A POSITION PAPER

A STATE SYSTEM OF COMMUNITY COLLEGES

FEBRUARY 1970

by

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DEVELOPMENTS TO DATE

1. In early 1967, public spirited citizens of Elko County, by private contributions, raised an approximate $50,000 to begin the establishment of a community college. A President and Dean were employed, along with a number of instructors, and a program of offerings was provided for a number of students, both college age and adult, beginning in the fall of 1967.

2. In September 1967, Governor Paul Laxalt established the Governor's State Council on Vocational-Technical Centers and/or Community Colleges. Governor Laxalt 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 with the possibility of extending training opportunities through the 13th and 14th year of education." The membership of the Council was:

   Mr. Burnell Larson, Chairman
   Regent Tom Bell
   Dr. J. Clark Davis
   Senator Carl Dodge
   Mr. Jerry Dondero
   Assemblyman Norman Glaser
   Mr. Stanley Jones
   Mr. Russell McDonald
   Mr. Louis Paley
   Regent Albert Seeliger
   Dr. Thomas T. Tucker

Special Consultants to the Council were:

   Mr. John Bunten
   Mr. James Eardley
   Mr. Don Elser
   Mr. Ray Sturm
3. The State Department of Education and State Superintendant Burnell Larson, Chairman of the Governor's State Council on Community Colleges, requested that a status study be done of the Elko Community College; this being approved by the Governor's Council. This status study was presented to the Council, the State Board of Education, and the Governor's Office, prior to the legislative session of 1968.

4. This study resulted in (for pilot purposes) the recommendation that the legislature appropriate $50,000 for operation purposes and to implement the pilot project for the academic year 1968-69. Additionally, an amount of $29,000 was appropriated to the State Board of Education for the purchase of equipment and materials essential to implementing the pilot project at the Elko Community College.

5. In July 1968, through the efforts of Governor Paul Laxalt, the Hughes Corporation provided a grant of $250,000 to further the community college concept and to insure the continued operation of the Elko Community College.

6. To further the community college concept a statewide feasibility study was caused to be conducted and a report was subsequently filed by a consulting firm, Arthur D. Little, Inc., Dr. Thomas T. Tucker, Chairman of the Department of School Administration, University of
Nevada, Reno, served as liaison for the state to the consulting firm in conducting the study. Based on the recommendations contained in the study a state system of community colleges was authorized.

7. For administrative and operational purposes, the state system of community colleges was lodged under the control of the Board of Regents and the Chancellor of the University System, and was to become known as the Community College Division of the University of Nevada System.

8. On January 9, 1970, the Chancellor and the Board of Regents employed a Director for the Community College Division. This has been accomplished through the funds appropriated by the 1969 session of the legislature and partially through the use of grant monies from the Hughes Corporation. The Director is to assume full time duties June 1, 1970.

9. Legislative intent was that the Chancellor and the Regents support the Elko Community College in the amount of $1,000 per full time equivalent student. This has been done up to a maximum of 150 full time equivalent students.

10. The Elko Community College is in operation and the enrollment has exceeded expectations - being approximately 160 full time equivalent students.
JUSTIFICATION FOR THE DEVELOPMENT OF A STATE SYSTEM OF COMMUNITY COLLEGES

In order to understand the purposes and the nature of the program of a community college, it is well to present the major characteristics of a community college:

1. Community colleges adhere to an "open door" policy. The "open door" philosophy indicates that any one can enter who feels the need for additional training, be it of a general education nature or of a vocational-technical skills nature.

2. The community college is conceived as an institution that will provide types of programs that are needed by the people in the community and/or state.

3. The demand for increased education and the level of education required for job participation have risen seriously. To illustrate:

   A. In 1930 a high school education was adequate preparation for 90 percent of the jobs in the United States.

   B. In 1970 a high school education is adequate preparation for only 32 percent of the jobs.

   C. However, in 1970, two years of post high school education will prepare citizens for entry into 82 percent of the jobs.

4. Studies reveal that many occupational and vocational skills are becoming obsolete, almost annually, and certainly over a period of ten years.
5. The community college will provide opportunities for "re-tooling" for those skilled craftsmen whose skills become outdated through advances made in technology.

