



TECHNICAL COLLEGE DATA BOOK

January 2017



KANSAS BOARD OF REGENTS

MEMO

TO: Kansas Board of Regents

FROM: Elaine Frisbie
Vice President of Finance and Administration

RE: **TECHNICAL COLLEGE DATA BOOK, January 2017**

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

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

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

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

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

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Availability of Data

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

Kansas Higher Education Reporting System (KHERS)

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

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

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

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

**KANSAS BOARD OF REGENTS
TECHNICAL COLLEGE DATA BOOK**

January 2017

Table No.	Title	Page
SECTION 1 - FINANCE		
1.11a	Total All Funds Audited Expenses, Fiscal Year 2015	2
1.11b	Total All Funds Audited Revenues, Fiscal Year 2015.....	4
1.11e	Changes in Unrestricted Cash, Fiscal Year 2011 – 2015	6
	Section 1 Notes	7
SECTION 2 - TUITION AND FEES		
2.10	Resident Tuition and Required Fees per Credit Hour, Academic Year 2013 – 2017.....	10
2.11	Non-Resident Tuition and Required Fees per Credit Hour, Academic Year 2013 – 2017.....	11
2.12	Online Tuition and Required Fees per Credit Hour, Academic Year 2014 – 2017	12
2.13	Tuition and Required Fees per Credit Hour, Academic Year 2017	13
2.14	Institution Submitted Tuition by Type, Academic Year 2014 – 2017.....	14
	Section 2 Notes	15
SECTION 3 - STUDENTS		
3.1	Enrollment Headcount, Academic Year 2011 – 2016	18
3.2	Full-Time Equivalent Enrollment, Academic Year 2011 – 2016.....	18
3.3a	Enrollment by Race/Ethnicity, Academic Year 2011 – 2016.....	19
3.3b	Enrollment by Gender, Academic Year 2011 – 2016	19
3.3c	Enrollment by Age, Academic Year 2011 – 2016	20
3.3d	Enrollment by Student Status, Academic Year 2011 – 2016	20
3.6	Degrees/Certificates Awarded by Type, Academic Year 2011 – 2016.....	21
3.6a	Degrees/Certificates Awarded by Institution, Academic Year 2016.....	21
3.7	Graduation Rates of First-Time, Full-Time Freshmen, (100%, 150%, and 200% of Program Time)	22

3.8	Fall Retention Rates of First-Time Students, Cohort Year 2014	22
3.10	Student Success Index, Entrance Year 2008 – 2013	23
	Section 3 Notes	24

SECTION 4 - FACULTY AND STAFF

4.11	All Faculty and Staff Headcount and Full-Time Equivalent, Fiscal Year 2017	28
4.12	Faculty Headcount and Full-Time Equivalent, Fiscal Year 2017.....	28
4.13	Staff Headcount and Full-Time Equivalent, Fiscal Year 2017.....	29
	Section 4 Notes	30

INSTITUTIONAL PROFILES*

Flint Hills Technical College.....	32
Manhattan Area Technical College.....	44
North Central Kansas Technical College	56
Northwest Kansas Technical College	68
Salina Area Technical College	80
Wichita Area Technical College	92
Washburn Institute of Technology	104

(NOTE: The Notes for each institution are located at the end of each individual Institutional Profile)

GLOSSARY

Definitions of Frequently Used Enrollment and Budgetary Terms.....	113
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*Tables are attached for each institution as follows:

- Table P.10 Student Demographics (comparable format to System Table 3.1 and 3.2)
- Table P.11 Enrollment by Race/Ethnicity (comparable format to System Table 3.3a)
- Table P.12 Enrollment by Gender (comparable format to System Table 3.3b)
- Table P.13 Enrollment by Age (comparable format to System Table 3.3c)
- Table P.14 Enrollment by Student Status (comparable format to System Table 3.3d)
- Table P.15 Degrees/Certificates Awarded (comparable format to System Table 3.6)
- Table P.16 Graduation Rates of First-Time, Full-Time Freshmen (comparable format to System Table 3.7)
- Table P.17 Fall Retention Rates of First-Time Students (comparable format to System Table 3.8)
- Table P.18 Student Success Index of First-Time & Transferring Students (comparable format to System Table 3.10)
- Table P.20 Total All Funds Audited Expenses (comparable format to System Table 1.11a)
- Table P.30 Total All Funds Audited Revenues (comparable format to System Table 1.11b)
- Table P.60 Changes in Unrestricted Cash (comparable format to System Table 1.11e)



TECHNICAL COLLEGE DATA BOOK

Section I: Finance

January 2017

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Total All Funds Audited Expenses Fiscal Year 2015

Table 1.11a

Category	Flint Hills	Manhattan	North Central	Northwest	Salina Area	Wichita Area	Total Audited Expenses by Category
	Technical College	Area Technical College	Kansas Technical College	Kansas Technical College	Technical College	Technical College	
Instruction per FTE Student	\$3,959,197 \$6,588	\$3,401,224 \$5,530	\$4,389,588 \$6,764	\$2,228,756 \$4,213	\$2,048,303 \$5,836	\$8,007,092 \$3,653	\$24,034,160
Academic Support per FTE Student	\$412,093 \$686	\$388,849 \$632	\$111,779 \$172	\$542 \$1	\$263,325 \$750	\$4,334,167 \$1,977	\$5,510,755
Student Services/Activities per FTE Student	\$643,352 \$1,070	\$440,851 \$717	\$695,191 \$1,071	\$1,957,856 \$3,701	\$355,371 \$1,012	\$2,922,749 \$1,333	\$7,015,370
Institutional Support per FTE Student	\$1,543,012 \$2,567	\$698,405 \$1,136	\$1,468,716 \$2,263	\$1,028,101 \$1,943	\$697,796 \$1,988	\$3,892,974 \$1,776	\$9,329,004
Scholarships and Financial Aid	\$541,779	\$328,672	\$572,800	\$0	\$0	\$0	\$1,443,251
Operation and Maintenance of Plant	\$625,138	\$337,784	\$1,303,507	\$1,149,206	\$548,993	\$3,598,320	\$7,562,948
Depreciation	\$297,676	\$236,854	\$634,356	\$430,915	\$499,485	\$0	\$2,099,286
Capital Outlay	\$196,702	\$0	\$0	\$0	\$56,090	\$0	\$252,792
Interest Expense	\$0	\$11,899	\$20,482	\$0	\$0	\$5,068	\$37,449
Cost of Sales and Services	\$0	\$0	\$0	\$368,411	\$0	\$0	\$368,411
Realized Losses	\$5,357	\$0	\$3,684	\$31,931	\$0	\$2,355	\$43,327
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Expenses	\$5,918	\$635,466	\$0	\$10,000	\$69,998	\$0	\$721,382
Subtotal All Funds - Expenses	\$8,230,223	\$6,480,004	\$9,200,103	\$7,205,718	\$4,539,361	\$22,762,725	\$58,418,134
Auxiliary Enterprises	\$296,865	\$0	\$1,138,664	\$0	\$57,954	\$1,300,839	\$2,794,322
Total All Funds - Expenses	\$8,527,088	\$6,480,004	\$10,338,767	\$7,205,718	\$4,597,315	\$24,063,564	\$61,212,456
Physical Facilities							Total
Total Acreage	21.5	48.5	212	265	15	45	607.05
Total Number of Buildings	8	10	33	30	4	7	92
Total Gross Area of Buildings (sq. ft)	112,990	71,517	260,019	258,410	180,000	500,000	1,382,936
Total Headcount	1,150	1,171	1,207	863	897	5,394	10,682
Total FTE	601	615	649	529	351	2,192	4,937

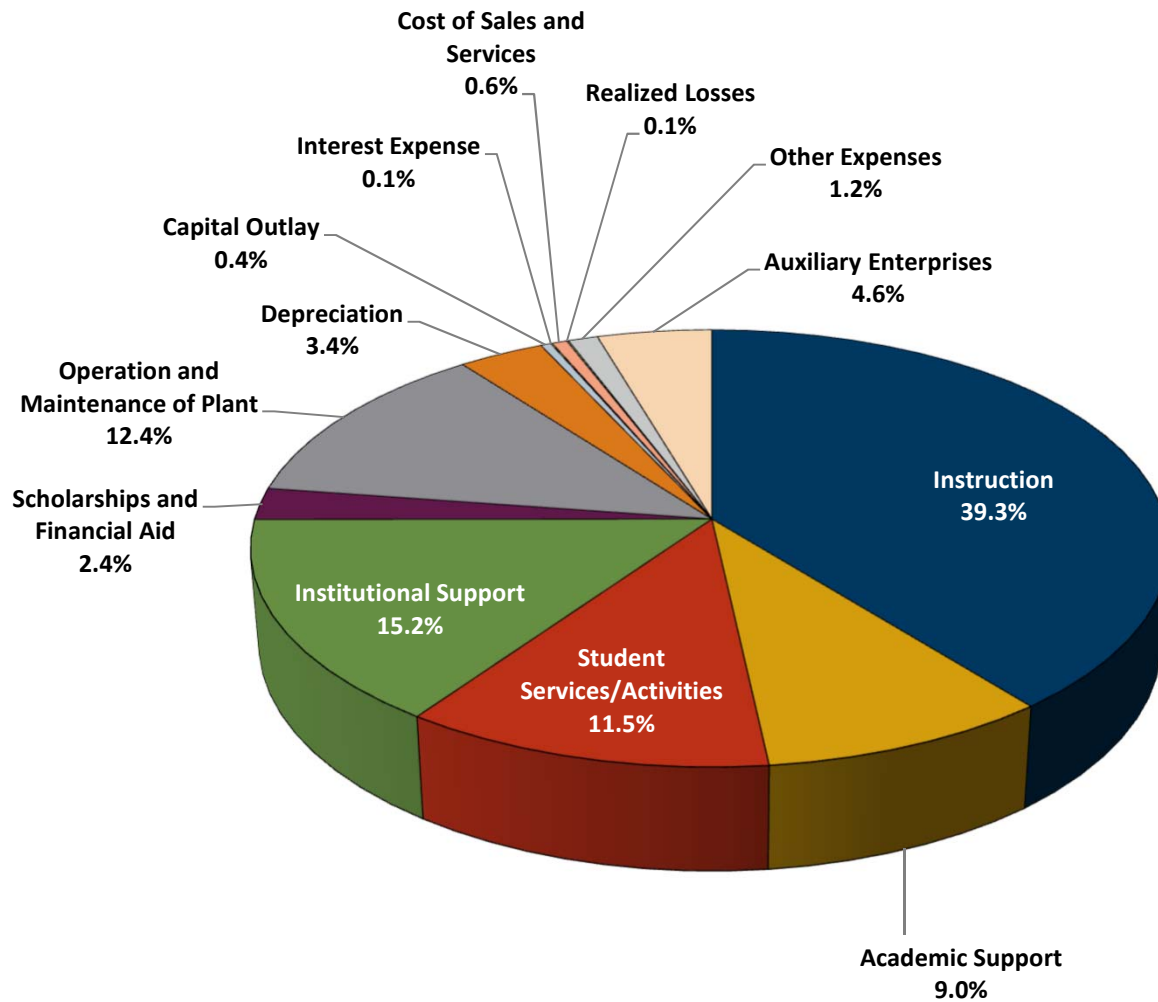
Notes for this section begin on page 7.

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

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

Table 1.11a

**Grand Total All Funds Audited Expenses
Fiscal Year 2015**



Notes for this section begin on page 7.

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

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

Table 1.11b

Category	Flint Hills Technical College	Manhattan Area Technical College	North Central Kansas Technical College	Northwest Kansas Technical College	Salina Area Technical College	Wichita Area Technical College	Total Audited Revenues by Category
Tuition and Fees*	\$2,507,674	\$2,368,774	\$2,059,499	\$2,009,307	\$1,266,890	\$6,957,248	\$17,169,392
Federal Grants and Contracts	\$2,868,840	\$778,646	\$1,837,706	\$193,812	\$118,072	\$6,430,124	\$12,227,200
State and Local Grants and Contracts	\$53,408	\$489,611	\$80,498	\$129,908	\$423,803	\$389,810	\$1,567,038
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State Appropriations	\$2,807,843	\$2,290,881	\$4,507,401	\$3,143,136	\$2,634,692	\$6,643,264	\$22,027,217
County and Local Appropriations	\$132,454	\$0	\$0	\$0	\$0	\$793,000	\$925,454
Gifts and Contributions	\$405,225	\$0	\$0	\$2,170	\$0	\$251,003	\$658,398
Investment Income	\$8,964	\$0	\$8,278	\$12,312	\$0	\$47,820	\$77,374
Interest Income	\$0	\$3,628	\$0	\$0	\$7,338	\$0	\$10,966
Sales and Services of Educational Departments	\$119,554	\$491,373	\$558,063	\$734,508	\$0	\$0	\$1,903,498
Realized Gains	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative	\$0	\$0	\$0	\$0	\$31,131	\$0	\$31,131
Other Revenues	\$258,966	\$97,787	\$311,669	\$940,895	\$32,936	\$1,528,459	\$3,170,712
Subtotal All Funds - Revenues	\$9,162,928	\$6,520,700	\$9,363,114	\$7,166,048	\$4,514,862	\$23,040,728	\$59,768,380
Auxiliary Enterprises	\$321,294	\$0	\$1,096,259	\$0	\$77,072	\$1,503,645	\$2,998,270
Total All Funds - Revenues	\$9,484,222	\$6,520,700	\$10,459,373	\$7,166,048	\$4,591,934	\$24,544,373	\$62,766,650
Total Headcount	1,150	1,171	1,207	863	897	5,394	10,682
Total FTE	601	615	649	529	351	2,192	4,937

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

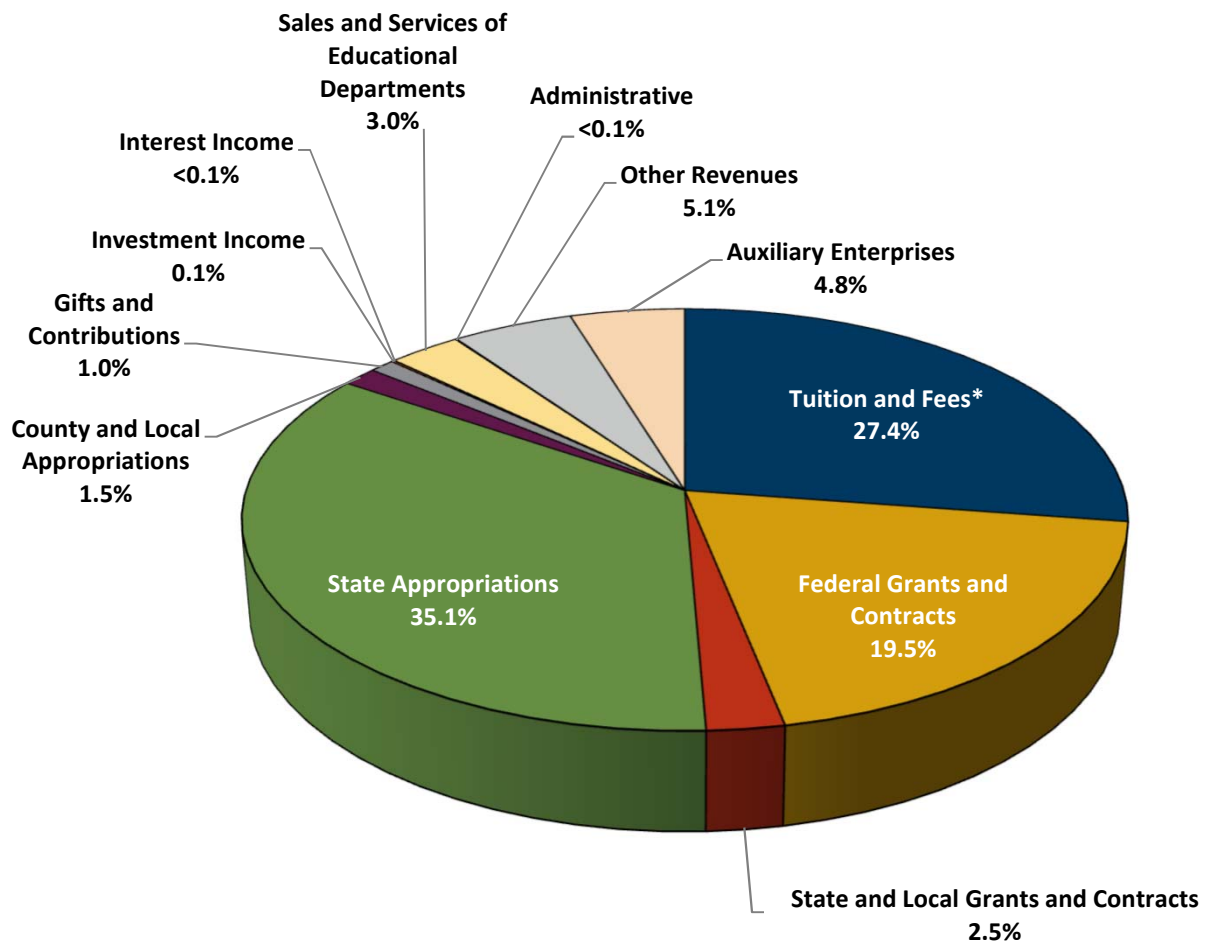
Notes for this section begin on page 7.

Source: *Independent Auditors' Report and Financial Statements*

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

Table 1.11b

**Grand Total All Funds Audited Revenues
Fiscal Year 2015**



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

Notes for this section begin on page 7.

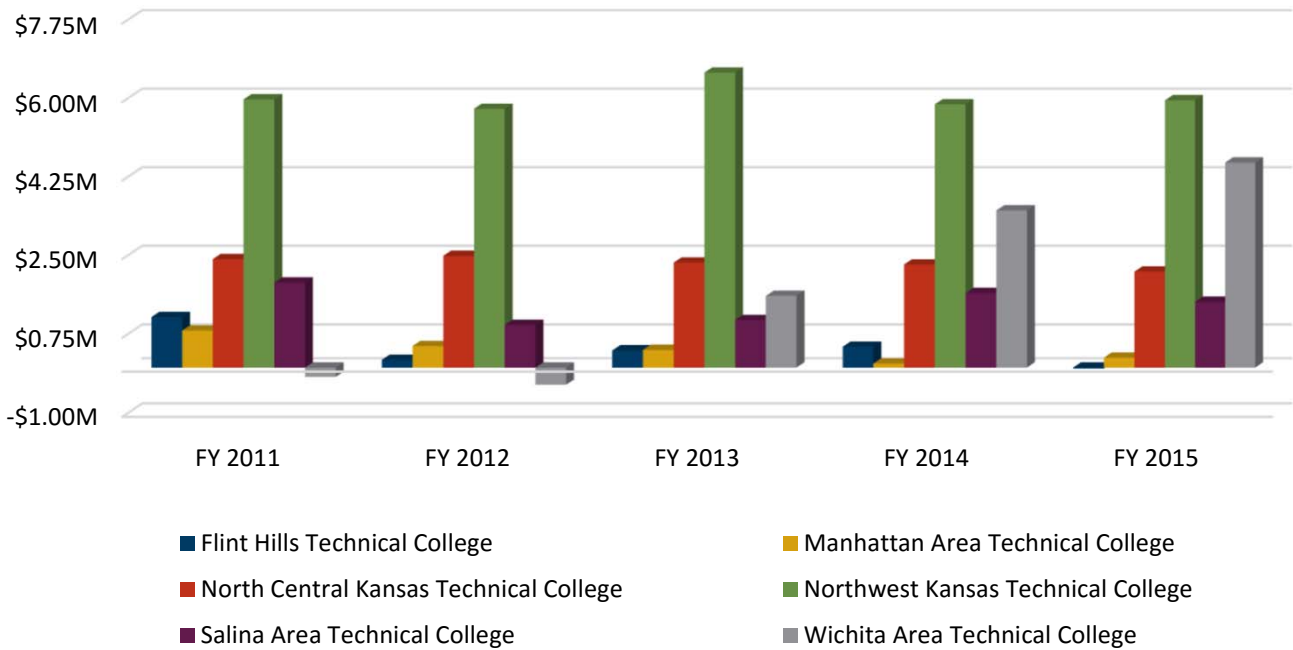
Source: *Independent Auditors' Report and Financial Statements*

Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015

Table 1.11e

Unrestricted Cash Balance, June 30th	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Flint Hills Technical College	\$1,119,979	\$171,839	\$381,663	\$461,827	-\$23,104	-102.1%
Manhattan Area Technical College	\$821,956	\$477,111	\$392,020	\$88,543	\$218,659	-73.4%
North Central Kansas Technical College	\$2,408,877	\$2,480,581	\$2,330,309	\$2,287,893	\$2,130,398	-11.6%
Northwest Kansas Technical College	\$5,968,503	\$5,757,254	\$6,565,332	\$5,857,558	\$5,948,201	-0.3%
Salina Area Technical College	\$1,885,425	\$946,386	\$1,053,088	\$1,654,692	\$1,459,752	-22.6%
Wichita Area Technical College	-\$205,703	-\$381,177	\$1,591,486	\$3,493,532	\$4,559,448	2116.5%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015**



*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. While the number of years of data varies between tables in the Institutional Profiles section, the goal at Kansas Board of Regents is to have six years of data shown for each of our Data Book publications.

Table 1.11a: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in Section I were condensed into Total All Funds Audited Expenses (1.11a) and Total All Funds Audited Revenues (1.11b), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Audited Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (1.11c) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (1.11c) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The total all funds audited expense categories included in Table 1.11a were created based on existing classification of expenses in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
3. Northwest Kansas Technical College has had a steady decrease in Academic Support from Fiscal Year 2013 to Fiscal Year 2015 due to the college transitioning from a full-time librarian position to an adjust position. The daily library coverage is now being done by current instruction faculty.
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. While currently there is only four years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.



TECHNICAL COLLEGE DATA BOOK

Section II: Tuition and Fees

January 2017

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Resident Tuition and Required Fees per Credit Hour Academic Year 2013 - 2017

Table 2.10

Institution	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 13 - 17
Flint Hills Technical College						
Tuition	\$95	\$110	\$113	\$120	\$120	26.3%
Required Fees	\$28	\$30	\$32	\$40	\$44	57.1%
Total per Credit Hour	\$123	\$140	\$145	\$160	\$164	33.3%
Manhattan Area Technical College*						
Tuition	\$90	\$94	\$97	\$100	\$100	11.1%
Required Fees	\$16	\$28	\$28	\$30	\$45	181.3%
Total per Credit Hour	\$106	\$122	\$125	\$130	\$145	36.8%
North Central Kansas Technical College						
Tuition	\$97	\$99	\$105	\$109	\$112	15.5%
Required Fees	\$14	\$18	\$18	\$22	\$27	92.9%
Total per Credit Hour	\$111	\$117	\$123	\$131	\$139	25.2%
Northwest Kansas Technical College**						
Tuition	\$90	\$95	\$110	\$110	\$110	22.2%
Required Fees	\$30	\$45	\$60	\$60	\$60	100.0%
Total per Credit Hour	\$120	\$140	\$170	\$170	\$170	41.7%
Salina Area Technical College*						
Tuition	\$93	\$100	\$107	\$116	\$130	39.8%
Required Fees	\$12	\$15	\$15	\$17	\$18	50.0%
Total per Credit Hour	\$105	\$115	\$122	\$133	\$148	41.0%
Wichita Area Technical College*						
Tuition	\$63	\$63	\$63	\$67	\$69	9.5%
Required Fees	\$29	\$29	\$30	\$31	\$32	12.3%
Total per Credit Hour	\$92	\$92	\$93	\$98	\$101	10.4%
Washburn Institute of Technology**						
Tuition	\$82	\$89	\$94	\$104	\$114	39.0%
Required Fees	\$5	\$7	\$9	\$12	\$15	200.0%
Total per Credit Hour	\$87	\$96	\$103	\$116	\$129	48.3%

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

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

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Non-Resident Tuition and Required Fees per Credit Hour Academic Year 2013 - 2017

Table 2.11

Institution	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 13 - 17
Flint Hills Technical College						
Tuition	\$95	\$110	\$113	\$120	\$120	26.3%
Required Fees	<u>\$28</u>	<u>\$30</u>	<u>\$32</u>	<u>\$40</u>	<u>\$44</u>	57.1%
Total per Credit Hour	\$123	\$140	\$145	\$160	\$164	33.3%
Manhattan Area Technical College*						
Tuition	\$90	\$94	\$97	\$100	\$100	11.1%
Required Fees	<u>\$16</u>	<u>\$28</u>	<u>\$28</u>	<u>\$30</u>	<u>\$45</u>	181.3%
Total per Credit Hour	\$106	\$122	\$125	\$130	\$145	36.8%
North Central Kansas Technical College						
Tuition	\$97	\$99	\$105	\$109	\$112	15.5%
Required Fees	<u>\$14</u>	<u>\$18</u>	<u>\$18</u>	<u>\$22</u>	<u>\$27</u>	92.9%
Total per Credit Hour	\$111	\$117	\$123	\$131	\$139	25.2%
Northwest Kansas Technical College**						
Tuition	\$100	\$105	\$110	\$110	\$110	10.0%
Required Fees	<u>\$30</u>	<u>\$45</u>	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	100.0%
Total per Credit Hour	\$130	\$150	\$170	\$170	\$170	30.8%
Salina Area Technical College*						
Tuition	\$93	\$100	\$107	\$116	\$130	39.8%
Required Fees	<u>\$12</u>	<u>\$15</u>	<u>\$15</u>	<u>\$17</u>	<u>\$18</u>	50.0%
Total per Credit Hour	\$105	\$115	\$122	\$133	\$148	41.0%
Wichita Area Technical College*						
Tuition	\$76	\$76	\$76	\$81	\$83	9.2%
Required Fees	<u>\$29</u>	<u>\$29</u>	<u>\$30</u>	<u>\$31</u>	<u>\$32</u>	12.3%
Total per Credit Hour	\$105	\$105	\$106	\$112	\$115	10.0%
Washburn Institute of Technology**						
Tuition	\$82	\$89	\$94	\$104	\$114	39.0%
Required Fees	<u>\$5</u>	<u>\$7</u>	<u>\$9</u>	<u>\$12</u>	<u>\$15</u>	200.0%
Total per Credit Hour	\$87	\$96	\$103	\$116	\$129	48.3%

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

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

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Online Tuition and Required Fees per Credit Hour Academic Year 2014 - 2017

Table 2.12

Institution	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 14 - 17
Flint Hills					
Technical College					
Tuition	\$110	\$113	\$120	\$120	9.1%
Required Fees	<u>\$70</u>	<u>\$72</u>	<u>\$80</u>	<u>\$84</u>	20.0%
Total per Credit Hour	\$180	\$185	\$200	\$204	13.3%
Manhattan Area					
Technical College*					
Tuition	NA	\$97	\$100	\$100	NA
Required Fees	<u>NA</u>	<u>\$43</u>	<u>\$45</u>	<u>\$45</u>	NA
Total per Credit Hour	\$0	\$140	\$145	\$145	NA
North Central Kansas					
Technical College					
Tuition	\$109	\$115	\$119	\$122	11.9%
Required Fees	<u>\$18</u>	<u>\$18</u>	<u>\$22</u>	<u>\$24</u>	33.3%
Total per Credit Hour	\$127	\$133	\$141	\$146	15.0%
Northwest Kansas					
Technical College**					
Tuition	\$105	\$95	\$95	\$95	-9.5%
Required Fees	<u>\$45</u>	<u>\$45</u>	<u>\$45</u>	<u>\$45</u>	0.0%
Total per Credit Hour	\$150	\$140	\$140	\$140	-6.7%
Salina Area					
Technical College*					
Tuition	\$100	\$107	\$116	\$130	30.0%
Required Fees	<u>\$15</u>	<u>\$15</u>	<u>\$17</u>	<u>\$18</u>	20.0%
Total per Credit Hour	\$115	\$122	\$133	\$148	28.7%
Wichita Area					
Technical College*					
Tuition	\$63	\$63	\$67	\$69	9.5%
Required Fees**	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	<u>\$60</u>	0.0%
Total per Credit Hour	\$123	\$123	\$127	\$129	4.9%
Washburn					
Institute of Technology**					
Tuition	\$89	\$94	\$104	\$114	28.1%
Required Fees	<u>\$7</u>	<u>\$9</u>	<u>\$12</u>	<u>\$15</u>	114.3%
Total per Credit Hour	\$96	\$103	\$116	\$129	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. Required fees for Wichita Area Technical College are estimated. WATC charges a flat per course fee for online courses, rather than per credit hour.

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

Notes for this section begin on page 15.

