

TACOMA COMMUNITY COLLEGE

Meeting of the Board of Trustees

November 19, 1970

3:30 p.m.

Northwest History Room

Agenda

1. Roll call
2. Minutes
3. Correspondence
4. Unfinished business
 - (a) Revised statement of institutional objectives (supplement 4-a)
 - (b) Statement of institutional priorities (discussion) (supplement 4-b)
 - (c) Resolution on revised schedule of parking fees (supplement 4-c)
 - (d) Administrative tenure proposal (supplement 4-d) -- Dr. Jacobson
5. New business
 - (a) Report on trustees' organization retreat -- Mr. Binns
 - (b) Equipment bids (supplement 5-b) -- Mr. Van Mieghem
 - (c) Resolution regarding Building 17-a (supplement 5-c)
 - (d) Resolution regarding relocatable buildings (supplement 5-d)
6. Reports
 - (a) ASB -- Mr. Sheridan
 - (b) TCCA -- Mr. Clarke
 - (c) TCCSA -- Mrs. Hildebrand
 - (d) Instruction -- Dr. Jacobson
 - (e) Community Services -- Mr. Rhule
 - (f) Student Services -- Dr. Lathrop
 - (g) Administrative Services -- Mr. Van Mieghem
 - (h) Instructional Resource Center -- Mrs. Amoroso
 - (i) Planning - Dr. Falk
 - (j) President's Report -- Dr. Ford
7. Information

TACOMA COMMUNITY COLLEGE
BOARD OF TRUSTEES

MINUTES OF MEETING
November 19, 1970

The regular meeting of the Board of Trustees was held on Thursday, November 19, 1970, at Tacoma Community College.

Members and Officers of the Board in Attendance:

Mr. John Binns, Chairman
Rev. Robert Yamashita, Vice-chairman
Mr. Donald Anderson
Dr. Dewey Tuggle
Mr. Charles Edmunds
Dr. Thornton Ford, Secretary

Absent:

None

Administrative Staff and Other Campus Personnel Present:

Mrs. Doreen Amoroso	Dr. Ronald Magden
Mr. Tom Anderson	Mr. Rick Rico
Mr. Dave Bannister	Mr. Robert Rhule
Mr. J. Allan Clarke	Mr. Barry Sheridan
Dr. Richard Falk	Mr. George Van Mieghem
Mr. Howard Ferguson	Mr. Jerry Vaughan
Mrs. Lorraine Hildebrand	Mr. Dale Wirsing
Dr. Paul Jacobson	
Dr. Robert Lathrop	

Guests:

Mr. Ranny Gaschk

CALL TO ORDER

The meeting was called to order by Vice-chairman Yamashita at 3:45 p.m. Chairman Binns arrived shortly thereafter and proceeded to the chair. A quorum was present.

APPROVAL OF MINUTES

Minutes of the meeting of October 22, 1970, were approved with one correction, as follows: The third paragraph under Unfinished Business should read "Mr. Anderson presented the Board with a 'Statement of Objectives for TCC' which he said had been worked out by himself and some friends . . ." Mr. Edmunds moved and Dr. Tuggle seconded that the minutes as corrected be approved. Motion carried unanimously.

CORRESPONDENCE

Mr. Edmunds read Mayor Gordon Johnston's proclamation of Community College Week recognizing TCC's contribution to the quality of life in the City of Tacoma.

After considerable discussion, Mr. Anderson moved and Mr. Yamashita seconded that the College pay the bill of \$153.56 to the Trustees Association of Community Colleges for the period November 1, 1970 to October 31, 1971. The vote was 4 to 1 in favor, with Mr. Edmunds voting nay. A legal opinion on this subject was requested by Mr. Edmunds.

Dr. Ford called the Board's attention to an invitation to them to attend the TCC production of Arthur Miller's play, The Crucible.

It was reported by Dr. Ford that the TCC faculty and staff pledged \$2,970 to the current UGN campaign--more than \$1,000 more than the previous year.

A guest was introduced by Dr. Ford--Mr. Ranny Gaschk, who asked the Board why TCC's closed circuit television system was never completed. The state has approved about \$120,000, Dr. Ford said, to complete one TV studio this biennium and that authorization has been requested for the second studio. Mr. Gaschk also suggested that numbers be placed on the roofs of buildings at TCC as well as maps at each entrance to facilitate visitors finding their way around campus.

UNFINISHED BUSINESS

After discussion on the Institutional Objectives statement (supplement 4-a), Dr. Tuggle moved and Mr. Yamashita seconded that the Board adopt the statement with the words "with low tuition charges" deleted from the sentence on enrollment policy and the word "race" stricken in the statement regarding disadvantaged and minority students. Motion carried unanimously.

Mr. Anderson moved and Mr. Edmunds seconded that the Board endorse the state community college system's objectives and include them in the next catalog. Motion carried unanimously.

Mr. Edmunds moved and Mr. Yamashita seconded that the statement of objectives be re-evaluated every two years. Motion carried unanimously.

Dr. Tuggle moved and Mr. Yamashita seconded the adoption of the statement on institutional priorities (supplement 4-b) to be consistent with the objectives. Motion carried unanimously. This was after TCCA President Allan Clarke said he could see no objection from the standpoint of the faculty and ASB President Barry Sheridan urged immediate passage of the statement.

Mr. Edmunds moved and Dr. Tuggle seconded Resolution No. 70-74 (supplement 4-c) calling for the revision of parking fees to \$2.50 per quarter for students, faculty and staff \$8.50 per year, and \$1.00 per quarter for students in night credit courses. Motion carried unanimously.

Mr. Anderson moved that the \$1.00 parking fee from night students be set aside for campus beautification. Motion died for lack of a second.

Chairman Binns suggested further consideration of the question of charging parking fees from casual visitors to the campus.

Mr. Anderson moved and Mr. Yamashita seconded the adoption of the Administrative Personnel Tenure Proposal (supplement 4-d). Motion carried unanimously.

NEW BUSINESS

Mr. Binns reported on a recent meeting of the Trustees Association of Community Colleges. He said there was considerable discussion by a member of the staff from Olympia on long-range planning and that Tacoma was somewhat ahead of the rest of the state in this regard. He indicated also that the Association is working toward better lines of communication between the districts and the state office.

After discussion, Mr. Edmunds moved and Dr. Tuggle seconded the Board's acceptance of the bid as recommended by the administration for 250 gallons of floor wax from North Coast Chemical at a price of \$737.50. It is understood that a testing program will be carried out and completed within the next six months. Motion carried unanimously.

Mr. Yamashita moved and Mr. Edmunds seconded the adoption of Resolution No. 70-75 (supplement 5-c) calling for the moving of Building 17-A to a site near the present Building 6 for the purpose of providing additional office space for student activities. Motion carried unanimously.

At this time Mr. Rick Rico, TCC representative to WACCSG, was introduced. Dr. Tuggle asked that in the future the representative to WACCSG be included on the agenda.

Mr. Yamashita moved and Dr. Tuggle seconded the adoption of Resolution No. 70-76 (supplement 5-d) authorizing the administration to negotiate with the state office to acquire approximately 8,000 square feet of relocatable buildings for student center requirements and additional buildings for administrative needs. Motion carried unanimously.

REPORTS

ASB.--Mr. Sheridan, President, reported on the success of the TCC coffeehouse. The President's Forum held once a month, he said, is very effective. He also formally thanked the Trustees for their cooperation. He also mentioned a program that is under way to raise money in order to have lobbyists for the students at the 1971 Legislature.

TCCA.--Mr. Clarke, President, said the Faculty Advisory Council has been asked to contribute in regard to qualifications of the new State Director to be selected.

TCCSA.--Mrs. Hildebrand, President, reported that the bargaining unit petition is still pending with the Higher Education Personnel Board and will appear again on its December agenda.

