Butler Community College

Butler Community College, with nearly 15,000 students, is the second largest community college in the state. It offers nearly 90 degree programs and 30 professional certification programs. The college's two main campuses are in El Dorado and Andover, but it has centers in four other communities and a dynamic virtual campus with hundreds of online courses. Butler enables students to become a full partner in the learning process, providing its students with a high quality, personalized education. Butler focuses on a learning PACT, helping students develop the skills and abilities that are vital for success in the 21st century. Butler was founded in 1927 and exists to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves.

Student Demographics

Table P.10

Academic Year 2010 - 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Headcount</td>
<td>14,307</td>
<td>14,804</td>
<td>14,811</td>
<td>14,551</td>
<td>13,495</td>
<td>13,315</td>
<td>-6.9%</td>
</tr>
<tr>
<td>Full-Time Equivalent Enrollment</td>
<td>6,518</td>
<td>6,833</td>
<td>6,840</td>
<td>6,676</td>
<td>6,201</td>
<td>6,053</td>
<td>-7.1%</td>
</tr>
</tbody>
</table>

Notes for this section begin on page 94.

Source: KHEDS AY Collection
Institutional Profiles

Enrollment by Race/Ethnicity
Academic Year 2010 - 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>71.2%</td>
<td>70.7%</td>
<td>67.6%</td>
<td>64.2%</td>
<td>64.9%</td>
<td>65.3%</td>
<td>-14.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.8%</td>
<td>7.0%</td>
<td>7.7%</td>
<td>8.7%</td>
<td>9.2%</td>
<td>10.0%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>9.9%</td>
<td>9.4%</td>
<td>9.5%</td>
<td>8.9%</td>
<td>8.1%</td>
<td>8.7%</td>
<td>-18.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0%</td>
<td>1.5%</td>
<td>4.2%</td>
<td>3.8%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>NA</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.3%</td>
<td>1.2%</td>
<td>-28.1%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>NA</td>
</tr>
<tr>
<td>Two or More</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>NA</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0.0%</td>
<td>2.9%</td>
<td>2.4%</td>
<td>1.9%</td>
<td>2.0%</td>
<td>2.2%</td>
<td>NA</td>
</tr>
<tr>
<td>Unknown</td>
<td>10.4%</td>
<td>7.1%</td>
<td>6.6%</td>
<td>10.7%</td>
<td>10.1%</td>
<td>8.3%</td>
<td>-26.4%</td>
</tr>
</tbody>
</table>

Notes for this section begin on page 94.
Source: KHEDS AY Collection
## Enrollment by Age
### Academic Year 2010 - 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18</td>
<td>3.1%</td>
<td>3.4%</td>
<td>3.2%</td>
<td>3.5%</td>
<td>3.9%</td>
<td>4.6%</td>
<td>37.8%</td>
</tr>
<tr>
<td>18-19</td>
<td>21.4%</td>
<td>20.7%</td>
<td>20.3%</td>
<td>20.8%</td>
<td>21.3%</td>
<td>21.8%</td>
<td>-5.1%</td>
</tr>
<tr>
<td>20-24</td>
<td>39.8%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>40.1%</td>
<td>39.8%</td>
<td>39.8%</td>
<td>-6.9%</td>
</tr>
<tr>
<td>25-44</td>
<td>29.3%</td>
<td>29.8%</td>
<td>30.6%</td>
<td>30.2%</td>
<td>29.6%</td>
<td>28.9%</td>
<td>-8.2%</td>
</tr>
<tr>
<td>45-64</td>
<td>6.2%</td>
<td>5.8%</td>
<td>5.5%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>4.6%</td>
<td>-29.9%</td>
</tr>
<tr>
<td>65+</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>-7.9%</td>
</tr>
</tbody>
</table>

## Enrollment by Student Status & Residency
### Academic Year 2010 - 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>3,074</td>
<td>3,277</td>
<td>3,255</td>
<td>3,050</td>
<td>2,916</td>
<td>2,814</td>
<td>-8.5%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>11,233</td>
<td>11,527</td>
<td>11,556</td>
<td>11,501</td>
<td>10,579</td>
<td>10,501</td>
<td>-6.5%</td>
</tr>
<tr>
<td>Total</td>
<td>14,307</td>
<td>14,804</td>
<td>14,811</td>
<td>14,551</td>
<td>13,495</td>
<td>13,315</td>
<td>-6.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Residency*</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>13,414</td>
<td>13,957</td>
<td>13,715</td>
<td>13,496</td>
<td>12,468</td>
<td>12,241</td>
<td>-8.7%</td>
</tr>
<tr>
<td>Resident by Exception</td>
<td>-</td>
<td>-</td>
<td>181</td>
<td>151</td>
<td>161</td>
<td>153</td>
<td>NA</td>
</tr>
<tr>
<td>Non-resident</td>
<td>893</td>
<td>847</td>
<td>915</td>
<td>904</td>
<td>866</td>
<td>921</td>
<td>3.1%</td>
</tr>
<tr>
<td>Total</td>
<td>14,307</td>
<td>14,804</td>
<td>14,811</td>
<td>14,551</td>
<td>13,495</td>
<td>13,315</td>
<td>-6.9%</td>
</tr>
</tbody>
</table>

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

Notes for this section begin on page 94.