6. Additionally, it would provide opportunities for the present "craftsman" to gain an additional saleable skill, thus increasing his possibility of employment year-round.

7. The community college is comprehensive in nature. The objective is to provide a range of programs sufficiently responsive and wide enough in scope to meet the needs of their potential users; youths, adults, senior citizens, and those with occupational, academic, general education, or recreational interests. Accordingly, they concentrate on:

   A. Occupational Education  
   B. Technical Education  
   C. General Education  
   D. Adult Education  
   E. Remedial Education  
   F. First two years of liberal arts or pre-professional programs that are transferable.
FACILITIES AND THE COMMUNITY COLLEGE

Authorities in the field - those who have developed community colleges from scratch to sizeable campuses enrolling several thousand students - proclaim that it is absolutely essential for the success of a community college that a desirable "image" be created.

In other words, the community college student is interested in attending an institution that creates a feeling that it is an "independent" and "respected" institution.

The above dictates that when institutions of this type are developed in Nevada - Las Vegas, Reno, (one presently operating in Elko), and other communities when the population justifies - that a "headquarters" plant be developed.

**Site and Facility Possibilities:**

1. In the Las Vegas area there is a distinct possibility of utilizing the facilities of the Vocational-Technical Center, working, of course, in close cooperation with the Clark County school administration and Board of Trustees.

2. It is felt, however, that in the immediate future steps should be taken to acquire a site to be generally located in the East to Northeast portion of Las Vegas with direct access to the Boulder Highway.
3. For the Reno area plans should be instituted to acquire a campus to be generally located south of the city to service the population centers of the five county areas: Washoe, Storey, Ormsby, Lyon and Douglas.

4. It may be necessary that temporary headquarters be acquired for the beginning operations of the community colleges in Las Vegas and Reno, but again they should be desirable "headquarters" buildings.

5. Additionally, for program and instructional purposes, it will be necessary that the community college system utilize the facilities already existent at the public school level, the vocational-technical and commercial areas of the high schools, as well as the appropriate facilities at the University of Nevada, Reno, and University of Nevada, Las Vegas.

6. A site should be selected in Elko, possibly on land presently owned by the Bureau of Indian Affairs and/or a site donated to the University for a junior college development some years ago. The present Elko Community College is operating in a public school building leased to the University for community college purposes. Again, for image purposes, it is felt that the community college in Elko, in the near future, should have their own community college plant.
7. Many community colleges have had their initial beginning in abandoned buildings, etc., but this should be considered only as an intermediate step to the development of appropriate facilities.
PERSONNEL AND PLANNING

The Chancellor and the Board of Regents of the
University System, under whom the community college division
has been lodged for administration and operational purposes,
on January 9, 1970 employed a Director for the Community
College Division — Dr. Charles Donnelly, former President
of Flint Michigan Community College. Dr. Donnelly will
report for full time duty on June 1, 1970, and will serve
half-time during the months of April and May.

His first task, of course, will be to acquaint him-
self further with "possibilities" and to plan for the
development of the state system of community colleges.
Naturally, this will involve personnel in the initial stages
for planning purposes, as well as for operations.

At the present time there is a President and an
instructional staff at the Elko Community College.

In terms of staffing the community colleges,
particularly in the Reno and Las Vegas areas, a "reservoir"
of potential staff personnel are presently attached to the
Technical Institute, University of Nevada, Reno; the
General and Technical Studies College at the University of
Nevada, Las Vegas; the Vocational-Technical Center in Clark
County; and the adult education programs in the public schools
of Clark and Washoe Counties. It would be expected that the
programs being offered at the Technical Institute and the College of General and Technical Studies that would be determined to be more appropriate to be located with the community colleges, once developed, would be transferred to the community colleges, and it would be only logical that should the personnel desire they would "follow the programs."
PEOPLE TO BE SERVED -- THE NEED IN NEVADA

With the exception of the community college in Elko, the basic organization for providing educational and training opportunities for the people of our state are:

1. The public school system, Kindergarten through Grade 12.

2. The University System - grades 13 through 19 - bachelors through the doctoral program.

3. In the past few years an additional attempt has been made to provide vocational and technical type training by developing the Technical Institute at the University of Nevada, Reno, and the College of General and Technical Studies at the University of Nevada, Las Vegas. These programs, however, being "appendages" to the Universities, are attracting a very small percentage of students as compared to the number needing such training.

