THE COMMUNITY COLLEGE IN BRITISH COLUMBIA:

PRESENT AND FUTURE DEVELOPMENT



GOVERNMENT OF BRITISH COLUMBIA

MEMORANDUM

TO The Hon. Eileen Dailly,	FROM A. E. Soles,
Minister of Education,	Superintendent,
DOUGLAS BUILDING.	Post-Secondary Education.
	August 23rd, 1973
Poport on the Community Calleges	

SUBJECT Report on the Community Colleges in British Columbia

YOUR FILE.....

In submitting this statement on the present and future development of the Community Colleges in British Columbia, to support my request for funding of the core facilities concept, I should like to underscore a number of salient points which I believe the report brings sharply into focus.

In the first place, it is quite clear as one examines the nature of the community-college movement in British Columbia, as evidenced in the following pages, that the community college represents a significant departure from the traditional educational enterprise with which we are all familiar. Community colleges are indeed a new social phenomenon, exemplifying a popular, democratized movement arising out of local community desire to open up post-secondary educational opportunities to all citizens. With their opendoor admission policies, and their comprehensive curricula, they address themselves to the needs of everyone in the communities they serve, not just to an academic or social elite.

It is clear also that they are making a very substantial social impact in British Columbia through the large number of people they serve and through the diversity of their programmes.

Pertinent enrolment data for last year are as follows:

FORMAL COURSES OF STUDY:

PROGRAMME FU	JLL-TIME	PART-TIME	TOTAL ENROLMENT
VOCATIONAL	15,799	10,224	26,023
TECHNICAL/CAREER	2,531	3,186	5,717
PREPARATORY	3,300	12,000	15,300
ACADEMIC	4,870	7,195	12,065
TOTALS	26,500	32,605	59,105
CONTINUING EDUCATION	AND COMMUNIT	Y SERVICES	46,431
GRAND TOTAL .			105,536

These figures indicate that community colleges are not predominantly academic institutions. Although a significant number of students are being given the opportunity to study first—and second—year university courses in their home centres, many more are enrolling in technical/vocational and other career—type programmes. It seems to me even more important that more than fifteen thousand students registered last year in preparatory courses, showing that the colleges do represent a re—entry route into the educational system for people who would otherwise continue to lack the necessary qualification for further vocational, technical or academic training.

To date, most of our colleges have been operating out of temporary or make-shift quarters. They have been very resourceful in using whatever community facilities are practical or possible for them to use. The research upon which this report was based identified over 400 of these presently in use by the nine colleges.

Given the fact that they have been housed in less than adequate quarters, the accomplishments of the colleges to date are, in my opinion, quite remarkable. I believe, however, that their further development will be seriously retarded if we do not move as quickly as possible to provide them with permanent core-campus facilities which are essential if they are to fulfill their mission. I have asked only for the minimum facilities which I feel are necessary to give each college an adequate base of operation. Other facilities, more directly or specifically oriented to community involvement (auditoria, swimming pools and the like) could come later on a shared-cost basis with regional districts or community groups. I think also that much more must be done in developing effective delivery systems to outlying regions through communications media, learning packages, etc., but this is possible only if each campus is provided with adequate facilities to generate such programmes.

For this reason alone, I think it is essential that these facilities be provided; but there are other reasons as well. For example, the system as it now exists cannot be very efficient from a fiscal point of view. Makeshift operations, undersized classrooms and widely-dispersed centres add significantly to operating costs. Esprit de corps of faculty and students begins to lessen, and enthusiasm begins to wane, when it is felt by them or by the community that no-one cares. It is hard for a community to identify with a college which is dispersed in obviously temporary facilities. Moreover, enthusiasm for the learning enterprise is lessened if the system is not clearly visible or does not have about it a quality of permanence.

You will understand how difficult it is to give a completely accurate forecast of capital needs. I have certainly tried to be responsible and to ask for only that which I believe to be essential to carry on the good work the colleges are doing.

(continued)

What I really seek, and what the colleges need, is assurance that an extended term of borrowing authority will be granted to bring each college up to an acceptable level for effective operation.

It is my honest conviction that they have proved that they deserve such support.