Source: KBOR Technical College Tuition and Fee Survey

Tuition and Required Fees per Credit Hour Academic Year 2017

Table 2.13

	Flint Hills Technical College	Manhattan Area Technical College*	North Central Kansas Technical College	Northwest Kansas Technical College**	Salina Area Technical College*	Wichita Area Technical College*	Washburn Institute of Technology**
Resident							
Tuition	\$120	\$100	\$112	\$110	\$130	\$69	\$114
Required Fees	<u>\$44</u>	<u>\$45</u>	<u>\$27</u>	<u>\$60</u>	<u>\$18</u>	<u>\$32</u>	<u>\$15</u>
	\$164	\$145	\$139	\$170	\$148	\$101	\$129
Non-Resident							
Tuition	\$120	\$100	\$112	\$110	\$130	\$83	\$114
Required Fees	<u>\$44</u>	<u>\$45</u>	<u>\$27</u>	<u>\$60</u>	<u>\$18</u>	<u>\$32</u>	<u>\$15</u>
	\$164	\$145	\$139	\$170	\$148	\$115	\$129
Online							
Tuition	\$120	\$100	\$122	\$95	\$130	\$69	\$114
Required Fees	<u>\$84</u>	<u>\$45</u>	<u>\$24</u>	<u>\$45</u>	<u>\$18</u>	<u>\$60</u> **	<u>\$15</u>
	\$204	\$145	\$146	\$140	\$148	\$129	\$129

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

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

Notes for this section begin on page 15.

Source: *KBOR Technical College Tuition and Fee Survey*

Institution Submitted Tuition by Type Academic Year 2014 - 2017

Table 2.14

Institution	AY 2014	AY 2015	AY 2016	AY 2017	% Change AY 14 - 17
Flint Hills Technical College					
Non-Tiered Tuition	\$110	\$95	\$95	\$95	-13.6%
Lowest Tiered Tuition	\$110	\$113	\$120	\$120	9.1%
Weighted Average Tiered Tuition	\$120	\$124	\$134	\$134	11.7%
Required Fees	\$30	\$32	\$40	\$44	46.7%
Manhattan Area Technical College					
Non-Tiered Tuition	\$94	\$97	\$100	\$100	6.4%
Lowest Tiered Tuition	\$94	\$97	\$100	\$100	6.4%
Weighted Average Tiered Tuition	\$99	\$108	\$130	\$135	36.4%
Required Fees	\$28	\$28	\$30	\$45	60.7%
North Central Kansas Technical College					
Non-Tiered Tuition	\$99	\$105	\$109	\$112	13.1%
Lowest Tiered Tuition	\$99	\$105	\$109	\$112	13.1%
Weighted Average Tiered Tuition	\$99	\$105	\$109	\$112	13.1%
Required Fees	\$18	\$18	\$22	\$27	50.0%
Northwest Kansas Technical College*					
Non-Tiered Tuition	\$95	NA	NA	NA	NA
Lowest Tiered Tuition	\$95	NA	NA	NA	NA
Weighted Average Tiered Tuition	\$95	NA	NA	NA	NA
Required Fees	\$45	NA	NA	NA	NA
Salina Area Technical College					
Non-Tiered Tuition	\$100	\$107	\$117	\$130	30.0%
Lowest Tiered Tuition	\$100	\$107	\$117	\$130	30.0%
Weighted Average Tiered Tuition	\$102	\$109	\$119	\$133	30.4%
Required Fees	\$15	\$15	\$17	\$18	20.0%
Wichita Area Technical College**					
Non-Tiered Tuition	\$63	\$63	\$67	\$69	9.5%
Lowest Tiered Tuition	\$63	\$63	\$67	\$69	9.5%
Weighted Average Tiered Tuition	\$128	\$127	\$138	\$141	10.0%
Required Fees	\$29	\$30	\$31	\$32	12.3%
Washburn Institute of Technology					
Non-Tiered Tuition	\$89	\$94	\$104	\$114	28.1%
Lowest Tiered Tuition	\$89	\$94	\$104	\$114	28.1%
Weighted Average Tiered Tuition	\$89	\$94	\$104	\$114	28.1%
Required Fees	\$7	\$9	\$12	\$15	114.3%

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

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

Notes for this section begin on page 15.

Source: *Institution submissions*

Section II Notes

General 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.)

Table 2.12: Online Tuition and Required Fees per Credit Hour

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

Table 2.13: Tuition and Required Fees per Credit Hour

1. See notes for Table 2.12.

Table 2.14: Institution Submitted Tuition by Type

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

Section II

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



TECHNICAL COLLEGE DATA BOOK

Section III: Students

January 2017

★ LEADING HIGHER EDUCATION ★

Technical Colleges and the Washburn Institute of Technology Enrollment Headcount Academic Year 2011 - 2016

Table 3.1

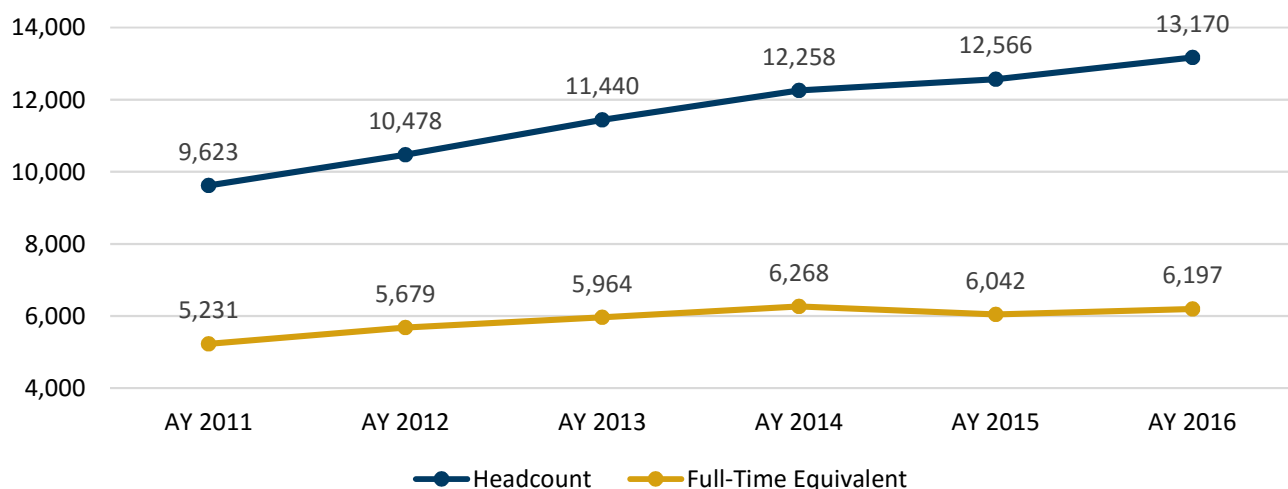
Institution	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Flint Hills Technical College	1,054	1,043	1,062	1,099	1,150	1,379	30.8%
Manhattan Area Technical College	1,040	1,123	1,210	1,164	1,171	1,293	24.3%
North Central Kansas Technical College	1,104	1,180	1,177	1,150	1,207	1,259	14.0%
Northwest Kansas Technical College	445	610	714	762	863	870	95.5%
Salina Area Technical College	1,085	1,205	1,033	916	897	893	-17.7%
Wichita Area Technical College	3,682	3,969	4,693	5,285	5,394	5,476	48.7%
Washburn Institute of Technology	1,213	1,348	1,551	1,882	1,884	2,000	64.9%
Total Headcount	9,623	10,478	11,440	12,258	12,566	13,170	36.9%

Full-Time Equivalent Enrollment* Academic Year 2011 - 2016

Table 3.2

Institution	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Flint Hills Technical College	575	603	602	651	601	568	-1.1%
Manhattan Area Technical College	547	606	632	660	615	596	8.9%
North Central Kansas Technical College	700	700	672	676	649	689	-1.6%
Northwest Kansas Technical College	443	509	541	565	529	620	39.9%
Salina Area Technical College	393	440	412	403	351	346	-12.0%
Wichita Area Technical College	1,841	1,985	2,220	2,243	2,192	2,198	19.4%
Washburn Institute of Technology	732	835	885	1,072	1,106	1,180	61.2%
Total FTE	5,231	5,679	5,964	6,268	6,042	6,197	18.5%

Headcount and FTE Academic Year 2011 - 2016



*Due to rounding, the total FTE for the technical colleges may vary slightly from the sum of the individual totals.

Notes for this section begin on page 24.

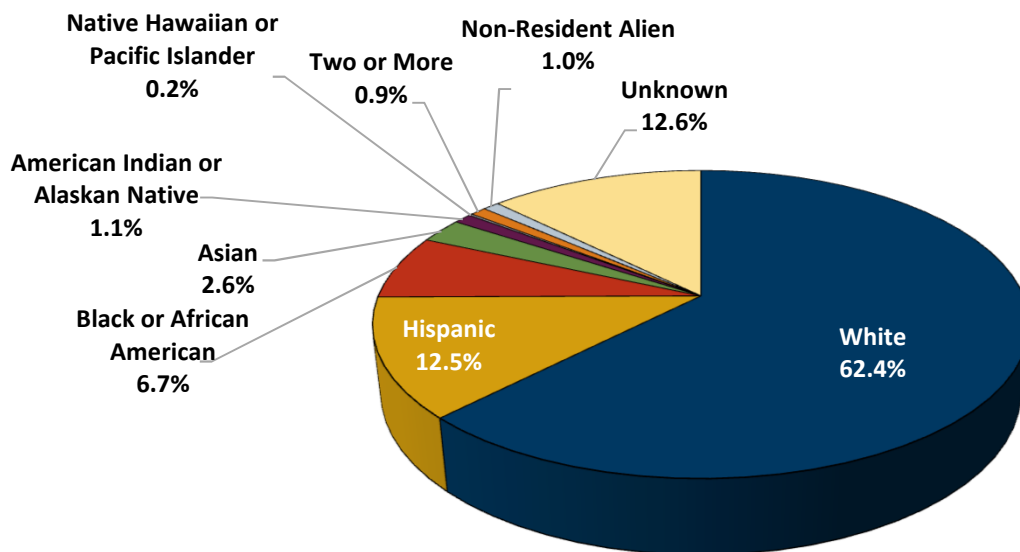
Source: KHEDS AY Collection

**Technical Colleges and the Washburn Institute of Technology
Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

Table 3.3a

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	63.9%	64.1%	61.8%	59.4%	62.0%	62.4%	33.6%
Hispanic	7.2%	7.6%	9.0%	10.3%	10.3%	12.5%	138.5%
Black or African-American	9.3%	9.6%	9.4%	8.8%	7.5%	6.7%	-0.3%
Asian	2.8%	2.5%	2.5%	2.5%	2.7%	2.6%	27.5%
American Indian or Alaskan Native	1.1%	1.3%	1.2%	1.3%	1.1%	1.1%	35.0%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%	0.3%	0.3%	0.2%	80.0%
Two or More	0.5%	0.3%	0.5%	0.6%	0.9%	0.9%	173.3%
Non-Resident Alien	0.0%	0.1%	0.3%	0.1%	0.4%	1.0%	NA
Unknown	15.2%	14.3%	15.1%	16.7%	15.0%	12.6%	14.0%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table 3.3b

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	4,980	5,388	5,956	6,213	6,167	6,533	31.2%
Male	4,511	4,998	5,451	6,010	6,385	6,635	47.1%
Unknown	132	92	33	35	14	2	-98.5%
Total	9,623	10,478	11,440	12,258	12,566	13,170	36.9%

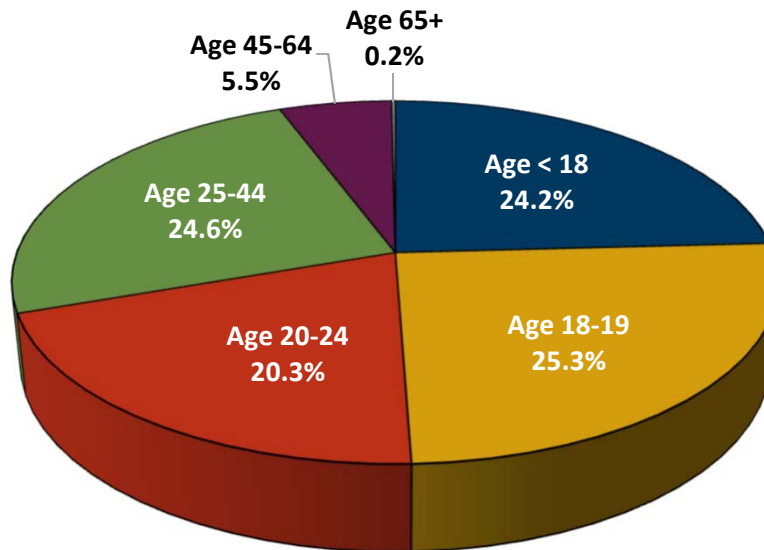
Notes for this section begin on page 24.
Source: KHEDS AY Collection

Technical Colleges and the Washburn Institute of Technology Enrollment by Age Academic Year 2011 - 2016

Table 3.3c

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	7.6%	7.1%	10.7%	15.4%	19.0%	24.2%	336.5%
18-19	15.6%	15.4%	17.1%	20.7%	22.8%	25.3%	121.4%
20-24	28.5%	28.1%	26.1%	23.9%	22.0%	20.3%	-2.8%
25-44	37.3%	37.8%	35.7%	31.8%	28.8%	24.6%	-9.9%
45-64	10.6%	11.2%	10.0%	8.0%	7.0%	5.5%	-28.7%
65+	0.3%	0.4%	0.4%	0.3%	0.3%	0.2%	-16.7%

Enrollment by Age Academic Year 2016



Enrollment by Student Status Academic Year 2011 - 2016

Table 3.3d

Student Status	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	2,935	3,083	3,228	3,300	3,001	2,996	2.1%
Part-time	6,688	7,395	8,212	8,958	9,565	10,174	52.1%
Total	9,623	10,478	11,440	12,258	12,566	13,170	36.9%

Notes for this section begin on page 24.

Source: KHEDS AY Collection

Technical Colleges and the Washburn Institute of Technology Degrees/Certificates Awarded by Type Academic Year 2011 - 2016

Table 3.6

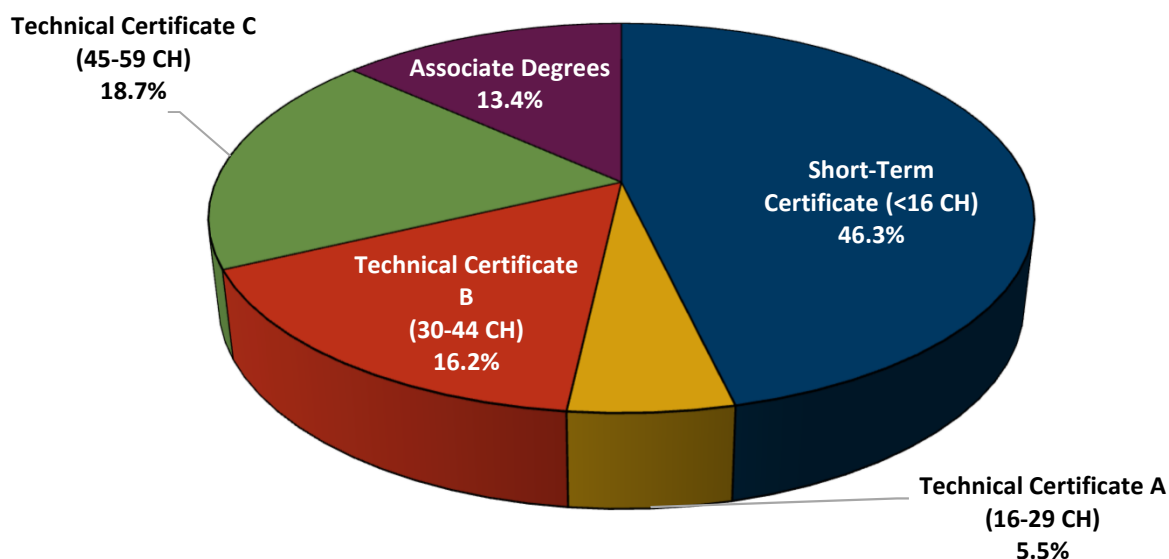
	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	1,679	1,690	1,931	1,957	1,924	2,078	23.8%
Technical Certificate A (16-29 Credit Hours)	72	118	146	199	202	245	240.3%
Technical Certificate B (30-44 Credit Hours)	522	549	563	602	560	727	39.3%
Technical Certificate C (45-59 Credit Hours)	839	847	872	988	807	838	-0.1%
Associate Degrees	457	517	524	631	624	600	31.3%
Total	3,569	3,721	4,036	4,377	4,117	4,488	25.7%

Degrees/Certificates Awarded by Institution Academic Year 2016

Table 3.6a

Degrees/Certificates Awarded	Short-Term Certificate (<16 CH)	Technical Certificate A (16-29 CH)	Technical Certificate B (30-44 CH)	Technical Certificate C (45-59 CH)	Associate Degrees	Total
Flint Hills Technical College	130	48	107	49	99	433
Manhattan Area Technical College	165	0	52	73	147	437
North Central Kansas Technical College	169	0	130	60	112	471
Northwest Kansas Technical College	41	1	68	64	96	270
Salina Area Technical College	242	0	111	31	47	431
Wichita Area Technical College	688	86	197	213	99	1,283
Washburn Institute of Technology	643	110	62	348	0	1,163
Total	2,078	245	727	838	600	4,488

Degrees/Certificates Awarded Academic Year 2016



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	2011 Cohort			2012 Cohort	
	100% Grad Rate	150% Grad Rate	200% Grad Rate	100% Grad Rate	150% Grad Rate
Flint Hills Technical College	40.8%	54.6%	57.7%	56.6%	57.4%
Manhattan Area Technical College	47.7%	56.9%	58.5%	37.1%	52.8%
North Central Kansas Technical College	70.7%	70.7%	70.7%	79.3%	79.3%
Northwest Kansas Technical College	56.6%	60.7%	60.7%	56.1%	57.7%
Salina Area Technical College	64.3%	65.1%	68.2%	75.9%	76.5%
Wichita Area Technical College	26.7%	37.9%	40.0%	25.3%	30.6%
Washburn Institute of Technology	62.2%	74.4%	77.8%	82.0%	82.0%

Fall Retention Rates of First-Time Students
Cohort Year 2014**

Table 3.8

Institution	Full-Time	Part-Time
Flint Hills Technical College	69.9%	58.1%
Manhattan Area Technical College	63.5%	100.0%
North Central Kansas Technical College	77.6%	100.0%
Northwest Kansas Technical College	65.7%	25.0%
Salina Area Technical College	80.2%	82.1%
Wichita Area Technical College	55.8%	39.9%
Washburn Institute of Technology	71.8%	66.1%

*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 2014, and were still enrolled at the same institution in the Fall of 2015.

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
Student Success Index*
Entrance Year 2008 - 2013**

Table 3.10

	Entrance Year						Entrance Year 2013 Shown Below on Graph**
	2008	2009	2010	2011	2012	2013	
All Technical Colleges and Institutions	77.6%	68.2%	73.7%	69.5%	66.0%	66.4%	
Flint Hills Technical College	78.6%	74.8%	76.2%	75.6%	70.5%	72.7%	
Manhattan Area Technical College	68.5%	72.2%	70.3%	72.5%	66.8%	71.9%	
North Central Kansas Technical College	77.3%	75.2%	72.8%	74.4%	80.2%	78.6%	
Northwest Kansas Technical College	82.4%	79.6%	80.1%	64.3%	61.5%	61.0%	
Salina Area Technical College	79.3%	76.3%	79.0%	81.2%	75.1%	79.9%	
Wichita Area Technical College	74.2%	61.0%	62.0%	56.2%	54.9%	55.7%	
Washburn Institute of Technology	85.6%	80.3%	89.8%	82.4%	74.3%	71.0%	

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

Table 3.2: Full-Time Equivalent Enrollment

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

Table 3.3a: Enrollment by Race/Ethnicity

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

Table 3.3c: Enrollment by Age

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

Table 3.3d: Enrollment by Student Status

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

Table 3.6 Degrees/Certificates Awarded by Type

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

Table 3.6a Degrees/Certificates Awarded by Institution

1. See notes for Table 3.6.

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

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

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 in Entrance Year 2008 through Entrance Year 2012 due to a data clean-up which improved 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 followings ways:
 - The index uses an academic year cohort, not the fall cohort.
 - The entrance year is the academic year in which the student entered the Kansas' public postsecondary education system.

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



TECHNICAL COLLEGE DATA BOOK

Section IV: Faculty and Staff

January 2017

★ LEADING HIGHER EDUCATION ★

**Summary: All Faculty and Staff Headcount and Full-Time Equivalent
Fiscal Year 2017**

Table 4.11

Category	Flint Hills	Manhattan	North Central	Northwest	Salina	Wichita	Washburn	Total
	Technical College	Area Technical College	Kansas Technical College	Kansas Technical College	Area Technical College	Area Technical College	Institute of Technology	
Total Headcount	113	119	114	129	72	497	147	1,191
Full-Time	73	62	93	71	48	191	106	644
Part-Time	40	57	21	58	24	306	41	547
Total FTE	86	81	100	90	56	293	120	826

**Faculty Headcount and Full-Time Equivalent*
Fiscal Year 2017**

Table 4.12

Category	Flint Hills	Manhattan	North Central	Northwest	Salina	Wichita	Washburn	Total
	Technical College	Area Technical College	Kansas Technical College	Kansas Technical College	Area Technical College	Area Technical College	Institute of Technology	
Full-Time (Tenured, Tenure Track)	36	0	56	33	26	62	0	213
Full-Time (Non Tenure Track)	0	29	0	0	0	0	61	90
Part-Time (Non Benefits Eligible)	35	51	16	51	11	268	17	449
Part-Time (Benefits Eligible)	0	0	1	0	1	0	0	2
Faculty Phased Retirees	0	0	0	0	0	0	0	0
Total Headcount	71	80	73	84	38	330	78	754
Full-Time	36	29	56	33	26	62	61	303
Part-Time	35	51	17	51	12	268	17	451
Total FTE	48	46	62	50	30	151	67	453

*Includes only employees with faculty status.

Notes for this section begin on page 30.

Source: KBOR Technical College Faculty and Staff Report

Staff Headcount and Full-Time Equivalent* Fiscal Year 2017

Table 4.13

Category	Flint Hills	Manhattan	North Central	Northwest	Salina	Wichita	Washburn	Total
	Technical College	Area Technical College	Kansas Technical College	Kansas Technical College	Area Technical College	Area Technical College	Institute of Technology	
Faculty and Professional Staff								
Exempt								
Full-Time	6	19	9	0	3	37	8	82
Part-Time	0	1	0	0	2	0	0	3
Non-Exempt								
Full-Time	0	0	1	20	8	29	6	64
Part-Time	0	0	2	1	6	2	3	14
Total Headcount	6	20	12	21	19	68	17	163
Full-Time	6	19	10	20	11	66	14	146
Part-Time	0	1	2	1	8	2	3	17
Total FTE	6	19	11	20	14	67	15	152
Administrative Staff								
Exempt								
Full-Time	12	7	7	4	4	26	10	70
Part-Time	0	0	0	2	0	0	0	2
Non-Exempt								
Full-Time	0	0	0	0	0	0	0	0
Part-Time	0	0	0	0	0	0	2	2
Total Headcount	12	7	7	6	4	26	12	74
Full-Time	12	7	7	4	4	26	10	70
Part-Time	0	0	0	2	0	0	2	4
Total FTE	12	7	7	5	4	26	11	71
Classified Staff								
Exempt								
Full-Time	0	0	1	0	0	12	0	13
Part-Time	0	0	0	0	0	0	0	0
Non-Exempt								
Full-Time	19	7	19	14	7	25	21	112
Part-Time	5	5	2	4	4	36	19	75
Total Headcount	24	12	22	18	11	73	40	200
Full-Time	19	7	20	14	7	37	21	125
Part-Time	5	5	2	4	4	36	19	75
Total FTE	21	9	21	15	8	49	27	150
Grand Total Headcount	42	39	41	45	34	167	69	437
Full-Time	37	33	37	38	22	129	45	341
Part-Time	5	6	4	7	12	38	24	96
Grand Total FTE	39	35	38	40	26	142	53	373

*Excludes employees with faculty status.

Notes for this section begin on page 30.

Source: KBOR Technical College Faculty and Staff Report

Section IV Notes

General Notes:

1. FTE is calculated in the KBOR Technical College Faculty and Staff Report by adding the number of full-time faculty plus 1/3 number of part-time faculty. Alternatively, you may enter your institution's actual FTE number in the report. This is a standard FTE calculation used by IPEDS, as well as the College and University Professional Association for Human Resources (CUPA-HR).
2. The KBOR Technical College Faculty and Staff Report utilizes definitions provided by CUPA-HR for administrative, faculty and professional, and classified staff. Data should be reported for employees on the institution's payroll as of November 1st.
3. The fiscal years in the table subtitles which were previously reported in the 2015 and 2016 Technical College Data Books were corrected for this section to reflect the data year instead of the collection year. This has been corrected in the online version of the data books located here: http://www.kansasregents.org/data/system_data/higher_education_data_books and has also been corrected in the current version of this Technical College Data Book publication.

Table 4.12: Faculty Headcount and Full-time Equivalent

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

Table 4.13: Staff Headcount and Full-time Equivalent

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



TECHNICAL COLLEGE DATA BOOK

Institutional Profiles

January 2017

★ LEADING HIGHER EDUCATION ★

Flint Hills Technical College

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

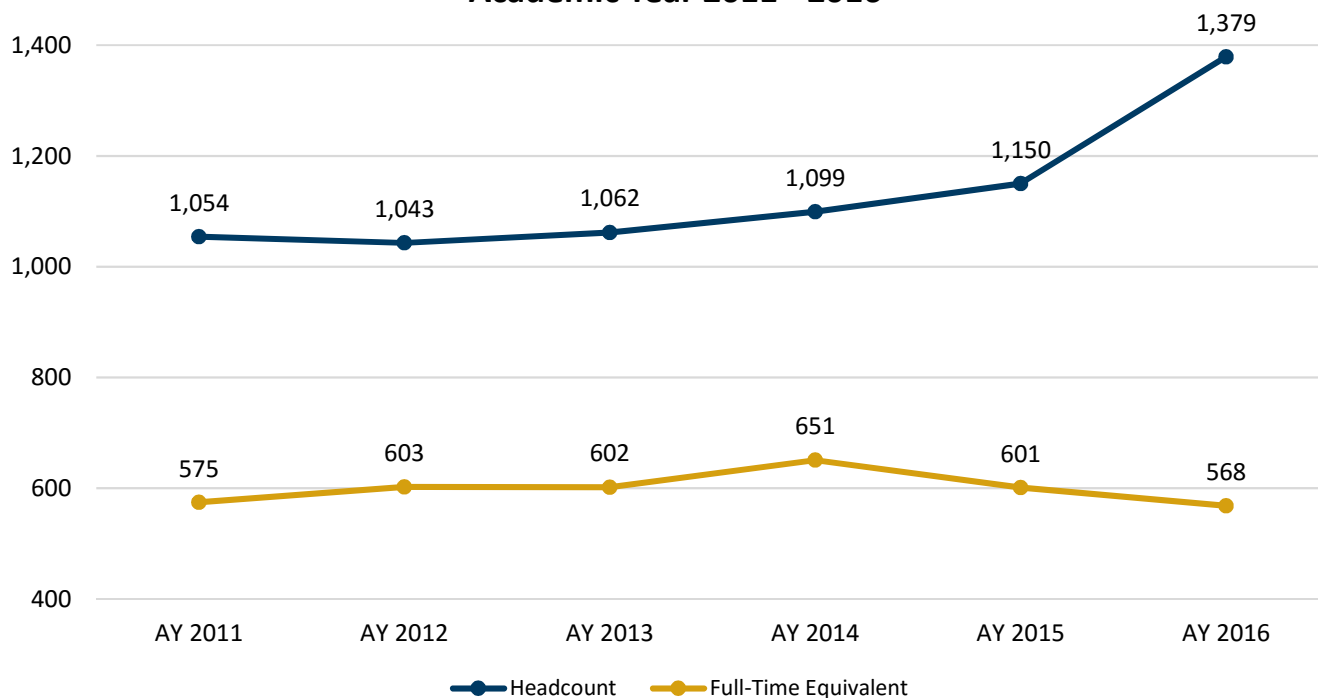
Student Demographics

Table P.10

Academic Year 2011 - 2016

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	1,054	1,043	1,062	1,099	1,150	1,379	30.8%
Full-Time Equivalent Enrollment	575	603	602	651	601	568	-1.1%

**Headcount and FTE
Academic Year 2011 - 2016**



Notes for this section begin on page 40.

