

Highland Community College

Highland Community College began as Highland University in 1858, making it the first college in Kansas. Studies conducted at the Regents universities show that students who begin their college careers at Highland and then transfer do as well or better academically as all other students who transfer to those universities and those who start there. Highland coursework for Associate degrees in 50 concentrations and 15 programs is offered at the campus in Highland, 33 regional locations in the College's nine county service area in Northeast Kansas, at its Technical Center in Atchison, and through HCC Online.

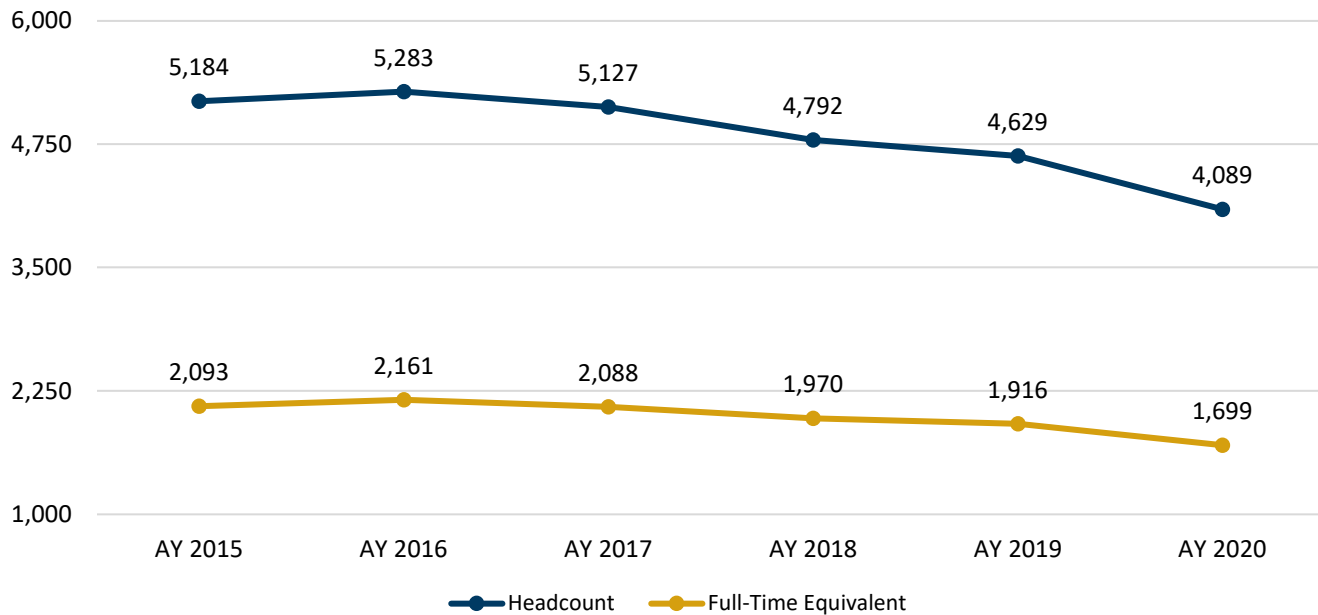
Student Demographics

Table P.10

Academic Year 2015 - 2020

Category	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% Change AY 15 - 20
Enrollment Headcount	5,184	5,283	5,127	4,792	4,629	4,089	-21.1%
Full-Time Equivalent Enrollment	2,093	2,161	2,088	1,970	1,916	1,699	-18.8%

Headcount and FTE
Academic Year 2015 - 2020



Notes for this section begin on page 196.