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THE GOMMUNITY GOLLEGE IN BRITISH GOLUMBIA: PRESENT AND FUTURE DEVELOPMENT

OBJECTIVES:

- To present a concise statement of the educational philosophy inherent in, and demonstrated by, the community college movement in British Columbia;
- To demonstrate that the nine British Columbia community colleges exert a substantial social impact through service to a large, geographically distributed and socially diverse public;
- 3) To document the historical development of the community-college system in the province, and to identify the major community needs which sparked their development;
- To demonstrate the need for facilities that constitute the core-campus generating units which give each college the capacity to meet the unique educational needs of the community, and to suggest the distribution of these facilities throughout the province;
- To document the current level of collegecommunity co-operation in the joint use of facilities, and to enumerate both limitations and future possibilities;
- To present a realistic projection of the capital cost of completing the core facilities of our colleges by 1978.

A Report to The Honorable Eileen Dailly, Minister of Education, Province of British Columbia, September, 1973

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PUBLIC NEEDS AND GOLLEGE ACTION: A DEMONSTRATION OF PHILOSOPHY

The community college system of British Columbia is an active going concern. Although it is currently blocked from fulfilment of its commitment to the public by insufficient capital support, it has clearly identified a substantial group of educational needs that community colleges are uniquely qualified to satisfy. The following summary of needs, and the efforts of the colleges to meet them, represent the combined experience of our nine colleges distributed across the province.

1. COMPREHENSIVE PROGRAM

BRITISH COLUMBIANS REQUIRE A COMPREHENSIVE PROGRAM OF CONTINUING EDUCATION TO SERVE A GREAT DIVERSITY OF SOCIAL PURPOSES WHICH ARE IN CONSTANT EVOLUTION.

Our community colleges provide programs of study for citizens of a wide age-range, leading to employment, upgrading of skills, development of avocational interests, and transfer to more advanced-learning opportunities. These programs span the range of academic, technical, vocational, recreational, and avocational needs. All avenues of personal betterment are equally valid in the program of each college. The diverse base of the community college enables it, in the manner of a "mixed economy," to respond to the rapidly shifting demands for new combinations of educational services.

2. SOCIAL INTEGRATION

OUR POST-SECONDARY EDUCATIONAL SYSTEM MUST PROVIDE FOR BROAD SOCIAL INTEGRATION, RATHER THAN SEGREGATION, OF THE PARTICIPANTS.

Our colleges have systematically integrated into their programs and facilities students from a complete cross-section of the public educational system. The automotive mechanic, the artist, the welder, the philosopher, the hockey player, and the nurse, are equally served in the same institution. The community college is a social crossroad by deliberate design.

3. ADULT RE-ENTRY

MANY LIFE-STYLE PATTERNS DEFY THE ORDERLY ROUTES OF THE PUBLIC EDUCATIONAL SYSTEM. PEOPLE NEED A VARIETY OF RE-ENTRY ROUTES WHICH PERMIT THEM TO FUNCTION IN THE SYSTEM AT REASONABLE COST.

The colleges have devised means for adult re-entry into the post-secondary educational system. They are actively involved with Canada Manpower, the provincial Department of Human Resources, and a variety of other social agencies to provide training, upgrading, and basic learning-skill development opportunities to citizens with incomplete high school background. Special adultentry qualifications exist at each college for all programs, and are backed up by skill development and tutorial centres that increase the success rate for mature or disadvantaged students.

4. DECENTRALIZATION OF OPPORTUNITY

EDUCATIONAL OPPORTUNITY MUST BE DECENTRALIZED TO COME WITHIN REACH OF PERMANENT RESIDENTS OF BRITISH COLUMBIA'S WIDELY SCATTERED COMMUNITIES.

The colleges now have headquarters in Vancouver, New Westminster, West Vancouver, Victoria, Nanaimo, Kelowna, Kamloops, Castlegar-Nelson, and Prince George. Each is actively engaged in extending its physical presence and program availability throughout its designated college region.

5. COMMUNITY INVOLVEMENT

COMMUNITIES NEED DIRECT ACCESS TO THE POST-SECONDARY EDUCATIONAL SYSTEM SO THAT LOCALLY IDENTIFIED NEEDS ARE MET WITH RAPID AND ACCURATE INSTITUTIONAL RESPONSE.

The colleges have developed both formal and continuing education programs arising out of local needs. Through public advisory committees, public membership on college councils, liaison with social agencies, local business and industry, and co-operation with the public schools, the colleges reflect local educational aspirations.

