

The Weight of Change

Community Colleges of Spokane

2007 ENVIRONMENTAL SCAN



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The Weight of Change

Community Colleges of Spokane 2007 Environmental Scan



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Acronym Quick Reference

BCT	Business and Community Training (a center within CCS Institute for Extended Learning)
CCS	Community Colleges of Spokane
CE	Continuing Education
ESL	English as a Second Language
FTES	Full Time Equivalent Students
GED	General Education Diploma
HSC	High School Completion
IEL	Institute for Extended Learning
IPEDS	Integrated Postsecondary Education Data System (conducted by the National Center for Education Statistics)
OFM	Office of Financial Management (Washington State)
OSPI	Office of the Superintendent of Public Instruction (Washington State)
SAWDC	Spokane Area Workforce Development Council
SCC	Spokane Community College
SFCC	Spokane Falls Community College
SBCTC	State Board of Community and Technical Colleges (Washington State)
WASL	Washington Assessment of Student Learning
WTECB	Washington Training and Education Coordinating Board (Washington State)

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Executive Summary

Successful strategic planning demands a clear understanding of current situations along with reasonable projections of future trends. As a collaborative effort of the Institutional Research Offices of Community Colleges of Spokane (CCS), Spokane Community College (SCC), and Spokane Falls Community College (SFCC), this document attempts to provide information, balanced in its depth and breadth, to support those who would shape the future of the CCS. Drawing on numerous data sources and existing research of trends and issues in higher education, the workforce, and the economy, the researchers explored demographics, student characteristics, regional industrial and workforce trends, the special needs and challenges of particular colleges and groups of students, and current employees' impressions of CCS's effectiveness.

We begin with the obvious—whom do we serve? The CCS service area covers not only a large geographic area, but one that ranges from urban to rural, from relatively wealthy to impoverished. While age and gender distributions are similar to the U.S. population—with roughly equal numbers of males and females and with population peaks reflecting the baby boomers, their children, and their grandchildren—other aspects of the regional population vary significantly from the rest of the nation. The CCS service area features relatively low rate of ethnic and racial diversity. However, diversity is projected to increase in the coming years, especially in the younger portion of the population. This shift may create a need for new strategies in recruiting and serving a more diverse student body.

The region also differs from the rest of Washington State in its economic climate. Unemployment has been decreasing in all counties of the CCS service area, except for Ferry County. Median incomes have risen significantly; however, these increases have not kept up with inflation. In addition, the CCS service area has a higher proportion of households living at or below poverty level than does Washington State. More people may be employed, but the economic experience for many has worsened.

Combined with these economic challenges, the region faces lower rates of educational attainment than are found in Washington State as a whole. The only exception to this appears to be a lower high school dropout rate in the rural counties of the CCS area. However, compared to the rest of the state, fewer people in the service area hold bachelor's degrees, and national trends point to a disturbing decline in educational attainment at the same time that the economy is demanding more highly skilled workers. This combination of economic and educational challenges offers a unique opportunity for CCS to make a positive impact on the region and the lives of those who live in it.

In rising to this challenge, CCS can consider the most likely areas of workforce and industry growth for the service area. By examining population and labor market trends, we can predict that the region will face a significant worker shortage in coming years. Employers already report difficulty finding workers with adequate general and specific job skills, and it appears the situation will worsen as the baby boomers retire. The workforce deficit will be felt most keenly in the southern counties of the CCS service area (Spokane, Lincoln, and Whitman counties).

Unfortunately, most new jobs are projected to offer relatively low pay. This may be somewhat mitigated by the efforts of agencies, such as the Spokane Area Workforce Development Council (SAWDC), which seek to increase high-wage/high-skill jobs. However, employers offering these types of jobs are less likely to relocate

to areas without an existing trained and able workforce. By working in concert with these agencies, CCS can help encourage regional development.

Regardless of the success or failure of these economic development efforts, CCS has an important role to play in preparing the workforce. If job openings increase as predicted, with most of the available jobs offering low wages, prospective students may be motivated to seek further training to make themselves more competitive for the relatively few high-wage jobs that will be available. If economic development agencies successfully import or develop more high-wage/high-skill jobs, then the existing workforce will need additional training. As CCS prepares to address future needs, we can look for opportunities to build on our present strengths.

Much can be learned by evaluating CCS's current students. While SFCC and SCC provide comprehensive educational opportunities, the differences in the students they serve underscore each college's current service trends. IEL further complements CCS's response to the needs of the region. In general:

- SCC provides the most vocational credits and serves the most students who declare workforce training as their educational intent. SCC students are more likely to face challenges such as economic disadvantage, and single parenthood. A higher proportion of SCC students enroll through Workfirst or Worker Retraining. Their average age is higher than students at SFCC or IEL.
- SFCC provides the majority of its credits in academic courses and serves the most students who declare themselves transfer-intent. SFCC students are more likely to attend full-time, to work off-campus, to be of first time/first year status, and are younger than their counterparts at the other CCS institutions.
- As the main provider of Adult Basic Education and Continuing Education, IEL serves a broader diversity of educational intents. It has the highest proportion of students with a self-reported disability and serves more part-time students.

These kinds of analyses can suggest areas where each institution might focus its resources to best support a higher proportion of its students. CCS as a whole can benefit from the awareness of national research which suggest that students have increasing expectations for technology-enhanced, convenient, and high-value educational experiences.

Specific groups of students provide further perspectives on the roles and success of CCS. The preparation of students for transfer to four-year universities constitutes a primary role for community colleges. Recent data reveal a significant proportion of CCS students transferring before completing 45 credits. This suggests an opportunity to explore why students aren't staying at CCS longer before transferring and to develop strategies to retain them for a full two years. While we know that about half of all transfer students actually do enroll in another institution, we currently have no way to track their subsequent performance. This makes it difficult to accurately assess CCS's performance in preparing these students for long-term academic success.

Another group, traditional-entry students, provides a growing edge for CCS. Currently, a relatively small proportion of the students CCS serves can be considered traditional-entry students—those who enter college soon after leaving high school. However, one in ten of these students lack a high school diploma or GED. Also, high proportions of traditional-entry students are struggling with basic math skills with well over 80% being placed in below college-level math courses. Of those taking these lower level courses, only about half

pass the course. Similar deficiencies in math skills appear in high school juniors with only 63% meeting standard on the Washington Assessment of Student Learning (WASL) test. As graduation requirements increase, beginning in 2008 and culminating in 2013, CCS may see an higher demand for GED and other high school equivalency training as well as an increased need to support students in achieving math competency.

The CCS Adult Basic Education (ABE) program provides a critical service to the surrounding community. Offering instruction in English as a Second Language (ESL), General Education Development (GED), high school completion (HSC), and basic skills, ABE prepares adult learners to transition into the workforce, college, or vocational training. These courses make up a significant part of IEL's offerings, with most of the full-time equivalency students (FTES) produced by basic skills courses. The number of CCS students earning, or who had earned, a GED has increased. Given the increased high school graduation requirements occurring over the next four years, the demand for GED courses may increase even more significantly.

Along with liberal arts, professional/technical programs, and adult basic education, CCS offers lifelong learning opportunities through continuing education (CE). District wide, IEL delivers over 70% of the CE sections in personal enrichment, workforce readiness, incumbent worker training, and small business development. CE FTES have remained stable over the last five years. However, fewer students are taking CE courses. This suggests that fewer students are taking more CE classes and/or are taking CE classes worth more credits.

A final, but crucial, method of assessing CCS's success and opportunities for positive change involves those who work daily within the system delivering its services. During spring quarter 2007, researchers administered a district-wide climate survey to faculty, staff, and administrators. A similar survey had been conducted in 2004 and provided a means of comparison. In general, significantly more respondents perceive that CCS is fulfilling its mission compared to 2004. However, the mission statement had been revised in 2004, so the employees responded to two different things.

Nineteen other survey items asked respondents to quantify the importance of specific goals and to rate CCS's performance in achieving those goals.

Limiting our attention to those items rated as very important, it appears that the most room for improvement lies in the following areas:

- Student Access
 - Provide opportunity to achieve educational goals
 - Provide user-friendly student services
 - Provide up-to-date equipment & technology for programs
- Financial Management
 - Make budget decisions that reflect the mission
- Internal Issues
 - Provide professional development for employees
 - Offer competitive compensation and benefits
- External Issues
 - Work with high schools to provide smoother transition to college
 - Work with four-year institutions to provide smoother transitions

The researchers do not intend for this document to answer all of the important questions facing CCS. Rather, it is intended to provide an overview of internal and external factors and issues that are likely to affect CCS as it attempts to adapt to changing community conditions and needs. Hopefully, this effort will help focus discussion, raise previously unexplored issues, and provide a context and empirical data to aid ongoing planning and implementation. All of the data suggest that CCS is uniquely poised to play a positive, proactive role in a community facing challenges and change. With careful planning and continuing attention to the community we serve, CCS can play a key role in improving the lives of our neighbors.

Section 1 – CCS Service Area

Community Colleges of Spokane (CCS) serves six counties in eastern Washington:

- Ferry County
- Lincoln County
- Pend Oreille County
- Stevens County
- Whitman County
- Spokane County

Figure 1-1 shows the CCS service area in relation to the rest of Washington State.

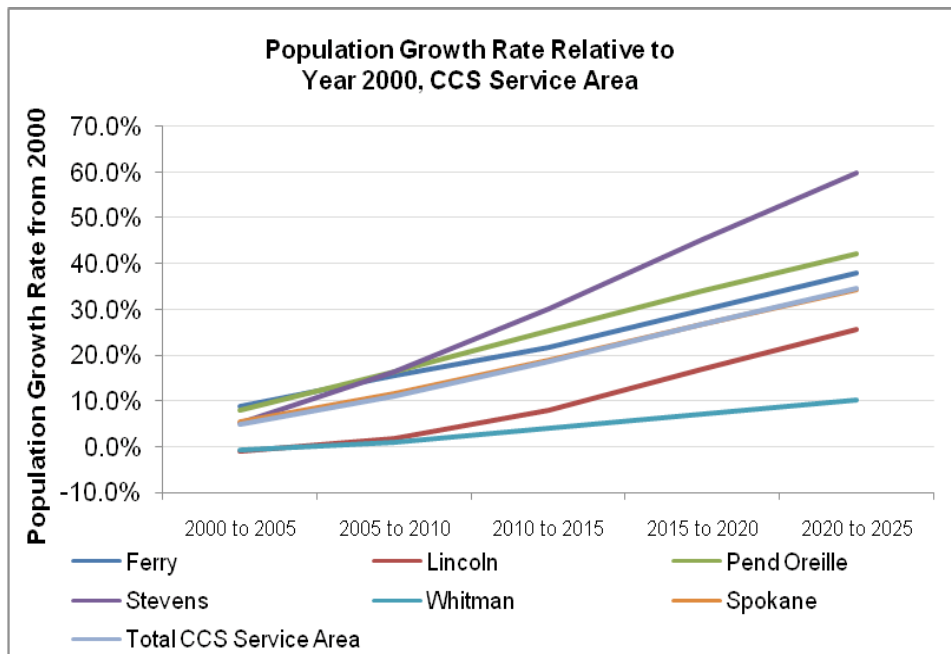
Figure 1-1. Map of the CCS Service Area.



Population

In 2005, it was estimated that 549,000 people lived in the CCS service area. Most CCS students reside in Spokane County, the only urban county in the service area, which accounts for almost 80% of the population. Projections show that the populations of all six counties in the CCS service area will increase 35% from 2000 to 2025. The most significant percentage increases are projected for Stevens County, Pend Oreille County, and Ferry County (Figure 1-2). In general, the population of the CCS service area reflects national trends in gender and age distributions (Figures 1-3 and 1-4).

Figure 1-2. CCS Service Area Projected Population Growth Rate Relative to Year 2000



Data Source: <http://www.ofm.wa.gov/pop/gma/projections.asp>

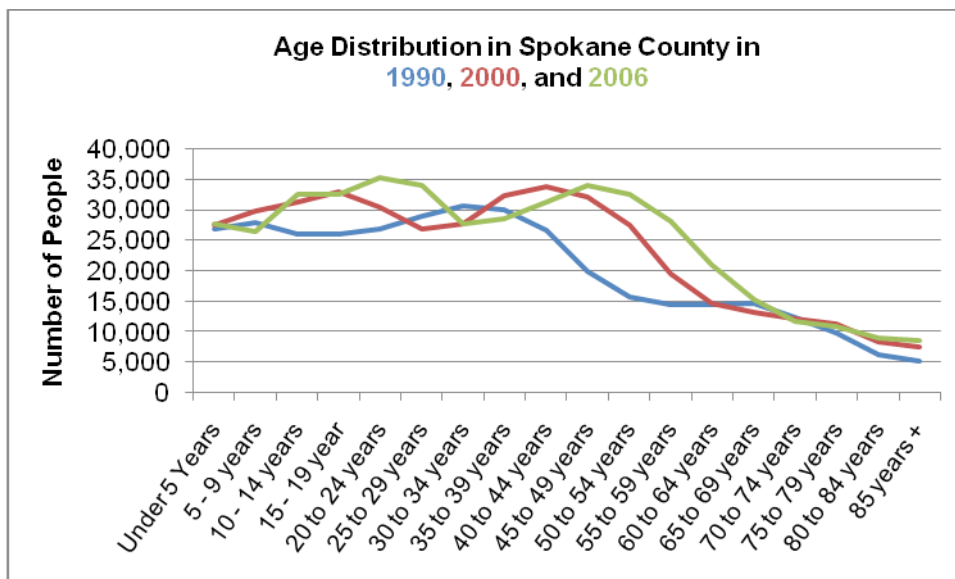
Figure 1-3. Number of People in the CCS Service Area By Gender

Number of People in the CCS service area By Gender					
	Males		Females		Total Population
	#	%	#	%	#
Ferry	3,844	52%	3,556	48%	7,400
Lincoln	5,012	50%	5,088	50%	10,100
Pend Oreille	6,144	50%	6,056	50%	12,200
Stevens	20,553	50%	20,647	50%	41,200
Whitman	21,479	51%	20,921	49%	42,400
Spokane	214,200	49%	222,100	51%	436,300
CCS service area	271,232	49%	278,368	51%	549,600

Data Source: Washington State Office of Financial Management.

The age distribution in Spokane County shows two peaks. These represent the baby boom generation and the baby boom echo (children of the baby boom generation). Figure 1-4 shows that the traditional college-age population (18-25) in Spokane County will decrease over the next ten years as today's eight to twelve year olds reach adulthood (note the slope of the 2006 line for ages 8-15).

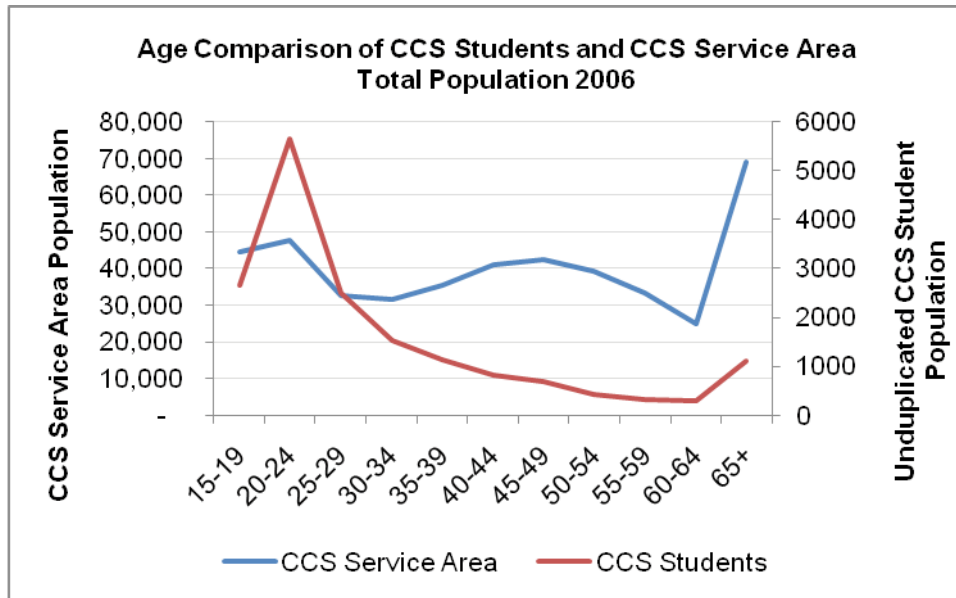
Figure 1-4. Age Distribution in Spokane County in 1990, 2000, and 2006



Data Source: U.S. Census Bureau

Similarly, as members of the baby boom echo age, the college-age population in the CCS service area, which has been increasing, will continue to grow in the next two to three years. However, the college-age population will then decline significantly. The largest age group served by the CCS is people aged 15 through 40, as shown in Figure 1-5.

Figure 1-5. Age Comparison of CCS Students and CCS Service Area Total Population



Data Source: Office of Financial Management, Data Warehouse

Note: Data are estimated population by age and gender.

Race

Compared to the other parts of Washington State and the nation, the CCS service area has a relatively low rate of diversity in terms of ethnicity and race with a population that is almost 90% white. Figure 1-6 shows that the largest ethnic/race group, other than white, is Hispanic, followed by multi-racial and Asian or Pacific Islander.

Figure 1-6. 2005 Population by Race and Hispanic Origin

2005 Population by Race and Hispanic Origin ¹						
	Spokane		5 County Sum ²		CCS service area ³	
	#	%	#	%	#	%
White	392,788	89.1%	98,900	87.7%	491,689	88.8%
Asian or Pacific Islander	9,930	2.3%	3,459	3.1%	13,389	2.4%
African American	6,996	1.6%	1,007	0.9%	8,003	1.4%
American Indian and Alaskan Native	5,941	1.3%	4,312	3.8%	10,254	1.9%
Multi-racial	10,893	2.5%	2,185	1.9%	13,078	2.4%
Hispanic	14,158	3.2%	2,918	2.6%	17,075	3.1%
Total	440,706	100%	112,776	100%	553,482	100%

Data Source: Economic Modeling Specialists, Inc. (CCBenefits) 10/07.

