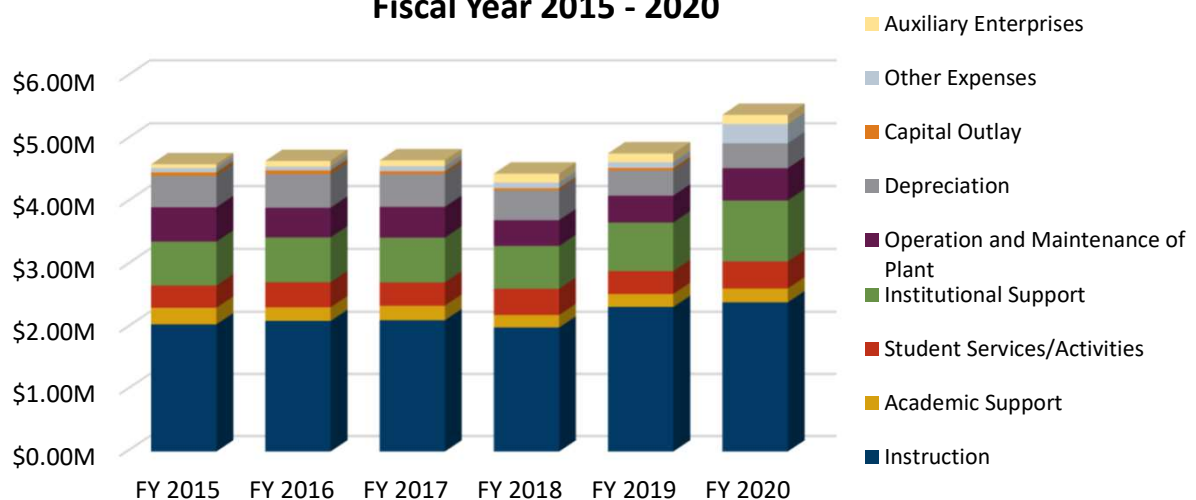
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**

**Salina Area Technical College
Table P.20**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Instruction	\$2,048,303	\$2,103,151	\$2,113,797	\$1,998,412	\$2,325,187	\$2,400,806	17.2%
per FTE Student	\$5,836	\$6,078	\$5,760	\$5,259	\$5,011	\$5,023	-13.9%
Academic Support	\$263,325	\$217,166	\$232,173	\$199,007	\$207,144	\$219,174	-16.8%
per FTE Student	\$750	\$628	\$633	\$524	\$446	\$459	-38.9%
Student Services/Activities	\$355,371	\$399,485	\$371,043	\$417,757	\$364,197	\$428,909	20.7%
per FTE Student	\$1,012	\$1,155	\$1,011	\$1,099	\$785	\$897	-11.4%
Institutional Support	\$697,796	\$712,250	\$711,635	\$681,350	\$773,975	\$972,487	39.4%
per FTE Student	\$1,988	\$2,059	\$1,939	\$1,793	\$1,668	\$2,034	2.3%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$548,993	\$474,887	\$491,026	\$410,570	\$427,085	\$513,063	-6.5%
Depreciation	\$499,485	\$533,120	\$521,949	\$473,608	\$397,650	\$397,650	-20.4%
Capital Outlay	\$56,090	\$59,676	\$44,015	\$35,333	\$41,496	\$0	NA
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$69,998	\$60,889	\$79,706	\$87,417	\$92,411	304,890	335.6%
Subtotal All Funds - Expenses	\$4,539,361	\$4,560,624	\$4,565,344	\$4,303,454	\$4,629,145	\$5,236,979	15.4%
Auxiliary Enterprises	\$57,954	\$89,409	\$93,245	\$143,873	\$139,827	\$146,376	152.6%
Total All Funds - Expenses	\$4,597,315	\$4,650,033	\$4,658,589	\$4,447,327	\$4,768,972	\$5,383,355	17.1%
Total Headcount	897	893	923	1,094	1,270	1,243	38.6%
Total FTE	351	346	367	380	464	478	36.2%

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**



Notes for this section begin on page 88.

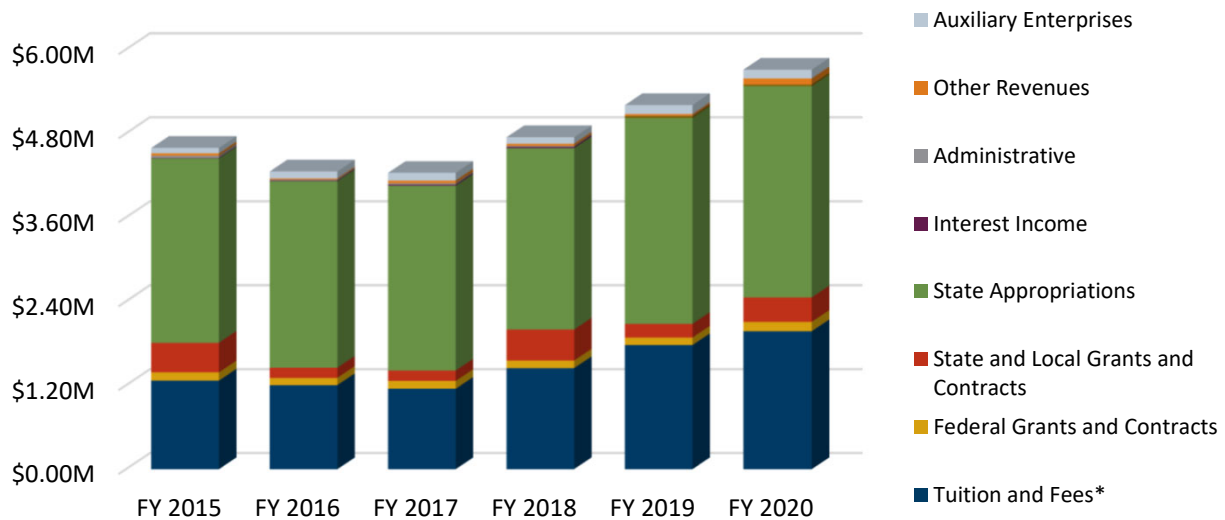
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**

**Salina Area Technical College
Table P.30**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Tuition and Fees*	\$1,266,890	\$1,201,808	\$1,151,175	\$1,446,753	\$1,774,940	\$1,973,898	55.8%
Federal Grants and Contracts	\$118,072	\$104,146	\$110,936	\$108,270	\$107,908	\$133,288	12.9%
State and Local Grants and Contracts	\$423,803	\$145,439	\$148,743	\$442,687	\$196,087	\$349,166	-17.6%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,634,692	\$2,667,156	\$2,643,480	\$2,592,210	\$2,941,399	\$3,018,021	14.5%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Investment Income	\$0	\$0	\$0	\$0	\$26,917	\$22,957	NA
Interest Income	\$7,338	\$10,262	\$14,027	\$19,647	\$0	\$0	NA
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$31,131	\$11,116	\$19,148	\$10,532	\$4,948	\$0	NA
Other Revenues	\$32,936	\$17,516	\$39,386	\$32,665	\$23,887	\$88,943	170.0%
Subtotal All Funds - Revenues	\$4,514,862	\$4,157,443	\$4,126,895	\$4,652,764	\$5,076,086	\$5,586,273	23.7%
Auxiliary Enterprises	\$77,072	\$97,887	\$109,350	\$92,419	\$128,547	\$125,143	62.4%
Total All Funds - Revenues	\$4,591,934	\$4,255,330	\$4,236,245	\$4,745,183	\$5,204,633	\$5,711,416	24.4%
Total Headcount	897	893	923	1,094	1,270	1,243	38.6%
Total FTE	351	346	367	380	464	478	36.2%

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**



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

Notes for this section begin on page 88.

