

Coffeyville Community College

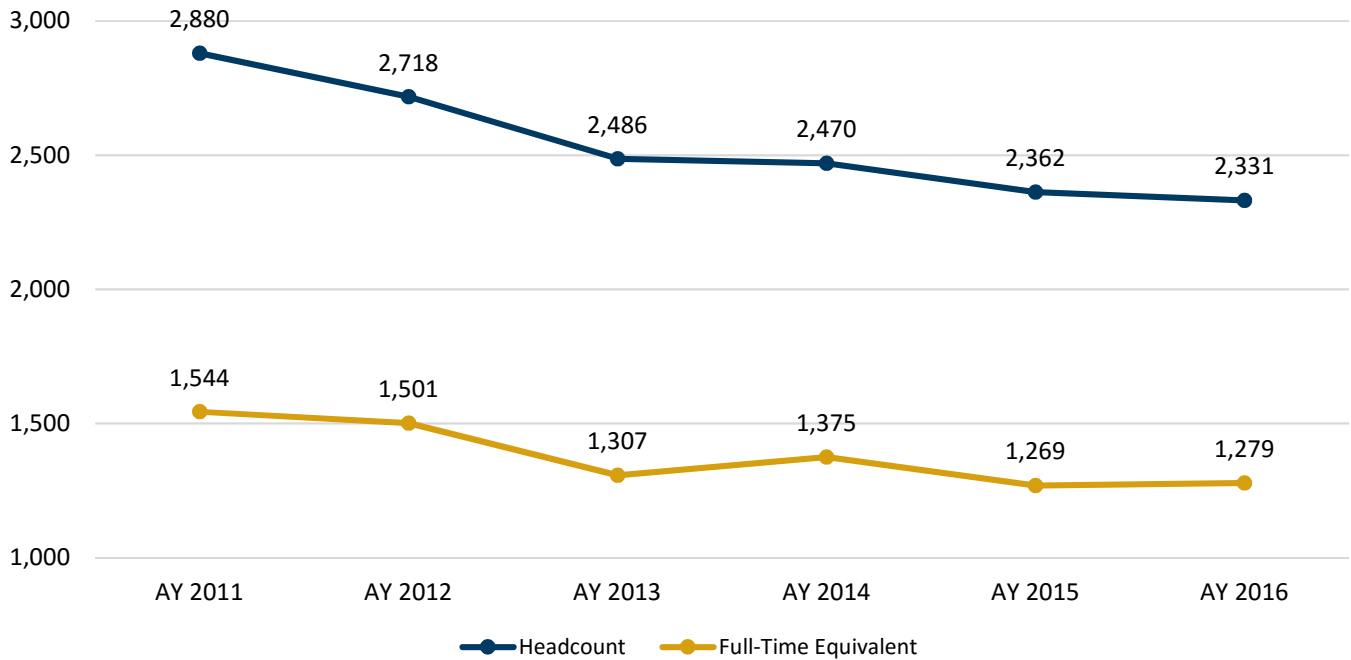
Coffeyville Community College is dedicated to identifying and addressing community and area needs, providing accessible, affordable quality education and training, and promoting opportunities for lifelong learning. CCC offers a wide variety of traditional and technical classes to serve our diverse student population. CCC strives to provide educational classes that are beneficial to the individual student and encourage a healthy engagement in the community. CCC collaborates with area business and industry to train and develop future employees for the area.

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	2,880	2,718	2,486	2,470	2,362	2,331	-19.1%
Full-Time Equivalent Enrollment	1,544	1,501	1,307	1,375	1,269	1,279	-17.2%

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



Notes for this section begin on page 121.

