

State of Washington

**State Board for Community and
Technical Colleges**

**Academic Year Report
2006-07**

January 2008



SUMMARY OF 2006-07

- Washington community and technical colleges enrolled the equivalent of 163,905 full-time students (annual FTEs) during academic year 2006-07. Of the total, 132,033 FTEs – 80.6 percent – were in state-funded courses. State-funded FTEs are supported by student tuition and state funding.
- Community and technical colleges served 456,284 students in 2006-07. This unduplicated headcount represents each student counted only once, even if the student enrolled for more than one quarter or at more than one college during the year.
- A total of 59,935 (45 percent) state supported FTEs were generated by students enrolled for workforce education (upgrading job skills or preparing to enter a new job field). Students who were preparing to transfer to four-year institutions accounted for 51,731 FTEs (39 percent). Some 15,358 FTEs (12 percent) were generated by students enrolled with a final goal of basic skills (ABE, ESL, GED preparation or high school completion).
- The racial composition of the student population was significantly more diverse than that of the state as a whole. The two-year colleges served 34.9 percent people of color, while the state population was an estimated 22.8 percent people of color. The student population was more female (57.8 percent) than the state's adult population, which is typical of college enrollment nationally. Some 14,638 people with disabilities enrolled at the colleges in 2006-07 in state supported courses, equaling nearly 5 percent of the enrollment.
- In 2006-07, 79,649 students (16,248 FTEs) enrolled in eLearning classes, including 72,482 taking online courses. eLearning enrollment continued its double-digit growth rate. In 2006-07, some 14,400 FTEs were served via online instruction, an increase of 16 percent from 2005-06.
- In 2006-07, 16,826 Running Start students – high school students earning high school and college credit simultaneously – accounted for 10,843 FTEs. Running Start is an option for a small but growing percentage of high school juniors and seniors.
- More than 10,500 students enrolled under the Worker Retraining program; this represents 6,101 FTEs in the community and technical colleges and 283 in private career schools in 2006-07.
- Integrated Basic Education and Skills Training (I-BEST) pairs adult basic education or English as a Second Language (ESL) with workforce training. Eleven colleges began I-BEST programs late in the 2005-06 year. An additional 14 colleges began programs during 2006-07 bringing the total to 25 colleges preparing students for jobs in nursing and allied health care, commercial truck driving, industrial maintenance, automotive, computers and early childhood education.
- Of all the students enrolled in programs eligible for financial aid, some 36.2 percent received aid in 2006-07. The number of students receiving need-based financial aid decreased 1.9 percent from the previous year to 55,713. Courses eligible for financial aid are limited to college-level instruction; excluded are ABE, ESL, GED preparation, high school completion and courses taken for personal interest.
- In 2006-07, 17,609 individuals were employed in state-supported positions in Washington community and technical colleges. This included faculty, classified staff, administrative and other professionals, and equaled 12,754 full-time equivalents.
- System expenditures totaled more than \$1.069 billion. Some 57 percent came from general and special state funds.
- Capital appropriations for the 2005-2007 biennium totaled \$471 million. The 30 college districts own more than 16 million square feet of facilities and 2770 acres of land.

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- A Full-Time Undergraduate Student Tuition and Fees
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Additional Historical Enrollment Information on the SBCTC Web site at:
http://www.sbctc.ctc.edu/college/d_index.aspx

INTRODUCTION

THE REPORT

The [Academic Year Report 2006-07](#) provides a snapshot of funding, facilities, staffing, and enrollments in community and technical colleges in the past academic year. The report also describes key measures of student outcomes and addresses the most frequently asked questions related to expenditures, personnel and students. Additional demographic information regarding community and technical college students is available in the sister publication [Fall Enrollment and Staffing Report, 2006](#). Electronic versions of these reports and other publications are available on the Web site: http://www.sbctc.ctc.edu/college/d_index.aspx.

The primary source of information for this document is the State Board for Community and Technical Colleges' (SBCTC) Data Warehouse, which is derived from the common management information systems used by all community and technical colleges in the state.

THE WASHINGTON COMMUNITY AND TECHNICAL COLLEGE SYSTEM

Washington's Community and Technical College Act of 1991 provides for a state system of community and technical colleges separate from both the public secondary schools and four-year institutions. The act requires that the colleges "offer an open door to every citizen, regardless of his or her academic background or experiences, at a cost normally within his or her economic means" (RCW 28B.50.020(1)).

Each college district is required to "offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (RCW 28B.50.020(2)). Technical colleges are exempt from the requirement to offer academic transfer courses. Each college is governed by a board of five trustees appointed to five-year terms by the Governor with the consent of the Senate.

Washington's first junior college was started in 1915 in Everett when 42 students began a one-year college program on the top floor of Everett High School. It was closed in 1923 for lack of students. Centralia College, the state's oldest continuously operating community college, opened in 1925. It was followed by Skagit Valley College in 1926, Yakima Valley College in 1928 and Grays Harbor College in 1930. Between 1933 and 1941 four additional community colleges began operation in Washington: Clark College in 1933, Lower Columbia in 1934, Wenatchee Valley in 1939, and Everett in 1941, all locally administered and locally funded. Combined enrollment was approximately 1,000.

Meanwhile, in 1930 the Seattle School District opened Edison Vocational School, the first true, public vocational school in the state. The Spokane School District followed suit in 1939 by establishing the Spokane Trade School. Both schools eventually became community colleges. The oldest existing vocational technical institute, Tacoma's Bates VTI, opened in 1940. Subsequently, VTIs opened in Lakewood (Clover Park), Pasco, Renton, Vancouver, Kirkland (Lake Washington), Olympia and Bellingham. The VTIs in Pasco, Vancouver and Olympia eventually became community colleges.

Between 1925 and 1941, there were three attempts to provide state support for junior colleges. State support was provided for the first time by the 1941 Legislature; however, that act restricted the number and location of junior colleges, prohibiting their establishment in counties having either a public or private four-year institution. In 1945, junior colleges were made a part of their local school districts and supported through their funding, as was the case with vocational technical institutes until 1991.

In 1961, the restrictions against expansion of community colleges were removed by the Legislature and junior colleges were designated as "community" colleges.

The financing of community colleges was separated from that of local school districts in 1963, and in 1965 the Legislature declared that it intended to establish a separate, independent community college system. Based on the recommendations of the Arthur D. Little Company, the 1967 Legislature adopted the Community College Act of 1967, which was signed on April 3 of that year.

The structure of the community college system remained largely intact until 1991 when, as part of the Workforce Training and Education Act, the Legislature amended the Community College Act of 1967 and redesignated it as the Community and Technical College Act of 1991.

The state's five remaining public vocational technical institutes were designated as "technical colleges," removed from the jurisdiction of their local school districts, and merged with the community college system. Each technical college was provided with its own college district and a board of trustees. Each technical college district overlaps the districts of neighboring community colleges. The State Board for Community College Education was renamed the State Board for Community and Technical Colleges by the 1991 act.

The Community and Technical College Act of 1991 also brought the Seattle Vocational Institute (SVI) into the Seattle Community College District. It had been the Washington Institute of Applied Technology since 1987 when it was established by the Legislature in a facility, which had been occupied by the Seattle Occupational Industrialization Center before it closed. SVI serves economically disadvantaged people in Seattle's Central district, providing job-related training for adults and contract training for local businesses.

In 1994, the Legislature approved the establishment of the 30th college district, Cascadia Community College. The new district began enrolling state-supported students in fall 2000.

Pierce College Puyallup became the system's 34th college when the state board granted it college status as part of the Pierce District in June 1999.

WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

