

State of Washington

**State Board for Community and
Technical Colleges**

**Academic Year Report
2005-06**

December 2006



State Board for Community and Technical Colleges

SUMMARY OF 2005-06

- Washington community and technical colleges enrolled the equivalent of 162,770 full-time students (annual FTEs) during academic year 2005-06. Of the total, 130,628 FTEs – 80.3 percent – were in state-funded courses. State-funded FTEs are supported by student tuition and state funding.
- The community and technical colleges served 462,778 students in 2005-06. 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 68,531 (45.9 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 64,702 FTEs (39.6 percent). Some 18,858 FTEs (10.7 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 33.3 percent people of color, while the state population was an estimated 22.4 percent people of color. The student population was more female (58.1 percent) than the state's adult population, which is typical of college enrollment nationally. Some 14,546 people with disabilities enrolled at the colleges in 2005-06, equaling 4.6 percent of the enrollment.
- In 2005-06, 80,972 students (14,805 FTEs) enrolled in distance-learning classes, including 63,407 taking online courses. Online learning enrollment continued its double-digit growth rate. In 2005-06, some 12,434 FTEs were served via online instruction, an increase of 17 percent from 2004-05.
- In 2005-06, 16,166 Running Start students – high school students earning high school and college credit simultaneously – accounted for 10,284 FTEs. Running Start is an option for a small but growing percentage of high school juniors and seniors.
- More than 10,773 students enrolled under the Worker Retraining program; this represents 6,764 FTEs in the community and technical colleges and 305 in private career schools).
- 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 year after the success of 10 pilot programs which prepared 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 36.5 percent received aid in 2005-06. The number of students receiving need-based financial aid decreased 1.2 percent from the previous year to 56,779. 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 2005-06, 17,328 individuals were employed in state-supported positions in Washington community and technical colleges. This included faculty, classified staff, administrative and other professionals, and equaled 12,507 full-time equivalents.
- System expenditures totaled more than \$1.025 billion. Some 56 percent came from general and special state funds, and 20 percent came from tuition collections.
- Capital appropriations for the 2005-2007 biennium totaled \$470 million. The 30 college districts own more than 16 million square feet of facilities and 2774 acres of land.

State Board for Community and Technical Colleges
PO Box 42495
Olympia WA 98504-2495
360-704-4400
via TDD 800-833-6388
www.sbctc.ctc.edu

TABLE OF CONTENTS

	<u>Page</u>
HIGHLIGHTS OF 2005-06	i
TABLE OF CONTENTS	iii
INTRODUCTION	v
I. COURSES OFFERED	
Community and Technical College FTEs by Fund Source.....	1
FTEs by Funding Source by College.....	2
State FTEs Versus Allocation.....	4
FTEs by Time and Location by College.....	5
FTEs by Targeted Programs.....	6
State-Supported FTEs by Purpose for Attending.....	8
State-Supported FTEs by Academic, Workforce Education, Basic Skills and Pre-College Studies.....	10
Contract-Supported FTEs by Academic, Workforce Education, Basic Skills and Pre-College Studies.....	12
Contract-Supported FTEs by Purpose for Attending.....	14
II. ENROLLMENTS AND STUDENT DEMOGRAPHICS	
Introduction to Community and Technical College Student Data.....	19
Student Headcount by College and Funding Source.....	20
Students by Race and Ethnic Background.....	21
Students by Full-Time and Part-Time Status by College.....	23
Gender, Disability and Immigrant Status of Students Served.....	24
Students by Targeted Programs.....	26
Students by Purpose for Attending.....	28
Students with Job-Related Student Intent.....	30
Students Receiving Need-Based Financial Aid.....	31
Welfare Reform.....	33
Block Grant Performance.....	34
III. STUDENT PROGRESS AND SUCCESS	
Outcomes.....	37
Associate Degrees, Certificates, GEDs and High School Diplomas Awarded.....	39
Selected Characteristics of Students Receiving Associate Degrees or Certificates.....	40
Status of Job Preparatory Completers Nine Months After College.....	41
Status of Job Preparatory Leavers Nine Months After College.....	42
Number of Transfers to Public Baccalaureate Institutions.....	43
Student Progress.....	45
Progress of Students Planning Associate Degrees Two Years After Entering the College.....	47

	<u>Page</u>
IV. STAFF	
Introduction to Personnel	53
Staff FTE by Category of Employee.....	54
Classified Support Staff FTEs.....	56
Administrative Staff FTEs	58
Professional/Technical Staff FTEs.....	60
Teaching Faculty by Employment Status	62
Full-Time Faculty Salaries	64
Faculty Salaries and Benefits	65
Number of Employees by Category of Employee.....	66
Staff FTE, All Funds, by Category of Employee	68
 V. FACILITIES	
Facilities and Capital Funding.....	71
Appropriations of Capital Funds.....	72
Owned Gross Square Footage by Date of Construction.....	73
Facilities Inventory Summary	74
Campus Size in Acres.....	77
 VI. EXPENDITURES	
Introduction to Expenditures.....	81
Community and Technical College Expenditures	82
Expenditures by Source of Funds	83
Expenditures by Program.....	85
Operating Fees – Costs Per State-Funded FTE	88
Expenditures by Object.....	89
Federal Workforce Education Funds	90
Federal and Special State Basic Skills Funds	92
State WorkFirst Expenditures	95

APPENDICES

- A Full-Time Undergraduate Student Tuition and Fees
- B Quarterly Enrollment Information
- C Definitions

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 2005-06 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, 2005. 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

