

Summary of 2012-13

- Washington community and technical colleges enrolled the equivalent of 186,331 full-time students (annual FTES) during academic year 2012-13, a decrease of two percent from the previous year's record level. Of the total, 146,542 FTES – 79 percent – were in state-funded courses. State-funded FTES are supported by student tuition and state funding.
- Community and technical colleges served over a third of a million people – 339,367 students in 2012-13. 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 70,236 (49 percent) state-supported FTES were generated by students enrolled for workforce education (upgrading job skills or preparing to enter a new job field). Workforce FTES declined 3.4 percent from the previous year and 10 percent from the record high enrollment of 2010-11.
- In 2012-13, community and technical colleges served 14,639 Worker Retraining students (9,388 FTES). This represents a 16 percent decrease in students from the prior year, largely a result of the slowly recovering economy.
- Students who were preparing to transfer to four-year institutions accounted for 57,908 FTES (39 percent). 14,514 FTES (nine percent) were generated by students enrolled with an immediate goal of basic skills: Adult Basic Education (ABE), English as a Second Language (ESL), High School Equivalency preparation, or high school completion.
- eLearning enrollment declined slightly. In 2012-13, colleges enrolled 38,607 FTES in eLearning instruction, a decrease of one percent from 2011-12. Online learning comprises 65 percent of eLearning and decreased by 691 FTES, or 2.7 percent. Hybrid, which combines online with some face-to-face, was 33 percent of all eLearning. Colleges enrolled 12,922 FTES as hybrid increased by 1,028 FTES or 9 percent.
- In 2012-13, 19,053 Running Start students – high school students earning high school and college credit simultaneously – accounted for 13,544 FTES. Another 3,565 high school students enrolled in college classes offered at their high school – (College in the High School) and 3,671 high school students enrolled in alternative high school programs offered at the colleges. Additionally, 650 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 3,623 students were enrolled for 1,749 FTES in programs in fields such as allied health, welding, automotive, and early childhood education.
- Eight colleges offered upper division course work for the applied bachelor's degrees (513 FTES).
- In 2012-13, 20,741 individuals were employed in state-supported positions in Washington community and technical colleges. This included faculty, classified staff, administrative, and other professionals, and equaled 12,778 full-time equivalents, and 56 percent faculty positions.
- System expenditures totaled more than \$1.26 billion. Forty-four percent came from general and special state funds.
- Capital appropriations for the 2011-13 biennium totaled \$368.8 million. The 30 college districts own just under 19 million square feet of facilities and 2,967 acres of land.

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Introduction

The Report

This *Academic Year Report 2012-13* 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 2012 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. 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