¹Race categories in this Figure exclude Hispanic Origin. Therefore, the total population includes all races plus Hispanic origin.

²5 County Sum includes Ferry County, Lincoln County, Pend Oreille County, Stevens County, and Whitman County

³Includes Ferry County, Lincoln County, Pend Oreille County, Stevens County, Whitman County and Spokane County

These statistics fail to recognize a significant ethnic group in Spokane County. Individuals of Russian and Ukrainian origin are generally reflected in the “white” category. In 2005, the Spokane Regional Health District reported that relief organizations working closely with the Slavic community estimate that 20,000 to 25,000 Slavic religious refugees live in Spokane County while others believe the number is higher. Like those

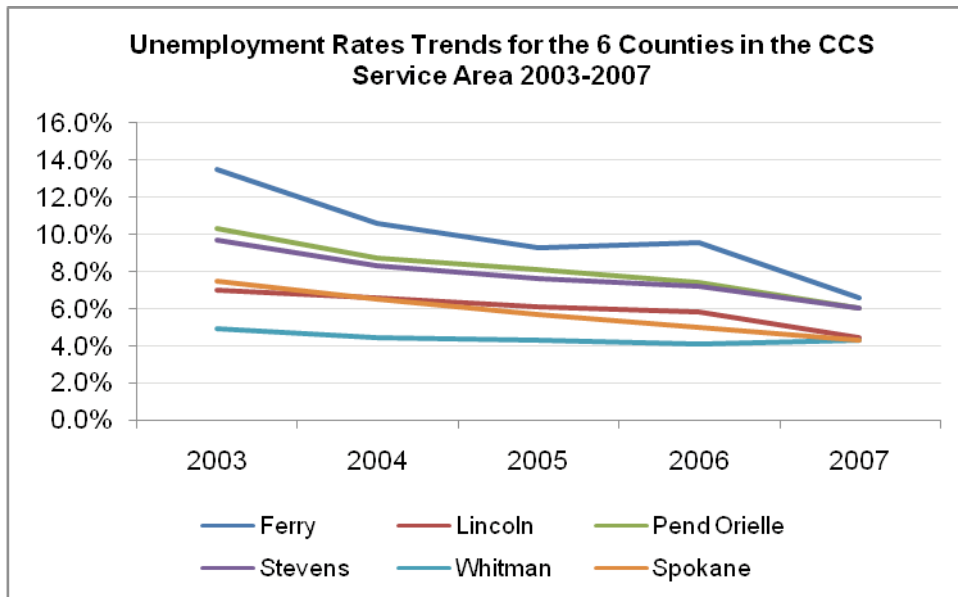
in the acknowledged race and ethnic categories, these refugees and their first generation children often face significant barriers to successfully accessing and completing higher education.

Predicted shifts in diversity will impact the CCS service area in important ways. Eastern Washington can expect its largest increase in diversity in the Hispanic group. A major source of increased diversity will be immigration. These shifts will dramatically affect the younger portion of the population—the age group traditionally served by higher education. By 2030, one-third of 15 – 17 year olds will likely be nonwhite. In addition, the Washington State Workforce Education Council reports that “the greatest population increase is occurring among the racial/ethnic groups with the lowest educational levels.”¹ All of these factors will require additional resources for ESL and student support. In addition, those serving these students and the existing student population will benefit from training and awareness programs that increase their competencies with diversity.

Economics

Data on the economic climate of the CCS service area produce some contradictions. For all but Ferry County, decreases in unemployment suggest an improved economy (Figure 1-7). However, increases in the median household income have been outpaced by inflation.

Figure 1-7. Unemployment Rates Trends for the Six Counties in the CCS Service Area 2003-2007

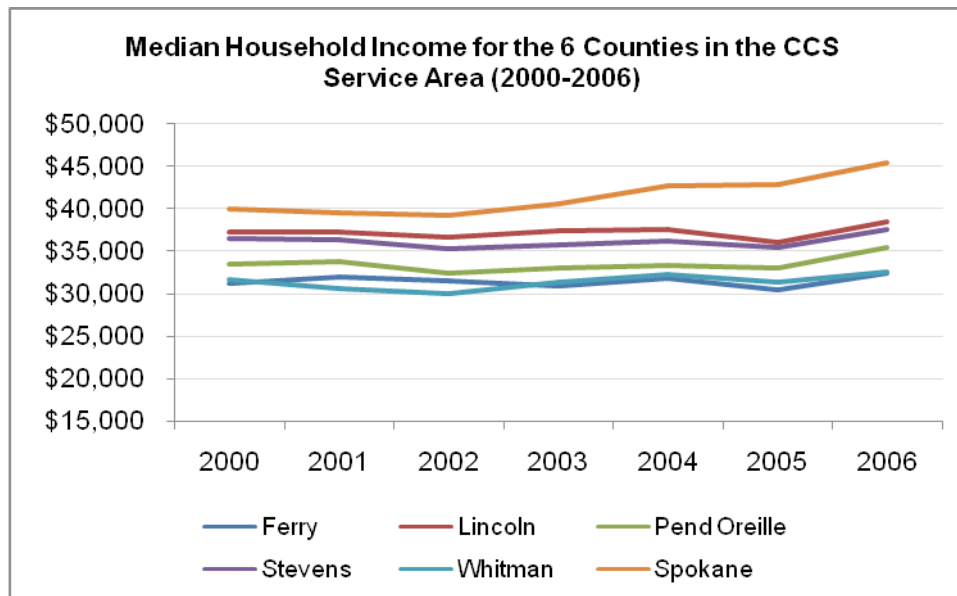


Data Source: http://www.choosewashington.com/counties/Detail.asp?county_id=22

Since 2000, the median household income has increased in all six CCS service area counties with the most dramatic increase occurring from 2005 to 2006 (Figure 1-8, next page). However, as shown in Figure 1-9 (next page), the change in inflation from 2000 to 2006 has exceeded the percent increase of median household income in the CCS service area, especially in the rural counties.

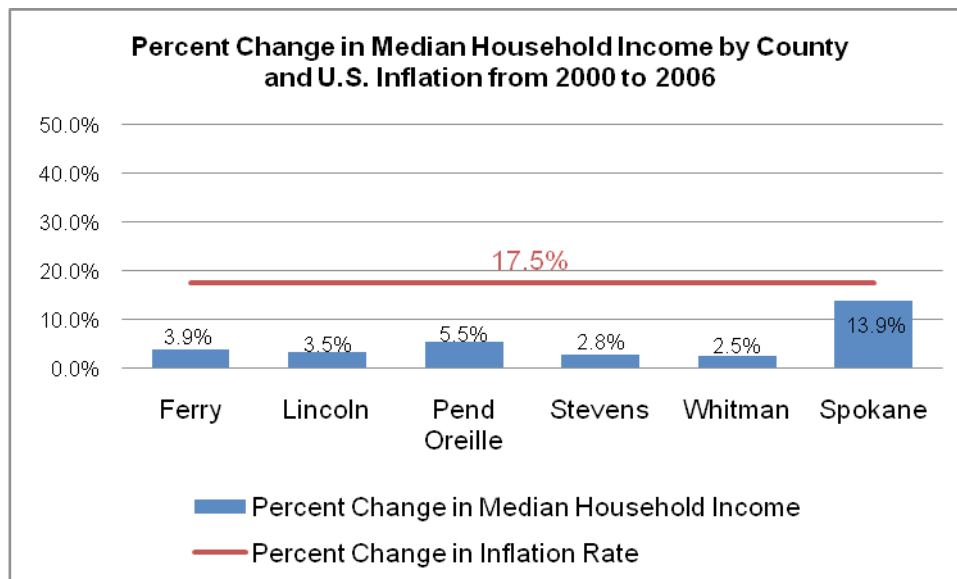
1 Final Environmental Scanning Trend Document 2006. Washington State Workforce Education Council; pg 65.

Figure 1-8. Median Household Income for the Six Counties in the CCS Service Area (2000-2006)



Data Source: <http://www.ofm.wa.gov/economy/hhinc/>

Figure 1-9. Percent Increase in Median Household Income in CCS Service Area Relative to Inflation (2000-2006)



Data Source: Capital Professional Services. http://inflationdata.com/Inflation/Inflation_Calculators/InflationCalculator.asp#results

The poverty rate provides another important indicator of economic health. Unfortunately, differences in research methods among various data sources make it unwise to speculate on whether the poverty rate in the CCS area is increasing, decreasing, or remaining stable. With the publication of the 2010 census results, we will be able to make meaningful conclusions regarding trends in poverty rates in our area.

The data in the Figure 1-10 provide a snapshot of poverty rates in Spokane County, Eastern Washington, and Washington State based on the federal poverty guidelines used by most governmental social service programs to determine eligibility. The U.S. government defines the poverty level using the minimal amount of income needed by families of various sizes to buy the necessities of life such as food, shelter, and utilities. This level is not corrected for costs of living in various locales, but does provide a consistent way to compare incomes across the nation. According to the Washington State Office of Financial Management’s (OFM) 2006 State Population Survey, the rates of poverty in eastern Washington and Spokane County are higher than in Washington State as a whole. Slightly more than one in ten households (10.4%) in Spokane County lives below 100% of the federal poverty level.

Figure 1-10 Percent of Households Living Within Percentages of Poverty Levels, 2006

Percent of Households Living Within Percentages of Poverty Levels 2006			
	Spokane County	Eastern Washington*	Washington State
0% - 99% Poverty Level	10.4%	12.0%	8.0%
100% - 199% Poverty Level	15.5%	22.7%	14.1%
200% - 299% Poverty Level	19.4%	17.5%	14.9%
300% - 399% Poverty Level	16.2%	15.2%	14.9%
400% Poverty Level or Higher	38.5%	32.6%	48.1%

* Includes more counties than the CCS service area: Adams, Asotin, Chelan, Columbia, Douglas, Ferry, Garfield, Grant, Kittitas, Lincoln, Okanogan, Pend Oreille, Stevens, Walla Walla, Whitman
Data Source: Washington State Office of Financial Management, 2006 State Population Survey

Educational Attainment

Measures reflecting educational attainment provide mixed information regarding the educational levels of persons living in the CCS service area. U.S. census measures—based on the numbers of those with bachelor’s degrees—suggest educational levels in the CCS service area, especially in the rural counties, are lower than in the state as a whole. However, data from Washington’s Office of the Superintendent of Public Instruction (OSPI) suggest high school graduation rates in the rural counties of the CCS service area exceed those in Spokane County and the state as a whole. National research describes an overall decline in educational attainment along with an increasingly knowledge-based economy that requires extensive technology, math, science, cognitive, and specialized skills.

U.S. Census Data

The U.S. Census measures educational attainment by the percent of people over the age of 25 who hold a bachelor’s degree. According to this measure, lower educational attainment levels characterize the CCS service area when compared to the State of Washington, especially in Ferry, Lincoln, Pend Oreille, and Stevens counties. Educational attainment in Spokane County is lower than the state but slightly higher than the United States (Figure 1-11, next page).

High School Drop-Out Rates

High School drop-out rates offer another indicator of educational attainment levels and highlight particular educational needs. The OSPI provides two ways to examine high school drop-out rates. The first is the **cohort drop-out rate**, a measure that follows a student from the ninth grade through the twelfth grade. When stu-

dents enter the ninth grade they become part of a cohort and are expected to complete at the same high school within four years. If students transfer to another high school without completing the proper paperwork, they are considered cohort drop-outs. Student whose locations are unknown during the senior year of high school are also considered drop-outs. Actual drop-outs combined with these undocumented transfers comprise the cohort drop-out rate. Therefore, the numbers are deceptively higher than the true drop-out rates. The second high school drop-out measure is the **annual drop-out rate**. It is based on the percent of seniors who do not graduate and do not repeat the grade at the same high school. Spokane County's high school senior drop-out rate increased in 2004-05.

Figure 1-11. Number and Percent of the Population Over Age 25 with a Bachelor's Degree

Number and Percent of the Population Over Age 25 with a Bachelor's Degree, 2000		
	People Over 25 with a Bachelor's Degree	
	#	%
Ferry County	642	13.5%
Lincoln County	1,337	18.8%
Pend Oreille County	980	12.3%
Stevens County	3,982	15.3%
Whitman County	8,839	44.0%
Spokane County	66,764	25.0%
CCS Total	82,544	24.8%
Washington State	1,061,425	27.7%
USA	44,462,605	24.4%

Data Source: U.S. Census Bureau

Figure 1-12 (next page) shows a lower high school drop-out rate in the rural five counties of the CCS service area than in the State and Spokane County. This could be due, in part, to less mobility (and thus, fewer undocumented transfers) within the rural schools than in Spokane County. However, notice that the annual drop-out rates are lower, presumably correcting for some of the apparent drop-outs that are really undocumented transfers. Even using the annual drop-out rate method, the five counties show lower drop-out rates.

Graduation rates improved in the CCS service area and statewide between the 2002-2003 and 2004-2005 school years. Within the CCS service area, only Spokane County showed a slight drop in graduation rates from 2003-04 to 2004-05 (Figure 1-13, next page).

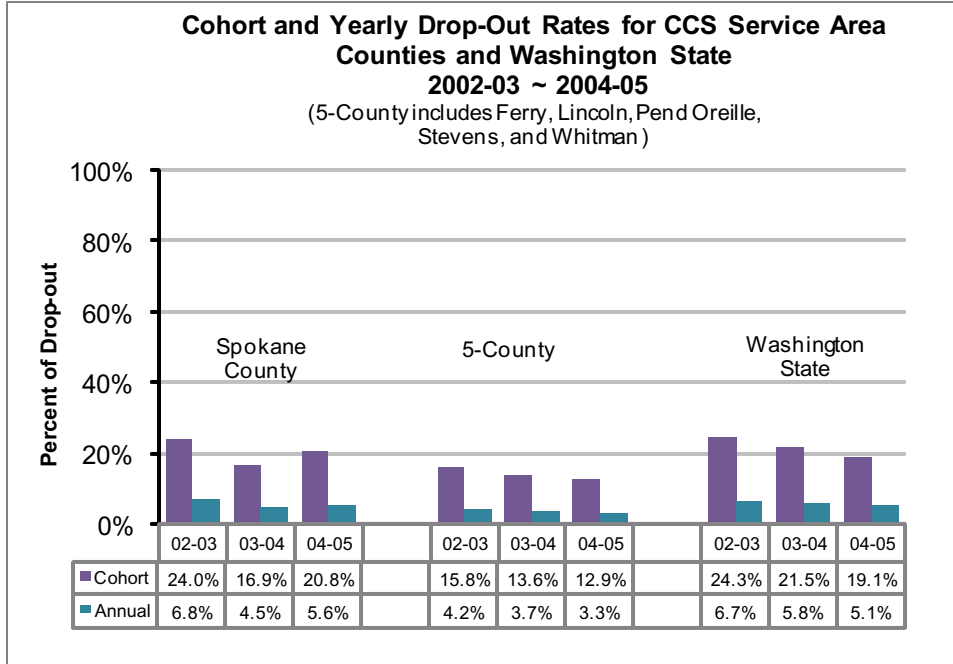
National Trends

According to The National Report Card on Higher Education,¹ the U.S. is losing its status as home to one of the best educated labor forces in the world, especially in the younger population. Unfortunately, this decline in educational attainment coincides with an increasingly knowledge-based economy. A knowledge-based economy requires extensive technology, math, science, cognitive, and specialized skills which are provided by higher education. With almost 75% of CCS service area residents lacking a bachelor's degree, we can expect increasing demand for more specialized educational services. Community and technical colleges have the opportunity to engage populations who have not traditionally obtained post-secondary educations. However,

¹ Callan, Patrick. "Introduction: International Comparisons Highlight Educational Gaps Between Young and Older Americans;" *Measuring Up: The National Report Card on Higher Education*. <http://measuringup.highereducation.org/commentary/introduction.cfm>

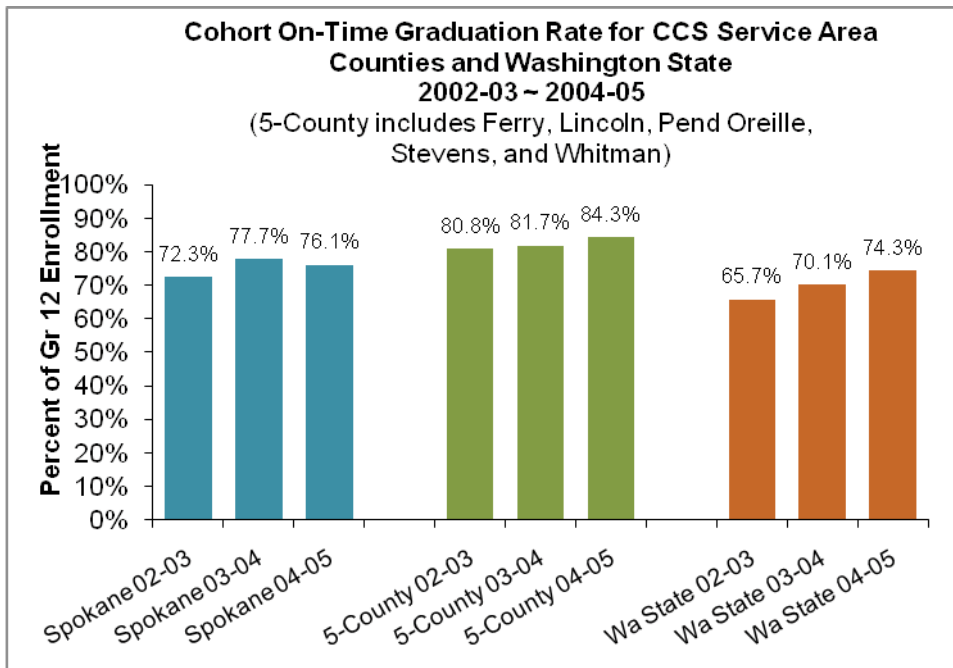
a significant proportion of these potential students will be unprepared for college-level work and will require supportive counseling along with basic skills and developmental courses.