Instruction.--Dr. Jacobson indicated that preparations are continuing for the winter quarter. He said that the math lab has a total daily attendance of about 75 students and that the typing lab is also very busy.

Community Services.--Mr. Rhule reported that the college hopes to have a program starting in January of 5 to 15 credits by attendance on Saturday.

Student Services.--Dr. Lathrop reported that advance registration applications have come in at a rate exceeding expectations.

Administrative Services.--Dean Van Mieghem reported that the Higher Education Personnel Board is working on the classified compensation plan.

Instructional Resource Center.--Mrs. Amoroso, Director, said the Center staff is working with the state librarians on position specifications for technical level work. A recently endorsed proposal is to be taken to the four-year librarians and subsequently to the Higher Education Personnel Board.

Planning.--Dr. Falk said work is continuing on the salary study and some general guidelines will be brought to the Board next month for their consideration. He also briefly mentioned the Two-Year Pre-Employment Program Development status sheet (supplement 6-i) and an ERIC reprint on "Occupationally Oriented Students."

President's Report.--Dr. Ford said he would put in writing some observations to be distributed to the Board for discussion at the December 17th meeting.

INFORMATION

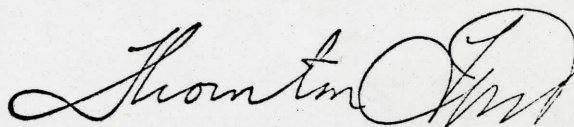
Dr. Ford called attention to the "Speakers" pamphlet put out by the TCC Public Information Office.

Other information included a paper put out by the Council of Presidents regarding enrollment in public higher education, and a copy of a letter from the Legislative Budget Committee in regard to the fee structure in higher education.

NEXT MEETING

The next meeting of the Board of Trustees will be held on December 17, 1970, at 3:30 p.m. at Tacoma Community College.

The meeting adjourned at 5:50 p.m.



Thornton M. Ford, Secretary

Tacoma Community College



MEMORANDUM

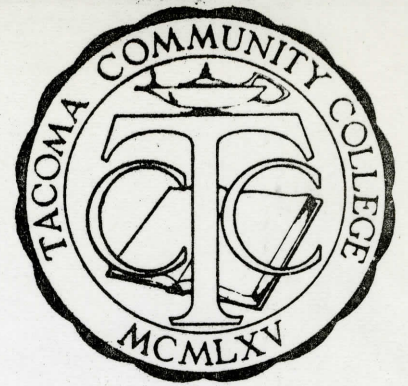
Date: November 19, 1970
To: Board of Trustees
From: Public Information Office
Subject: The Crucible

You are invited to watch the Tacoma Community College production of Arthur Miller's powerful drama about the Salem witch trials, The Crucible, tonight through Sunday. Curtain times are 8 p.m. tonight, Friday and Saturday and 2:30 p.m. in the TCC Little Theater. Admission is complimentary. No seats are reserved. Theater hours will open a half hour before curtain time.

The Drama Department would appreciate your attendance.

DRW

Tacoma Community College



MEMORANDUM

Date: November 19, 1970
To: The Board of Trustees
From: Public Information Office
Subject: United Good Neighbor Fund

We thought you would like to know that this Fall the faculty and staff at TCC has contributed or pledged \$2,970 to the United Good Neighbor campaign. This amount is more than \$1,000 above last year's contribution of \$1,935.

DRW

STATEMENT

TACOMA COMMUNITY COLLEGE

Tacoma Community College is a publicly owned, publicly supported college. It is designed to provide two years of collegiate and post secondary study for the people of the Tacoma-Pierce County area.

The college's objectives are to maintain:

- An open-door enrollment policy to assure educational opportunity to all.
- Excellence in instruction, counseling and learning resources.
- A comprehensive curriculum consisting of:
 - A program of general education designed to assist a student to assume his place as an effective member of society.
 - An academic curriculum paralleling the first two years of university study.
 - A supplementary education for those who wish to pursue vocational or technical training at an area vocational-technical institute.
 - Occupational programs designed to prepare the student for employment upon completion.
 - A program of continuing education for all members of the community.
- Specially designed programs to meet the needs of disadvantaged and minority students.
- Community services of an educational, cultural, and recreational nature.
- Student services designed to assist students to obtain the greatest benefit from their education.

Adapted as
revised herein 4-B
October 19, 1970 11/19/70

MEMORANDUM

To: The Board of Trustees
From: Tom Ford
Subject: PRIORITIES FOR THE COLLEGE: 1971-73 BIENNIUM

In a September 17th memorandum to you I proposed a reordering of institutional objectives. Following our discussion at the September 23rd Board meeting I distributed the proposal to the faculty and to the president of the student body. In the memorandum I stated that:

The urgency of revising the college's stated objectives to describe more accurately both present reality and future directions is heightened by two approaching events. First, the 1971 Legislature will determine both operating and capital funds available to accomplish our educational tasks over the next biennium. Second, the task of preparing the college's budget for the next year must begin soon.

This memorandum is addressed to the first event--that is, the educational tasks over the next biennium. It is intended as a stage for the establishment of priorities to guide us in the second event--that of developing next year's budget.

For the purposes of this proposal I would like to deal with each "objectives statement" in terms of identifiable provisions in the budget. While it is admittedly a broad-brush statement, I submit it as a categorical priority base for the next two years.

All recommendations are made in anticipation of extremely limited dollar allocations. These will be made by the State Board for Community College Education from the funds to be appropriated to it by the 1971 Legislature. All recommendations are made with the realization that reordered objectives must be coupled with reordered financial priorities.

I. An open door enrollment policy with low tuition charges to assure educational opportunity to all

Simply stated, the budget must reflect our commitment to the "open door," and it must attempt to adequately fund programs which hold promise for the widest possible variety of students.

II. Excellence in instruction, counseling, and learning resources

A. Emphasis on new and modified programs within the college will doubtless demand new and modified techniques and methods of instruction and of counseling. It is essential, then, that the teaching and counseling faculty develop and master whatever new and modified techniques and methods which may be necessary to maintain excellence in a widened array of programs required to maintain the open door and educational opportunity for all.

Priority statement

A continuing program of professional in-service education should be developed to provide each teaching and counseling faculty member with a means by which he or she may become or remain equal to the tasks of changing program emphasis described in the statement of objectives.

B. Reordered priorities suggest new directions for the staff and facilities of the Instructional Resource Center. The staff of the Resource Center has been industrious in responding to new needs as they have been identified.

Priority statement

In the continued development of the Resource Center, top priority should be given to development of services that will

(a) allow individual students to learn at their own pace and in ways best suited to themselves; and

(b) best support the college's increased emphases on general and occupational education.

III. A comprehensive curriculum consisting of:

A. A program of general education designed to assist a student to assume his place as an effective member of society

I believe that community college education is far past the time when even in the academic program can it be presumed that academic means the same as college transfer. In the first place, far fewer than half of the students enrolled in the so-called transfer program ever transfer to any place. Secondly, almost every course we teach will transfer to some place. It is a firmly established fact that an "open door" to university-parallel programs may become, for an increasing number of community college students, an open door to failure. In my view, our general education program ought to develop individualized learning programs for the wide variety of students who come to us. In some occupational programs, a substantial share of the course work will be provided through the general education program.

Priority statement

During the next two years, the resources of Tacoma Community College should be brought to the task of determining the kinds of educational experiences and programs that are most needed and desired by the students who come to us and who will not transfer to a senior college or university.

B. An academic curriculum paralleling the first two years of university study

The university-parallel program has, to date, represented the major effort of the college. It is a sound program and enjoys a high degree of status throughout the region.

Priority statement

The quality of the university-parallel program should be maintained. Expansion of the program should be leveled to a degree that will permit the expansion and development of the general education, community services, and occupational programs of the college. We should exercise considerable caution in approving new courses that are not related to the needs of an occupational program.

