LETTER OF INTENT

PROPOSED CENTER FOR

COLLEGE OF THE CANYONS

September 2002
LETTER OF INTENT

TO ESTABLISH AN EDUCATION CENTER

IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

SEPTEMBER 2002

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SANTA CLARITA COMMUNITY COLLEGE DISTRICT

LETTER OF INTENT TO ESTABLISH AN EDUCATION CENTER AS A SECOND CAMPUS FOR THE COLLEGE OF THE CANYONS

I. Background

A. State Guidelines

Among the statutory responsibilities of the California Postsecondary Education Commission (CPEC) is the review of proposals for new campuses and off-campus centers in the State’s public higher education institutions (Section 66904 of the California Education Code).

In order to carry out its given responsibilities in this area, policies and procedures have been developed that are known as the Guidelines for Review of Proposed University Campuses, Community Colleges, and Education Centers. The Guidelines, as recently revised, call for a three stage application process: 1) a preliminary notice, 2) a Letter of Intent (LOI) that identifies the system’s plan to create one or more institutions, and 3) a formal Needs Assessment for the proposed new institution that provides certain prescribed data elements and satisfies specific criteria.

CPEC will not engage in any review of such community college proposals without the involvement of the Chancellor’s Office of the California Community Colleges, the Board of Governors (BOG) for the California Community Colleges, and the State Department of Finance Demographic Research Unit. It should be noted Chapter 10 of the Chancellor’s Office Facilities Handbook addresses the same issues covered in the CPEC Guidelines. However, because the Handbook is still a work-in-progress and has not been approved by the BOG, the Santa Clarita CCD has elected to follow the CPEC Guidelines in preparing this application.

The Santa Clarita Community College District (Santa Clarita CCD), believing that it exceeds the threshold requirements of the Guidelines noted above, submits this preliminary Letter of Intent requesting official center status for a new campus in the Canyon Country/Saugus area on one of several sites under consideration.

B. Brief History of the Santa Clarita Community College District

The Santa Clarita CCD was created in 1968 when the voters of the communities of Valencia, Newhall, Canyon Country, Agua Dulce and Val Verde approved its establishment. When the College of the Canyons campus opened in 1971, the facilities
were master planned to serve 5,000 students. The enrollment has long since surpassed that number. The college staffing has increased proportionately, and it is now the third largest employee in the Santa Clarita Valley.

The district serves a geographic area of 367 square miles in the northwest portion of Los Angeles County bordering Ventura County in an area known as the Santa Clarita Valley, and is noted on map 1. The District is 40 miles north of Los Angeles International Airport, 8 miles north of the San Fernando Valley, and 30 miles east of the Pacific Ocean as shown on map 2. (Other maps are referred to in section II of this application.)

The City of Santa Clarita was formed in 1987 when all of the communities of the District, except for Castaic, joined together to form the new City -- making it the largest in geographic size within the County of Los Angeles. Uniquely, however, all of the former cities continue to be known by their former designations. For example, in most current literature and maps, the College of the Canyons (COC) is reported to be located in Valencia, and the general location of the proposed new educational center is said to be in Canyon Country -- while in reality, both the area of the proposed center and COC (also referred to as the Valencia Campus) are in the “new” City of Santa Clarita. This application, unavoidably, continues the practice of using the former designations.

Having passed a bond measure on November 6, 2001 under proposition 39 guidelines (appendix A), the Santa Clarita CCD is poised to remodel/add additional facilities on its main COC campus and to acquire land for a Center in the Saugus/Canyon Country area -- and perhaps a second smaller center later in the Newhall Ranch and/or Stevenson Ranch areas. All indications point to continued rapid population growth and a vibrant climate for business and industry. By the year 2005 enrollment will grow by 50%, and by the year 2015 the enrollment will have almost doubled -- well beyond the maximum capacity of the main campus.

Despite the recent slowdown of the State and national economies, business in the Santa Clarita Valley continues to grow at a vigorous pace. Jobs are being created at an impressive rate and new home sales continue to rise. There is every reason to believe that the communities of the Santa Clarita Valley will have a vigorous economic life into the future.

While this application only briefly touches on the history of Santa Clarita CCD, and only briefly summarizes the robust economy and business climate of the Santa Clarita Valley, significant information has been gathered. This information will be included in the Needs Assessment per the revised CPEC guidelines.

II. Specific CPEC Guidelines and Santa Clarita CCD's Responses to Them

In accordance with recently approved revisions to the CPEC Guidelines noted above, the Santa Clarita CCD submitted to the Chancellor's Office in March 2002 a “preliminary
notice” that it intended to pursue official center status for a proposed new campus (appendix B).

This submittal constitutes the required LOI. In it, the Santa Clarita CCD provides initial information to partially fulfill the requirements leading to official center status for a proposed campus to be located on acreage in either Saugus or Canyon Country. Available land in both communities is currently under review; and the Needs Assessment to follow will show the site selection process, note the sites that were studied, and identify the preferred site.

In order to permit ease of review by both Chancellor’s Office and CPEC the LOI restates the language for each specific guideline (expressed in italics) followed by Santa Clarita CCD’s response to it: (A copy of the guidelines in their entirety is included as appendix C.)

A. Enrollment Projections

“A preliminary five-year enrollment projection and attendance (headcount and FTES) for the new educational center (from the center’s opening date), developed by the district and/or the Chancellor’s Office. The Chancellor’s Office may seek the advice of the Demographic Research Unit in developing the projection, but Unit approval is not required at this stage.”

The projections of population on which the enrollment calculations in this section were prepared in 2001 by the Southern California Association of Governments (SCAG), and they are probably more current than other available data. A previous SCAG population projection received in 1999 indicated that the 2015 population of the district would be 370,280. However, the more recent projection indicates that the 2015 population would be 307,084. For that reason this preliminary district enrollment forecast is lower than the current forecast of the Chancellor’s Office (appendix D).

The District is now discussing the most recent SCAG forecast with that agency to try to determine the reason for the reduction. Any changes, following that discussion, will be included in the final and complete forecast to be included in the Needs Assessment. Meanwhile, the preliminary projections that follow show that the new center, at time of occupancy, will exceed by a considerable margin the enrollment threshold requirements as enunciated by CPEC. Santa Clarita CCD has not yet involved the State Department of Finance Demographic Research Unit in developing these projections, but staff in that office has been made aware of the work that is being done and, hopefully, will examine and approve the more refined and complete projections to be used in the Needs Assessment.

The preliminary projections of enrollment that make up this response (tables 1 through 6) go beyond the requirements of the LOI in several ways:
• The projections have been extended to the year 2015, and include participation rates, head-count enrollment, WSCH, and FTES.

• The calculations have been extended beyond the proposed educational center to include COC.

• Out-of-district enrollments (largely from long served populations from the Ventura and Los Angeles Community College Districts) are identified, and

• Finally, the totals are compared with those of the annual forecasts from the Chancellor’s Office.

The calculations presented here are, none the less, to be considered preliminary. They will be fine-tuned, adjusted as necessary, include explanatory narrative, and will be extended to the year 2020 before incorporation into the Needs Study.

In the preliminary projections that follow, the participation rates for the years 1995 to 2001 are actual. After 2001, they are conservative projections following the pattern set in earlier years. As the college and the proposed center mature, the participation rates have been increased slowly in accordance with accepted practice.

The number of units per enrolled students are very similar to those shown in the Chancellor’s Office Revised Long Range Enrollment and WSCH Forecast 2001 (appendix D). As with the participation rate, the number of units per enrolled students increases slightly as the College of the Canyons and the proposed center mature.

Beginning with the year 2006 the number of out-of- district students who enrolled in the Santa Clarita CCD is projected to increase each year by one and one-half percent which is approximately equal to the rate of growth projected for the Los Angeles population. Most of the out-of-district students reside in the San Fernando Valley.

It is estimated that the new Canyon Country center will be available for classes in the Fall of 2006 or earlier. To determine the enrollment in the new center, 30 percent of the potential students from the service area were deducted from the Center enrollment and added to the COC enrollment. It was estimated that 30 percent of those potential students would elect to enroll in the COC because of programs or courses not available at the center. Also, students who worked near the Rockwell campus would probably stop there for after work evening classes. Finally, ten percent of the out of district students were added to the Canyon Country center enrollment because of program or course availability or traffic concerns. The changes are shown in the “adjusted Enrollment” column beginning in table 6.

Note that at time of projected occupancy of the new center in the fall 2006 enrollment will have increased well beyond the threshold requirements of 500 FTES to 798 FTES while not impinging upon the growth plan for the COC.
B. Enrollment History of Off-Campus Operational Center to be Converted to an Education Center

"When converting an off-campus operational center to an educational center, the enrollment history of the off-campus operation" must be considered.

The Santa Clarita CCD is not converting an off-campus operational center to an education center. However, in a move to better serve the citizens of Canyon Country, the district has negotiated a three-year lease of 4,500 square feet of the new Canyon Country Library built by the city of Santa Clarita. The leased space, referred to as the College of the Canyons ACCESS Center, provides an opportunity for Canyon Country residents to participate in college instructional programs without having to drive to the main campus. In addition, through a joint use agreement, Canyon Country residents also benefit from a college computer lab located on the premises. The college has use of this space for 3-5 years or until the library needs the space for its own purposes. With four classrooms and one computer laboratory it is an ideal arrangement, given the prospect of moving to the new center at about the time the lease expires. Map 3 shows the location of the Access Center in relationship to the Valencia campus. Map 3 also provides a visual representation of evolving neighborhoods in Canyon Country.

When the first semester opened in the fall of 2001 the attendance at the ACCESS Center was a headcount of 812 producing 109 FTES. During the second term in the spring of 2002 the headcount increased to 957 producing 146 FTES. During that time 24 subjects in a well-rounded offering of 68 sections were offered, and all classes were filled to capacity. It is not anticipated that attendance will increase due to space limitations, but there is an obvious demand for classes in that area. It is anticipated that the ACCESS Center will be discontinued when planned facilities are available in the proposed new center. Exhibit 1 shows the class offerings at the ACCESS Center as they appeared in the most recent College of the Canyons class schedule.