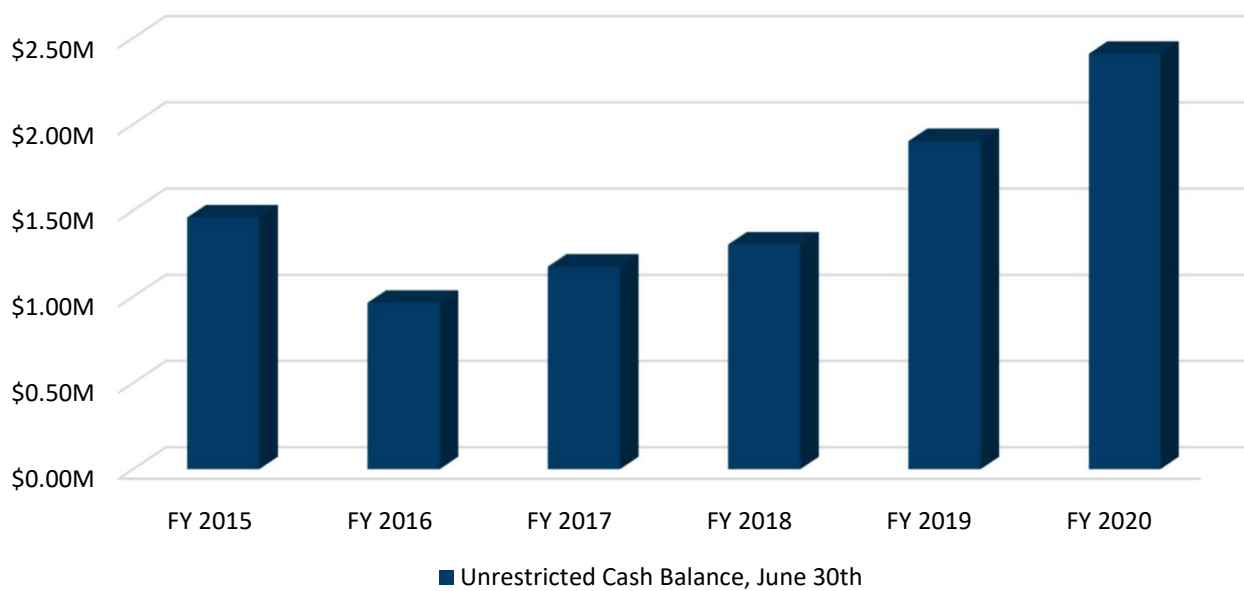
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020**

**Salina Area Technical College
Table P.60**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Cash and Cash Equivalents, June 30th	\$1,687,254	\$1,186,493	\$1,419,699	\$1,477,875	\$2,157,335	\$2,648,378	57.0%
Current Liabilities	\$227,502	\$221,532	\$245,347	\$174,893	\$254,434	\$239,739	5.4%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$1,459,752	\$964,961	\$1,174,352	\$1,302,982	\$1,902,901	\$2,408,639	65.0%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2015 - 2020**



*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 Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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

Institutional Profiles

- 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. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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.

Institutional Profiles

- 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.

5. 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
2013	77.5%	0.0%	0.0%	0.0%	1.6%	1.1%	80.2%
2014	66.3%	0.5%	0.5%	0.0%	2.1%	1.1%	70.5%
2015	75.6%	1.2%	0.0%	0.4%	1.2%	0.8%	79.3%
2016	79.5%	0.4%	0.0%	0.8%	0.4%	0.0%	81.1%
2017	79.0%	0.0%	0.0%	1.9%	1.9%	0.7%	83.5%
2018	76.0%	1.4%	0.0%	0.3%	1.7%	0.7%	80.2%

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 *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.
3. 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. 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.
5. 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".
6. For FY 2020, Salina Area Technical College reflected higher “other expenses” than in prior years. The College indicates that these were for expenditures, including salaries, related to a new grant received in FY 2020.

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 revenue categories were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
5. 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.
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 State University Campus of Applied Sciences and Technology (WSU Tech)

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) 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.

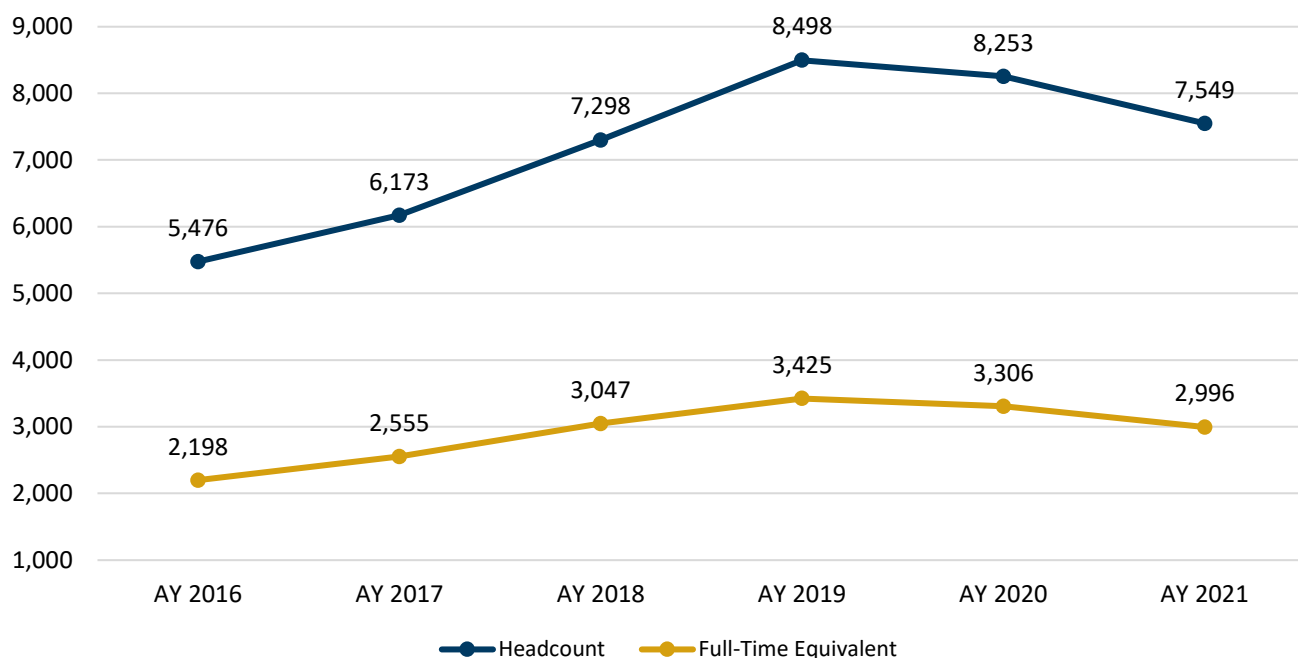
Student Demographics

Table P.10

Academic Year 2016 - 2021

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	5,476	6,173	7,298	8,498	8,253	7,549	37.9%
Full-Time Equivalent Enrollment	2,198	2,555	3,047	3,425	3,306	2,996	36.3%

**Headcount and FTE
Academic Year 2016 - 2021**



Notes for this section begin on page 100.

