



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

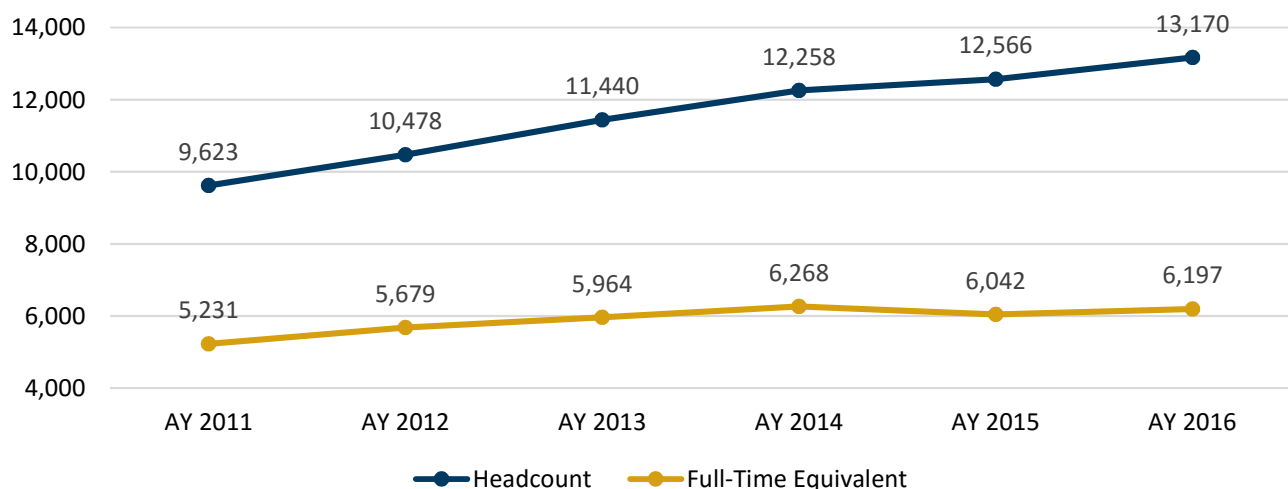
Institution	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Flint Hills Technical College	1,054	1,043	1,062	1,099	1,150	1,379	30.8%
Manhattan Area Technical College	1,040	1,123	1,210	1,164	1,171	1,293	24.3%
North Central Kansas Technical College	1,104	1,180	1,177	1,150	1,207	1,259	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.