C. Preliminary Overviews of programs to be Implemented at the Proposed Education Center

Although not specifically noted in the new CPEC Guidelines, the anticipated programs to be implemented at a new center become a matter of great interest to reviewers in both the Chancellor's Office and the Commission Office early in the review stage. For that reason, and because of the direct links to anticipated enrollments and the success of the experimental ACCESS program noted above, a section on overviews of planned administrative services, student services, disadvantaged services and instructional programs follows.

These overviews are taken from faculty and staff interviews and surveys at all levels, and should be considered preliminary. Detailed descriptions of each proposed program --
especially as related to instructional programs -- will be included in the Needs Study in the complete and comprehensive manner preferred by the Chancellor's Office Curriculum Standards and Instructional Services Unit.

1. Overview of Administration and Administrative Services

It is anticipated that the new center will be administered by an executive dean who will report to the President/Superintendent. The space utilized by management staff would be included in a "central office" concept which also includes faculty and staff services such as mail, reprographics, student services and administrative services and functions such as those described below:

- **Bookstore**  -- The bookstore would provide full service for students from the opening of the new center. A space for bookstore functions will be provided.

- **Fiscal Services**  -- Fiscal functions will remain at the Valencia Campus, but necessary services will be provided to the new center.

- **Security**  -- Security will be managed from the Valencia Campus.

- **Payroll Services**  -- Limited on-site service will be provided as needed with the bulk of this being handled at the Valencia campus.

- **Student Business Office**  -- Student business functions will be provided through central administration, but with necessary services provided on location at the new center.

- **Food Services**  -- At the opening of the new center, limited food services are envisioned. This might include vending machines, a coffee cart, and possibly a mini-restaurant-cafe. As the enrollment grows, food services will necessarily expand.

- **Transportation**  -- The concept of "park and ride" lots will be investigated to ascertain whether that concept might meet the needs of students in widely separated parts of the District. Needs assessments will be appropriate before the new center opens. In addition, public bus transportation to the center will occur.

- **Institutional Development and Technology**  -- Computer support services and management information systems will continue to be managed at the Valencia campus, but full support and services will be provided to the new center.

- **Facilities Planning and Maintenance**  -- Through the central office located on the Valencia campus, full service for planning, construction and maintenance of facilities will be provided. Maintenance personnel will be assigned to the new center as square footage requires. The new center may require a person with more diverse skills, since there will probably be no need for specialized personnel at the outset.
• Economic Development -- These functions will be managed through the current structure located at the Valencia campus.

• Human Resources -- Recruiting and hiring functions will continue to be managed through the central office at the Valencia campus which will continue to serve district-wide needs.

• Public Information, Marketing and Communications -- These services will be provided by the office currently established at the Valencia campus.

2. Overview of Student Services

Development of a new center for College of the Canyons will allow the District to serve the changing nature of the residents of the Santa Clarita CCD. Because the eastern portion of the district has a higher percentage of lower income families and more ethnic diversity, the location of the new center will provide improved access for these residents to opportunities for higher education. In addition, it is planned that the new center will be accessible more easily through all means of transportation.

Most services will be available through the use of technology, including the application and registration process, orientation, assessment and placement, online student records, assistive technology and appropriate accommodations, and electronic interaction with all staff, counselors and faculty. These services will be available at the new center and, in many cases, from any computer access point.

Physically, the concept for the new center is that of a “one-stop shop,” a shared space where students can gather and where all student services are provided. All services, including special programs such as DSP&S and EOPS, will be accessible to all students. Staffing will reflect the number and needs of students and will include professional staff as well as clerical and technical assistance staff.

3. Overview of Services to the Disadvantaged

The philosophy of the College of the Canyons describes very clearly its commitment to “...a campus climate that embraces diversity and that is characterized by civility, collegiality and inclusiveness.” The district currently provides both curriculum and services to support the needs of disadvantaged students.

Indicators show that the ethnic composition of the district is changing and that the future will bring more change. In addition, it is clear that some of the areas of the district have higher percentages of ethnic minority residents than others.

Several observations are relevant to the development of the new center.
• College of the Canyons currently enrolls a lower percentage of Latino students than the population percentage in its service area.

• Access to the Valencia campus is considered less than desirable for potential students from the eastern portion of the District.

• The eastern portion of the district (parts of Newhall, Canyon Country, and some unincorporated areas) are characterized by more diversity (a higher percentage of Latino population), higher density housing, and lower socioeconomic status.

• Median income in Newhall and Canyon Country are the lowest in the district.

• Educational attainment differs widely among the various communities served by the district with the communities in the eastern portion showing the lowest percentages of people who have completed higher education.

Due to these characteristics of the district, proximity of a new center to the under-served populations would naturally provide increased educational opportunities to this disadvantaged portion of the district’s potential students.

Plans are being made to provide access at the new center to all programs and services that support disadvantaged students. These include EOPS, DSP&S, MESA, financial aid, tutorial services, access to technology, ESL, counseling and other academic support. The district is preparing an aggressive recruitment program meant to inform currently under-served residents about these planned programs.

Development of the new center is clearly required, not only because of the burgeoning enrollment in the district but for the purpose of providing equal access to all of its residents. A more detailed discussion of services to the disadvantaged and the ethnic composition of the District will be included in the Needs Assessment.

4. Overview of Planned Instructional Programs

During the past several years, the Santa Clarita Community College District has sought to expand, develop, and/or delete programs and training in response to community and business needs. Multiple, strong partnerships have been formed resulting in the development of state-of-the-art offerings meant to serve the needs of the communities served by the District.

College of the Canyons has grown rapidly -- at a rate much faster than most community colleges in the state. Because of this increasing demand, the district offers programs not only at the Valencia campus, but also in many other community locations, and most recently at the Canyon Country ACCESS Center.
Plans for a new center have now begun so that the increasing number of future students can be served in closer proximity to their homes or work. The district envisions the new center in the same area as the current ACCESS center, with offerings somewhat more limited than the Valencia campus, but with a breadth and diversity of courses to meet student needs for general education, transfer preparation, and/or occupational training or retraining.

Students at the new center will be able to complete either general education requirements or transfer requirements in most areas. In addition, some majors will be offered in occupational fields, as well as in-service training in selected areas. These projected instructional offerings will include Early Childhood education, computer information technology, several business fields, specialty courses such as Spanish for teachers, and inservice programs in administration of justice, fire technology and real estate.

Programs requiring specialized facilities, such as photography or physics, may be added as enrollments increase and facilities dollars are available. In some cases, such as nursing, programs will not be duplicated at the center.

Mathematics and Science departments project limited offerings at the time of the new center’s opening, with full programs developing in the ensuing years. Enrollment growth and availability of specialized facilities will determine this development. Initial offerings will include biological science and geology courses that can be offered using a “dry” lab.

Social Science and Fine Arts and Humanities programs will vary in their rates of development -- some offering limited programs at the opening and working toward a full program in later years. In other cases, however, enough courses will be offered to meet general education and transfer requirements. English and ESL will provide extensive offerings to serve the new population of students. In many disciplines, a rotation of required courses will provide service to most students. Art, Cinema, Dance, Music and Theatre courses will be limited to associate degree and general education requirements and will be offered in a shared facility.

In the early years of the new center, Physical Education offerings will be limited to those that can be provided in basic and/or outdoor facilities. Facilities projected include a lecture room, a small fitness center, a dirt track, jogging course, locker room and shower and storage facilities. There is no plan to duplicate all current athletic programs at both campuses.

Individual and specific program projections for all instructional programs, student services and administration and administrative services will be included in the Needs Study which will be submitted following approval of this letter of Intent.
D. General Location of Proposed New Educational Center

"The location of the new educational center in terms as specific as possible. A brief
description of each site under consideration should be included."

Potential sites located in the area identified in maps 3 and 6 (or adjacent to that area) are
being identified, and will be evaluated by a Site Selection Task Force beginning in October
2002. The preferred site will be identified in the Needs Study along with comparisons
with other sites that were evaluated. The ad hoc task force will include a member of the
District Board and several community and business leaders to be selected. Meanwhile,
per the bond election criteria, $15 million has been set aside for the land purchase, site
preparation, and the initial purchase and renovation of portables.

The selection criteria will include location, size and shape; access to public services,
utilities, land use and ownership, safety, environment geology, soils topography, public
services and cost of site preparation. It should be noted that because of the difficulty in
locating a large parcel, the site selection committee will endeavor to locate a site of 35-50
acres. Map 3 also illustrates the distinct east-west separations of populations and service
areas.

E. Population Densities, Topography, Road and Highway Configurations, and any
other Features of Interest

"Maps of the area in which the proposed educational center is to be located, indicating
population densities, topography, road and highway configurations and any other
features of interest."

As previously noted in the background section of this application, the Santa Clarita CCD
serves a geographic area of 367 square miles in the northwest portion of Los Angeles
County bordering Ventura County in an area known as the Santa Clarity Valley.
Previously displayed maps 1 and 3 show the location of the district, and notes the major
communities within it.

Map 4 notes the location of the Santa Clarita CCD in relationship to these community
college districts that are in Los Angeles and Ventura Counties. Contiguous to it are Los
Angeles Community College District to the South, the Antelope Valley Community
College District to the east and north, and the Ventura County Community College
District to the West. Other nearby districts (as noted on the map) are Citrus, Pasadena,
Glendale, Mt. San Antonio, Rio Hondo, Cerritos, Long Beach, El Camino, and Santa
Monica.

The legend for map 4, taken from the 1992 Board of Governors Long Range Capital
Outlay Growth Plan, forecasts that most of the colleges in the Los Angeles Basin will
accommodate future growth without adding new centers or colleges, but that Santa
Clarita should acquire a new center in the mid-term years (1995-2000). In fact, Santa
Clarita's enrollment has exceeded the projections upon which the 1992 forecast was made, but still, in 2002 has no second campus.

