

Summary of 2010-11

- Washington community and technical colleges enrolled the equivalent of 200,109 full-time students (annual FTES) during academic year 2010-11, an increase of one percent over the previous year and a record level. Of the total, 161,081 FTES – 80 percent – were in state-funded courses. State-funded FTES are supported by student tuition and state funding.
- Community and technical colleges served nearly half a million people – 455,906 students in 2010-11. This unduplicated headcount represents each student counted only once, even if the student enrolled for more than one quarter or at more than one college during the year.
- A record high total of 78,069 (49 percent) state-supported FTES were generated by students enrolled for workforce education (upgrading job skills or preparing to enter a new job field).
- The continued weak economy and jobless recovery in 2010-11 continued the increase in Worker Retraining enrollments, up by 5 percent. In 2010-11, community and technical colleges served 19,562 Worker Retraining students (13,403 FTES).
- Students who were preparing to transfer to four-year institutions accounted for 61,682 FTES (38 percent). 16,148 FTES (10 percent) were generated by students enrolled with an immediate goal of basic skills [Adult Basic Education (ABE), English as a Second Language (ESL), General Education Development (GED) preparation, or high school completion].
- eLearning enrollment growth rate was flat over the previous year after a number of years of double digit growth. In 2010-11, colleges enrolled 31,394 FTES in eLearning instruction, an increase of 1.6 percent from 2009-10. Online learning comprises 65 percent of eLearning and increased by 401 FTES, or 2 percent. Hybrid, which combines online with some face-to face, was 31 percent of all eLearning as it increased by 1,067 FTES or 12 percent.
- In 2010-11, 19,125 Running Start students – high school students earning high school and college credit simultaneously – accounted for 12,689 FTES. Another 3,215 high school students enrolled in college classes offered at their high school - College in the High School and 3,617 high school students enrolled in alternative high school programs offered at the colleges. Additionally, 367 students received their high school diploma by earning their associate degree.
- Integrated Basic Education and Skills Training (I-BEST) pairs ABE or ESL with workforce training. Some 3,394 students were enrolled for 1,782 FTES in programs in fields such as allied health, welding, automotive, and early childhood education. Seven colleges also offered upper division course work for the applied bachelor's degrees (323 FTES).
- In 2010-11, 21,493 individuals were employed in state-supported positions in Washington community and technical colleges. This included faculty, classified staff, administrative and other professionals, and equaled 13,566 full-time equivalents, and 58 percent faculty positions.
- System expenditures totaled more than \$1.2 billion. Fifty percent came from general and special state funds.
- Capital appropriations for the 2009-2011 biennium totaled \$360 million. The 30 college districts own more than 17 million square feet of facilities and 2,878 acres of land.

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

Table of Contents

| | <u>Page</u> |
|--|-------------|
| SUMMARY OF 2010-11 | i |
| TABLE OF CONTENTS | iii |
| INTRODUCTION | v |
| I. ENROLLMENTS | |
| FTES by Fund Source | 1 |
| Factors Impacting Enrollments..... | 1 |
| Full-Time Equivalent Students (FTES)..... | 2 |
| Student Headcount | 3 |
| FTES by Student Purpose for Attending, State-Supported | 6 |
| Student Headcount by Purpose for Attending, State-Supported | 8 |
| FTES by Course Intent, State-Supported | 10 |
| Contract Funded FTES by Course Content | 12 |
| State-Supported FTES versus College District Allocation | 14 |
| II. SELECTED PROGRAMS | |
| Enrollments in Selected Programs | 15 |
| Students by Dual Credit and High School Enrollment Programs..... | 21 |
| eLearning State-Supported FTES | 24 |
| Students Receiving Need-Based Financial Aid | 26 |
| Students with a Job Related Intent by College | 28 |
| FTES by Course by Location and Time..... | 29 |
| III. STUDENT PROGRESS AND SUCCESS | |
| Student Achievement Initiative | 31 |
| Degrees and Certificates Awarded | 33 |
| Academic Transfer Degrees | 36 |
| Workforce Degrees and Awards | 38 |
| Selected Characteristics of Students Receiving Degrees or Certificates | 40 |
| After College Status – Transfer | 41 |
| After College Status – Job Preparatory, Placement and Wages | 44 |
| IV. STAFF | |
| Introduction to Staff | 49 |
| Staff FTE by Category of Employee | 50 |
| Classified Support Staff Annual FTE..... | 52 |
| Administrative Staff FTE..... | 54 |
| Professional/Technical Staff FTE | 56 |
| Teaching Faculty FTE-F by Employment Status | 58 |
| Full-Time Faculty Salaries..... | 60 |
| Faculty Salaries and Benefits | 61 |
| Number of Employees by Category of Employee..... | 62 |
| Staff FTE by Category of Employee | 64 |

| | <u>Page</u> |
|---|-------------|
| V. FACILITIES | |
| Facilities and Capital Funding | 65 |
| Appropriations of Capital Funds | 66 |
| Facilities Inventory Summary | 67 |
| Owned Gross Square Footage by Date of Construction..... | 68 |
| Campus Size in Acres..... | 70 |

| | |
|---|----|
| VI. EXPENDITURES | |
| Introduction to Expenditures | 71 |
| Expenditure Categories..... | 72 |
| Expenditures by Source of Funds | 73 |
| Expenditures by Program | 75 |
| Costs per State-Funded FTES – State General Funds and Operating Fees..... | 78 |
| Expenditures by Object..... | 79 |
| Federal Workforce Education Funds..... | 80 |
| Federal and Special State Basic Skills Funds..... | 82 |
| State WorkFirst Expenditures..... | 84 |

APPENDICES

- A Full-Time Undergraduate Student Tuition and Fees
- B Definitions

Introduction

The Report

This *Academic Year Report 2010-11* provides a snapshot of funding, facilities, staffing, and enrollments in community and technical colleges for the past academic year. The report also describes key measures of student outcomes and addresses the most frequently asked questions related to expenditures, personnel and students. Additional demographic information regarding community and technical college students is available in the companion publication *Fall Enrollment and Staffing Report, 2010*.

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

The Washington Community and Technical College System

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

Each college district is required to "offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education" (RCW 28B.50.020(2)). Technical colleges are exempt from the requirement to offer academic transfer courses. As of 2007-08, four colleges were authorized to award applied baccalaureate degrees providing career advancement for technical associate degree graduates. Each district is governed by a board of five trustees appointed to five-year terms by the Governor with the consent of the Senate.

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

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

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

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

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

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

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

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

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

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

In 2005, the Legislature gave the State Board authority to offer applied baccalaureate programs in a pilot program at selected community and technical colleges. The 2010 Legislature removed the pilot status and gave the State Board authority to approve community and technical college applied baccalaureate degree programs.

In 2009, the Legislature allowed the five technical colleges to offer transfer degrees that prepare students for professional bachelor's degrees in addition to offering technical degrees.

Washington Community and Technical Colleges