C. A supplementary education for those who wish to pursue vocational or technical training at an area vocational-technical institute

To date, this program has formed a principal basis for the Associate in Technical Arts degree.

Priority statement

Coordination and cooperation with the vocational-technical institutes in the area should continue. A substantial number of students are earning Associate degrees through the multiple registration arrangement. Tacoma Community College should increase its efforts in counseling and advising students toward the program.

D. Occupational programs designed to prepare the student for employment upon completion

The curricula at Tacoma Community College presently afford students several avenues of education and training leading to specific occupations. These programs are, however, operated primarily in cooperation with other educational agencies in the community. Careful analysis of additional job markets in the community indicates that a considerable gap exists between the cooperative programs in which we are now engaged and the local training resources outside TCC. In order to assure that a truly comprehensive educational and training opportunity be available to all people in our service area TCC has adopted the above objective.

Priority statement

Tacoma Community College should, throughout the 1971-73 biennium, mount needed occupational programs designed to prepare students to enter the job market. These programs should be logical extensions of the university-parallel, general education, and community services programs presently in operation. Along with general education, these programs should receive the highest curricular priority of the college.

E. A program of continuing education for all

Little doubt exists that higher education is today experiencing the greatest upheaval of this century. The questioning of societal values, rapidly changing concepts and requirements for vocational careers, and the essential goals of education are all in transition. If higher education is to play an effective role in the resolution of these problems it is absolutely essential that it be as accessible to all as we can possibly make it.

Priority statement

It is an explicit purpose of the college to facilitate re-entry into the educational process by all adults who wish to avail themselves of the services of the college. The college should give equal priority to programs which meet the needs of adult students as it does for the students ordinarily considered to be of "typical college age."

IV. Specially designed programs to meet the needs of disadvantaged and minority ~~race~~ students

Throughout the past two years considerable effort has been made at the college to organize and mount programs and services addressed specifically to the educational needs of both disadvantaged students and those of minority races. Some progress is evident in the hiring of minority staff, the formation of a minority affairs committee and the appointment of a Minority Affairs Director. Several courses have been created in this area. Workshops for faculty and students have been held and the college is an active participant in the Puget Sound Minority Affairs Consortium. Students of minority races have been actively sought

throughout the community. An Ethnic Studies Laboratory has been organized, funded, and put into operation.

Priority statement

The college will not relax its efforts to provide higher educational opportunity for those in the community who, because of economic, cultural, or ethnic disadvantage, would have little access to higher education at any other institution.

V. Community services of an educational, cultural, and recreational nature

Consistent with priority statement III. E. (above) the college accepts a responsibility to serve as a focal point of a wide variety of services and activities to the limit of its professional resources. Courses, workshops, and field services for the entire community are considered to be part of the role of this community college. The Community Services Program operates with the least formality and the greatest flexibility in its attempt to realize this objective.

Priority statement

The Community Services Program should be given as great an emphasis as possible in pursuit of its objectives. Progress should be made toward budgetary parity with other programs of the college.

VI. Student services designed to assist students to obtain the greatest benefit from their education

It is axiomatic that only a small part of learning occurs in the classroom. The statement is even true on a college campus. All who

enter must make a great number of decisions outside the classroom. In general, the Student Services programs are designed to assist potential and attending students to make these decisions wisely. For the questions of "How do I get into college?" "What do I take?" "How can I finance college?" "How do I succeed in college?" "How do I resolve conflicts?" and "What should my goals be?" every student needs to find answers--sooner or later. The college accepts the task of helping each student to find them in a pattern which bears genuine meaning for the individual.

Priority statement

The Office of Student Services accepts a primary responsibility for recognizing each student as an unique individual. Its various services of counseling, testing, student activities, learning skills, admissions, reporting Veterans' affairs, etc., should be organized and financed toward that end. Its mission is both auxiliary and central to whatever success individuals experience at TCC.

VII. Administration

Perhaps a final objective statement ought to read An administrative staff equal to all the demands listed above. The lowest common denominators embrace both educational leadership and managerial expertise.

Realization of the above objectives requires first that the college's administration accepts their primacy and, second, that all administrative efforts be expended toward that end. In its role of educational leadership the administrative staff must be sensitive to the educational needs

of the community served by the college. It must interpret the college to the community and vice versa. It must continually search for means of improving the college's services through the selection and improvement of an excellent faculty and supportative staff.

It is the proper business of the administration to serve. The service must attend to several directions--ultimately the community; directly, the students and those who labor toward their education. The service must provide educational direction and motivation to the faculty and staff. It must seek to provide an adequate level of financial support, facilities, libraries, equipment, supplies and, extremely important, an environment conducive to the educational and learning processes. Such elusive things as morale, individual fulfillment, academic freedom and rights of free inquiry are all components of educational leadership and management. Together they all form the administrative priority for the college.

VIII. The Board of Trustees

Not the least priority for the future of the college remains for the Board of Trustees. In addition to its powers of policy and appointment, the Board provides the formal link between the college and the community it serves. It must be sensitive to community opinion and community needs. The collective wisdom and judgment of its individual members must enhance, guide, arbitrate and, it seems to me, accept a great deal of responsibility for the success of the college's program.

* STATEMENT OF OBJECTIVES FOR TCC

Maintain an open door enrollment in which all individuals seeking educational opportunities will be accommodated within the limitations of resources available.

Achieve a "Standard of Excellence" in the instruction and administration of the college.

Have a comprehensive educational curriculum...

- ... That will provide students with a general education that will assist them to become an effective member of society.
- ... That will parallel the first two years of university study in the fields of...
- ... That will provide a supplementary education for those who wish to pursue additional skill training in a vocational or technical institute.
- ... That will provide occupational programs that will prepare the student for employment upon completion.
- ... Provide specialty designed programs to meet the needs of all segments of our society.
- ... Provide community services for their educational, cultural, and recreational needs.

Have student services that will effectively assist them to become better citizens.

Manage the college using "Sound Principles of Management" to maximize effective education with a minimum cost.

To promote the understanding of:

- ... Our free enterprise system
- ... Our democratic form of government
- ... The Constitution of the United States

To maintain a close liaison with the public so citizens will be proud of the college and its contribution to the betterment of the community.

Don Anderson

* Objectives are defined as...a statement of end-results desired.

RESOLUTION NO. 70-74

Whereas, The Board of Trustees by its resolution of June 25, 1970, has empowered the administration to develop adequate on-campus parking; to provide supervision of parking areas on a pay-as-you-go basis; and

Whereas, the following proposal has been endorsed by the faculty and the Student Senate of Tacoma Community College; therefore, be it

Resolved, First, That the Board of Trustees of Tacoma Community College institute a parking fee of a maximum of \$2.50 per quarter for all privately owned vehicles parked on the college campus by regular daytime students.

Resolved, Second, That the following schedule of parking fees will be instituted: \$3.00 per quarter or \$8.50 per year for full-time faculty, administrators, and staff members; and \$1.00 per quarter for night students registered in credit courses.

Resolved, Third, That the following operating regulations are to be observed: (1) Second vehicles may be registered for a 50¢ fee by showing proof of ownership for both vehicles; and (2) registration of students' vehicles to be parked on campus is a required part of the registration process for credit courses.

ADMINISTRATIVE PERSONNEL TENURE PROPOSAL

It shall be the policy of Tacoma Community College District No. 22 to allow and provide for the reassignment of any full-time administrative nonclassified personnel, at such individual's request, to employment in faculty appointment positions: Provided, That such reassignment does not unlawfully affect the employment of a tenured faculty member, and Provided further, That, in the discretion of the Board, it is in the best interests of the district to fill or create the position and the person seeking reassignment is qualified to perform the duties of the position.