Map 5 shows the Santa Clarita Valley area's major arteries and freeways. It is served by Interstate Highway 5, which runs near the western boundary of the district, and Highway 14 and the Sierra Highway, both of which run in a generally northeast direction near the southern boundary of the district. The populated area of the district is relatively compact, and the major roads and highways are subject to very heavy traffic during commute hours. Traveling from Canyon Country or Saugus to the main campus during the commute hours is very time consuming because of traffic congestion.

The district also is affected by the lack of adequate east-west access routes, which makes traveling in this direction very difficult because of the ridge and valley terrain. The communities of Castaic, Saugus and Canyon Country are effectively isolated from each other. Efforts are underway to solve this problem by the construction of east-west roads. However, such roads will undoubtedly be subject to the same congestion that is experienced on the north-south routes. Map 6 shows these proposed routes, and also offers another view of the locations of COC, the current ACCESS Center, and the probable area of the site for the proposed new Center.

Table 8 shows the distances and travel times from the campus to various locations within the district. Although these distances and travel times appear to be reasonable in terms of students' capabilities, if the population of the area increases as projected, the travel times will be considerably greater as traffic congestion increases. The compactness of the populated area, the terrain, and the inadequate road infrastructure will make it necessary for the District to provide a center in the Canyon Country area. Mileage to key centers outside the district from Valencia is noted in Table 9.

A topography map of the area of interest has been ordered from the United States Department of Agriculture, and will be included in the needs study. However, it can be reported that the Santa Clarita Valley, including the Canyon Country and Saugus communities, are characterized by many canyons that generally run in a north-south direction and slope upward toward the north. The valleys are fertile and once supported agriculture, but are now largely covered by housing developments and commercial properties. Views from elevated ridges consist of valley terrain overtaken by commercial and/or housing development in almost all directions that construction is feasible -- a factor dictating that Santa Clarita must think in terms of a site of 35-50 acres.

F. Five-Year Capital Construction Plan

"A copy of the district's most recent five-year capital construction plan".

A copy of the District's current five-year capital construction plan is attached as appendix E. The next installment of the five-year plan to be submitted in May of 2003 will show the acquisition of land and the installation of approximately 35 modular structures totalling
about 21,000 square feet to be purchased from a federal facility in Lompoc. The needs study, of course, will provide additional details regarding cost, square footage, etc.

G. Time Schedule for Development of the New Education Center

"A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening intermediate, and final build out stages."

A tentative time schedule for the development of the proposed education center is contained in exhibit 2.

The schedule is backdated to February 2002 to include the submittal of the preliminary notice, shows the submittal of the Letter of Intent in September 2002, and (assuming Chancellor's Office and CPEC staff positive actions on the LOI in October/November 2002) shows the submittal of the Needs Assessment in February 2003. Assuming a best case review scenario, Santa Clarita might expect approval of the Needs Assessment in October 2003.

Meanwhile, purchase of the site may occur late in 2003 or early 2004. Site development may be completed in late 2004 or early 2005; and the purchase, transport, rehabilitation, and installation of approximately 21,000 square feet of modulars may be completed by the end of 2005.

As noted in the earlier section of this report, the new center enrollment at opening in 2006 would be 2,467 producing 798 FTES. In 2010 enrollment would be 2,727 producing 891 FTES. By 2015 when near final buildout might occur, the enrollment is projected to be 3,518 producing 1,196 FTES. These enrollment levels at the new center would occur without disrupting the enrollment increases at the Valencia campus which would grow from 3,804 FTES in 2000 to 5,054 FTES in 2015.

H. Five Year Capital Outlay Budget

"A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation."

The budget for developing the first phase of the project is $15,000,000 and, as noted earlier, will come from that portion of the bond funds that are allocated for that purpose and/or donations of land or site preparation.

The $15,000,000 would be allocated through 2006 for phase 1 to include:
- Purchase site -- $7,000,000 to $10,000,000
- Site Development -- $3,000,000
- Modular buildings -- $1,000,000
Phase 2, through 2011, would include the construction of new buildings to replace the modulars and to make some headway towards build-out. More detail will be included in the Needs Assessment but envisioned are an Administration/A&R facility of about 8,000 square feet; a classroom building of about 30,000 square feet; a laboratory of about 15,000 square feet; and a facilities warehouse area of about 5,000 square feet. Depending upon circumstances, a locally funded cafeteria may be constructed. The remodeling of the modulars might begin to accommodate new uses.

The budget for phase 2 might be somewhat as follows:
- Administration/A7R, 8k x $250/sf -- $1,000,000
- Classroom, 30k x $350/sf -- $10,500,000
- Cafeteria, 5k x $275/sf -- $1,375,000
- Remodel modulars to accommodate new use, 21k x $20/sf -- $420,000

A third phase, through 2016 might include additional classroom and laboratory space and other facilities.

I. Santa Clarita CCD Governing Board Resolution of Support

“A copy of the resolution by the district governing board authorizing the new educational center.”

Two items are included in the appendix that confirm the Santa Clarita CCD Board of Trustees intention to pursue official center status for a proposed new campus:

The first Board action is in the form of a resolution to call for a special election to submit to the voters of the Santa Clarita CCD whether bonds of the District shall be issued and sold in the amount of $82,110,000 to finance college facilities on the main Campus, and to acquire and improve land for a Canyon Country Education Center. The resolution (No.2001/02-03) is included in this LOI as appendix F along with the full text of the proposed measure. In November 2001, voters of the District approved $82 million general obligation bond, Measure C, with a 68 percent pass rate. Included in this bond are the funds for the acquisition of a second site.

The second Board action is in the form of a contract approved March 13, 2002 to retain a consultant to assist the staff in preparing the required state application necessary to acquire official college center status for the proposed new campus. Reference to that action is noted in appendix G.

J. Neighboring Public and Independent Educational Institutions

“The identification of neighboring public and independent institutions in the area in which the proposed campus is to be located.”
The colleges that are contiguous include Moorpark College in Moorpark (Ventura CCD), Antelope Valley College in Lancaster (Antelope Valley CCD), Los Angeles Valley College in Valley Glen (Los Angeles CCD), Pierce College in Woodland Hills (Los Angeles CCD), and Mission College (Los Angeles CCD). Other neighboring colleges include Pasadena City College in Pasadena (Pasadena CCD), and Glendale Community College in Glendale (Glendale CCD).

The College of the Canyons is one of the major feeder community colleges for the California State University in Northridge, and the California State University at Bakersfield. In addition, its graduating students have benefited from a presence in the area of several other private and public four-year schools.

Soon, options for graduate-level courses will be available through a privately funded "University Center" to be located on the College of the Canyons campus. The Center would house upper-division, graduate-level and advanced training classes provided by several major public and private universities. Participating institutions include the two State Universities noted above, Chapman University, ELS Language Schools, Nova, California Lutheran, Woodbury University, California State University at Fresno, Southeastern University, and the University of LaVerne. When the permanent facility opens, it will offer programs ranging from certificates to doctoral degrees from a variety of partner institutions. Even in temporary facilities, there are twenty four degrees offered, reducing barriers especially for students who are traditionally under-served.

Other private postsecondary institutions in the area include the California Institute of the Arts in Valencia, the Master’s College in Newhall, the University of California at Los Angeles and the University of Southern California.

The Santa Clarita CCD has an extraordinarily compatible relationship with secondary schools, due, in part, to boundaries that are coterminous with the only provider -- William S. Hart Union High School District.

All of the secondary and postsecondary institutions noted above are aware (or soon will be) of the district’s intention to develop a state-approved center. The establishment of the educational center should not reduce existing and projected enrollments in adjacent institutions -- and the Needs Assessment, as required, will include expressions of strong endorsement from our neighboring institutions.

III. Conclusions and Recommendations

The Santa Clarita CCD continues its unabated growth, and the communities that it serves have responded with the passage of bonds that will permit the the rehabilitation of existing buildings on the COC campus, and the addition of others facilities that are needed. More importantly, for purposes of this application, the passage of the bonds permits the district to aggressively pursue means of better serving the growing populations of Saugus and Canyon Country through the acquisition of a second site.
The district’s enrollment projections, while conservatively based, clearly show the need to establish and to grow a second campus. It shows it will do this while not impinging upon the growth of COC which will still nearly double its enrollment by 2015 -- even with the new Center in tow. The experimental ACCESS Center, purposely located in the region being examined for the second site, is operating at its capacity, and is further validation of the need for services in this area.

Although not specifically required for this application, the district has included preliminary overviews of the educational and related student services functions that will be planned for the new center to illustrate the careful planning that is underway by the faculty and staff. This early start will permit the facilities planning to follow in an orderly fashion, and will allow the needs study to contain a full and complete expansion of the instructional side of the planning equation -- an area that has been lacking in past applications, according to staff in the Chancellor’s Office and CPEC.

The general location for the new education center has been established, and a variety of other issues have been addressed in the narrative and in the tables, maps, and exhibits that are included. It is the opinion of the Santa Clarita CCD that it has shown that it exceeds the requirements that are enumerated in the CPEC Guidelines for this stage of the application process.