Figure 1-12. Cohort and Annual Drop-Out Rates for CCS Service Area Counties and Washington State 2002-03 through 2004-05



Data Source: Washington Office of the Superintendent of Public Instruction

Figure 1-13. Cohort On-Time Graduation Rate for CCS Service Area Counties and Washington State 2002-03 through 2004-05



Data Source: Washington Office of the Superintendent of Public Instruction

Section 2 – Industry and Workforce Outlook

CCS Service Area Workforce, Past and Present

As described in Section 1, unemployment rates in the CCS service area have declined over the last five years. Rates for 2007 are expected to follow this trend. The 7% to 9% rates observed in the three northern counties of the service area—Ferry, Stevens, and Pend Oreille (CCS Northern Region)—are roughly double the 4% to 5% rates observed in the three southern counties—Lincoln, Spokane, and Whitman (CCS Southern Region)—based on July 2007 unemployment figures.

Unemployment rates of 4% and lower represent a “full employment” economy, a term used by some economists to describe an economy in which most unemployment involves transitional moves as people seek better or different jobs. The downside of such an economy, however, is that employers often have difficulty finding qualified or trained workers. This can be particularly true if structural unemployment—a mismatch between the jobs available and the workers’ skill sets and training—exists. Many Spokane region employers report they are currently having difficulty finding qualified workers, some so significantly that business growth has been curtailed (Journal of Business, July 26, 2007). The implication of this for CCS is that, as unemployment rates decline into the full-employment economy range, it becomes critical for CCS to match training opportunities closely to the needs of employers.

Workforce needs and higher education will also be influenced by several national trends:

- More than 85% of high growth occupations will require some form of postsecondary education or training.
- While 20% of jobs in 1950 were classified as skilled, 85% of today’s jobs are skilled.
- 75% of today’s workforce needs training just to keep their current jobs.
- It is estimated that 40% of tomorrow’s jobs don’t exist today.
- The workforce is aging. Baby-boomers are retiring, their children (the baby-boom echo) have recently entered the workforce, but the size of the echo is smaller.

Sources: When Work Works project, www.whenworkworks.org.

Looking Ahead

When projecting population and labor market trends, we generally rely on past trends, along with the assumption that the trends are not influenced by yet unknown influences. Given this, the further into the future one tries to project, the fuzzier the predictions become. For this reason, the following discussion will look only five years ahead.

Population growth is expected to increase by drastically different rates in the CCS Northern Region compared to the CCS Southern Region—almost 14% in the north and only 3% in the south (Figure 2-1, next page). Increases in workforce-aged individuals also vary—12% in the north and only 1.5% in the south.

Figure 2-1. Population Projections for 2012.

Overall Projected Population Change 2007 to 2012				
	CCS Northern Region		CCS Southern Region	
	# Change	% Change	# Change	% Change
All Age Groups	8521	13.5%	14529	3.0%
Workforce Age	5102	11.9%	5239	1.5%

Data Source: Economic Modeling Specialists, Inc. (CCBenefits) 10/07.

Nearly 60% of the increase expected in the north will be due to growth in workforce numbers, but particularly in individuals 25–39 years old. In contrast, nearly half of the population growth expected in the southern region will be due to increases in senior citizens (top half of Figure 2-2). Interestingly, the vast majority of this increase is projected to be in the 65–69 year old group—so much so that if the percentages are adjusted to count this group as “workforce,” the distributions between north and south become nearly identical (bottom half of Figure 2-2). One interpretation of this information is that a major component of the southern decline in workforce numbers will be the result of retirements. However, recent research, such as that conducted by the Center for Retirement Research (www.bc.edu/crt) suggests that significant numbers of baby boomers will remain in the workforce longer because personal economic situations will simply not allow them to retire.

Figure 2-2. Composition of Population Increases for 2012.

Projected Population Change by Age Group 2007 to 2012				
	Number of People	% Children	% Workforce (up to age 64)	% Senior Citizens (Over 64)
CCS Northern Region	8521	16.5%	59.9%	23.6%
CCS Southern Region	14529	15.5%	36.1%	48.4%

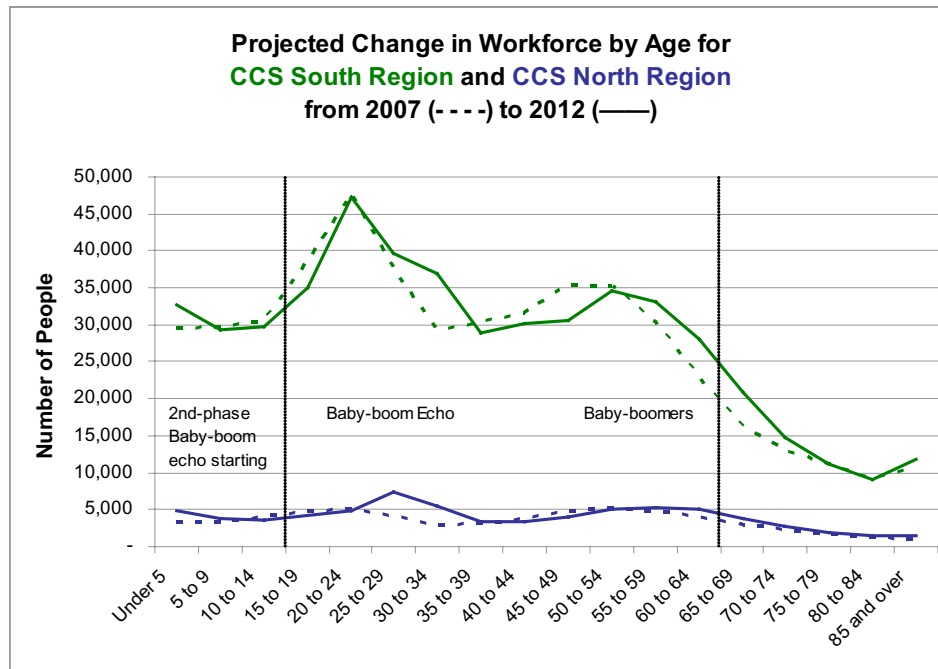
	Number of People	% Children	% Workforce (up to age 69)	% Senior Citizens (Over 69)
CCS Northern Region	8521	16.5%	69.4%	14.0%
CCS Southern Region	14529	15.5%	68.6%	15.8%

Data Source: Economic Modeling Specialists, Inc. (CCBenefits) 10/07.

These summaries don’t tell the whole story, however. A look at the complete projected age distribution (Figure 2-3 on next page) shows that most of the population shifts are due to the natural aging of the existing population. The upswing in children under 5 is due primarily to the second-phase baby-boom echo—i.e., the grandchildren of the baby-boomers. It is also clear in this figure that there is an increase in 25 to 39 year olds in both regions that can not be explained by natural age progression and may reflect population movement into the region from other parts of the county. The trend for the Southern Region also shows an unnatural decline in 44-54 year olds.

In both regions, *Health Care and Social Assistance* and *Government* are two industry sectors expected to generate a large number of new high-wage jobs (Figure 2-4 on page 12). In the Southern Region, *Administrative and Waste Services* is second on the list in terms of new jobs, but yields relatively low wages. In both regions, *Professional and Technical Services* is expected to be the fourth largest industry, but the pay scales differ substantially between the regions.

Figure 2-3. Workforce Population Projections for 2012.



Data Source: Economic Modeling Specialists, Inc. (CCBenefits) 10/07.

Looking at job growth by occupational areas produces a somewhat different perspective on future job demands, especially when turnover is factored into the mix. Figure 2-5 (page 13) presents projected growth by occupational areas, sorted by total number of job openings. The green shaded area reflects the top 80% of the total projected job openings (including turnover) in 2012.

Several observations can be made from these data. First, in looking at the occupational areas, we see that roughly half (12) comprise the top 80% of the total job openings (green shaded area) and the other half (11) comprise the lower 20%.

Second, there is a substantial difference in the pay scales seen in the 80%/20% sections, with the 80% group comprised mostly of lower paying jobs. To put these wages into perspective, consider that the U.S. Census Bureau 2006 poverty threshold for a family of three is approximately \$16,300; for a family of 4, approximately \$20,500. Many state and federal agencies define a living wage as 200% of Poverty Level. This equates to hourly wages of approximately \$16 for the family of three (for example, a single parent with two children) and \$20.50 for a family of four. Using these wage figures as benchmarks, we see in Figure 2-5 that slightly less than half of occupational areas in the 80% group pay higher than \$16/hour, and less than one quarter pay higher than \$20.50/hour. In the 20% group, however, the overwhelming majority of occupational areas (80-90%) pay a wage of \$16 or higher and half pay \$20.50 or higher.

Third, in comparing the 80% group across the two CCS Regions, we find that 10 out of the 12 occupational areas are in common; the italicized items indicate the occupations that are different. While the ranking is different and the pay scale is somewhat lower in the north, these data suggest that occupational availability in the two regions is expected to be similar.

Figure 2-4. Projected Industry Growth for 2012.

Projected Industry Growth 2007 to 2012 (Ranked by Number of New Jobs Created by Industry Growth)					
CCS Northern Region			CCS Southern Region		
Industry Sector ¹	New Jobs ²	Average Annual Earnings	Industry Sector ¹	New Jobs ²	Average Annual Earnings
Government	562	\$45,429	Health care and social assistance	5,214	\$43,482
Health care and social assistance	483	\$31,883	Administrative and waste services	2,843	\$24,260
Other services, except public administration	285	\$16,978	Government	2,619	\$51,728
Professional and technical services	193	\$24,235	Professional and technical services	2,111	\$41,966
Retail trade	191	\$23,760	Educational services	1,296	\$24,989
Construction	136	\$39,222	Retail trade	870	\$29,285
Transportation and warehousing	121	\$39,766	Transportation and warehousing	824	\$46,589
Wholesale trade	102	\$33,967	Arts, entertainment, and recreation	806	\$21,295
Real estate and rental and leasing	88	\$30,645	Other services, except public administration	693	\$22,182
Administrative and waste services	85	\$27,718	Real estate and rental and leasing	601	\$35,687
Arts, entertainment, and recreation	73	\$23,414	Finance and insurance	543	\$63,852
Finance and insurance	62	\$53,871	Accommodation and food services	322	\$18,225
Information	31	\$43,680	Wholesale trade	178	\$48,036
Utilities	0	\$104,744	Information	104	\$49,075
Mining	(7)	\$59,272	Manufacturing	32	\$55,718
Educational services	(11)	\$10,558	Mining	6	\$53,192
Manufacturing	(20)	\$50,845	Construction	(15)	\$44,607
Management of companies and enterprises	(43)	\$49,538	Management of companies and enterprises	(26)	\$74,395
Accommodation and food services	(136)	\$14,002	Utilities	(38)	\$111,819
Agriculture, forestry, fishing and hunting	(161)	\$16,174	Agriculture, forestry, fishing and hunting	(583)	\$14,037
Totals	2,034		Totals	18,400	

1 Based on North American Industry Classification System (NAICS), U.S. Dept of Labor, Bureau of Labor Statistics.

2 New jobs created by industry growth. Does not include replacement of job vacancies.

Data Source: Economic Modeling Specialists, Inc. (CCBenefits) 9/07.

Fourth, the Total Jobs figures presented in Figure 2-5 include new jobs plus vacancies created for any reason—retirements, deaths, transitional movement to other occupations, migration out of the region, etc. Transitional movement from job to job creates temporary vacancies with no long-term net change in the workforce. These data are most valuable in assessing migration trends between occupations. CCS is more interested in knowing the net number of new openings being created that may offer opportunities for our students. These types of openings can only be created from industrial/occupational growth (new openings), retirements, deaths, and geographic migration.

We are not aware of any data sources providing retirement, death, nor geographic migration projections by industry or occupation. Retirements for all industries and occupations within a region can be loosely estimated based on age demographics—i.e., individuals in the workforce who now are 60 to 64 years old will likely retire five years from now. The U.S. Census Bureau provides some data on age distribution by industry, but only for private firms. While these data exclude public sector organizations, we can still derive conservative estimates—1,150 retirements in the Northern Region and 16,500 in the Southern Region (U.S. Census Bureau, Local Employment Dynamics, QWI Reports) by the year 2012. Combining this information with data from above, we obtain the following picture of the CCS service area (Figure 2-6, next page).

Figure 2-5. Projected Occupational Growth for 2012.

Projected Occupational Growth 2007 to 2012 (Ranked by Total Job Openings--New Jobs plus Turnover)					
CCS Northern Region			CCS Southern Region		
Occupational Area ¹	Total Jobs ²	Median Hourly Earnings	Occupational Area ¹	Total Jobs ²	Median Hourly Earnings
Sales and related occupations	648	\$14.30	Office and administrative support occupations	8,857	\$13.36
Office and administrative support occupations	517	\$12.63	Sales and related occupations	7,487	\$14.68
Education, training, and library occupations	453	\$18.41	Food preparation and serving related occupations	6,007	\$9.22
Personal care and service occupations	384	\$9.24	Healthcare practitioners and technical occupations	4,735	\$29.74
Transportation and material moving occupations	350	\$13.81	Transportation and material moving occupations	3,784	\$13.57
Healthcare practitioners and technical occupations	349	\$28.13	Personal care and service occupations	3,737	\$9.66
Food preparation and serving related occupations	342	\$9.02	Education, training, and library occupations	3,309	\$17.33
Construction and extraction occupations	340	\$17.65	Healthcare support occupations	3,151	\$11.79
Building and grounds cleaning and maintenance occupations	270	\$9.24	Business and financial operations occupations	2,753	\$21.88
Healthcare support occupations	253	\$10.69	Management occupations	2,700	\$32.71
Installation, maintenance, and repair occupations	240	\$17.08	Building and grounds cleaning and maintenance occupations	2,621	\$9.79
Business and financial operations occupations	190	\$20.98	Production occupations	2,480	\$14.01
Production occupations	190	\$14.17	Construction and extraction occupations	2,225	\$18.50
Arts, design, entertainment, sports, and media occupations	186	\$16.54	Installation, maintenance, and repair occupations	2,217	\$17.51
Protective service occupations	139	\$19.65	Community and social services occupations	1,981	\$17.47
Management occupations	112	\$21.64	Computer and mathematical science occupations	1,544	\$25.56
Community and social services occupations	109	\$17.23	Protective service occupations	1,408	\$17.17
Computer and mathematical science occupations	93	\$28.35	Architecture and engineering occupations	1,214	\$28.62
Life, physical, and social science occupations	85	\$21.63	Life, physical, and social science occupations	1,157	\$25.35
Architecture and engineering occupations	73	\$26.73	Arts, design, entertainment, sports, and media occupations	1,032	\$16.54
Legal occupations	18	\$34.32	Legal occupations	533	\$28.37
Farming, fishing, and forestry occupations	14	\$15.96	Military Occupations	328	\$24.86
Military Occupations	14	\$16.14	Farming, fishing, and forestry occupations	113	\$11.05
Total Job Openings	5,369		Total Job Openings	65,373	

1 Based on Standard Occupational Classification system (SOC), U.S. Dept of Labor, Bureau of Labor Statistics.

2 Includes new jobs created by occupational growth as well as occupational turnover. Turnover includes openings created by retirements, deaths, employees changing occupations, and other causes.

Green shaded area indicates the top 80% of job openings. 10 of the 12 occupational areas in this area are the same for the North and South Regions, although the rank ordering is different. The two italicized items indicate the occupational areas that are not in common between the Northern and Southern CCS Regions.

Data Source: Economic Modeling Specialists, Inc. (CCBenefits) 9/07.

Figure 2-6. Projected Demand for Workers by 2012.

CCS Region	2007			2007 to 2012		2012		
	Total Jobs	Workforce Population ¹	Workers Per Job	New Jobs Created ²	Estimated Retirements ³	Total Job Openings	Workforce Population ¹	Workers Per Job
Northern	24,146	42,806	1.77	2,034	1,150	27,330	47,908	1.75
Southern	303,687	339,113	1.12	18,400	16,500	338,587	344,352	1.02

1 Estimated population, aged 15 to 64.

2 Total number of new jobs created as a result of projected industry growth.

3 Estimated number of individual employed in private industry in 2007, aged 60 to 64. These figures do not include employees of public-sector organizations, such as government, public schools, etc.

4 Projected population, aged 15 to 64.

Data Sources: Economic Modeling Specialists, Inc. (CCBenefits) 10/07; U.S. Census Bureau, Local Employment Dynamics, QWI Reports

Based on the ratios of workers per job, Figure 2-6 shows that both regions can expect to see a continued decrease in unemployment. However, in the Southern Region, the change in this ratio is substantially larger, suggesting that the worker shortage currently being experienced by many employers will worsen. The problem is exacerbated by workforce skills gaps.

Workforce Deficiencies

Research conducted statewide by the Washington Training and Education Coordinating Board (WTECB) in 2005 found the following:

- Half of the employers surveyed who attempted to fill positions had difficulty finding qualified applicants.
- The highest shortage in applicants occurred for employers requiring postsecondary training, but not baccalaureate degrees.
- While the largest shortfall in skills was reported to be occupation specific (22% of employers), approximately one in five encountered difficulty finding applicants with adequate general workplace skills:
 - Problem-solving skills
 - Positive work habits and attitudes
 - Communication skills
 - Teamwork skills
 - Ability to adapt to changes in duties and responsibilities
 - Ability to accept supervision
- One in eight employers (12%) reported deficiencies in basic math, writing, and computer skills, and one in 14 (7%) reported deficiencies in reading skills.
- The resulting impact of these skill shortages was reported to be reduced production output and sales, lowered overall productivity, and reduced quality of products and services.

CCS Educational Opportunities

Within five years most of the regional workforce will be employed, but most of those who are employed will be looking for ways to transition into higher paying jobs. Many of these individuals, who are already challenged by deficiencies in both specific and general workplace skills, are likely to find themselves ill-equipped to learn new specific skills that will enable them to transition into new jobs or careers. If these two hurdles cannot be ameliorated, the economic impact for the region will be significant. Employers offering higher wage jobs will be less likely to locate in the region without the presence of a trained and able workforce. A proactive response to these challenges on the part of CCS can help encourage the efforts of local economic development organizations to bring high wage/high skill jobs to the region.