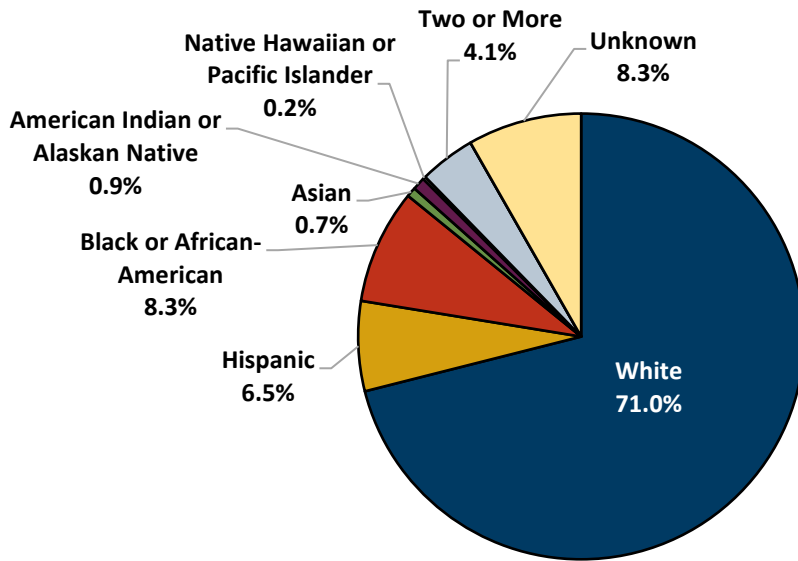
Source: KHEDS AY Collection

**Enrollment by Race/Ethnicity
Academic Year 2015 - 2020**

**Highland Community College
Table P.11**

Race/Ethnicity	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% Change AY 15 - 20
White	81.5%	78.5%	74.3%	72.0%	70.2%	71.0%	-31.2%
Hispanic	3.7%	4.5%	4.6%	5.0%	5.8%	6.5%	37.1%
Black or African-American	6.3%	5.7%	6.3%	7.7%	8.5%	8.3%	3.7%
Asian	0.5%	0.9%	1.0%	0.9%	0.7%	0.7%	0.0%
American Indian or Alaskan Native	1.6%	1.5%	1.4%	1.6%	1.1%	0.9%	-53.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.2%	0.2%	0.2%	0.2%	33.3%
Two or More	2.2%	2.9%	2.9%	3.3%	3.5%	4.1%	45.6%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
Unknown	4.0%	5.9%	9.4%	9.2%	10.2%	8.3%	61.7%

**Enrollment by Race/Ethnicity
Academic Year 2020**



**Enrollment by Gender
Academic Year 2015 - 2020**

Table P.12

Gender	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% Change AY 15 - 20
Female	3,105	3,114	3,026	2,877	2,703	2,365	-23.8%
Male	2,079	2,169	2,100	1,915	1,916	1,720	-17.3%
Unknown	0	0	1	0	10	4	NA
Total	5,184	5,283	5,127	4,792	4,629	4,089	-21.1%

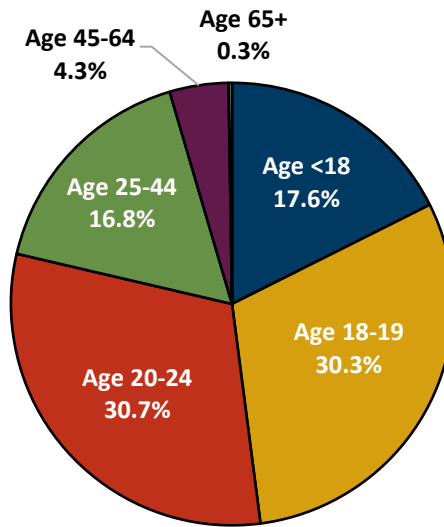
Notes for this section begin on page 196.
Source: KHEDS AY Collection

**Enrollment by Age
Academic Year 2015 - 2020**

**Highland Community College
Table P.13**

Age	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% Change AY 15 - 20
<18	15.3%	16.2%	14.9%	15.9%	17.3%	17.6%	-9.0%
18-19	27.5%	26.5%	27.9%	28.0%	28.0%	30.3%	-13.0%
20-24	33.9%	34.0%	34.1%	34.5%	33.7%	30.7%	-28.5%
25-44	18.8%	18.9%	18.6%	17.4%	16.7%	16.8%	-29.5%
45-64	4.4%	4.3%	4.4%	3.9%	3.9%	4.3%	-23.6%
65+	0.1%	0.2%	0.2%	0.2%	0.3%	0.3%	57.1%