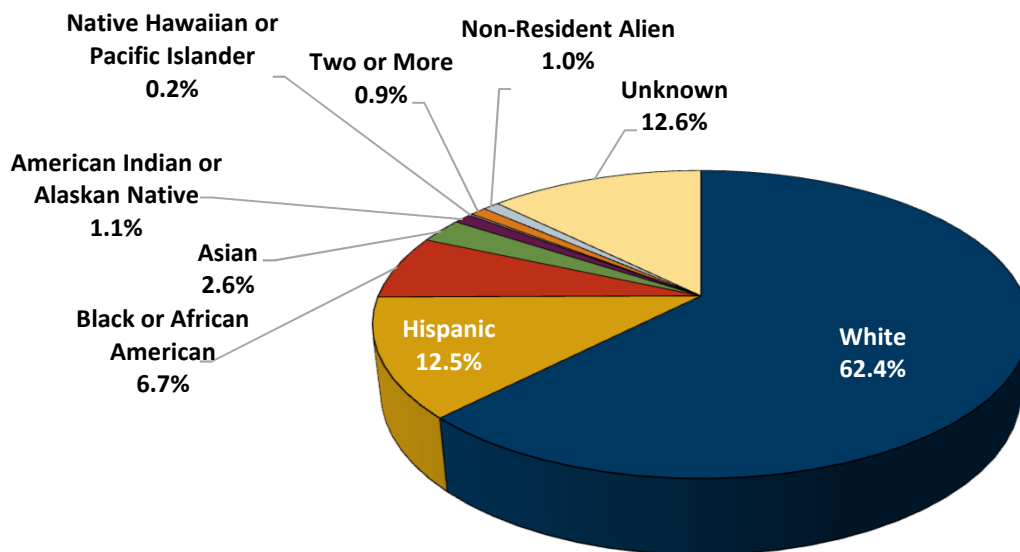
Source: KHEDS AY Collection

**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%

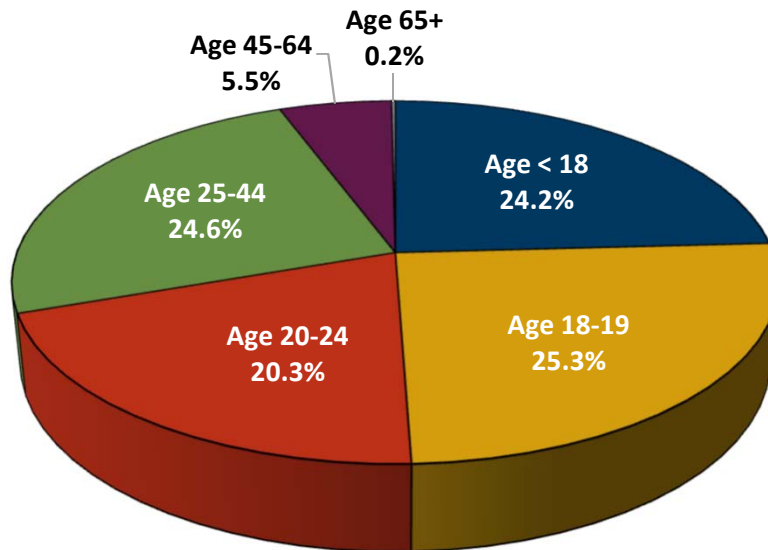
Notes for this section begin on page 24.
Source: KHEDS AY Collection

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

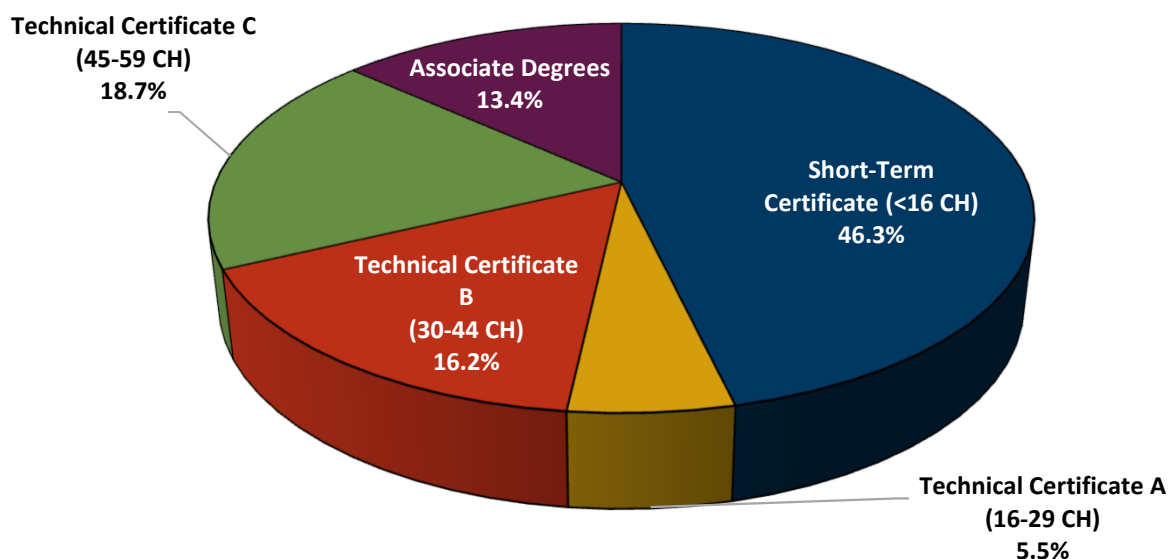
	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
Short-Term Certificate (<16 Credit Hours)	1,679	1,690	1,931	1,957	1,924	2,078	23.8%
Technical Certificate A (16-29 Credit Hours)	72	118	146	199	202	245	240.3%
Technical Certificate B (30-44 Credit Hours)	522	549	563	602	560	727	39.3%
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.