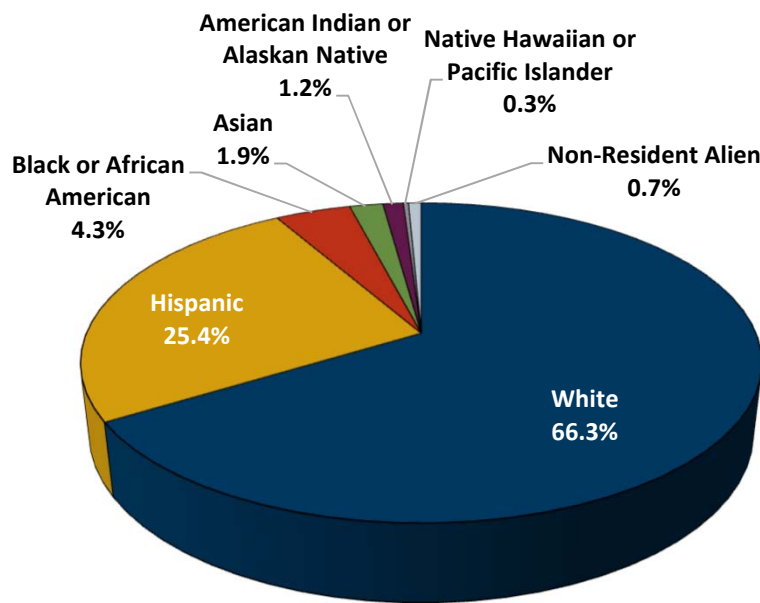
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	77.8%	73.8%	72.0%	71.2%	70.8%	66.3%	11.5%
Hispanic	14.8%	17.4%	19.1%	21.1%	21.2%	25.4%	124.4%
Black or African-American	4.9%	5.5%	4.6%	2.8%	2.5%	4.3%	13.5%
Asian	1.7%	1.7%	0.9%	1.2%	1.3%	1.9%	44.4%
American Indian or Alaskan Native	0.8%	1.3%	0.6%	0.6%	0.5%	1.2%	100.0%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%	0.2%	0.3%	0.3%	NA
Two or More	0.0%	0.0%	1.5%	2.1%	1.8%	0.0%	NA
Non-Resident Alien	0.0%	0.0%	0.5%	0.5%	1.6%	0.7%	NA
Unknown	0.0%	0.2%	0.6%	0.5%	0.0%	0.0%	NA

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	527	525	550	534	588	689	30.7%
Male	527	518	512	563	562	690	30.9%
Unknown	0	0	0	2	0	0	NA
Total	1,054	1,043	1,062	1,099	1,150	1,379	30.8%

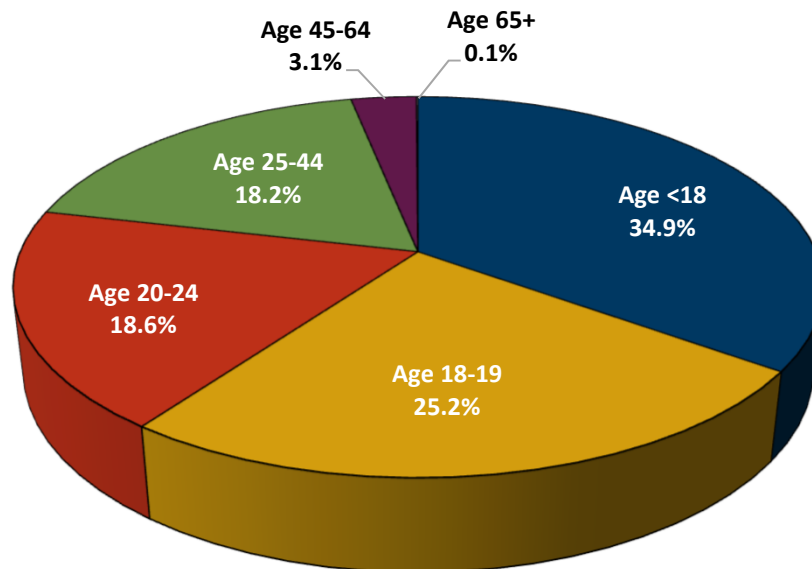
Notes for this section begin on page 40.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	8.5%	8.1%	8.0%	11.6%	14.3%	34.9%	434.4%
18-19	26.0%	22.9%	23.4%	23.7%	26.0%	25.2%	26.6%
20-24	30.6%	35.0%	31.8%	27.4%	26.2%	18.6%	-20.7%
25-44	28.3%	29.4%	30.8%	30.6%	27.7%	18.2%	-15.8%
45-64	6.5%	4.6%	5.9%	6.8%	5.7%	3.1%	-37.7%
65+	0.0%	0.0%	0.1%	0.0%	0.2%	0.1%	NA

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Status	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	338	348	337	402	314	259	-23.4%
Part-time	716	695	725	697	836	1,120	56.4%
Total	1,054	1,043	1,062	1,099	1,150	1,379	30.8%

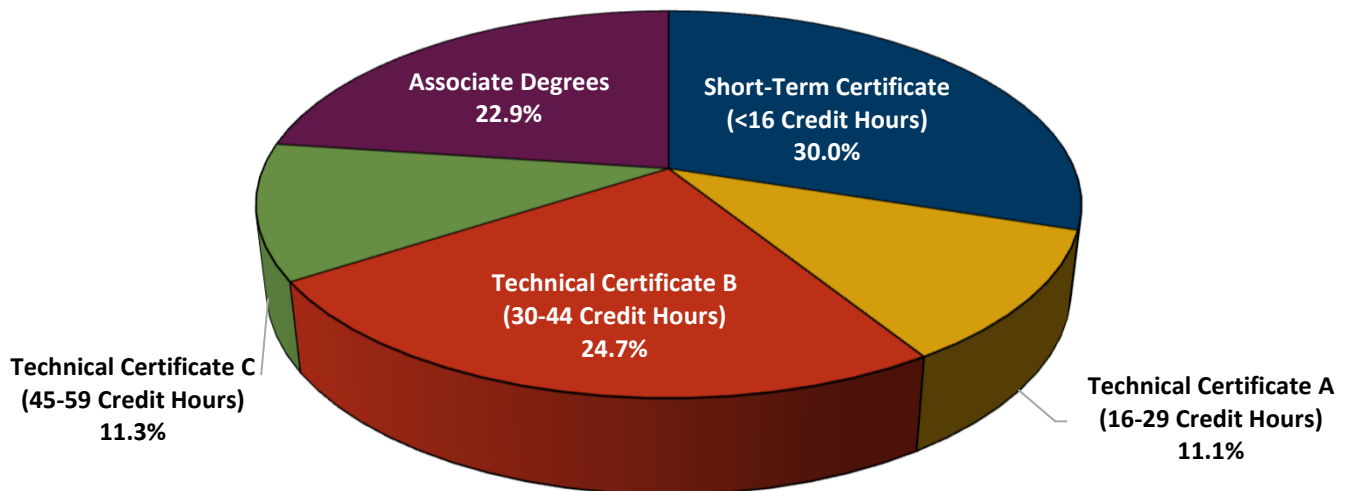
Notes for this section begin on page 40.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

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

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	155	115	134	162	111	130	-16.1%
Technical Certificate A (16-29 Credit Hours)	36	30	46	49	41	48	33.3%
Technical Certificate B (30-44 Credit Hours)	128	139	131	164	131	107	-16.4%
Technical Certificate C (45-59 Credit Hours)	29	35	51	65	32	49	69.0%
Associate Degrees	97	101	84	117	145	99	2.1%
Total	445	420	446	557	460	433	-2.7%

**Degrees/Certificates Awarded
Academic Year 2016**



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

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

Table P.16

	Cohort Year					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	35.7%	NA	65.6%	61.9%	40.8%	56.6%
150% Graduation Rate	65.0%	67.0%	67.7%	68.1%	54.6%	57.4%
200% Graduation Rate	76.2%	69.8%	75.0%	72.6%	57.7%	NA*

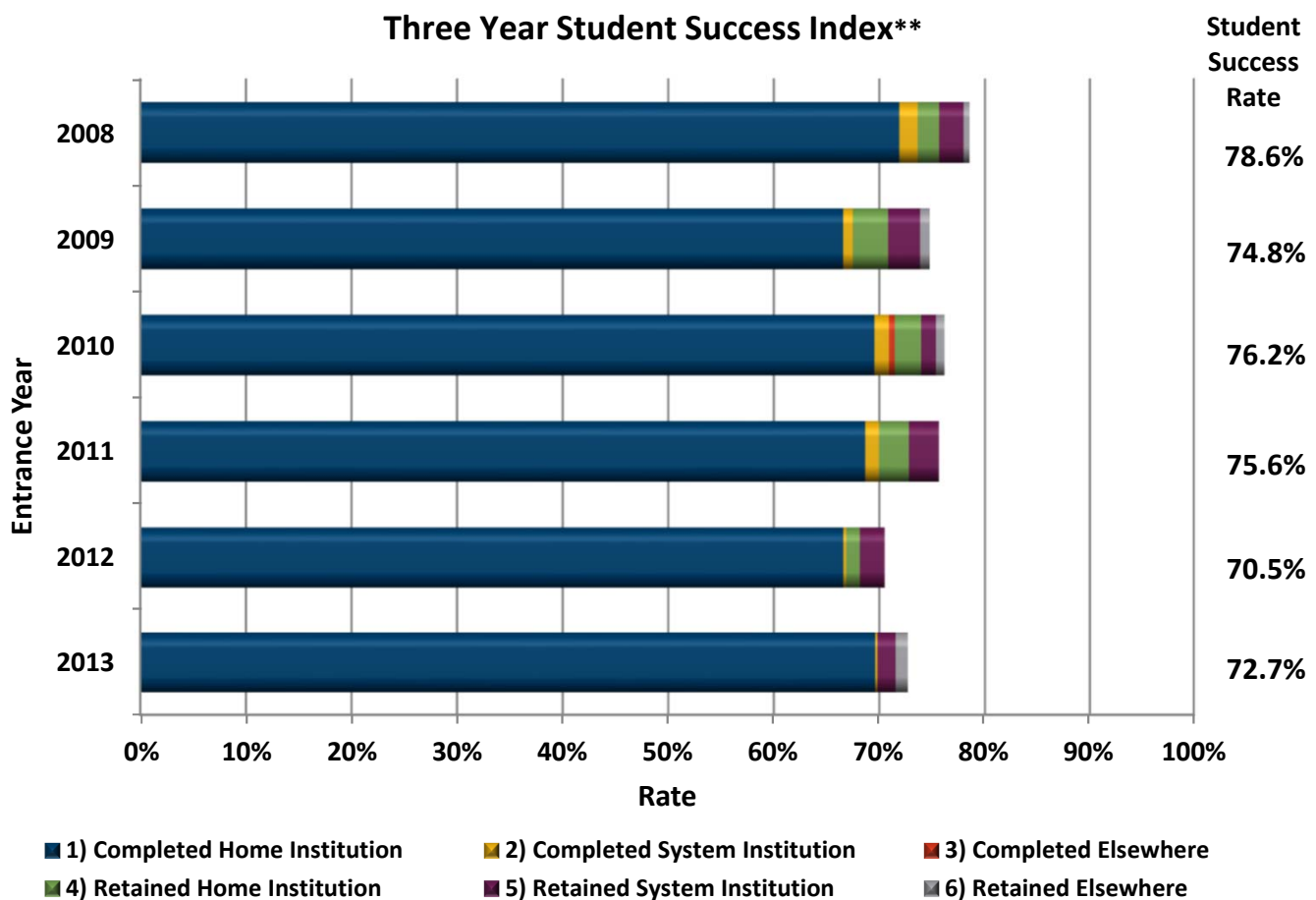
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	24.0%	37.6%	52.5%	45.6%	68.4%	58.1%
Full-Time Rate	66.7%	77.1%	75.4%	65.4%	76.1%	69.9%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2013**

Table P.18



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

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

Notes for this section begin on page 40.

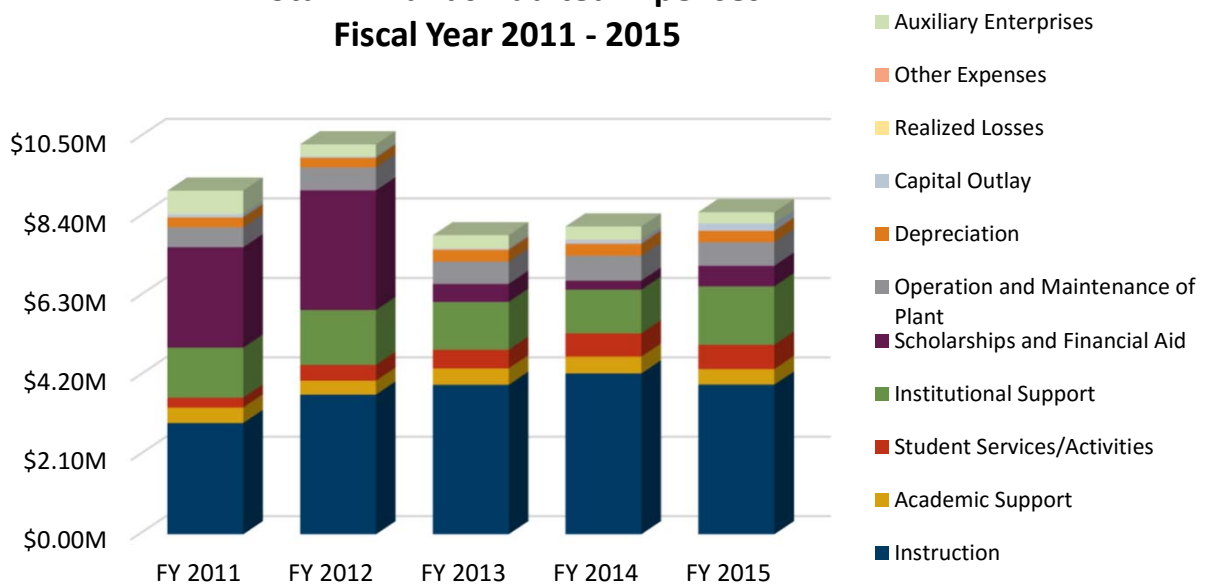
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$2,945,826	\$3,697,047	\$3,954,208	\$4,256,411	\$3,959,197	34.4%
per FTE Student	\$5,123	\$6,131	\$6,568	\$6,538	\$6,588	28.6%
Academic Support	\$406,458	\$368,787	\$435,969	\$445,682	\$412,093	1.4%
per FTE Student	\$707	\$612	\$724	\$685	\$686	-3.0%
Student Services/Activities	\$263,935	\$414,558	\$489,105	\$610,957	\$643,352	143.8%
per FTE Student	\$459	\$687	\$812	\$938	\$1,070	133.2%
Institutional Support	\$1,319,907	\$1,451,096	\$1,268,079	\$1,155,136	\$1,543,012	16.9%
per FTE Student	\$2,295	\$2,406	\$2,106	\$1,774	\$2,567	11.8%
Scholarships and Financial Aid	\$2,652,716	\$3,161,690	\$474,128	\$239,580	\$541,779	-79.6%
Operation and Maintenance of Plant	\$528,758	\$607,321	\$586,822	\$657,579	\$625,138	18.2%
Depreciation	\$261,445	\$255,898	\$310,506	\$319,685	\$297,676	13.9%
Capital Outlay	\$90,059	\$36,436	\$30,754	\$103,770	\$196,702	118.4%
Interest Expense	\$0	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$3,528	\$0	\$0	\$5,650	\$5,357	51.8%
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$489	\$5,124	\$5,358	\$5,918	NA
Subtotal All Funds - Expenses	\$8,472,633	\$9,993,320	\$7,554,694	\$7,799,807	\$8,230,223	-2.9%
Auxiliary Enterprises	\$611,740	\$314,923	\$352,194	\$337,349	\$296,865	-51.5%
Total All Funds - Expenses	\$9,084,373	\$10,308,244	\$7,906,889	\$8,137,156	\$8,527,088	-6.1%
Total Headcount	1,054	1,043	1,062	1,099	1,150	9.1%
Total FTE	575	603	602	651	601	4.5%

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**



Notes for this section begin on page 40.

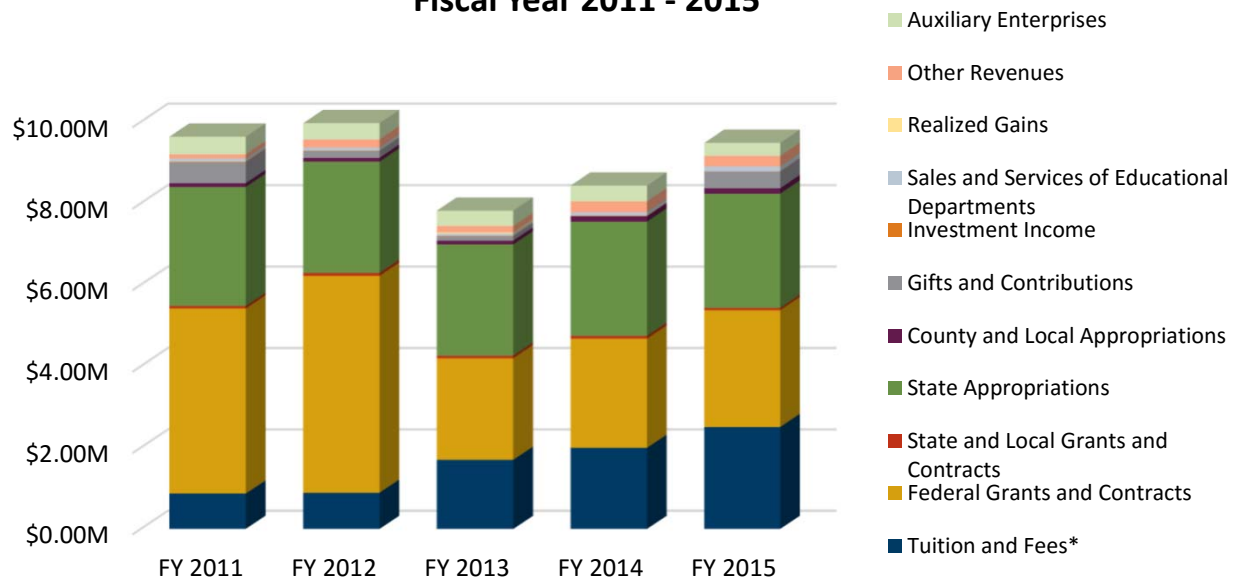
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$869,301	\$890,699	\$1,699,849	\$1,995,437	\$2,507,674	188.5%
Federal Grants and Contracts	\$4,548,340	\$5,329,213	\$2,498,258	\$2,683,190	\$2,868,840	-36.9%
State and Local Grants and Contracts	\$61,920	\$67,749	\$59,614	\$64,191	\$53,408	-13.7%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,923,154	\$2,737,031	\$2,733,229	\$2,807,066	\$2,807,843	-3.9%
County and Local Appropriations	\$92,659	\$92,909	\$92,674	\$133,974	\$132,454	42.9%
Gifts and Contributions	\$508,293	\$163,983	\$106,803	\$0	\$405,225	-20.3%
Investment Income	\$16,040	\$11,343	\$7,685	\$9,745	\$8,964	-44.1%
Interest Income	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$77,170	\$71,622	\$58,785	\$83,987	\$119,554	54.9%
Realized Gains	\$0	\$1,528	\$28,629	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$105,293	\$201,997	\$156,964	\$271,478	\$258,966	145.9%
Subtotal All Funds - Revenues	\$9,202,169	\$9,568,074	\$7,442,490	\$8,049,068	\$9,162,928	-0.4%
Auxiliary Enterprises	\$434,379	\$398,870	\$376,454	\$385,491	\$321,294	-26.0%
Total All Funds - Revenues	\$9,636,548	\$9,966,944	\$7,818,944	\$8,434,558	\$9,484,222	-1.6%
Total Headcount	1,054	1,043	1,062	1,099	1,150	9.1%
Total FTE	575	603	602	651	601	4.5%

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 40.

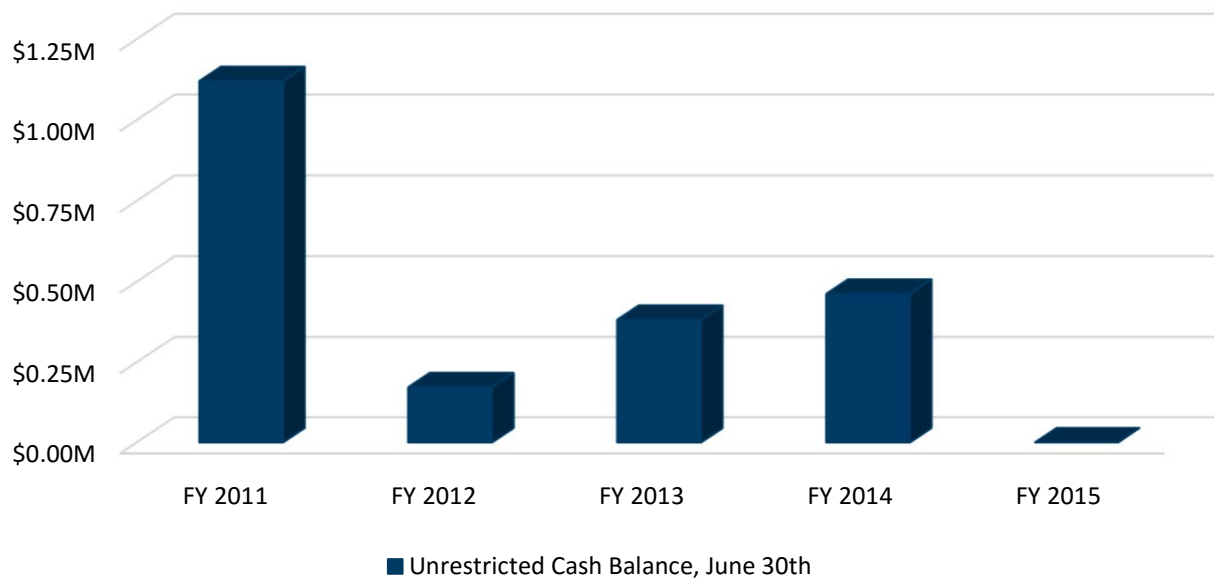
Source: Independent Auditors' Report and Financial Statements

**Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015**

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

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Cash and Cash Equivalents, June 30th	\$1,732,176	\$824,347	\$1,091,772	\$1,235,853	\$1,355,285	-21.8%
Current Liabilities	\$612,197	\$652,508	\$710,109	\$774,026	\$1,378,388	125.2%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$1,119,979	\$171,839	\$381,663	\$461,827	-\$23,104	-102.1%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 40.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Flint Hills Technical College

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	71.9%	1.7%	0.0%	2.0%	2.3%	0.6%	78.6%
2009	66.6%	0.9%	0.0%	3.3%	3.0%	0.9%	74.8%
2010	69.5%	1.4%	0.6%	2.5%	1.4%	0.8%	76.2%
2011	68.7%	1.3%	0.0%	2.8%	2.8%	0.0%	75.6%
2012	66.6%	0.3%	0.0%	1.3%	2.3%	0.0%	70.5%
2013	69.6%	0.2%	0.0%	0.0%	1.7%	1.2%	72.7%

Table P.20: Total All Funds Audited Expenses

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

Table P.30: Total All Funds Audited Revenues

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

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

Table P.60: Changes in Unrestricted Cash

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

Manhattan Area Technical College

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

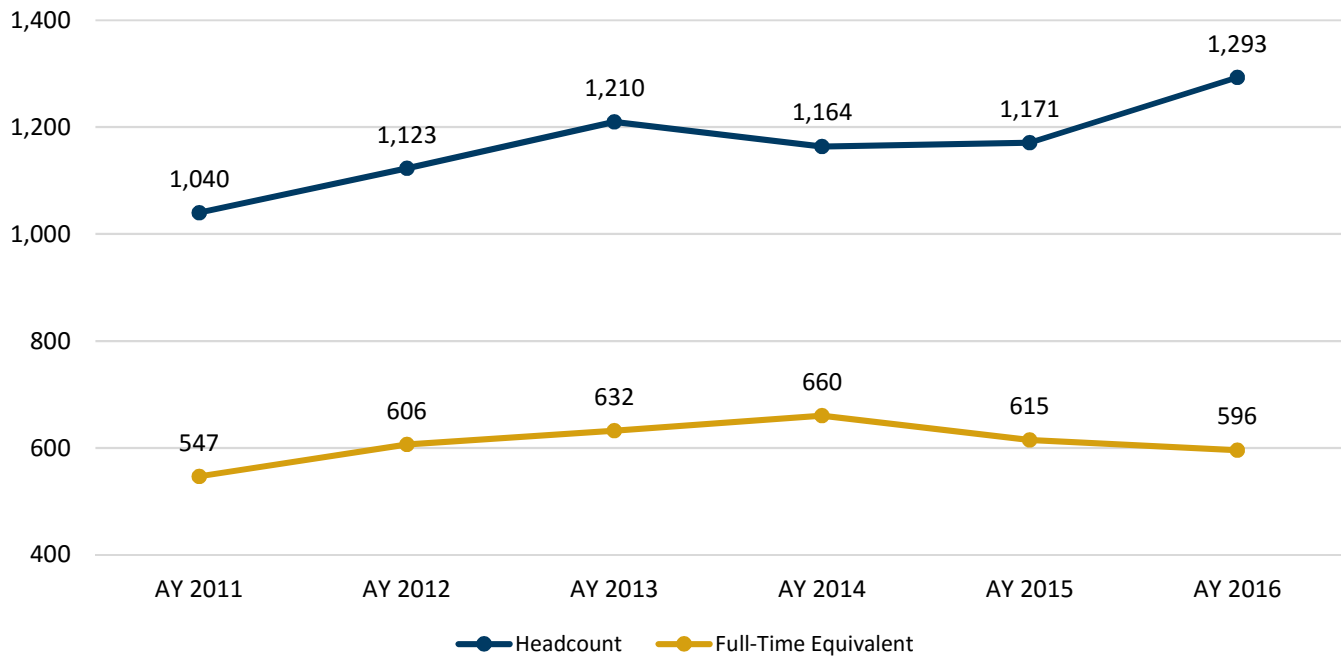
Student Demographics

Table P.10

Academic Year 2011 - 2016

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	1,040	1,123	1,210	1,164	1,171	1,293	24.3%
Full-Time Equivalent Enrollment	547	606	632	660	615	596	9.0%

**Headcount and FTE
Academic Year 2011 - 2016**



Notes for this section begin on page 52.