**Enrollment by Age
Academic Year 2020**



**Enrollment by Student Status & Residency
Academic Year 2015 - 2020**

Table P.14

Student Status	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% Change AY 15 - 20
Full-Time	846	887	836	788	771	670	-20.8%
Part-Time	4,338	4,396	4,291	4,004	3,858	3,419	-21.2%
Total	5,184	5,283	5,127	4,792	4,629	4,089	-21.1%
Student Residency							
Resident - In-District	19	223	217	177	232	218	1047.4%
Resident - Out-District	4,781	4,564	4,136	3,832	3,527	3,134	-34.4%
Resident by Exception - In-District	0	0	0	0	0	0	NA
Resident by Exception - Out-District	0	0	0	0	0	0	NA
Nonresident	384	496	774	783	870	737	91.9%
Total	5,184	5,283	5,127	4,792	4,629	4,089	-21.1%

Notes for this section begin on page 196.

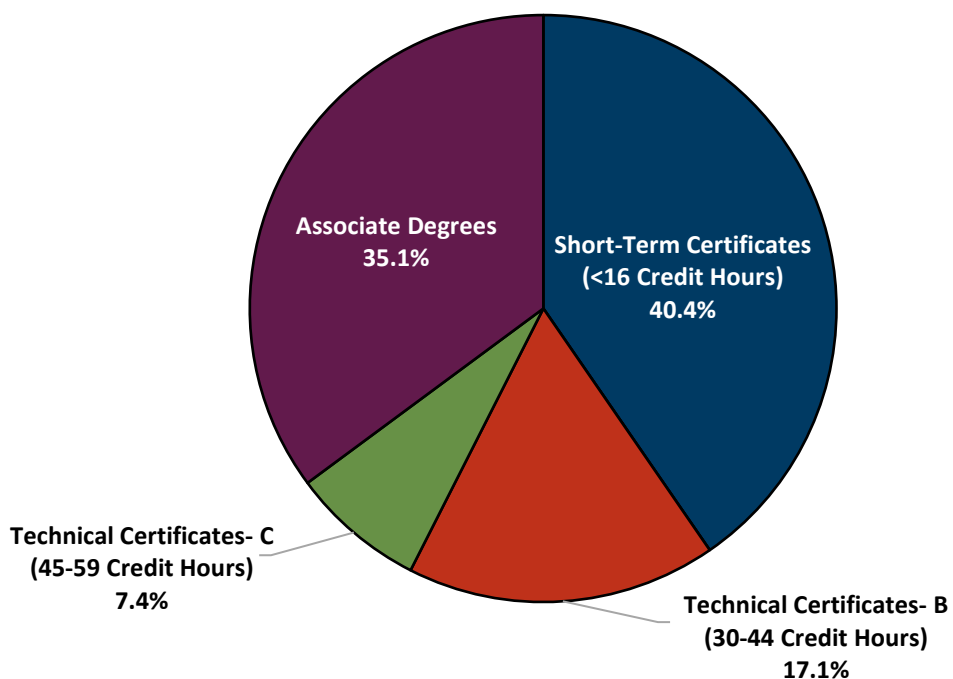
Source: KHEDS AY Collection

**Degrees/Certificates Awarded
Academic Year 2015 - 2020**

**Highland Community College
Table P.15**

Category	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% Change AY 15 - 20
Short-Term Certificates (<16 Credit Hours)	231	274	291	311	330	246	6.5%
Technical Certificates- A (16-29 Credit Hours)	1	0	0	1	0	0	NA
Technical Certificates- B (30-44 Credit Hours)	40	40	39	70	63	104	160.0%
Technical Certificates- C (45-59 Credit Hours)	82	79	67	52	59	45	-45.1%
Associate Degrees	259	273	179	252	243	214	-17.4%
Total	613	666	576	686	695	609	-0.7%

**Degrees/Certificates Awarded
Academic Year 2020**



Notes for this section begin on page 196.
Source: KHEDS AY Collection

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

Table P.16

	Cohort Year					
	2011	2012	2013	2014	2015	2016
100% Graduation Rate	21.9%	23.8%	23.8%	23.9%	24.8%	24.7%
150% Graduation Rate	27.5%	27.7%	30.5%	29.5%	34.8%	36.6%
200% Graduation Rate	32.8%	33.7%	36.5%	35.9%	39.8%	NA*