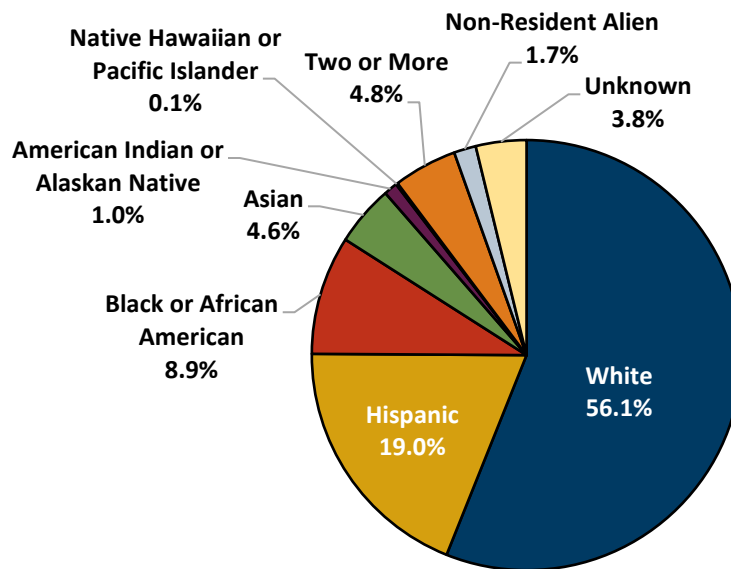
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**WSU Tech
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	57.2%	60.6%	60.0%	56.8%	55.8%	56.1%	35.1%
Hispanic	13.3%	15.6%	15.7%	16.7%	18.4%	19.0%	96.4%
Black or African-American	10.4%	9.8%	10.2%	10.2%	9.3%	8.9%	18.9%
Asian	4.7%	4.0%	4.7%	4.3%	4.4%	4.6%	34.4%
American Indian or Alaskan Native	1.2%	1.2%	1.0%	0.9%	1.0%	1.0%	14.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%	-8.3%
Two or More	0.0%	2.3%	3.6%	4.5%	5.0%	4.8%	NA
Non-Resident Alien	1.6%	1.7%	1.5%	1.9%	1.8%	1.7%	47.1%
Unknown	11.4%	4.6%	3.1%	4.7%	4.3%	3.8%	-53.8%

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	2,888	3,164	3,580	4,047	4,047	3,844	33.1%
Male	2,588	3,008	3,718	4,432	4,198	3,701	43.0%
Unknown	0	1	0	19	8	4	NA
Total	5,476	6,173	7,298	8,498	8,253	7,549	37.9%

Notes for this section begin on page 100.

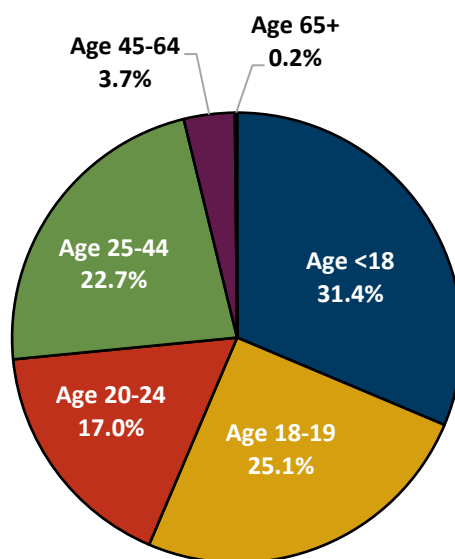
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**WSU Tech
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	27.9%	28.1%	24.1%	26.8%	29.1%	31.3%	54.6%
18-19	22.8%	22.8%	22.1%	22.9%	25.7%	25.0%	51.7%
20-24	16.7%	17.6%	19.8%	18.7%	18.0%	17.0%	40.9%
25-44	26.2%	25.7%	28.2%	26.4%	23.2%	22.7%	19.4%
45-64	6.2%	5.7%	5.7%	5.0%	3.7%	3.7%	-18.8%
65+	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	20.0%

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Status	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	709	900	999	954	999	940	32.6%
Part-time	4,767	5,273	6,299	7,544	7,254	6,609	38.6%
Total	5,476	6,173	7,298	8,498	8,253	7,549	37.9%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

Notes for this section begin on page 100.

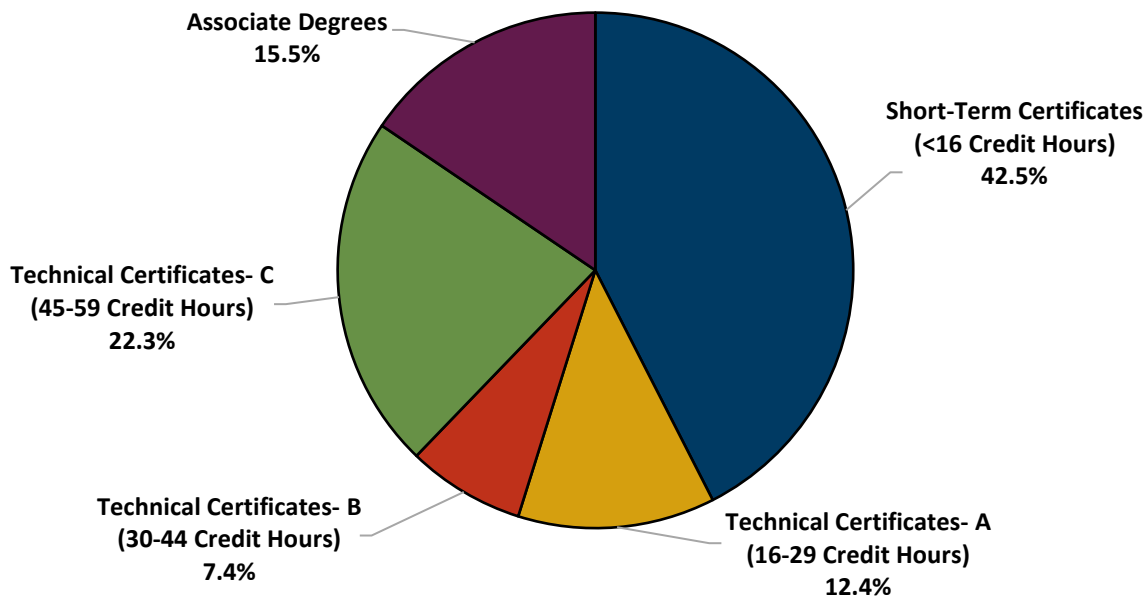
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2016 - 2021**

**WSU Tech
Table P.15**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	688	677	677	664	751	605	-12.1%
Technical Certificates- A (16-29 Credit Hours)	86	166	342	689	338	176	104.7%
Technical Certificates- B (30-44 Credit Hours)	197	219	228	273	65	105	-46.7%
Technical Certificates- C (45-59 Credit Hours)	213	214	219	216	422	317	48.8%
Associate Degrees	99	132	191	185	213	221	123.2%
Total	1,283	1,408	1,657	2,027	1,789	1,424	11.0%

**Degrees/Certificates Awarded
Academic Year 2021**



Notes for this section begin on page 100.

