

A Proposal for the
Establishment of
Community College
Number Seven



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school performance as is now the case.

Thus, the college will be experimental in that it will reach for improved patterns and methods for meeting the needs of the City's high school graduates.

The Common First Semester Program

At the present time, students apply for and are admitted to specific programs of study in the community colleges; e.g., nursing, X-ray technology, transfer programs, etc. The procedure permits students to choose a program before they enter college, but it has off-setting disadvantages. The procedure assumes high school seniors can make intelligent choices among a wide variety of career and transfer programs without any exposure to the program and before counselling in the colleges.

The proposed institution would admit students to the college rather than to specific programs of study. Every student would have an opportunity to qualify for any program offered at the school regardless of his high school performance or the extent of his high school academic work. During the first semester, the student will receive counselling on all the major areas of study offered at the college. At the end of the first semester, students will be permitted to select their program of study; students will be given preference on the basis of their first semester's work.

Thus, the new institution will experiment in a two-year program of study that will assure every student of the opportunity to choose a program of study with the full knowledge of the opportunities available in that field and consistent with his ability as measured by college performance without regard to his high school record.

Location of the College

In locating new community colleges, the City University has, in the past, sought sites outside the ghettos in order to assure an integrated institution and to provide ghetto-area residents with an opportunity for study in a different environment. This structure has served its purpose well. The new college, taking a different approach, will be located in, or near, a low-income community. The proposed institution will give greater emphasis to the problems of disadvantaged youth not only in terms of its enrollment objectives, but also in experimenting with new programs oriented more specifically to the needs of ghetto youth. Thus, the college will have a strong "pre-college" component which, among other objectives, will provide intensive counselling and remedial work to compensate for the educational disabilities of its new students.

The new community college would serve as a testing ground for many new programs in the health area and in the expanding field of social technology designed to produce recreation leaders, child day care personnel, welfare assistants, and aides for elementary and secondary schools. It will also provide a range of other career and transfer programs.

Community Orientation

Location of the institution in a poverty area will provide the community with a resource that can extend beyond traditional instructional programs. The new college will concentrate greater resources in community programs than has been traditional among community colleges. Emphasis will be placed on developing programs which help disadvantaged adults progress upward on career ladders via courses conducted on or near job sites, and other modes of educational programs now being tested in the Public Service

Career Training Program. The scope and nature of these programs will depend on the site selected, but generally, they will provide a means for mobilizing community involvement in resolving community problems.

Admission to the College

In order to provide an objective method of limiting enrollments to existing capacity, the City University has used high school performance and the results of the scholastic achievement test as a basis for admissions. Shortages of space have resulted in relatively high cut-off scores even for career programs. Further, most career programs require the completion of ten or more academic credits, limiting admissions of high school graduates holding vocational and general diplomas.

The new institution will seek to develop wholly new admissions standards which do not penalize students for poor choices or poor performance in high school.

Several alternatives are possible -- and those are discussed below under "Student Body to be Served."

Student Body to be Served:

The new college should be designed to accommodate 5,000 students. The projected enrollment, beginning with 500 in 1969, and growing to 5,000 by 1980, is shown in Table IV.

Admissions policies would be designed to offer every student who is able and eager to profit from education beyond the high school the chance to become "all that he is capable of being." However, because of the commitment of this community college to its surrounding community, and in recognition of the limitations in the educational preparation of the potential

student body coming from a poverty area, variations of existing City University admissions policy will be experimented with. Among the possibilities are:

1. Local community high schools would receive preferential treatment, possibly using an admissions formula based on the "deprivation index" currently used by College Discovery Program.
2. An "open enrollment" admissions policy ("first come, first served") would be structured to favor residents of the community.

The exact patterns to be followed would receive serious study before implementation. Consideration would be given to all the many implications inherent in any such change with particular emphasis on the basic mechanics of implementation which gives rise to a host of legal and educational problems. It should be noted, however, that the common first semester concept, as outlined on page 11, will facilitate the introduction of either policy.

The composition of the student body of the new community college will, in all likelihood, be different from that of existing community colleges. A natural result of the proposed location and community commitment of this institution, will be that a significant portion of the students would come from the ghetto community.

4. Facilities and Operating Budget

The following information on space requirements and costs, and the projected operating budget are presented only to indicate the general magnitude of the commitment and should not be construed as a definition of the specific level of expenditures.

A. Facilities

No recommendations on a permanent site or facilities are included in this report in accordance with the policy followed in the establishment of the other community colleges. They will come to the Board after a president is appointed and a careful study of alternatives is made.

Wherever located, the new community college would be designed to house 5,000 full-time students requiring 800,000 square feet. A general cost estimate indicates that a capital budget allocation of \$32,000,000 would be needed (5,000 students x 160 square feet x \$40 = \$32,000,000).

The above formula is based on a rule of thumb and should be interpreted as a guideline in the broadest sense. When the new president is appointed, an academic program will be developed and based on that program and the requirements of the site, an architect will define specific requirements.

Construction of permanent facilities will take approximately six years (1969-1975). Temporary facilities will be needed during this period of time. Rental costs are estimated at \$1 million annually.²

The University should initiate steps to procure temporary quarters as soon as the new college is approved.

B. Operating Budget

Operating cost estimates are guided in part by the actual experience

²Since it is difficult to pin down the exact cost of renting temporary facilities because of the many changing variables; e.g., rising rental costs, site location, etc., the following formula is proposed as a guideline: 100 square feet x 2,000 students x \$4.75 = \$950,000 per year. The figure 100 square feet per student may cause crowded conditions and therefore could be increased if so desired. The figure 2,000 students takes into account the fact that while the college will open with 500 students, it must annually absorb an increase of 300 students and eventually accommodate 2,000 students in temporary facilities (during 1974-75).