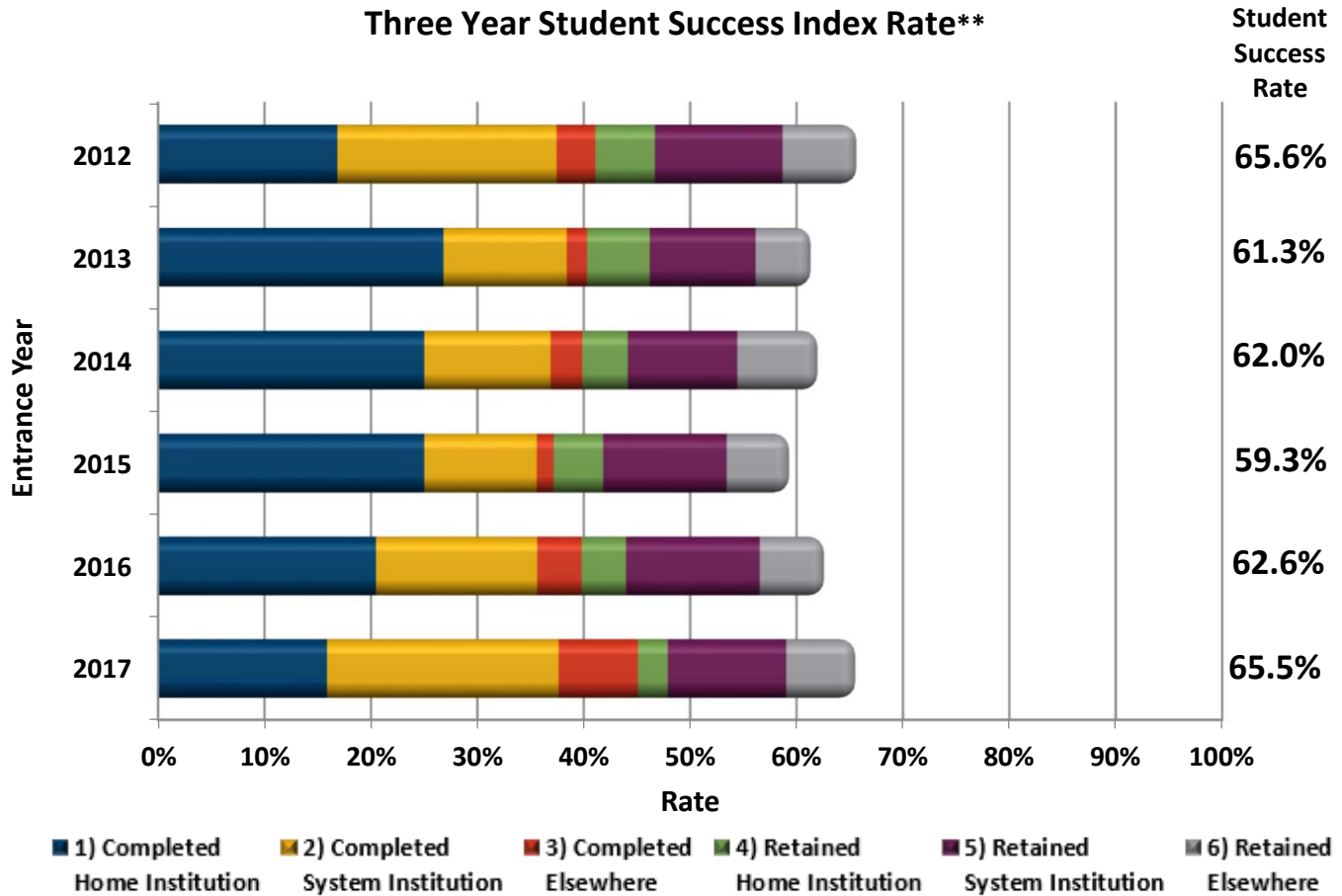
Fall Retention Rates of First-Time Students

Table P.17

	Cohort Year					
	2013	2014	2015	2016	2017	2018
Part-Time Rate	21.6%	22.1%	22.8%	23.2%	22.8%	23.1%
Full-Time Rate	37.9%	37.1%	37.9%	39.1%	38.8%	38.8%

**Student Success Index of First-Time & Transferring Students
Entrance Year 2012 - 2017**

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 196.