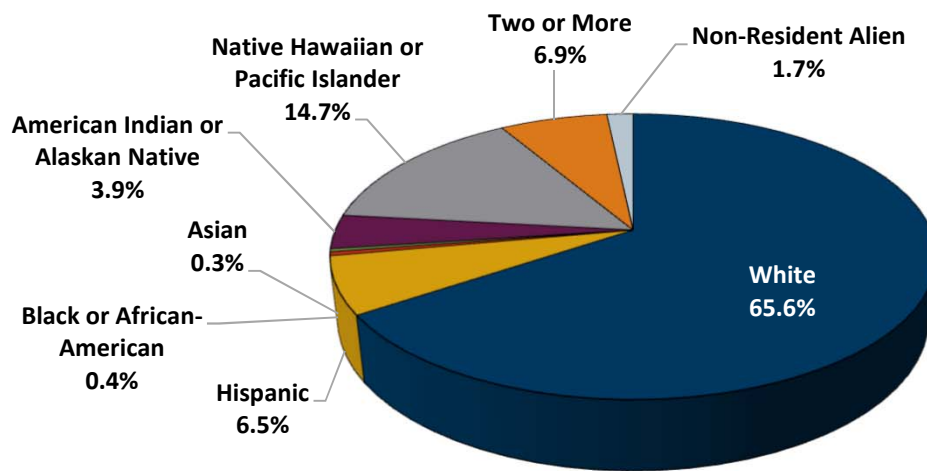
Source: KHEDS AY Collection

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

**Coffeyville Community College
Table P.11**

Race/Ethnicity	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
White	70.2%	68.8%	69.7%	66.5%	65.9%	65.6%	-24.3%
Hispanic	3.4%	3.6%	3.7%	5.9%	6.4%	6.5%	52.5%
Black or African-American	14.0%	14.1%	13.1%	13.2%	12.4%	0.4%	-97.5%
Asian	0.6%	0.4%	0.6%	0.7%	0.6%	0.3%	-50.0%
American Indian or Alaskan Native	4.3%	5.1%	4.9%	4.7%	4.3%	3.9%	-27.4%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.3%	0.2%	0.1%	14.7%	NA
Two or More	6.1%	6.0%	5.7%	6.5%	8.0%	6.9%	-9.1%
Non-Resident Alien	1.3%	1.7%	2.1%	2.3%	2.2%	1.7%	8.3%
Unknown	0.0%	0.0%	0.0%	0.0%	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	1,587	1,490	1,325	1,262	1,214	1,148	-27.7%
Male	1,293	1,228	1,161	1,208	1,148	1,183	-8.5%
Unknown	0	0	0	0	0	0	NA
Total	2,880	2,718	2,486	2,470	2,362	2,331	-19.1%

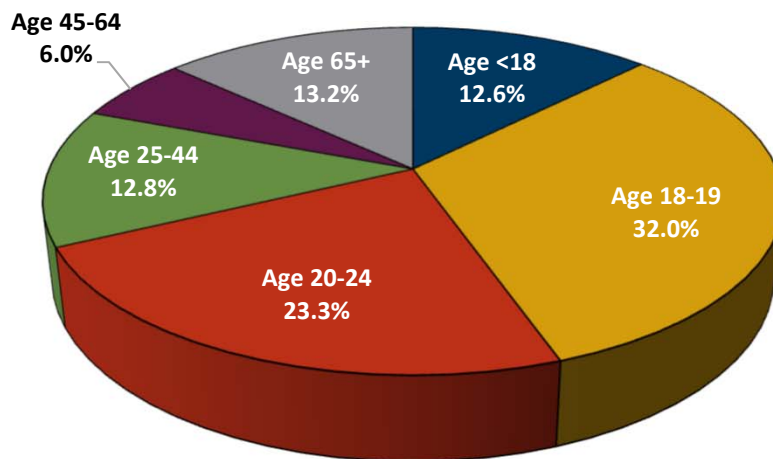
Notes for this section begin on page 121.
Source: KHEDS AY Collection

