REPORT OF THE PRESIDENT

by

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COMMUNITY COLLEGE DIVISION
UNIVERSITY OF NEVADA SYSTEM

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Tonight is indeed a historic occasion. It marks the first
time that the professional staff of the community colleges in
Nevada have been able to meet together. Franklin Roosevelt once
said in one of his famous speeches, "We have a rendezvous with
destiny." Tonight we have that rendezvous.

I am sure that everyone here knows that the Community College
concept in Nevada is relatively new. We are not, as many people
think, the last state in the union to develop community colleges.
We are, however, one of the last, and this has certain advantages
for us inasmuch as we think that we have been able to profit by
the mistakes of other states and also by the good things that
other states have done in developing community colleges.

In 1967 some public-spirited citizens of Elko County, by pri-
vate contribution, raised approximately $50,000 to begin the estab-
ishment of a community college there. With this action, the
community college concept in Nevada was born. Later on in that
same year Governor Paul Laxalt established the Governor's State
Council on vocational technical centers and/or community colleges.
He charged the Council as being responsible "for developing
feasibility studies to determine the need for further development
of vocational technical education and/or community colleges for
the possibility of extending training opportunities through the
13th and 14th year of education." Mr. Burnell Larson, State
Superintendent of Public Instruction, was named Chairman of the
Council. The Council developed a status study prior to the
Legislative session of 1968. This study resulted in a recom
mendment that the Legislature appropriate $50,000 for operational purposes and to implement a pilot project in Elko for the academic year 1968-1969. The recommendation was not implemented by the Legislature, and in the summer of 1968, Elko Community College was about to fall by the wayside when the Hughes Corporation provided a grant of $250,000 to further the community college concept in the State and to insure the continued operation of Elko Community College. In 1969, the Legislature transferred control of Elko Community College to the Board of Regents of the University of Nevada System inasmuch as an Attorney General's ruling stated that all higher education in the State must come under the University of Nevada System Board of Regents. It was also in that year that the Governor's State Council employed a consulting firm, Arthur Little Company to do a feasibility study for community colleges in the State. Based on the recommendation contained in this study, the State system of community colleges was authorized. Part of the money from the Hughes grant was used to establish the Community College Division Office and to employ a State Director who assumed office June 1, 1970. The State Director was charged with the responsibility of writing the plan for the development of the Community College system in Nevada. The resolution adopted by the Board of Regents also stated that this would require working with the other divisions of the University of Nevada System, the State Department of Education and the local school districts to coordinate the development of the curriculum and the use of existing facilities and programs. This was done in 1970, and a State
Plan developed and passed by the Board of Regents in January of 1971. This State Plan provided for the continued development of Elko Community College and for the establishment of two new colleges, Clark County Community College and Western Nevada Community College, both of which started operations in the fall of 1971.

This State Plan further enumerated the specific mission of the Community Colleges in the State. It was further stated that the Community Colleges in Nevada would be two-year colleges, comprehensive in nature and devoted to four major types of programs with a strong emphasis on counseling and guidance to fulfill their mission. The chief function of the Community Colleges in Nevada is to provide occupational programs that are designed to provide students with vocational or technical skills so that they may enter a labor force upon completion of the program. Five broad types of programs are offered -- agriculture, business, industrial, health service, and public service programs. The goal set forth in the State Plan was to have 60 percent of the students enrolled in occupational programs. Happily I can report that the three Community Colleges in their two years of existence have achieved this goal. A second function of the Community Colleges is to provide the first two years of a four-year baccalaureate program. These courses are designed to be the same as those taught at the universities and taught with the same quality at the same level. They provide opportunities for students to attend college who could not qualify for admission to the universities, who could not afford to enroll in the universities, or who might choose to go to the Community College for convenience. These courses are
also supporting courses in general education for the occupational students.

A third function of the community college is to provide for community services primarily for adults in the community. Workshops, short courses, seminars and conferences should be provided as well as adult education courses to enable adults to upgrade and update skills in their occupations, to learn recreational skills or to learn new skills so that they may enter different occupations.

A fourth function is to provide developmental courses to assist students in removing deficiencies especially in subjects like English, Reading and Mathematics so that they can qualify for occupational or university parallel programs.