Source: KHEDS AY Collection
## Degrees/Certificates Awarded
### Academic Year 2011 - 2015

<table>
<thead>
<tr>
<th></th>
<th>AY 2011</th>
<th>AY 2012</th>
<th>AY 2013</th>
<th>AY 2014</th>
<th>AY 2015</th>
<th>% Change AY 11 - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term Certificate (≤16 Credit Hours)</td>
<td>196</td>
<td>199</td>
<td>201</td>
<td>221</td>
<td>167</td>
<td>-14.8%</td>
</tr>
<tr>
<td>Technical Certificate A (16-29 Credit Hours)</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Technical Certificate B (30-44 Credit Hours)</td>
<td>57</td>
<td>183</td>
<td>135</td>
<td>149</td>
<td>136</td>
<td>138.6%</td>
</tr>
<tr>
<td>Technical Certificate C (45-59 Credit Hours)</td>
<td>103</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>-99.0%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>886</td>
<td>1,031</td>
<td>1,115</td>
<td>1,122</td>
<td>1,141</td>
<td>28.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,247</td>
<td>1,415</td>
<td>1,452</td>
<td>1,492</td>
<td>1,445</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

### Degrees/Certificates Awarded
#### Academic Year 2015

- **Associate Degree**: 79.0%
- **Short-Term Certificate (<16 Credit Hours)**: 11.6%
- **Technical Certificate A (16-29 Credit Hours)**: 0.0%
- **Technical Certificate B (30-44 Credit Hours)**: 9.4%
- **Technical Certificate C (45-59 Credit Hours)**: 0.1%

**Notes for this section begin on page 94.**

*Source: KHEDS AY Collection*
Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Graduation Rate</td>
<td>16.6%</td>
<td>12.6%</td>
<td>16.3%</td>
<td>12.8%</td>
<td>12.8%</td>
<td>14.1%</td>
</tr>
<tr>
<td>150% Graduation Rate</td>
<td>24.5%</td>
<td>22.0%</td>
<td>24.0%</td>
<td>21.0%</td>
<td>22.6%</td>
<td>23.3%</td>
</tr>
<tr>
<td>200% Graduation Rate</td>
<td>27.7%</td>
<td>25.2%</td>
<td>27.8%</td>
<td>25.1%</td>
<td>27.5%</td>
<td>NA*</td>
</tr>
</tbody>
</table>

Fall Retention Rates of First-Time Students

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time Rate</td>
<td>43.1%</td>
<td>39.4%</td>
<td>36.1%</td>
<td>40.4%</td>
<td>30.2%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Full-Time Rate</td>
<td>60.3%</td>
<td>61.4%</td>
<td>60.3%</td>
<td>61.1%</td>
<td>58.3%</td>
<td>57.6%</td>
</tr>
</tbody>
</table>

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

Three Year Student Success Index Rate for
Butler Community 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 94.
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse
## Institutional Profiles