The development of some aspects of the Needs Assessment is continuing while awaiting the review of this document by State officials. The Santa Clarita CCD asks that the review by both the Chancellor’s Office and CPEC staff occur soon -- followed by confirmation that it may proceed officially with the Needs Assessment. The District’s consultant, Allan Petersen, can be reached at 916/966-4243 should there be any questions.
MAPS
<table>
<thead>
<tr>
<th>Map</th>
<th>Description</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Map 1</td>
<td>Santa Clarita CCD Territory</td>
<td>M-1</td>
</tr>
<tr>
<td>Map 2</td>
<td>Santa Clarita CCD Location</td>
<td>M2</td>
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<tr>
<td>Map 3</td>
<td>Access Center Location in Reference to College of the Canyons</td>
<td>M3</td>
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<tr>
<td>Map 4</td>
<td>Santa Clarita CCD and Contiguous and/or Other College Districts</td>
<td>M4</td>
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<tr>
<td>Map 5</td>
<td>Major Arteries and Freeways</td>
<td>M5</td>
</tr>
<tr>
<td>Map 6</td>
<td>Potential East-West Access Routes</td>
<td>M6</td>
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</table>
Map 2
Santa Clarita Location

**COLLEGE OF THE CANYONS**
Map 4
Santa Clarita CCD and Contiguous
and/or other College Districts

Legend: Centers or Campuses Proposed

Map 6
Potential East-West Access Routes, and
Proposed Region for Education Center
TABLES
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Santa Clarita Community College District Enrollment WSCH and FTES, Fall 1995</td>
<td>T1</td>
</tr>
<tr>
<td>Table 2</td>
<td>Santa Clarita Community College District Enrollment WSCH and FTES, Fall 2000</td>
<td>T2</td>
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<td>Table 3</td>
<td>Santa Clarita Community College District Enrollment WSCH and FTES, Fall 2005</td>
<td>T3</td>
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<td>Table 4</td>
<td>Santa Clarita Community College District Enrollment WSCH and FTES, Fall 2006</td>
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<td>Santa Clarita Community College District Enrollment WSCH and FTES, Fall 2010</td>
<td>T5</td>
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<tr>
<td>Table 6</td>
<td>Santa Clarita Community College District Enrollment WSCH and FTES, Fall 2015</td>
<td>T6</td>
</tr>
<tr>
<td>Table 7</td>
<td>Population by Community/Service Area</td>
<td>T7</td>
</tr>
<tr>
<td>Table 8</td>
<td>Distances and Travel Times from COC to Various Locations within the District</td>
<td>T8</td>
</tr>
<tr>
<td>Table 9</td>
<td>Mileage from Key Centers Outside the District</td>
<td>T9</td>
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</table>
### Table 1
Santa Clarita Community College District
Enrollment, WSCH and FTES
Fall 1995

<table>
<thead>
<tr>
<th>Adult Population Rate</th>
<th>Enrollment</th>
<th>WSCH per</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COC</td>
<td>123540</td>
<td>38.4</td>
<td>64743</td>
</tr>
<tr>
<td>Out of District Enrollment</td>
<td>1800</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>52.9</td>
<td>6343</td>
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| COCCC                  | 6340       |          | 61806|      |       |

Source: Master Plan 2000

### Table 2
Santa Clarita Community College District
Enrollment, WSCH and FTES
Fall 2000

<table>
<thead>
<tr>
<th>Adult Population Rate</th>
<th>Enrollment</th>
<th>WSCH per</th>
<th>FTES</th>
</tr>
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<tr>
<td>COC</td>
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<td>84448</td>
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<tr>
<td>Out of District Enrollment</td>
<td>3457</td>
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<tr>
<td>Grand Total</td>
<td>11905</td>
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<td>COCCC</td>
<td>10891</td>
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Table 3
Santa Clarita Community College District
Enrollment, WSCH and FTES
Fall 2005

<table>
<thead>
<tr>
<th>Adult Population</th>
<th>Participation Rate</th>
<th>WSCH per Enrollment</th>
<th>Enrolled</th>
<th>WSCH</th>
<th>FTES</th>
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<tr>
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<td></td>
<td></td>
<td>10023</td>
<td>96218</td>
<td>3207</td>
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Out of District Enrollment

|                  | 4415               | 9.7                 | 42826    | 1428 |

Grand Total

|                  | 90.8               | 9.6                 | 139044   | 4635 |

COC CCC

|                  | 115384             |                     | 158568   |

Table 4
Santa Clarita Community College District
Enrollment, WSCH and FTES
Fall 2006

<table>
<thead>
<tr>
<th>Adult Population</th>
<th>Participation Rate</th>
<th>Adjusted Enrollment</th>
<th>Enrollment</th>
<th>WSCH</th>
<th>FTES</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>7450</td>
<td>12719</td>
<td>4112</td>
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</table>

Rockwell

|                        | 63.0               | 123374              | 4112      |

Canyon Country

|                        | 64                 | 23930               | 798       |

Total

|                        | 63                 | 147304              | 4910      |

Out of District Enrollment

|                        | 4942               |                     |

Grand Total

|                        | 93.8               | 147304              |

COC CCC

|                        | 16224              | 167227              |
### Table 5
Santa Clarita Community College District
Enrollment, WSCH and FTES
Fall 2010

<table>
<thead>
<tr>
<th>Population</th>
<th>Rate</th>
<th>WSCH per</th>
</tr>
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<tbody>
<tr>
<td>Adult</td>
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<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Rate</td>
<td>Enrollment</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Rockwell</td>
<td>124688</td>
<td>65</td>
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<tr>
<td>Canyon Country</td>
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<tr>
<td>Total</td>
<td>173216</td>
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<tr>
<td>Out of District Enrollment</td>
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<td>Grand Total</td>
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### Table 6
Santa Clarita Community College District
Enrollment, WSCH and FTES
Fall 2015

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<th>Population</th>
<th>Rate</th>
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<tr>
<td>Participation</td>
<td>Rate</td>
<td>Enrollment</td>
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<td>------------</td>
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<tr>
<td>Rockwell</td>
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<td>Canyon Country</td>
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</table>

Population by Community/Service Area

Table 7
Table 8
Distances and Travel Times from COC to Various Locations within the District

<table>
<thead>
<tr>
<th>Location</th>
<th>Miles from College</th>
<th>Normal Travel Time (min)</th>
<th>Estimated Travel Time (min)</th>
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<tbody>
<tr>
<td>Cerro Coso Community</td>
<td>1.6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Santa Clarita Newhall</td>
<td>10.6</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Castaic</td>
<td>1.3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Newhall</td>
<td>3.8</td>
<td>8</td>
<td>18</td>
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<tr>
<td>Santa Clarita Newhall</td>
<td>10.8</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Stevenson Ranch</td>
<td>4.6</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Newhall Ranch</td>
<td>6.6</td>
<td>16</td>
<td>24</td>
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Table 9
Mileage from Key Centers Outside the Santa Clarita CCD

<table>
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<tr>
<th>LOCATION</th>
<th>DISTANCE (MILES)</th>
<th>DIRECTIONAL</th>
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<tbody>
<tr>
<td>Los Angeles International Airport (LAX)</td>
<td>40</td>
<td>South</td>
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<tr>
<td>Downtown Los Angeles</td>
<td>30</td>
<td>Southeast</td>
</tr>
<tr>
<td>Burbank Airport (BUR)</td>
<td>25</td>
<td>South</td>
</tr>
<tr>
<td>Palmdale / Lancaster</td>
<td>35</td>
<td>Northeast</td>
</tr>
<tr>
<td>San Fernando Valley</td>
<td>8</td>
<td>South</td>
</tr>
<tr>
<td>Port of Los Angeles</td>
<td>60</td>
<td>South</td>
</tr>
<tr>
<td>Port Hueneme</td>
<td>30</td>
<td>West</td>
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EXHIBITS
## Exhibits

<table>
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<th>Exhibit</th>
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<tr>
<td>Exhibit 1</td>
<td>Current Class Offerings at COC Access Center</td>
<td>E1</td>
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<tr>
<td>Exhibit 2</td>
<td>Preliminary Timeline for Development of Proposed Center</td>
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<td>Course Title</td>
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<td>ART 110</td>
<td>Paleolithic-Renaissance Art</td>
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<td>Interm Comp/Lit/Critical Thinking</td>
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<td>Critical Reading/Writing/Grammar</td>
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<tr>
<td>MATH 070</td>
<td>Intermediate Algebra</td>
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<tr>
<td>MATH 102</td>
<td>Trigonometry</td>
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<td>MATH 140</td>
<td>Introduction to Statistics</td>
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<tr>
<td>PHILOS 101</td>
<td>Introduction to Philosophy</td>
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</tr>
<tr>
<td>PHILOS 102</td>
<td>Intro to Eastern Religion/Philosophy</td>
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</tr>
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<td>PHILOS 205</td>
<td>Introduction to Logic</td>
<td></td>
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<tr>
<td>PHOTO 150</td>
<td>Intro to Cameras &amp; Composition</td>
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<tr>
<td>POLISCI 150</td>
<td>Introduction Amer Government/Politics</td>
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<td>PSYCH 101</td>
<td>Introduction to Psychology</td>
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<td>PSYCH 105</td>
<td>Personal Growth &amp; Adjustment</td>
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<td>Developmental Psychology</td>
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<td>Real Estate Principles</td>
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<td>SIGN 101</td>
<td>American Sign Language I</td>
<td></td>
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<tr>
<td>SIGN 102</td>
<td>American Sign Language II</td>
<td></td>
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<tr>
<td>SOCI 103</td>
<td>The Changing Family</td>
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<td>SPAN 101A</td>
<td>Spanish for Spanish Speakers I</td>
<td></td>
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<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
<td></td>
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<tr>
<td>SPAN 150</td>
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### Exhibit E2

**Preliminary Timeline for Development of Proposed Center**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>1. Notification of Intent to Proceed with Application Process</td>
<td>Feb 2002</td>
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<tr>
<td>2. Completion of LOI, and Submittal to Chancellor's Office</td>
<td>Sep 2002</td>
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<tr>
<td>3. DOFDRU Approves Projections</td>
<td>Nov 2002</td>
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<tr>
<td>5. Needs Assessment Submitted</td>
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<tr>
<td>6. First Reading Agenda item to BOG</td>
<td>May 2003</td>
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<tr>
<td>7. BOG Approves Proposed Center</td>
<td>July 2003</td>
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<tr>
<td>8. First Reading Agenda Item to CPEC</td>
<td>Oct 2003</td>
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<tr>
<td>9. CPEC Approves Proposed Center</td>
<td>Dec 2003</td>
</tr>
<tr>
<td>10. Acquire Site</td>
<td>2003-2004</td>
</tr>
<tr>
<td>11. Site Preparation, and Installation of Temporaries</td>
<td>2004-2005</td>
</tr>
<tr>
<td>13. Completion of Phase 2 Construction</td>
<td>2010-2011</td>
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<td>14. Completion of Phase 3 (Buildout)</td>
<td>2016-2017</td>
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DESCRIPTION OF BOND MEASURE
Appendix A
Description of Bond Measure

BALLOT MEASURE
ABBREVIATED FORM

To relieve severe classroom overcrowding, renovate aging science labs and classrooms, improve health, safety and accessibility standards, upgrade electrical wiring and technology, construct academic classrooms, facilities, high tech computer labs and job training facilities, qualify for state matching funds, establish a Fiscal Oversight Committee and annual independent audits with all funds staying in our community, shall Santa Clarita Community College District (College of the Canyons) issue $82,110,000 of bonds at interest rates within legal limits?