The Community Colleges maintain an open door admission policy whereby any high school graduate or any adult who is capable of profiting from continuing instruction will be admitted. It is necessary, therefore, to provide a variety of programs at various levels of performance for students who bring different levels of ability and preparation to the college. This policy makes it possible for every student wanting to do so to enroll in some kind of post secondary program. In order to carry out this mission, it is necessary to have a strong counseling and guidance program to assist students in finding their proper niche and program in the colleges.

The Community College is a uniquely American institution. It is truly a democratic institution of higher education that caters to the needs of the community. It intends to serve youth, adults
and senior citizens alike, and its goal is to provide every student the greatest opportunity for success.

It is not a high school, it is not a university, it is not a four-year college, but is in short, a Community College distinct in itself.

Our goal is to have a diversity of programs within the monies available and the flexibility to meet student and community needs, all being done within the framework of quality in everything that is being offered. We are committed to programs of excellence that honor the dignity of every human being. We believe that it is the responsibility of education to help people find a meaningful role in society in which they can make increasing contributions and accept increasing responsibilities. We believe that the highest priority must go to a serious examination of the present and future role and status of people in our society. We believe in the individual dignity and responsibility of all men and, therefore, we must do the necessary, expensive and complicated things that make it possible for each person to have a decent job if he wants one. We must gear our higher education process not just to a professional education for an elite minority, but we must also serve the vast majority interested in technical, semi-professional and skilled jobs. We are aware that we live in an age of technology and that change is the most significant aspect of that technology, but we even find it difficult to comprehend the tremendous exponential rate of change, for it is this extremely rapid rate of change that requires such flexibility in our Community College planning and staggers
our imagination. It is this rate of change that endangers the human promise of America being lost to the economic promise of this technology. Therefore, we must give our young people, and old as well, the necessary tools for survival in this technological world. If we do not, then we face the alternatives of people remaining idle, unemployed, and paying heavy costs in welfare and unemployment compensation, or as some people say, "letting people go to work raking leaves from a public lawn." We feel it is better to spend money now and send people to community colleges and give them the skills they need to compete in this technological work world.

This is why we feel we must have flexible facilities that are not monuments of brick and mortar; functional facilities that are rigid and useless if changes occur, as they must; symbolic facilities that do not remind students of failures but rather of opportunities for all human beings; dynamic facilities that are not static, but rather the kind that will allow our Community Colleges to grow and develop as institutions in their own right to meet the challenge of another changing society.

So much for our philosophy — what about our accomplishments during the last three years? In terms of enrollment, three years ago the Community College Division had 182 full-time equated students; this last spring we had almost ten times that many with 1,701. In terms of headcount, three years there were 379 students in Nevada being served by community colleges; this past spring there were 5,057 headcount students being served in the state. Although these figures do not exceed our predictions they do exceed even the fondest
hopes of some of our strongest supporters. Lest we be accused of seeking only quantity I want to point out that we mention this only to show the number of students being served in the State and that we are still far more interested in quality. It is our very strong feeling that if quality programs are offered one need not worry about quantity. Whereas three years ago only one county and a small portion of the state was being served by community colleges, this fall we estimate that 98% of the people in the state will be within one hour's driving distance of some community college classes. We will be offering classes in over 20 different locations in the state and almost every county will see some kind of service from the community colleges. Our budgets this fall are based on a full-time equated student enrollment of 2,075 and approximately 6,000 headcount. Most of us are convinced that we will exceed both of these.

We have made the same progress in terms of budget and finances. From a full-time equated student basis of $1,000 three years ago, we have gone this year to over $1,600 for a full-time equated student. This is a phenomenal increase of 60%. One of the most interesting aspects of our budget is that we are now on the same identical basis as the Universities. For years community colleges in other states have struggled on some kind of formula comparable to one-third state financing, one-third local financing, and one-third from students, and the universities have merrily gone on their way with almost 80 or 90 percent of their budgets coming from state funds. It is refreshing now to think that the community colleges in this state can be funded on the same basis and this fall 87% of
our funds will come from the state and 13% from the students.