**Total All Funds Audited Expenses**  
**Fiscal Year 2011 - 2014**  
**Butler Community College**  
**Table P.20**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>% Change FY 11 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$17,823,833</td>
<td>$18,420,793</td>
<td>$18,379,431</td>
<td>$18,290,487</td>
<td>2.6%</td>
</tr>
<tr>
<td>per FTE Student</td>
<td>$2,608</td>
<td>$2,693</td>
<td>$2,753</td>
<td>$2,950</td>
<td>13.1%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$4,530,400</td>
<td>$4,760,453</td>
<td>$4,733,976</td>
<td>$4,470,408</td>
<td>-1.3%</td>
</tr>
<tr>
<td>per FTE Student</td>
<td>$663</td>
<td>$696</td>
<td>$709</td>
<td>$721</td>
<td>8.7%</td>
</tr>
<tr>
<td>Student Services/Activities</td>
<td>$5,634,095</td>
<td>$6,246,179</td>
<td>$6,814,886</td>
<td>$6,844,598</td>
<td>21.5%</td>
</tr>
<tr>
<td>per FTE Student</td>
<td>$825</td>
<td>$913</td>
<td>$1,021</td>
<td>$1,104</td>
<td>33.9%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$12,504,472</td>
<td>$13,020,612</td>
<td>$13,413,002</td>
<td>$13,263,402</td>
<td>6.1%</td>
</tr>
<tr>
<td>per FTE Student</td>
<td>$1,830</td>
<td>$1,904</td>
<td>$2,009</td>
<td>$2,139</td>
<td>16.9%</td>
</tr>
<tr>
<td>Scholarships and Financial Aid</td>
<td>$31,908,107</td>
<td>$35,250,337</td>
<td>$31,618,251</td>
<td>$28,835,976</td>
<td>-9.6%</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>$3,841,967</td>
<td>$3,505,298</td>
<td>$3,455,709</td>
<td>$3,280,775</td>
<td>-14.6%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$2,906,656</td>
<td>$3,145,345</td>
<td>$3,293,632</td>
<td>$3,210,340</td>
<td>10.4%</td>
</tr>
<tr>
<td>Public Service</td>
<td>$99,760</td>
<td>$58,166</td>
<td>$65,202</td>
<td>$84,405</td>
<td>-15.4%</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>$449,255</td>
<td>$450,036</td>
<td>$342,959</td>
<td>$322,783</td>
<td>-28.2%</td>
</tr>
<tr>
<td>Realized Losses</td>
<td>$37,004</td>
<td>$115,951</td>
<td>$302,683</td>
<td>$99,999</td>
<td>170.2%</td>
</tr>
<tr>
<td>Unrealized Losses</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>$309,479</td>
<td>$792,417</td>
<td>$348,820</td>
<td>$481,099</td>
<td>55.5%</td>
</tr>
<tr>
<td><strong>Subtotal All Funds - Expenses</strong></td>
<td><strong>$80,045,028</strong></td>
<td><strong>$85,765,587</strong></td>
<td><strong>$82,968,551</strong></td>
<td><strong>$79,184,272</strong></td>
<td><strong>-1.1%</strong></td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$6,935,600</td>
<td>$7,428,022</td>
<td>$6,328,123</td>
<td>$6,573,750</td>
<td>-5.2%</td>
</tr>
<tr>
<td><strong>Total All Funds - Expenses</strong></td>
<td><strong>$86,980,628</strong></td>
<td><strong>$93,193,609</strong></td>
<td><strong>$89,296,674</strong></td>
<td><strong>$85,758,022</strong></td>
<td><strong>-1.4%</strong></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>14,804</td>
<td>14,811</td>
<td>14,551</td>
<td>13,495</td>
<td>-8.8%</td>
</tr>
<tr>
<td>Total FTE</td>
<td>6,833</td>
<td>6,840</td>
<td>6,676</td>
<td>6,201</td>
<td>-9.2%</td>
</tr>
</tbody>
</table>

### Butler Community College

**Total All Funds Audited Expenses**  
**Fiscal Year 2011 - 2014**

![Bar chart showing expenses over years](chart)

**Notes for this section begin on page 94.**  
**Source:** Independent Auditors’ Report and Financial Statements; KHEDS AY Collection
### Butler Community College

#### Total All Funds Audited Revenues

**Fiscal Year 2011 - 2014**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>% Change FY 11 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees*</td>
<td>$16,569,171</td>
<td>$16,966,573</td>
<td>$17,300,213</td>
<td>$17,456,186</td>
<td>5.4%</td>
</tr>
<tr>
<td>Federal Grants and Contracts</td>
<td>$35,190,425</td>
<td>$37,186,024</td>
<td>$33,219,689</td>
<td>$30,380,787</td>
<td>-13.7%</td>
</tr>
<tr>
<td>State and Local Grants and Contracts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>Private Grants and Contracts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$16,310,674</td>
<td>$16,278,020</td>
<td>$17,558,478</td>
<td>$18,057,871</td>
<td>10.7%</td>
</tr>
<tr>
<td>County and Local Appropriations</td>
<td>$12,124,952</td>
<td>$12,058,649</td>
<td>$12,545,173</td>
<td>$12,501,600</td>
<td>3.1%</td>
</tr>
<tr>
<td>Gifts and Contributions</td>
<td>$0</td>
<td>$2,259,003</td>
<td>$692,113</td>
<td>$850,000</td>
<td>NA</td>
</tr>
<tr>
<td>Investment Income</td>
<td>$21,495</td>
<td>$9,621</td>
<td>$6,832</td>
<td>$6,029</td>
<td>-72.0%</td>
</tr>
<tr>
<td>Interest Income</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>Sales and Services of Educational Departments</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>Realized Gains</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>Unrealized Gains</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>NA</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>$1,475,182</td>
<td>$1,510,360</td>
<td>$1,323,876</td>
<td>$1,186,096</td>
<td>-19.6%</td>
</tr>
<tr>
<td><strong>Subtotal All Funds - Revenues</strong></td>
<td>$81,691,899</td>
<td>$86,268,250</td>
<td>$82,646,374</td>
<td>$80,438,569</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$7,596,182</td>
<td>$7,689,786</td>
<td>$7,894,228</td>
<td>$7,180,622</td>
<td>-5.5%</td>
</tr>
<tr>
<td><strong>Total All Funds - Revenues</strong></td>
<td>$89,288,081</td>
<td>$93,958,036</td>
<td>$90,540,602</td>
<td>$87,619,191</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Mill Levies</td>
<td>18.008</td>
<td>18.008</td>
<td>18.005</td>
<td>18.005</td>
<td>0.0%</td>
</tr>
<tr>
<td>Assessed Valuations</td>
<td>603,974,497</td>
<td>611,638,686</td>
<td>633,674,897</td>
<td>633,530,645</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>14,804</td>
<td>14,811</td>
<td>14,551</td>
<td>13,495</td>
<td>-8.8%</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>6,833</td>
<td>6,840</td>
<td>6,676</td>
<td>6,201</td>
<td>-9.2%</td>
</tr>
</tbody>
</table>