High-wage/high skill jobs

In the CCS Southern Region, the Spokane Area Workforce Development Council (SAWDC) strategic plan for 2007 through 2009 calls for focusing resources on high-wage/high-skill jobs. The WTECB also recommends this strategy for the state as a whole. Workforce development efforts in other parts of the CCS service area fall under the purview of the Eastern Washington Partnership. While the work of this group is currently less developed than SAWDC, they are actively working to formulate strategies and will likely adopt similar recommendations.

CCS offers numerous programs for careers in high-wage/high skill jobs, but many of these programs run at full capacity and have significant wait lists (Figure 2-7). Of the 120 plus professional-technical programs offered by CCS, approximately one-quarter are continually in high demand. Program expansion seems to be the logical response, but has been hampered by insufficient resources and logistical challenges.

Figure 2-7. CCS Professional/Technical Programs Running at Full Capacity, Fall 2007

Professional/Technical Programs Running at Full Capacity Fall Quarter 2007 (sorted by percentage of capacity on wait list ¹)			
Institution	Program	Capacity	% of Capacity on Wait List
SCC	Culinary Arts	25	380%
SCC	Surgical Technician	18	294%
SCC	Professional Baking	10	220%
SCC	Diagnostic Medical Sonography	17	188%
SCC	Noninvasive Cardiology	16	169%
SCC	Paralegal	25	136%
SCC	Architectural Technology	28	136%
SCC	Fire Science Technology	16	131%
SCC	Cosmetology: Esthetician	15	120%
SCC	Diesel/Heavy Duty Equipment	29	117%
SCC	Automotive Technology	54	109%
SCC	Automotive Machinist	12	108%
SCC	Welding and Fabrication	23	100%
SCC	Respiratory Technician	24	96%
SCC	Radiology Technician	21	81%
SCC	Dental Assisting	42	79%
SCC	Pharmacy Technician	25	60%
SCC	Nursing (RN)	70	57%
SCC	Invasive Cardiology	16	50%
SCC	Emergency Medical Technician	26	8%
SCC	Auto Collision & Refinishing	22	5%
			% Overenrolled and Overflow ²
SFCC	Audio Technology	50	142%
SFCC	Physical Therapist Assistant	17	
SFCC	Hearing Instrument Specialist	20	140%
SFCC	Chemical Dependency Professional	25	
SFCC	Interior Design	44	
SFCC	Graphics and Web Design	60	
SFCC	Orthotic-Prosthetic Technician	32	

1 Spokane Falls CC does not waitlist students for programs, only courses. However, some programs will over-enroll students to handle the demand.

2 Overflow indicates that students are enrolled in the program, but are currently taking only prerequisite classes and not program-specific classes. They will be admitted to program classes as seats become available.

3 Data Sources: SCC registrar's office, personal communication with SFCC instructional deans.

Closing the skills gap

While developing high-pay/high skill careers helps to raise the economic ceiling of the region, it also leaves behind many of the employees who fill the top 80% of available jobs—the majority of which are low-wage positions. Since most of these individuals are already employed but are also low-skilled, new strategies will be required to address their needs. As the population grows in the more remote parts of the CCS service area, basic skills and continuing education will likely need to be expanded, and perhaps new methods of delivery explored.

In addition, as more employers encounter challenges in hiring skilled workers, they may be more open to working with CCS for assistance in developing and delivering the training they feel their employees need. Formation of these relationships should not be passive, but instead, proactive on the part of CCS.

Section 3 – Student Characteristics

By evaluating the number and characteristics of students served by CCS, we can identify service trends. While SCC and SFCC both provide a comprehensive educational opportunity to the community, each is unique, and the IEL further complements CCS's response to the needs of the region.

CCS enrolls a substantial proportion of first-time and/or first-generation students. Both groups have a higher risk of academic failure and require more support for success. Current retention and graduation rates suggest that there is room for improvement in ensuring student success.

Many of CCS's students—as well as those who will be reaching college-age in the coming years—have been raised in an environment steeped in technology. They also have high expectations of the products and services they purchase, including education. Combined with rising college costs, these factors suggest that CCS will need to pay special attention to the unique needs of this generation.

Number of Students Served

CCS and the Washington State Board of Community and Technical Colleges (SBCTC) use Full-Time Equivalent Students (FTES) to measure the utilization of educational services. FTES are calculated by assuming that a full-time student takes 15 credits per quarter (or 45 credits per year). Data based on FTES will differ from data based on a student head count. For example, a student taking 7 credits and a student taking 8 credits combine to make one FTES unit.

CCS receives its primary funding from the state based on the FTES historically served by the district. Each biennium the state allocates funds to CCS based on a specific number of FTES (target) that the district must serve in the coming two years. CCS divides the FTES target, and the corresponding funds, among SCC, SFCC, and the IEL. These FTES provide the minimum target that each college must serve.

Since 2001, CCS served the highest number of FTES in the 2002-03 academic year. The number of FTES served has declined since 2002-03, but CCS, as a district, continues to meet its funded biennium target. (See Figure 3-1 on next page).

The actual number of students served annually by the three college units fluctuates. In Figure 3-2 (next page), each student has been counted only once throughout the year. Therefore students who take one state-supported class for one quarter are counted once, as are students who take 15 credits for three quarters. Students who take a class at SFCC and the IEL within one year are counted at both colleges.

Figure 3-1. Community Colleges of Spokane FTES Served by College Unit and CCS FTES Target, 2002-03 – 2006-07

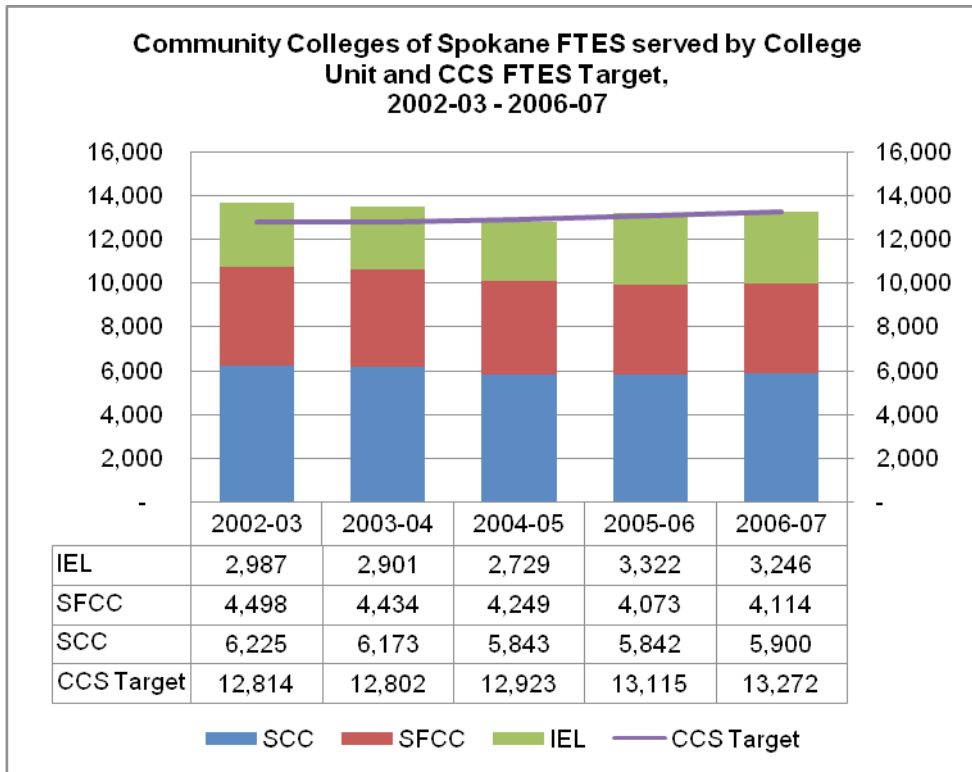
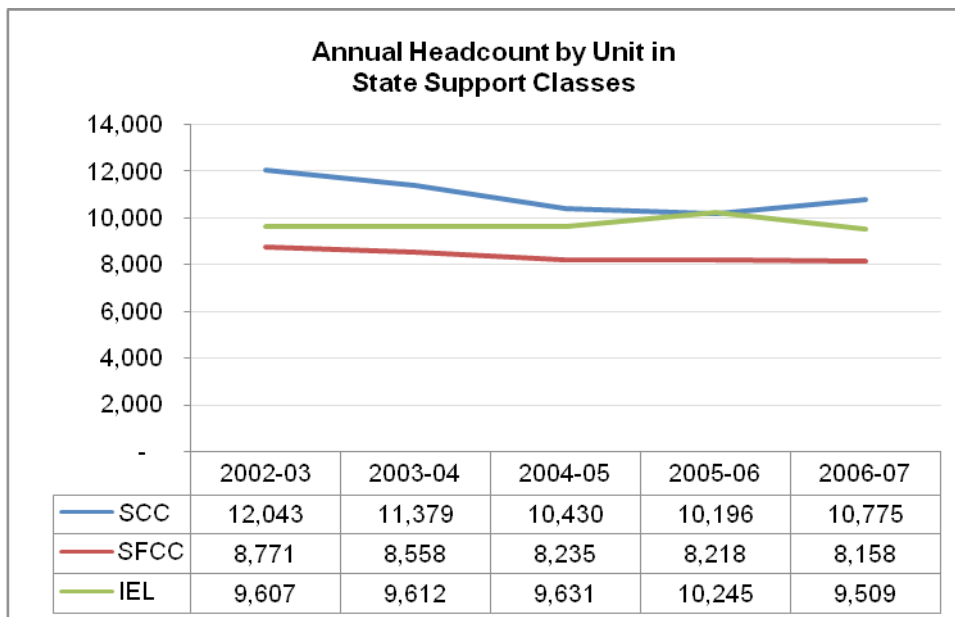


Figure 3-2. Annual Headcount by Unit in State Support Classes 2002-03 – 2006-07



Educational Intent

CCS serves students at many locations throughout the six county service region. Courses are classified into

institutional intent categories:

- Vocational – courses that support a professional/technical degree or certificate;
- Academic – courses that support transfer to a baccalaureate institution, associate transfer degree, general vocational studies, and general studies;
- Developmental – courses above the basic skills level but still below college level in math, reading, and writing;
- Basic Skills – courses that teach English as a Second Language (ESL), GED, and adult basic education;
- Community Service – noncredit courses that support the public’s interests, such as personal enrichment.

Figure 3-3 shows total FTES, including all types of courses (i.e., state-, contract-, and student-supported) by location. Of the three colleges:

- SCC served the highest proportion of FTES, 41%. The majority these were vocational or workforce education in 2006-07.
- SFCC served 31% of the total CCS FTES with a majority of these in academic courses.
- The IEL serves 28% of the district’s total FTES, primarily in Basic Skills.

Figure 3-3. 2006-07 Annualized TOTAL FTES by Site of Courses

2006-07 Annualized TOTAL FTES by Site of Courses						
Location	Vocational	Academic	Developmental	Basic Skills	Community Service	Grand Total
Spokane Community College	3,529.8	2,089.1	543.3		53.2	6,215.4
Spokane Falls Community College	984.0	2,995.8	575.8		68.9	4,624.5
Business and Community Training	76.8	6.4	18.6		44.8	146.6
Colville	43.2	97.2	30.9		1.4	172.8
Community Education					44.1	44.1
Corrections- Airway Heights	263.3			283.1		546.3
Corrections-Pine Lodge	88.4	3.0		74.9		166.2
Fairchild	3.3	34.5	3.9			41.7
I-Best	28.0					28.0
IEL-Distance Education	21.1	108.7	4.8			134.6
Inchelium	5.3	2.3	0.7			8.3
Ione	5.8	3.6	0.7		0.1	10.2
Newport	14.2	26.6	9.0		1.6	51.5
PACE	215.5			8.2		223.7
Parent Education	51.6				1.5	53.1
Republic	15.3	11.6	4.2		0.1	31.2
SEER	26.0			1.4		27.3
Seniors Program	25.7	174.3			11.0	211.0
Whitman County	16.7	70.6	95.7			182.9
Women’s Programs			17.0			17.0
Adult Basic Education				2,138.5		2,138.5
Grand Total	5,414.0	5,623.7	1,304.5	2,505.9	226.8	15,075.0

Data Source: SBCTC Data Warehouse

At the time of admission students identify their intents, or reasons, for enrollment at SCC, SFCC, and IEL. **Student intents** include:

- Transfer – intend to transfer to a baccalaureate institution
- Workforce Training – intend to update job skills or earn a professional/technical degree or certificate
- Basic Skills – intend to learn basic skills such as ESL, GED, adult basic education
- Other – intend to pursue personal interest such as community service courses or personal enrichment, or students who do not fit transfer, workforce training, or basic skills intents.

Figure 3-4 shows the percent of students declaring each of these intents by college unit. This data shows that:

- Most students attending SCC have declared workforce training as their intent.
- Most students attending SFCC have declared an intent to transfer to another institution.
- Most students at IEL declare a “Basic Skills” or “Other” intent, reflecting IEL’s role as the primary home of Adult Basic Education and Continuing Education.

Figure 3-4 Students by Type of Student and College Unit, Fall 2006

Student Head Counts* by Type of Student and College Unit, Fall 2006								
Type of Student	SCC		SFCC		IEL		District Total	
	#	%	#	%	#	%	#	%
Transfer	1,949	29%	3,740	70%	754	15%	6,443	38%
Workforce Training	4,576	69%	1,467	27%	1,034	21%	7,077	42%
Basic Skills		0%		0%	1,417	29%	1,417	8%
Other	147	2%	161	3%	1,755	35%	2,063	12%
Total	6,672	100%	5,368	100%	4,960	100%	17,000	100%

* Unduplicated headcount within the college units; if students are dually enrolled they will be counted in both. Workforce Education includes community training specific to job skills upgrade, sometimes sponsored by the employer.

Student Demographics

Each college unit serves different student populations.

- Spokane Community College serves a higher proportion of students who seek workforce training are workforce training intent, are economically disadvantaged (i.e. receive need-based financial aid), single parents, Workfirst (on TANF), Worker Retraining, and older students.
- Spokane Falls Community College serves a higher proportion of students who are transfer intent, full-time, work off-campus, and younger students.
- The Institute for Extended Learning serves many students in state supported classes with diverse educational intents (i.e. transfer, workforce training, basic skills, and other). The IEL has the highest proportion of students with a self-reported disability and part-time students.

The following three pages display demographic information about the students each college unit served every fall quarter for the last five years (Figures 3-5 through 3-7).

Figure 3-5. Fall Quarter Student Profile — Spokane Community College

SPOKANE COMMUNITY COLLEGE
Fall Quarter Profiles of
Students Enrolled in State-Supported Classes
2002 to 2006

Special Needs Served										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	3,078	43%	3,322	46%	3,265	48%	3,363	51%	3,195	48%
Students With a Self-Reported Disability	342	5%	294	4%	333	5%	363	6%	336	5%

Family Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Single Parent with Dependents	856	12%	926	13%	848	13%	990	15%	958	14%
Couple with Dependents	1,153	16%	1,236	17%	1,074	16%	1,093	17%	1,048	16%
No Dependents	2,835	39%	2,655	37%	2,384	4%	2,847	43%	2,964	44%
Other	889	12%	823	11%	899	13%	1,085	17%	1,039	16%
Unknown	1,471	20%	1,618	22%	1,547	23%	580	9%	701	10%

Full-time/Part-time Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Full-time (12 or more credits)	5,416	75%	5,633	78%	5,361	79%	4,629	70%	4,351	65%
Part-time	1,788	25%	1,625	22%	1,391	21%	1,966	30%	2,359	35%

Race										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Asian/Pacific Islander/Hawaiian	198	3%	212	3%	195	3%	164	3%	178	3%
African American	169	2%	175	2%	172	3%	146	2%	135	2%
Native American	185	3%	200	3%	167	2%	161	2%	165	3%
Hispanic	164	2%	188	3%	215	3%	275	4%	293	4%
White	6,092	85%	6,068	84%	5,632	83%	5,397	82%	5,207	78%
Other	396	6%	415	5%	371	6%	221	3%	248	4%
Unknown							230	4%	484	7%

Student's Status by Cummulative College Credits Earned (answered at admission)										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
First time, First Year Students	2,973	41%	2,873	40%	2,551	38%	2,501	38%	2,770	41%
First-year Credit Level	2,203	31%	2,239	31%	2,148	32%	2,094	32%	1,930	29%
Sophomore Credit Level	2,028	28%	2,146	30%	2,053	30%	2,000	30%	2,010	30%

Tuition Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Resident	5,315	74%	5,445	75%	5,144	76%	4,941	75%	5,143	77%
Non-Resident, Operating Fee Waiver	539	8%	518	7%	425	6%	349	5%	438	7%
Military: Vet, Dep, Spouse; Police, Fire	65	1%	58	1%	44	1%	21	0%	20	0%
Over 18 credit, exempt, Resident	883	12%	859	12%	767	11%	764	12%	720	11%
Running Start	311	4%	301	4%	296	4%	289	4%	284	4%
State Employee (CCS, WA Nat'l Guard)	16	0%	8	0%	9	0%	13	0%	15	0%
International	49	1%	37	1%	40	1%	28	0%	34	1%
Senior Citizen	14	0%	13	0%	18	0%	16	0%	14	0%
Other	11	0%	13	0%	5	0%	173	3%	41	1%
Unknown	1	0%	6	0%	4	0%	1	0%	1	0%

