

Summary of 2011-12

- Washington community and technical colleges enrolled the equivalent of 190,630 full-time students (annual FTES) during academic year 2011-12, a decrease of 4.7 percent over the previous year's record level. Of the total, 152,378 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 – 419,743 students in 2011-12. This unduplicated headcount represents each student counted only once, even if the student enrolled for more than one quarter or at more than one college during the year.
- A total of 72,697 (48 percent) state-supported FTES were generated by students enrolled for workforce education (upgrading job skills or preparing to enter a new job field). This represents a decrease from the record number of workforce students enrolled in 2010-11.
- In 2011-12, community and technical colleges served 16,601 Worker Retraining students (11,152 FTES). This represents a 15 percent decrease in students from the prior year, largely due to a discontinuation of special funding for the program appropriated by the legislature in July 2011.
- Students who were preparing to transfer to four-year institutions accounted for 60,118 FTES (40 percent). 14,929 FTES (9 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 increased again after flat growth in 2010-11. In 2011-12, colleges enrolled 38,992 FTES in eLearning instruction, an increase of 2.6 percent from 2010-11. Online learning comprises 66 percent of eLearning and increased by 590 FTES, or 2.3 percent. Hybrid, which combines online with some face-to-face, was 32 percent of all eLearning as it increased by 1,028 FTES or 9 percent.
- In 2011-12, 18,604 Running Start students – high school students earning high school and college credit simultaneously – accounted for 12,717 FTES. Another 3,169 high school students enrolled in college classes offered at their high school – (College in the High School) and 3,481 high school students enrolled in alternative high school programs offered at the colleges. Additionally, 640 students received their high school diploma by earning an associate degree.
- Integrated Basic Education and Skills Training (I-BEST) pairs ABE or ESL with workforce training. Some 3,275 students were enrolled for 1,674 FTES in programs in fields such as allied health, welding, automotive, and early childhood education.
- Seven colleges offered upper division course work for the applied bachelor's degrees (437 FTES).
- In 2011-12, 17,155 individuals were employed in state-supported positions in Washington community and technical colleges. This included faculty, classified staff, administrative, and other professionals, and equaled 13,088 full-time equivalents, and 58 percent faculty positions.
- System expenditures totaled more than \$1.25 billion. Forty-five percent came from general and special state funds.
- Capital appropriations for the 2011-13 biennium totaled \$366 million. The 30 college districts own more than 18 million square feet of facilities and 2,881 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 2011-12	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 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 2011-12* 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 2011 Enrollment and Staffing Report*.

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