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

**Coffeyville Community College
Table P.13**

Age	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	% Change AY 11 - 16
<18	8.2%	7.1%	7.2%	9.4%	10.4%	12.6%	24.2%
18-19	26.8%	27.4%	27.0%	31.4%	28.4%	32.0%	-3.5%
20-24	26.7%	25.1%	25.9%	26.1%	27.2%	23.3%	-29.4%
25-44	16.5%	18.5%	17.9%	13.8%	13.8%	12.8%	-36.9%
45-64	7.8%	7.9%	7.6%	6.3%	7.2%	6.0%	-37.3%
65+	14.0%	14.0%	14.3%	12.9%	13.0%	13.2%	-23.4%

**Enrollment by Age
Academic Year 2016**



**Enrollment by Student Status & Residency
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	941	936	778	840	747	748	-20.5%
Part-Time	1,939	1,782	1,708	1,630	1,615	1,583	-18.4%
Total	2,880	2,718	2,486	2,470	2,362	2,331	-19.1%
Student Residency*							
Resident	2,295	2,145	1,937	1,861	1,732	1,715	-25.3%
Resident by Exception	0	6	4	5	0	42	NA
Non-resident	585	567	545	604	630	574	-1.9%
Total	2,880	2,718	2,486	2,470	2,362	2,331	-19.1%

*See notes section for explanation of the change in student residency definition.

Notes for this section begin on page 121.

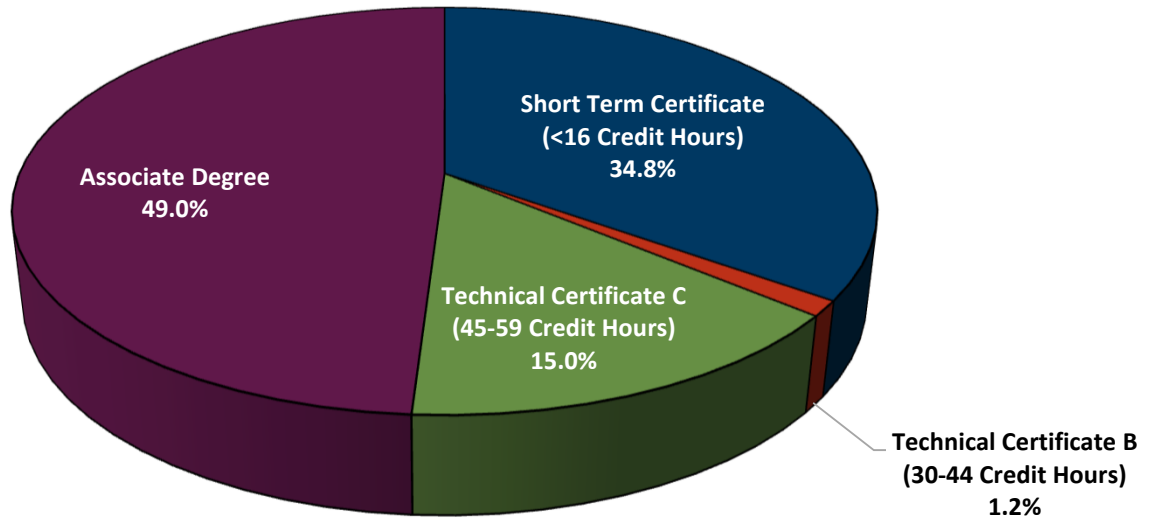
Source: KHEDS AY Collection

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

**Coffeyville Community 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)	236	219	175	235	186	172	-27.1%
Technical Certificate A (16-29 Credit Hours)	0	0	0	4	0	0	NA
Technical Certificate B (30-44 Credit Hours)	20	19	17	19	12	6	-70.0%
Technical Certificate C (45-59 Credit Hours)	80	94	59	61	62	74	-7.5%
Associate Degree	250	234	248	241	264	242	-3.2%
Total	586	566	499	560	524	494	-15.7%