Plans for Employment During Schooling										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Full-time Work	1,213	17%	1,128	16%	941	14%	1,052	16%	1,065	16%
Part-time Work Off-Campus	2,149	30%	2,153	30%	2,019	30%	2,270	34%	2,334	35%
Part-time Work On-Campus	174	2%	167	2%	148	2%	189	3%	191	3%
Seeking Employment	905	13%	928	13%	910	13%	948	14%	826	12%
Not Employed, Not Seeking Employment	391	5%	394	5%	376	6%	490	7%	549	8%
Full-time Homemaker	374	5%	398	5%	396	6%	403	6%	360	5%
Workfirst, On TANF	246	3%	210	3%	178	3%	153	2%	243	4%
Worker Retraining	347	5%	404	6%	261	4%	333	5%	249	4%
Other	333	5%	320	4%	332	5%	348	5%	297	4%
Unknown	1,072	15%	1,156	16%	1,191	18%	409	6%	596	9%

Age										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Average		29		29		28		28		28
Median		25.5		25.7		25.1		24.7		24.7

Total Unduplicated Students										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
		7,204		7,258		6,752		6,595		6,710

Data Source: CCS Institutional Research, Student Profile

Figure 3-6. Fall Quarter Student Profile — Spokane Falls Community College

SPOKANE FALLS COMMUNITY COLLEGE
Fall Quarter Profiles of
Students Enrolled in State-Supported Classes
2002 to 2006

Special Needs Served										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	1,954	35%	2,010	35%	1,921	34%	1,961	35%	2,063	38%
Students With a Self-Reported Disability	355	6%	364	6%	361	6%	347	6%	316	6%

Family Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Single Parent with Dependents	535	9%	488	9%	459	8%	452	8%	436	8%
Couple with Dependents	740	13%	734	13%	589	11%	570	10%	526	10%
No Dependents	3,087	55%	3,093	54%	2,671	48%	3,239	57%	3,402	63%
Other	936	17%	837	15%	759	14%	938	17%	863	16%
Unknown	334	6%	582	10%	1,113	20%	452	8%	218	4%

Full-time/Part-time Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Full-time (12 or more credits)	4,549	81%	4,638	81%	4,507	81%	3,934	70%	3,824	70%
Part-time	1,083	19%	1,096	19%	1,084	19%	1,717	30%	1,621	30%

Race										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Asian/Pacific Islander/Hawaiian	166	3%	178	3%	142	3%	145	3%	145	3%
African American	119	2%	113	2%	105	2%	98	2%	115	2%
Native American	141	3%	127	2%	169	3%	125	2%	138	3%
Hispanic	225	4%	253	4%	247	4%	290	5%	265	5%
White	4,763	85%	4,845	84%	4,651	83%	4,567	81%	4,328	80%
Other	137	2%	136	2%	178	3%	310	6%	288	5%
Unknown	81	1%	82	1%	99	2%	116	2%	166	3%

Student's Status by Cumulative College Credits Earned (answered at admission)										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
First time, First Year Students	2,033	36%	1,866	33%	1,857	33%	1,890	33%	1,796	33%
First-year Credit Level	1,865	33%	1,970	34%	1,819	33%	1,870	33%	1,823	34%
Sophomore Credit Level	1,734	31%	1,898	33%	1,915	34%	1,891	34%	1,826	34%

Tuition Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Resident	4,813	85%	4,882	85%	4,712	84%	4,568	81%	4,513	83%
Non-Resident, Operating Fee Waiver	271	5%	265	5%	237	4%	212	4%	236	4%
Military: Vet, Dep, Spouse; Police, Fire	41	1%	104	2%	119	2%	100	2%	72	1%
Over 18 credit, exempt, Resident	38	1%	38	1%	45	1%	37	1%	51	1%
Running Start	361	6%	354	6%	366	7%	434	8%	430	8%
State Employee (CCS, WA Nat'l Guard)	28	0%	13	0%	18	0%	18	0%	18	0%
International	62	1%	64	1%	77	1%	89	2%	66	1%
Senior Citizen	14	0%	12	0%	15	0%	18	0%	22	0%
Other	3	0%	-	0%	1	0%	175	3%	37	1%
Unknown	1	0%	2	0%	1	0%				

Plans for Employment During Schooling										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Full-time Work	1,053	19%	1,006	18%	831	15%	916	16%	870	16%
Part-time Work Off-Campus	2,271	40%	2,302	40%	2,087	37%	2,327	41%	2,276	42%
Part-time Work On-Campus	173	3%	165	3%	179	3%	182	3%	164	3%
Seeking Employment	823	15%	903	16%	824	15%	863	15%	844	16%
Not Employed, Not Seeking Employment	367	7%	381	7%	370	7%	467	8%	465	9%
Full-time Homemaker	228	4%	232	4%	217	4%	226	4%	200	4%
Workfirst, On TANF	112	2%	108	2%	67	1%	55	1%	92	2%
Worker Retraining	84	1%	123	2%	75	1%	43	1%	51	1%
Other	300	5%	262	5%	246	4%	356	6%	329	6%
Unknown	221	4%	252	4%	695	12%	216	4%	154	3%

Age					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Average	26	26	25	25	25
Median	21.2	21.3	21.2	21.0	20.8

Total Unduplicated Students					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	5,632	5,734	5,591	5,651	5,445

Data Source: CCS Institutional Research, Student Profile

Figure 3-7. Fall Quarter Student Profile — Institute for Extended Learning

INSTITUTE FOR EXTENDED LEARNING
Fall Quarter Profiles of
Students Enrolled in State-Supported Classes
2002 to 2006

Special Needs Served										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	417	8%	425	9%	398	8%	372	7%	367	8%
Students With a Self-Reported Disability	522	11%	635	14%	684	14%	774	15%	716	15%

Family Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Single Parent with Dependents	358	7%	366	8%	479	10%	499	10%	430	9%
Couple with Dependents	880	18%	750	16%	801	17%	826	16%	813	17%
No Dependents	1,212	25%	1,119	24%	1,187	25%	1,384	27%	1,245	26%
Other	656	13%	651	14%	642	13%	813	16%	657	14%
Unknown	1,820	37%	1,690	37%	1,666	35%	1,558	31%	1,700	35%

Full-time/Part-time Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Full-time (12 or more credits)	2,141	43%	2,012	44%	1,942	41%	1,857	37%	1,861	38%
Part-time	2,785	57%	2,564	56%	2,833	59%	3,223	63%	2,984	62%

Race										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Asian/Pacific Islander/Hawaiian	221	4%	216	5%	225	5%	231	5%	234	5%
African American	127	3%	104	2%	146	3%	188	4%	144	3%
Native American	188	4%	145	3%	174	4%	148	3%	119	3%
Hispanic	221	4%	201	4%	276	6%	279	6%	261	5%
White	3,337	68%	3,310	72%	3,531	74%	3,600	71%	3,407	70%
Other	81	2%	513	11%	68	1%	113	2%	141	3%
Unknown	751	15%	87	2%	355	7%	521	10%	539	11%

Student's Status by Cummulative College Credits Earned (answered at admission)										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
First time, First Year Students	4,082	83%	3,729	81%	3,847	81%	4,176	82%	4,001	83%
First-year Credit Level	497	10%	531	12%	549	11%	529	10%	506	10%
Sophomore Credit Level	347	7%	316	7%	379	8%	375	7%	338	7%

Tuition Status										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Resident	4,568	93%	3,940	86%	3,604	75%	3,778	74%	3,448	71%
Non-Resident, Operating Fee Waiver	184	4%	376	8%	88	2%	82	2%	85	2%
Military: Vet, Dep, Spouse; Police, Fire	29	1%	122	3%	128	3%	115	2%	68	1%
Over 18 credit, exempt, Resident	3	0%	3	0%	2	0%	3	0%	-	0%
Running Start	90	2%	89	2%	100	2%	99	2%	104	2%
State Employee (CCS, WA Nat'l Guard)	14	0%	6	0%	3	0%	7	0%	6	0%
International	-	0%	-	0%	1	0%	5	0%	6	0%
Senior Citizen	9	0%	12	0%	8	0%	7	0%	6	0%
Other	5	0%	1	0%	6	0%	20	0%	6	0%
Unknown	24	0%	27	1%	835	17%	960	19%	1,112	23%

Plans for Employment During Schooling										
	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
Full-time Work	641	13%	559	12%	561	12%	450	9%	435	9%
Part-time Work Off-Campus	445	9%	403	9%	432	9%	465	9%	459	10%
Part-time Work On-Campus	54	1%	37	1%	42	1%	82	2%	35	1%
Seeking Employment	596	12%	667	15%	570	12%	634	13%	564	12%
Not Employed, Not Seeking Employment	459	9%	420	9%	500	10%	687	14%	638	13%
Full-time Homemaker	293	6%	269	6%	292	6%	326	6%	302	6%
Workfirst, On TANF	201	4%	150	3%	491	10%	504	10%	289	6%
Worker Retraining	51	1%	36	1%	44	1%	59	1%	32	1%
Other	381	8%	388	8%	396	8%	427	8%	401	8%
Unknown	1,805	37%	1,647	36%	1,447	30%	1,446	29%	1,690	35%

Age					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Average	41	41	41	41	40
Median	36.1	35.8	34.3	34.4	33.5

Total Unduplicated Students					
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
	4,926	4,576	4,775	5,080	4,845

Data Source: CCS Institutional Research, Student Profile

Student Progression

Successful completion of the first year of college is one of the most significant predictors of educational goal achievement. First-year students (those who have never attended college before) may find the college environment unfamiliar and require support services.

One in three degree seeking students at both SFCC and SCC are first-year students. Almost half of the IEL degree-seeking students are first year students. (See Figure 3-8).

Figure 3-8. Number and Percent of First Year Transfer and Workforce Training Students by Unit, Fall 2006

Number and Percent of First Year Transfer and Workforce Training Students by Unit, Fall 2006						
	Transfer		Workforce Training		Total First Year	
	#	%	#	%	#	%
SCC	631	32%	1,351	30%	1,982	30%
SFCC	1,225	33%	408	28%	1,633	31%
IEL	372	49%	482	47%	854	48%

Data Source: SBCTC Data Warehouse

First-generation students (i.e., students with neither parent earning a bachelor’s degree) may be at a particular risk during the first year. CCS began collecting information to identify first generation students in 2005-06. Figure 3-9 shows that the percent of transfer-intent students who are also first-generation is roughly equal at 36% for SCC and 39% for SFCC. For workforce training students, nearly half of those attending SFCC are first-generation, a substantially higher percentage than at SCC.

Figure 3-9. SCC and SFCC Transfer and Workforce 1st Generation Students Fall 2006

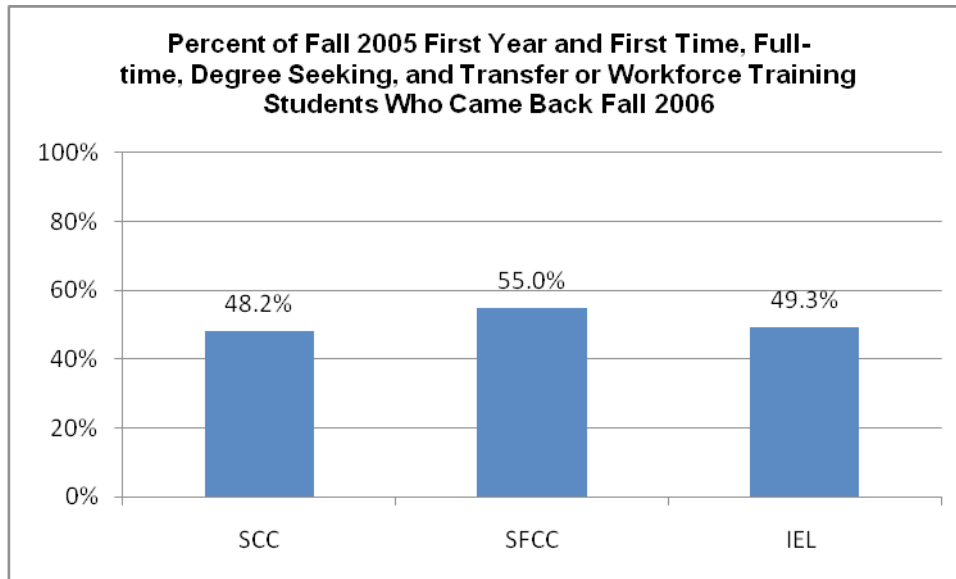
SCC and SFCC Transfer and Workforce 1st Generation Students Fall 2006				
	Transfer		Workforce Training	
	# of First Generation Transfer Students	% of Transfer Students Who Are First Generation	# of First Generation Workforce Students	% of Workforce Students Who Are First Generation
Spokane Community College	701	36%	1,452	32%
Spokane Falls Community College	1,461	39%	722	49%

Data Source: Student Management System

Most of the CCS students who are seeking a degree can be expected to be enrolled for at least two years, and most students begin their college education during fall quarter. Therefore, it is very common to use the fall-to-fall retention rate to measure student progression in meeting their educational goals. Figure 3-10 (next page) shows the fall-to-fall retention rate for a cohort commonly used for retention measurement. For this cohort, SFCC has the highest retention rate at 55%, while SCC and IEL retain just under half from fall to fall.

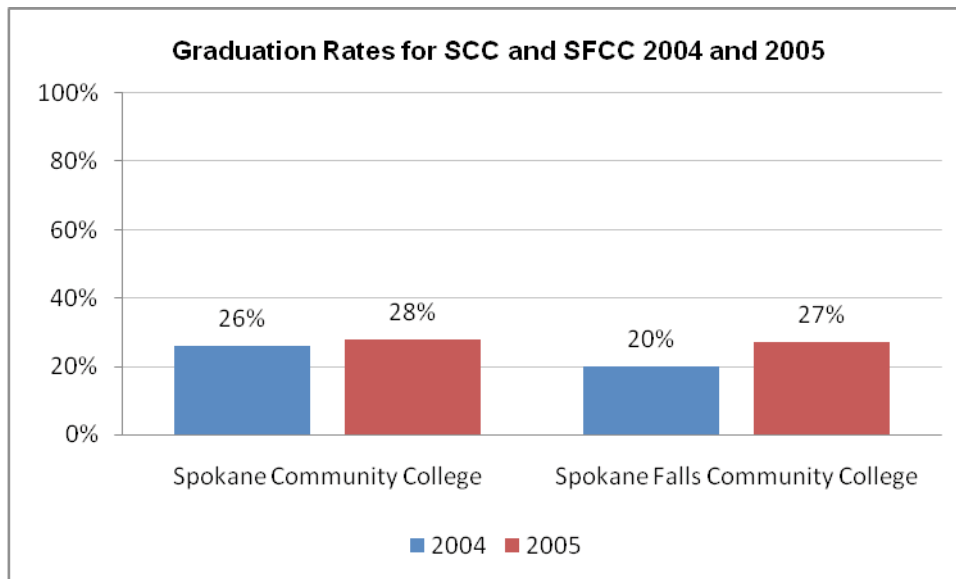
The National Center for Educational Statistics produces the Integrated Postsecondary Education Data System (IPEDS). IPEDS collects information from colleges and universities throughout the United States and calculates a variety of statistics including graduation rates. In Figure 3-11 (next page), the graduation rate is calculated based on first-time, full-time, degree or certificate-seeking students who graduate within 150% of the expected time of completion for their selected programs.

Figure 3-10. Percent of Fall 2005 First Year and First Time, Full-time, Degree Seeking, and Transfer or Workforce Training Students Who Came Back Fall 2006



Data Source: Student Management System

Figure 3-11. Graduation Rates for SCC and SFCC 2004 and 2005*



* Spokane Falls Community College transcripts college degree and certificate completions for SFCC students and IEL students, except a limited few professional/technical students.

Data Source: IPEDS

These graduation rates may seem alarmingly low. However, it is important to remember that, especially among community college students, graduation is only one measure of student success. For example, transfer students, especially in Spokane County, have many opportunities to transfer to baccalaureate institutions before graduating from CCS. In addition, many professional/technical students can obtain employment with proper training but without completing the degree; examples of these programs include Orthotics and Prosthetics, Heavy Equipment, and Automotive Technology. Current data systems limit the ability to track students who achieve their educational goals outside of the community college system.

Student Expectations

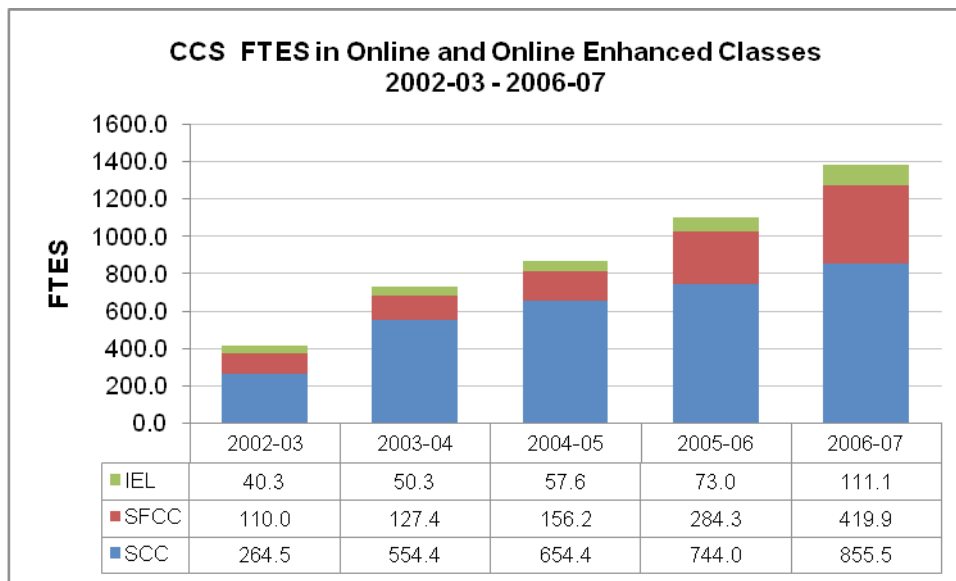
Technology

Information systems technology permeates every part of our life at home, work, and school. It is integral to how we communicate, are entertained, conduct work, and access information. The constant evolution of technology has increased in significance as more students come to college with technological skills. Among younger students, their childhood environments, with instant access to information, friends, and entertainment, have created expectations and learning styles that can be dramatically different from those of faculty and administrators.

Technology has changed modes of instruction and learning. Many courses still offered in the classroom have been enhanced or replaced by some form of technology, from the use of accounting software or automotive diagnostics, to virtual lab experiments, to classes offered completely via the internet.