*Limit to 75 words.
APPENDIX A

BALLOT MEASURE
FULL TEXT OF MEASURE

To relieve severe classroom overcrowding, renovate aging science labs and classrooms, improve health, safety and accessibility standards, upgrade electrical wiring and technology, construct academic classrooms, facilities, high tech computer labs and job training facilities, qualify for state matching funds, establish a Fiscal Oversight Committee and annual independent audits with all funds staying in our community, shall Santa Clarita Community College District (College of the Canyons) issue $82,110,000 of bonds at interest rates within legal limits?

As required by the California Constitution, the proceeds from the sale of the bonds will be used only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities, or the acquisition or lease of real property for college facilities, and not for any other purpose, including not for teacher and administrator salaries and other college operating expenses.

Subject to funding availability, the specific college facilities projects proposed to be constructed are as follows:

- **Repair & Renovation of Existing Facilities-** Upgrading of facilities, including the replacement of carpeting and vinyl flooring; painting of classrooms, labs and offices; completion of Architectural Barrier Removal (ADA) program; installation of data outlets and infrastructure for campus wide networking capability; removal and replacement of raised concrete sidewalks; removal and replacement of inoperable door hardware; and installation of a chilled water loop through campus.

- **Science Laboratory Building Addition-** An instructional building approximately 32,000 square feet to be located on the existing College of the Canyons campus expanding current science lab facilities to meet increasing demand for instructional programs.
• University Center - One or more instructional buildings of approximately 50,000 square feet to be located on the existing College of the Canyons campus, providing space for numerous universities and colleges to offer bachelor and graduate degree programs and classes in our community.

• Classroom Building Adjoining The New Performing Arts Center - An instructional building of approximately 9,500 square feet to be located on the existing College of the Canyons campus.

• Health Education/Cardiovascular/Physical Education Center - An instructional building of approximately 15,000 square feet to be located on the existing College of the Canyons campus, which will be used for the college's instructional programs and 16 intercollegiate sports teams (9 women's and 6 men's), including lockers, training areas, weight rooms, showers, storage and other sports facilities.

• Vocational Technology Building Addition & General Purpose Classroom Building-One instructional building of approximately 5,000 square feet and one instructional building approximately 7,000 square located on existing College of the Canyons campus. The new facilities would provide for opportunities to meet increased demand for vocational training and general program offerings.

• Classroom Building/High Tech Lab Center - An instructional building of approximately 34,000 square feet to be located on the existing College of the Canyons campus, which will provide additional classrooms and labs for technology training.

• Library Addition & Warehouse - One building of approximately 37,000 square feet to be located on the existing College of the Canyons campus, which will supplement the College's existing library facilities. One building of approximately 9,000 square feet to be located on the existing College of the Canyons campus, for storage of District supplies and equipment.

• Canyon Country Education Center- Approximately 50 acres of land and instructional buildings of 50,000 square feet or more, offering a second campus to offer classes in a part of the community where many students and potential students reside and require access to education.

• Job Training/Community Education/Center for Applied and Competitive Technology Building-An instructional building approximately 23,000 square feet to be located on the existing College of the Canyons campus offering job training and continuing education programs.
• Media Arts Technology Addition - An instructional building of 25,000 square feet to be located on the existing COC campus, expanding current Media Arts facilities to meet increasing demand for instructional programs. The expansion will supplement the current spaces for the Radio/TV, CAD and Arts programs.

• Student Services/Counseling/Job Placement & Administration Building - An instructional support building of approximately 20,500 square feet to be located on the existing College of the Canyons campus, to be used for support services for students.

• Site Improvements & Renovation - Site improvements necessary as a result of facility master plan new building construction and relocation of existing facilities.

The Board of Trustees of the District has certified that it has evaluated safety, class size reduction and information technology needs in developing the foregoing list of college facilities projects to be funded.

The Board will conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific college facilities projects listed above.

The Board will conduct an annual, independent financial audit of the proceeds from the sale of the Bonds until all of those proceeds have been expended for the specific college facilities projects listed above.

Pursuant to Section 15772 of the Education Code, the Board will appoint a citizens' oversight committee and conduct annual independent audits to assure that funds are spent only on college and classroom improvements and for no other purposes.
BOARD OF TRUSTEES
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

RESOLUTION OF THE BOARD OF TRUSTEES OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT ORDERING AN ELECTION TO AUTHORIZE THE ISSUANCE OF COLLEGE BONDS, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS OCCURRING ON NOVEMBER 6, 2001

RESOLUTION NO. 2001/02-03

WHEREAS, in the judgment of the Board of Trustees (the “Board”) of the Santa Clarita Community College District (the “District”), it is advisable to call an election to submit to the electors of the District the question whether bonds of the District shall be issued and sold for the purpose of raising money for the acquisition and improvement of real property and the furnishing and equipping of college facilities of the District; and

WHEREAS, as a result of the approval of Proposition 39 on November 7, 2000, Article XIII A Section 1 paragraph (b) of the California Constitution (“Article XIII A”) provides an exception to the limit on ad valorem property taxes on real property for bonded indebtedness incurred by a community college district approved by 55% of the voters of the district voting on the proposition; and

WHEREAS, the Board is specifically authorized, upon approval by a two-thirds vote of the Board, to pursue the authorization and issuance of bonds by a 55% vote of the electorate on the question whether bonds of the District shall be issued and sold for specified purposes, pursuant to Education Code Section 15264 et seq. (the “Act”); and

WHEREAS, pursuant to Section 10403 et seq. of the California Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, November 6, 2001, and to request the Los Angeles County Registrar of Voters to perform certain election services for the District;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. Call for Election. The Board hereby orders an election and submits to the electors of the District the question of whether general obligation bonds of the District shall be issued and sold in the maximum principal amount of $82,110,000 for the purpose of raising money to finance college facilities and property of the District, and paying costs incident thereto, as set forth more fully in the ballot proposition approved pursuant to Section 3. This Resolution constitutes the order of the District to call such election.

Section 2. Election Date. The date of the election shall be November 6, 2001, and the election shall be held solely within the boundaries of the District.
Section 3. Purpose of Election; Ballot Proposition. The purpose of the election shall be for the voters in the District to vote on a proposition, a full copy of which is attached hereto and marked Appendix A, containing the question of whether the District shall issue the Bonds for the purposes stated therein, together with the accountability requirements of Article XIII A and the requirements of Section 15272 of the Act. As required by Elections Code Section 13247, the abbreviated form of the measure to appear on the ballot is attached hereto and marked as Appendix B. The Superintendent/President or her designee is hereby authorized and directed to make any changes to the text of the proposition as required to conform to any requirements of Article XIII A, the Act or the Los Angeles County Registrar of Voters.

Section 4. Authority for Election. The authority for ordering the election is contained in Section 15264 et. seq. of the Education Code and Section 1 paragraph (b) subsection (3) of Article XIII A. The authority for the specification of this election order is contained in Section 5322 of the Education Code.

Section 5. College Facilities Projects. As required by Article XIII A, the Board hereby certifies that it has evaluated safety, class size and information technology needs in developing the list of college facilities projects set forth on Appendix A.

Section 6. Covenants of the Board upon Approval of the Bonds by the Electorate. As required by Article XIII A and Section 15278 of the Act, in the event 55% of the voters in the District approve of the Bonds, the Board shall:

(1) conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific college facilities projects listed in Appendix A;

(2) conduct an annual, independent financial audit of the proceeds from the sale of the Bonds until all of those proceeds have been expended for the college facilities projects listed in Appendix A; and

(3) establish and appoint members to an independent citizens' oversight committee in accordance with Sections 15278, 15280 and 15282 of the Act.

Section 7. Delivery of this Resolution. The Clerk of the Board is hereby directed to send a copy of this Resolution to the Los Angeles County Superintendent of Colleges, the Los Angeles County Registrar of Voters (the "County Registrar") and the Los Angeles County Clerk of the Board of Supervisors.

Section 8. Consolidation of Election. The County Registrar and the Los Angeles County Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on November 6, 2001, within the District.
Section 9. Ballot Arguments; Tax Rate Statement. Any and all members of this Board, are hereby authorized to act as an author of any ballot argument prepared in connection with the election, including a rebuttal argument. The President of the Board, the Superintendent/President, the Assistant Superintendent/Vice President, Administrative Services, or any designee of the foregoing, are hereby authorized to execute any Tax Rate Statement or other document and to perform all acts necessary to place the bond measure on the ballot.

Section 10. Effective Date. This resolution shall take effect on and after its adoption.

*********

I hereby certify that the foregoing Resolution was passed and adopted by the Board of Trustees of the Santa Clarita Community College District at a special meeting thereof duly held on July 24, 2001, by a majority vote of all of its members.

Adopted by the following votes:

AYES: 5

NOES: 0

ABSENT: 0

Michele R. Jenkins
President of the Board

Gloria Smith
Clerk of the Board
TAX RATE STATEMENT REGARDING PROPOSED
$82,110,000 SANTA CLARITA COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BONDS

An election will be held in the Santa Clarita Community College District (the "District") of Los Angeles County on November 6, 2001, for the purpose of authorizing the sale of $82,110,000 in general obligation bonds. The bonds would be payable from tax levies made upon the taxable property in the District.