**Degrees/Certificates Awarded
Academic Year 2016**



Notes for this section begin on page 121.
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	31.0%	28.0%	32.3%	29.1%	32.9%	38.9%
150% Graduation Rate	36.0%	33.0%	35.1%	34.3%	36.4%	42.5%
200% Graduation Rate	37.0%	34.1%	35.9%	34.9%	39.6%	NA*

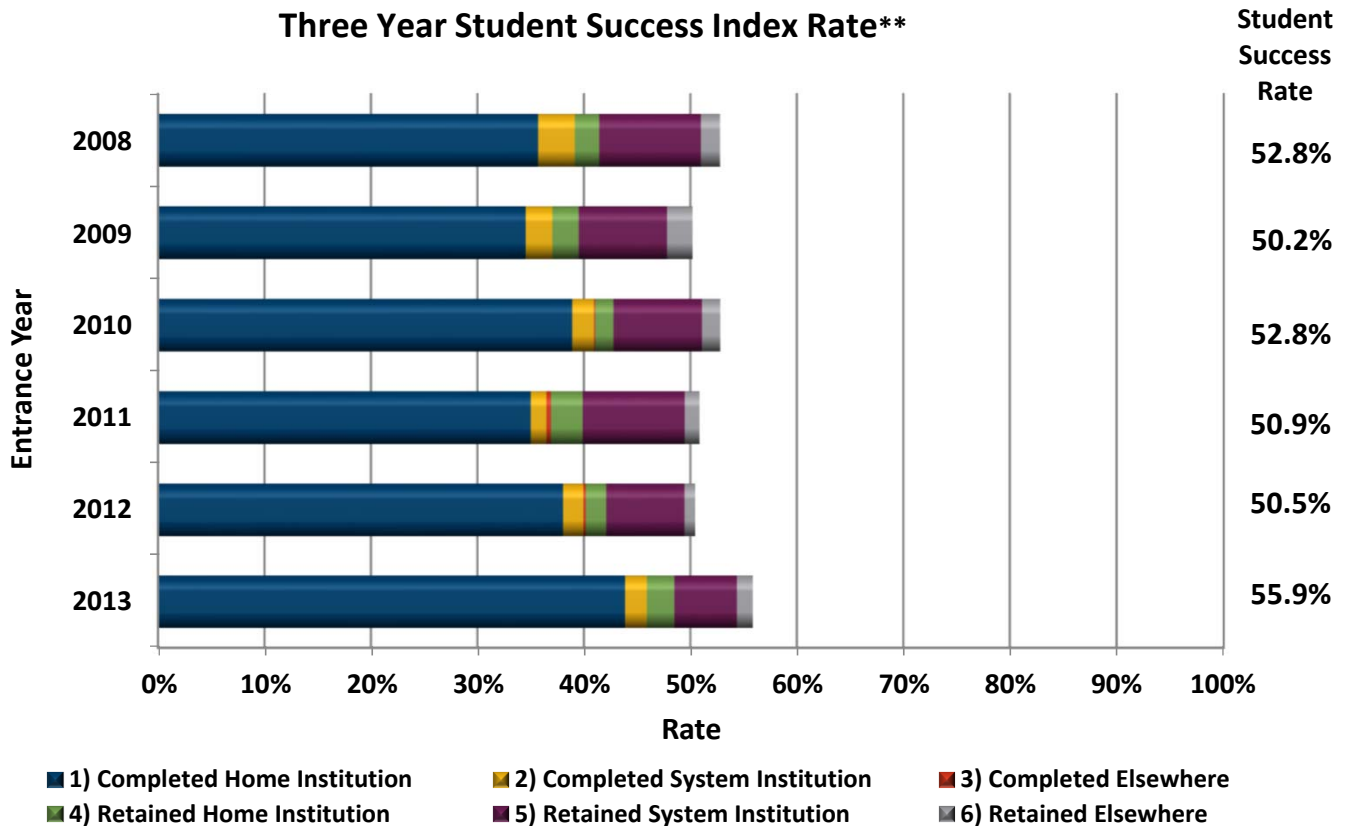
Fall Retention Rates of First-Time Students

Table P.17

Equivalent	Cohort Year					
	2009	2010	2011	2012	2013	2014
Part-Time Rate	65.8%	53.3%	71.4%	85.7%	75.8%	70.6%
Full-Time Rate	57.7%	54.1%	55.3%	62.3%	60.8%	62.2%

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 121.