6. NEW DELIVERY SYSTEMS

MANY CITIZENS, BY VIRTUE OF THEIR INDIVIDUAL LIFE SITUATION, NEED EDUCATIONAL SERVICES THAT ARE DELIVERED TO THEM PERSONALLY FROM THE GENERATING CENTRE, RATHER THAN SERVICES WHICH REQUIRE REGULAR ATTENDANCE AT A CENTRAL CAMPUS.

Our colleges are developing extension programs which make use of community meeting and training facilities, as well as the public schools, for decentralized educational services. New delivery systems involving the media (press, television, radio, etc.), homelearning packages, mobile facilities, and mobile faculty, are in use and under development throughout the college system. For their quality and efficiency, these extension services are dependent upon the existence of adequate specialized core-generating facilities, personnel, and resources.

7. CORE CAMPUS AS A GENERATING UNIT

TRULY EFFECTIVE "OPEN UNIVERSITY" PROGRAMS ARE DEPENDENT UPON A CORE-GENERATING CAMPUS IN WHICH THE "CRITICAL MASS" OF FACULTY AND RESOURCES IS ASSEMBLED.

The colleges are excited by the potential of the "open university" approach to higher education throughout the western world. The programs which are working are those in which the need for fully competent generating centres has been recognized, as in Britain. Extensive use of community facilities for bringing educational services to the people presupposes that those educational services have been produced by someone and are strongly supported by a system of learning resources and enthusiastic personnel.

8. CORE CAMPUS FOR STUDENT LIFE

A SIGNIFICANT PROPORTION OF OUR CITIZENS SERVED BY COLLEGES SPECIFICALLY DESIRE AN OPPORTUNITY FOR EXTENDED **INTELLECTUAL AND SOCIAL CONTACT WITH THEIR PEERS.

Our colleges recognize the need for core-campus facilities which bring students and community members together in both educational and recreational situations. They are in the process of planning for core facilities that meet the carefully researched student expectations. Campuses under consideration are being designed to meet both the needs of full-time students and the growing proportion of part-time students.

9. INCREASED EDUCATIONAL CHOICE

WITH THE INCREASED NUMBER AND COMPLEXITY OF MODERN EDUCATIONAL OPTIONS, IT IS ESSENTIAL THAT POST-SECONDARY EDUCATION BE CO-OPERATIVELY INTEGRATED THROUGHOUT THE PROVINCE.

Our colleges see their role as being complementary to that of the public universities, the separate vocational schools, and the British Columbia Institute of Technology. Detailed methods of articulation and student transfer exist to increase the precision with which students may meet their educational goals within the province. Although there is a considerable need for clear legislation in this area, there is a strong will among the British Columbia colleges to promote a post-secondary system that is both efficient and decentralized.

PART ONE

PUBLIC NEEDS AND COLLEGE ACTION **DECENTRALIZATION OF OPPORTUNITY GEOGRAPHICAL DATA** TYPES OF COLLEGE FACILITIES INITIAL PUBLIC DEMAND **GROWTH OF COLLEGE SYSTEM NEW DELIVERY SYSTEMS** COLLEGE OUTREACH COMMUNITY INVOLVEMENT PROGRAMS COMPLEMENTING GOVERNMENT AGENCIES PEOPLE MAKE COMMUNITY COLLEGES **SOCIAL INTEGRATION FACTS ABOUT COLLEGE STUDENTS ATTENDANCE** COMPREHENSIVE PROGRAM INCREASED EDUCATIONAL CHOICE ADULT RE-ENTRY **ENROLMENT PROJECTION** CORE CAMPUS FOR STUDENT LIFE INTERACTION OF COLLEGE WITH ITS COMMUNITY CORE CAMPUS AS A GENERATING UNIT THE PRACTICALITY OF A "HOME BASE"

DECENTRALIZATION OF OPPORTUNITY

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GEOGRAPHICAL DATA

British Columbia's nine college regions encompass 40 of the 75 school districts and thus serve 79% of the provincial population. Of 137 secondary schools, the colleges are fed by 96 having a combined grade 12 student enrolment exceeding 36,000. In their brief history, British Columbia's community colleges have developed a total student population of 59,200 in their regular programs, representing 30% of the total provincial post-secondary enrolment.