The growth in enrollment in online and online-enhanced classes confirms an increased demand for a technology-enhanced learning environment. FTES from online classes offered by CCS have increased 234% from 2002-03 to 2006-07, accounting for more than 10% of all FTES served in 2006-07 (Figure 3-12). The growth in online FTES is expected to continue to increase substantially over the next ten years.

Figure 3-12. CCS FTES in Online and Online Enhanced Classes 2002-03 – 2006-07



Students as Consumers

Consumers across the United States expect a great deal from the services and goods they purchase. As employers' demands for highly skilled, trained employees increase, students—both traditional age and non-traditional age—are enrolling in educational institutions that provide convenience, flexible schedules, and financial value.

Private for-profit institutions, such as ITT Tech, University of Phoenix, and Park University, are key competitors for the students community colleges traditionally serve. In spite of the fact that these institutions have substantially higher tuitions, they offer a high perceived value because they guide students through the process

of admissions and registrations, personally advise students, and follow up with them to ensure students are meeting their educational goals. These three institutions are on the top ten lists of colleges in which SFCC and SCC students enroll after leaving CCS; they are also successfully enrolling students who traditionally would have attended community colleges.

Rising College Costs

Like students across the country, CCS students are seeing a steady increase in tuition and fees. CCS tuition, excluding fees, increased 75% over thirteen years from 1993 to 2006 (Figure 3-13). The median household income for Spokane County only increased 49% over the same time period.¹ Despite this, CCS offers considerable value with tuition and fees lower than any four-year institution or for-profit technical training center in the region. For example, compare the CCS 2005-06 tuition of \$813 per quarter with \$1,458 per quarter for Eastern Washington University. As Figure 3-14 shows, the savings are even higher when compared to other regional universities. In response to rising costs and students' increasing expectations, CCS must not only deliver high value in education, but also ensure that the community is well aware of that value.

Figure 3-13. Community Colleges of Spokane Tuition for 15 Credits 1993 – 2007

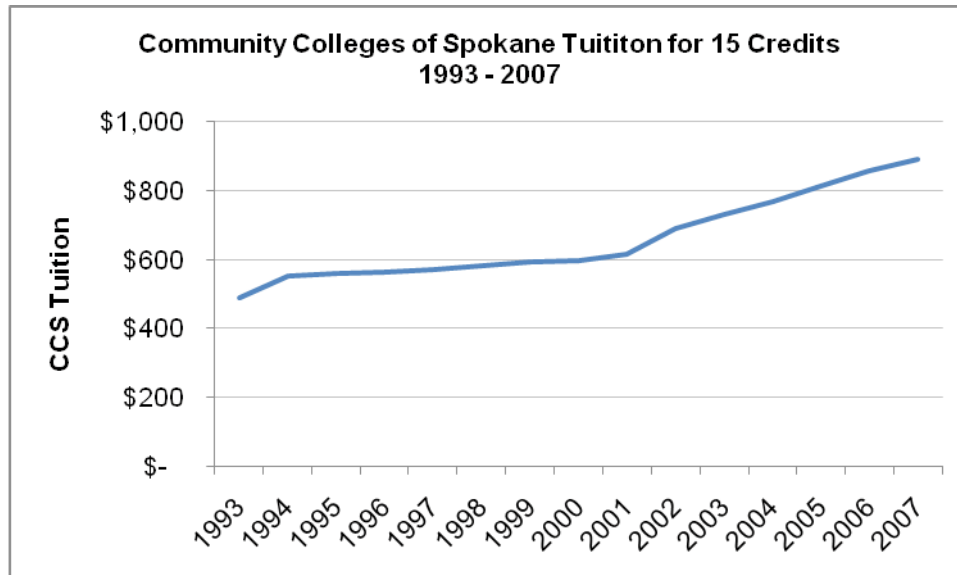


Figure 3-14. Tuition and Fee Comparison of Regional Institutions, 2005-06.

2005-06 Tuition Comparison for One Term * for a Full-time Student	
Institution	Tuition and Fees
Community Colleges of Spokane	\$813
Eastern Washington University	\$1,458
Washington State University	\$3,005
Whitworth College	\$11,339
Gonzaga University	\$11,770

* Excludes lab and course fees, room and board, etc.

Some institutions in this list operate on semesters.

Data Source: CCS Brochure, 2006.

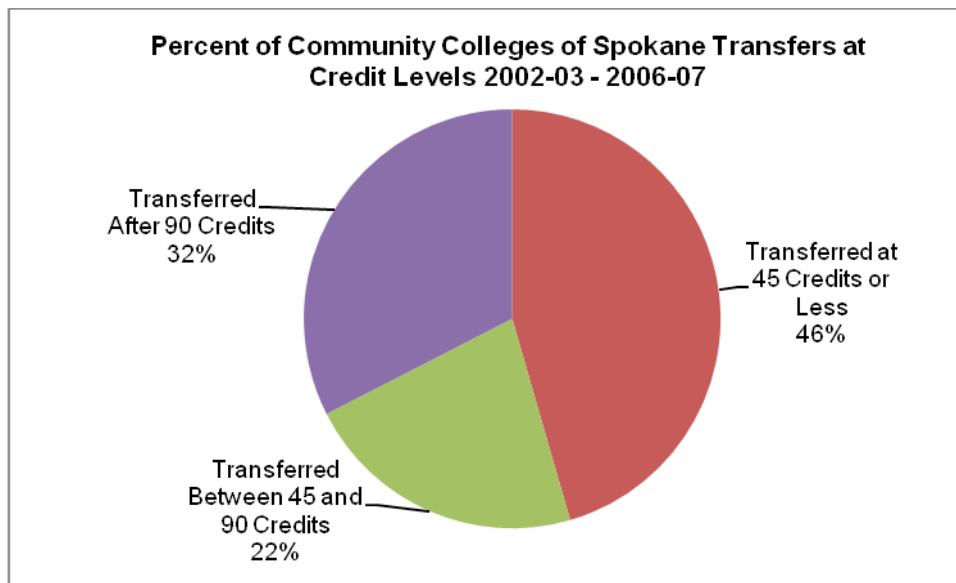
¹ Office of Financial Management, State of Washington; <http://www.ofm.wa.gov/economy/hhinc/>

Section 4 – Transfer Students

CCS plays a significant role in preparing students for transfer into baccalaureate institutions. Eight percent of all of the transfers into Washington public baccalaureate institutions are students served by CCS (SBCTC, 2007). About half of transfer students enroll in another institution after leaving CCS and, of these students, most leave CCS before completing 90 credits (two years). CCS transfer students most often move to Eastern Washington University or to another college within the CCS system. While we can measure transfer success in terms of enrollment in other institutions, we are unable to track student performance after they have transferred. This limits our ability to measure our success in preparing students for transfer.

From 2002-03 through 2006-07, CCS tracked students who earned five college level or developmental credits, reported their educational intent as transfer, and left SCC, IEL, or SFCC. Of these transfer students who left CCS, roughly half actually did transfer to another institution. A significant proportion of these students transferred with 45 credits or less (Figure 5-1). Students stand to save considerable amounts of money by completing 90 credits at community college before transferring. Further investigation might reveal why students are transferring earlier and how they might be encouraged to complete more credits at CCS.

Figure 4-1 Percent of Community Colleges of Spokane Transfers at Credit Levels 2002-03 – 2006-07



Data Source: National Student Clearinghouse and SLDNSCSID

Transfer Destinations

Eastern Washington University receives the most transfer students—about 30%—from SCC and SFCC. From SCC, over 20% of transfer students move within the CCS system to SFCC or IEL. From SFCC and IEL students, 17% of transfer students move to SCC. Figures 5-2 and 5-3 (next page) report the top ten transfer institutions of CCS students.

No data system currently exists to track student performance once they have transferred. This significant data

hole in higher education makes it impossible to fully assess whether students have been prepared to achieve their educational goals. Students are successfully transferring, but we do not know how well they are doing afterwards and whether they graduate once they are accepted and enroll in baccalaureate institutions.

Figure 4-2. Number of Spokane Community College Transfer Students Who Transferred to Other Institutions

Number of Spokane Community College Transfer Students Who Transferred to Other Institutions							
Spokane Community College	2002-03	2003-04	2004-05	2005-06	2006-07*	Grand Total	Percent
Eastern Washington University	249	236	257	250	138	1,130	31%
Spokane Falls Community College	138	165	167	165	141	776	21%
Washington State University	78	65	59	53	39	294	8%
Gonzaga University	47	47	34	42	38	208	6%
Whitworth University	28	33	18	29	12	120	3%
Brigham Young University	17	15	13	9	4	58	2%
University of Phoenix	15	23	16	9	5	68	2%
University of Idaho	13	8	12	9	1	43	1%
University of Washington	10	11	13	12	6	52	1%
ITT Technical Institute	7	3	5	4	1	20	1%
Other colleges and universities	198	223	193	204	74	892	24%
Total Transfers	800	829	787	786	459	3,661	100%

*These numbers do not include Fall 2007 enrollment in transfer institutions.

Data Source: National Student Clearinghouse and SLDNCSID

Figure 4-3. Number of Spokane Falls Community College and the Institute for Extended Learning Transfer Students Who Transferred to Other Institutions

Number of Spokane Falls Community College and the Institute for Extended Learning Transfer Students Who Transferred to Other Institutions							
Spokane Falls Community College and the Institute for Extended Learning	2002-03	2003-04	2004-05	2005-06	2006-07*	Grand Total	Percent
Eastern Washington University	431	471	455	479	271	2,107	27%
Spokane Community College	291	325	235	275	189	1,315	17%
Washington State University	162	200	219	197	127	905	12%
Whitworth University	59	65	49	65	41	279	4%
Gonzaga University	58	74	60	81	31	304	4%
University of Washington	44	31	35	32	21	163	2%
University of Phoenix	39	32	30	26	15	142	2%
Park University	35	40	47	43	18	183	2%
University of Idaho	33	33	28	19	4	117	2%
Western Washington University	33	25	22	21	7	108	1%
Other colleges and institutions	540	571	434	370	204	2,119	27%
Total Transfers	1,725	1,867	1,614	1,608	928	7,742	100%

*These numbers do not include Fall 2007 enrollment in transfer institutions.

Data Source: National Student Clearinghouse and SLDNCSID

Section 5 - Traditional-Entry Students

Although CCS enrolls a relatively low proportion of traditional-entry students—students who enroll in college soon after leaving high school—this group can present unique challenges to educational institutions. Due, in part, to open enrollment and lower tuition, CCS enrolls students who, by standard measures of risk, are more likely to experience academic challenges and even failure. One in ten CCS traditional-entry students does not have a high school diploma or GED. The district also faces challenges with students who enter the system with math skills deficiencies. The pressures on CCS to respond successfully to these students' needs may increase with the implementation of new requirements for high school graduation.

A Look at Traditional-Entry Enrollments

Traditional-entry Students

In higher education research, traditional-entry students have been classified in two different ways. *Recent* high school students are those who enroll in college within one year they left high school; *Very Recent* high school students are those who enter college in fall of the same year after leaving high school. Fall quarter snapshots of student data are often used comparative analyses. This section uses both classifications to look at traditional-entry students.

Very Recent High School Students

Figure 5-1 presents average head counts and percentages for Very Recent high school students for two academic years, 2005-06 and 2006-07. Students in this figure are counted once within each institution, but are counted more than once in the CCS total if they attend classes at more than one institution. The number of students counted more than once is relatively small and does not affect the overall percentages and the subsequent analyses. Averaging across two years consolidates the information and helps improve reliability.

For the CCS district, about one in ten (11.3%) fall quarter students has very recently left high school. Among CCS instructional units, however, this percentage varies greatly:

- SFCC has the highest percentage at 18%;
- SCC has almost 10%;
- IEL has about 6%.

Figure 5-1. Very Recent High School Student Enrollments as a Percentage of Total Enrollments

Students Entering in the Fall of the Academic Year Following Their Last Year of High School				
Data are 2-Year Averages for Academic Years 2005-06 and 2006-07				
	SCC	SFCC	IEL	CCS Totals
Total Fall Enrollment	6,653	5,548	4,963	17,163
Percent of Fall Enrollment who entered CCS in the fall quarter immediately after leaving high school (includes Running Start students and GED)	9.5%	18.0%	6.2%	11.3%

Data source: SBCTC Data Warehouse

High School Graduates

Figure 5-2 shows that nearly 90% of Very Recent students entered CCS with a diploma or a GED. There are moderate differences between the colleges:

- SFCC has the highest percent at 98%;
- IEL has 93%;
- SCC follows with 72%.

Graduates of CCS-Area High Schools

District wide, almost 70% of Very Recent students attended high school in the CCS service area (Figure 5-2). Of these students, most attend SCC and SFCC. Interestingly, at the IEL only 29% of these traditional-entry students attended a high school within the service area.

Figure 5-2. Very Recent High School Students Entering CCS by Graduation Status and County of Origin

Students Entering CCS in the Fall after Last Year of High School by Graduation Status and County of High School Attended Data are 2-Year Averages for Academic Years 2005-06 & 2006-07								
	SCC		SFCC		IEL		CCS	
	#	%	#	%	#	%	#	%
Very Recent High School Students	629		1001		310		1,940	
High School Graduate	391	62.2%	940	93.9%	269	86.8%	1,600	82.4%
GED - attained	61	9.6%	39	3.8%	19	6.0%	118	6.1%
Total HS Grad/GED	452	71.8%	978	97.7%	288	92.7%	1,717	88.5%
Non Graduate	178	28.2%	23	2.3%	23	7.3%	223	11.5%
By County of High School Attended								
CCS Service Area Total	463	73.5%	775	77.4%	89	28.7%	1,326	68.4%
Spokane County	412	65.5%	697	69.6%	41	13.1%	1,149	59.2%
5-CCS counties other than Spokane	51	8.0%	78	7.8%	49	15.6%	177	9.1%
Outside CCS service area	166	26.4%	226	22.6%	221	71.3%	614	31.3%

Data source: SBCTC Data Warehouse

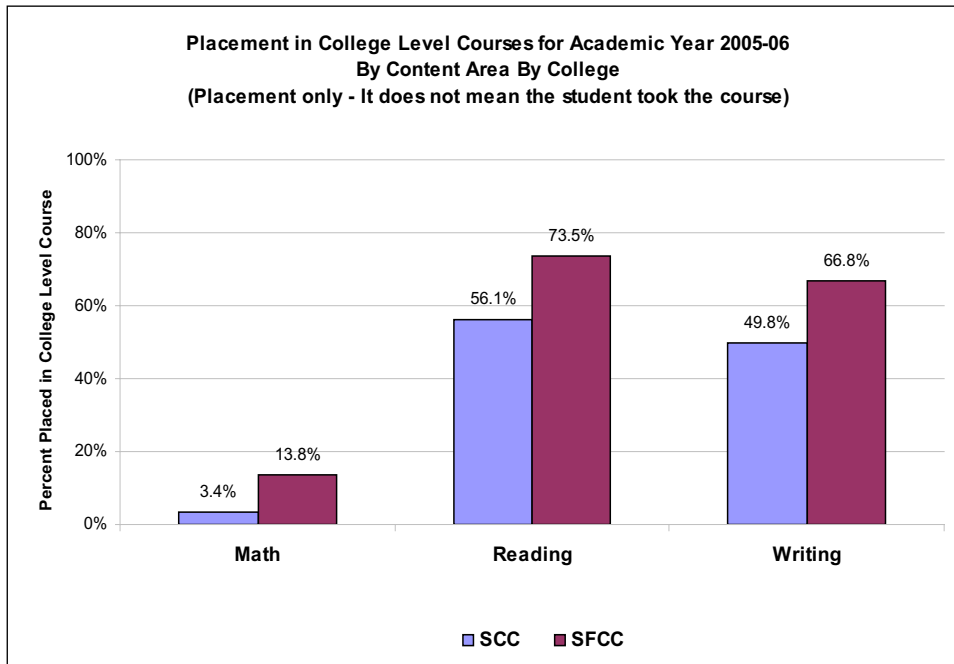
College-Level Course Placements

When students enter CCS, they are assessed to determine the level of math, reading, and writing courses appropriate for their skill levels. Based on these assessments, they are placed in courses that are either below college level (also called developmental courses) or at college level. Placement does not mean the student will enroll in the recommended course. Sometimes students are moved out of developmental courses by the instructor if it becomes clear that they possess higher skill levels than suggested by the assessments. Attempting to save time and money, some students choose to enroll in a higher-level course in spite of their placement results. However, placement data still provide a good approximation of the skill levels of incoming students.

Recent High School Graduates

Figure 5-3 (next page) shows the percent of 2004-05 recent high school graduates placed into college level courses during the academic year 2005-06. Placements in college-level courses for reading and writing are fairly similar within each college (i.e., for SCC, 56% in reading compared to 50% in writing). However, there are distinct differences between the colleges. Both colleges have low placement rates into college-level math.

Figure 5-3. College-Level Course Placements during 2005-06



Data Source: CCS Student Management System

Math is an obvious area of concern. Figure 5-4 explores this further with an analysis of student performance for recent high school graduates who took a CCS math course in 2005-06. Results are broken out in two ways: first, by the total number of math classes taken during the year in below-college-level and college-level courses; second, by the proportion in each of these groups who passed or failed the course. Students were counted more than once if they took more than one math class during the academic year. Students passed the class if they earned a grade of 2.0 or higher and failed the class if they earned less than a grade of 2.0 or withdrew from the class after the 10th day of the quarter.

Figure 5-4. Student Math Performance at SCC and SFCC

Number of CCS Math Classes Taken in 2005-06 By 2005 High School Graduates					
College	Course Level	Total Math Classes Taken ¹		Passed ²	Failed ³
		#	%		
SCC	Below-College-Level	559	88.2%	49.9%	50.1%
	College-Level	75	11.8%	58.7%	41.3%
	SCC Total	634	100.0%	50.9%	49.1%
SFCC	Below-College-Level	1063	83.3%	53.2%	46.8%
	College-Level	213	16.7%	68.5%	31.5%
	SFCC Total	1276	100.0%	55.7%	44.3%

¹ Students who took more than one math class during the year are counted more than once.