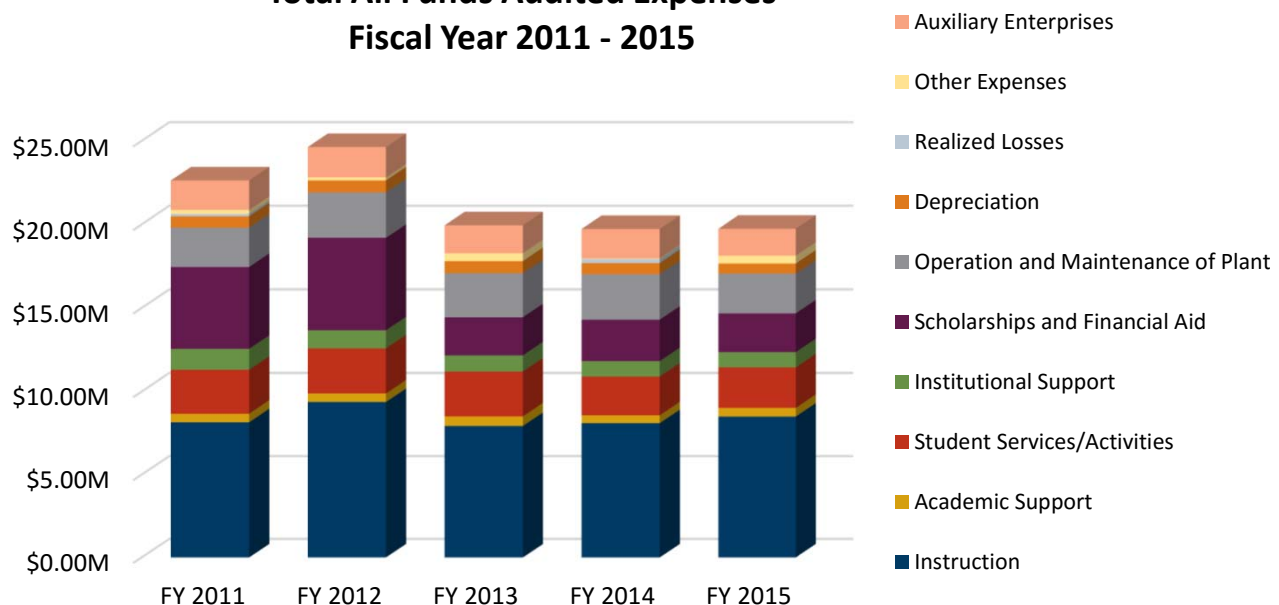
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