One of the most phenomenal aspects accomplished during the past three years has been the acquisition of a number of sites for all three of our community colleges. We have had to depend totally upon donated sites for each of the three colleges and we have been extremely fortunate in obtaining a number of sites for all three. Northern Nevada Community College has 58 acres almost in the center of the city which was a gift of land from private individuals exchanged with the City of Elko for the old golf course. There is also an additional 34 acres that has been a gift to the college approximately 4 miles northwest of the City. Clark County Community College has three sites available to it now -- an 80 acre site given to the college by the City of North Las Vegas with an adjoining 40 acres that the City has promised to develop into a recreational area to serve both the college and the City. The college has also been fortunate enough to acquire 80 acres of Bureau of Land Management land in west Las Vegas and hopes to build its second campus there. Through the courtesy of a private individual approximately 80 acres were given to the college in the City of Henderson which will serve as the third future site for the college.

Western Nevada Community College has a 200 acre site northwest of Carson City. This site was appropriated by the State Legislature from state-owned lands. A second site is now available to the college to be used jointly by the Desert Research Institute on land that was acquired by the University from the Bureau of Land Management. Thus, 7 sites have been made available to the three
community colleges without cost to the taxpayer and totaling over 600 acres.

Thanks to the work of a good many people Nevada was fortunate enough to get the slot machine tax refund back into the state and most of that has gone into the building fund for the University. The community colleges so far have profited greatly by the use of this fund. Two buildings in Elko are now almost completed, one in Las Vegas has been started and another one in Carson City will have ground broken shortly. Funds also have been made available for two more phases for Clark County Community College and one more phase for Western Nevada Community College in Reno. These seven projects total over $13,000,000 being made available for capital outlay for the three colleges. A total of well over 200,000 square feet will thus be made available for the colleges. We are still planning on more buildings because only in Northern Nevada Community College have we achieved our goal for the number of students that we have.

In terms of curriculum and programs, we have achieved our goal of 60% of our students in occupational programs. This fall we will have 28 occupational programs. We will have agricultural mechanics; range and livestock management, accounting, business mid-management, office administration, secretarial science, data processing, money and banking, real estate, marketing, registered nursing, practical nursing, radiology, nurses' aide, automotive technology, aviation technology, civil engineering technology, drafting technology, electronics technology, culinary arts, fire science, hotel management,
law enforcement, teacher aide, graphic arts, dental assisting, law corrections and surgical technician. Most of these programs are grouped in a cluster arrangement so that students can be prepared for many different kinds of careers. It provides a wide range of opportunity for the students in the State of Nevada. At the same time we are offering developmental classes which will help students build basic skills in such subjects as English, mathematics, reading and study skills. We are also offering university parallel classes -- subjects like English, foreign languages, mathematics, philosophy, history, biology, economics, political science, psychology, sociology speech, education, and art. An articulation committee was created two years ago to try to solve some of the problems of articulation and came up with an articulation agreement passed by the Board of Regents. The agreement provided for an articulation board chaired by the Chancellor with representatives from each of the two universities and the community college. We hope that this articulation board will continue to solve many of our articulation problems. We are convinced that if we offer quality university parallel programs that it will only be a matter of a short time before the university will be crying for our students. Our community service programs are continuing to grow and there are so many of them that I cannot mention all of them here. I would like to single out some of the more important ones such as the Meals on Wheels program at Clark County Community College. Other fine programs are the Senior Citizens Center at Northern Nevada Community College and the Emergency Medical Training program offered by Northern Nevada Community College at both Ely and Elko. Because of the fusing of
the adult education programs offered by the Washoe County School District and the programs offered by Western Nevada Community College there is a wide variety in the community service programs being offered in the Reno area. This agreement is probably one of the outstanding examples of the kind of cooperation that exists between the community colleges and the public school districts in the state. To further enhance our community services the Board of Regents has approved a new degree this past year -- the Associate in General Studies degree -- which will give us an added degree to go with our Associate in Arts and Associate in Applied Science degrees. Any student taking 60 hours of any of our courses will be able to graduate with the Associate in General Studies degree. We think this gives the status to community service areas that it should have. We also notice with pride that the State of Illinois has followed our example just recently and authorized their colleges to offer the same kind of degree.