² Students who received a grade of 2.0 or higher.

³ Student who received a grade lower than 2.0 or who withdrew.

Data source: SCC and SFCC SMS

About half of students at SCC and SFCC pass their below-college-level math courses. Students in college-level math courses perform somewhat better with pass rates of nearly 60% for SCC and nearly 70% for SFCC. However, that means 30 to 40 % of students who placed into college-level math classes need to repeat them.

Looking Ahead: The Effects of WASL

An impending change in the K-12 system has the potential to dramatically affect the community college system. Beginning with the class of 2008, students must pass the WASL to graduate from high school. In recognition of the particular challenges students face in math, students have been afforded other avenues for math skills sufficiency until 2013 (Figure 5-5). The class of 2013 loses those options and must pass the math WASL or an approved alternative. For additional information visit the state education web site, www.k12.wa.us.

If these requirements stay in place, and student performance on the WASL does not improve, CCS may see an increase in the number of students enrolling without a high school diploma and/or seeking a GED or supplemental high school training. This increase would likely begin in fall 2008 and intensify in fall 2013.

On August 30, 2007, the OSPI published a progress report on the class of 2008. The report included the percent of students meeting standard on the WASL as of April 2007. The results are based on 73,075 Washington students who were classified as high school juniors in spring 2007. Figure 5-6 (next page) shows the percent of students meeting the standards for the reading, writing, and math sections of the WASL. While nearly 90% of students met the standard for reading and writing, only 63% met the standard for math. This underscores the CCS findings that math competency is a significant barrier for many students and that future consideration of this problem will be necessary.

Figure 5-5. WASL Requirements for High School Graduation

Washington State High School Graduation Requirements

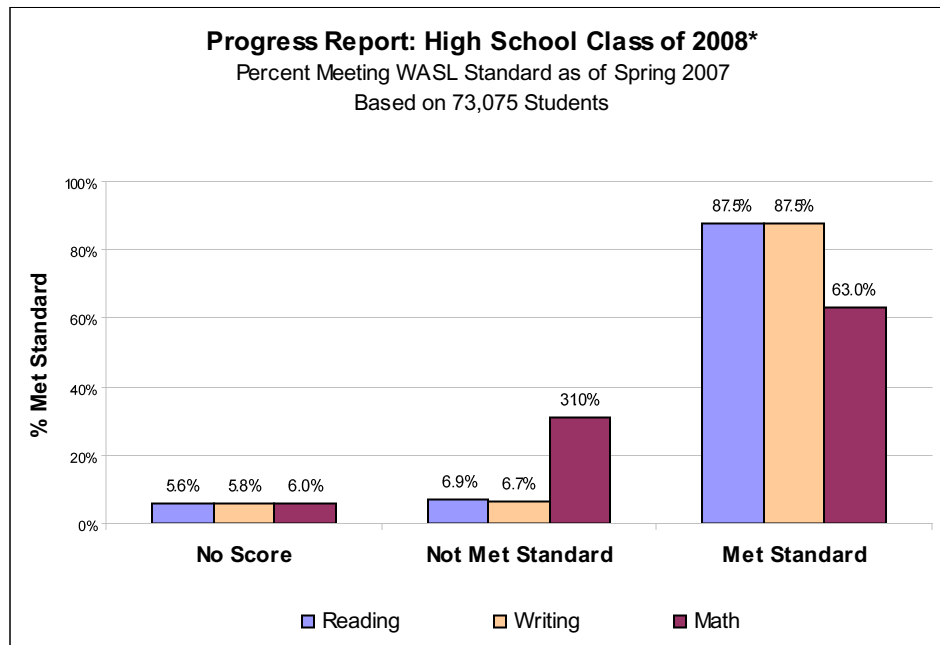
For the graduating classes of **2008-2012**, students must:

- 1) Pass the reading and writing WASL, a state-approved alternative to the WASL, or an assessment for students in special education
- 2) Meet the state's math requirement by:
 - Passing the math WASL, a state-approved alternative, or an assessment for students in special education
 - OR
 - Continuing to earn math credits until they graduate. Meet all other state and school district graduation requirements:
 - a) Culminating Project
 - b) High School and Beyond Plan
 - c) All state and local credit requirements

For the graduating classes of 2013 and beyond, students must:

- 1) Pass the reading and writing WASL, a state-approved alternative to the WASL, or an assessment for students in special education
- 2) Pass the math WASL, a state-approved alternative, or an assessment for students in special education
- 3) Meet all other state and school district graduation requirements:
 - a) Culminating Project
 - b) High School and Beyond Plan
 - c) All state and local credit requirements

Figure 5-6. Percent of HS Juniors Meeting WASL Standards as of Spring 2007



* Class of 2008 students who were classified as 11th-graders in Spring 2007
Source: OSPI 2007 WASL presentation

Running Start

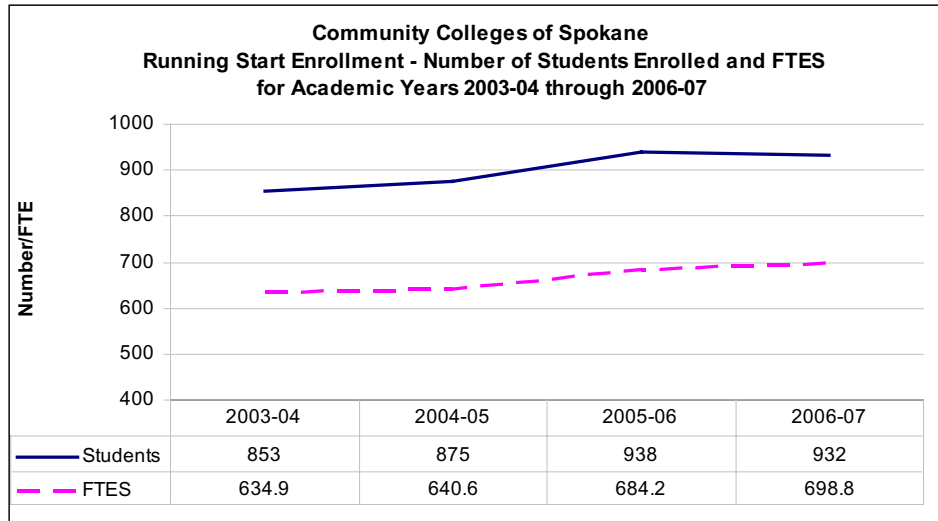
District-wide, the number and FTES of Running Start students has climbed steadily from 2003-04 to 2006-07. While SFCC and IEL have seen a steady increase over the past four years, SCC’s Running Start enrollment has slipped by 24 FTES. Figure 5-7 shows the Running Start enrollment history for each college; Figure 5-8 (next page) displays the total enrollment for the district. The student counts are unduplicated within each college and for the district total. There are some duplicates between colleges as students sometimes take courses at more than one college in the same year. Running Start enrollments comprise a small proportion of the CCS student body. However, with the number of Running Start students steadily increasing, CCS may need to focus additional attention on identifying and meeting their needs.

Figure 5-7. Running Start Student Enrollments by Instructional Unit

Running Start Enrollment - Number of Students Enrolled and FTES for Academic Years 2003-04 through 2006-07								
Academic Year	SCC		SFCC		IEL		CCS Totals	
	Student Count	FTES	Student Count	FTES	Student Count	FTES	Student Count	FTES
2003-04	373	264.4	423	311.6	120	58.8	853	634.9
2004-05	359	251.8	436	324.7	126	64	875	640.6
2005-06	345	246.8	522	373.4	128	64	938	684.2
2006-07	346	240.6	500	385.6	141	72.6	932	698.8

Data Source: SBCTC Data Warehouse

Figure 5-8. Running Start Student Enrollments



Data Source: SBCTC Data Warehouse

Section 6 – Adult Basic Education

Adult basic education (ABE) offers instruction in the basic skills of reading, writing, and mathematics to adult learners, preparing them to transition into the workforce, college, or vocational training. Courses in English as a Second Language (ESL), General Education Development (GED), high school completion (HSC), and basic skills comprise the ABE courses offered through CCS. Figure 6-1 shows ABE annual FTES for academic years 2002-03 through 2006-07 for the CCS district. On average, over the past five years, ABE courses comprised approximately one-fifth of the total state-supported FTES for CCS. Since these classes are only offered at the IEL, they make-up over two-thirds of the IEL's FTES.

Figure 6-1. Annual FTES for Adult Basic Education, 2002 – 2007.

Annual FTES for Adult Basic Education Studies	
Academic Year	FTES
2002-03	2,513
2003-04	2,382
2004-05	2,193
2005-06	2,731
2006-07	2,496

Data Source: SBCTC Data Warehouse

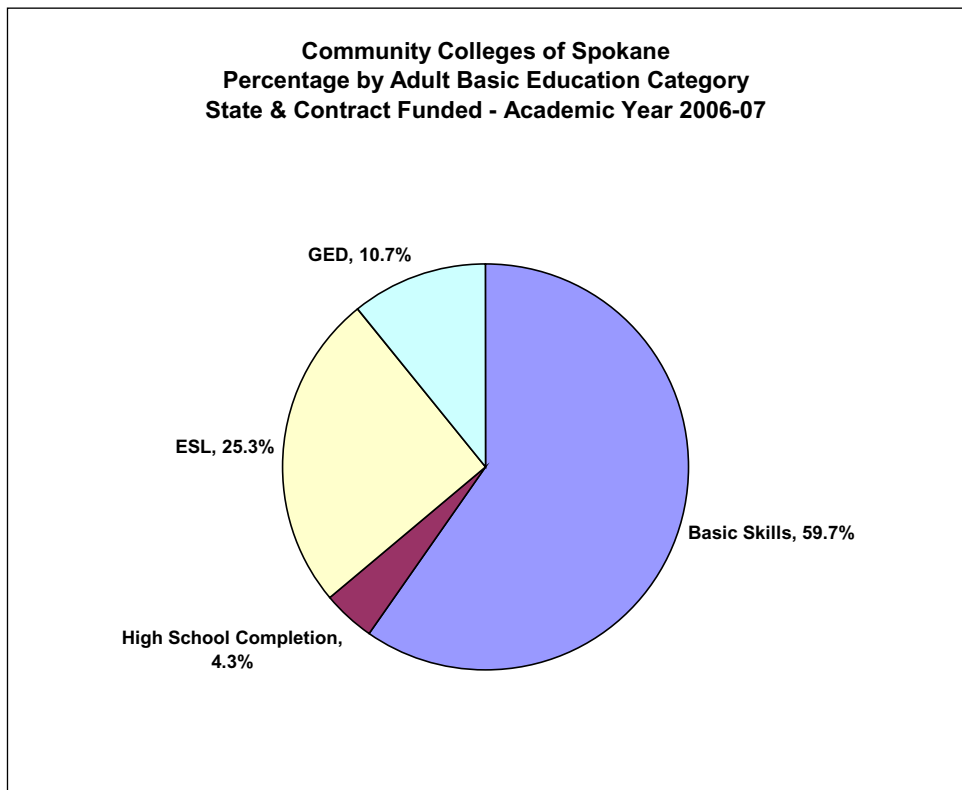
In 2006-07, ABE courses conducted within correctional facilities (contract-funded) comprised roughly 15% of the total ABE FTES, a decline from 2002-03 when they comprised 20%. The correctional sites include Airway Heights and Pine Lodge Correctional Facilities.

By category, ABE basic skills carry the greatest number of FTES with 59.7% (Figure 6-2, next page). ESL is the next largest area with 25.3%. The two areas for high school equivalency—GED and HSC—combine to make 15%.

Students Earning a GED and Taking College Level Courses

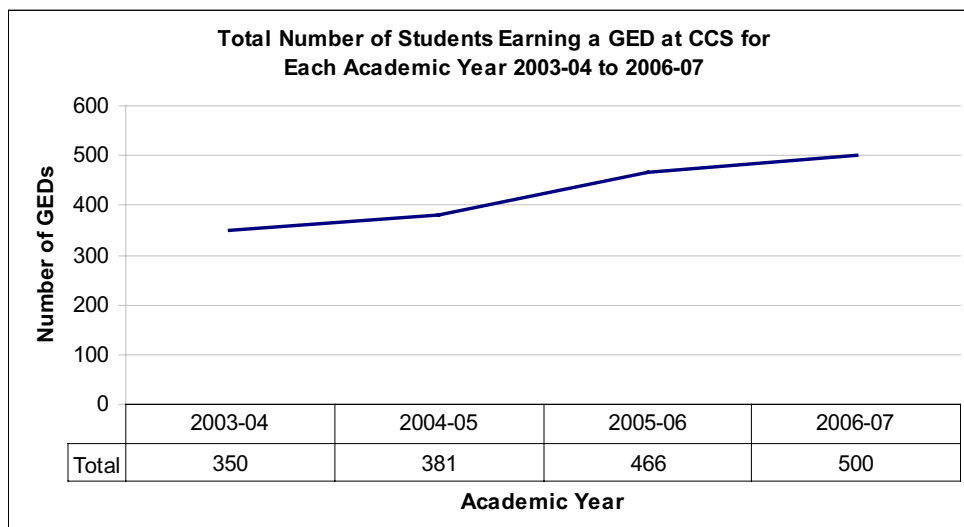
The number of CCS students earning, or who had earned, a GED increased from 350 in 2003-04 to 500 in 2006-07—a 43% increase (Figure 6-3, next page). Approximately 20% of students obtaining a GED in the last two academic years took a course at college level during 2006-07 (Figure 6-4 on page 39).

Figure 6-2. Percentage by Adult Basic Education Category, 2006-07.



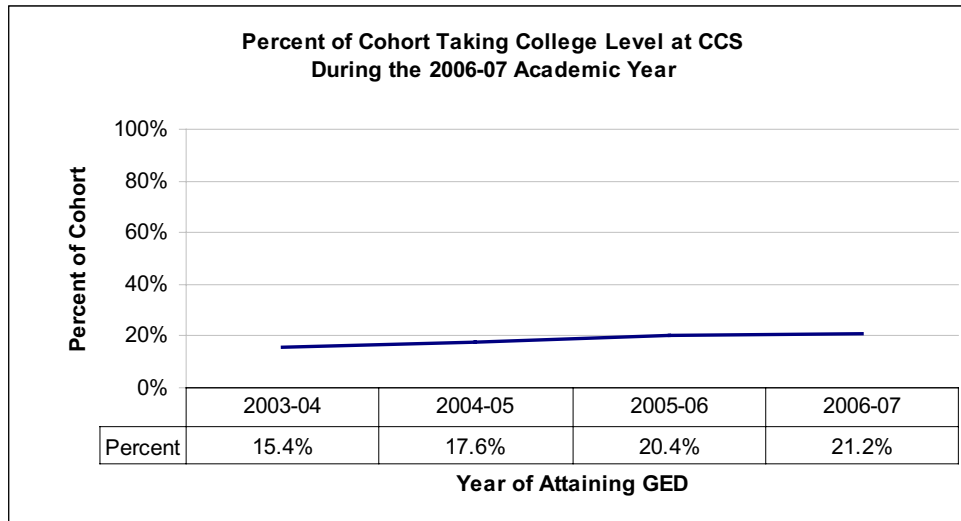
Data source: SBCTC Data Warehouse

Figure 6-3. Number of Students Earning GEDs at CCS, 2003 – 2007.



Data source: SBCTC Data Warehouse

Figure 6-4. Percentage of Students Who Earn a GED and Take College Level Courses.



Data source: SBCTC Data Warehouse

The SBCTC and CCS recognize the need to reach students with below college-level skills for workforce training, a need that will intensify if population-based educational attainment levels decline as predicted.¹ Two programs have been developed by the state and CCS to improve the skills of the potential workforce and increase educational attainment, thus providing people at lower socioeconomic levels with the ability to become higher wage earners. These are Integrated Basic Education and Skills Training (I-BEST) and Opportunity Grant programs. I-BEST began at CCS in 2006-07. SCC and SFCC were awarded the Opportunity Grant in fall 2007.

I-BEST is a collaborative program that allows eligible students to complete adult education courses, such as GED and ESL, at the same time they are enrolled in college-level technical education programs in high-demand fields like CNC machining, welding, and mobile hydraulics. Upon successful completion of the program, graduates are eligible for entry-level manufacturing specialist jobs, have gained job-specific math, reading and communication skills, and may have completed, or be close to completing, a GED certificate or high school diploma. Students also earn 25 college credits during the program that can be applied to a one-year professional certificate or two-year associate degree in applied science degree at a community college. The pilot I-BEST program enrolled over 45 students in 2006-07. Nearly 95% of these students completed the program in the planned two quarters and were hired by local employers either during or immediately after completion.

Opportunity Grants are designed to provide educational access and support for low-income adults, enabling them to progress further and faster along high-demand career pathways. Students receive individualized support services and additional grant money while they work toward their educational goals. Students who are eligible must go into high-demand and high-wage programs and careers as defined by the SBCTC.

¹ Callan, Patrick. "Introduction: International Comparisons Highlight Educational Gaps Between Young and Older Americans;" Measuring Up: The National Report Card on higher Education. <http://measuringup.highereducation.org/commentary/introduction.cfm>

Section 7 – Continuing Education

Along with liberal arts, professional/technical programs, and adult basic education, CCS provides the community with a large number of continuing education (CE) opportunities. These programs focus on lifelong learning needs for personal enrichment and career development, and are comprised of noncredit, state-supported, self-supported, and contract classes.

Continuing Education Courses

The bulk of CE classes are delivered through IEL. In the academic year 2006-07, for example, IEL delivered 71% of the CE class sections, SCC delivered 16%, and SFCC 13%. These ratios have held relatively constant over the last five years. Within IEL, most of the CE FTES are delivered through the Business and Community Training Center (BCT). BCT offers four categories of CE:

- personal enrichment,
- workforce readiness,
- incumbent worker training, and
- small business development.