In compliance with Elections Code Sections 9400-9404 the following information is submitted:

1. The best estimate of the tax rate which would be required to be levied to fund the bond issue during the first fiscal year after the first sale of bonds, based on estimated assessed valuations available at the time of filing this statement, is 1.598 cents per 100 dollars assessed valuation for the year 2002-03.

2. The best estimate of the tax rate which would be required to be levied to fund the bond issue during the first fiscal year after the first sale of the bonds and an estimate of the year in which the rate will apply, based on estimated assessed valuations available at the time of filing this statement, is 1.595 cents per 100 dollars assessed valuation for the year 2008-09.

3. The best estimate of the highest tax rate which would be required to be levied to fund the bond issue and an estimate of the year in which that rate will apply, based on estimated assessed valuations available at the time of filing of this statement, is 1.600 cents per 100 dollars assessed valuation for the year 2032-33.

These estimates would result in an average annual tax rate over the life of the bonds of 1.597 cents per $100 of assessed valuation. Based on these tax rates, the estimated average annual tax over the term of the bonds would be $15.97 for $100,000 of assessed valuation. This would be equivalent to about $1.33 per month.

The actual tax rates and the years in which such rates are applicable may vary from those currently estimated, due to variations from the official projections and estimates in the timing of bond sales; the amount of bonds sold at any time, the interest rates on the bonds, and the assessed values in the several future years during which the bonds are to be repaid. The estimates are based upon projections and are not binding upon the District. The actual timing of the bond sales and the amount of the bonds sold at any time will be governed by the needs of the District and the then-applicable debt limit. The actual interest rates on the bonds will be based on the market tax-exempt interest rates at the time of the sale of the bonds. The actual assessed values during the several future years will depend upon the amount of taxable property within the District and the value of that property as determined in the assessment and equalization process.

Dated: August 9, 2001

Dianne G. Van Hook
President
Santa Clarita Community College District
APPENDIX B

PRELIMINARY NOTICE
March 25, 2002

Appendix B
Preliminary Notice

Thomas J. Nussbaum
Chancellor
Chancellor's Office of the California Community Colleges
1102 Q St., 4th Floor
Sacramento, CA 95814-6511

Dear Tom:

This letter constitutes the Santa Clarita Community College District’s “preliminary notice” to establish an education center as defined in the revisions to the Guidelines for Review of proposed new campuses and educational centers that will be considered by the Commission at its April 2002 meeting.

The SCCCD’s population growth continues at a very rapid pace. In the year 2000 the District population exceeded 200,000. By the year 2015 it will double to more than 400,000. Meanwhile, enrollment will increase two and one half times, from 12,000 in the year 2000 to almost 30,000 in the year 2015. College of the Canyons, even with additionally planned space, will soon reach maximum capacity of 15,000 to 20,000 students. Our intention is to serve the future influx of students through the development of one or more centers. This preliminary notice is in reference to the first center that will be pursued.

The proposed center will be located in the Saugus/Canyon Country area where the most significant growth is anticipated. A map of the District highlighting that area in relationship to College of the Canyons is attached. It is intended that the institution be a state approved center serving an adult population of 26,000 to 30,000 and enrolling up to 2,000 students in its initial years. A preliminary enrollment plan showing estimated enrollment at opening and within five years of operation is attached. (This scenario envisions one or two future additional smaller centers in other growth-impacted regions of the District.)

The SCCCD Board of Trustees has been involved in this process for some time and is supportive of the need to establish centers as a means of keeping pace with the burgeoning population. A formal Board resolution of support will be included in our Letter of Intent to be submitted to your office in May or June.

It is our understanding that this preliminary notice, while not requiring formal consideration, is to be forwarded to the Commission by the Chancellor’s Office.

Sincerely,

Dr. Dianne Van Hook
Superintendent-President

cc: Frederick B. Harris

Appendix B
Preliminary Enrollment Projection for Proposed Canyon Country Center
Santa Clarita Community College District
(Prepared for inclusion with preliminary notice)
March 26, 2002

Population

The 2000 census indicates that the 2001 adult population of the service area of the proposed Canyon Country Center (Canyon Country and Saugus) would exceed 25,000. Assuming a conservative annual growth rate of 3%, the projected adult population for the service area would be:

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Population</td>
<td>25975</td>
<td>26754</td>
<td>27557</td>
<td>28383</td>
<td>29234</td>
<td>30111</td>
</tr>
</tbody>
</table>

Participation Rate

Previous studies of the population and enrollment of the Canyon Country service area indicated that the participation rate was in excess of 70 per 1000 adult population. The participation rate of 70 was applied to the projection population shown above to forecast the projected enrollment that follows.

Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>1873</td>
<td>1928</td>
<td>1987</td>
<td>2046</td>
<td>2108</td>
<td>2108</td>
</tr>
</tbody>
</table>

No enrollment is shown for 2002 since no facility is presently available. It is possible that temporary facilities could be available by 2003 to permit the anticipated growth noted above. Some permanent facilities could be available by 2004.
APPENDIX C

CPEC GUIDELINES
Appendix C
CPEC Guidelines

Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers

A Revision of the Commission’s 1992 “Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers”
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Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers

Introduction

The State of California requires new public institutions of higher education to be reviewed by the California Postsecondary Education Commission prior to their establishment. The purpose of the State's review process is to help ensure that new university and college campuses and off-campus centers develop in accordance with statewide needs and priorities and to ensure that State capital outlay funds will be wisely spent. California law requires the California Postsecondary Education Commission to advise the Legislature and the governor regarding the need for and location of new public higher education institutions and requires sites for new campuses or educational centers to be recommended by the Commission prior to their acquisition or authorization.

This document establishes the State's process for the review of proposed university campuses, community colleges, and educational centers. The Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers provides campus planners and executives with a framework for planning new institutions and an outline for the development of proposals requiring review.

The Commission's role in overseeing the orderly growth of California's public higher education can be traced to the inception of the State's Master Plan for Higher Education. This document assigned to the California Postsecondary Education Commission, and to its predecessor, the Coordinating Council for Higher Education, the responsibility for advising the Legislature about the need for new college and university campuses and off-campus centers. While the governor and the Legislature maintain the ultimate authority to fund such new institutions, they have relied on the Commission's analysis and recommendations in making such decisions. The Commission's function as a statewide planning and coordinating agency for higher education makes it uniquely qualified to provide independent analysis of the costs and benefits of proposed projects and it has played an important role in ensuring that new campuses develop as viable, high quality institutions.
Section 66903(e) of the California Education Code states that the California Postsecondary Education Commission shall "advise the Legislature and the Governor regarding the need for, and location of, new institutions and campuses of public higher education." Section 66904 of the Education Code expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission:

It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the Commission shall determine, shall not be authorized or acquired unless recommended by the Commission.

It is further the intent of the Legislature that California Community Colleges shall not receive State funds for acquisition of sites or construction of new institutions, branches or off-campus centers unless recommended by the Commission. Acquisition or construction of non-State funded community colleges, branches and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the Commission.

Education Code Section 89002 applies specifically to the California State University (CSU) and specifies that construction of authorized campuses shall commence only upon resolution of the CSU trustees and approval by the California Postsecondary Education Commission.

The review process

The State's review process not only helps to ensure that new campuses and off-campus centers develop in accordance with statewide needs and segmental long-range planning goals, but also helps to ensure that State capital outlay funds will be wisely spent.

Proposals submitted for review by the Commission also involve review by system executive offices and State control agencies. Each review plays an important role in ensuring that the proposed institution meets specific needs, will be financially viable, will offer high quality educational services, and will have enrollments sufficient to sustain the project in the long-term.

System executive offices must approve proposals before they are submitted to the Commission for review. The Commission will not review proposals that have not been endorsed by the system governing body or its executive. Proposals involving State capital outlay or operating funds also require review by the Department of Finance through the Budget Change Proposal process, although it is important to note that Commission approval of a new institution creates only an eligibility to compete for State capital outlay funding - not an entitlement - regardless of
whether that funding comes from a statewide bond issue, the General Fund, or some other State source. Requests for funding related to planning, developing, or constructing new campuses or educational centers may not be supported by the Department of Finance prior to review by the Commission.

**Brief history of the review process**

The statutes that support the Commission's guidelines have a long and consistent history dating back to the development of the Master Plan for Higher Education in California in 1960. Section 66903(e) has remained essentially unchanged since the Donahoe Act created the Commission's predecessor agency, the Coordinating Council for Higher Education, in 1961. That legislation gave the Council several specific responsibilities, including the review of new programs, the collection of data and information regarding higher education, and of greatest interest to these guidelines, the regulation of physical growth. In this way, the Legislature could receive advice from the Council - and subsequently the Commission - regarding the expenditure of scarce capital outlay resources.

Prior to 1974, the Coordinating Council provided broad advice on long-range planning matters, and "the need for and location of new institutions" of higher education. The Council conducted statewide planning studies, examined enrollment growth and fiscal resources, and suggested not only the number of new campuses that might be required in future years, but also the general locations where they might be built. These statewide planning assessments were contained in a series of reports referred to as the "additional center studies" (CPEC 99-2). The Coordinating Council engaged in this broad, long-range planning responsibility independently of any proposal for a specific new campus or educational center.

When the California Postsecondary Education Commission was established in 1974, the Legislature specified a stronger role for the Commission with regard to its responsibility to advise the governor and the Legislature about the need for and location of new institutions. The intent language of Education Code Section 66904 gave the Commission a stronger role in overseeing the growth of California's public postsecondary institutions and gave the Commission more direct responsibility to review specific proposals from each of the three public systems.

Since the Donahoe Act was passed, the Commission's quasi-regulatory responsibilities have been formalized by the guidelines contained in this document. These guidelines do not directly affect the Commission's responsibility to review new academic programs, which is often undertaken independently of the review of new institutions.