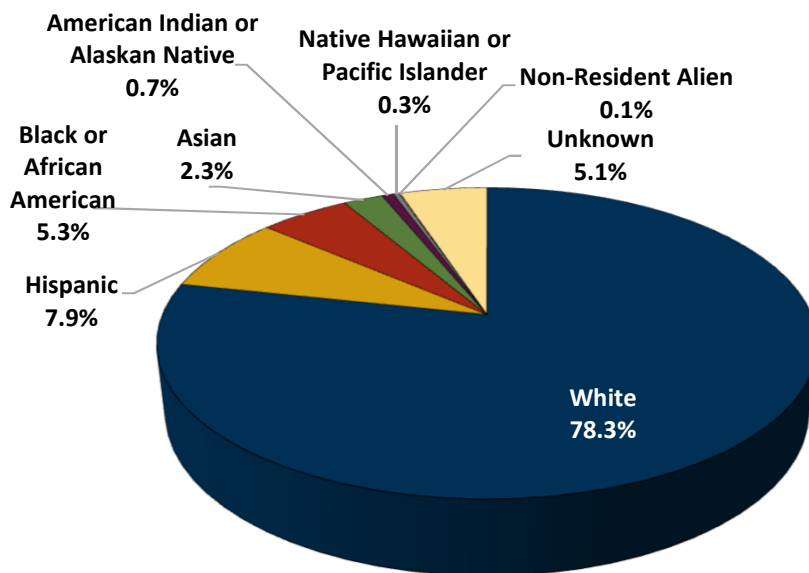
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	80.2%	81.5%	76.8%	78.1%	82.2%	78.3%	21.5%
Hispanic	4.4%	4.5%	6.3%	6.5%	5.4%	7.9%	121.7%
Black or African-American	6.2%	6.5%	7.6%	8.3%	6.5%	5.3%	6.3%
Asian	1.0%	1.8%	1.7%	1.6%	1.2%	2.3%	200.0%
American Indian or Alaskan Native	1.6%	1.2%	0.5%	0.9%	0.7%	0.7%	-47.1%
Native Hawaiian or Pacific Islander	1.3%	0.5%	0.7%	0.7%	0.3%	0.3%	-69.2%
Two or More	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Non-Resident Alien	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	-50.0%
Unknown	5.2%	4.1%	6.5%	4.0%	3.8%	5.1%	22.2%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	599	694	757	673	642	662	10.5%
Male	430	427	449	489	519	630	46.5%
Unknown	11	2	4	2	10	1	-90.9%
Total	1,040	1,123	1,210	1,164	1,171	1,293	24.3%

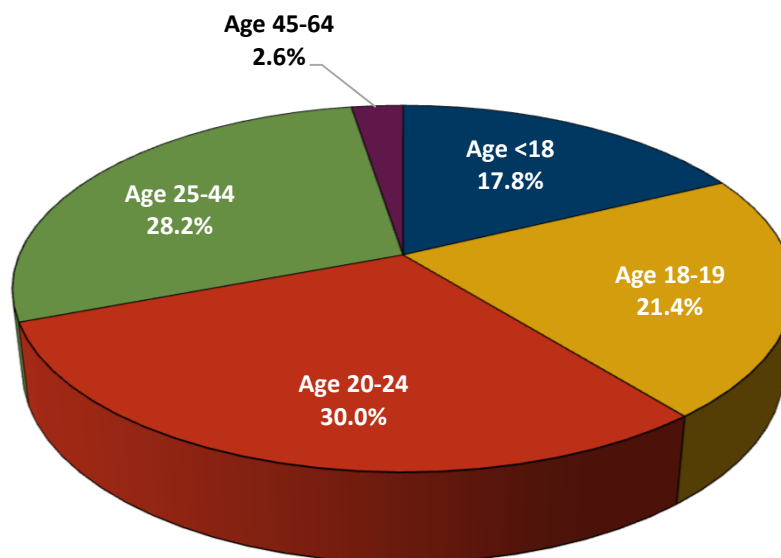
Notes for this section begin on page 52.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	1.8%	3.3%	4.1%	1.9%	7.4%	17.8%	1110.5%
18-19	13.1%	11.0%	11.7%	14.8%	16.5%	21.4%	103.7%
20-24	42.7%	41.1%	40.7%	39.3%	38.4%	30.0%	-12.6%
25-44	36.9%	39.2%	38.7%	39.5%	34.1%	28.2%	-4.9%
45-64	5.5%	5.3%	4.7%	4.6%	3.5%	2.6%	-42.1%
65+	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	NA

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Status	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	305	336	362	374	344	329	7.9%
Part-time	735	787	848	790	827	964	31.2%
Total	1,040	1,123	1,210	1,164	1,171	1,293	24.3%

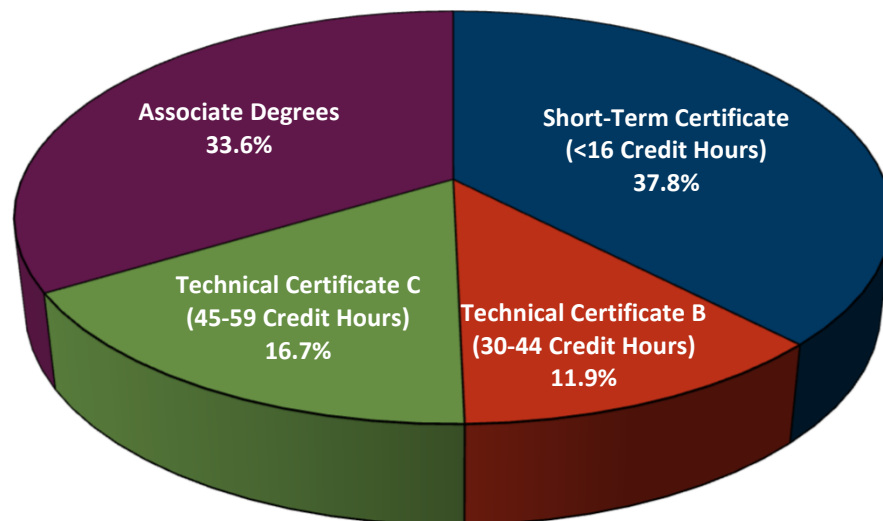
Notes for this section begin on page 52.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

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

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	202	195	170	116	154	165	-18.3%
Technical Certificate A (16-29 Credit Hours)	0	0	0	0	0	0	NA
Technical Certificate B (30-44 Credit Hours)	52	79	50	56	48	52	0.0%
Technical Certificate C (45-59 Credit Hours)	50	16	57	36	57	73	46.0%
Associate Degrees	96	117	123	157	137	147	53.1%
Total	400	407	400	365	396	437	9.3%

**Degrees/Certificates Awarded
Academic Year 2016**



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

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

Table P.16

	Cohort Year					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	45.9%	40.4%	42.1%	37.8%	47.7%	37.1%
150% Graduation Rate	48.0%	46.0%	42.1%	37.8%	56.9%	52.8%
200% Graduation Rate	49.0%	46.1%	44.2%	37.8%	58.5%	NA*

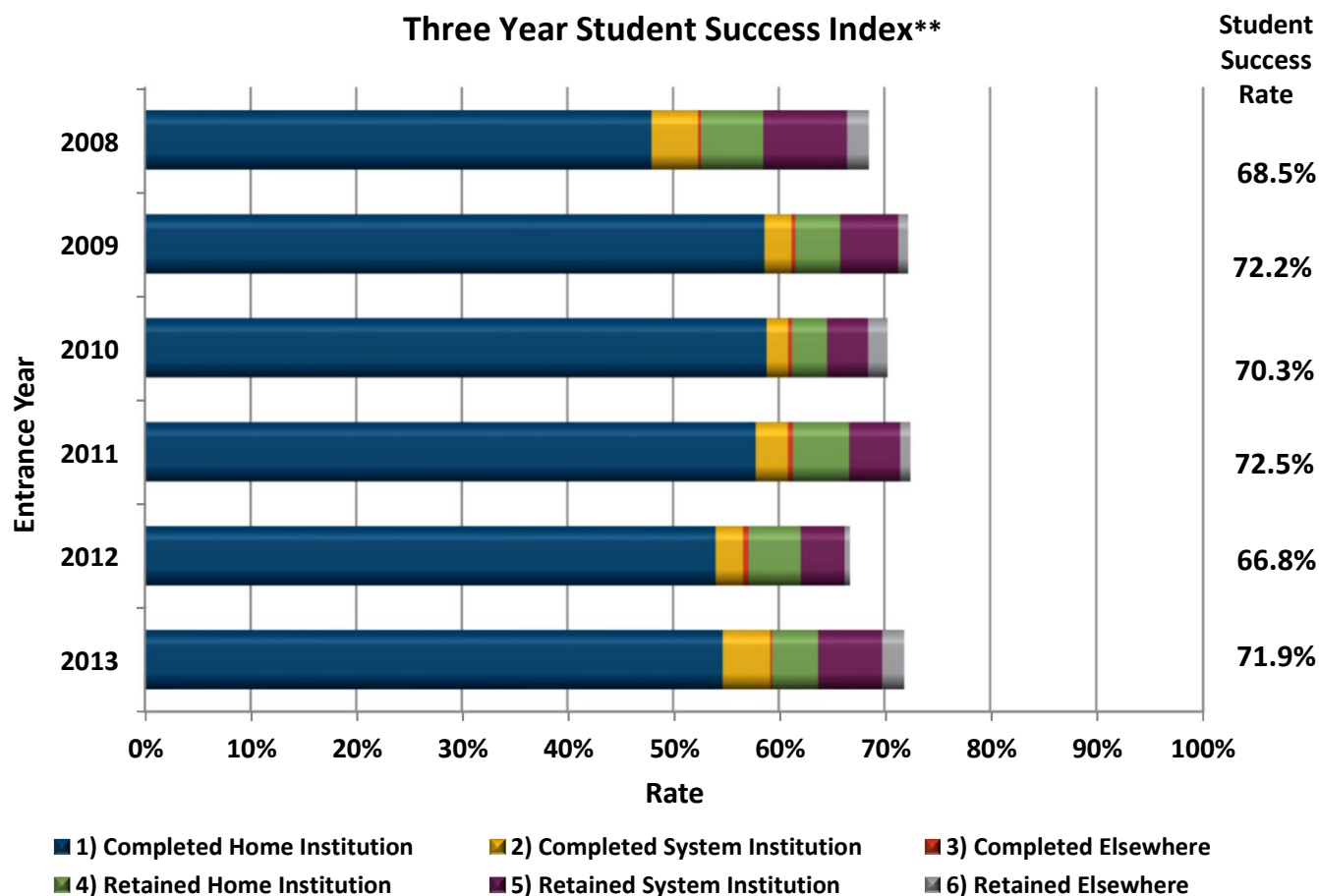
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	34.8%	35.7%	28.6%	58.0%	63.6%	100.0%
Full-Time Rate	58.9%	54.4%	60.8%	79.8%	56.3%	63.5%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2013**

Table P.18



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

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

Notes for this section begin on page 52.

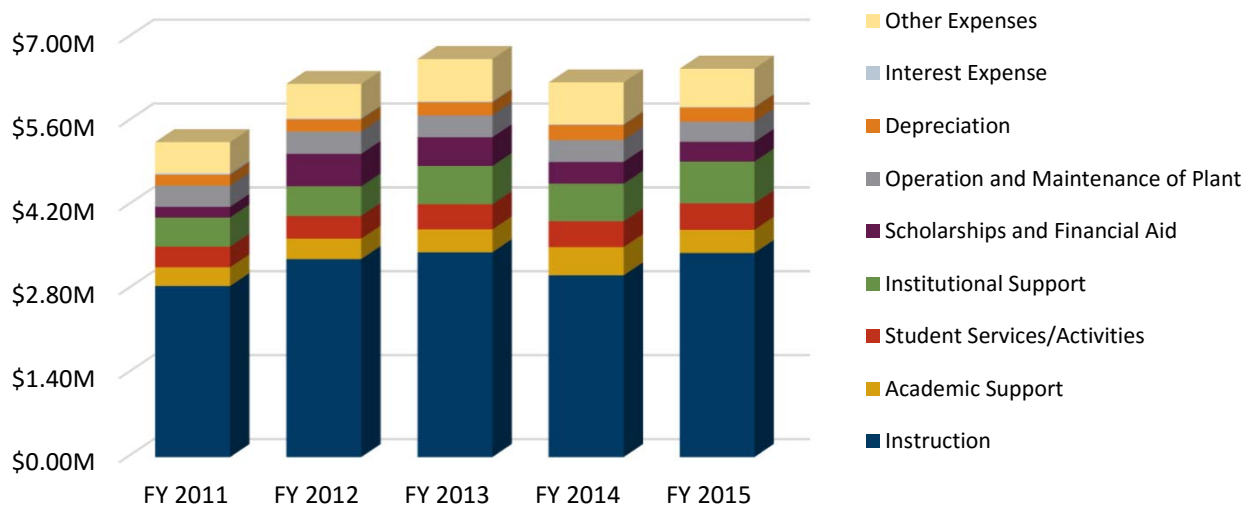
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$2,850,448	\$3,300,724	\$3,414,573	\$3,029,958	\$3,401,224	19.3%
per FTE Student	\$5,211	\$5,447	\$5,403	\$4,591	\$5,530	6.1%
Academic Support	\$312,576	\$342,270	\$382,588	\$471,040	\$388,849	24.4%
per FTE Student	\$571	\$565	\$605	\$714	\$632	10.6%
Student Services/Activities	\$345,026	\$378,363	\$418,440	\$429,685	\$440,851	27.8%
per FTE Student	\$631	\$624	\$662	\$651	\$717	13.6%
Institutional Support	\$487,742	\$493,967	\$640,092	\$629,348	\$698,405	43.2%
per FTE Student	\$892	\$815	\$1,013	\$954	\$1,136	27.4%
Scholarships and Financial Aid	\$178,157	\$543,032	\$480,687	\$362,783	\$328,672	84.5%
Operation and Maintenance of Plant	\$351,873	\$373,200	\$365,649	\$365,780	\$337,784	-4.0%
Depreciation	\$182,788	\$204,471	\$217,930	\$251,789	\$236,854	29.6%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$25,811	\$17,166	\$12,548	\$13,854	\$11,899	-53.9%
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$519,719	\$572,110	\$708,475	\$696,646	\$635,466	22.3%
Subtotal All Funds - Expenses	\$5,254,140	\$6,225,303	\$6,640,982	\$6,250,883	\$6,480,004	23.3%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Expenses	\$5,254,140	\$6,225,303	\$6,640,982	\$6,250,883	\$6,480,004	23.3%
Total Headcount	1,040	1,123	1,210	1,164	1,171	12.6%
Total FTE	547	606	632	660	615	12.4%

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**



Notes for this section begin on page 52.

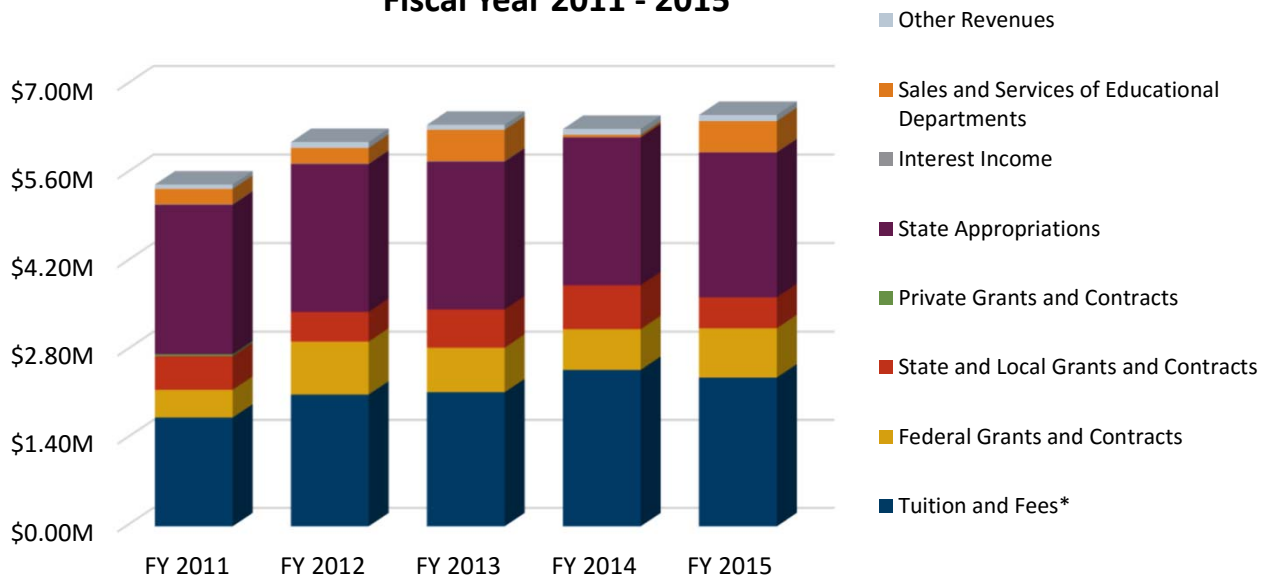
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$1,731,476	\$2,097,501	\$2,134,782	\$2,488,430	\$2,368,774	36.8%
Federal Grants and Contracts	\$443,273	\$839,298	\$704,901	\$644,940	\$778,646	75.7%
State and Local Grants and Contracts	\$529,834	\$469,550	\$604,696	\$695,419	\$489,611	-7.6%
Private Grants and Contracts	\$31,466	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,364,693	\$2,337,634	\$2,337,634	\$2,337,634	\$2,290,881	-3.1%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	\$0	NA
Investment Income	\$0	\$0	\$0	\$0	\$0	NA
Interest Income	\$8,044	\$6,966	\$6,696	\$3,471	\$3,628	-54.9%
Sales and Services of Educational Departments	\$241,600	\$249,595	\$498,400	\$36,631	\$491,373	103.4%
Realized Gains	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$71,027	\$91,548	\$78,408	\$92,399	\$97,787	37.7%
Subtotal All Funds - Revenues	\$5,421,413	\$6,092,092	\$6,365,517	\$6,298,924	\$6,520,700	20.3%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$5,421,413	\$6,092,092	\$6,365,517	\$6,298,924	\$6,520,700	20.3%
Total Headcount	1,040	1,123	1,210	1,164	1,171	12.6%
Total FTE	547	606	632	660	615	12.4%

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 52.

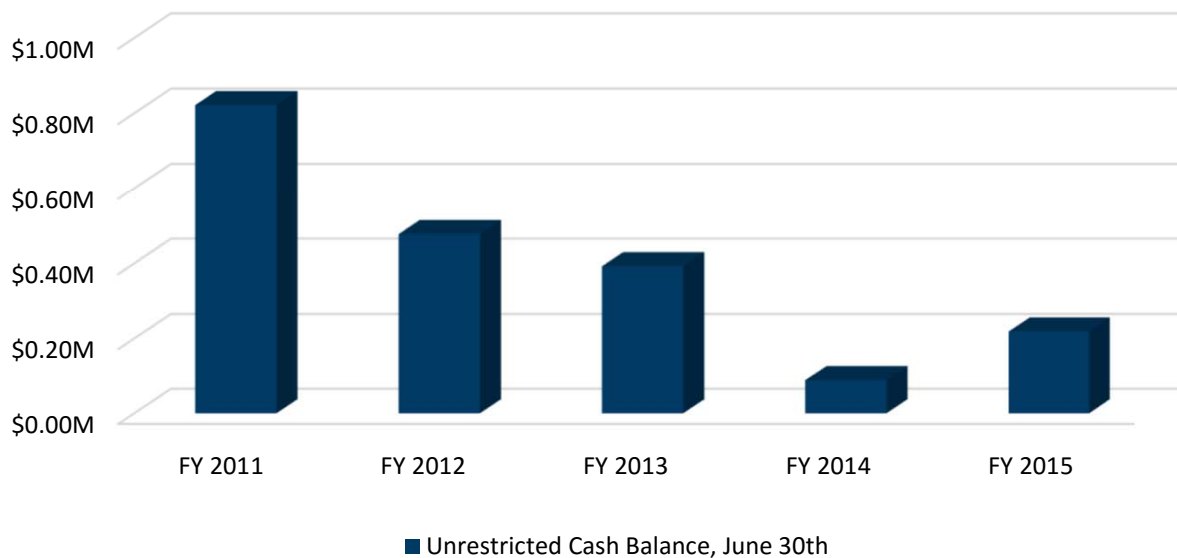
Source: Independent Auditors' Report and Financial Statements

**Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015**

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

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Cash and Cash Equivalents, June 30th	\$1,250,386	\$815,064	\$777,589	\$626,326	\$695,173	-44.4%
Current Liabilities	\$428,430	\$337,953	\$385,569	\$537,783	\$476,514	11.2%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$821,956	\$477,111	\$392,020	\$88,543	\$218,659	-73.4%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 52.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Manhattan Area Technical College

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	47.9%	4.4%	0.3%	5.9%	7.9%	2.1%	68.5%
2009	58.6%	2.6%	0.4%	4.2%	5.5%	0.9%	72.2%
2010	58.9%	2.0%	0.4%	3.3%	3.9%	1.8%	70.3%
2011	57.8%	3.1%	0.5%	5.3%	4.8%	1.0%	72.5%
2012	54.0%	2.6%	0.5%	4.9%	4.2%	0.5%	66.8%
2013	54.7%	4.5%	0.2%	4.3%	6.1%	2.1%	71.9%

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. Interest Income and Investment Income were incorrectly categorized in FY 2011 – FY 2013 for Manhattan Area Technical College. The account MATC posts their interest income to is named “Interest & Investment Income”, which translated into some Audited Financial Statements as interest income and others as investment income. Manhattan Area Technical College has confirmed that this amount is actually all Interest Income. Therefore, there will be no investment income presented for this institution, and any interest income will be included in the “Interest Income” category.
3. The revenue categories were created based on existing classification of revenues in the *Independent Auditors’ Report and Financial Statements* for each institution for uniformity purposes.

Table P.60: Changes in Unrestricted Cash

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

North Central Kansas Technical College

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

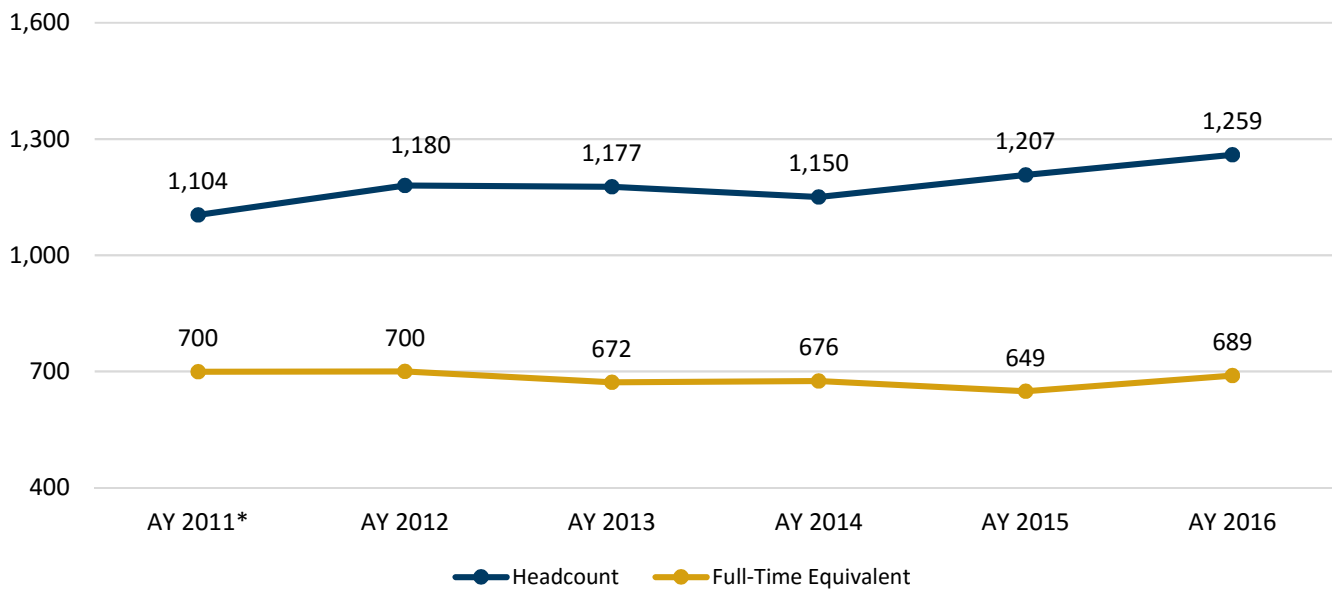
Student Demographics

Table P.10

Academic Year 2011 - 2016

	AY 2011*	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	1,104	1,180	1,177	1,150	1,207	1,259	14.0%
Full-Time Equivalent Enrollment	700	700	672	676	649	689	-1.5%

**Headcount and FTE
Academic Year 2011 - 2016**



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

Notes for this section begin on page 64.

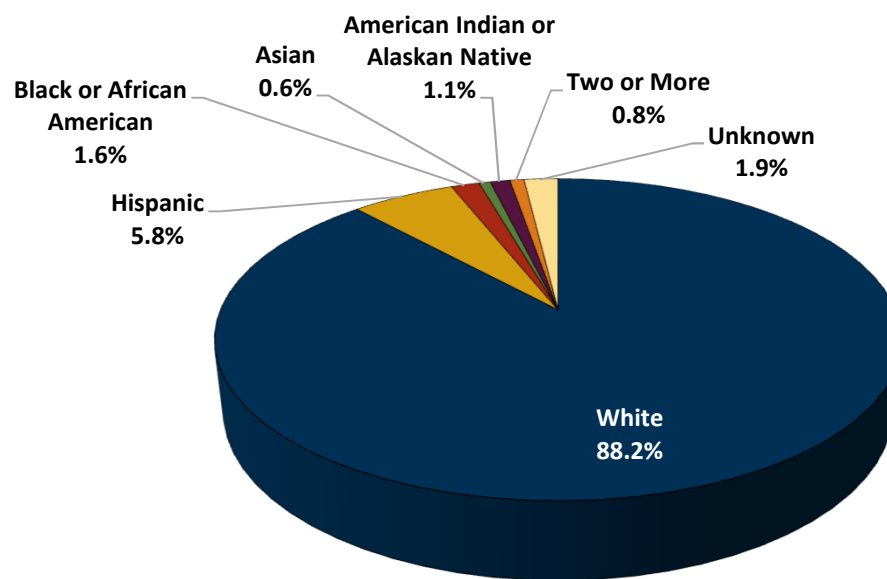
Source: *KHEDS AY Collection*

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	93.9%	91.4%	90.7%	91.5%	91.3%	88.2%	7.0%
Hispanic	3.0%	3.8%	4.3%	3.1%	3.5%	5.8%	121.2%
Black or African-American	0.5%	2.2%	1.8%	1.9%	1.8%	1.6%	300.0%
Asian	1.0%	0.7%	0.6%	1.2%	0.9%	0.6%	-27.3%
American Indian or Alaskan Native	0.8%	1.3%	2.0%	1.6%	1.5%	1.1%	55.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.5%	0.4%	0.0%	NA
Two or More	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	NA
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Unknown	0.8%	0.6%	0.6%	0.2%	0.6%	1.9%	166.7%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	443	535	519	460	506	561	26.6%
Male	661	645	658	690	699	697	5.4%
Unknown	0	0	0	0	2	1	NA
Total	1,104	1,180	1,177	1,150	1,207	1,259	14.0%

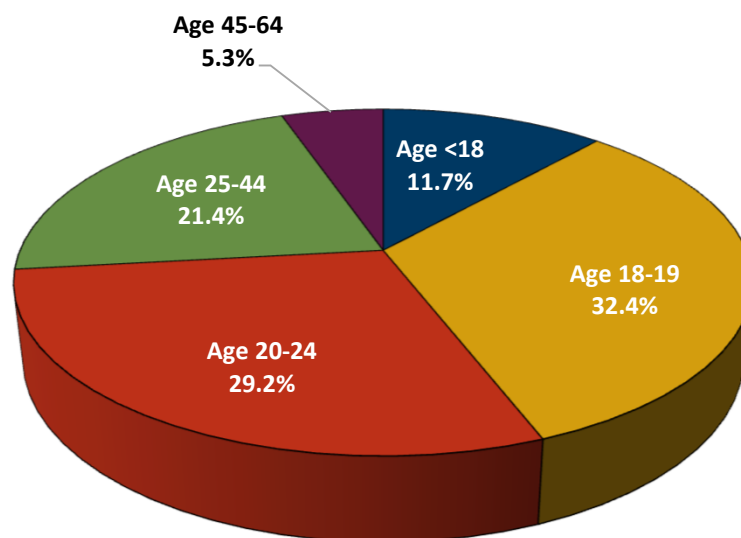
Notes for this section begin on page 64.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	4.4%	5.9%	9.3%	8.5%	10.5%	11.7%	200.0%
18-19	26.4%	24.6%	24.0%	28.9%	27.8%	32.4%	40.2%
20-24	37.0%	35.2%	34.4%	31.0%	31.3%	29.2%	-10.0%
25-44	24.8%	26.0%	24.0%	25.0%	23.9%	21.4%	-1.5%
45-64	7.2%	7.9%	8.2%	6.5%	6.2%	5.3%	-15.2%
65+	0.3%	0.4%	0.1%	0.1%	0.2%	0.0%	NA

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Success	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	486	461	445	451	446	445	-8.4%
Part-time	618	719	732	699	761	814	31.7%
Total	1,104	1,180	1,177	1,150	1,207	1,259	14.0%

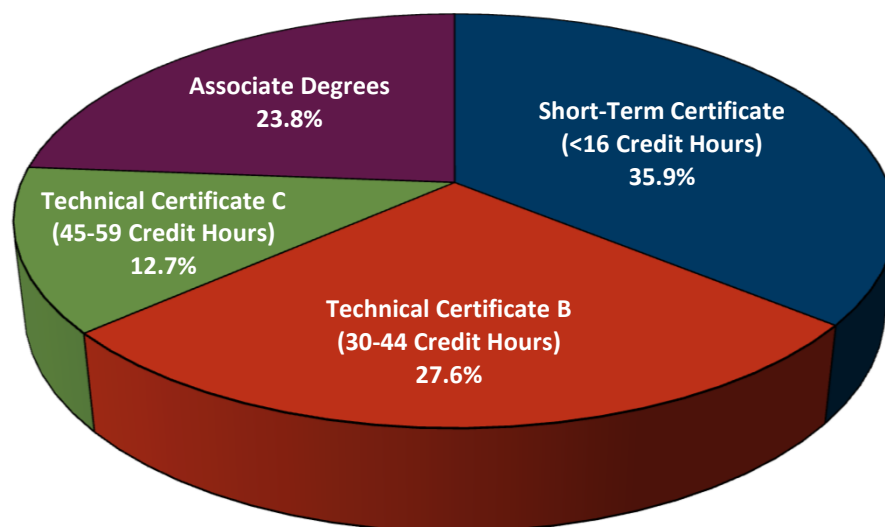
Notes for this section begin on page 64.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

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

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	153	163	229	123	144	169	10.5%
Technical Certificate A (16-29 Credit Hours)	0	0	0	0	0	0	NA
Technical Certificate B (30-44 Credit Hours)	113	119	147	136	129	130	15.0%
Technical Certificate C (45-59 Credit Hours)	71	69	62	60	61	60	-15.5%
Associate Degrees	110	111	108	113	110	112	1.8%
Total	447	462	546	432	444	471	5.4%

**Degrees/Certificates Awarded
Academic Year 2016**



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					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	82.0%	81.0%	68.5%	61.9%	70.7%	79.3%
150% Graduation Rate	82.0%	81.0%	68.5%	62.2%	70.7%	79.3%
200% Graduation Rate	83.5%	81.0%	68.5%	62.2%	70.7%	NA*

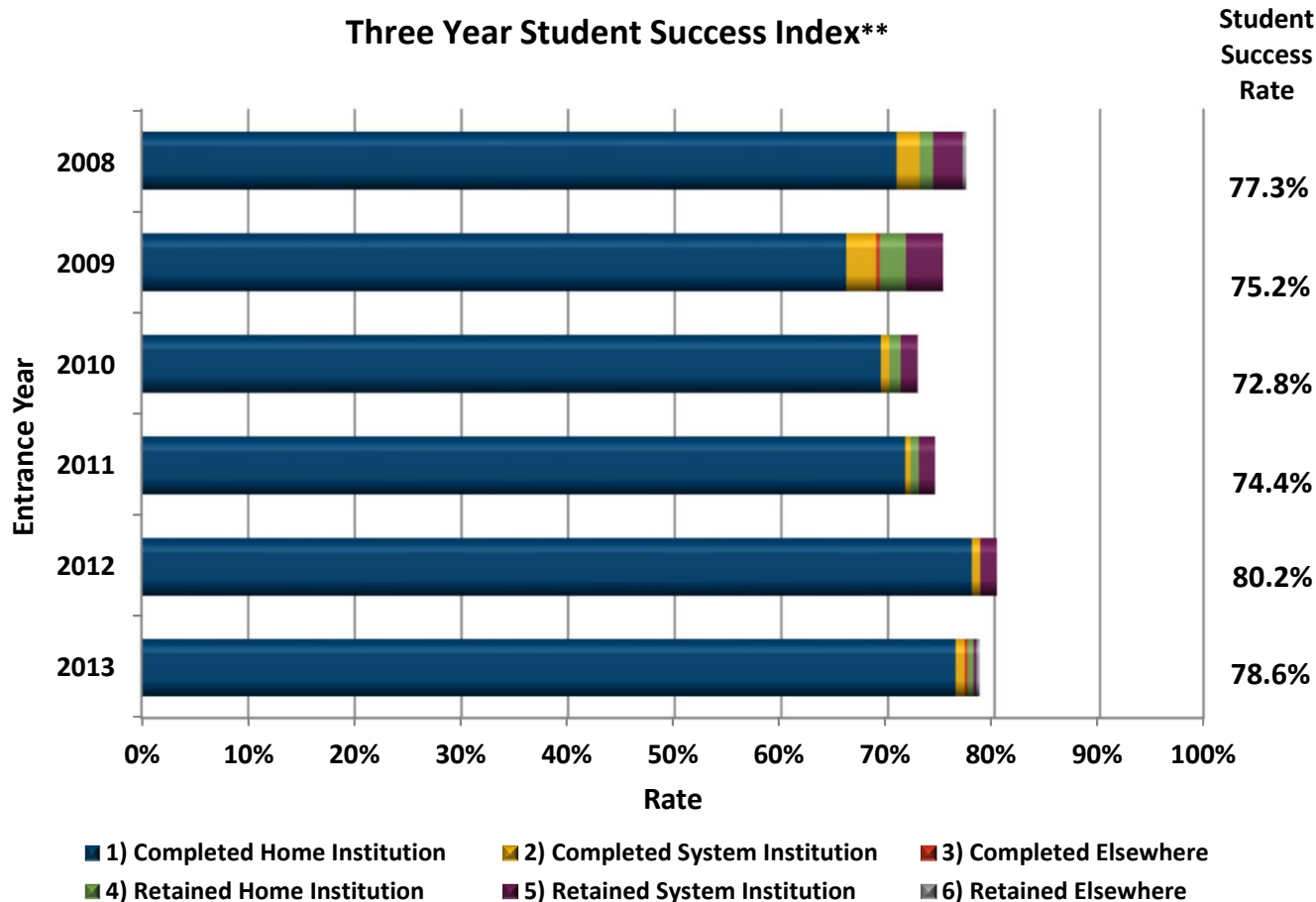
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	90.9%	87.5%	100.0%	100.0%	100.0%	100.0%
Full-Time Rate	70.6%	64.6%	78.8%	91.5%	66.1%	77.6%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2013**

Table P.18



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

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

Notes for this section begin on page 64.