4. Additionally, the public school systems have developed adult education programs in an attempt to service a number of people who are desirous of further training. However, one of the major weaknesses in this is the lack of "identity," plus the fact that those enrolled have to pay the actual cost of instruction and administration of the programs. This, naturally, "limits" the number who can
afford to enroll and, by the same token, prevents a number from gaining further training because of their inability to pay totally for it.

5. Needless to say, these are only beginning and "meager" steps to provide opportunities for the development of saleable skills and provides opportunities for only a small portion of our population who need such type training.

6. Generally, authorities agree that when vocational and technical programs of less than a degree nature are offered at the university level, they suffer from a lack of support by the administration and the faculty, particularly in the area of financing. This is somewhat understandable because university faculties and administrations are usually highly academically oriented.

7. The mortality rate - flunk-outs and drop-outs - at the two state universities approximates 50 percent by the end of the sophomore year. This would indicate that many students - sons and daughters of the citizens of this state - are not "academically oriented" but they attempt the University's programs of education because, at the present time, there is no other institution for them to attend.

8. When a student attempts a program at the University there is only one of two things that can happen to him:

   A. He fails
   B. He passes
9. If he fails, he is out; whereas in the community college opportunities are provided for him to attempt an academic or transfer type program and should - after a period of time - he find that he's not interested in the "academic field" nor possesses the aptitude for this type of program - he could be, through appropriate counseling, moved horizontally into a more appropriate field - technical or pre-professional, i.e. nursing, etc. - wherein his chances for success are much greater, thus eliminating the "stigma" that goes with "failing."

10. Additionally, the view is held that to reduce the amount of money expended for unemployment and for welfare that once these type training institutions are in operation - if an individual is unemployed and is drawing unemployment compensation - a condition for picking up his unemployment compensation check would be that he enroll in a community college in order to develop saleable skills. The fact that he's unemployed indicates that his present skill is at least seasonally not in demand.

11. A condition for an ablebodied individual receiving a welfare check would be that the individual would enroll in a program wherein he could develop a saleable skill.

12. The state system of community colleges could serve - and well - as the third formally organized institution,
13. Additionally, in the last decade or so we have experienced in this state many types of training programs, usually federally initiated. There appears to be serious duplication and waste of monies in this area.

14. The community college should, with encouragement from the administration and legislative bodies of our state, become the institution that would draw under its "wings" and coordinate the state's total effort to train people - again, in that area which is not the responsibility of the public schools (K-12), and not the responsibility of the degree granting institutions.

15. The programs at both universities would be upgraded considerably if less than degree type training was relegated to the community colleges. Upon the development of community colleges, the universities would be in a position to increase their admission requirements, thus insuring to a greater degree that those who are admitted would be successful.

16. Elsewhere in this paper it is to be noted that the Board of Regents and the Chancellor of the University System have employed a Director for the Community College Division. It is essential that we look to him for the
details of planning the development of a state system of community colleges with the advisement of the Chancellor and his governing board - the Regents.

17. A budget will be prepared and presented to the next regular session of the legislature for furthering the planning, development, and operation of a state system of community colleges.

BASIS ON THE ABOVE, IT IS STRONGLY URGED THAT IMMEDIATE STEPS BE TAKEN BY THE APPROPRIATE ADMINISTRATIVE AUTHORITIES AND LEGISLATIVE BODIES TO MOVE WITH DISPATCH IN ESTABLISHING COMMUNITY COLLEGES (IN THE LAS VEGAS AND RENO AREAS) TO SERVICE A LARGE NUMBER OF THE YOUTH AND CITIZENS OF THIS STATE WHO ARE NOT NOW PRESENTLY BEING PROVIDED THE OPPORTUNITY FOR DEVELOPING ADDITIONAL KNOWLEDGE AND SKILLS.