Source: KHEDS AY Collection

Degree/Certificate-Seeking Students

WSU Tech

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

Table P.16

	Cohort Year					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	25.3%	27.7%	35.7%	42.3%	31.5%	31.4%
150% Graduation Rate	30.6%	35.1%	43.0%	49.3%	43.0%	38.0%
200% Graduation Rate	40.8%	40.4%	44.4%	57.3%	48.2%	NA*

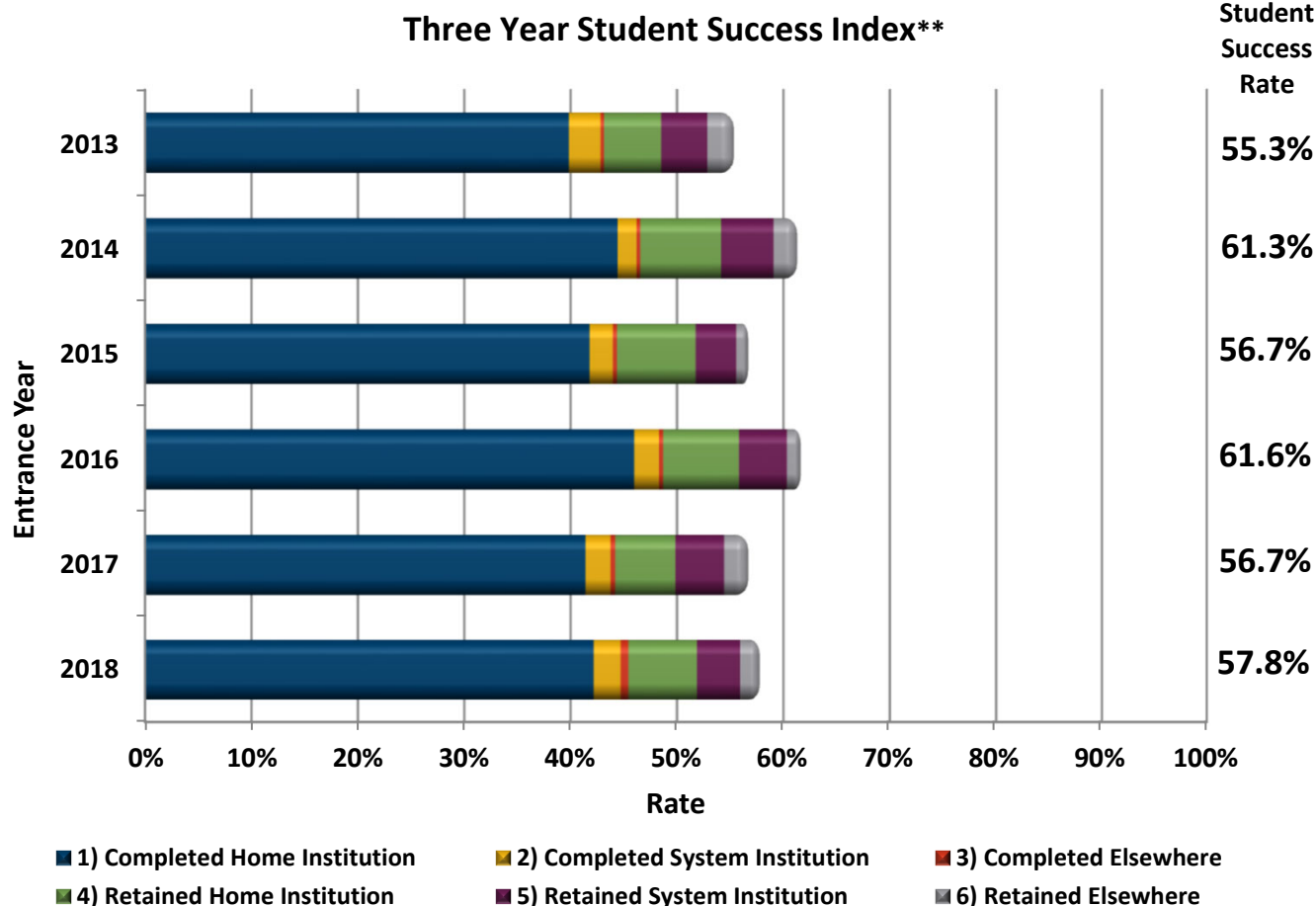
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	39.9%	38.7%	51.1%	41.1%	45.7%	38.4%
Full-Time Rate	55.8%	65.6%	63.8%	58.5%	52.4%	50.0%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2013 - 2018**

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.

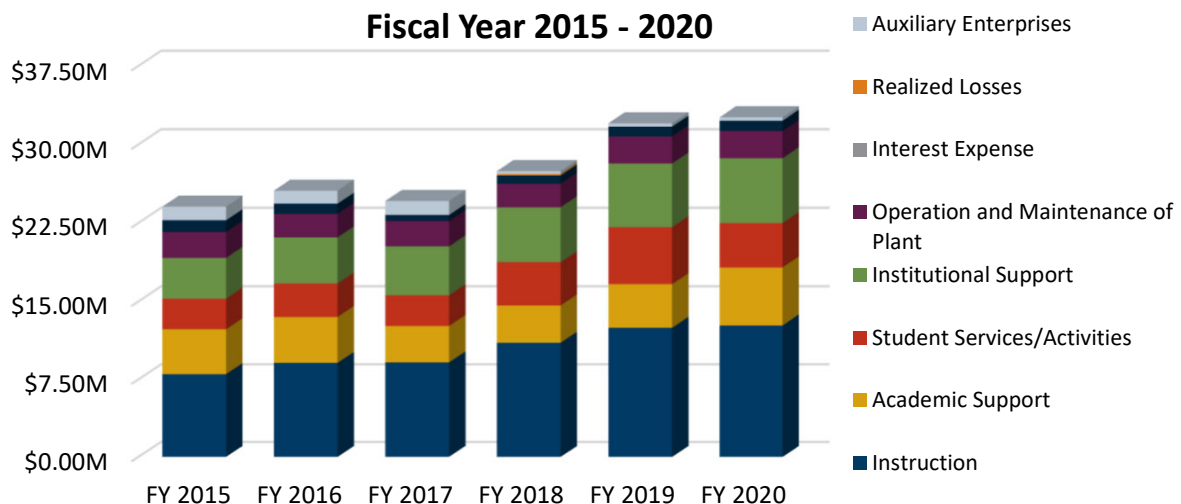
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**

**Wichita State University Campus of Applied
Sciences and Technology
Table P.20**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Instruction	\$8,007,092	\$9,094,709	\$9,140,930	\$11,033,569	\$12,489,899	\$12,711,516	58.8%
per FTE Student	\$3,653	\$4,138	\$3,578	\$3,621	\$3,647	\$3,845	5.3%
Academic Support	\$4,334,167	\$4,426,357	\$3,511,034	\$3,585,910	\$4,163,300	\$5,540,917	27.8%
per FTE Student	\$1,977	\$2,014	\$1,374	\$1,177	\$1,216	\$1,676	-15.2%
Student Services/Activities	\$2,922,749	\$3,194,410	\$2,938,247	\$4,137,588	\$5,444,315	\$4,237,172	45.0%
per FTE Student	\$1,333	\$1,453	\$1,150	\$1,358	\$1,590	\$1,282	-3.9%
Institutional Support	\$3,892,974	\$4,407,268	\$4,669,278	\$5,240,945	\$6,084,822	\$6,192,790	59.1%
per FTE Student	\$1,776	\$2,005	\$1,828	\$1,720	\$1,777	\$1,873	5.5%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$2,475,520	\$2,250,238	\$2,424,822	\$2,245,928	\$2,589,850	\$2,600,890	5.1%
Depreciation	\$1,122,800	\$971,662	\$574,434	\$788,303	\$932,942	\$984,409	-12.3%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$5,068	\$3,658	\$1,899	\$75	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$2,355	\$0	\$0	\$148,054	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Subtotal All Funds - Expenses	\$22,762,725	\$24,348,302	\$23,260,644	\$27,180,372	\$31,705,127	\$32,267,694	41.8%
Auxiliary Enterprises	\$1,300,839	\$1,233,758	\$1,345,497	\$275,839	\$320,254	\$325,936	-74.9%
Total All Funds - Expenses	\$24,063,564	\$25,582,060	\$24,606,141	\$27,456,211	\$32,025,382	\$32,593,630	35.4%
Total Headcount	5,394	5,476	6,173	7,298	8,498	8,253	53.0%
Total FTE	2,192	2,198	2,555	3,047	3,425	3,306	50.8%

**Total All Funds Audited Expenses
Fiscal Year 2015 - 2020**



Notes for this section begin on page 100.