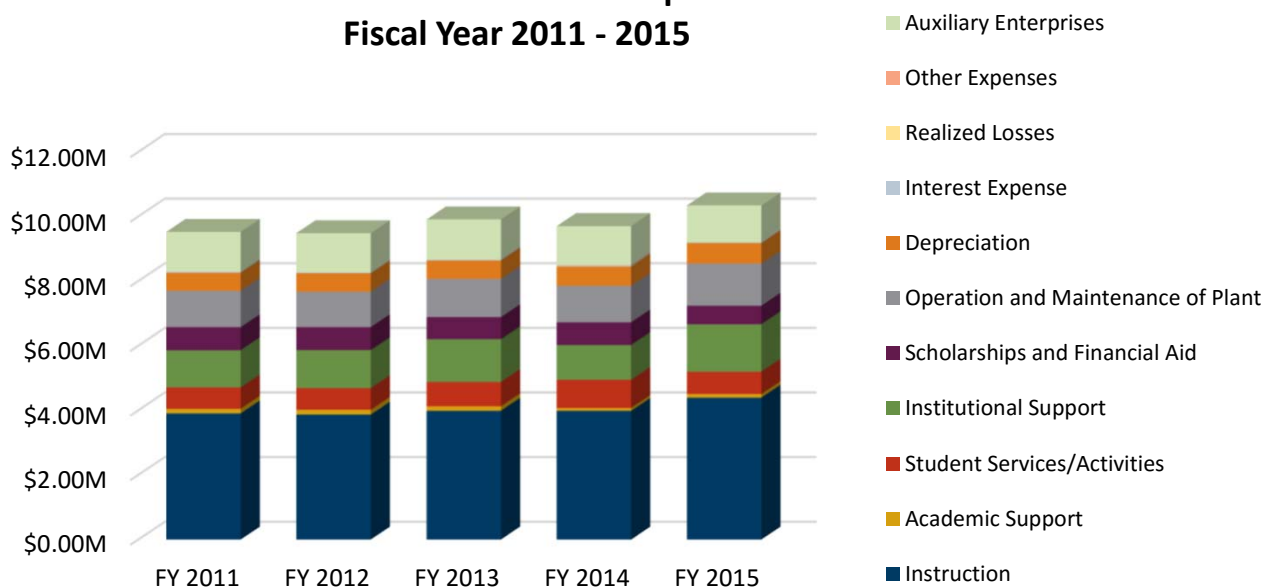
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$3,905,031	\$3,865,889	\$3,986,639	\$4,086,051	\$4,389,588	12.4%
per FTE Student	\$5,579	\$5,523	\$5,932	\$6,044	\$6,764	21.2%
Academic Support	\$141,917	\$150,802	\$137,566	\$91,388	\$111,779	-21.2%
per FTE Student	\$203	\$215	\$205	\$135	\$172	-15.0%
Student Services/Activities	\$657,842	\$669,653	\$754,119	\$712,663	\$695,191	5.7%
per FTE Student	\$940	\$957	\$1,122	\$1,054	\$1,071	14.0%
Institutional Support	\$1,155,506	\$1,176,098	\$1,323,111	\$1,302,549	\$1,468,716	27.1%
per FTE Student	\$1,651	\$1,680	\$1,969	\$1,927	\$2,263	37.1%
Scholarships and Financial Aid	\$714,892	\$714,288	\$682,735	\$591,284	\$572,800	-19.9%
Operation and Maintenance of Plant	\$1,125,084	\$1,095,265	\$1,181,853	\$1,095,908	\$1,303,507	15.9%
Depreciation	\$560,914	\$570,233	\$573,070	\$595,669	\$634,356	13.1%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$28,392	\$26,539	\$24,605	\$22,587	\$20,482	-27.9%
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	\$3,684	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$0	\$0	\$24,621	\$0	NA
Subtotal All Funds - Expenses	\$8,289,578	\$8,268,767	\$8,663,698	\$8,522,720	\$9,200,103	11.0%
Auxiliary Enterprises	\$1,232,710	\$1,215,321	\$1,242,476	\$1,160,963	\$1,138,664	-7.6%
Total All Funds - Expenses	\$9,522,288	\$9,484,088	\$9,906,174	\$9,683,683	\$10,338,767	8.6%
Total Headcount	1,104	1,180	1,177	1,150	1,207	9.3%
Total FTE	700	700	672	676	649	-7.3%

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**



Notes for this section begin on page 64.

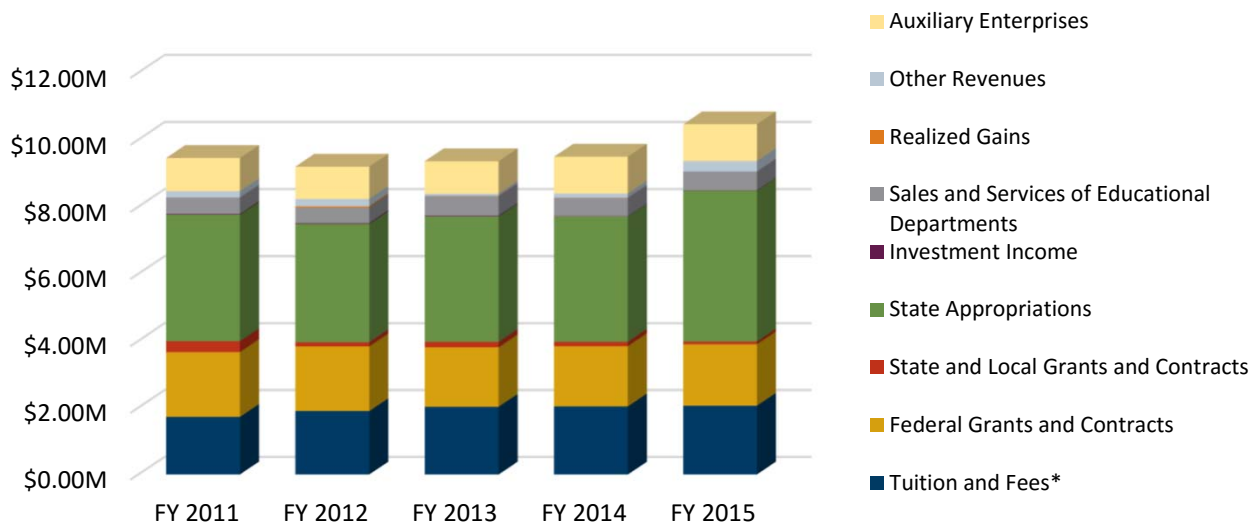
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$1,723,183	\$1,897,282	\$2,027,137	\$2,018,521	\$2,059,499	19.5%
Federal Grants and Contracts	\$1,941,179	\$1,937,034	\$1,778,451	\$1,803,194	\$1,837,706	-5.3%
State and Local Grants and Contracts	\$326,693	\$125,670	\$163,632	\$133,277	\$80,498	-75.4%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$3,915,897	\$3,674,878	\$3,910,168	\$4,072,521	\$4,507,401	15.1%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	\$0	NA
Investment Income	\$20,652	\$21,726	\$16,203	\$8,702	\$8,278	-59.9%
Interest Income	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$490,526	\$464,543	\$583,974	\$550,483	\$558,063	13.8%
Realized Gains	\$0	\$39,050	\$6,345	\$3,100	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$191,212	\$219,296	\$68,772	\$150,457	\$311,669	63.0%
Subtotal All Funds - Revenues	\$8,609,342	\$8,379,479	\$8,554,682	\$8,740,255	\$9,363,114	8.8%
Auxiliary Enterprises	\$989,573	\$964,502	\$968,462	\$1,095,927	\$1,096,259	10.8%
Total All Funds - Revenues	\$9,598,915	\$9,343,981	\$9,523,144	\$9,836,182	\$10,459,373	9.0%
Total Headcount	1,104	1,180	1,177	1,150	1,207	9.3%
Total FTE	700	700	672	676	649	-7.3%

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 64.

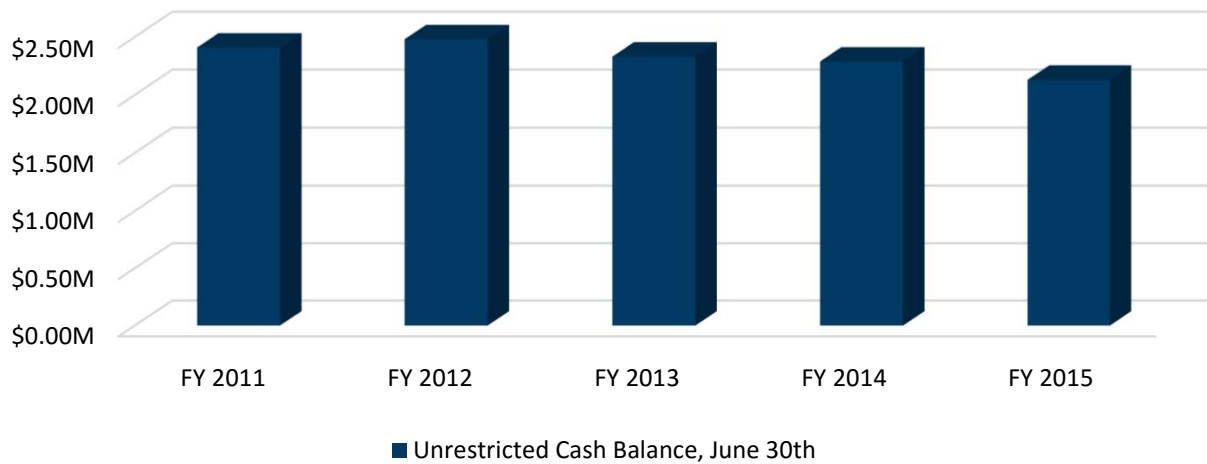
Source: Independent Auditors' Report and Financial Statements

**Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015**

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

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Cash and Cash Equivalents, June 30th	\$2,982,639	\$2,996,996	\$2,972,118	\$2,906,879	\$2,767,893	-7.2%
Current Liabilities	\$573,762	\$516,415	\$641,809	\$618,986	\$637,495	11.1%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$2,408,877	\$2,480,581	\$2,330,309	\$2,287,893	\$2,130,398	-11.6%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 64.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – North Central Kansas Technical College

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	70.8%	2.2%	0.0%	1.2%	2.8%	0.3%	77.3%
2009	66.1%	2.8%	0.3%	2.4%	3.5%	0.0%	75.2%
2010	69.3%	0.8%	0.0%	1.1%	1.6%	0.0%	72.8%
2011	71.6%	0.5%	0.0%	0.8%	1.5%	0.0%	74.4%
2012	77.9%	0.8%	0.0%	0.0%	1.6%	0.0%	80.2%
2013	76.3%	0.8%	0.3%	0.6%	0.3%	0.3%	78.6%

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 2014 *Statements of Revenues, Expenses, and Changes in Net Position* and Note 11 for the 2013, 2012 and 2011 *Statements of Revenues, Expenses, and Changes in Net Position*.

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" and "Interest Expense" includes their audit category "Interest Expense".
5. The data for fiscal year 2014 for North Central Kansas Technical College was restated in the most recent *Independent Auditors' Report and Financial Statements*. The data has been updated in the 2017 Technical College Data Book, so the data for NCKTC will not match the previously published 2016 Technical College 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" 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".
5. The data for fiscal year 2014 for North Central Kansas Technical College was restated in the most recent *Independent Auditors' Report and Financial Statements*. The data has been updated in the 2017 Technical College Data Book, so the data for NCKTC will not match the previously published 2016 Technical College 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. While currently there is only for years published for this table, the goal at the Kansas Board of Regents is to have six years of published data for each table.
2. Unrestricted Cash is calculated by subtracting Current Liabilities and Other Restrictions from Cash and Cash Equivalents found on the Statement of Net Position in the *Independent Auditors' Report and Financial Statements*. This amount represents monetary reserves that are not tied to a particular use.
 - a. Cash and Cash Equivalents represent the money that an organization can spend now, as they are assets readily available for use.
 - b. Current Liabilities are an institution's debts or obligations that are due within one year. This includes Accounts Payable, Payroll and other related liabilities, Accrued Wages, Accrued interest payable, Accrued rent, Current maturities of long-term debt, Compensated Absences, Prepaid Enrollment, Deferred revenue, Unearned Revenue, Deposits, Deposits/Funds Held in Custody for Others, and Other Liabilities.
 - c. Other Restrictions include cash restricted for building remodel.

Northwest Kansas Technical College

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

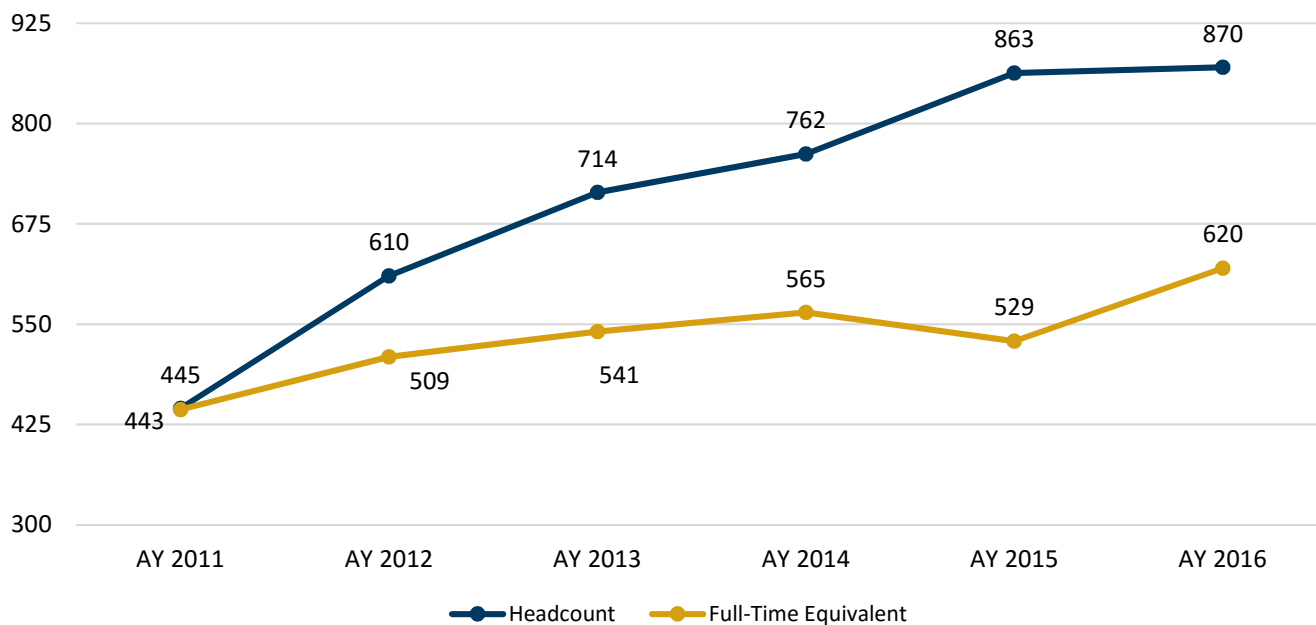
Student Demographics

Table P.10

Academic Year 2011 - 2016

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	445	610	714	762	863	870	95.5%
Full-Time Equivalent Enrollment	443	509	541	565	529	620	39.7%

**Headcount and FTE
Academic Year 2011 - 2016**



Notes for this section begin on page 76.

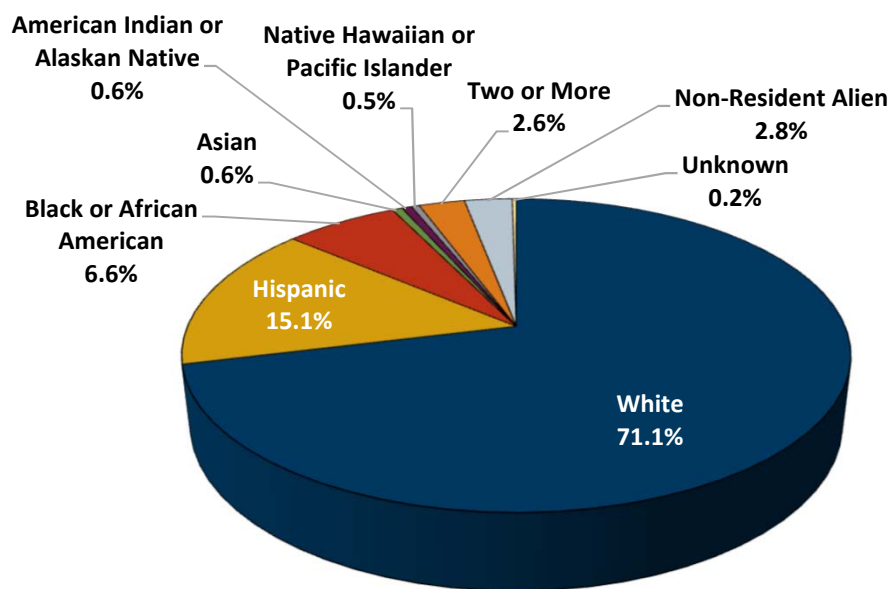
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	72.6%	80.0%	73.1%	66.0%	77.2%	71.1%	91.6%
Hispanic	12.6%	14.9%	16.7%	21.0%	12.2%	15.1%	133.9%
Black or African-American	0.7%	1.2%	6.0%	8.0%	5.1%	6.6%	1800.0%
Asian	0.2%	0.2%	0.7%	0.0%	0.4%	0.6%	400.0%
American Indian or Alaskan Native	1.4%	0.3%	0.8%	1.2%	0.0%	0.6%	-16.7%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.1%	0.0%	0.5%	0.5%	NA
Two or More	2.9%	1.5%	1.4%	1.4%	2.7%	2.6%	76.9%
Non-Resident Alien	0.2%	1.6%	1.1%	0.7%	2.1%	2.8%	2300.0%
Unknown	9.4%	0.0%	0.0%	1.7%	0.0%	0.2%	-95.2%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	141	240	252	311	282	282	100.0%
Male	304	370	462	451	581	588	93.4%
Unknown	0	0	0	0	0	0	NA
Total	445	610	714	762	863	870	95.5%

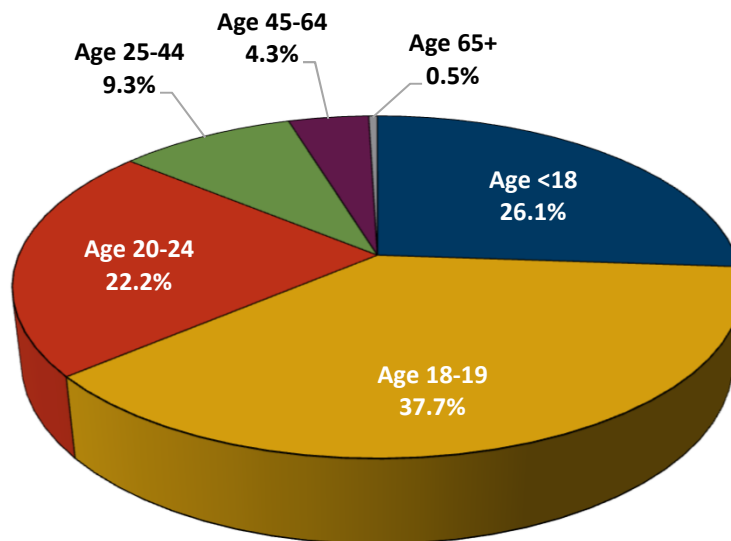
Notes for this section begin on page 76.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	10.6%	16.7%	17.9%	18.2%	26.7%	26.1%	383.0%
18-19	26.7%	26.4%	26.1%	27.6%	31.7%	37.7%	175.6%
20-24	37.5%	32.1%	26.8%	28.6%	21.8%	22.2%	15.6%
25-44	19.1%	18.0%	20.6%	16.8%	12.6%	9.3%	-4.7%
45-64	6.1%	6.7%	7.7%	7.3%	6.4%	4.3%	37.0%
65+	0.0%	0.0%	1.0%	1.4%	0.8%	0.5%	NA

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Success	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	293	332	352	351	289	341	16.4%
Part-time	152	278	362	411	574	529	248.0%
Total	445	610	714	762	863	870	95.5%

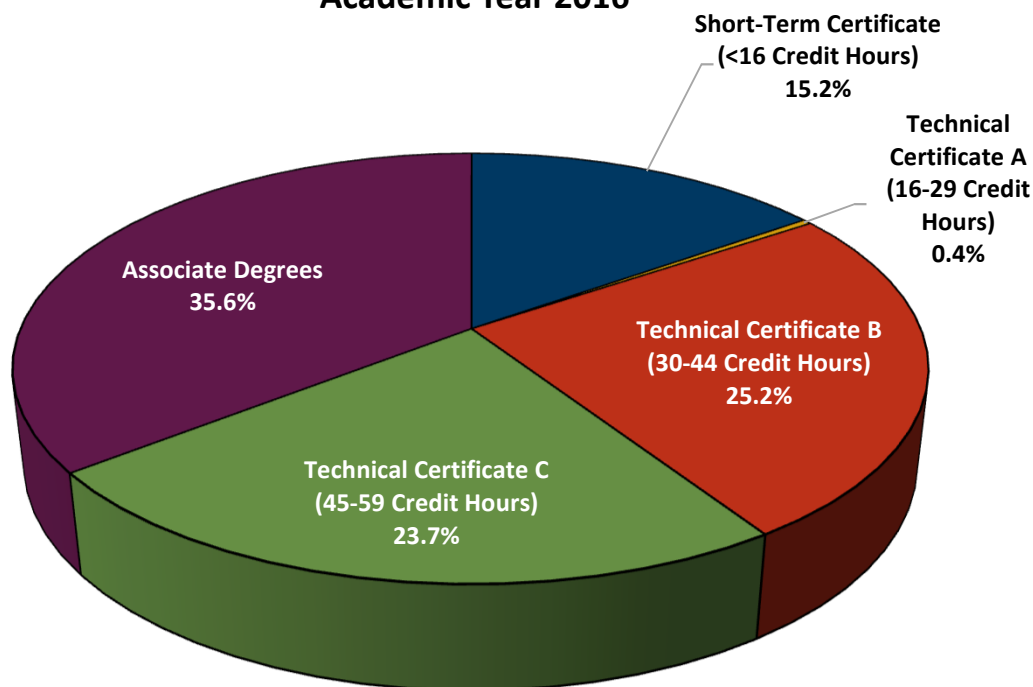
Notes for this section begin on page 76.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

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

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	5	1	18	30	61	41	720.0%
Technical Certificate A (16-29 Credit Hours)	3	6	2	3	2	1	-66.7%
Technical Certificate B (30-44 Credit Hours)	73	66	91	91	65	68	-6.8%
Technical Certificate C (45-59 Credit Hours)	38	37	32	32	26	64	68.4%
Associate Degrees	84	98	100	118	100	96	14.3%
Total	203	208	243	274	254	270	33.0%

**Degrees/Certificates Awarded
Academic Year 2016**



Notes for this section begin on page 76.
Source: KHEDS AY Collection

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

Table P.16

	Cohort Year					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	77.1%	71.8%	75.4%	60.3%	56.6%	56.1%
150% Graduation Rate	77.0%	76.0%	75.4%	62.2%	60.7%	57.7%
200% Graduation Rate	77.1%	79.6%	75.4%	62.2%	60.7%	NA*

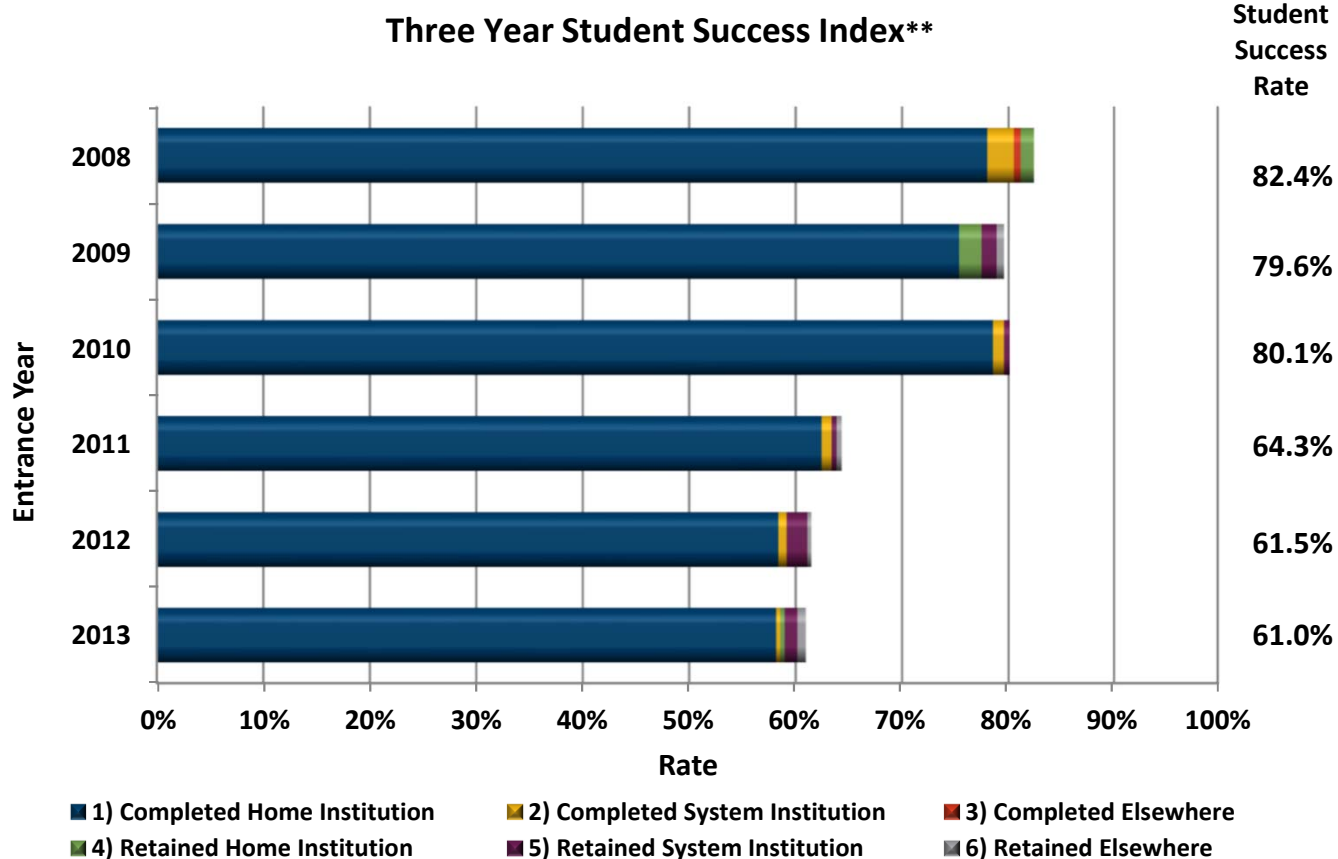
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	NA**	NA**	NA**	50.0%	50.0%	25.0%
Full-Time Rate	82.1%	71.0%	70.1%	66.2%	60.1%	65.7%

Student Success Index of First-Time & Transferring Students Entrance Year 2008 - 2013

Table P.18



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

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

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

Notes for this section begin on page 76.