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

**Coffeyville Community College
Table P.20**

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Instruction	\$8,166,797	\$9,380,812	\$7,941,490	\$8,110,132	\$8,504,506	4.1%
per FTE Student	\$5,289	\$6,250	\$6,076	\$5,898	\$6,702	26.7%
Academic Support	\$509,650	\$507,407	\$580,502	\$475,751	\$518,538	1.7%
per FTE Student	\$330	\$338	\$444	\$346	\$409	23.8%
Student Services/Activities	\$2,628,917	\$2,697,265	\$2,681,890	\$2,317,611	\$2,421,810	-7.9%
per FTE Student	\$1,703	\$1,797	\$2,052	\$1,686	\$1,908	12.1%
Institutional Support	\$1,250,997	\$1,083,854	\$968,162	\$921,447	\$916,573	-26.7%
per FTE Student	\$810	\$722	\$741	\$670	\$722	-10.9%
Scholarships and Financial Aid	\$4,897,656	\$5,534,062	\$2,272,837	\$2,478,720	\$2,318,157	-52.7%
Operation and Maintenance of Plant	\$2,356,310	\$2,717,881	\$2,640,704	\$2,721,537	\$2,378,303	0.9%
Depreciation	\$679,034	\$715,020	\$722,922	\$668,991	\$605,115	-10.9%
Public Service	\$0	\$0	\$0	\$0	\$0	NA
Interest Expense	\$0	\$0	\$0	\$0	\$0	NA
Realized Losses	\$140,282	\$0	\$0	\$227,020	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$238,257	\$177,300	\$470,656	\$48,221	\$471,554	97.9%
Subtotal All Funds - Expenses	\$20,867,900	\$22,813,601	\$18,279,161	\$17,969,429	\$18,134,555	-13.1%
Auxiliary Enterprises	\$1,765,418	\$1,818,286	\$1,672,185	\$1,763,071	\$1,607,839	-8.9%
Total All Funds - Expenses	\$22,633,318	\$24,631,887	\$19,951,347	\$19,732,500	\$19,742,394	-12.8%
Total Headcount	2,880	2,718	2,486	2,470	2,362	-18.0%
Total FTE	1,544	1,501	1,307	1,375	1,269	-17.8%

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



Notes for this section begin on page 121.

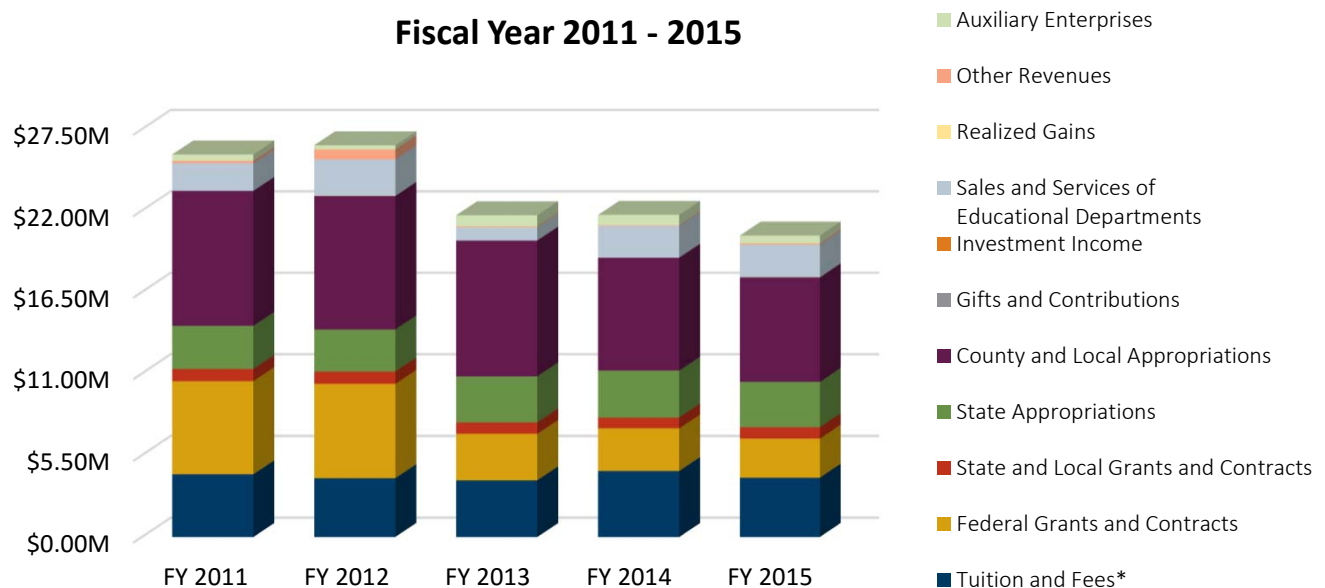
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