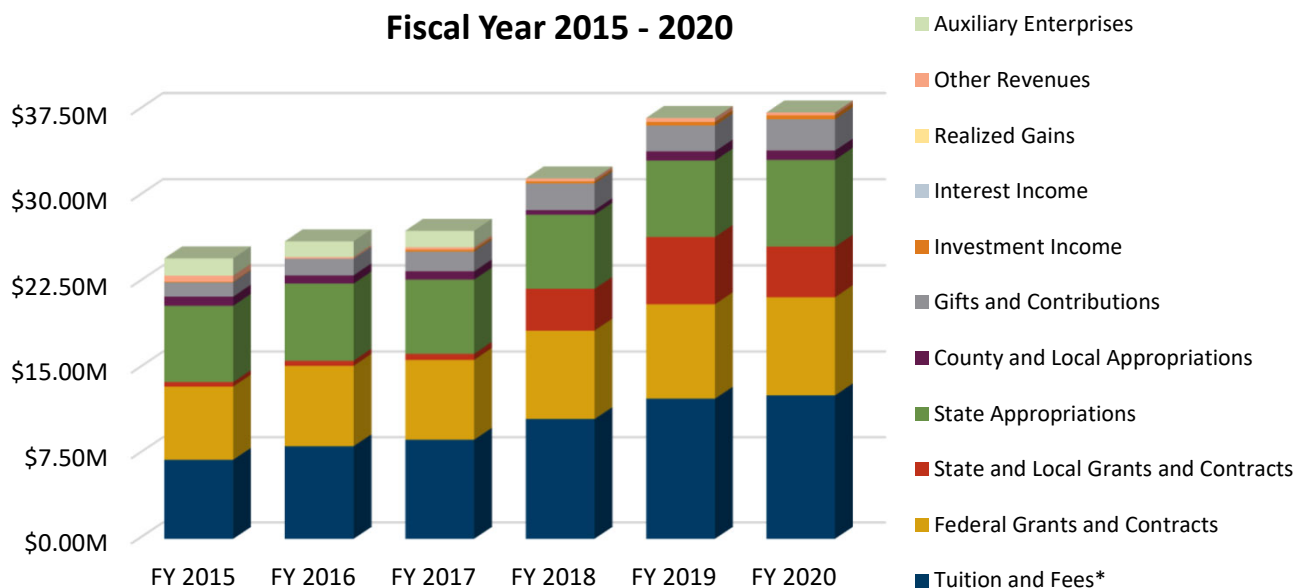
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**

**Wichita State University Campus of Applied
Sciences and Technology
Table P.30**

Category	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Tuition and Fees*	\$6,957,248	\$8,144,988	\$8,722,249	\$10,545,344	\$12,328,189	\$12,618,057	81.4%
Federal Grants and Contracts	\$6,430,124	\$7,054,056	\$6,989,075	\$7,713,289	\$8,229,695	\$8,546,151	32.9%
State and Local Grants and Contracts	\$389,810	\$436,929	\$528,896	\$3,637,030	\$5,855,679	\$4,401,419	1029.1%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$6,643,264	\$6,715,444	\$6,458,529	\$6,451,345	\$6,647,531	\$7,563,743	13.9%
County and Local Appropriations	\$793,000	\$718,000	\$718,000	\$400,000	\$800,000	\$800,000	0.9%
Gifts and Contributions	\$1,246,339	\$1,451,254	\$1,725,773	\$2,313,798	\$2,243,288	\$2,722,516	118.4%
Investment Income	\$47,820	\$5,524	\$162,198	\$188,988	\$321,325	\$355,670	643.8%
Interest Income	\$0	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$2,530	\$601	\$0	\$2,039	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$533,123	\$139,480	\$208,259	\$246,486	\$342,185	\$234,865	-55.9%
Subtotal All Funds - Revenues	\$23,040,728	\$24,668,205	\$25,513,580	\$31,496,280	\$36,769,931	\$37,242,421	61.6%
Auxiliary Enterprises	\$1,503,645	\$1,362,755	\$1,435,271	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$24,544,373	\$26,030,960	\$26,948,851	\$31,496,280	\$36,769,931	\$37,242,421	51.7%
Total Headcount	5,394	5,476	6,173	7,298	8,498	8,253	53.0%
Total FTE	2,192	2,198	2,555	3,047	3,425	3,306	50.8%

**Total All Funds Audited Revenues
Fiscal Year 2015 - 2020**



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

Notes for this section begin on page 100.

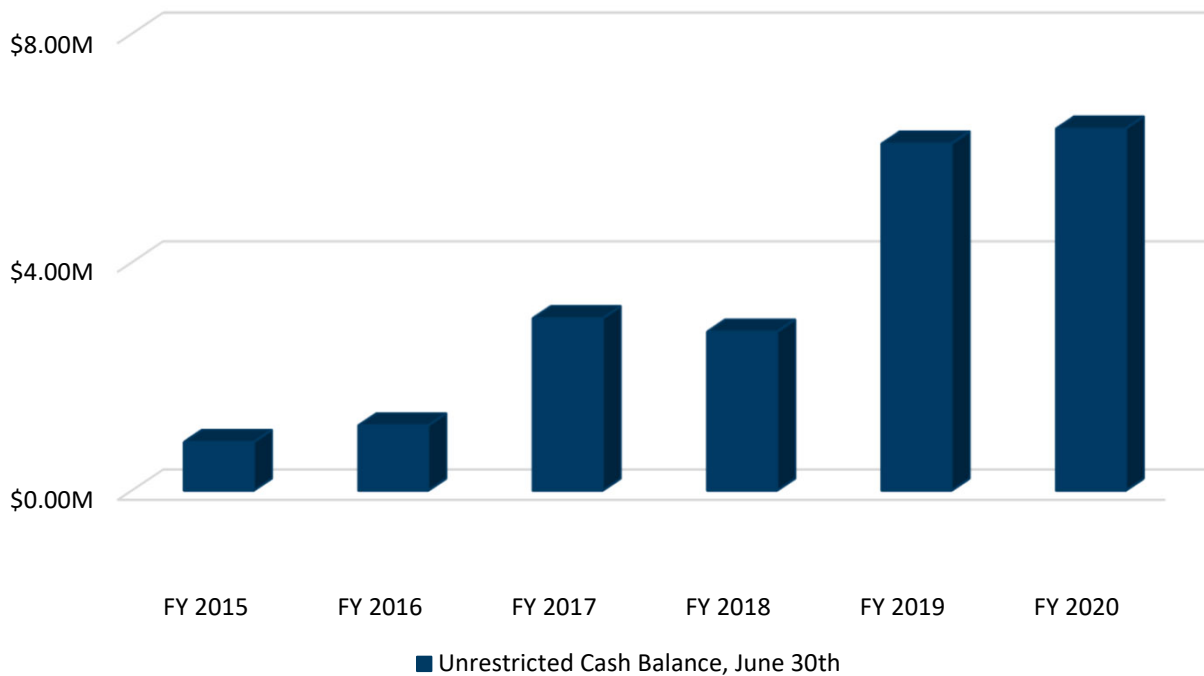
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

