

Washburn Institute of Technology

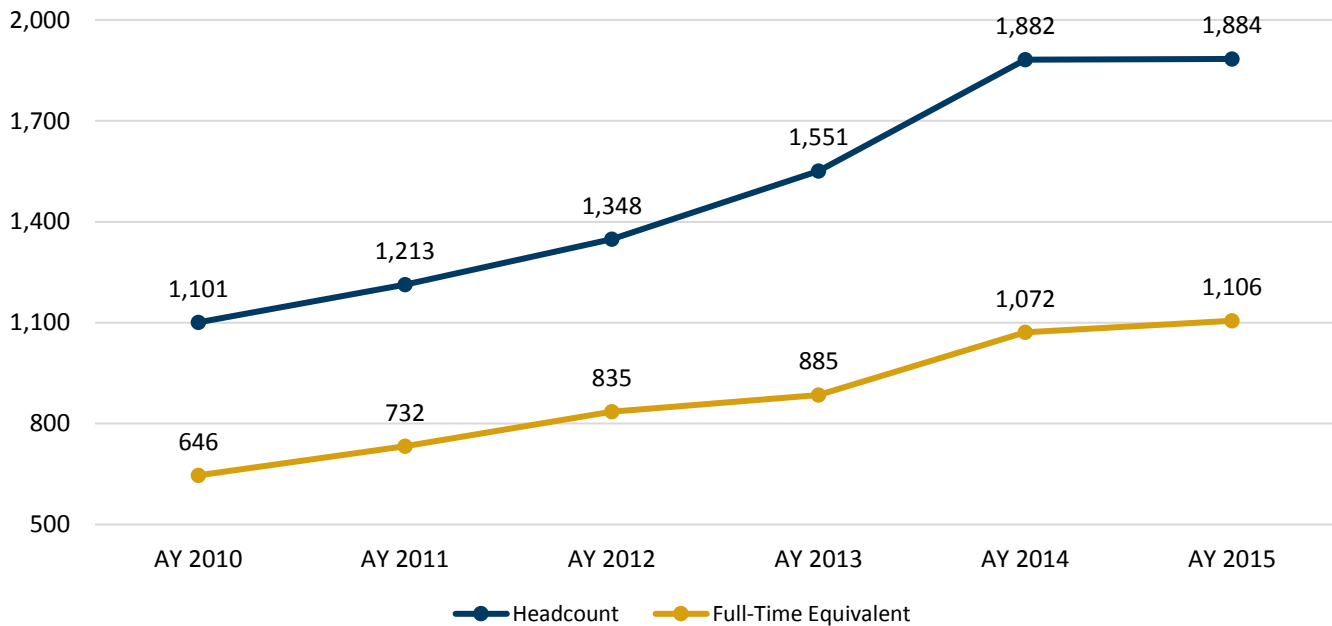
Washburn Tech, in Topeka, Kansas has a unique relationship with Washburn University, allowing students to seamlessly transition between campuses. Washburn Tech offers 30 technical programs in areas of Advanced Manufacturing, Business, Computer and Electronic Technology, Construction, Drafting and Design,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

Student Demographics Academic Year 2010 - 2015

Table P.10

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

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



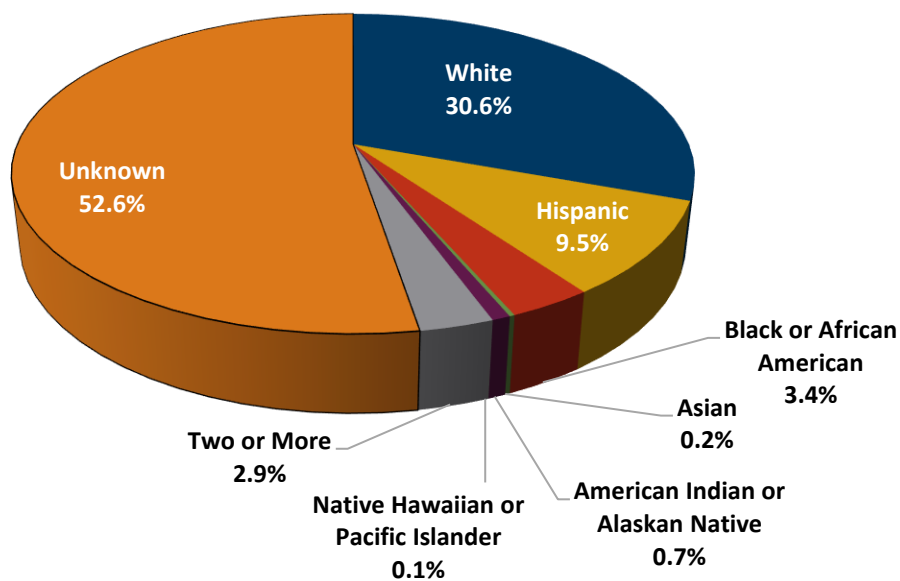
Notes for this section begin on page 109.
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2010 - 2015**