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

**Coffeyville Community College
Table P.30**

Category	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	% Change FY 11 - 15
Tuition and Fees*	\$4,212,946	\$3,950,731	\$3,805,169	\$4,437,134	\$3,985,116	-5.4%
Federal Grants and Contracts	\$6,272,141	\$6,348,142	\$3,132,728	\$2,869,418	\$2,630,283	-58.1%
State and Local Grants and Contracts	\$816,249	\$828,509	\$768,235	\$730,230	\$762,647	-6.6%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$2,924,193	\$2,844,994	\$3,102,329	\$3,163,154	\$3,053,721	4.4%
County and Local Appropriations	\$9,104,305	\$9,007,747	\$9,167,187	\$7,611,984	\$7,050,966	-22.6%
Gifts and Contributions	\$0	\$0	\$0	\$10,000	\$0	NA
Investment Income	\$3,954	\$4,700	\$5,628	\$9,125	\$11,567	192.5%
Interest Income	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$1,863,520	\$2,471,216	\$871,787	\$2,123,946	\$2,199,852	18.0%
Realized Gains	\$0	\$0	\$17,750	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$158,387	\$674,353	\$62,670	\$49,790	\$88,816	-43.9%
Subtotal All Funds - Revenues	\$25,355,696	\$26,130,391	\$20,933,483	\$21,004,781	\$19,782,968	-22.0%
Auxiliary Enterprises	\$432,120	\$276,420	\$751,727	\$705,035	\$531,879	23.1%
Total All Funds - Revenues	\$25,787,816	\$26,406,812	\$21,685,210	\$21,709,816	\$20,314,847	-21.2%
Mill Levies	36.890	36.727	36.604	44.012	39.838	8.0%
Assessed Valuations	238,431,026	241,022,467	240,370,503	166,615,354	164,324,449	-31.1%
Total Headcount	2,880	2,718	2,486	2,470	2,362	-18.0%
Total FTE	1,544	1,501	1,307	1,375	1,269	-17.8%

**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 121.

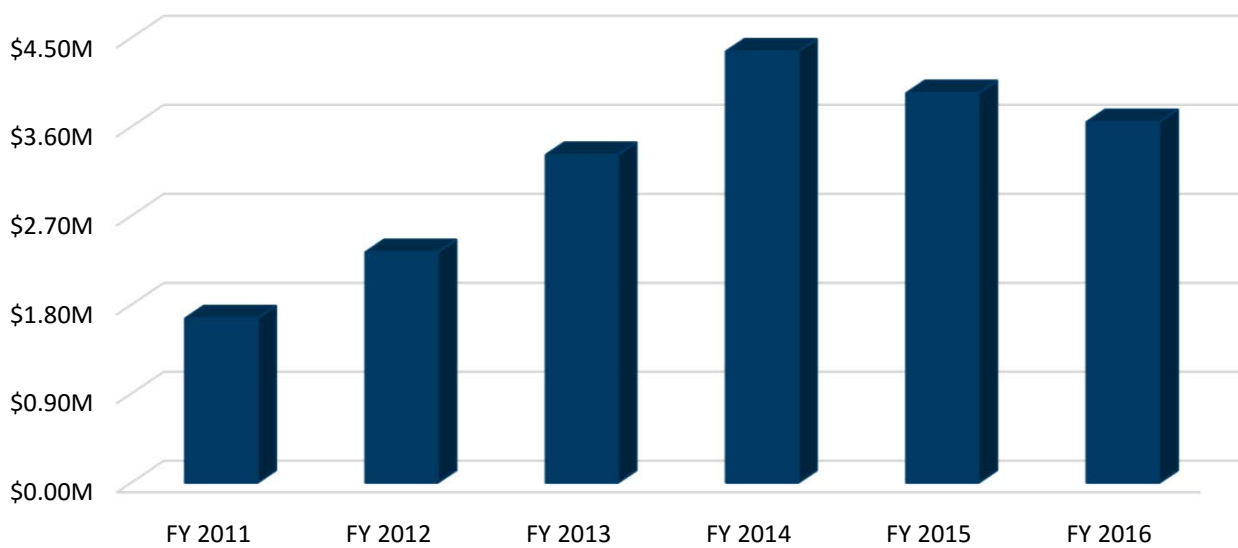
Source: *Independent Auditors' Report and Financial Statements; Municipal Budgets; KHEDS AY Collection*