INVITATION TO BID

Return To

Tacoma Community College, Business Office
5900 So. 12th Street, Tacoma, Washington 98465

THIS IS NOT AN ORDER

October 6, 1970

DATE

Please bid net prices at which you will agree to furnish any or all of the following articles, F.O.B. destination shown below and on pages . To receive consideration, bids must be made on this form and signed in full. Prices must be based on our units extended and totalled. Delivery guarantee must be filled in. Tacoma Community College reserves the right to accept or reject bids on each item separately or as a whole, to reject any or all bids, waive informalities and to contract as the best interests of Tacoma Community College may require. Bids are subject to, but not limited to, the invitation to bid, request for quotations and specifications and plans, and the standard terms and conditions contained on the reverse side hereof. All erasures and changes shall be initialed.

Item No.	Prices F. O. B. Destination	Bidder Must Enter All Extensions and Totals			
		Quantity	Unit	Unit Price	Amount
1	<p><u>FLOOR WAX, POLYMER NON-BUFFABLE</u></p> <p>Johnsons Complete, Final or Equivalent.</p> <p>Demonstrations may be requested to prove product bid is equal to above.</p>	250	Gal.		
PLEASE ENTER COMPANY NAME AND ADDRESS BELOW					TOTAL
Address		Mark Your Bid Envelope Business Office Tacoma Community College 5900 So. 12th, Tacoma, Wash. Bid Opens at 2:00 P.M.			

We guarantee delivery at destination from _____ via _____ within _____ days after receipt of order at address shown. We will allow _____ discount for payment 10th proximo.

To the Tacoma Community College:

Date _____ 19 _____

We have read and agreed to the conditions noted above and in the Standard Terms and Quotations. We further agree to furnish the articles specified at the prices stated herein, to be delivered to the station or location and on the date as set forth herein.

Signature _____

Title _____

STANDARD TERMS AND CONDITIONS

This purchase order contract includes the following terms and conditions and includes, but is not limited to, the invitation to bid, request for quotations, specifications, plans and published rules and regulations of Tacoma Community College (TCC) and the laws of the State of Washington, which are hereby incorporated by reference.

(1) No alteration in any of the terms, conditions, delivery, price, quality, quantities or specifications will be effective without prior written consent of TCC.

(2) No charges will be allowed for handling which includes, but is not limited to, packing, wrapping, bags, containers or reels, unless otherwise stated herein.

(3) No exception to delivery dates shall be allowed unless prior written approval is first obtained from TCC. TCC reserves the right to cancel any undelivered portion of this order.

(4) Time of delivery is of the essence and TCC reserves the right to cancel any undelivered portion of this order for failure by the vendor to deliver on time. Vendor assumes responsibility of delay notwithstanding the cause.

(5) All payments to the vendor shall be remitted by mail. TCC shall not honor drafts, nor accept goods on a sight draft basis. Furthermore, the provisions or monies due under this contract shall not be assignable.

(6) SHIPPING INSTRUCTIONS: Unless otherwise specified, all goods are to be shipped prepaid FOB destination. Where specific authorization is granted to ship goods FOB shipping point, vendor agrees to prepay all shipping charges, route cheapest common carrier, and to bill TCC as a separate item on the invoice for said charges, less federal transportation tax. Each invoice for shipping charges shall contain the original or a copy of the bill indicating that the payment for shipping has been made. It is also agreed that TCC reserves the right to refuse to accept any COD shipments.

(7) All goods or materials purchased herein are subject to the approval by TCC. Any rejections of goods or materials, whether held by TCC or returned, will be at the vendor's risk and expense.

(8) All invoices, packing lists, packages, shipping notices, instruction manuals, and any other written document affecting this contract shall contain the applicable purchase order number. Packing lists shall be enclosed in each and every box or package shipped pursuant to this contract indicating the content therein.

(9) The vendor agrees to protect TCC against all claims, suits, or proceedings for patent, trademark, copyright, or franchise infringement arising from the purchase, installation or use of the goods and materials purchased herein. The vendor further agrees to assume all expenses and damages arising from such claims, suits, or proceedings.

(10) Vendor agrees that the waiver, acceptance, or failure by TCC to enforce any provisions, terms, or conditions of this contract shall not operate or be construed as a waiver of prior or subsequent breaches or the right of TCC to thereafter enforce such provisions.

(11) The vendor warrants all articles supplied under this contract to conform to specifications herein, to be fit and sufficient for the purposes manufactured, merchantable, of good material and workmanship, and free from defects.

(12) In the event that TCC is entitled to a cash discount, the period of computation shall commence on the date of delivery, or receipt of correctly completed vouchers, whichever is later. If an adjustment in payment is necessary due to damage, the cash discount period shall commence on the date final approval for payment is authorized.

(13) Unless otherwise indicated, TCC agrees to pay all state of Washington sales tax. No charges shall be made for the Federal excise and transportation taxes and TCC agrees to furnish vendor upon request with an exemption certificate.

(14) Vendor warrants and represents that all the goods and material contained herein are free and clear of all liens, claims or encumbrances of any kind whatsoever.

(15) Vendor agrees to bear all risks of loss, injury or destruction of goods and materials contained herein which occur prior to delivery and such loss, injury or destruction shall not release vendor from any obligation hereunder.

(16) The vendor agrees not to discriminate against any client, employee or applicant for employment or for services, because of race, creed, color, national origin, sex or age with regard to, but not limited to, the following: Employment upgrading, demotion or transfer; Recruitment or recruitment advertising; Layoffs or termination; Rates of pay or other forms of compensation; Selection for training; Rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred forthwith from receiving awards of any purchase order from TCC, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

(17) All prices are to be included herein.

(18) In the event of a breach by the vendor of any of the provisions of this contract, TCC reserves the right to cancel and terminate this contract forthwith upon giving oral or written notice to the vendor.

(19) When special brands are named it shall be construed solely for the purpose of indicating the standards of quality, performance or use desired. Brands of equal quality, performance and use shall be considered, except as noted, provided vendor specifies the brand, model and submits descriptive literature, when available. Any bid containing a brand which is not of equal quality, performance, or use specified must be represented as an alternate and not as an equal, and failure to do so shall be sufficient reason to disregard the bid.

(20) Vendor covenants and agrees that in the event suit is instituted by the buyer for any default on the part of the Vendor, he shall pay to the buyer all costs, expenses expended or incurred by the buyer in connection therewith, and reasonable attorneys' fees.

BID: FLOOR WAX 250 GALS.

Bid Opening: 10/13/70 2:00 p.m.

	<u>Unit</u>	<u>Total</u>	<u>Brand</u>
Murtough Supply	2.91	727.50	Multi-clean
Certified Products	2.76	690.00	Bond
Three M Supply	1.98	495.00	Merit A419
Hillyard Sales Co.	3.60	900.00	Hillyard N17A
North Coast Chemical	2.95	<u>737.50</u>	Final
Packer Scott	3.51	965.25	Complete in 55's (275 Gal.)
	3.87	967.50	Complete in 5's (250 Gal.)
	2.85	783.75	American Beauty in 55's
	3.06	765.00	American Beauty in 5's

Low bid meeting specifications indicated by

Recommended by:
George Van Mieghem
Dean of Administrative Services

Comment of award:

The building and grounds department and purchasing department after some study and advise decided to recommend for use the product shown above on the basis of its compatibility with the product that is now in use on our floors. To deviate would involve great expense for labor to strip and seal the floors.

BID: FLOOR WAX

Bids Returne "40 Bid":

Cascade Chemical
Van Waters & Rogers

Bid not returned:

National Chemsearch
Northwest Janitor Supply
Mt. Hood Chemical
American Lincoln Prod.
Janco United
Pacific Chemical

Award: North Coast Chemical \$737.50

RESOLUTION NO. 70-75

Whereas, Building 17-A will be vacated upon occupancy of the new Faculty Office Building No. 20; and

Whereas, the rental on the relocatable building is budgeted through the end of the current fiscal year; and

Whereas, office space for student activities ranks high on the list of priorities developed by the Campus Development Committee; therefore, be it

Resolved, That the administration be empowered by the Board of Trustees of Tacoma Community College to arrange for moving Building 17-A to a site near the present Building 6 for the purpose of providing additional office space for student activities.