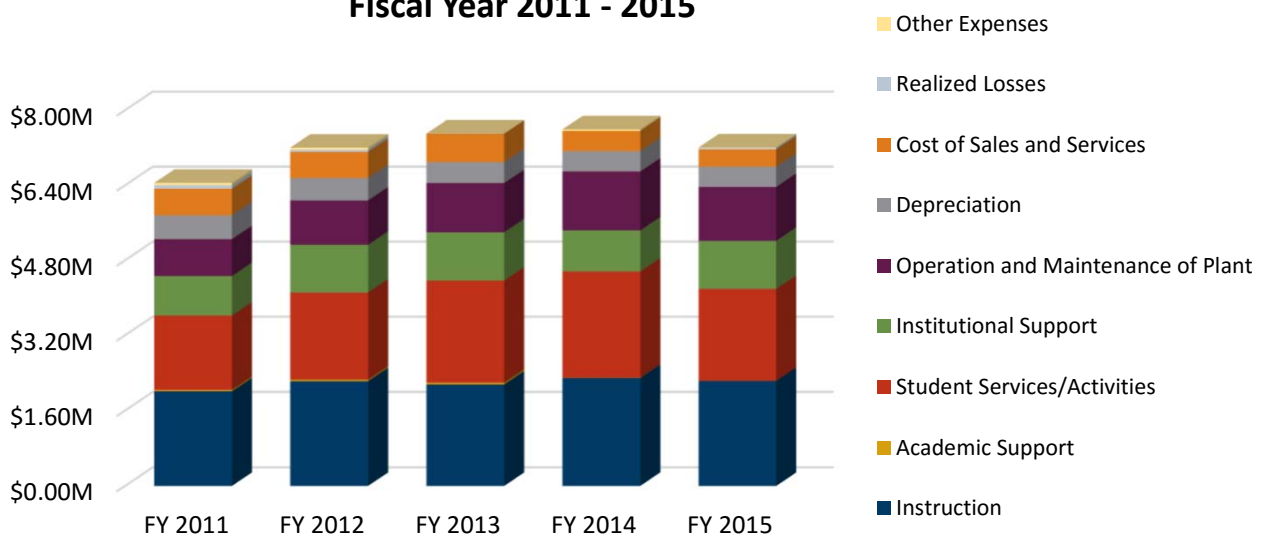
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$2,009,715	\$2,221,765	\$2,151,434	\$2,291,202	\$2,228,756	10.9%
per FTE Student	\$4,537	\$4,365	\$3,977	\$4,055	\$4,213	-7.1%
Academic Support	\$27,990	\$33,003	\$38,816	\$4,403	\$542	-98.1%
per FTE Student	\$63	\$65	\$72	\$8	\$1	-98.4%
Student Services/Activities	\$1,583,220	\$1,857,659	\$2,174,515	\$2,265,030	\$1,957,856	23.7%
per FTE Student	\$3,574	\$3,650	\$4,019	\$4,009	\$3,701	3.6%
Institutional Support	\$845,090	\$1,017,872	\$1,031,929	\$875,062	\$1,028,101	21.7%
per FTE Student	\$1,908	\$2,000	\$1,907	\$1,549	\$1,943	1.9%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$785,644	\$944,709	\$1,048,590	\$1,257,549	\$1,149,206	46.3%
Depreciation	\$506,828	\$478,985	\$447,579	\$433,885	\$430,915	-15.0%
Capital Outlay	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$0	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$565,589	\$557,675	\$604,081	\$432,428	\$368,411	-34.9%
Realized Losses	\$77,099	\$46,427	\$5,317	\$0	\$31,931	-58.6%
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$49,470	\$44,002	\$0	\$32,000	\$10,000	-79.8%
Subtotal All Funds - Expenses	\$6,450,645	\$7,202,097	\$7,502,261	\$7,591,559	\$7,205,718	11.7%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Expenses	\$6,450,645	\$7,202,097	\$7,502,261	\$7,591,559	\$7,205,718	11.7%
Total Headcount	445	610	714	762	863	93.9%
Total FTE	443	509	541	565	529	19.4%

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**



Notes for this section begin on page 76.

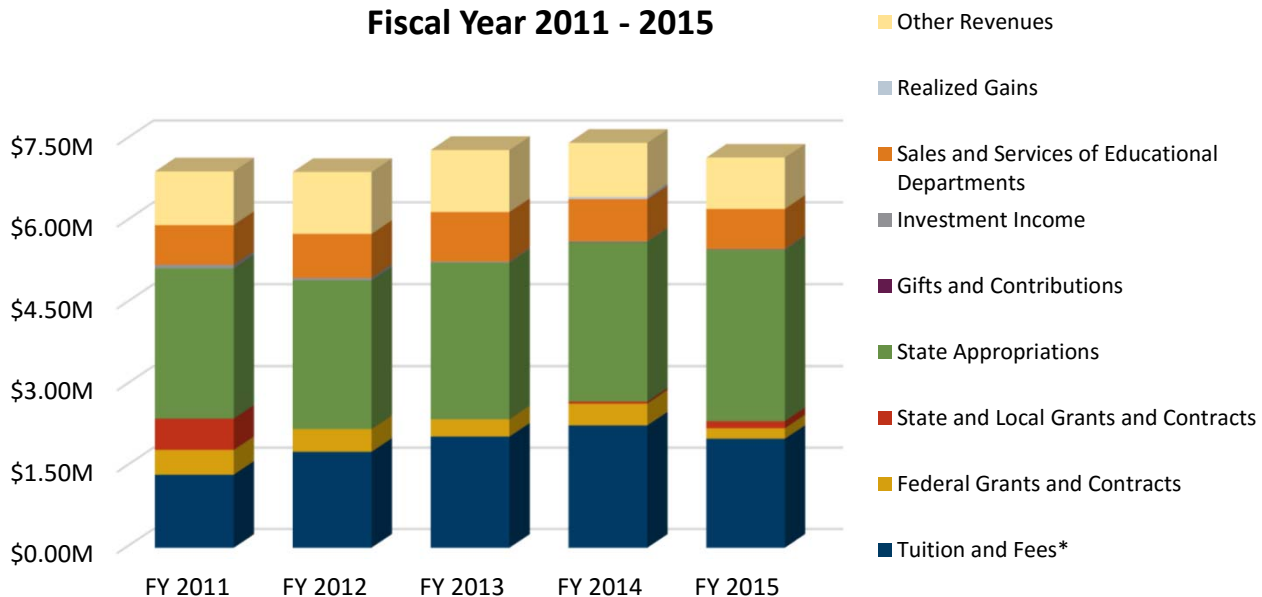
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$1,347,513	\$1,769,212	\$2,050,125	\$2,254,406	\$2,009,307	49.1%
Federal Grants and Contracts	\$455,569	\$418,378	\$318,286	\$403,699	\$193,812	-57.5%
State and Local Grants and Contracts	\$575,883	\$1,395	\$596	\$33,192	\$129,908	-77.4%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,758,480	\$2,726,915	\$2,869,962	\$2,926,972	\$3,143,136	13.9%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$200	\$257	\$25	\$2,170	NA
Investment Income	\$63,733	\$44,142	\$22,907	\$12,385	\$12,312	-80.7%
Interest Income	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$728,703	\$806,574	\$904,937	\$771,478	\$734,508	0.8%
Realized Gains	\$0	\$0	\$0	\$41,091	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$981,968	\$1,135,285	\$1,136,662	\$991,678	\$940,895	-4.2%
Subtotal All Funds - Revenues	\$6,911,849	\$6,902,101	\$7,303,732	\$7,434,926	\$7,166,048	3.7%
Auxiliary Enterprises	\$0	\$0	\$0	\$0	\$0	NA
Total All Funds - Revenues	\$6,911,849	\$6,902,101	\$7,303,732	\$7,434,926	\$7,166,048	3.7%
Total Headcount	445	610	714	762	863	93.9%
Total FTE	443	509	541	565	529	19.4%

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 76.

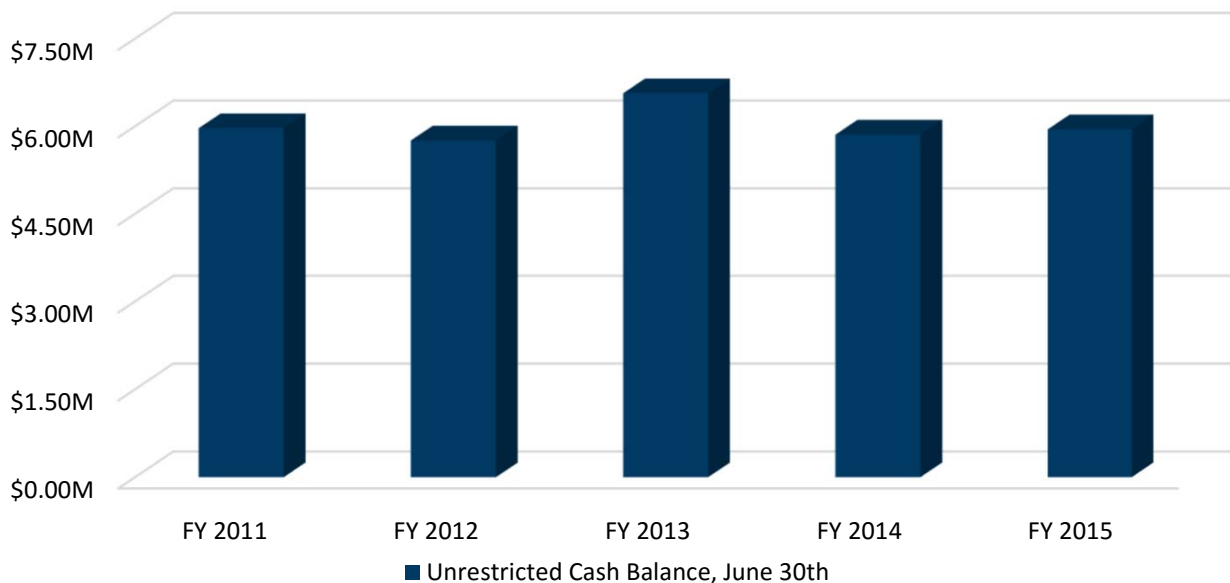
Source: Independent Auditors' Report and Financial Statements

Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015

Northwest Kansas Technical College
Table P.60

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Cash and Cash Equivalents, June 30th	\$6,195,290	\$6,027,274	\$7,048,382	\$6,163,376	\$6,361,305	2.7%
Current Liabilities	\$226,787	\$270,020	\$483,050	\$305,818	\$413,104	82.2%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$5,968,503	\$5,757,254	\$6,565,332	\$5,857,558	\$5,948,201	-0.3%

Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015



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

Notes for this section begin on page 76.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Northwest Kansas Technical College

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	78.0%	2.5%	0.6%	1.3%	0.0%	0.0%	82.4%
2009	75.4%	0.0%	0.0%	2.1%	1.4%	0.7%	79.6%
2010	78.5%	1.0%	0.0%	0.0%	0.5%	0.0%	80.1%
2011	62.4%	0.9%	0.0%	0.0%	0.5%	0.5%	64.3%
2012	58.4%	0.8%	0.0%	0.0%	1.9%	0.4%	61.5%
2013	58.2%	0.4%	0.0%	0.4%	1.2%	0.8%	61.0%

Table P.20: Total All Funds Audited Expenses

1. Beginning in the 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The change in Academic Support from \$38,816 in Fiscal Year 2013 to \$4,403 in Fiscal Year 2014 has been confirmed by Northwest Kansas Technical College. Per an explanation directly from NWKTC, the college went from a full-time librarian position to an adjust position, which explains the dramatic drop in this category. The daily library coverage will now be done by current instruction faculty. This also explains the declining Academic Support amount for Fiscal Year 2015.
3. The expense categories were created based on existing classification of expenses in the *Independent Auditors’ Report and Financial Statements* for each institution for uniformity purposes.
4. For Northwest Kansas Technical College, “Institutional Support” includes their audit category “Administration”; “Cost of Sales and Services” includes their audit category “Cost and Sales of Services of Educational Departments”; “Realized Losses” includes their audit category “Loss on Asset Dispositions” and “Other Expenses” includes their audit category “Transfers to Endowment”.

Table P.30: Total All Funds Audited Revenues

1. Beginning in 2016 Technical College Data Book, the Finance tables in the Institutional Profiles section were condensed into Total All Funds Audited Expenses (P.20) and Total All Funds Audited Revenues (P.30), instead of the previous three tables: Total Audited Operating Expenses, Total Audited Operating Revenues, and Total Non-Operating Revenues. This change was made so that the Technical College Data Book aligns with the new Community College Data Book. This resulted in all expense (negative) categories in the prior Total Audited Non-Operating Revenues (P.40) table to now be included in the Total All Funds Audited Expenses table and all revenue (positive) categories in the prior Total Audited Non-Operating Revenues (P.40) table to be included in the Total All Funds Audited Revenues table. No categories were eliminated from the condensing of these tables.
2. The revenue categories were created based on existing classification of revenues in the *Independent Auditors' Report and Financial Statements* for each institution for uniformity purposes.
3. For Northwest Kansas Technical College, "State and Local Grants and Contracts" includes their audit category "State and Local Grants and Contributions" and "Other Revenues" includes their audit categories "Residential Life", "Student Center", "Fund Raising Events", "Transfer from Endowment" and "Farm Income".

Table P.60: Changes in Unrestricted Cash

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

Salina Area Technical College

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

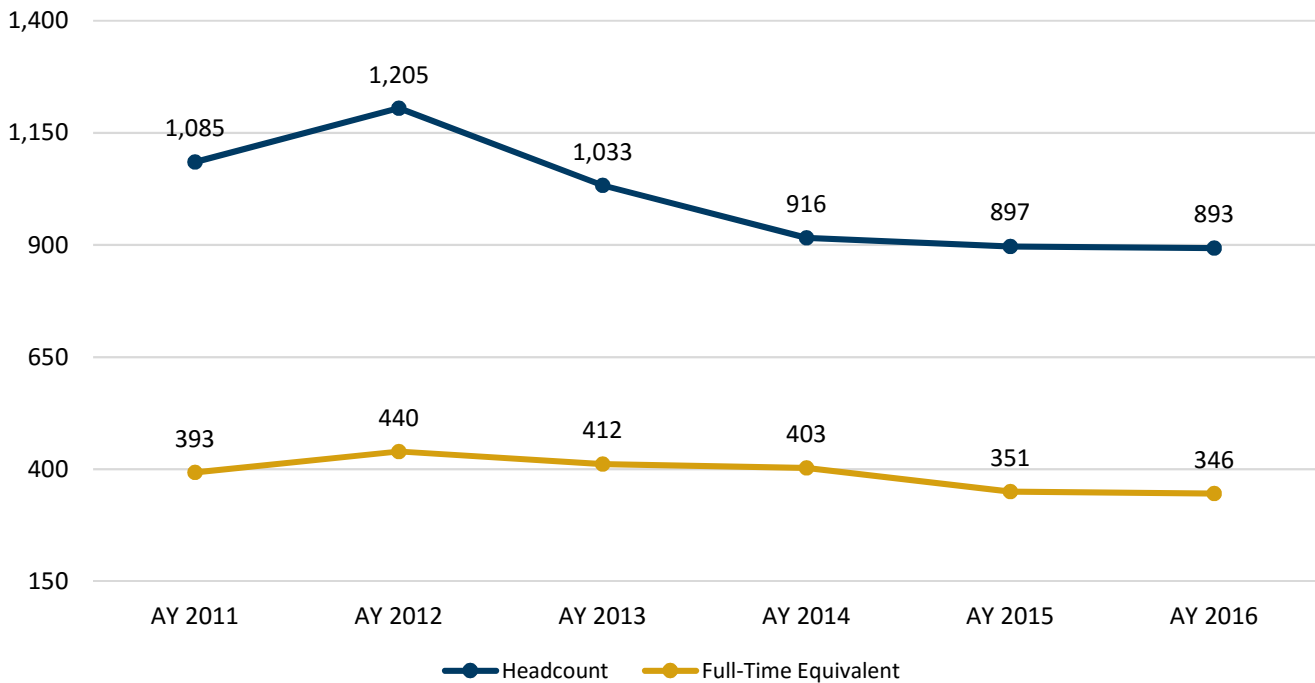
Student Demographics

Table P.10

Academic Year 2011 - 2016

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	1,085	1,205	1,033	916	897	893	30.2%
Full-Time Equivalent Enrollment	393	440	412	403	351	346	-15.0%

**Headcount and FTE
Academic Year 2011 - 2016**



Notes for this section begin on page 88.

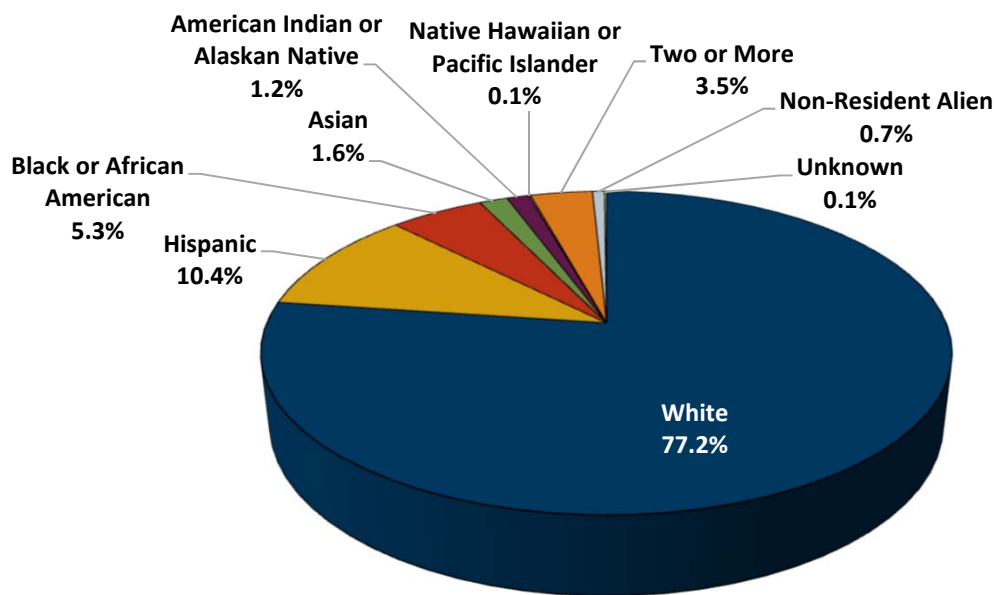
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	84.1%	70.1%	83.2%	77.8%	82.4%	77.2%	-24.5%
Hispanic	6.3%	5.2%	6.9%	7.4%	9.4%	10.4%	36.8%
Black or African-American	3.1%	3.2%	3.2%	4.8%	4.0%	5.3%	38.2%
Asian	0.8%	1.1%	2.0%	1.9%	1.8%	1.6%	55.6%
American Indian or Alaskan Native	0.4%	0.7%	0.6%	0.8%	0.6%	1.2%	175.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.1%	0.2%	0.1%	0.0%
Two or More	1.4%	0.0%	0.0%	0.0%	1.0%	3.5%	106.7%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	NA
Unknown	3.9%	19.8%	4.2%	7.2%	0.7%	0.1%	-97.6%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	526	499	535	466	432	506	-3.8%
Male	559	620	470	424	465	387	-30.8%
Unknown	0	86	28	26	0	0	NA
Total	1,085	1,205	1,033	916	897	893	-17.7%

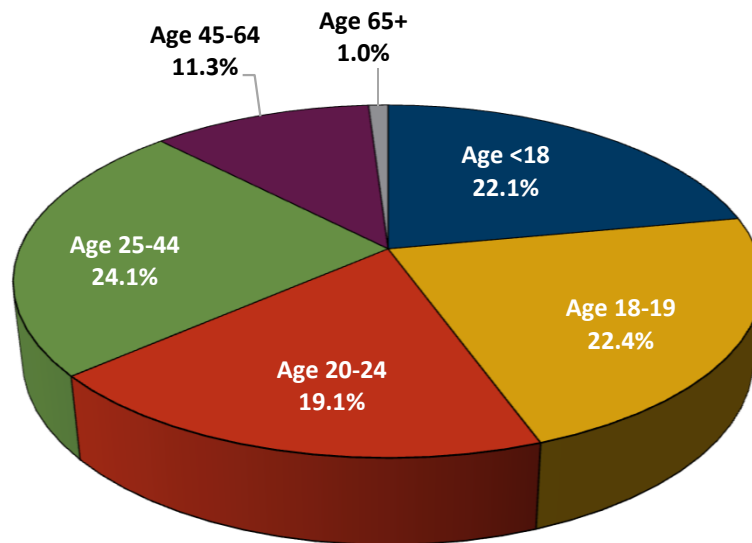
Notes for this section begin on page 88.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	14.0%	12.0%	13.7%	11.1%	14.9%	22.1%	29.6%
18-19	16.2%	13.4%	16.5%	21.4%	23.1%	22.4%	13.6%
20-24	18.4%	19.5%	21.5%	25.4%	17.7%	19.1%	-14.5%
25-44	29.6%	32.4%	26.8%	28.9%	29.1%	24.1%	-33.0%
45-64	20.2%	21.0%	19.7%	12.2%	13.8%	11.3%	-53.9%
65+	1.6%	1.7%	1.8%	0.9%	1.3%	1.0%	-47.1%

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Status	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	189	208	229	216	164	157	-16.9%
Part-time	896	997	804	700	733	736	-17.9%
Total	1,085	1,205	1,033	916	897	893	-17.7%

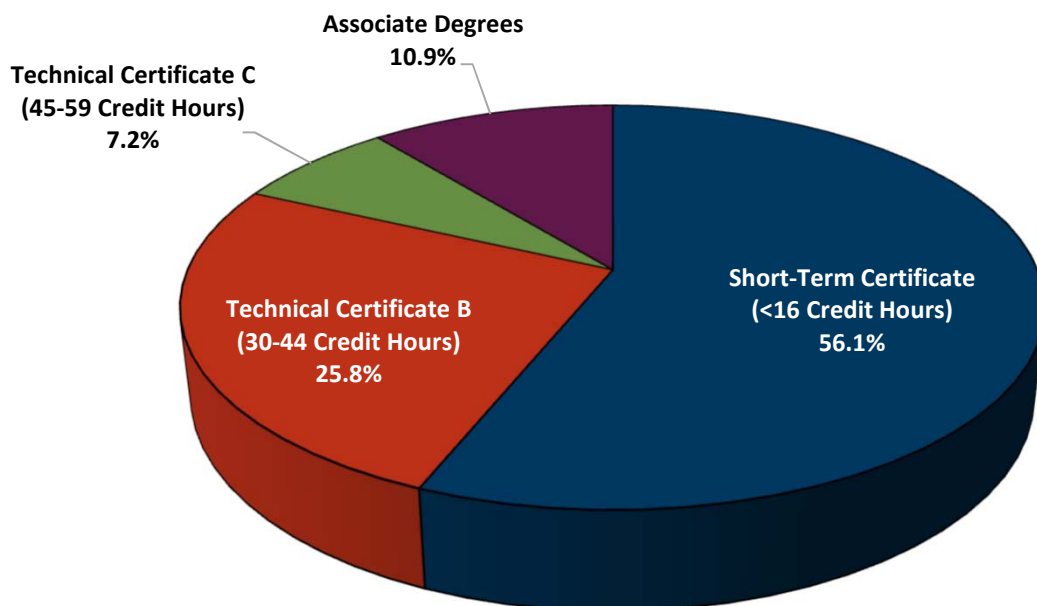
Notes for this section begin on page 88.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

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

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	260	373	427	266	185	242	-6.9%
Technical Certificate A (16-29 Credit Hours)	16	38	5	0	0	0	NA
Technical Certificate B (30-44 Credit Hours)	86	101	91	87	83	111	29.1%
Technical Certificate C (45-59 Credit Hours)	21	40	38	55	25	31	47.6%
Associate Degrees	19	21	20	27	37	47	147.4%
Total	402	573	581	435	330	431	7.2%

**Degrees/Certificates Awarded
Academic Year 2016**



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					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	76.4%	64.8%	61.0%	60.8%	64.3%	75.9%
150% Graduation Rate	79.0%	65.0%	61.0%	61.5%	65.1%	76.5%
200% Graduation Rate	79.1%	66.7%	64.7%	61.5%	68.2%	NA*

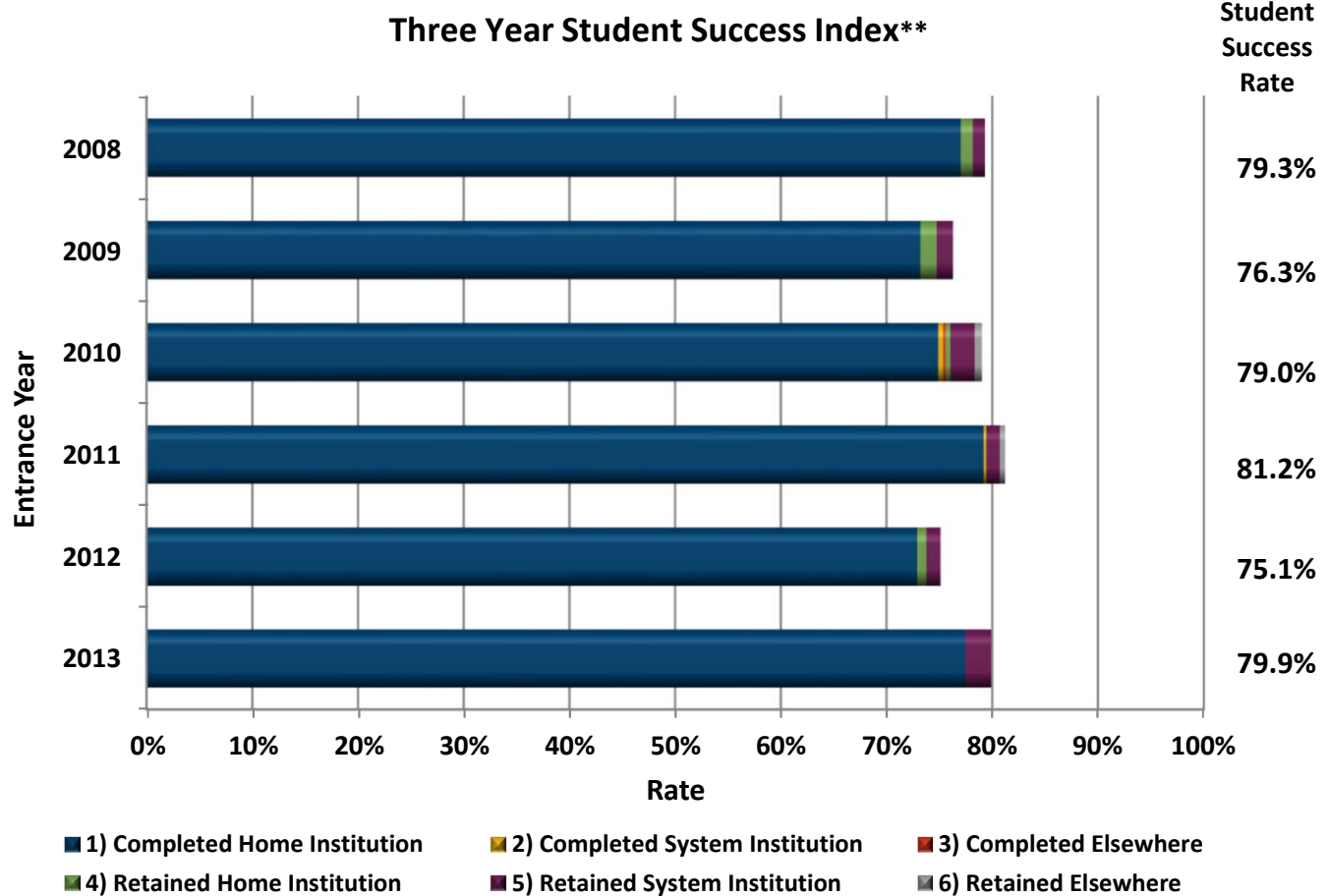
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	60.0%	72.0%	76.2%	78.6%	62.5%	82.1%
Full-Time Rate	70.6%	64.2%	59.7%	79.8%	74.8%	80.2%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2008 - 2013**

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.