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PERMANENT CAMPUS SITES (COLLEGE-OWNED)	1	1	1	0	1	1	1	2	3	11		
LEASED CAMPUS SITES (COLLEGE-CONTROLLED FACILITIES)	2	1	2	2	1	2	2	0	1	13		
LEASED LOCATIONS FOR STEADY USE (OTHER OWNERSHIP)	3	2	2	1	0	4	7	0	40	5 9	9 1	

INITIAL PUBLIC DEMAND

IN THE DECADE SEPTEMBER, 1963 TO 1973, THE INITIAL DEVELOPMENT OF THE NINE COMMUNITY COLLEGES IN BRITISH COLUMBIA WAS ACCELERATED IN RESPONSE TO PUBLIC DEMAND AS IDENTIFIED THROUGH PLEBISCITES IN THE RESPECTIVE COMMUNITIES.

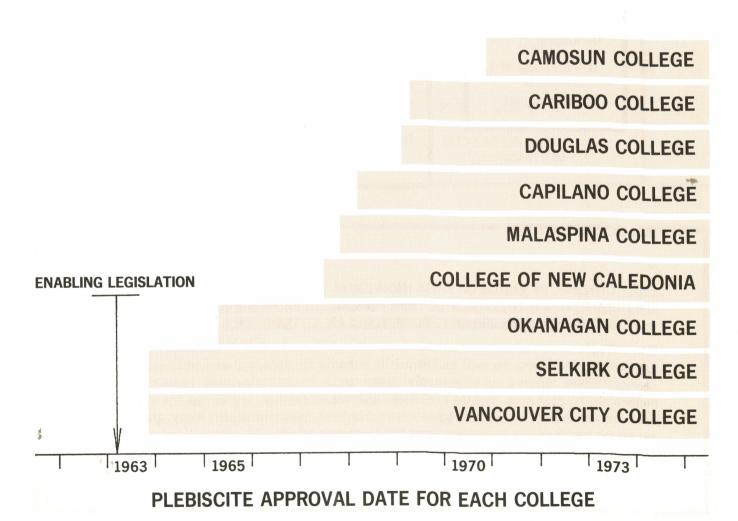
In attempting to implement the articulated demands for local colleges (as a viable alternative to universities, which are geographically and financially inaccessible to many citizens), the acquisition of permanent sites and the development of core facilities required to augment two-year transfer programs with vocational, technical, career, and community-service programs, were necessarily postponed.

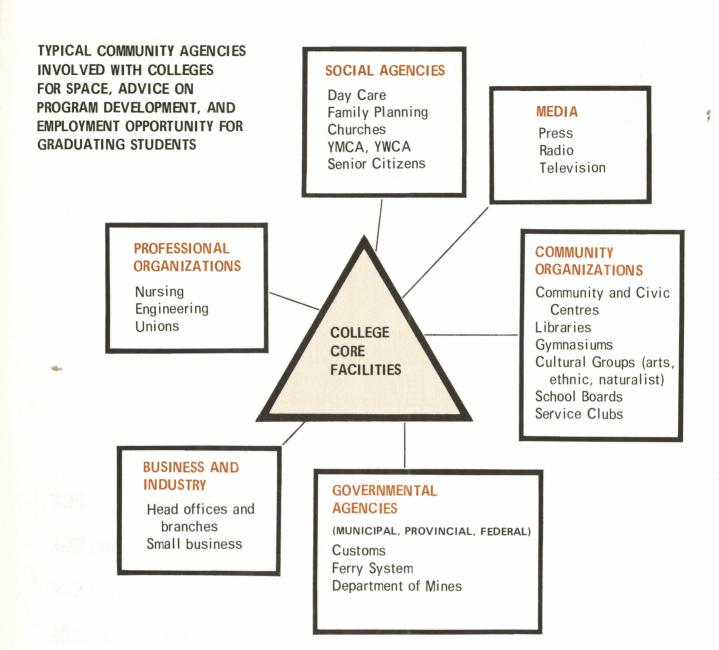
The existence of the college facilities and their personnel has prompted a dramatic and continuing demand for community-service-type programs. These attracted citizens from all age groups, irrespective of formal educational status or academic accomplishment.

"The development (of community colleges in British Columbia) has been extremely important, since the colleges have pioneered in providing a new pattern of accessible, flexible post-secondary education. They are the closest things B.C. has to the 'Open University' idea."

— "British Columbia's Community Colleges: The Democratization of Education," by Wilf Bennett; UBC Alumni Chronicle, Spring 1973.

GROWTH OF BRITISH GOLUMBIA'S COMMUNITY GOLLEGE SYSTEM





NEW DELIVERY SYSTEMS

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COLLEGE OUTREAGH

The presence of a college in the region awakens previously unexpressed and often unrealized educational desires and needs. Many of these desires and needs are best met by the availability of courses and programs specially designed in consultation with advisory committees drawn from the groups concerned. The courses so developed often move into the community both to facilitate the attendance of students and to make use of special facilities.