RESOLUTION NO. 70-76

BE IT RESOLVED by the Board of Trustees of Tacoma Community College, That the administration be authorized to negotiate with the office of the State Director for Community College Education to acquire approximately 8000 square feet of temporary structure to be located adjacent to the cafeteria for additional dining and multi-purpose uses consistent with campus center activities.

BE IT FURTHER RESOLVED, That the administration be authorized to negotiate for an additional relocatable facility to be located in the proximity of building five for temporary administrative office space.

TACOMA COMMUNITY COLLEGE
OCCUPATIONAL INSTRUCTION STATUS REPORT

November 19, 1970

Two-Year Pre-Employment Program Development

STEPS IN PROGRAM DEVELOPMENT

Program	Program Alert - Filed	Program Alert - State Approved	Program Request- Filed	Advisory Committee Formed	Instructional Program Developed	Program Request- State Approved
Home & Family Life Education	X	X	X	under study	under study	pending
Inhalation Therapy Ass't.	cooperative program with community agency					----
Junior Accountant	X	X	X	under study	tentative	pending
Law Enforcement	X	X	X	under study	under study	pending
Medical Records Tech.	cooperative program with community agency					----
Nursing, A.D.N.	future development to be based on community needs					----
Nursing, Diploma	cooperative program with community agency					----
Real Estate	X	X	X	tentative	X	pending
Receptionist-Clerk	X	X	X	tentative	X	pending
Service Representative	X	X	X	X	X	Spring, 1970
X-Ray Technician	cooperative program with community agencies					----

Note: Other programs which have been identified and justified by feasibility studies will be developed following those indicated above.

TACOMA COMMUNITY COLLEGE

Date: November 18, 1970

To: Board of Trustees
Faculty
Administration
Student Senate

From: Dick Falk

The attached material provides an accurate description of today's community college student, with particular emphasis placed on students in occupational programs. The researcher, Pat Cross, is a recognized expert in her field.

In developing our occupational programs and supporting services, we need all available information. In this regard, the attached ERIC reprint deserves our serious study. The article contains implications for general instructional programs as well as for occupational instruction. Solutions to some of the problems cited by the author will require cooperative efforts from those working in occupational instruction, academic instruction, student services and administration.

RCF/nr

Attachment

ERIC

JUNIOR COLLEGE RESEARCH REVIEW

November 1970

Published by the American Association of Junior Colleges

OCCUPATIONALLY ORIENTED STUDENTS*

K. Patricia Cross

For the past twenty years, this nation has been working toward an explicit goal of universal higher education. The concept has found ready acceptance by both political parties and by four American Presidents since Truman's Commission on Higher Education proclaimed in 1947 that "At least 49% of our population has the mental ability to complete fourteen years of schooling with a curriculum of general and vocational studies that should lead either to gainful employment or to further study at a more advanced level." In 1947, when only one-fourth of the 18- and 19-year-olds were in college, the proposal was heralded as a bold ideal. From our perspective now, it seems quite modest. We have already surpassed the goal they envisioned and, by 1980, two-thirds of the college-age youth will be in college. We are no longer concerned with whether students are ready for higher education, but rather with whether higher education is ready for them.

Not long ago, higher education addressed itself to a limited segment of the population. The academic model served reasonably well, and each level of education was judged by how well it prepared students for the next level. Past school grades were, and still are, the best predictors of future grades. Admissions tests did, and still do, an adequate job of predicting success in college, if success is defined along traditional academic lines. Our national commitment to universal post-secondary education, however, has brought us face-to-face with the reality that we must educate youth for life in a society where knowledge is exploding, semi-skilled and unskilled jobs are disappearing, and most of the population will have to run just to stay in place with the demands for new skills. In Venn's (1964) colorful words, technology has placed education "squarely between man and his work" (21).

Arising in part to counteract the technological society, but also dictating a broader base for higher education, is the move toward egalitarianism and equality of opportunity. Talcott Parsons, the noted Harvard sociologist, has observed that "The available evidence points to the conclusion that it is one's standing in school work which is the primary criterion of differentiation between those who will and those who will not reach the higher levels of the educational system and, via that, of the occupational world" (15:246). If we are to offer full opportunity to those who are not especially successful in the present educational system, we must devise alternative pathways to success.

Traditional colleges will continue to play an important role, but they are far from fulfilling the needs of either society or of individuals. Their range of offerings and their cultivation of talent is too narrow to meet today's need for an educated citizenry. Community colleges, with their broad offerings and their open doors, represent higher education's concern for providing alternatives to the academic model, but old habits die hard and new images are not established overnight.

Occupational education in the community college has many strengths. Ostensibly, it can meet the new needs of society as well as the diverse needs of individuals, but it

also has a past to overcome. Because of our narrow academic definition of higher education, occupational education has never been quite "academically respectable," nor have the young people in it been considered "talented." Occupational education has all too often been thought of in negative terms: i.e., students take occupational courses not because of what they can do, but because of what they can't do.

Certainly students in the occupational curricula of the community colleges today are an early taste of the demands that universal higher education will make on educational innovators. To give up the educational techniques that have not worked and to find new ones that will is the challenge, and it will take much better understanding than we now have of the characteristics of the student who is new to the ranks of higher education. Although the research is scanty, a synthesis of scattered bits of data may help to construct a tentative description of the characteristics of the occupationally-oriented student.

Although it simplifies things to speak of both students enrolled in the technical degree programs and those in the vocational non-degree curricula of the community college as occupationally-oriented, it should be noted that many of them say that they hope to transfer to a four-year college. This aspiration obtains not only for 85% of those pursuing a college-parallel course of study, but also for 43% in technical programs and for 21% of the vocational students (3). Most students who enter occupational curricula will not transfer to a four-year college, but a study of career graduates from four community colleges of the City University of New York found that three years after graduation, 44% of the students responding to the questionnaire were enrolled in or had completed a four-year college program (8). This figure is probably much above the national average, but it illustrates the potential role to be played by community colleges in the distribution of the nation's talent. The proportion of freshmen registered in the various curricula in one major study (3) is about 50% in the college-parallel, 27% in the technical programs, about 5% in the vocational courses, with the remaining 20% in general and developmental education and undesignated curricula.

In the forefront of present thinking about the characteristics of young people is the thesis that they are very much a product of their environments. Past experiences shape interests and attitudes and, to some extent, we believe, abilities and talents. Thus a research description might start with some data on the homes from which students come. Across all institutions of higher education exists a virtually unbroken and totally consistent hierarchy on socioeconomic and ability indices. The universities serve the richest and the most academically able students. Next

*Prepared for a two-day conference jointly sponsored by the American Educational Publishers Institute and the American Association of Junior Colleges on Occupational-Oriented Programs in Two-Year Colleges, in Miami, Florida, December 5, 1969.

in line are private liberal arts colleges, followed by public state colleges, followed by two-year colleges, followed by occupational and specialized schools. Figures from the American Council on Education study of some 240,000 freshmen in 350 colleges illustrate the point. Two-thirds of the students in private universities have fathers who have had some college education. At state colleges, the figure drops to about one-half and, for junior colleges, it is less than one-third (4:1-92). Within the public community colleges, the socioeconomic hierarchy continues, and data from the College Board's new Comparative Guidance and Placement Program show that only 20% of the technical and 15% of the vocational students come from homes where the father has had any college experience. In most cases, they are first-generation college students.