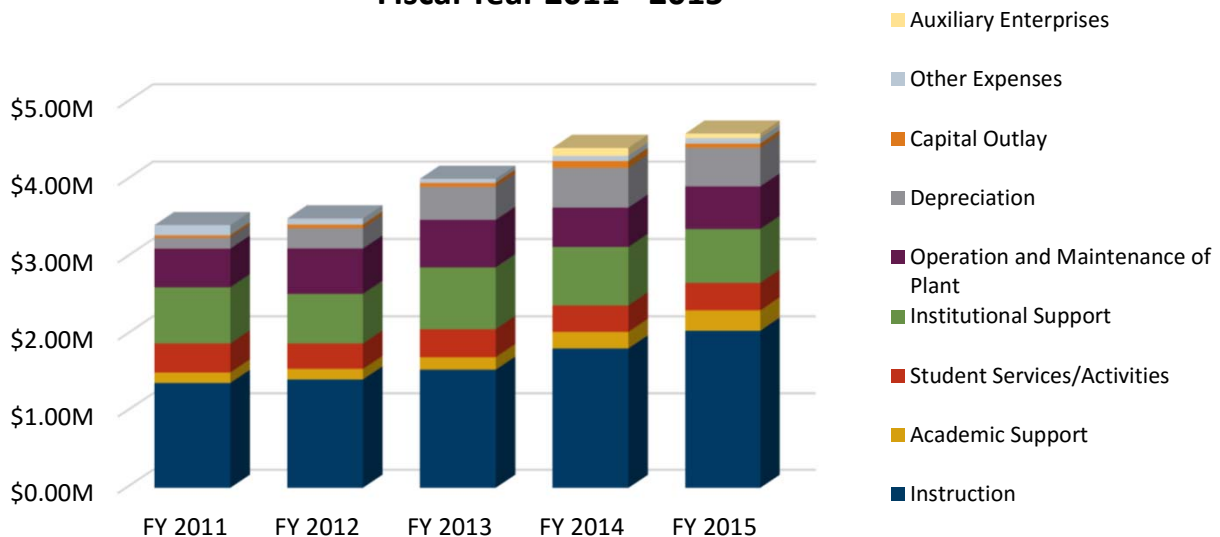
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$1,370,034	\$1,415,270	\$1,543,572	\$1,818,321	\$2,048,303	49.5%
per FTE Student	\$3,486	\$3,217	\$3,747	\$4,512	\$5,836	67.4%
Academic Support	\$136,005	\$139,044	\$163,104	\$214,585	\$263,325	93.6%
per FTE Student	\$346	\$316	\$396	\$532	\$750	116.8%
Student Services/Activities	\$376,182	\$328,110	\$361,872	\$341,850	\$355,371	-5.5%
per FTE Student	\$957	\$746	\$878	\$848	\$1,012	5.8%
Institutional Support	\$728,505	\$642,555	\$799,354	\$757,187	\$697,796	-4.2%
per FTE Student	\$1,854	\$1,460	\$1,940	\$1,879	\$1,988	7.2%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$499,277	\$586,090	\$613,245	\$508,230	\$548,993	10.0%
Depreciation	\$140,912	\$263,286	\$427,305	\$514,052	\$499,485	254.5%
Capital Outlay	\$30,682	\$46,265	\$51,839	\$88,782	\$56,090	82.8%
Interest Expense	\$0	\$0	\$0	\$0	\$0	NA
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$131,773	\$78,716	\$52,477	\$67,685	\$69,998	-46.9%
Subtotal All Funds - Expenses	\$3,413,370	\$3,499,336	\$4,012,768	\$4,310,692	\$4,539,361	33.0%
Auxiliary Enterprises	\$0	\$0	\$0	\$102,216	\$57,954	NA
Total All Funds - Expenses	\$3,413,370	\$3,499,336	\$4,012,768	\$4,412,908	\$4,597,315	34.7%
Total Headcount	1,085	1,205	1,033	916	897	-17.3%
Total FTE	393	440	412	403	351	-10.7%

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**



Notes for this section begin on page 88.

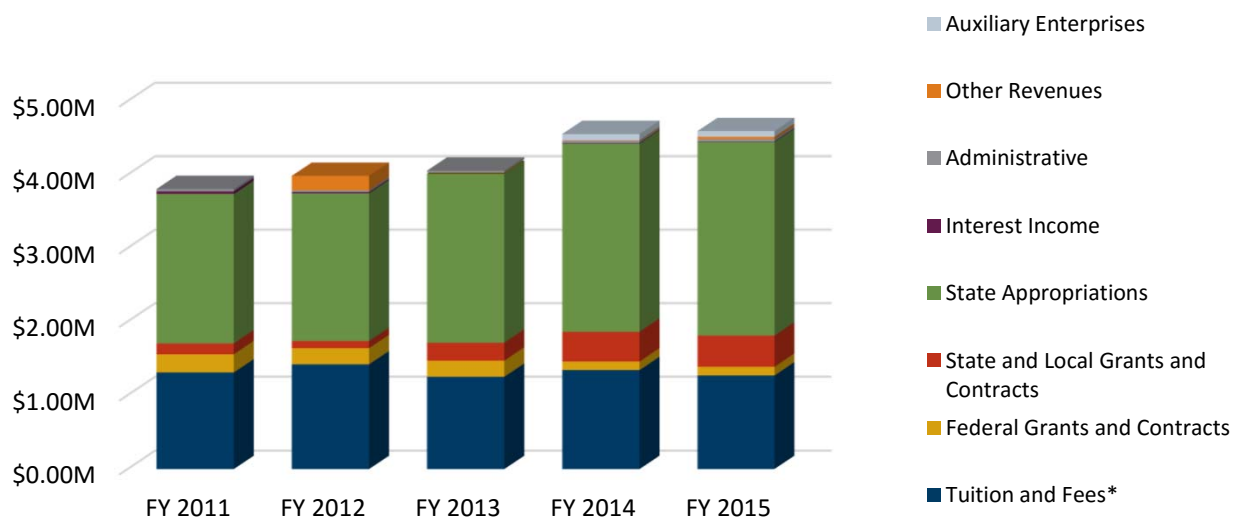
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$1,308,952	\$1,418,650	\$1,249,389	\$1,340,562	\$1,266,890	-3.2%
Federal Grants and Contracts	\$245,901	\$218,546	\$218,435	\$115,300	\$118,072	-52.0%
State and Local Grants and Contracts	\$147,071	\$97,167	\$244,714	\$403,842	\$423,803	188.2%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,033,533	\$2,010,264	\$2,296,723	\$2,564,168	\$2,634,692	29.6%
County and Local Appropriations	\$0	\$0	\$0	\$0	\$0	NA
Gifts and Contributions	\$0	\$0	\$0	\$0	\$0	NA
Investment Income	\$0	\$0	\$0	\$0	\$0	NA
Interest Income	\$36,925	\$17,912	\$17,760	\$8,892	\$7,338	-80.1%
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$31,138	\$24,485	\$25,721	\$29,723	\$31,131	0.0%
Other Revenues	\$0	\$195,075	\$0	\$6,375	\$32,936	NA
Subtotal All Funds - Revenues	\$3,803,520	\$3,982,099	\$4,052,742	\$4,468,862	\$4,514,862	18.7%
Auxiliary Enterprises	\$0	\$0	\$0	\$83,059	\$77,072	NA
Total All Funds - Revenues	\$3,803,520	\$3,982,099	\$4,052,742	\$4,551,921	\$4,591,934	20.7%
Total Headcount	1,085	1,205	1,033	916	897	-17.3%
Total FTE	393	440	412	403	351	-10.7%

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 88.

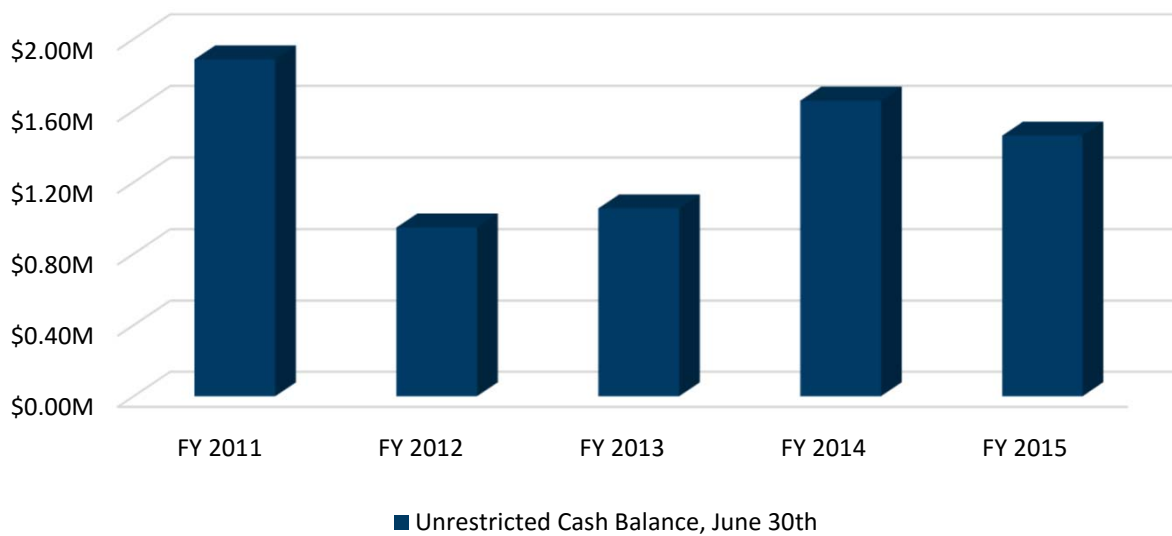
Source: *Independent Auditors' Report and Financial Statements*

**Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015**

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

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Cash and Cash Equivalents, June 30th	\$3,012,013	\$3,196,180	\$2,066,582	\$1,935,795	\$1,687,254	-44.0%
Current Liabilities	\$576,588	\$549,794	\$513,494	\$281,103	\$227,502	-60.5%
Other Restrictions	\$550,000	\$1,700,000	\$500,000	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	\$1,885,425	\$946,386	\$1,053,088	\$1,654,692	\$1,459,752	-22.6%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 88.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Salina Area Technical College

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	77.0%	0.0%	0.0%	1.1%	1.1%	0.0%	79.3%
2009	73.2%	0.0%	0.0%	1.5%	1.5%	0.0%	76.3%
2010	74.9%	0.5%	0.2%	0.5%	2.3%	0.7%	79.0%
2011	79.2%	0.3%	0.0%	0.0%	1.3%	0.5%	81.2%
2012	72.9%	0.0%	0.0%	0.9%	1.3%	0.0%	75.1%
2013	77.5%	0.0%	0.0%	0.0%	2.5%	0.0%	79.9%

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 *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.
 - a. For Fiscal Year 2014, SATC breaks out Academic Support (\$214,585) from the current categories included in the *Independent Auditors’ Report and Financial Statements* of Instruction (\$125,533), Administrative (\$29,689) and Maintenance (\$59,363) for the Technical College Data Book via email.
 - b. For Fiscal Year Fiscal Year 2011 – 2013, SATC breaks out Academic Support from Instruction for the Technical College Data Book via email.
 - c. For Fiscal Year 2011 - 2014, SATC breaks out Depreciation from Maintenance for the Technical College Data book tables by email.
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. Scholarships and Financial Aid were incorrectly categorized in FY 2011 – FY 2013 for Salina Area Technical College. While previously the Perkins expenses – non capitalized amount in the operating expenses was included in the “Scholarships and Financial Aid” category, this should have been categorized as “Other Expenses” and will be included here from now on.
5. The expense categories were created based on existing classification of expenses in the *Independent Auditors’ Report and Financial Statements* for each institution for uniformity purposes.
6. For Salina Area Technical College, "Institutional Support" includes their audit category "Administration"; "Operation and Maintenance of Plant" includes their audit category "Maintenance"; "Scholarships and Financial Aid" includes their audit categories "Federal Grants Expenditures" and "Carl Perkins Expenses" and "Other Expenses" includes their audit categories "DST New Engines" and "Fire/Smoke Damage Expenses".

Table P.30: Total All Funds Audited Revenues

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

Table P.60: Changes in Unrestricted Cash

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

Wichita Area Technical College

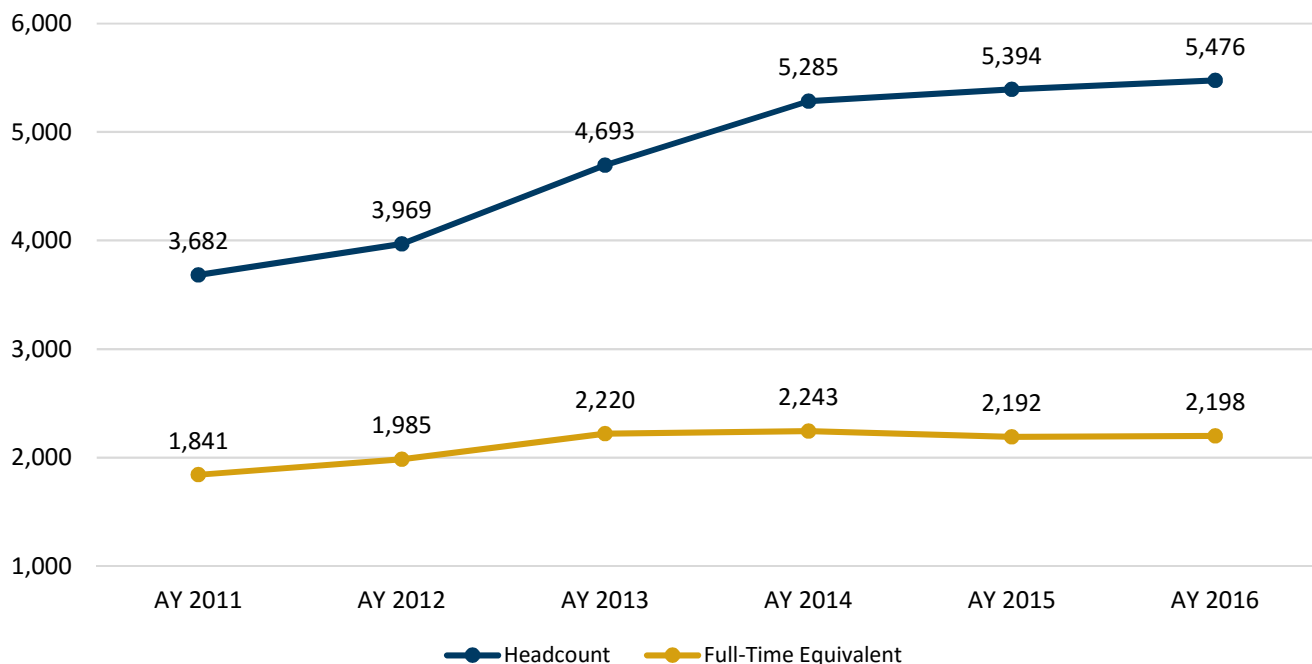
Wichita Area Technical College (WATC) is a different kind of college; changing lives by training people for high-wage, high-demand jobs. We work hand-in-hand with employers to determine their job needs now and into the future so our students graduate with the right skills. The fastest growing college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

Student Demographics Academic Year 2011 - 2016

Table P.10

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	3,682	3,969	4,693	5,285	5,394	5,476	48.7%
Full-Time Equivalent Enrollment	1,841	1,985	2,220	2,243	2,192	2,198	19.4%

**Headcount and FTE
Academic Year 2011 - 2016**



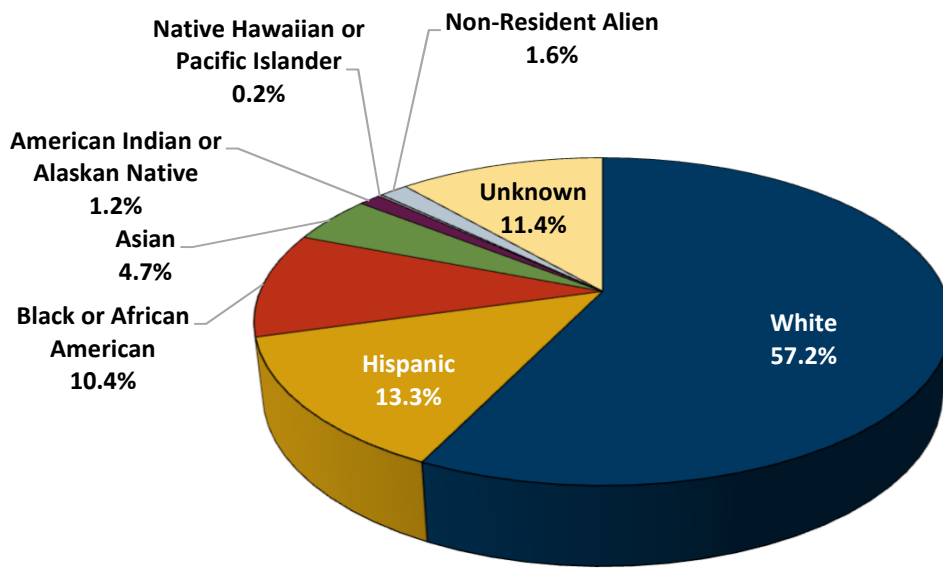
Notes for this section begin on page 100.
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	49.2%	50.8%	51.5%	53.9%	54.3%	57.2%	73.1%
Hispanic	8.1%	7.6%	9.4%	10.4%	10.7%	13.3%	145.3%
Black or African-American	18.4%	18.7%	16.9%	14.7%	12.4%	10.4%	-16.4%
Asian	5.8%	4.8%	4.6%	4.5%	5.1%	4.7%	20.2%
American Indian or Alaskan Native	1.4%	2.0%	1.8%	1.8%	1.7%	1.2%	31.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%	0.3%	0.2%	0.2%	NA
Two or More	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Non-Resident Alien	0.0%	0.1%	0.1%	0.1%	0.2%	1.6%	NA
Unknown	17.2%	15.9%	15.4%	14.3%	15.4%	11.4%	-1.3%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Female	2,119	2,205	2,559	2,798	2,839	2,888	36.3%
Male	1,442	1,760	2,134	2,487	2,554	2,588	79.5%
Unknown	121	4	0	0	1	0	NA
Total	3,682	3,969	4,693	5,285	5,394	5,476	48.7%

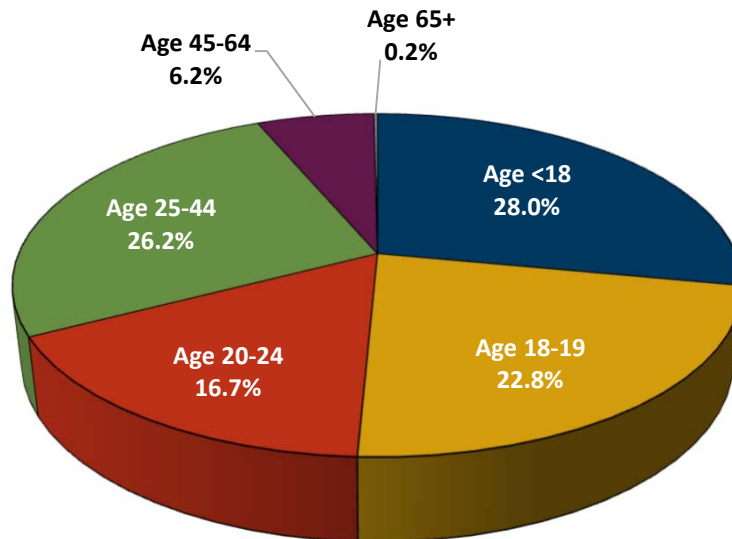
Notes for this section begin on page 100.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	3.0%	3.5%	10.1%	20.5%	24.2%	28.0%	1292.7%
18-19	5.8%	6.7%	11.1%	16.0%	19.9%	22.8%	485.0%
20-24	25.9%	24.3%	20.8%	18.5%	16.6%	16.7%	-4.3%
25-44	51.7%	50.5%	45.6%	35.6%	31.5%	26.2%	-24.6%
45-64	13.4%	14.4%	12.1%	9.2%	7.5%	6.2%	-31.0%
65+	0.2%	0.5%	0.2%	0.2%	0.2%	0.2%	11.1%

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Status	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	776	829	925	815	738	709	-8.6%
Part-time	2,906	3,140	3,768	4,470	4,656	4,767	64.0%
Total	3,682	3,969	4,693	5,285	5,394	5,476	48.7%

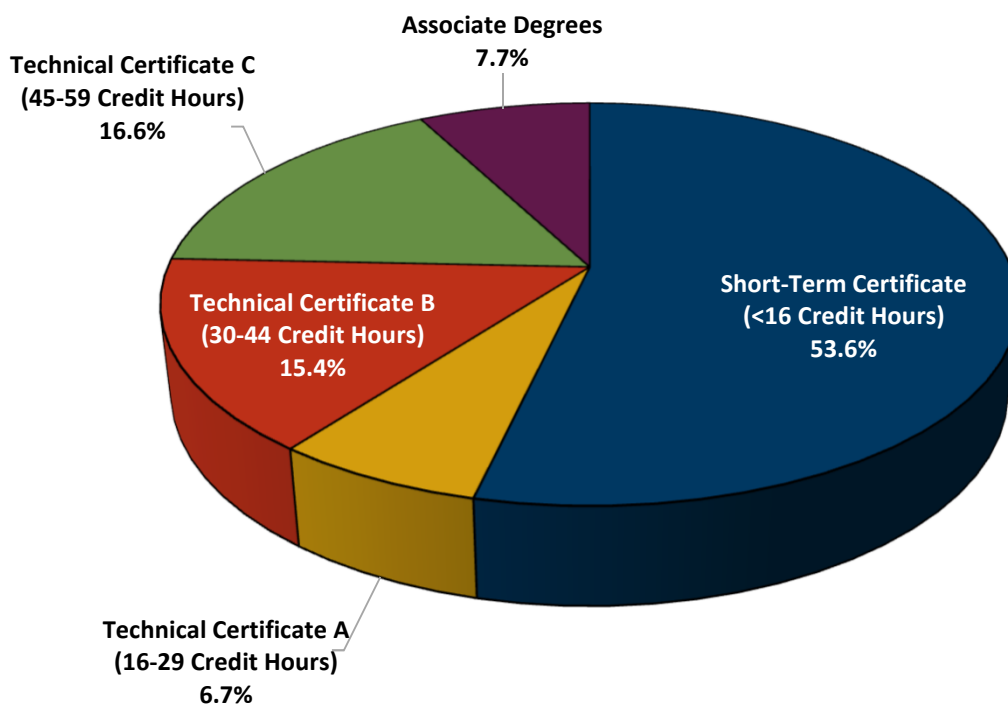
Notes for this section begin on page 100.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

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

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	414	357	362	462	574	688	66.2%
Technical Certificate A (16-29 Credit Hours)	0	5	62	86	61	86	NA
Technical Certificate B (30-44 Credit Hours)	56	38	37	41	84	197	251.8%
Technical Certificate C (45-59 Credit Hours)	325	336	319	397	339	213	-34.5%
Associate Degrees	51	69	89	99	95	99	94.1%
Total	846	805	869	1,085	1,153	1,283	51.7%

**Degrees/Certificates Awarded
Academic Year 2016**



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

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

Table P.16

	Cohort Year					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	56.1%	59.6%	43.0%	45.7%	26.7%	25.3%
150% Graduation Rate	59.0%	60.0%	45.6%	48.7%	37.9%	30.6%
200% Graduation Rate	60.5%	60.3%	49.4%	49.2%	40.0%	NA*

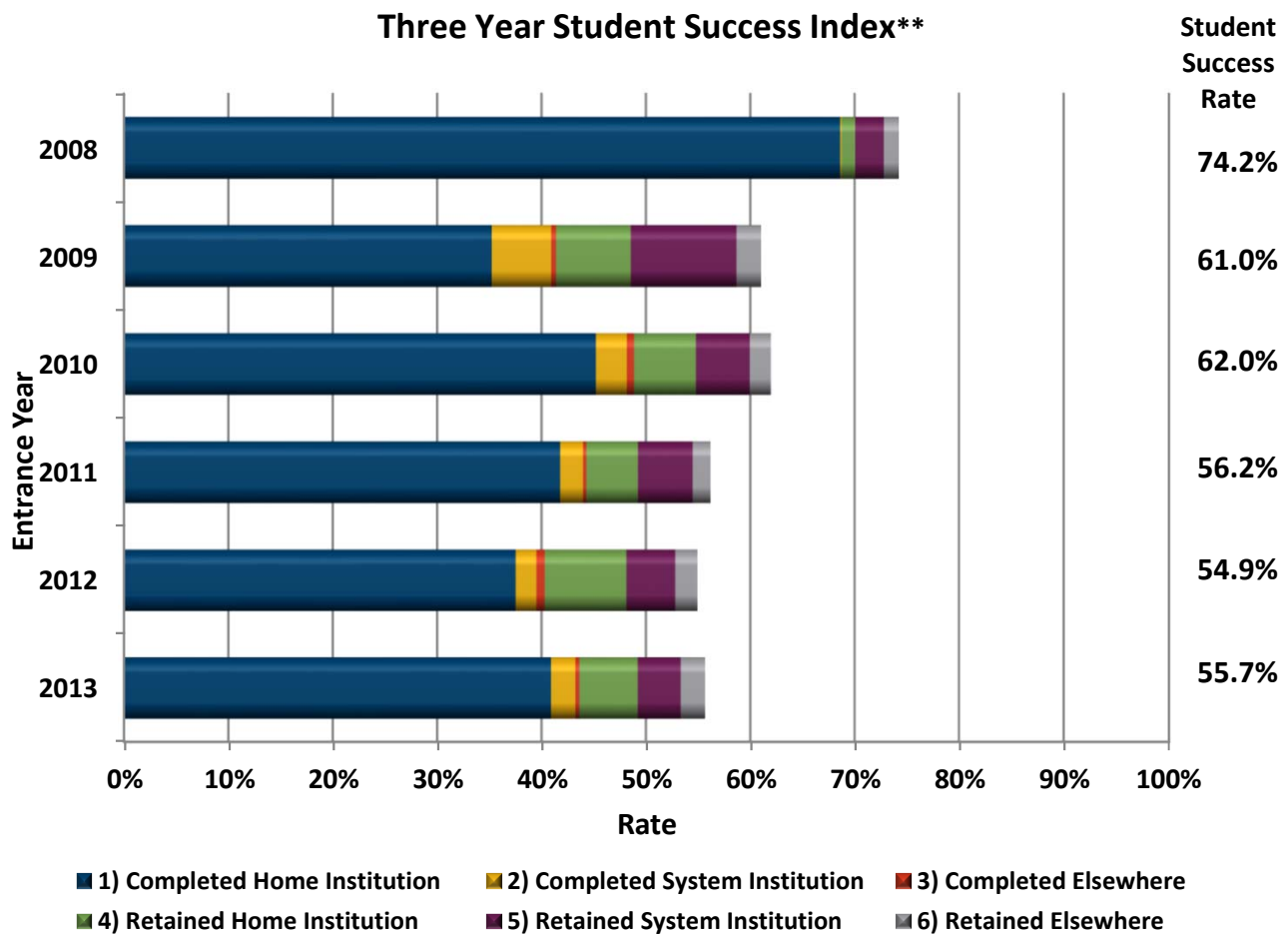
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	62.7%	48.2%	43.9%	50.8%	41.9%	39.9%
Full-Time Rate	61.4%	59.8%	61.2%	58.4%	61.9%	55.8%

Student Success Index of First-Time & Transferring Students Entrance Year 2008 - 2013

Table P.18



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

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

Notes for this section begin on page 100.