We have made better than normal progress at all three colleges toward accreditation by the Northwest Association of Secondary and Higher Schools. There are three steps towards accreditation -- first is correspondent status, then candidacy, and finally full accreditation. I am sure that all of you know that we have achieved the second status in all three of our colleges as candidates for accreditation. The Northwest Association recommends that once a college has achieved candidacy status that its students be accepted in other colleges in the same manner as fully accredited colleges are accepted. We received excellent reports from the Northwest
Association in all three colleges and I am sure that all of you will get copies of the report for your respective colleges. Full accreditation can only be obtained after one graduating class and after the college has its own facilities. Accreditation visits have been scheduled for Northern Nevada Community College in May of 1974 later this year and for Western Nevada Community College and Clark County Community College in October of 1975. We are confident as a result of these accreditation visits that we will achieve full accreditation in all three colleges. In terms of professional staff, we have grown from a full-time professional staff three years ago of 10 to over 100 this fall. We are convinced that we will keep the same high quality in our professional staff in order that we may have quality programs. Our classified staff has increased from four three years ago to approximately 40 this fall. We also have new salary schedules for both full and part-time instructors to help us to attract and keep our quality instructors.

We have had the excellent assistance of advisory boards for all three colleges and innumerable curricular advisory committees to help us set up our programs. I would just like to point out that in each one of our colleges we can cite one example of how the advisory boards assisted us in getting increased capital outlay appropriations. In Northern Nevada Community College the advisory board was instrumental in helping us to get $134,000 additional money for equipment for the Phase II building in Elko. They were also most influential in getting the $500,000 for the first building in Elko. The Clark County Community College Advisory Board aided greatly in getting
Phase III on the priority list for this biennium for that college. The Advisory Board for Western Nevada Community College was most instrumental in helping us keep the funds for the Carson City project and getting the increased funds for the Phase II project in Reno.

We have been most successful in securing federal funds for the assistance of our colleges. As a matter of fact, this year we will receive well over $600,000 in federal and vocational funds and funds from the U. S. Office of Education -- $71,000 has been made available from the Economic Opportunity Grant, $43,000 in the College Work-Study program, $36,000 for the Veterans' Cost-of-Instruction program, $73,000 for the National Defense Student Loan Fund, over $5,000 in nursing loans and scholarships, $15,000 in library resources grants, $62,000 for the Meals on Wheels program, $81,000 from Adult Basic Education, $210,000 in vocational education and probably, although we don't know the exact figure yet, approximately $100,000 in LEEng funds. If Title X of the Higher Education Act of 1972 is ever passed it will bring additional funds into the state for statewide post-secondary planning and these funds could be most helpful to the progress of the community colleges in the State of Nevada. We are hopeful that we will be able to assist in getting these funds released. We are also optimistic that we might qualify for funds under Title III of Developing Institutions now that the restriction has been lifted that a college must be in existence five years in order to qualify for such funds. We will make every effort possible in order to bring more of these funds into the state for the use of our community colleges.
I am sure you know that we have not solved all of our problems — witness the parking problem for Clark County Community College — I don't have to tell you about that or the travel problems that exist for the faculty at Northern Nevada Community College and Western Nevada Community College. We also did not achieve all of the funding that we desired. We have had the Board of Regents approve a new program in Dental Hygiene for both Clark County Community College and Western Nevada Community College and this was not funded. We are hoping that we will be able to start such a program though in the future. We also had hoped that we might be able to enter into an interstate agreement with the State of California to allow students to be treated on a reciprocal basis with the California colleges but this bill failed in the Legislature. We also cannot report much on the progress of our desire to have a management information system starting with the SCT registration. We are indeed hopeful that we may have this system though set up by February of 1974.

And now what about our future plans? Robert Browning in his poem Andrea DelSarto has said: "Ah but a man's reach should exceed his grasp or what's a heaven for?" We hope that our reach for the community colleges in the state will always exceed our grasp. If we become complacent at our accomplishments and think that we have achieved the goals that we are hoping for we will eventually fall by the wayside in trying to provide services for the people of the State of Nevada.

Two years ago in a report to the Board of Regents I said:

"The challenges, problems, and rewards in developing a community
college system are many. Two overriding tenets provide the basis for our philosophy — quality and service.

"The Community College Division strives for quality programs designed at many different levels. It is not an imitation of universities but a college of higher education with its own goals and purposes and eager to achieve excellence in terms of its own objectives.

"The Community College represents the only avenue to education beyond high school for many young people, and adults as well. The colleges offer a wide range of learning experiences to students who present a likewise wide range of interests, objectives, and capabilities.

"These programs of a wide nature represent the desire on the part of the community colleges to serve the needs of the people of the state as well as the individual desires of students. A community college cannot be all things to all people but it can be many things to many people and it seeks to serve students by providing study and training at a high level to meet their needs, interests, abilities, and aspirations.