Changes in Unrestricted Cash*
Fiscal Year 2015 - 2020

**Wichita State University Campus of Applied
 Sciences and Technology**
Table P.60

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	% Change FY 15-20
Cash and Cash Equivalents, June 30th	\$7,496,690	\$7,924,720	\$10,137,780	\$11,073,813	\$18,532,149	\$22,678,708	202.5%
Current Liabilities	\$2,937,242	\$2,791,215	\$2,882,830	\$3,563,321	\$3,946,930	\$4,305,115	46.6%
Other Restrictions	\$3,706,813	\$3,989,949	\$4,230,804	\$4,720,879	\$8,505,837	\$12,031,854	224.6%
Unrestricted Cash Balance, June 30th	\$852,635	\$1,143,556	\$3,024,146	\$2,789,613	\$6,079,382	\$6,341,739	643.8%

**Unrestricted Cash Balance, June 30th
 Fiscal Year 2015 - 2020**



*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 State University Campus of Applied Sciences and Technology

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Starting fiscal year 2018, when identified in the audited financial statements, federal direct student loans (FDSL) are specifically excluded from the finance tables.
4. Due to rounding, numbers may not match other published reports.

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. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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.

5. Specific data for the Wichita State University Campus of Applied Sciences and 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
2013	39.8%	3.0%	0.3%	5.4%	4.3%	2.5%	55.3%
2014	44.4%	1.8%	0.3%	7.6%	4.9%	2.2%	61.3%
2015	41.8%	2.2%	0.4%	7.4%	3.8%	1.1%	56.7%
2016	46.0%	2.3%	0.4%	7.1%	4.5%	1.3%	61.6%
2017	41.4%	2.4%	0.4%	5.7%	4.6%	2.3%	56.7%
2018	42.2%	2.5%	0.7%	6.5%	4.0%	1.9%	57.8%

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 State University Campus of Applied Sciences and Technology, "Realized Losses" includes their audit category "Loss on disposal of equipment".
4. The FY 2018 through FY 2020 audits for Wichita State University Campus of Applied Sciences and Technology did not reflect expenditures for the categories reflected in the data book. The amounts were calculated based on the percentages by category reflected in the audit for these categories.
5. Following its review of the table, Wichita State University Campus of Applied Sciences and Technology provided documented changes to amounts for all years covered by the table. Data for FY 2015-FY 2019 will not match prior editions of the data book.

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 State University Campus of Applied Sciences and Technology, "Gifts and Contributions" includes their audit category "Contributed services and materials" and "State contributions to KPERS".
5. Beginning in FY 2018, Wichita State University Campus of Applied Sciences and Technology began outsourcing its bookstore operation, resulting in no further reported auxiliary enterprise expenditures.
6. Following its review of the table, Wichita State University Campus of Applied Sciences and Technology provided documented changes to amounts for all years covered by the table. Data for FY 2015-FY 2019 will not match prior editions of the data book.

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.
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 that has been designated to be set aside for specific future purposes by the WSU Tech Advisory Board. These purposes are designated for Capital expenditures, Operating reserves, and Deferred maintenance expenditures.
3. Following its review of the table, Wichita State University Campus of Applied Sciences and Technology provided documented changes to amounts for all years covered by the table. Data for FY 2015-FY 2019 will not match prior editions of the data book.

Washburn Institute of Technology

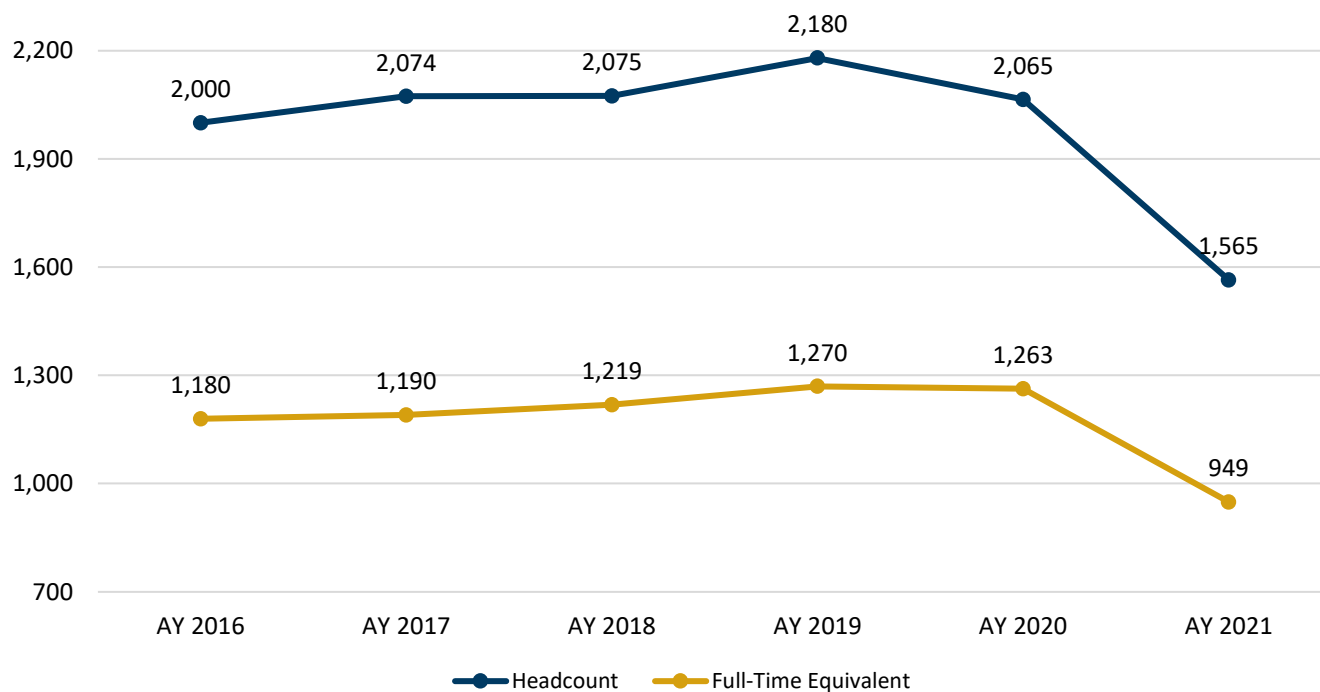
Washburn Tech offers 30+ career programs, most of which are about 48 credits in length, in eight areas - Advanced Manufacturing, Business, Computer Repair and Networking, Construction, Drafting and Design, Health Care, Hospitality and Human Services, and Transportation. In addition, continuing education and custom courses are offered. Washburn Tech, which serves postsecondary and high school students, has one of the highest graduation rates of any public technical institution in Kansas, 82 percent, and a placement rate of 94 percent.