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

**Notes for this section begin on page 94.**

*Source: Independent Auditors’ Report and Financial Statements; Municipal Budgets; KHEDS AY Collection*
### General Fund Changes in Unencumbered Cash*

**Butler Community College**  
**Fiscal Year 2010 - 2015**  
**Table P.60**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$6,847,209</td>
<td>$8,604,815</td>
<td>$8,478,885</td>
<td>$7,744,848</td>
<td>$9,441,093</td>
<td>$11,247,696</td>
<td>64.3%</td>
</tr>
</tbody>
</table>

*The Unencumbered Cash balance is reported as of June 30th for each Fiscal Year.  
Notes for this section begin on page 94.  
Source: Municipal Budgets*
Institutional Profile Notes – Butler 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/subscribe-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. 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.

1. Specific data for the Butler Community College Student Success Index is as follows:

<table>
<thead>
<tr>
<th>Entrance Year</th>
<th>Completed Home Institution</th>
<th>Completed System Institution</th>
<th>Completed Elsewhere</th>
<th>Retained Home Institution</th>
<th>Retained System Institution</th>
<th>Retained Elsewhere</th>
<th>Student Success Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>16.2%</td>
<td>3.5%</td>
<td>0.6%</td>
<td>18.5%</td>
<td>12.1%</td>
<td>4.6%</td>
<td>55.5%</td>
</tr>
<tr>
<td>2009</td>
<td>16.0%</td>
<td>3.0%</td>
<td>1.3%</td>
<td>17.8%</td>
<td>13.4%</td>
<td>5.1%</td>
<td>56.6%</td>
</tr>
<tr>
<td>2010</td>
<td>17.7%</td>
<td>3.1%</td>
<td>1.0%</td>
<td>17.0%</td>
<td>12.1%</td>
<td>4.5%</td>
<td>55.3%</td>
</tr>
<tr>
<td>2011</td>
<td>16.9%</td>
<td>3.2%</td>
<td>1.1%</td>
<td>15.8%</td>
<td>12.3%</td>
<td>4.0%</td>
<td>53.1%</td>
</tr>
<tr>
<td>2012</td>
<td>16.4%</td>
<td>3.6%</td>
<td>1.8%</td>
<td>14.7%</td>
<td>10.1%</td>
<td>4.1%</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

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 Butler Community College, “Scholarship and Financial Aid” includes the audit categories “Federal Direct Loans” and “Student Scholarships”; “Public Service” includes the audit category “Community Service”; “Interest Expense” includes the audit category “Interest on capital asset-related debt”; “Realized Losses” includes the audit category “Loss on Disposal of Assets”; “Other Expenses” includes the audit category “Bad Debt Expense” and “Auxiliary Enterprises” includes “Bookstores”, “Dormitories”, “Student Union and Cafeteria”, and “Educare, net of discounts”.

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 Butler Community College, “Federal Grants and Contracts” includes the audit categories “Federal Direct Loans” and “Pell Grants”; “County and Local Appropriations” includes the audit category “Tax Revenues”; “Auxiliary Enterprises” includes “Bookstores”, “Dormitories”, “Student Union and Cafeteria”, and “Educare, net of discounts”.

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. For unknown reasons, the unencumbered cash amount for FY 2013 at June 30th does not equal the amount at July 1st, FY 2014 for Butler Community College.
3. The amounts for Fiscal Year 2010 – 2014 are audited, while the amount shown for Fiscal Year 2015 is an unaudited amount.