"Some of the challenges that the community colleges in Nevada face are:

1) Providing adequate library service and learning resources for the students.

2) Continuing emphasis upon vocational-technical programs despite their high costs.

3) Ascertaining and predicting community needs in vocational-technical areas and relating these needs to student desires which frequently conflict with community needs.
4) Providing developmental services to assist students in preparing for high level technical programs.

5) Continuing to offer classes in widely scattered locations to serve all people and at the same time raise the average class size.

6) Keeping abreast of needed changes in vocational-technical programs and remaining flexible enough to meet these changes.

7) Maintaining a proper balance between full-time and part-time faculty especially so as to be able to provide adequate supervision and assistance to the part-time staff.

8) Acquainting the public with the functions, purposes, offerings, and unique features of the community colleges.

9) Establishing and maintaining proper business procedures in order to ensure the maximum use of our resources.

10) Providing an adequate and comprehensive student activity program.

11) Evaluation of programs, courses, and faculty without the experience of graduation, students being placed on jobs, or success of students transferring to universities.

12) Maintaining good articulation with the universities and secondary schools so that students will continue to benefit.

13) Getting scholarships and loan funds so that no student is deprived of a community college education because of lack of funds.

All of these are still pertinent today and still represent challenges to us. To these I would like to add also:

14) The use of all the different kinds of instruction that are available to us now such as computer-assisted instruction, television instruction, and the use of multimedia.

15) The education of the disadvantaged -- by disadvantaged I mean those disadvantaged either educationally, culturally, socially, economically, politically, racially or any other way.
And the big challenge here, is how do we reduce the dropout rate for these students? The national average is about 90 percent. Can't we do better than having only ten percent succeed in programs of this kind for this kind of student?

16) The establishment of a management information system in order that we can be more accountable for the kinds of programs that we're having with the kinds of monies that are available to us.

I don't agree with all of Arthur Cohen's criticism of community colleges in our search for identity, but I do agree when he says that we could vigorously pursue the study of instruction. As he points out, despite the magnitude of the American educational enterprise, surprisingly little is known about the process of instruction. The community college is already more deeply involved in instruction than any other segment of higher education and we must, therefore, consciously study its instructional processes and products. He suggests that we might ask ourselves some of these questions: Exactly what is being learned here? By whom? Are curricular and instructional practices as effective as they might be, for whom, and if not why not? What forms of student achievement should be accepted as evidence of learning has occurred? If students were provided with sets of specific objectives upon entrance to college, would their learning be enhanced? Would dropout rates be reduced? What else could be done to facilitate the process and guarantee the product? How can particular types of instructors be prepared to bring about learning? What patterns of instructional supervision yield the best results? Should students be placed with instructors whose cognitive styles match their own? Can everyone
teach all types of learning objectives with equal facility? etc., and the list could be endless. We are in a unique position to select, to try out, and demonstrate the efficacy of various instructional processes. I know that we will do this within the next few years.

May I close by asking the question: What will be the problems of the 70's? Many of us went through the complacencies of the 50's and many of us saw the problems of the 60's such as the antagonism towards the Viet Nam War, the Cambodian bombings, and the subsequent Kent State massacre, the attempts to fully integrate our campuses led by the members of the Black Student Union, the selling of drugs, the sexual revolution and collective bargaining. Few of us in the community college area foresaw these problems of the 60's because we were so busy with expanding enrollments, building buildings, and expanding programs. I was there when these problems occurred during the late 60's. I hope that we don't become so involved with our expanding enrollments, our expanding buildings and expanding programs that we forget that we must also be aware of what might be the problems of the 70's. We must, for example, be interested in the decay of our cities, the pollution of our environment, the disrespect for humanity, the imposing prospect of federal controls, foreign entanglements, the rising tax rate, the injustices wrought by poverty and racism.

One of the advantages that Nevada has had is its comparative isolation and state of provincialism away from some of these problems, but many people predict that a big change in the 70's will occur in this respect. For example, what if the Supreme Court throws out all
out-of-state tuitions -- it could mean a tremendous change for a state like Nevada with its very desirable climate, geography and excellent place to live. If we put more emphasis upon morality and truth as Dr. Glasser suggests in his book, *Schools Without Failure*, perhaps then we can assist every student to fulfill his life as a human being as recommended by Marland in his statements on career education. I believe we can do it -- it's up to you.