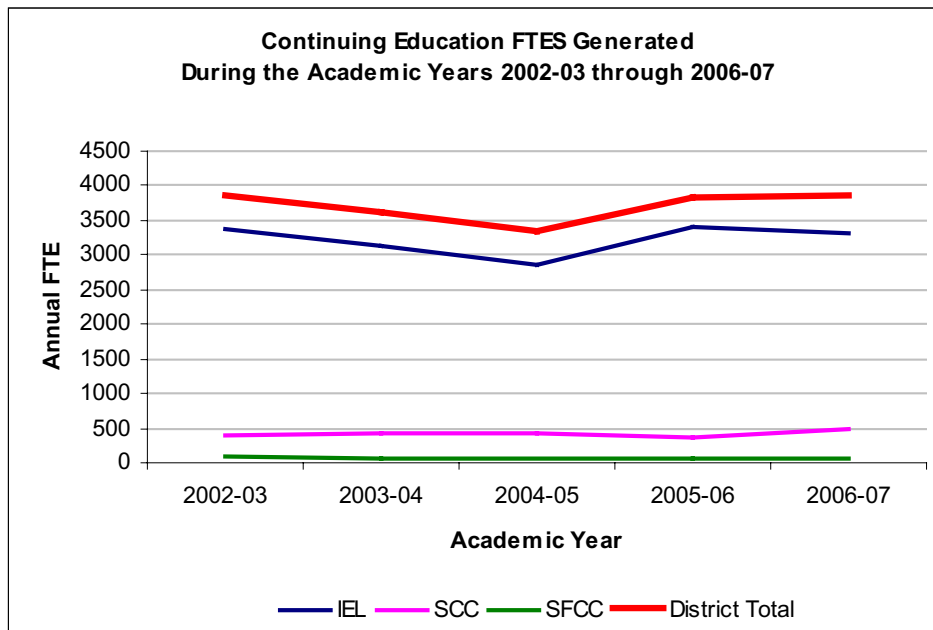
Personal enrichment classes support special interests of the public such as photography and basket weaving. Workforce readiness assists students with customized training needed to enter the job market. The incumbent worker training increases job related skills and is often funded by the employer. Small business development instruction supports people starting a business in subject areas of process, planning, management, and supervision.

Figure 7-1 (next page) shows the FTES generated by CE classes over the last five years by instructional unit. While FTES in 2006-07 are essentially the same as they were five years ago, it is interesting to note that the unduplicated head counts of students generating these FTES have decreased from 18,199 in 2002-03 to 16,252 in 2006-07—a drop of 11%. This indicates that fewer students are taking more CE classes and/or are taking CE classes worth more credits.

Continuing Education Student Characteristics

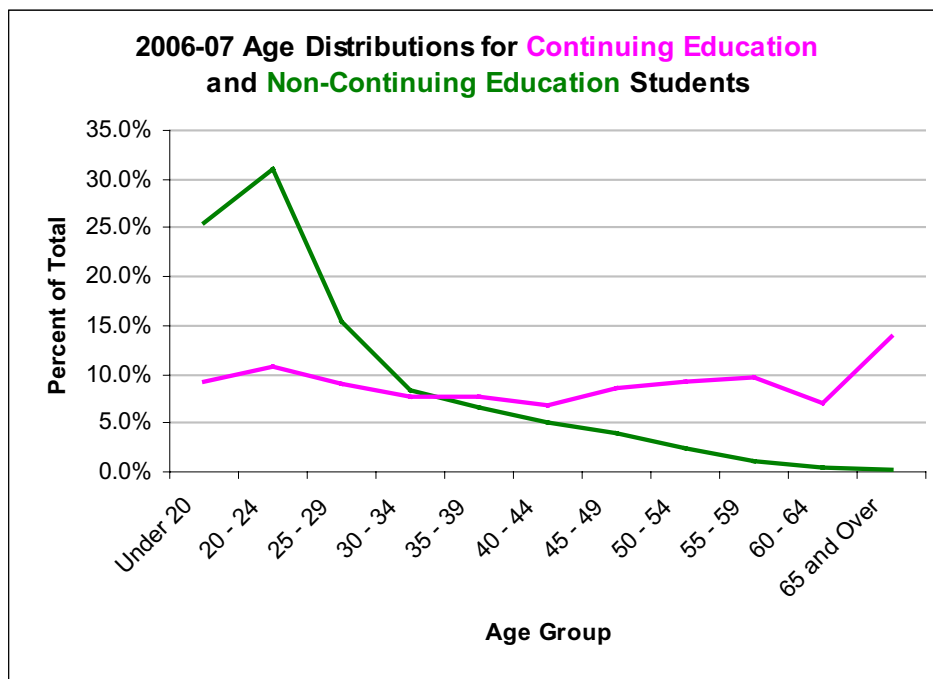
In terms of gender and ethnicity, CE students are similar to non-CE students in the district. As might be expected, however, the age distribution of CE versus non-CE students is quite different (Figure 7-2 next page). The bulk of non-CE students attend CCS colleges while they are under 30. The CE age distribution is much flatter by comparison, but with high points occurring in the 20-24 age group, and the over 50-60 group. After age 60, there is a decline. (Note that in the graph, it appears that there is a sharp increase in the 65 and over group. Bear in mind, however, that while the other age group categories are comprised of 5-year increments, the last group is all ages 65 and older. This makes the group appear to be larger. If we were to break the 65 and over group into 5-year increments, we would see a steady decline, though still significantly more students than in the non-CE trend.

Figure 7-1. Historical Continuing Education FTES by Instructional Unit.



Data Source: SBCTC Data Warehouse.

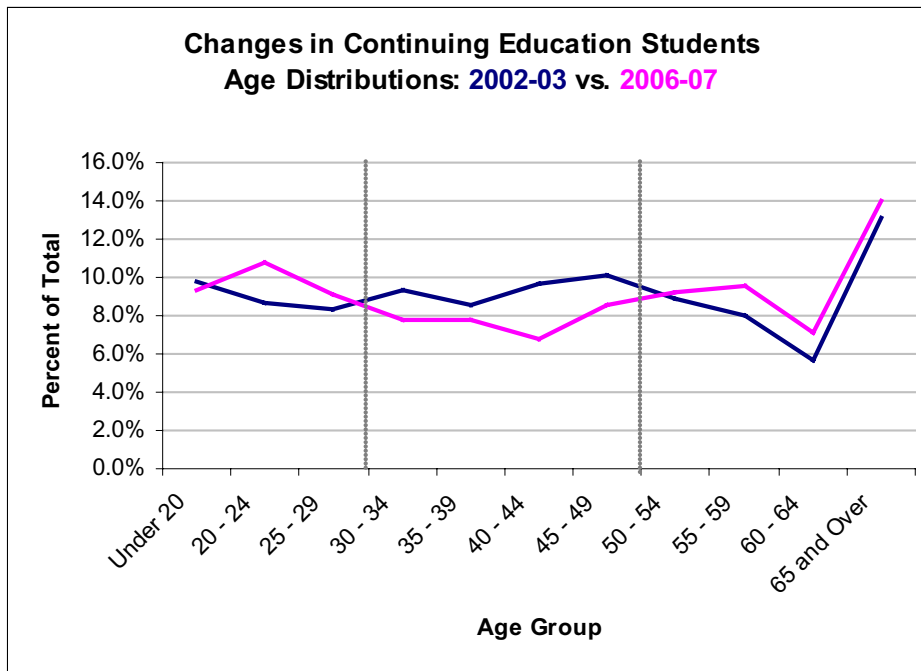
Figure 7-2. Age Distribution of CE vs. Non-CE Students, 2006-07.



Data Source: SBCTC Data Warehouse.

Figure 7-3 displays the change in CE ages over the past five years. This graph shows that CCS CE is instructing more people under 30 and over 50 than it was five years ago. There has also been a substantial decline in students between the ages of 30 and 50.

Figure 7-3. Change in Age Distribution of Cont. Ed Student from 2002 to 2006.



Data Source: SBCTC Data Warehouse.

Section 8 – District Climate: CCS 2007 Climate Survey

During spring quarter 2007, a district-wide climate survey was administered to faculty, staff, and administrators at the District offices, IEL, SCC, and SFCC. A similar survey had been conducted in the spring of 2004, and many of the questionnaire items from this survey were included in the 2007 instrument for comparison. The questionnaire consisted of 20 items covering the following topics:

- CCS Mission Fulfillment
- Student Access
- Diversity
- Financial Management
- Facilities
- External Relationships
- Miscellaneous Internal Issues

For each item, employees rated the importance of the item (Not Important, Somewhat Important, Important, Very Important) and how well CCS performs the item (Poor, Fair, Good, Very Good).

Out of the 1,950 employees invited to participate in the survey, 591 (30%) responded. This participation rate was higher than for the 2004 survey which yielded a 22% participation rate. Analysis of the sample characteristics indicated the following:

- Based on the number of responses from each unit, SCC was underrepresented while SFCC was overrepresented.
- Based on employee classification, part-time employees were underrepresented while full-time faculty and exempt employees were overrepresented.
- Based on years of employment, a shift was observed from 2004 to 2007 with more new employees (less than 2 years) participating and fewer long-term employees (over 10 years) participating.

Comparing 2004 to 2007

Employees were asked to evaluate how well CCS is fulfilling its mission, as adopted by the Board of Trustees in July 2004:

Community Colleges of Spokane, collaborating as a district, is committed to providing quality, relevant learning opportunities for students and the six-county regional community we serve.

We fulfill our mission:

- a) Through our three student-centered institutions - Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning - where outstanding faculty and staff provide comprehensive educational, training and enrichment activities for people of all ages and backgrounds.*
- b) Through a challenging and supportive environment where diverse students, faculty, and staff flourish.*
- c) Through collaboration with our colleagues in education and our partners in business and the community.*

Figure 8-1 presents the 2004 and 2007 responses which show a clear shift in the perception of employees that CCS is fulfilling its mission. Note, however, that the mission statement was different in 2004, and so the employees were responding to two different things. Also, in spite of this improvement, two-thirds of all employees still feel that there is work to be done in fulfilling the mission.

Figure 8-1. How well is CCS fulfilling its mission?

Mission Rating	2004 Sample	2007 Sample
CCS is not fulfilling its mission	3.4%	3.2%
CCS is not fulfilling its mission, but is working on it	13.4%	7.3% ¹
CCS is fulfilling its mission, but could do more	63.6%	55.3% ²
CCS is fulfilling its mission	19.6%	34.2% ³
Number of Responses	352	588

1 Difference of Proportions: $z=3.04$, $p<0.01$
 2 Difference of Proportions: $z=2.52$, $p<0.05$
 3 Difference of Proportions: $z=4.78$, $p<0.001$

Changes in Importance Ratings

Of the remaining 19 survey items, seven showed statistically significant differences from 2004 to 2007:

- Promote diversity in student recruitment
- Promote diversity in employee recruitment
- Communicate budget information to CCS employees
- Gain financial support from outside sources, such as individuals, groups, businesses, corporations, private foundations, and grants
- Make budget decisions that reflect the mission
- Provide resources necessary for maintenance and upgrades of campus facilities
- Review instructional and other services to minimize duplication within the organization.

The two items dealing with diversity were rated as more important than they had been in 2004, while the remaining five items were rated as less important.

Changes in Performance

Eleven of the 19 items showed statistically significant improvements in performance from 2004 to 2007. Two dealt with student access, three with financial management, one with facilities, four with internal issues, and one with external relationships:

- Provide opportunities for people to achieve their educational goals
- Provide up-to-date equipment and technology for academic programs
- Communicate budget information to CCS employees
- Gain financial support from outside sources
- Make budget decisions that reflect the mission
- Provide resources necessary for maintenance and upgrades of campus facilities
- Define roles and responsibilities of each entity

- Review instructional and other services to minimize duplication within the organization
- Provide professional development for employees
- Offer competitive compensation and benefits to recruit and retain employees
- Respond to pressures from state and federal legislative initiatives.

Of the eight items for which the differences were not statistically significant, five still showed higher percentages of employees suggesting that CCS employees might have perceived improvements in 2007. Only three items showed slight decreases in perceived performance. Again, however, these changes were not statistically significant.

In 2004, the majority of respondents rated the financial management, facilities, and professional development items as poor or fair, while in 2007 the majority rated these items as good to very good. However, two out of five respondents still rated these items as poor or fair.

Where We Are Now—2007 Results

In interpreting these results we assume that for issues or functions considered “very important,” a rating of “very good” indicates the organization is responding successfully. Since the rating scales used to assess importance and performance were both based on 4-point Likert scales, it is possible to calculate average ratings for these two measures and directly compare them to one another. For items rated “very important” (e.g., 3.5 or higher), it would be desirable to see performance ratings of “very good” (e.g., 3.5 or higher). The extent to which the performance rating is lower than the importance rating is an indication that a disconnect between desire and action may exist and should receive further attention.

Figure 8-2 presents such a comparison. With the exception of one item, *Responds to pressures from state and federal legislative initiatives*, all items displayed a significant difference between the proportion of respondents who rated items as “important” compared to their performance ratings of “good”. In looking at the gaps between average ratings, five items show differences of less than ½ point (white cells in the Gap column). Eight out of the 19 items received average importance ratings higher than 3.5 (light blue cells), yet received average performance ratings that were lower by ¾ to 1-¼ points—a substantial difference for a 4-point scale.

Similar to 2004, a majority of 2007 respondents still rate the following items as less than good:

- Offer competitive compensation and benefits,
- Define roles and responsibilities of each institution
- Review services to minimize duplication within the organization.

Full-time faculty employed between 5 and 10 years, expressed a disproportionately high level of dissatisfaction regarding compensation and benefits; exempt employees expressed a disproportionately high level of dissatisfaction regarding roles and responsibilities; and both full-time faculty and exempt employees expressed a disproportionately high level of dissatisfaction regarding duplication of services.

Figure 8-2. Summary of 2007 Survey Results and Comparison to 2004.

Questionnaire Item	2004 to 2007 ¹		2007			2007	
	Change in Importance	Change in Performance	Average ² Importance	Average ³ Performance	Gap ⁴	% Important ⁵	% Good ⁶
Student Access							
Provide opportunity to achieve educational goals	⇒	↗	3.84	3.05	-0.79	99.5%	85.5%*
Provide opportunity for anyone to attend classes	⇒	⇒	3.31	2.82	-0.49	85.9%	67.7%*
Provide user-friendly student services	⇒	⇒	3.72	2.81	-0.91	99.3%	68.8%*
Provide up-to-date equip & technology for programs	⇒	↗	3.69	2.75	-0.94	98.4%	66.8%*
Diversity							
Promote diversity in student recruitment	↗	⇒	3.27	2.80	-0.47	85.4%	69.7%*
Promote diversity in employee recruitment	↗	⇒	3.16	2.80	-0.36	81.4%	70.8%*
Financial Management							
Communicate budget information to CCS employees	↘	↗	3.28	2.46	-0.82	88.7%	50.2%*
Gain financial support from outside sources	↘	↗	3.37	2.65	-0.72	90.1%	58.7%*
Make budget decisions that reflect the mission	↘	↗	3.61	2.63	-0.99	97.9%	61.9%*
Facilities							
Provide resources necessary for maintenance and upgrades of campus facilities	↘	↗	3.45	2.51	-0.94	94.9%	52.7%*
Internal Issues							
Define roles & responsibilities of each institution	⇒	↗	3.37	2.39	-0.97	89.8%	45.4%*
Review services to minimize duplication within the organization	⇒	↗	3.31	2.31	-1.00	88.7%	43.7%*
Provide professional development for employees	⇒	↗	3.53	2.57	-0.95	95.1%	56.7%*
Offer competitive compensation and benefits	⇒	↗	3.62	2.38	-1.23	96.5%	46.9%*
External Issues							
Work with high schools to provide smoother transition to college	⇒	⇒	3.54	2.72	-0.81	95.0%	64.0%*
Work with 4-yr institutions to provide smoother transfers	⇒	⇒	3.59	2.82	-0.77	95.6%	71.9%*
Actively participate in community & economic development	⇒	⇒	3.42	2.99	-0.43	91.2%	78.7%*
Promote understanding of CCS's purpose within the community	⇒	⇒	3.49	2.72	-0.78	94.4%	63.5%*
Respond to pressures from state and federal legislative issues	⇒	↗	3.11	3.04	-0.07	81.7%	84.6%

1 Red and green shaded arrows show statistically significant changes, and the direction of change.
 2 Rated on a scale of 1 to 4, with 1 meaning Not Important and 4 meaning Very Important. Cyan indicates items with average importance rating higher than 3.5.
 3 Rated on a scale of 1 to 4, with 1 meaning Poor and 4 meaning Very Good
 4 Difference between the Average Importance and Average Performance ratings. Red indicates items with gaps greater than 0.5 point.
 5 Percentage of respondents who rated the item Important or Very Important (3 or 4, respectively).
 6 Percentage of respondents who rated the item Good or Very Good (3 or 4, respectively).
 * Difference of proportions test significant at the p < 0.001.

Other key findings from the survey:

- Respondents showed an increased rating of importance regarding *promoting diversity in employee and student recruitment*, even though they felt that, in practice, no improvement had been made.
- While half of all respondents indicated dissatisfaction with *communication of budget information*, full-time faculty employed between 5 and 10 years, in particular, expressed a disproportionately high level of dissatisfaction on this item.
- A disproportionately high number of full-time faculty (regardless of years employed) rated *professional development opportunities* as poor while a disproportionately low number of exempt employees rated this item poor. Explanations for these difference might indicate a perceptual disconnect between administrators and faculty on the opportunities available to faculty, that more opportunities have been made available to exempt employees than to faculty over the last several years, that communication with faculty about the opportunities available to them has been inadequate, etc.
- One-third of respondents rated *working with high schools*, *working with four-year institutions*, and *promoting CCS to the community* as poor or fair. Around one-fifth rated *CCS participation in community and economic development* as poor or fair. All of these functions were rated as important activities. While most of these respondents fall in the fair category, it appears to be a clear signal they feel additional improvements are required in these areas.



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