Closely related to the index of father's education is that of father's occupation. Whereas only a little over one-third of the college-parallel students in community colleges come from the homes of workers — skilled, semi-skilled, or unskilled — over half the vocational students do (3). A point of reference is provided by the statistic that roughly one-fifth of university freshmen are from the homes of workers (4:1-92). The point is that young people are exposed at home to different stimuli, different interests, and different reward systems. While the child of a doctor or lawyer or teacher feels quite at home with books and the emphasis on verbal learning that he finds in school, the child of a laborer or cook finds himself in a foreign culture. A child's ability to succeed in school is intricately interwoven with his family background. Although it is undoubtedly simplistic to maintain that poverty causes low ability or that low ability causes poverty, we do know that socioeconomic status and academic ability are related, and that both influence who goes to college, where he goes, what his major is, and how long he stays.

Project TALENT, a 20-year longitudinal study of nearly half a million students as they progress through the educational system, found that indices of socioeconomic level, such as the presence of television and radio in the home, the number of books owned by the family, and the student's access to a room, desk, and typewriter of his own were significantly related to measures of ability—especially to tests of information and reading comprehension (10). Keeping in mind the interaction of environment and ability, it is still possible to look at the effects of each on college attendance. Chances for senior college are poor for those who fall in the lowest quarter on either ability or socioeconomic level. The majority of low-ability (bottom quarter) students do not go to college regardless of how privileged they are socioeconomically and the majority of low socioeconomic level (bottom quarter) students do not go to college no matter how able. However, high ability is more likely to compensate for low socioeconomic status than vice versa. Specifically, a high-ability (top quarter) male from a below-average socioeconomic background is almost twice as likely to enter college as a low-ability (bottom quarter) male of above average socioeconomic status (16).

It is quite clear from the research that the average academic ability of two-year college students is lower than that for four-year college students (6). The community colleges are democratizing higher education as they move rapidly toward representing ability in the population at large (7). Freshmen in community colleges are very like high school seniors in tested ability except that community college classes tend to have more students in the middle ranges of ability, with fewer very low- or very high-ability students (9). Low-ability high school graduates do not continue their education, and high-ability graduates are more likely to enter four-year colleges. Ability differences between occupational and transfer students within community colleges are mixed, attributable primarily to sex differences. There appears to be general agreement in research studies that men in occupational curricula score significantly lower on tests of academic ability than men in the college-parallel program (1; 3; 11; 12; 14). For women, there seems to be little difference between college-parallel and occupational groups (1; 14). The CGP scores on ten tests of academic ability show women in the health

programs to be especially able, scoring above the liberal arts women on many measures. There is also evidence that more women of moderate ability enter the occupational curricula, whereas occupational men tend to be concentrated at the low-ability levels. In fact, one study showed that occupational men scored lower on measures of academic ability than the high school classes from which they came (11). Since women of low ability are much less likely than men of the same ability and socioeconomic level to continue their education beyond high school (5), it is understandable that marginal-ability men would enter occupational curricula, while marginal-ability women enter the labor market after high school graduation.

Occupational students in general are much more likely than the average high school senior to have taken an occupational course of study in high school, and the high school course of study is a major difference between transfer and occupational students within the community colleges (1; 11). It is not clear whether their lack of experience with academic subject matter leads to low test scores or whether lack of academic success leads to choice of occupational programs. The fact remains, however, that, for many, the choice of an occupational course of study is determined between the ages of fourteen and eighteen, if not far earlier.

It is hard to say whether most students now registered in occupational curricula would have taken that course had other alternatives been open to them. In California, students who do not graduate in the upper one-third of their high school class are not eligible for the state colleges and the universities—and the students seem to accept this exclusion. About two-fifths of the occupational students from twenty California community colleges said they felt they would have no chance or only a slight chance of success at a state college, and nearly three-fourths thought that they would have little chance of success in the university system. Most wish, however, that they had "studied harder in high school," and that they had "taken high school more seriously" (18). Whatever the reasons — an intellectually sterile home environment, low ability, earlier frustrating school experiences, or interests directed in other areas—many occupationally-oriented students in our present educational system recognize that they are not successful in the academic pursuits on which our society places such great (probably undue) value. Needless to say, this self-concept is not conducive to self-fulfillment, and community colleges (and everyone who influences the education program offered there) face a tremendous challenge in capitalizing on strengths of ability and interest and motivation.

Despite a high dropout rate—60% of the entrants to two-year occupational programs in one California study (11)—occupational students appear optimistic about their futures. Three-fourths of them are quite certain that they will continue in the field they are studying, and an even larger percentage feel that they have a fair or a very good chance of success in the occupational program of their junior college (18). There is also positive evidence that they are interested in their choice of field for study. On twelve interest scales used in the CGP battery, the scores of students were obviously related to their field of study. Science and pre-engineering students in both the college-parallel and the occupational curricula scored high on interest in math, physical science, and engineering technology. Students in the health-related fields scored high on health, biology, and, perhaps because so many are women, on home economics. Students registered in business programs scored high on measures of business and secretarial interest. Liberal arts students scored above the overall average on interest in social science, but their interests in other areas tended to parallel men's interests and women's interests more than specific field interests (3).

The interest of occupationally-oriented students in concrete and tangible goals is consistent with the research that finds lower socioeconomic groups concerned with security, immediate impulse expression, and concrete rewards, whereas higher socioeconomic groups are more likely to seek goals of status, achievement, and social re-

spectability. These different value systems show some consistency of interest, attitude, and personality across the few research studies of junior college students that have been done in this terribly important area (1; 2; 13; 17; 46-52; 19; 20). Generally speaking, researchers characterize two-year college students as little interested in abstract thinking or in originality and as prone to be more conventional and rigid than students beginning their education in four-year institutions.

In the CGP data (1968), occupational students were twice as likely as the college-parallel group to see the object of education as mostly or entirely job training; the great majority of them said that, in their freshman courses, they planned to concentrate mainly on learning things that would be useful to them in their future work. Happily, the College Satisfaction Scale of the CGP showed the vocational students most likely to feel that their community college courses did relate to their future plans, and they were also more inclined than the average student to feel that they would be happy in the work for which they were preparing. The New York City study showed that 80% of the employed graduates of career programs were in jobs directly related to their community college training (8).

The responses that occupationally-oriented students give on questionnaires present a picture of young people who know what they want and are pursuing an obvious pathway to their goal. This may be more artifact than fact, however, since it is easier for a liberal arts student than for one taking auto mechanics to express vague career goals and to accept more traditional general education as reasonable preparation for his immediate future. With the exception of wanting help in finding a job, occupational students express no more desire for counseling or guidance or tutoring than other community college students. In fact, they are less likely to indicate that they want help regarding educational and vocational plans than are transfer students (3). While there are no major differences between curricular groups in their desire for assistance, it should be pointed out that community college students as a group are receptive and eager for counseling assistance

(6). Over half the students in each curricular group in the CGP program expressed a desire for help with reading, study techniques, and educational and vocational planning.

Although there is a dearth of solid, comparative research studies on the motivations and values of occupationally-oriented students, evidence indicates that the occupational student is more likely to be motivated by extrinsic rewards, while the more academically-oriented student finds greater satisfaction in intrinsic rewards. For example, occupational students are more likely to place value on grades in school and on money in jobs than the academic students who are more prone to value learning for its own sake and for the opportunity to be creative in a job. Apparently all humans seek the approval of their associates and, for this reason, the reward systems may be undergoing some dramatic changes in the recent social upheavals. Traditionally, the lower classes have not shown much interest in social service occupations. Now, however, we are beginning to see able young people turning their backs on the concrete and tangible rewards that they are supposed to seek in order to return to the ghetto to do social work—where it is not easy to find immediate gratification, concrete examples of progress, or tangible financial rewards. If the so-called helping professions become highly valued among the peers of occupational students, it may well be that we will find the high academic saturation that presently exists in social work is not an important aspect of the ability to do the job, and that occupational courses will lose their identification with the concept of manual skills. It boils down to what we have known for ages—that motivation is the key to learning and that this varies greatly from culture to culture and from decade to decade. It is for this reason that a thorough understanding of the attitudes, backgrounds, and interests of students is so important. Fortunately, although the students seem to arrive ahead of their data, the capacity and sophistication of educational research are making tremendous strides. There is considerable cause for optimism regarding the ability of research to aid in the understanding of students and, through this, in the improvement in educational programs.