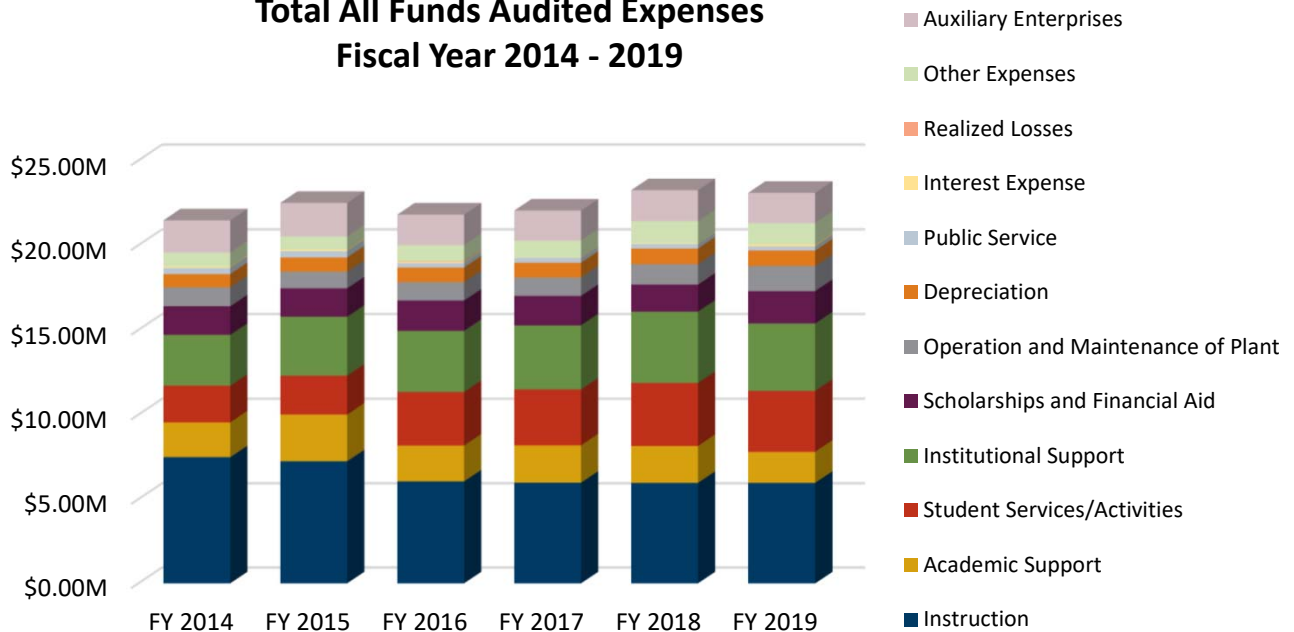
Source: IPEDS Graduation Rates, 200% Graduation Rates, and Fall Enrollment Surveys; KHEDS AY Collection; National Student Clearinghouse

