

HIGHLIGHTS OF FALL 2010

- More than a quarter of a million headcount students enrolled in the community and technical colleges in fall 2010 (268,005 students) with most of those students – 202,074 – enrolled in state-supported courses. The students served are very diverse: 30 percent are parents; 44 percent work full or part-time while 28 percent are unemployed (2 percent higher than in 2009; 8 percent higher than 2008); the median age of students is older than traditional college students at 26 years of age; more than half attend part-time (52 percent taking less than 12 credits); 56 percent of students are female; and students are more race and ethnically diverse than Washington State – 36 percent are students of color (state – 25 percent of color).
- In fall 2010, the colleges enrolled 181,144 FTES, (all funds) increasing by 2,850 FTES compared to the previous fall.
- State-supported FTES represent 80 percent of total FTES. In fall 2010, colleges enrolled 144,091 state-supported FTES, projecting to 14 percent over-enrollment by year end.
- There is ample evidence that colleges' state-supported over enrollments appear to have peaked in fall 2010. They grew by 1,156 FTES or just under 1 percent. This ended a two year growth rate of nearly 14 percent.
- Colleges enrolled 11,190 state-supported Worker Retraining FTES. Worker Retraining programs grew by 534 FTES, or 4.7 percent. This growth was far slower than any time since the recession started representative of how college growth is up against its limits this fall.
- While colleges were able to increase overall instruction for workforce oriented students throughout the recession, in fall 2010 the total (68,950) FTES generated by students attending for workforce education in fall 2010 showed basically flat growth over fall 2009. This includes Worker Retraining. Workforce courses by themselves actually declined by 1,182 FTES or 2 percent.
- Colleges enrolled 56,949 FTES for students attending for transfer purposes. Transfer increased by 1,116 FTES or 2 percent higher than fall 2009. State-supported FTES increased in academic and pre-college course areas. While both workforce and transfer students take these courses, the majority of students are enrolled for academic transfer.
- For the second straight year, colleges consolidated basic skills courses. In fall 2010, they enrolled 19,078 FTES – decreasing enrollments by 686 FTES which is 3 percent less than fall 2009 and 6 percent less than fall 2008.
- I-BEST FTES also declined for the first time. Colleges enrolled 1,492 FTES, a decrease of 39 FTES or 3 percent less than fall 2009.
- Opportunity Grants, a new financial aid program that started in AY 2005-06, served 3,156 students, or 2,984 FTES in fall 2010.
- Colleges enrolled 25,707 eLearning FTES, increasing enrollments by 682 FTES or 3 percent compared to fall 2009. As was the case for FTES as a whole, this modest increase in eLearning also represented a sharp contrast to more than 60 percent growth from fall 2007 to fall 2009.
- Colleges enrolled 33,003 contract funded FTES, an increase of 5 percent more than fall 2009.
- Contract funded dual enrollment programs for Running Start and College in the High School increased FTES a combined 5 percent compared to fall 2009. Running Start, the largest contract program enrolled 11,666 FTES.
- In fall 2010, 7,088 full-time equivalent faculty (FTE-F) taught students in community and technical college state-supported courses. Community and technical college total FTE-F in state-supported courses increased by 3 percent in fall 2010 from the previous fall. On the other hand, student FTE increased by less than 1 percent. This difference is occurring because colleges are pulling back slightly from increases in class size. Such increases the past two years were in response to budget cuts, but the reversal suggest that limits are being reached in growing class size to keep up with student demand. All other staffing categories apart from faculty decreased in fall 2010.

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INTRODUCTION

THE REPORT

The Fall Enrollment and Staffing Report 2010 provides a snapshot of enrollments in community and technical colleges during fall quarter 2010. The report addresses the questions most commonly raised regarding the community and technical colleges in Washington.

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.

Data on outcomes, facilities, and staffing are reported annually in the companion report, the [Academic Year Report](#).

The Academic Year and Fall Quarter (Fall Enrollment and Staffing) reports are available online at http://www.sbctc.ctc.edu/college/d_index.aspx.

THE WASHINGTON COMMUNITY AND TECHNICAL COLLEGE SYSTEM

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

Each college district is required to "offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (RCW 28B.50.020(2)). Technical colleges are exempted from the requirement to offer academic transfer courses. Each college is governed by a board of five trustees appointed to five-year terms by the Governor with the consent of the Senate.

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

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

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

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

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

The structure of the community college system remained largely unchanged 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 previously 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 the fall of 2000.

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

WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