Methods employed to make the courses available to the maximum number of students at minimum cost and inconvenience include:

- a) Presenting course material over television and radio, coupled with seminar sessions;
- Sending faculty to special client groups such as prison inmates, and staffs of mental hospitals and correctional centres;
- Developing course-package and correspondence types of material;
- d) Providing general courses at centres removed from the campus;
- e) Organizing and holding workshops and conferences on topical issues.

To accomplish this, the colleges employ a wide variety of public facilities, and the trend is to an extension of this use.

NUMBER OF PROGRAMS COMPLEMENTING GOVERNMENT AGENCIES	NUMBER OF PROGRAMS
AGRICULTURE	8
ATTORNEY-GENERAL	10
COMMERCE, TRANSPORT, AND COMMUNICATIONS	6
HEALTH SERVICES	41
HIGHWAYS	4
HUMAN RESOURCES	21
INDUSTRY, TRADE, COMMERCE	74
LABOR	60
LANDS, FORESTS, AND WATER RESOURCES	20
MINES, PETROLEUM	11
MUNICIPAL AFFAIRS	6
PUBLIC WORKS	13
RECREATION AND CONSERVATION	15

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PEOPLE MAKE GOM

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FACTS ABOUT COMMUNITY COLLEGE STUDENTS

Donner Foundation-Supported
Post-Secondary Student Survey
Conducted by British Columbia Research

CAMOSUN COLLEGE SAMPLE -- 1972

15% Skilled workers 23% 12% Managerial 18% 11% Sales and service 16% 11% Professional 12% 10% Semi-skilled workers 10%	Unknown to student High school 3-5 years High school 1-2 years
8% Communications, transport, technical, clerical 7% 2% Farmers 5% 2% Unskilled workers 21% Retired, deceased	Technical training Elementary less than grade 8 Trade or vocational Post-graduate Bachelor's degree

FAMILY INCOME

MUCH	ABOVE	AVERAGE	BELOW	MUCH
ABOVE	AVERAGE		AVERAGE	BELOW
AVERAGE 6%	24%	40%	19%	AVERAGE 11%

TIME SINCE LEAVING SCHOOL

RECENT 58%	OVER 5 YEARS 24%	3 - 4 YEARS 18%
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MUNITY GOLLEGES

INDIVIDUALS
TAKING
GOLLEGE
GOURSES

SUMMER 1972 TO SUMMER 1973

	BRITISH COLUMBIA'S NINE COLLEGES
ACADEMIC	12,065
CAREER – TECHNICAL	5,717
COLLEGE PREPARATORY	15,300
VOCATIONAL	26,023
COMMUNITY SERVICE	46,431 Registrations
TOTAL	105,536

COMPREHENSIVE PROGRAM

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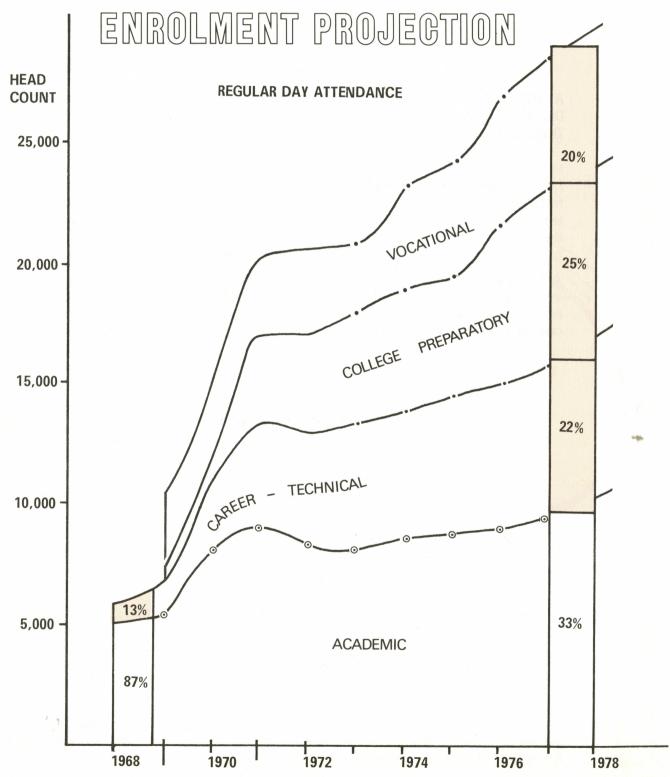
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"The community colleges were set up to democratize education — and they're succeeding. They've created an entirely new generation of post-secondary student — different in many respects from those who have traditionally attended university."