**General Fund Changes in Unencumbered Cash*
Fiscal Year 2011 - 2016**

**Coffeyville Community College
Table P.60**

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	% Change FY 11 - 16
Unencumbered Cash Balance, June 30th	\$1,662,889	\$2,331,890	\$3,315,184	\$4,362,332	\$3,941,150	\$3,647,722	119.4%

**Unencumbered Cash Balance, June 30th
Fiscal Year 2011 - 2016**



*The Unencumbered Cash balance is reported as of June 30th for each Fiscal Year.

Notes for this section begin on page 121.

Source: *Municipal Budgets*

Institutional Profile Notes – Coffeyville Community 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. 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, the community colleges were required to report a 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 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 number of students in the Hispanic ethnicity category increased while the number of 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 of 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 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 a 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. A full-time student is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. A part-time student 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. A full-time student is defined as a student who is enrolled in 12 or more semester credits each term.
 - b. A part-time student is defined as a student who is enrolled in less than 12 semester credits each term.
3. The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.

Table P.18: Student Success Index

1. The data may have changed slightly 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.

5. Specific data for the Coffeyville Community 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 Index
2008	35.7%	3.5%	0.0%	2.3%	9.5%	1.8%	52.8%
2009	34.5%	2.5%	0.0%	2.5%	8.3%	2.4%	50.2%
2010	38.9%	2.0%	0.1%	1.7%	8.3%	1.7%	52.8%
2011	35.0%	1.5%	0.4%	3.0%	9.6%	1.4%	50.9%
2012	38.0%	1.9%	0.2%	1.9%	7.3%	1.0%	50.5%
2013	43.9%	2.0%	0.0%	2.6%	5.9%	1.5%	55.9%

Table P.20: Total Audited Operating Expenses

1. 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.
2. For Coffeyville Community College, “Scholarships and Financial Aid” includes the audit category “Scholarships and Awards”; “Realized Losses” includes the audit category “Loss on Sale of Asset” and “Other Expenses” includes the audit category “Debt Service”.

Table P.30: Total Audited Operating Revenues

1. 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.
2. For Coffeyville Community College, “Federal Grants and Contracts” includes the audit category “Pell Grants”; “Sales and Services of Educational Departments” includes the audit category “Activity Fund Revenues” and “Other Revenues” includes the audit category “Miscellaneous Income”.

Table P.60: General Fund Changes in Unencumbered Cash

1. Unencumbered Cash is any cash asset that is not anticipated to be needed to pay costs associated with the business. It is money that can be re-directed to unanticipated needs, direct to new development, or counted with other assets when profits are tallied.
 - a. “Cash” is the name for an asset account that contains currency, coins, money orders, checking account balances and, in some states, specific government securities with a term of less than one year. It does not, however, include loan or mortgage proceeds, which must be paid back with interest.
 - b. The “General Fund” is one of two major sources of funding of Regents institutions’ operating budgets; general use funds consist of state general fund appropriations, general fee (tuition) revenue. During fiscal years 2010 and 2011, general use funds also may have included federal American Recovery and Reinvestment Act funds.
2. The amounts for Fiscal Year 2011 – 2015 are audited, while the amount shown for Fiscal Year 2016 is an unaudited amount. These amounts reported in the prior year Community College Data Book as “Unaudited” may not match exactly what is reported in the current year Community College Data Book as “Audited”. This is because “Audited” data is considered finalized while “Unaudited” data is not.