Student Demographics Academic Year 2016 - 2021

Table P.10

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Enrollment Headcount	2,000	2,074	2,075	2,180	2,065	1,565	-21.8%
Full-Time Equivalent Enrollment	1,180	1,190	1,219	1,270	1,263	949	-19.6%

**Headcount and FTE
Academic Year 2016 - 2021**



Notes for this section begin on page 109.

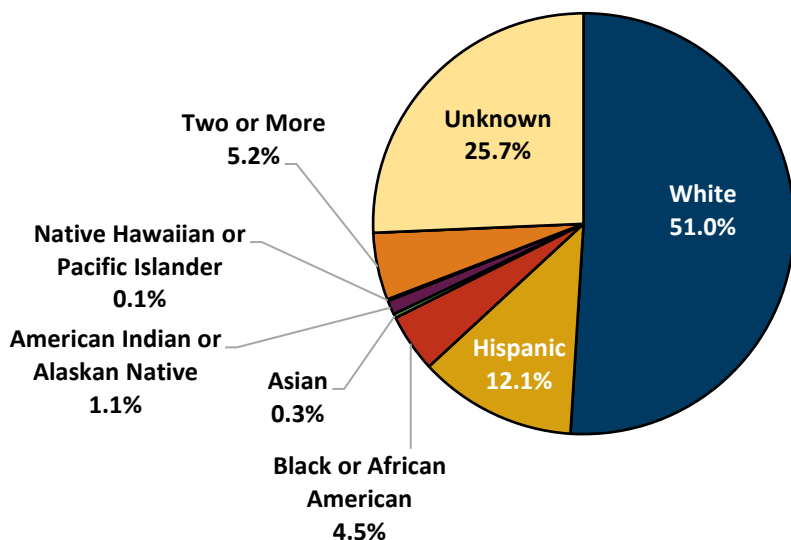
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2016 - 2021**

**Washburn Institute of Technology
Table P.11**

Race/Ethnicity	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
White	36.8%	49.8%	52.3%	39.9%	26.6%	51.0%	8.6%
Hispanic	8.4%	8.7%	9.2%	6.2%	10.6%	12.1%	13.1%
Black or African-American	3.5%	4.6%	5.0%	3.6%	3.8%	4.5%	0.0%
Asian	0.2%	0.2%	0.5%	0.5%	0.4%	0.3%	25.0%
American Indian or Alaskan Native	0.9%	0.9%	0.9%	1.3%	0.7%	1.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.0%
Two or More	3.0%	4.1%	4.2%	3.8%	2.7%	5.2%	37.3%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Unknown	47.3%	31.6%	27.8%	44.6%	55.1%	25.7%	-57.5%

**Enrollment by Race/Ethnicity
Academic Year 2021**



**Enrollment by Gender
Academic Year 2016 - 2021**

Table P.12

Gender	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Female	945	996	951	920	845	640	-32.3%
Male	1,055	1,078	1,106	1,224	1,192	871	-17.4%
Unknown	0	0	18	36	28	54	NA
Total	2,000	2,074	2,075	2,180	2,065	1,565	-21.8%

Notes for this section begin on page 109.

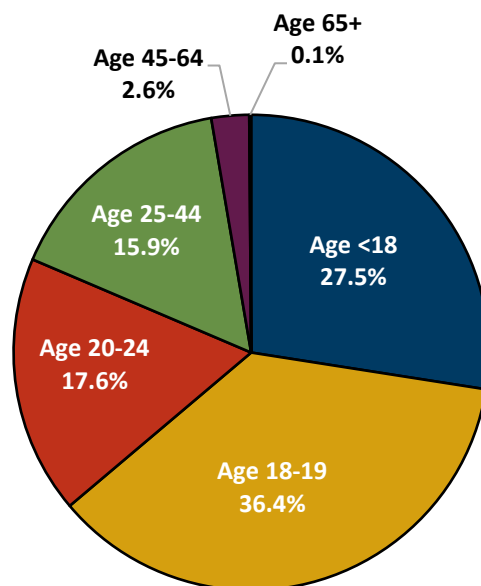
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2016 - 2021**

**Washburn Institute of Technology
Table P.13**

Age*	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
<18	18.4%	20.3%	20.6%	25.3%	28.4%	27.5%	16.8%
18-19	26.1%	29.3%	30.7%	31.8%	33.8%	36.4%	9.0%
20-24	19.1%	18.4%	19.4%	17.6%	18.0%	17.6%	-28.0%
25-44	30.9%	26.6%	24.0%	21.0%	16.5%	15.9%	-59.7%
45-64	5.5%	5.1%	5.2%	4.0%	3.1%	2.6%	-63.3%
65+	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%	100.0%

**Enrollment by Age
Academic Year 2021**



**Enrollment by Student Status
Academic Year 2016 - 2021**

Table P.14

Student Status	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Full-time	756	701	691	784	848	631	-16.5%
Part-time	1,244	1,373	1,384	1,396	1,217	934	-24.9%
Total	2,000	2,074	2,075	2,180	2,065	1,565	-21.8%

*Percentage totals may not add up to 100% due to the Unknown student age category being excluded.

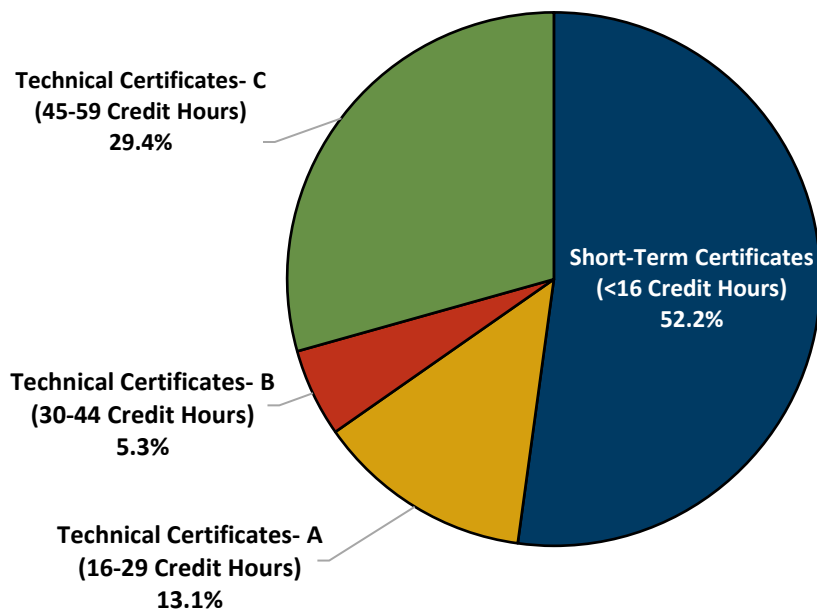
Notes for this section begin on page 109.

Source: KHEDS AY Collection

**Certificates Awarded
Academic Year 2016 - 2021**

Category	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021	% Change AY 16 - 21
Short-Term Certificates (<16 Credit Hours)	643	686	656	675	359	469	-27.1%
Technical Certificates- A (16-29 Credit Hours)	110	102	113	165	179	118	7.3%
Technical Certificates- B (30-44 Credit Hours)	62	53	67	82	64	48	-22.6%
Technical Certificates- C (45-59 Credit Hours)	348	326	279	316	331	264	-24.1%
Total	1,163	1,167	1,115	1,238	933	899	-22.7%

**Certificates Awarded
Academic Year 2021**



Notes for this section begin on page 109.