Dr. John Dennison,
 UBC associate professor
 of education



CORE CAMPUS FOR STUDENT LIFE

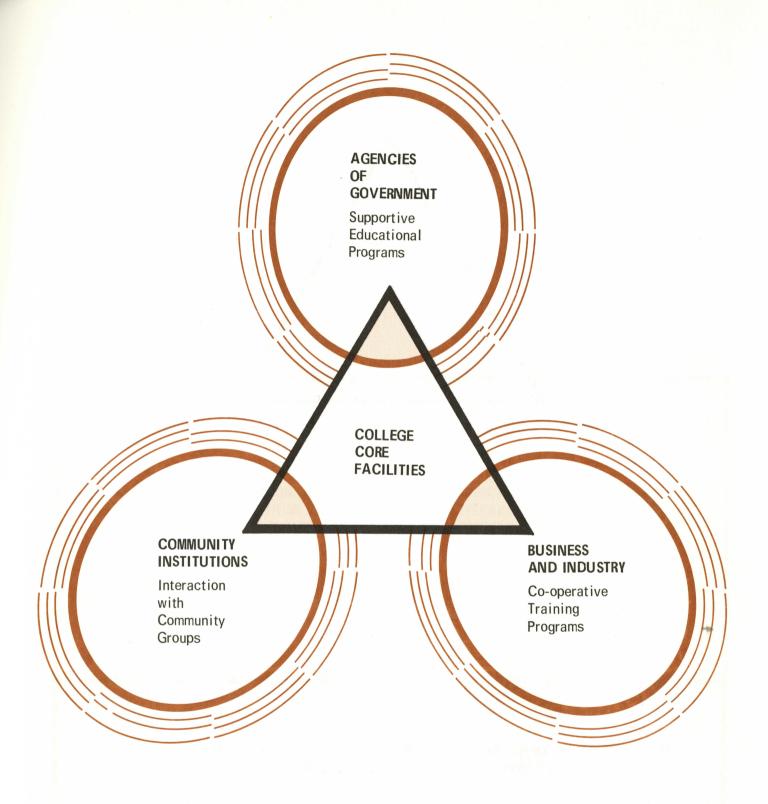
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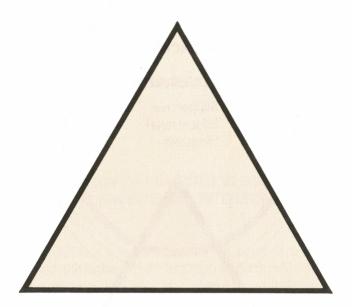
Most of British Columbia's community colleges came into existence in temporary facilities dispersed throughout their college regions. Although often lacking amenities necessary to education (e.g. laboratory, library, and cafeteria accommodation), these temporary facilities have acted as a "buffer" for the colleges, allowing needed time for the determination of those specific facilities that are integral to the existence of a college. These accommodations are considered as the "core facilities."

Although a major impact of the colleges comes from their "outreach" activities, the over-all success of the college programming is dependent upon the core campus. The need for a central facility is brought into sharp focus when the following factors are considered:

- a) Student interaction is promoted when the members of a diverse population with respect to age, program of interest, and geographical background, are brought together at a central campus. This cannot occur if each program is isolated into geographically distant centres;
- b) Faculty sense of identity, and the possibility for administrative leadership, are greatest when faculty operate from a "home base" or a central facility. Without this "home base," the development of faculty, both in their own area of expertise and as true members of the college community, can only be retarded:
- c) The generation and distribution of programs and courses throughout the community — the "open college" — depend upon a central facility where the faculty can co-operatively develop and the college can produce the necessary program material;
- d) Because of the extent of the support services necessary, there is a minimum size to the college centres. For example, to supply library resource centres for each satellite centre would be financially impractical; rather, it is necessary to develop a number of core campuses to which the satellite community facilities would relate.

The foregoing does not downgrade the relative importance of the use of facilities available in the community. Rather, it allows for the expansion of both the number and the types of facilities in use.