**Total All Funds Audited Expenses
Fiscal Year 2014 - 2019**

**Highland Community College
Table P.20**

Category	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	% Change FY 14 - 19
Instruction	\$7,492,133	\$7,247,478	\$6,057,153	\$5,974,478	\$5,964,614	\$5,969,870	-20.3%
per FTE Student	\$3,605	\$3,463	\$2,803	\$2,861	\$3,028	\$3,116	-13.6%
Academic Support	\$2,055,285	\$2,759,407	\$2,123,207	\$2,214,952	\$2,189,704	\$1,837,585	-10.6%
per FTE Student	\$989	\$1,318	\$983	\$1,061	\$1,112	\$959	-3.0%
Student Services/Activities	\$2,162,233	\$2,294,750	\$3,154,678	\$3,304,790	\$3,721,992	\$3,600,136	66.5%
per FTE Student	\$1,041	\$1,096	\$1,460	\$1,583	\$1,889	\$1,879	80.6%
Institutional Support	\$3,003,814	\$3,479,190	\$3,610,688	\$3,780,814	\$4,211,733	\$3,973,956	32.3%
per FTE Student	\$1,446	\$1,662	\$1,671	\$1,811	\$2,138	\$2,074	43.5%
Scholarships and Financial Aid	\$1,685,803	\$1,679,987	\$1,789,738	\$1,735,756	\$1,587,912	\$1,912,822	13.5%
Operation and Maintenance of Plant	\$1,119,500	\$980,176	\$1,091,563	\$1,083,418	\$1,202,233	\$1,479,506	32.2%
Depreciation	\$782,094	\$843,507	\$861,245	\$879,908	\$929,724	\$918,762	17.5%
Public Service	\$360,062	\$372,502	\$275,202	\$287,631	\$255,505	\$241,379	-33.0%
Interest Expense	\$94,957	\$81,697	\$60,488	\$49,272	\$47,101	\$109,279	15.1%
Realized Losses	\$0	\$0	\$31,000	\$0	\$0	\$0	NA
Unrealized Losses	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Expenses	\$808,549	\$777,132	\$950,482	\$964,099	\$1,308,228	\$1,257,655	55.5%
Subtotal All Funds - Expenses	\$19,564,430	\$20,515,826	\$20,005,444	\$20,275,118	\$21,418,746	\$21,300,950	8.9%
Auxiliary Enterprises	\$1,907,529	\$1,987,084	\$1,804,996	\$1,770,598	\$1,826,207	\$1,791,710	-6.1%
Total All Funds - Expenses	\$21,471,959	\$22,502,910	\$21,810,440	\$22,045,716	\$23,244,953	\$23,092,660	7.5%
Total Headcount	5,086	5,184	5,283	5,127	4,792	4,629	-9.0%
Total FTE	2,078	2,093	2,161	2,088	1,970	1,916	-7.8%

**Total All Funds Audited Expenses
Fiscal Year 2014 - 2019**



Notes for this section begin on page 196.

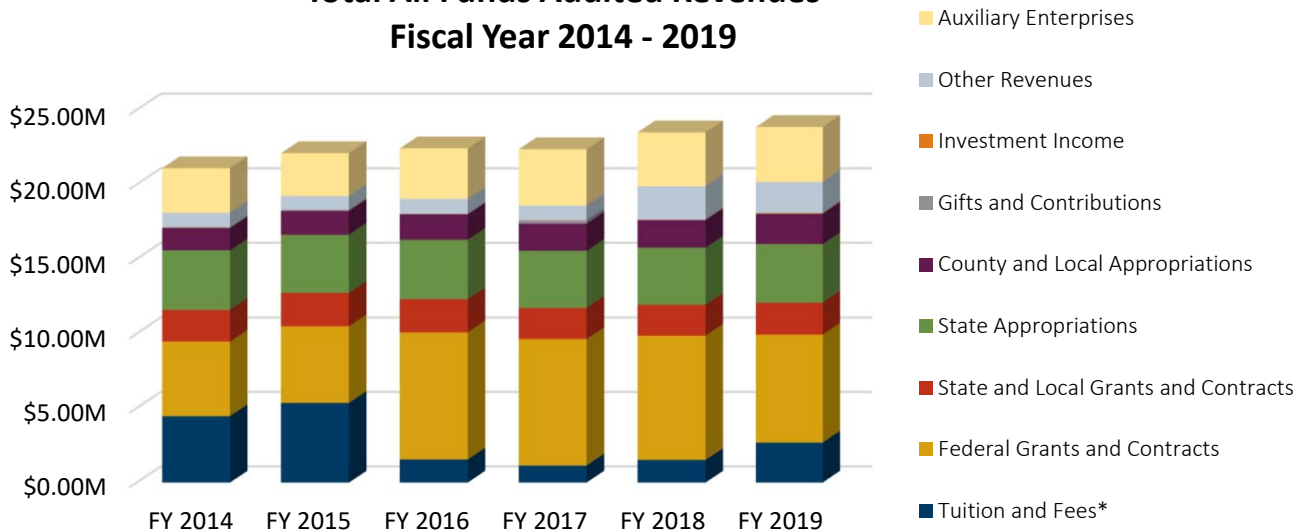
Source: Independent Auditors' Report and Financial Statements; KHEDS AY Collection