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

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

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



**Enrollment by Race/Ethnicity
Academic Year 2010 - 2015**

Table P.12

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

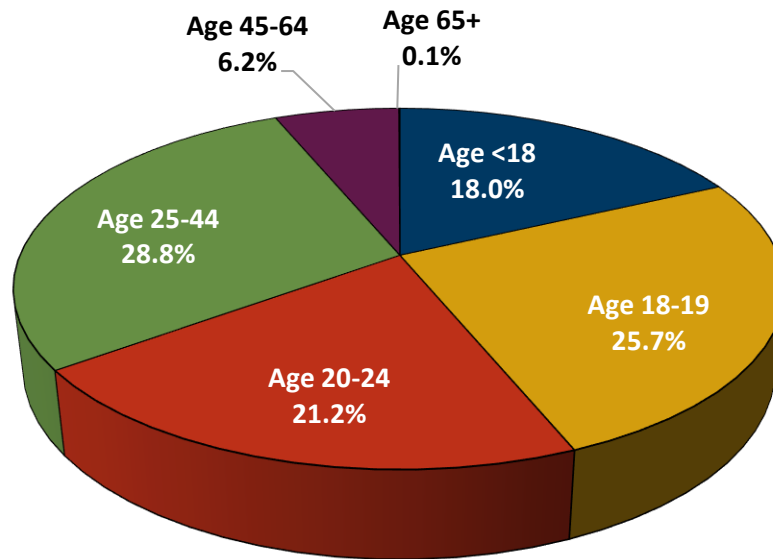
Notes for this section begin on page 109.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2010 - 2015**

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

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

**Enrollment by Age
Academic Year 2015**



**Enrollment by Student Status
Academic Year 2010 - 2015**

Table P.14

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

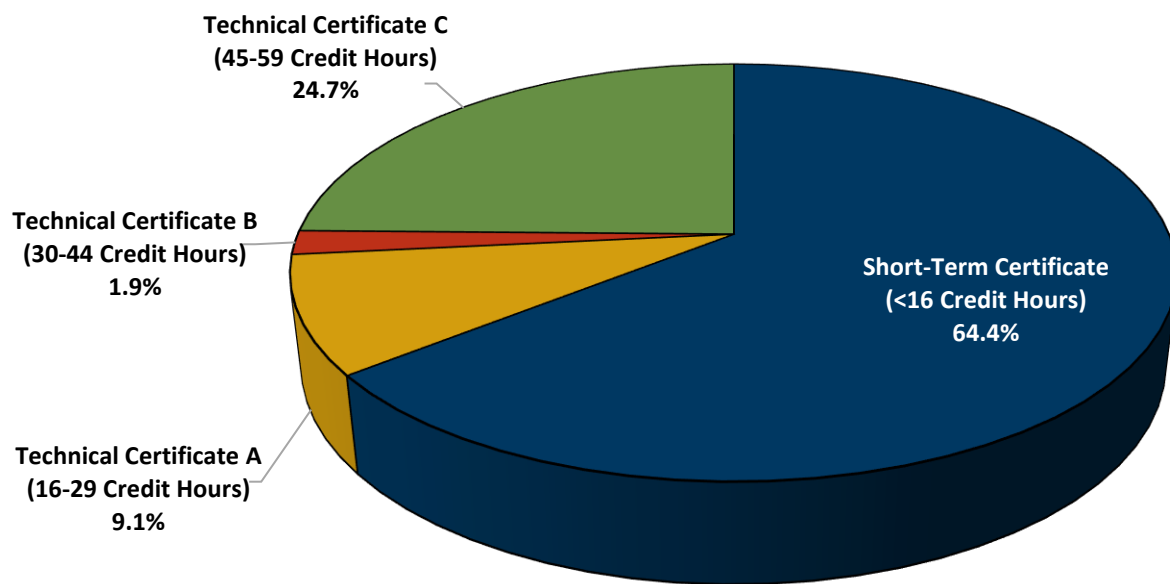
Notes for this section begin on page 109.
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2011 - 2015**