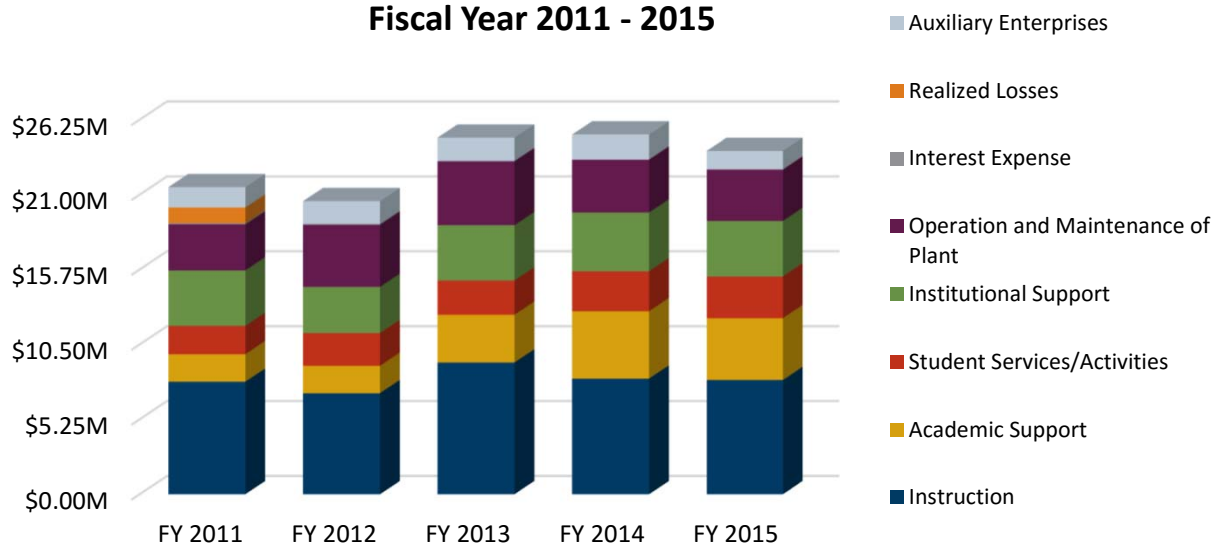
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$7,893,197	\$7,085,788	\$9,238,836	\$8,106,883	\$8,007,092	1.4%
per FTE Student	\$4,287	\$3,570	\$4,162	\$3,614	\$3,653	-14.8%
Academic Support	\$1,925,654	\$1,911,532	\$3,348,808	\$4,723,244	\$4,334,167	125.1%
per FTE Student	\$1,046	\$963	\$1,508	\$2,106	\$1,977	89.0%
Student Services/Activities	\$1,982,032	\$2,298,500	\$2,399,336	\$2,797,942	\$2,922,749	47.5%
per FTE Student	\$1,077	\$1,158	\$1,081	\$1,247	\$1,333	23.8%
Institutional Support	\$3,889,260	\$3,240,583	\$3,873,683	\$4,125,188	\$3,892,974	0.1%
per FTE Student	\$2,113	\$1,633	\$1,745	\$1,839	\$1,776	-15.9%
Scholarships and Financial Aid	\$0	\$0	\$0	\$0	\$0	NA
Operation and Maintenance of Plant	\$3,232,152	\$4,352,342	\$4,487,397	\$3,699,885	\$3,598,320	11.3%
Depreciation	\$0	\$0	\$0	\$0	\$0	NA
Capital Outlay	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$76,356	\$52,570	\$16,479	\$107	\$5,068	-93.4%
Cost of Sales and Services	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$1,100,451	\$0	\$0	\$2,175	\$2,355	-99.8%
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$0	\$0	\$0	\$0	\$0	NA
Subtotal All Funds - Revenues	\$20,099,102	\$18,941,315	\$23,364,539	\$23,455,424	\$22,762,725	13.3%
Auxiliary Enterprises	\$1,427,983	\$1,598,615	\$1,634,944	\$1,762,317	\$1,300,839	-8.9%
Total All Funds - Revenues	\$21,527,085	\$20,539,930	\$24,999,483	\$25,217,741	\$24,063,564	11.8%
Total Headcount	3,682	3,969	4,693	5,285	5,394	46.5%
Total FTE	1,841	1,985	2,220	2,243	2,192	19.1%

**Total All Funds Audited Expenses
Fiscal Year 2011 - 2015**



Notes for this section begin on page 100.

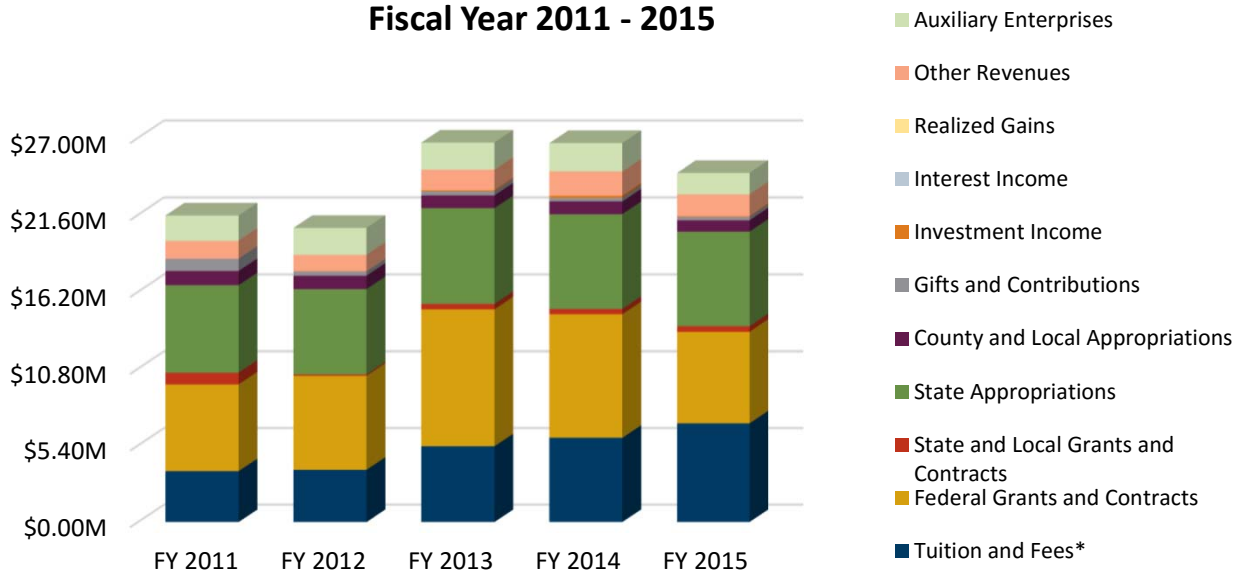
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**

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

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$3,585,400	\$3,679,917	\$5,345,861	\$5,940,556	\$6,957,248	94.0%
Federal Grants and Contracts	\$6,101,979	\$6,626,929	\$9,620,750	\$8,680,583	\$6,430,124	5.4%
State and Local Grants and Contracts	\$832,353	\$85,738	\$381,557	\$371,530	\$389,810	-53.2%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$6,142,137	\$5,994,566	\$6,718,782	\$6,656,293	\$6,643,264	8.2%
County and Local Appropriations	\$1,000,000	\$940,000	\$893,000	\$893,000	\$793,000	-20.7%
Gifts and Contributions	\$856,139	\$297,829	\$291,359	\$254,695	\$251,003	-70.7%
Investment Income	\$0	\$15,487	\$80,781	\$147,565	\$47,820	NA
Interest Income	\$1,304	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$1,584	\$2,761	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Administrative	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$1,262,693	\$1,157,308	\$1,433,093	\$1,695,991	\$1,528,459	21.0%
Subtotal All Funds - Revenues	\$19,782,005	\$18,799,358	\$24,767,944	\$24,640,213	\$23,040,728	16.5%
Auxiliary Enterprises	\$1,768,286	\$1,881,460	\$1,904,395	\$1,992,598	\$1,503,645	-15.0%
Total All Funds - Revenues	\$21,550,291	\$20,680,818	\$26,672,339	\$26,632,811	\$24,544,373	13.9%
Total Headcount	3,682	3,969	4,693	5,285	5,394	46.5%
Total FTE	1,841	1,985	2,220	2,243	2,192	19.1%

**Total All Funds Audited Revenues
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 100.

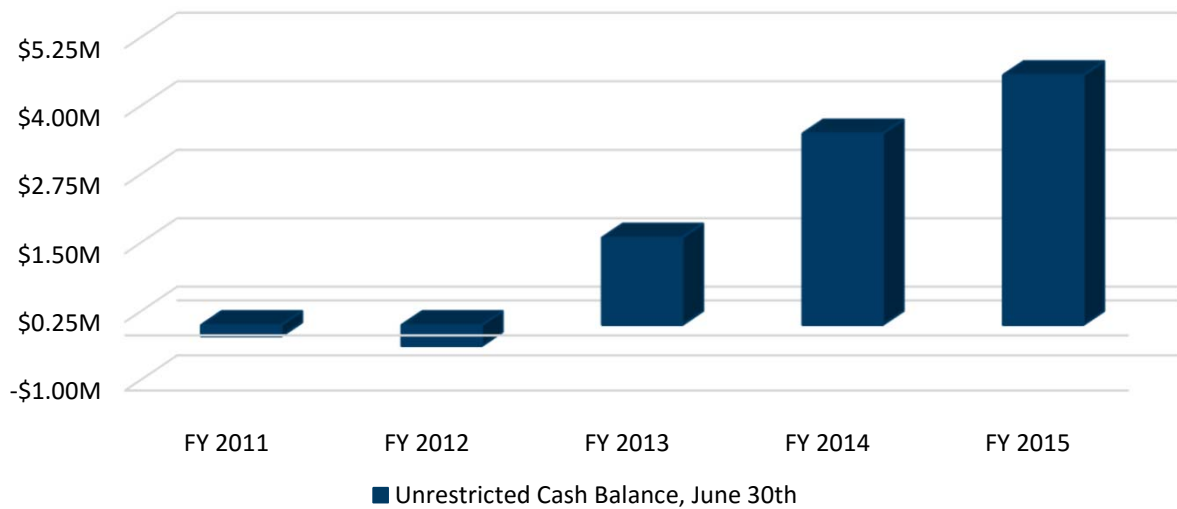
Source: Independent Auditors' Report and Financial Statements

**Changes in Unrestricted Cash*
Fiscal Year 2011 - 2015**

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

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Cash and Cash Equivalents, June 30th	\$3,335,713	\$3,336,430	\$5,290,026	\$6,510,285	\$7,496,690	124.7%
Current Liabilities	\$3,541,416	\$3,717,607	\$3,698,540	\$3,016,753	\$2,937,242	-17.1%
Other Restrictions	\$0	\$0	\$0	\$0	\$0	NA
Unrestricted Cash Balance, June 30th	-\$205,703	-\$381,177	\$1,591,486	\$3,493,532	\$4,559,448	-2316.5%

**Unrestricted Cash Balance, June 30th
Fiscal Year 2011 - 2015**



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

Notes for this section begin on page 100.

Source: *Independent Auditors' Report and Financial Statements*

Institutional Profile Notes – Wichita Area Technical College

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	68.6%	0.1%	0.0%	1.3%	2.7%	1.4%	74.2%
2009	35.2%	5.7%	0.5%	7.2%	10.1%	2.4%	61.0%
2010	45.2%	3.0%	0.7%	5.9%	5.2%	2.0%	62.0%
2011	41.8%	2.2%	0.3%	4.9%	5.3%	1.7%	56.2%
2012	37.5%	2.0%	0.8%	7.8%	4.7%	2.1%	54.9%
2013	40.9%	2.3%	0.4%	5.6%	4.1%	2.3%	55.7%

Table P.20: Total All Funds Audited Expenses

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

Table P.30: Total All Funds Audited Revenues

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

the Technical College Data Book. The "Capital Appropriations - State" is now added to Table P.30, resulting in a higher amount of revenues than published in the prior year.

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

Table P.60: Changes in Unrestricted Cash

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

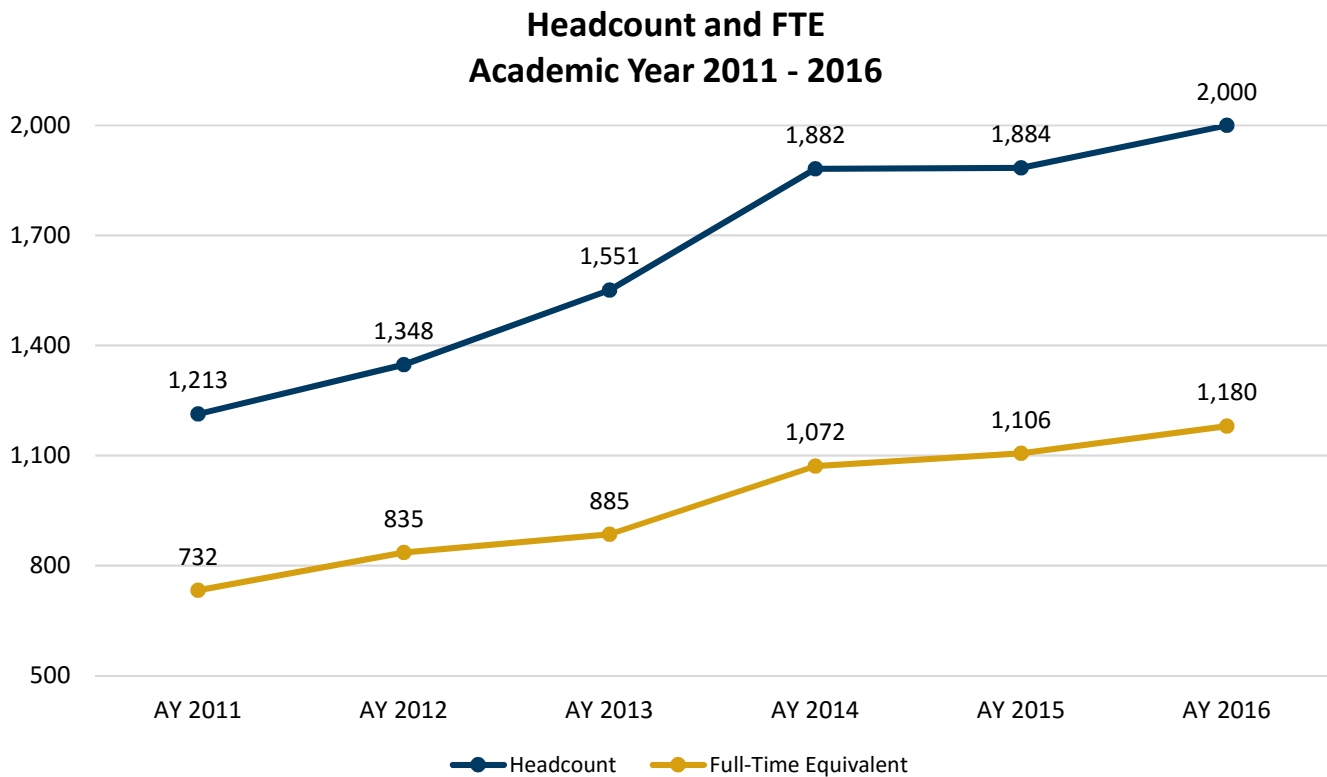
Washburn Institute of Technology

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

Student Demographics Academic Year 2011 - 2016

Table P.10

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Enrollment Headcount	1,213	1,348	1,551	1,882	1,884	2,000	64.9%
Full-Time Equivalent Enrollment	732	835	885	1,072	1,106	1,180	61.1%



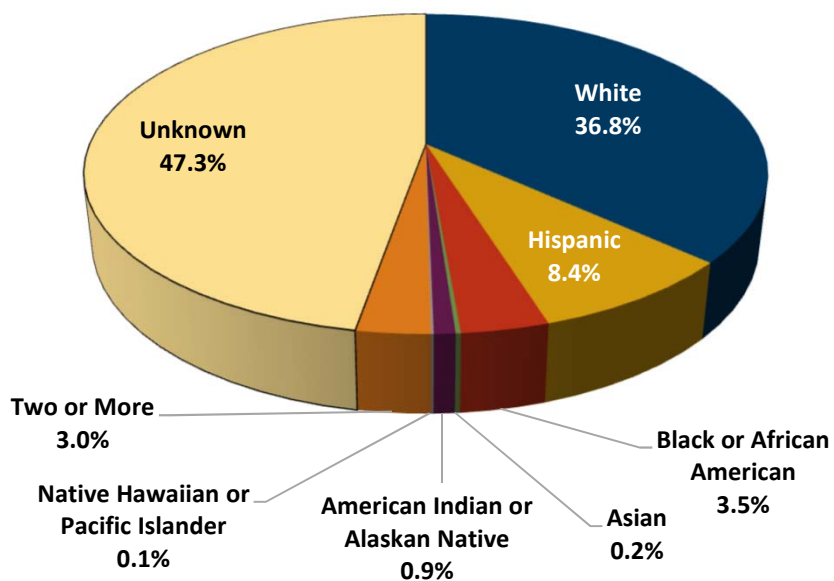
Notes for this section begin on page 109.
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2011 - 2016**

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

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change
							AY 11 - 16
White	34.0%	44.6%	32.6%	25.1%	30.6%	36.8%	78.4%
Hispanic	2.8%	4.8%	4.8%	7.8%	9.5%	8.4%	394.1%
Black or African-American	4.5%	4.8%	2.9%	2.7%	3.4%	3.5%	27.3%
Asian	0.6%	0.8%	0.3%	0.2%	0.2%	0.2%	-42.9%
American Indian or Alaskan Native	0.7%	0.7%	0.3%	0.6%	0.7%	0.9%	112.5%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	100.0%
Two or More	1.4%	1.6%	1.7%	1.9%	2.9%	3.0%	247.1%
Non-Resident Alien	0.0%	0.2%	1.3%	0.1%	0.0%	0.0%	NA
Unknown	56.0%	42.4%	56.1%	61.5%	52.6%	47.3%	39.2%

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



**Enrollment by Gender
Academic Year 2011 - 2016**

Table P.12

Gender	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change
							AY 11 - 16
Female	625	690	784	971	878	945	51.2%
Male	588	658	766	906	1,005	1,055	79.4%
Unknown	0	0	1	5	1	0	NA
Total	1,213	1,348	1,551	1,882	1,884	2,000	64.9%

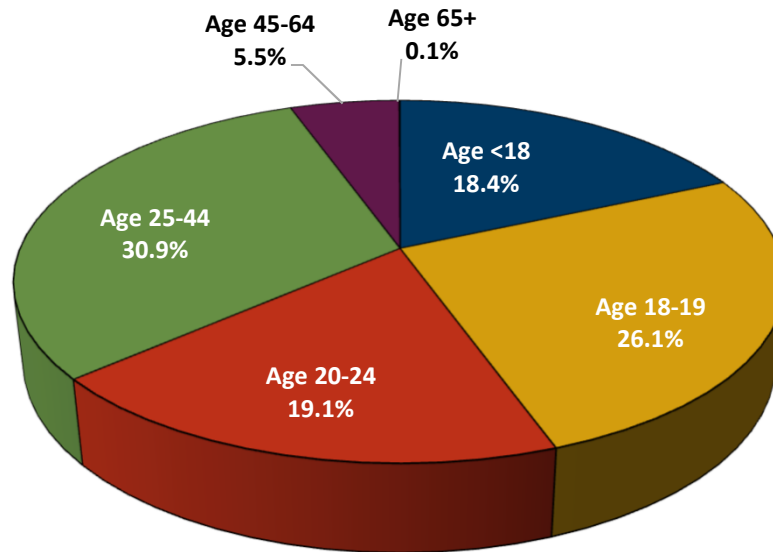
Notes for this section begin on page 109.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2011 - 2016**

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

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	21.6%	12.3%	15.2%	16.5%	18.0%	18.4%	40.5%
18-19	24.2%	27.6%	25.9%	27.6%	25.7%	26.1%	77.6%
20-24	20.7%	22.9%	23.5%	20.4%	21.2%	19.1%	52.2%
25-44	26.8%	29.5%	28.8%	28.6%	28.8%	30.9%	90.2%
45-64	6.6%	7.6%	6.4%	6.8%	6.2%	5.5%	36.3%
65+	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status
Academic Year 2011 - 2016**

Table P.14

Student Status	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Full-time	548	569	578	691	706	756	38.0%
Part-time	665	779	973	1,191	1,178	1,244	87.1%
Total	1,213	1,348	1,551	1,882	1,884	2,000	64.9%

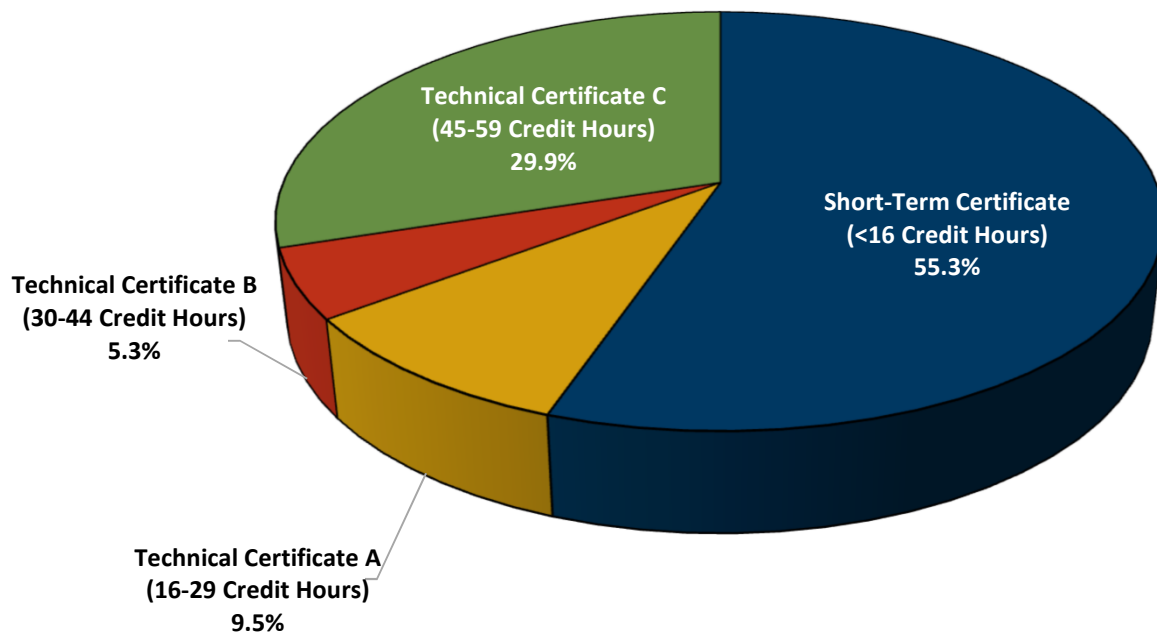
Notes for this section begin on page 109.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2016**

**Washburn Institute of Technology
Table P.15**

	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	490	486	591	798	695	643	31.2%
Technical Certificate A (16-29 Credit Hours)	17	39	31	61	98	110	547.1%
Technical Certificate B (30-44 Credit Hours)	14	7	16	27	20	62	342.9%
Technical Certificate C (45-59 Credit Hours)	305	314	313	343	267	348	14.1%
Total	826	846	951	1,229	1,080	1,163	40.8%

**Degrees/Certificates Awarded
Academic Year 2016**



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

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

Table P.16

	Cohort Year					
	2007	2008	2009	2010	2011	2012
100% Graduation Rate	82.5%	76.9%	79.7%	82.9%	62.2%	82.0%
150% Graduation Rate	87.0%	79.0%	81.3%	82.9%	74.4%	82.0%
200% Graduation Rate	87.3%	79.3%	82.8%	82.9%	77.8%	NA*

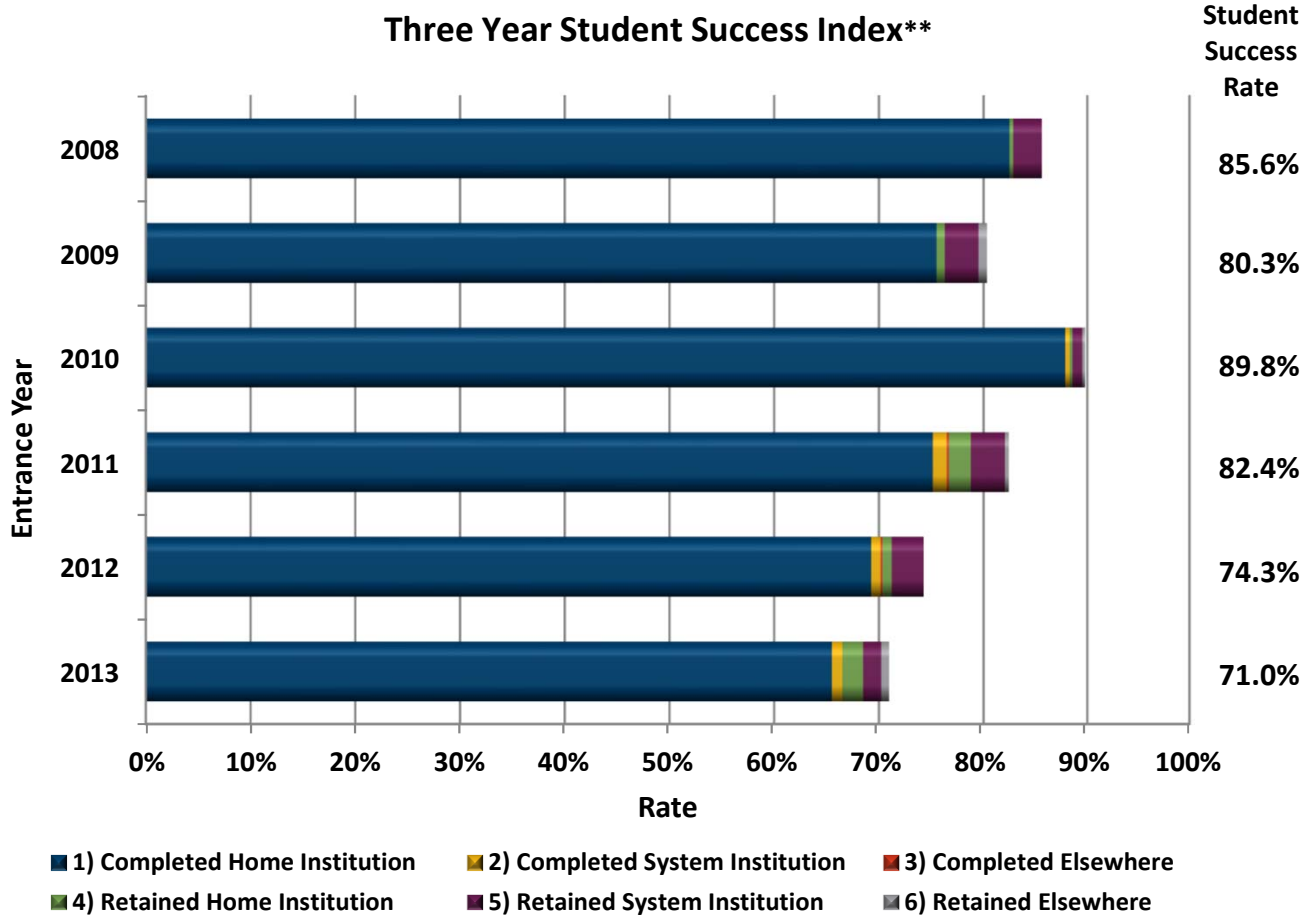
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	84.0%	69.3%	67.9%	68.8%	67.3%	66.1%
Full-Time Rate	82.5%	82.9%	80.0%	90.2%	75.9%	71.8%

Student Success Index of First-Time & Transferring Students Entrance Year 2008 - 2013

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

Entrance Year	Completed Home Institution	Completed System Institution	Completed Elsewhere	Retained Home Institution	Retained System Institution	Retained Elsewhere	Student Success Rate
2008	82.5%	0.0%	0.0%	0.3%	2.7%	0.0%	85.6%
2009	75.5%	0.0%	0.0%	0.8%	3.2%	0.8%	80.3%
2010	87.8%	0.4%	0.0%	0.3%	1.0%	0.3%	89.8%
2011	75.1%	1.3%	0.2%	2.1%	3.3%	0.4%	82.4%
2012	69.3%	0.9%	0.2%	0.9%	3.0%	0.0%	74.3%
2013	65.5%	1.0%	0.0%	2.0%	1.7%	0.7%	71.0%

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TECHNICAL COLLEGE DATA BOOK

Glossary

January 2017

★ LEADING HIGHER EDUCATION ★



KANSAS BOARD OF REGENTS

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty - Includes all employees with faculty status.

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

Faculty Phased Retiree - Faculty participating in a program that provides eligible full-time faculty members the opportunity to make an orderly transition to retirement through a period of reduced service during which the faculty

member may begin withdrawing from departmental administrative obligations while continuing to teach, perform clinical responsibilities, and/or conduct research on a reduced schedule, in return for a reduced level of payment.

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

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

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

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

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

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

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

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

Integrated Postsecondary Education Data System (IPEDS) - IPEDS is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that

participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. KBOR assists IPEDS by serving as state coordinator for all public and independent postsecondary educational institution surveys in Kansas.

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

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

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

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

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

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

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

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

Operation and Maintenance of Plant - Expenses for operations established to provide service and maintenance related to campus grounds and facilities for educational and general purposes. This includes amounts charged to

hospitals, independent operations, fire protection, property insurance, and similar items. This category includes the "Operation and Maintenance", "Operation and Maintenance of Plant", "Operation of Plant", "Maintenance", and "Physical Plant" categories from technical college audited financial statements.

Other 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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