**Total All Funds Audited Revenues
Fiscal Year 2014 - 2019**

**Highland Community College
Table P.30**

Category	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	% Change FY 14 - 19
Tuition and Fees*	\$4,458,214	\$5,343,065	\$1,545,131	\$1,146,004	\$1,526,454	\$2,681,920	-39.8%
Federal Grants and Contracts	\$5,008,452	\$5,141,384	\$8,540,984	\$8,492,513	\$8,342,511	\$7,254,476	44.8%
State and Local Grants and Contracts	\$2,127,659	\$2,241,266	\$2,221,268	\$2,086,792	\$2,065,329	\$2,136,479	0.4%
Private Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	NA
State Appropriations	\$3,984,114	\$3,904,432	\$3,984,114	\$3,824,749	\$3,824,749	\$3,930,240	-1.4%
County and Local Appropriations	\$1,496,573	\$1,589,596	\$1,705,329	\$1,822,848	\$1,850,491	\$2,031,892	35.8%
Gifts and Contributions	\$48,486	\$66,283	\$21,445	\$222,271	\$10,823	\$11,873	-75.5%
Investment Income	\$8,595	\$9,155	\$5,152	\$7,401	\$21,184	\$36,275	322.0%
Interest Income	\$0	\$0	\$0	\$0	\$0	\$0	NA
Sales and Services of Educational Departments	\$0	\$0	\$0	\$0	\$0	\$0	NA
Realized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Unrealized Gains	\$0	\$0	\$0	\$0	\$0	\$0	NA
Other Revenues	\$968,926	\$916,892	\$1,010,614	\$989,383	\$2,229,917	\$2,084,223	115.1%
Subtotal All Funds - Revenues	\$18,101,019	\$19,212,073	\$19,034,037	\$18,591,961	\$19,871,458	\$20,167,378	11.4%
Auxiliary Enterprises	\$2,987,666	\$2,881,851	\$3,382,045	\$3,764,619	\$3,621,177	\$3,682,074	23.2%
Total All Funds - Revenues	\$21,088,685	\$22,093,924	\$22,416,082	\$22,356,580	\$23,492,635	\$23,849,452	13.1%
Mill Levies	14.272	14.272	14.272	13.907	13.907	12.999	-8.9%
Assessed Valuations	103,095,707	106,964,584	115,858,553	124,367,795	129,397,640	140,180,612	36.0%
Total Headcount	5,086	5,184	5,283	5,127	4,792	4,629	-9.0%
Total FTE	2,078	2,093	2,161	2,088	1,970	1,916	-7.8%

**Total All Funds Audited Revenues
Fiscal Year 2014 - 2019**



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

Notes for this section begin on page 196.

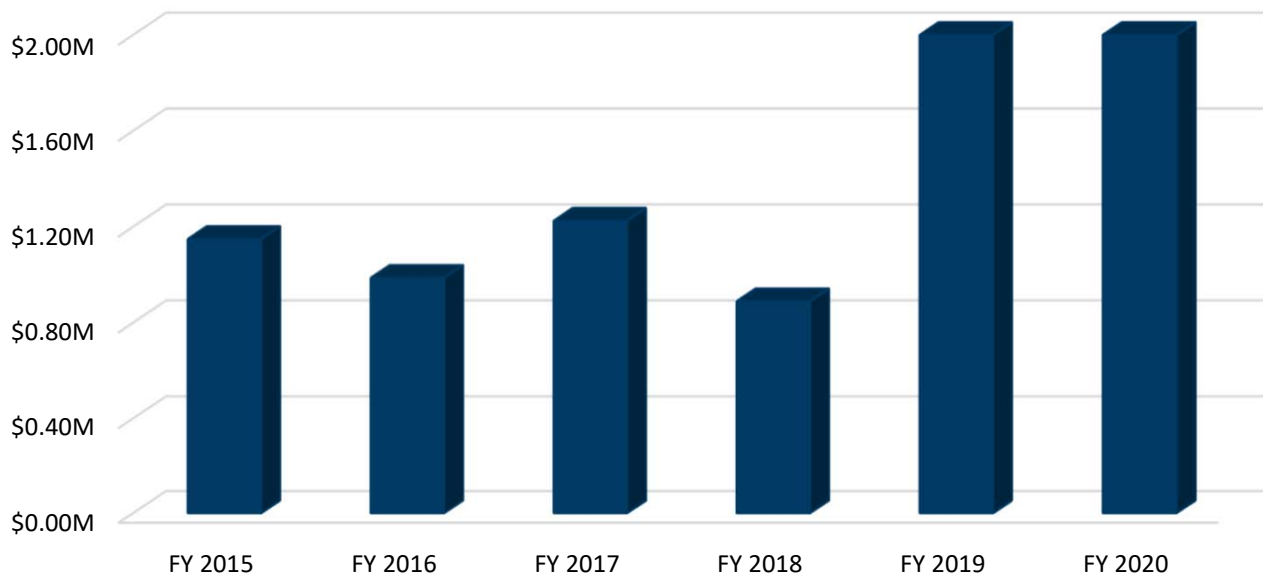
Source: *Independent Auditors' Report and Financial Statements; Municipal Budgets; KHEDS AY Collection*