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

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

**Degrees/Certificates Awarded
Academic Year 2015**



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

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

Table P.16

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

Fall Retention Rates of First-Time Students

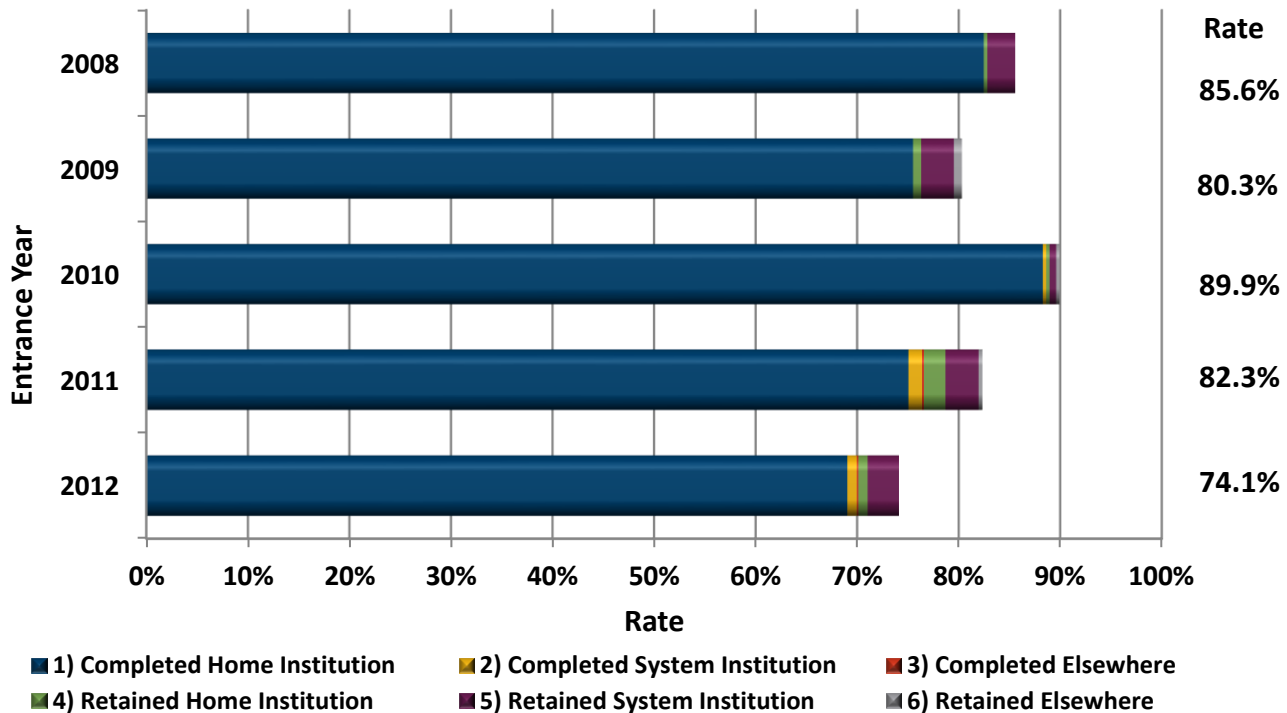
Table P.17

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

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

Table P.18

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



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

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

Notes for this section begin on page 109.

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

Institutional Profile Notes – Washburn Institute of Technology

General Notes:

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

Table P.10: Student Demographics

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

Table P.11: Enrollment by Race/Ethnicity

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

Table P.13: Enrollment by Age

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

Table P.14: Enrollment by Student Status

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

Table P.15: Degrees/Certificates Awarded

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

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

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

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

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

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

Table P.18: Student Success Index

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

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

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

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