CORE CAMPUS AS A GENERATING UNIT

TRULY EFFECTIVE "OPEN UNIVERSITY" PROGRAMS ARE DEPENDENT UPON A CORE-GENERATING CAMPUS IN WHICH THE "CRITICAL MASS" OF FACULTY AND RESOURCES IS ASSEMBLED.

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THE PRACTICALITY OF A "HOME BASE"

A CORE CAMPUS IS THE ONLY PRACTICAL AND ECONOMICAL WAY TO PROVIDE FOR FULL-TIME STUDENTS WHOSE STUDIES ENCOMPASS SEVERAL DISCIPLINES AND WHO REQUIRE FREQUENT OR SEQUENTIAL ACCESS TO CLASSROOMS, LABORATORIES, SHOPS, AND LIBRARIES.

These core facilities include buildings, equipment, and furniture for all approved instructional purposes; for administrative and student services; and for food services, gymnasium, staff and faculty offices, library resource centres, central support services (e.g. printing, audio-visual, television), central stores, and maintenance.

Other facilities that might be included in this area as a result of local support will vary with the college involved, but these might include auditoriums, planetariums, swimming pools, commercial enterprises, and facilities for community social agencies.

It is abundantly clear that a core facility is necessary as the centre for the generation and distribution of programs and courses throughout the community. In fact, the highly desirable development of more flexible delivery systems, as embodied in the "open college" idea, is totally dependent upon the existence of a competent resource and tutorial centre. It is desirable to bring full-time students into a core campus to enable them to economically and conveniently obtain the learning resources, the ancillary services, and the personal contact with fellow students, that enrich their basic educational program. As many students are unsure of their educational goals, exposure to a variety of program options in the central campus is an essential experience if they are to determine a realistic life pattern.

PART TWO

THE COMMUNITY COLLEGE NEEDS SUPPORT

COMPONENTS OF A CORE CAMPUS

POLICY STATEMENT ON CORE CAMPUS

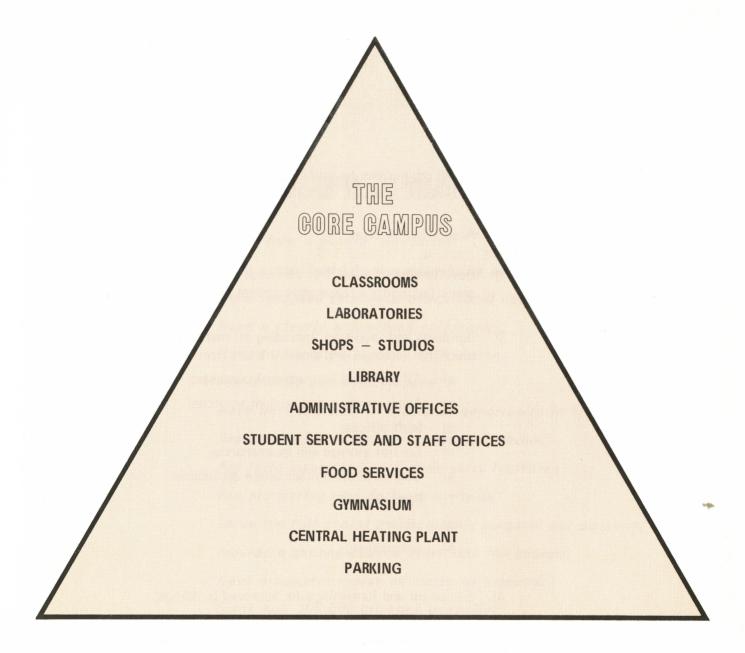
A SUMMATION

ANNUAL CAPITAL REQUIREMENTS Five-Year Projection

CAPITAL REQUIREMENTS
Financial Statement

THE COMMUNITY COLLEGE NEEDS SUPPORT

The community college system of British Columbia is an active going concern. Although, as stated early in this report, the college system is currently blocked from fulfilment of its commitment to the public by insufficient capital support, it has clearly identified a substantial group of educational needs that the colleges are uniquely qualified to satisfy. The following statement of capital requirements represents the *minimum capital needs* of our nine colleges for the development of *essential core facilities* over a five-year projection period.