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BIBLIOGRAPHY continued from previous page.

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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

ARTHUR M. COHEN, *Principal Investigator and Director*

The Clearinghouse operates under contract with the U.S. Department of Health, Education and Welfare, Office of Education

Abstracts of the ERIC (Educational Resources Information Center) Documents can be found in *Research in Education (RIE)*. This publication of the Department of Health, Education and Welfare is available from the Government Printing Office, Washington, D.C. 20402 at \$1.75 for a single issue or \$21.00 for twelve issues yearly. The index to it is cumulated annually and semi-annually.

The ERIC Documents (ED's) listed in the bibliography may be purchased on microfiche (MF) or in hard copy (HC) from ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. (Prices are given in RIE above). Payment must accompany orders of less than \$5.00, including a handling charge of \$.50 and state sales taxes where applicable.

The *Current Index to Journals in Education (CIJE)* indexes articles from more than 200 current journals and periodicals. It is available from CCM Information Sciences, Inc., 909 Third Avenue, New York 10022 at \$3.50 per copy or \$34.00 for twelve issues annually.

The *Junior College Research Review (JCRR)* is compiled and edited at the ERIC Clearinghouse for Junior Colleges, Room 96, Powell Library, University of California, Los Angeles, California 90024.

The JCRR is published ten times per academic year. Subscriptions are available at \$3.00 each from the American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. It is published and copyrighted by AAJC; copyright is claimed until October 1975.

Besides processing documents for the ERIC system and issuing the *Junior College Research Review*, the Clearinghouse publishes two other series of its own. The Monographs are in-depth studies or interpretations of research on junior colleges. They are available from AAJC at \$2.00 each. The Topical Papers are either research models useful for general junior college testing or items of occasional interest to the field. They are distributed by UCLA Students' Store-Mail Out, 308 Westwood Plaza, Los Angeles, California 90024 at various prices.

A free publications list, with prices, is available from the Clearinghouse.

Hazel Horn, Editor

JUNIOR COLLEGE RESEARCH REVIEW

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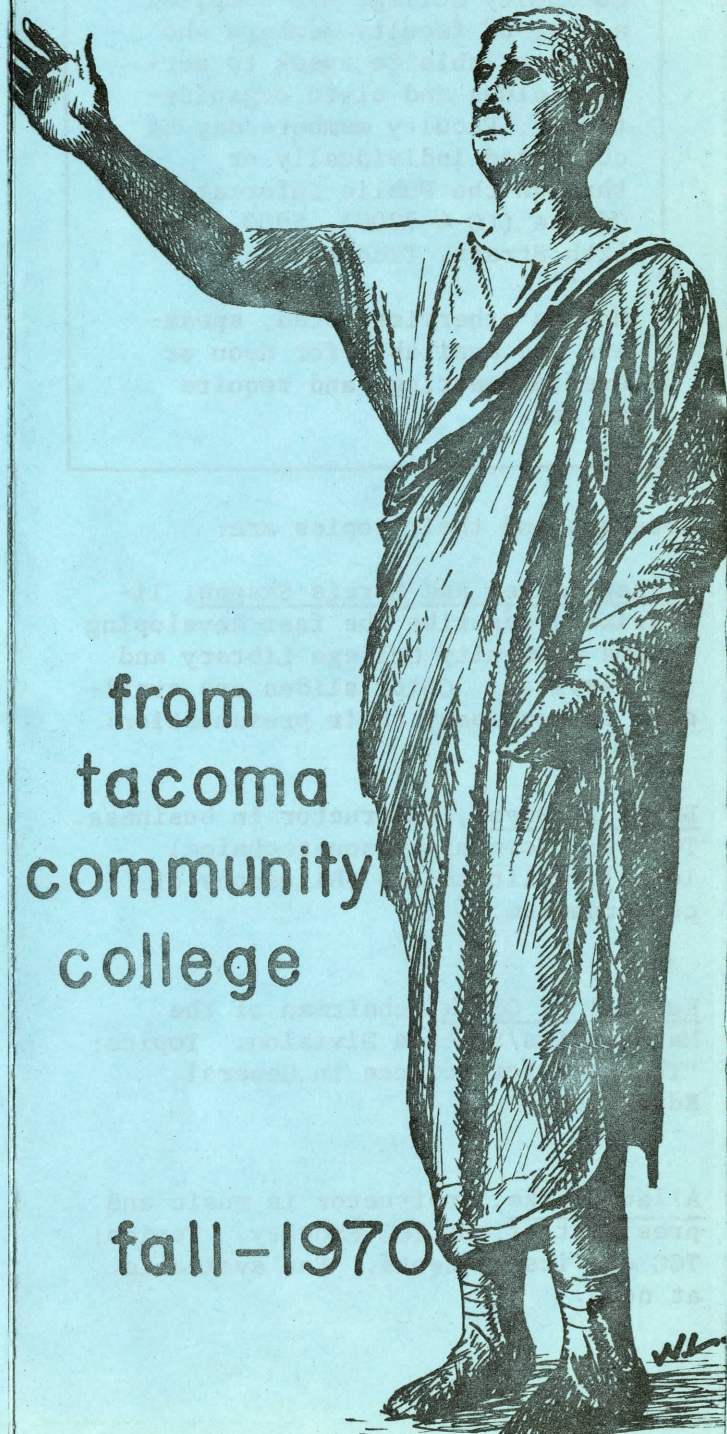


Bob Thaden, coordinator of general education. Topic: "General Education: a New Idea for New Times," "What Do You Mean You Can't Teach Them All?" Not available for noon meetings.

Dale Wirsing, public information officer and instructor in communications. Topics: "TCC Today," "Comparing Metropolitan Newspapers," "The Ideas of Marshall McLuhan."

By making advance arrangements with the TCC Community Services Office, clubs and organizations may hold dinner meetings on the campus.

SPEAKERS



from
tacoma
community
college

fall-1970

To assist organizations in planning programs, the Public Information Office at Tacoma Community College has compiled a list of faculty members who are available to speak to service clubs and civic organizations. Faculty members may be contacted individually or through the Public Information Office (LO 4-7200), 5900 South 12th Street, Tacoma 98465.

Unless otherwise noted, speakers are available for noon or evening meetings and require no fee.

Speakers and their topics are:

Richard Aiken and Morris Skagen, librarians, describe the fast-developing Tacoma Community College Library and its services. Color slides are available to accompany their presentation.

Barry L. Boyer, instructor in business. Topics: Economics (non-technical level); politics and philosophy of conservatism.

Russell F. Clark, chairman of the Mathematics/Science Division. Topics: "The Need for Science in General Education."

Allan Clarke, instructor in music and president of the TCC Faculty. Topics: TCC and its students. Not available at noon.

Richard Deyoe, counselor. Topic: Student activities. Fee required: \$25.

DeVon Edrington, instructor in philosophy. Topics: philosophy, humanities. No fee for non-profit organizations; \$25 minimum for others.

Dr. Richard C. Falk, special assistant to the president for planning and resources. Topic: "TCC--Past, Present and Future."

Mario Faye, instructor in Spanish. Topic: "Latin America." Available for noon meetings and evening meetings after 7:30 p.m.

Dr. Thornton M. Ford, president. Topics include: "The Role of the Community College."

Dennis Hale, instructor in communications. Topics include: "Press Abuses," "What Makes a Superior Newspaper." Willing to appear on panels discussing aspects of communications.

Jack Hyde, instructor in geology. Topics: "Geology of the Pacific Northwest," "Environmental Geology--Geological Hazards," "Volcanoes." Available only for evening meetings.