The Commission first adopted policies relating to the review of proposed campuses and educational centers in 1975. The Commission revised those policies in 1978 and 1982. The most recent revision to those policies occurred in 1992 and is contained in the Commission's publication,
Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (CPEC, 92-18). The guidelines specify the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the three public systems when submitting proposals, and specify the contents required of a Needs Study. The guidelines define the criteria by which Commission staff members analyze new campus proposals, focusing particularly on the issues of enrollment demand, geographic location and access, programmatic alternatives, projected costs, potential impacts on the surrounding community, and neighboring institutions.

**Policy assumptions used in developing the guidelines**

The following policy assumptions are central to the development of the guidelines that the Commission uses in reviewing proposals for new campuses and educational centers:

1. It is State policy that each resident of California who has the capacity and motivation to benefit from higher education will have the opportunity to enroll in an institution of higher education. The California Community Colleges shall continue to be accessible to all persons at least 18 years of age who can benefit from the instruction offered, regardless of district boundaries. The California State University and the University of California shall continue to be accessible to first-time freshmen among the pool of students eligible according to Master Plan eligibility guidelines. Master Plan guidelines on undergraduate admission priorities will continue to be: (a) continuing undergraduates in good standing; (b) California residents who are successful transfers from California public community colleges; (c) California residents entering at the freshman or sophomore level; and (d) residents of other states or foreign countries.

2. The differentiation of function among the systems with regard to institutional mission shall continue to be as defined by the State's Master Plan for Higher Education.

3. The University of California plans and develops its campuses and off-campus centers on the basis of statewide need.

4. The California State University plans and develops its campuses and off-campus centers on the basis of statewide needs and special regional considerations.

5. The California Community Colleges plan and develop their campuses and off-campus centers on the basis of local needs.

6. Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, community and campus environment, physical limitations on campus size, program requirements and student enrollment levels, and internal or-
organization. Planned enrollment capacities are established by the governing boards of community college districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of California.

7. California’s independent institutions, while not directly affected by the guidelines, are considered an integral component of California’s system of higher education and offer a viable educational opportunity for many Californians.

8. Needs Studies developed pursuant to Letters of Intent submitted to the Commission prior to April 10, 2002, shall be prepared in accordance with the informational requirements specified in the August 1992 edition of the Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers.

<table>
<thead>
<tr>
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| As used in these guidelines, "institution" refers to an educational center, a community college, a university campus, or a joint-use educational center but not an off-campus center operation or a joint-use center operation. Once approved by the Commission, institutions are eligible to compete for State capital outlay funding through the State’s budget change proposal process. For the purposes of these guidelines, the following definitions shall apply:

**Grandfathered Institution (all systems):** A “Grandfathered Institution” is a community college, a university campus, or an educational center operated by a community college district, the California State University, or the University of California that has been formerly recognized by the Commission as an approved location in previously published reports. Each grandfathered location must have continuously enrolled students since its approval by the Commission. Locations approved by the Commission prior to the effective date of these guidelines shall continue to be eligible for State capital outlay funding.

**Off-campus Center Operation (all systems):** An off-campus operation is an enterprise, operated away from a community college or university campus established to meet the educational needs of a local population, which offers postsecondary education courses supported by State funds, but which serves a student population of less than 500 Fall-Term FTES at a single location.

**Educational Center (California Community Colleges):** An educational center is a Commission approved off-campus operation owned or leased by the parent district and administered by a parent community college. An educational center offers instructional programs leading (but not limited to) to certificates or degrees conferred by the parent institution. An approved educational center must enroll a minimum of 500 Fall term FTES in the most recently completed Fall-term prior to the approval of
the Commission and maintain an on-site administration (typically headed by a dean or director, but not a president, chancellor, or superintendent).

The Commission recognizes community college educational centers offering both credit and noncredit instructional programs that advance the State's economic development and accordingly, community college districts may seek approval of such educational centers if they serve the required enrollment levels specified above. The noncredit instructional services provided at such educational centers must be consistent with the authorized instructional offerings specified in the California Education Code Sections 70900 through 78271 and Sections 78400 through 88551. Community college educational centers offering only community services courses as defined in Section 78300 of the California Education Code shall not qualify for Commission review.

Educational Center (The California State University): An educational center is an off-campus enterprise owned or leased by the Trustees and administered by a parent State University campus. An educational center will normally offer courses and programs only at the upper-division and/or graduate levels, however the center may offer lower division courses under exceptional circumstances, and only in collaboration with a community college, or by special permission of the Commission. Certificates or degrees earned must be conferred by the parent institution. An educational center must enroll a minimum of 500 Fall-term FTES and maintain an on-site administration (typically headed by a dean or director, but not by a president). Educational operations in other countries, states, and the District of Columbia shall not be regarded as educational centers for the purposes of these guidelines, unless State funding is used.

Educational Center (University of California): An educational center is an off-campus enterprise owned or leased by the Regents and administered by a parent University campus. The center will normally offer courses and programs only at the upper division and/or graduate levels, but may offer lower division courses under exceptional circumstances, and only in collaboration with a community college, or by special permission of the Commission. An educational center must enroll a minimum of 500 Fall-Term FTES and maintain an on-site administration (typically headed by a dean or director, but not by a chancellor). Certificates or degrees earned must be conferred by the parent institution. Organized Research Units (ORU's) and the Northern and Southern Regional Library Facilities shall not be regarded as educational centers. Educational operations in other countries, states, and the District of Columbia shall not be regarded as educational centers unless State funding is used.

Community College (California Community Colleges): A regionally accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district. A community college must enroll a minimum of 1,000 Fall-term FTES in the most recently completed Fall-
term prior to the approval by the Commission. A community college that has been converted from an educational center must have 1,000 Fall-term FTES. A community college must have its own freestanding administration headed by a President and support services, and be capable of passing accreditation by its fifth year of operation.

**University Campus (University of California and The California State University):** A regionally accredited, degree-granting institution offering a full complement of services and programs at the lower division, upper division, and graduate levels, usually at a single campus location owned by the Regents or the Trustees. A university campus must enroll a minimum of 3,000 Fall-Term FTES within five years of the date classes are first offered if it is a new institution. A university campus that has been converted from an educational center must have 3,000 FTES within five years of the opening date. A university campus will have its own freestanding administration headed by a president or chancellor.

**Joint-use Center Operation (all systems):** A joint-use center operation is an enterprise operated away from a community college or university campus where facilities and operations are shared by two or more of the following segments: California Community Colleges, the California State University, the University of California, California public high schools, and Independent California Colleges and Universities. A joint-use center operation serves the educational needs of a local population and enrolls a student population of less than 500 Fall-term FTES. Joint-use center operations may be established on sites operated by participating segments. For example, a California State University campus may construct or remodel facilities at a site operated by a community college for purposes of establishing a joint-use center operation.

Joint-use center operations shall not be subject to review by the Commission. However, a joint-use center operation that enrolls more than 200 Fall-term FTES must submit a Preliminary Notice as defined on page 34 of the Guidelines.

**Joint-use Educational Center:** A public higher education enterprise where facilities and operations are shared by two or more of the following segments: California Community Colleges, The California State University, the University of California, California public high schools, and Independent California Colleges and Universities. A joint-use educational center may seek programs of study that are subject to all normal review processes of the California Postsecondary Education Commission. Joint-use educational centers may be owned or leased, but administrative responsibility must be exercised by one of the three public systems of higher education. Regardless of operational control, a joint-use educational center must enroll a minimum of 500 Fall-term FTES in the most recently completed Fall-term prior to the approval by the Commission.
### Projects subject to Commission review

The following transactions are subject to review by the Commission:

- Proposals for establishing a new university or community college campus
- Proposals for converting an educational center to a university or community college campus
- Proposals for establishing a university or community college educational center
- Proposals for converting an off-campus operation to an educational center
- Proposals for joint-use educational centers.

The Commission may review and comment on other projects consistent with its overall State planning and coordination role.

### Stages in the review process

The Commission's review process is organized in three phases. The first occurs when an institution or system advises the Commission, through a "Preliminary Notice" that it is engaging a planning process that may include the development of one or more institutions in specified regions. The second occurs when the system notifies the Commission of a specific need for and intention to expand educational services in a given area. This "Letter of Intent" stage permits the Commission to recommend against a proposal or provide advice before the system engages in significant planning and development activities and signals the point at which systems may be eligible to compete for funding to assist in programmatic planning efforts. The third stage of the review process involves a "Needs Study", in which the system submits a formal proposal that provides findings from a comprehensive needs analysis for the project.

At the conclusion of the review process, the Commission forwards its recommendations to the Office of the Governor, the Legislature, and the system executive office.
New University or Community College Campuses

The process for each public higher education system to establish a new university or community college campus, as defined in the definitions section of the guidelines, is as follows:

1. Preliminary Notice

At such time as a public higher education system, including a community college district, begins a planning process to establish a new community college or university campus, the governing board of the system or district shall forward to the Commission a Preliminary Notice of the planning activities. This Preliminary Notice shall indicate:

- The general location of the proposed new institution,
- The type of institution under consideration and the estimated timeframe for its development,
- The estimated enrollment of the institution at its opening and within five years of operation,
- A tentative five-year capital outlay plan, and
- A copy of the agenda item wherein the new site is discussed by the local district (California Community College) or statewide governing board (University of California or California State University), if any.

A Preliminary Notice represents an informational process, and does not require formal consideration or approval by the Commission.

2. Letter of Intent

New University of California or State University Campuses

Not less than five years prior to the time it expects its first capital outlay appropriation for the new university campus, the University of California Regents or the California State University Trustees should submit a Letter of Intent meeting the requirements below, to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst).

A complete Letter of Intent for a new university campus must contain the following information:
A preliminary 10-year enrollment projection (headcount and FTES) for the new university campus (from the campus's opening date), developed by the systemwide central office. The systemwide central office may seek the advice of the Demographic Research Unit (DRU) in developing the projection, but DRU approval is not required at this stage.