THE GORE GAMPUS DEFINED

The capital projections for colleges are based on the corecampus concept, in which the following items are included:

- 1) Acquisition of sites;
- 2) Development of sites, i.e. services, road works, parking areas (including a reasonable amount of landscaping);
- 3) Buildings and facilities, including all mechanical, electrical, storage, and amenity areas, for:
 - a) All approved instructional purposes;
 - b) Administrative and student services;
 - c) Staff offices;
 - d) Central storage and maintenance;
 - e) Central heating plant where applicable;
 - f) Food services;
 - g) Library;
 - h) Gymnasium;
- 4) Equipment and furnishings for approved buildings;
- 5) Professional fees and services inclusive of design, surveying, and testing.

A SUMMATION

BRITISH COLUMBIA'S COMMUNITY COLLEGES...

Arose from a popular movement; Were established democratically by public referendum: Were designed to expand educational opportunity; Have a clearly articulated philosophy; Have followed philosophy with action; Are broadly community-based; Have decentralized educational opportunity in British Columbia; Are innovative in both programs and method; Are fully integrated with community facilities; Are pioneering new delivery systems; Serve the full social and economic range of our citizens; Provide a second-chance entry into the system; Have a comprehensive educational program; Enrol over 100,000 citizens annually; Serve the social objectives of most government departments; Anticipate substantial growth.

PROJECTED CAPITAL REQUIREMENTS

ANNUAL GAPITAL REQUIREMENTS

FIVE-YEAR PROJECTION

(000's)

	1973 - 74	1974 - 75	1975 - 76	1976 - 77	1977 - 78	TOTAL
CAMOSUN	1,655	3,677	3,681	367	368	9,748
CAPILANO	3,104	2,884	3,885	210	210	10,293
CARIBOO	2,418	667	3,816	367	368	7,636
DOUGLAS	5,727	5,476	5,857	4,266	263	21,589
MALASPINA	2,619	4,109	3,380	300	300	10,708
NEW CALEDONIA	1,727	3,598	2,907	368	367	8,967
OKANAGAN	319	795	4,143	3,863	2,759	11,879
SELKIRK	1,147	1,703	157	157	158	3,322
VANCOUVER CITY	3,230	5,573	5,314	6,006	6,013	26,136
TOTAL	21,946	28,482	33,140	15,904	10,806	110,278
FRASER VALLEY	875	2,534	6,200	3,700		13,309
EAST KOOTENAYS	300	1,000	700			2,000
	23,121	32,016	40,040	19,604	10,806	125,587

ESTIMATED POST-SECONDARY CAPITAL REQUIREMENTS FOR THE YEARS 1973 - 74 to 1977 - 78 INCLUSIVE (To be financed as provided in Section 254 and Section 217)

NOTE:

- . An inflationary allowance of 8.3% per annum, compounded, has been calculated on building construction costs, including professional fees.
- 2. A contingency allowance of 5% per annum has been provided.

PROJECTED GAPI

FINANCIAL STATEMENT (000's)

CAPITAL PROGRAM	CAMOSUN COLLEGE	CAPILANO COLLEGE	CARIBOO COLLEGE	DOUGLAS COLLEGE	MALASPINA COLLEGE	
A Acquiring and Developing Sites	1,789	2,619	565	6,344	1,353	
B Purchasing, Constructing and Reconstructing Buildings	4,512	4,404	3,782	10,278	5,668	
C Furnishing and Equipping Buildings	2,585	2,400	2,599	2,994	2,700	
D Other Capital Expenditures	862	870	690	1,973	987	,
TOTAL	9,748	10,293	7,636	21,589	10,708	

ESTIMATED POST-SECONDARY CAPITAL REQUIREMENTS FOR THE YEARS 1973 - 74 to 1977 - 78 INCLUSIVE (To be financed as provided in Section 254 and Section 217)

- NOTE: 1. An inflationary allowance of 8.3% per annum, compounded, has been calculated on building construction costs including professional fees.
 - A contingency allowance of 5% per annum has been provided.
 - Separate Grand Total given for anticipated expenditures and possible additions.

AL REQUIREMENTS

	COLLEGE OF NEW CALEDONIA	OKANAGAN COLLEGE	SELKIRK COLLEGE	VANCOUVER CITY COLLEGE	TOTAL	FRASER VALLEY & EAST KOOTENAYS	GRAND TOTAL
	1,142	1,212	30	3,000	18,054	3,500	21,554
	4,443	7,316	1,995	13,329	55,727	8,000	63,727
-	2,575	2,089	990	7,564	26,496	2,500	28,996
	807	1,262	307	2,243	10,001	1,309	11,310
	8,967	11,879	3,322	26,136	110,278	15,309	125,587