Luther T. Jansen, instructor in sociology. Topics: "Abortion Law Reform," "Who Needs Women's Liberation?" "Children and Sex" (The sex life of

children in America), "Sources of Violence in American Society," Fee required, if any, depends on group and topic.

Joseph H. Kosai, admissions and records officer. Topics: "Student Life," "The Growth of TCC." Available evenings with two weeks advance notice.

Dr. Ronald E. Magden, chairman of the Social Science Division. Topics: World affairs issues such as the Near East, American-Russian relations.

Murray C. Morgan, instructor in history. Topics: "First Voyages to the Northwest Coast," "First Women on the Northwest Coast." Fee: \$25. Available for mid-day meetings after 12:30 p.m. Has slides of early artists which can be shown with both talks.

Dick Patterson, counselor. Topics: Human relations, sensitivity training, American culture. Nominal fee required.

Robert R. Rhule, director of community services. Topic: College and community.

John Swarthout, instructor in political science. Topics: "Politics in the American Scene," "International Politics," "Black-White Problems," "Contemporary American Problems." Generally not available at noon.

11/6/70

POSITION OF THE COMMUNITY COLLEGE PRESIDENTS

The Council of Presidents is aware that the present economic condition in the State of Washington precludes a continued rate of enrollment increase in public higher education. This awareness is accompanied by a willingness to cooperate fully in planning to manage effectively enrollment growth within available financial means.

The Council has reviewed the staff recommendations of the Council on Higher Education and is in general agreement with them. However, certain specific recommendations have implications for the community college system which concern us. We wish to make our concerns known so that any action taken by the Council on Higher Education can be based on a full understanding of their consequences to the community college system.

Our concerns include the following:

1. Enrollment limitations in the State's four-year colleges and universities will create pressures for the community college system that threaten our ability to offer comprehensive educational programs. This is especially true when enrollment is restricted because the State has insufficient financial resources to support unrestricted enrollments.

Enrollment pressures on the community college system will be greatest in those areas (transfer education) which are least expensive to operate. But it is vocational education, adult education, remedial education, occupational upgrading, programs for the disadvantaged and handicapped and for minority groups, the expensive parts of

our program, which may be cut given the choice between expensive programs with fewer students or inexpensive programs with more students. The Council on Higher Education must be aware of this and recognize that a recommendation to emphasize vocational education may be more easily made than carried out.

2. Enrollment pressures on the community colleges are already great. The current fall quarter enrollment for the community college system is an example of a clearly demonstrated ability to enroll students and up-grade and retain unemployed workers during a period of economic decline.
3. We are concerned that limited funding will reduce our ability to qualify for federal support for programs for the disadvantaged and minority groups.
4. The recommendation that tuition and fees be prepaid will work against the best interests of unemployed, disadvantaged and minority groups served by the community college system. Differences between local communities should determine local response to this problem.
5. The restriction on non-resident enrollments will have a negative effect on community colleges located on or near state boards. It cannot be assumed that the elimination of non-resident students will be accompanied by a proportionate reduction in operating expenses.
6. We are concerned that students with lower grade point averages will suffer a disproportionate share of enrollment restrictions.

7. We are concerned that insufficient consideration has been given to the cumulative effect of deferred enrollments. Unless all fall deferments can be accommodated before the end of each year, unresistable pressures are bound to accumulate.

In conclusion, the foregoing concerns lead us to a recommendation that enrollment quotas be assigned in the broadest possible sense and that these restrictions be translated into operating budget allocations. Each unit of higher education, including the community college system, should then be given the maximum possible opportunity to administer the funds in a manner consistent with its assigned mission.

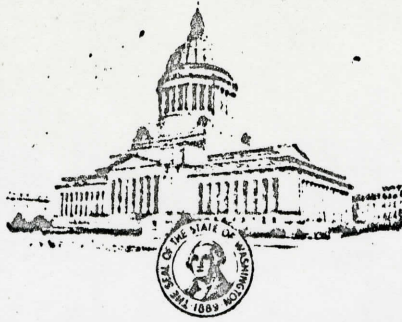
We hope the Council will recognize that the community college system cannot effectively serve minority, educationally and economically disadvantaged and occupational needs in the face of restricted funds and strong pressures to provide additional transfer education.

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STATE OF WASHINGTON
LEGISLATIVE BUDGET COMMITTEE
LEGISLATIVE BUILDING
OLYMPIA
98501

November 5, 1970

Mr. Roger J. Bassett
Assistant Director
State Board for Community
College Education
P. O. Box 1666
Olympia, Washington 98501

Dear Roger:

As you are aware, the level and disposition of student tuition and fees has been a matter of concern to the Legislative Budget Committee for some time. At the 1969 Legislative Session, the House of Representatives passed Resolution 70-52, which directed the Legislative Budget Committee to review the fee structure of the public institutions of higher education and make recommendations to the 1971 Legislature. Because of this direct interest in the matter of student fees and in the general question of financing student facilities, we appreciate this opportunity to express our position.

We, too, are confused in regard to the legal implications of the proposed funding methodology of Spokane Community College as outlined in Mr. Smick's letter to Mr. Landon. We would agree that RCW 2813.15.050, in defining what incidental fees do not include, does "clearly contemplate authority in the district board to establish special fees, that such special fees may include a student activity building fee, and that such a fee is income derived from the facility." However, since we do not wish to inject more confusion into the legal question, we will direct our comments only to the issue of fees and the financing of student facilities.

The Legislative Budget Committee has on a number of occasions maintained that facilities such as student union buildings, health centers, and recreational facilities should be the burden of a special fee assessment apart from any general operating fee or capital tuition fee assessment; and for some years,

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Mr. Roger J. Bassett

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the public four-year colleges and universities have followed this practice. Historically, our concern has been focused on the equality of total fees among similar institutions (i.e., colleges vs. universities) and the equal allocation of fees among the three fee categories: tuition, incidental and special.

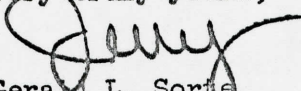
We are generally in agreement with the thrust of the Spokane Community College proposal, i.e., that financing of student centers be accomplished, if necessary, through the pledge of a special fee assessment, rather than through the direct use or pledge of revenues derived from the tuition or incidental fees. However, with respect to the specific proposal regarding the pledge of a special fee and a concomitant reduction in the incidental fee, we would be extremely reluctant to see the State Board make a firm commitment of affirmation at this time. As previously indicated, the Legislative Budget Committee is currently studying the tuition and fee question. Although our recommendations are in a preliminary stage, we would, nevertheless, be reluctant to support any proposal that provides for decreasing the incidental fee. We conceive the basic purpose of this fee to be dedicated to the general operation of the various higher educational institutions, and we will likely make recommendations to insure that it be used increasingly for this purpose at all community colleges.

While we do not have any particular arguments with the philosophy of using a new special fee to support construction of student centers, the timing is unfortunate in terms of our report recommendations. Since our report will direct its attention to the use and disposition of the special fee, we would urge restraint by Spokane or any other community college contemplating a pledge of the special fee. In effect, we contemplate major problems between what might be approved by the Legislature and the fee schedules approved by local community colleges, which may be unduly limited in their future disposition because of bond covenants requiring pledges of certain portions of student fee revenues.

In summary, it is our hope the State Board will not approve the Spokane Community College proposal without a full understanding of our concerns. In our opinion, the question of the use and disposition of student fees will be a critical one for the next Legislature, and there should be as few constraints as possible at the local level with respect to compliance with any of the possible recommendations that may be approved.

Finally, we offer no opinion in regard to the need for additional student center facilities at Spokane Community College. This is clearly a matter better left to resolution by the Board of Trustees of Spokane Community College and the State Board of Community College Education.

Very truly yours,


Gerald L. Sorte
Legislative Auditor

GLS:11b