**General Fund Changes in Unencumbered Cash*
Fiscal Year 2015 - 2020**

**Highland Community College
Table P.60**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020**	% Change FY 15 - 20
Unencumbered Cash Balance, June 30th	\$1,148,910	\$987,130	\$1,225,324	\$889,612	\$2,111,615	\$2,606,783	126.9%

**Unencumbered Cash Balance, June 30th
Fiscal Year 2015 - 2020**



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

**Unaudited.

Notes for this section begin on page 196.

Source: *Municipal Budgets*

Institutional Profile Notes – Highland Community College

General Notes:

1. Demographic and enrollment data can also be found in the Kansas Higher Education Statistics (KHEStats). KHEStats is a web-based reporting tool providing access to data about Kansas public postsecondary institutions. KHEStats allows users to view trends, filter reports, and perform comparisons through regularly-updated dashboards, graphs and charts. KHEStats can be accessed at stats.kansasregents.org/.
2. Total Headcount and FTE have been added to the finance tables to add context to data as necessary.
3. Due to rounding, numbers may not match other published reports.

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 & Residency

1. Full-time students are defined as those enrolled in at least 24 credit hours in an academic year.
2. Beginning AY 2018, the Student Residency table was expanded to include in-district and out-district classifications for the 'Resident' and 'Resident by Exception' categories.

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 for prior years due to the collection of additional data which improves 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 following ways:
 - The index uses an academic year cohort, not the fall cohort. As of the 2017-18 IPEDS collection, IPEDS switched from using the Fall Enrollment component to the 12-Month Enrollment component as the cohort for the Outcome Measures survey.
 - 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 Highland 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 Rate
2012	16.9%	20.6%	3.6%	5.6%	12.0%	6.9%	65.6%
2013	26.8%	11.6%	1.9%	5.9%	10.0%	5.2%	61.3%
2014	25.0%	11.9%	3.0%	4.3%	10.3%	7.5%	62.0%
2015	25.0%	10.6%	1.6%	4.6%	11.6%	5.9%	59.3%
2016	20.5%	15.2%	4.2%	4.2%	12.6%	6.0%	62.6%
2017	15.9%	21.8%	7.5%	2.8%	11.1%	6.5%	65.5%

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. Highland Community College, “County and Local Appropriations” includes the audit category “Property taxes”; “Other Expenses” includes the audit category “On-behalf payments” and “Auxiliary Enterprises” includes the audit category “Auxiliary depreciation”.

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. Highland Community College, “Interest Expense” includes the audit category “Interest on indebtedness” and “Other Revenues” includes the audit category “On-behalf payments”.
3. The amount reported for Mill Levies for FY 2014 was restated in the Municipal Budget for FY 2016, resulting in a different amount shown on Table P.30. This data has been updated and may not match previously published Community College Data Books.

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 Highland Community College for FY 2016 at June 30th does not equal the amount at July 1st, FY 2017 for Highland Community College. These amounts are typically equal from fiscal year to fiscal year.
3. The amounts for all prior fiscal years are audited, while the amount shown for the most recent fiscal year 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.
4. Highland Community College’s audit for FY 2019 contained an error, which left the beginning balance blank. The College confirmed the actual beginning balance, which is reflected in the table.