Source: KHEDS AY Collection

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					
	2012	2013	2014	2015	2016	2017
100% Graduation Rate	82.0%	69.9%	59.2%	56.0%	60.8%	52.0%
150% Graduation Rate	82.0%	74.7%	66.2%	58.3%	61.4%	62.0%
200% Graduation Rate	83.6%	75.9%	66.2%	58.3%	62.1%	NA*

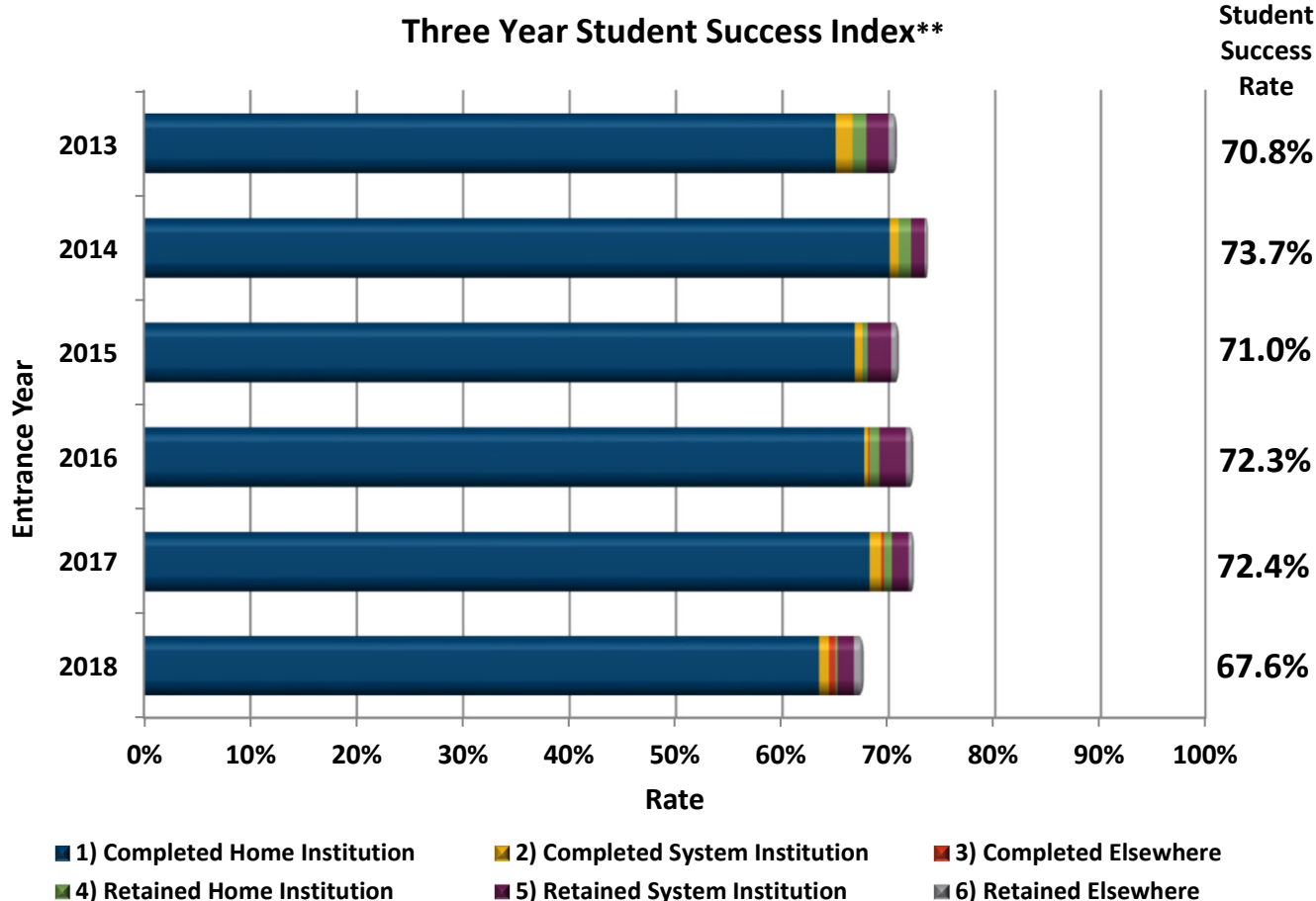
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2014	2015	2016	2017	2018	2019
Part-Time Rate	66.1%	50.7%	58.8%	54.9%	62.9%	56.8%
Full-Time Rate	71.8%	80.0%	73.8%	65.5%	64.3%	67.2%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2013 - 2018**

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 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 Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
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. Due to rounding, numbers may not match other published reports.

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. The 150% graduation rate for cohort year 2014 has been corrected and will not match previously published data books.

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.
4. The fall retention rate for cohort year 2016 has been corrected and will not match previously published data books.

Table P.18: Student Success Index

1. The data may have changed slightly for prior years due to the collection of additional data which improves the quality of data. Due to this slight adjustment in data, this table may not match exactly what was published in prior year data books.
2. 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.
3. 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.
4. The Student Success Index varies from typical IPEDS measures in the following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from the using Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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.

5. 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
2013	65.0%	1.6%	0.0%	1.3%	2.1%	0.8%	70.8%
2014	70.1%	0.8%	0.0%	1.2%	1.3%	0.3%	73.7%
2015	66.8%	0.7%	0.0%	0.5%	2.2%	0.7%	71.0%
2016	67.7%	0.4%	0.1%	0.9%	2.5%	0.7%	72.3%
2017	68.2%	1.1%	0.2%	0.7%	1.6%	0.5%	72.4%
2018	63.4%	0.9%	0.6%	0.2%	1.5%	0.9%	67.6%

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TECHNICAL COLLEGE DATA BOOK

Glossary

January 2022

★ 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 (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 2021 Academic Year for data collection, covers Summer 2020 + Fall 2020 + Spring 2021). 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 2021 Academic Year for tuition, covers Fall 2020 + Spring 2021 + Summer 2021).
- 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.

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

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.

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", "TAACCCT grants", "TAACCCT 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 fall enrollment, one FTE student is represented by 15 credit hours. For academic year enrollment, one FTE is represented by 30 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.

Instructional Staff – Occupational category that includes primarily instruction, research staff, and public service staff.

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.

KHEStats – Abbreviation for the Kansas Higher Education Statistics. It is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org.

Library; Student and Academic Affairs; and Other Education Services Occupations – Broad occupational category that includes student and academic affairs and other education services occupations (SOC codes 25-2000, 25-3000, and 25-9000), library technicians (SOC code 25-4030), librarians and media collections specialists (SOC code 25-4020), and archivists, curators, and museum technicians (SOC code 25-4010).

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.

Management Occupations - Occupational category that includes all occupations under the standard occupational classification (SOC) code 11-0000, including top executives, advertising, marketing, promotions, public relations, sales managers, operations specialties managers, and other management occupations.

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 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.

Primarily Instruction - Staff whose specific assignments customarily are made for the purpose of providing instruction or teaching.

Public Service (Finance Category) - Expenses for all activities budgeted specifically for public service and for activities established primarily to provide noninstructional services beneficial to groups external to the institution.

Public Service Staff (Occupational Category) – Staff whose specific assignments customarily are made for the

purpose of carrying out public service activities such as agricultural extension services, clinical services, or continuing education.

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.

Research Staff – Staff whose specific assignments customarily are made for the purpose of conducting research.

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.

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.

SOC – Abbreviation for Standard Occupational Classification. The SOC system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

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

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 at stats.kansasregents.org, on the "Student Success Index" tab.

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.