The geographic location of the proposed campus in terms as specific as possible. A brief description of each site under consideration should be included.

The identification of neighboring public and independent institutions in the area in which the proposed university campus is to be located.

Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, road and highway configurations, airports and any other features of interest.

A time schedule for development of the campus, including preliminary dates and enrollment levels at the opening, intermediate, and final build out stages.

A tentative five-year capital outlay budget beginning with the date of the first capital outlay appropriation.

A copy of the resolution by the Regents or the Trustees authorizing the new campus.

The Executive Director of the Commission shall respond to the chief executive officer, in writing, no later than 60 days following submission of a complete Letter of Intent to the Commission. The Executive Director may raise concerns about shortcomings or limitations in the Letter of Intent that need to be addressed in the planning process. If the plans appear to be reasonable, the Commission's Executive Director will advise the systemwide chief executive officer to proceed with development plans.

New California Community Colleges:

A Letter of Intent provides an overview of the district plans regarding a new community college and explains, in general terms, how the facility’s programs and services relate to other approved locations in the district. Not less than two years before it expects its first capital outlay appropriation for a new community college, the community college district should submit a Letter of Intent meeting the requirements below, to the Board of Governors of the California Community Colleges (with copies to the Commission, Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst). Upon completing its review, the Board of Governors, or the Chancellor, if so delegated by the Board, will forward its recommendation to the Commission, with copies to the Department of Finance and the Legislative Analyst. The Commission will not act on a Letter of Intent submitted by a local community college.
district prior to its approval by the Board of Governors or the Chancellor of the California Community Colleges.

A Letter of Intent for a new community college must contain the following information:

- A preliminary 10-year enrollment projection of enrollment headcount and FTES attendance for the new community college (from the college's opening date), developed by the district and/or the Chancellor's Office. The district and/or the Chancellor's Office is encouraged to seek the advice of the Demographic Research Unit (DRU) in developing the projection, but DRU approval is not required at this stage.

- The geographic location of the new community college in terms as specific as possible. A brief description of each site under consideration should be included.

- The identification of neighboring public and independent institutions in the area in which the proposed community college is to be located.

- Maps of the area in which the proposed new community college is to be located, indicating population densities, topography, road and highway configurations, airports, and any other features of interest.

- A time schedule for development of the new community college, including preliminary dates and enrollment levels at the opening, intermediate, and final build out stages.

- A copy of the district's most recent five-year capital construction plan.

- A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation (State and local).

- A copy of the resolution by the district governing board authorizing the new community college.

The Commission Executive Director shall respond to the Chancellor, in writing, no later than 60 days following submission of the completed Letter of Intent to the Commission. The Commission Executive Director may in this process raise concerns about shortcomings or limitations in the Letter of Intent that need to be addressed in the planning process. If the plans appear to be reasonable, the Commission's Executive Director will advise the Chancellor that the district should move forward with further development plans.
3. Needs Study

The purpose of a Needs Study is to demonstrate need for the proposed college or university campus at the location identified. A Needs Study is considered complete only when it fully addresses each of the criteria listed below.

3.1 General Description and Overview

An opening section that includes: A general description of the proposal, a physical description of the site, and a social and demographic analysis of the surrounding area. Data describing the socioeconomic profile of the area or region should be included, with income levels and racial/ethnic categorizations provided. Inclusion of various descriptive charts, tables, or other displays is encouraged.

3.2 Enrollment projections

♦ Enrollment projections must be sufficient to justify the establishment of the new campus. For a proposed new community college or university campus, enrollment projections for the first ten years of operation (from opening date) must be provided.

♦ The Demographic Research Unit (DRU) of the Department of Finance must approve enrollment projections. As the designated demographic agency for the State, the DRU has the statutory responsibility for preparing systemwide enrollment projections. For a proposed new institution, the DRU will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. Enrollment projections developed by a local community college district must be approved by the Chancellor's Office. Upon request, the DRU shall provide the system with advice and instructions on the preparation of enrollment projections.

♦ Undergraduate enrollment and attendance projections for a new institution shall be presented in terms of Fall-Term headcount and Full-Time Equivalent Students (FTES). Enrollment projections for California Community Colleges should also include Weekly Student Contact Hours (WSCH) and WSCH per headcount student.

♦ A discussion of the extent to which, in quantitative terms, the proposed campus will increase systemwide or district capacity and help meet statewide and regional enrollment demand.

♦ Graduate and professional student enrollment projections shall be prepared by the system office proposing the new institution. In preparing these projections, the specific methodology and/or ra-
tionale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees must be provided.

- For a new University of California campus, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new university campus must be demonstrated.

- For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated.

- For a new community college campus, enrollment projected for the district proposing the college should exceed the planned enrollment capacity of existing district colleges and centers. Compelling regional or local need must be demonstrated if the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or centers.

### 3.3 Alternatives

- Proposals for new institutions should address at least the following:

1. the impact of not establishing a new campus;
2. the possibility of establishing an educational center instead of a university or college campus;
3. the expansion of existing institutions within the region;
4. the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months;
5. the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions;
6. the use of nontraditional instructional delivery modes such as television, computerized instruction, instruction over the Internet, and other "distributed education" modes and techniques; and
7. financing the institution through private fund raising or donations of land or facilities.
♦ A cost-benefit analysis of alternative sites, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites. Overall, the proposal must demonstrate substantial analytical integrity with regard to the site selection process.

♦ Where a four-year system, or a community college district, already owns - or will have received as a donation - the site on which a new institution is proposed to be located, and has not considered other sites, a strong justification for "sole-sourcing" the site in question must be included. Options to be discussed should include the sale of a donated site, with the resulting revenue used to purchase a better site, or an alternative delivery system such as a collaboration with another public or private institution or organization.

3.4 Academic Planning and Program Justification

♦ The proposal must include a preliminary description of the proposed academic degree programs, along with a description of the proposed academic organizational structure. This description must demonstrate conformity with the Commission's academic program review guidelines and with such State goals as access, quality, intersegmental cooperation, and the diversification of students, faculty, administration, and staff.

♦ The Needs Study must show evidence of a process leading to full institutional accreditation by the Western Association of Schools and Colleges (WASC) and provide an estimated timeline for attaining accreditation by WASC within a reasonable period of time following the opening of the campus.

3.5 Student Services and Outreach

The proposal for the new institution must include a description of the student services planned for the new campus including student financial aid, advising, counseling, testing, tutoring, educational opportunity programs, compliance with the Americans with Disabilities Act, and outreach services to historically underrepresented groups and how these programs will be sustained over time.

3.6 Support and Capital Outlay Budget Projections

♦ The proposal must include a 10-year capital outlay projection that includes the total Assigned Square Feet (ASF) anticipated to be
required for each year of the projection period, with estimates of the average cost per ASF.

- The proposal must include a five-year projection of anticipated support costs including administration, academic programs (including occupational/vocational as appropriate), academic support, and other standard expense elements.

### 3.7 Geographic and Physical Accessibility

- The proposal must include a plan for student, faculty, and staff transportation to the proposed campus and compliance with the Americans with Disabilities Act. Reasonable commuting times must be demonstrated.

- Plans for student and faculty housing, including projections of needed on-campus residential facilities should be included if appropriate.

### 3.8 Effects on Other Institutions

- The proposal must provide evidence that other systems, institutions, and the community in which the new institution is to be located were consulted during the planning process, especially at the time that alternatives to expansion were explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

- The proposal must identify the potential impact of the new facility on existing and projected enrollments in neighboring institutions of its own and other systems.

- The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new community college, or in adjacent districts, to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

### 3.9 Environmental Impact

The proposal must show evidence that the system or district is engaged in a process leading to an Environmental Impact Report (EIR), pursuant to Section 21080.09 of the Public Resources Code. The proposal must include a discussion of any potentially significant environmental effects of the proposed campus. The proposal must include
a discussion of the seismic and safety conditions of the site and the site-specific and cumulative impacts of full build-out of the proposed campus. Upon request, the system governing board shall provide the Postsecondary Education Commission with detailed sections of the Draft or Final EIR.

3.10 Economic Efficiency

The Commission encourages economic efficiency and gives priority to new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied. A similar priority shall be given to collaborative efforts in underserved regional areas of the State as determined by the Commission.

The Commission Executive Director shall certify to the system chief executive officer, in writing and within 60 days, that it is complete, or that it requires further input, elaboration, or adjustment. If it is incomplete, the Commission Executive Director shall indicate the specific deficiencies involved. When the Commission Executive Director has certified that all necessary materials for the Needs Study have been received, the Commission has 12 months to take final action to approve or disapprove the new institution.

Once the Commission has taken action on the proposal, its Executive Director will notify the system executive officer, appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.
The Conversion of an Educational Center to a University or Community College Campus

Educational centers generally offer a limited complement of academic programs that serve the needs of a community. Many student services, such as outreach efforts, disability support services, counseling, etc., are not fully supported. At lower enrollment levels, there are usually too few students to generate enough demand for these services. As enrollment levels increase, however, demand for support services and expanded academic programs also increase. The conversion of an educational center to a university or community college campus usually occurs at a point in time in which there is sufficient demand to justify the expansion of educational and support services, and enrollments are adequate to support the costs of a freestanding administration.

The process for each public higher education system to convert an educational center to a university or community college campus is as follows:

1. Preliminary Notice

At such time as a public higher education system, including a community college district, begins a planning process to establish a new community college or university campus, the governing board of the system or district shall forward to the Commission a Preliminary Notice of the planning activities. This Preliminary Notice shall indicate:

- The general location of the proposed new institution,
- The type of institution under consideration and the estimated timeframe for its development,
- The estimated enrollment of the institution at its opening and within five years of operation,
- A tentative five-year capital outlay plan, and
- A copy of the agenda item wherein the new site is discussed by the local district (California Community College) or statewide governing board (University of California or California State University), if any.

A Preliminary Notice represents an informational process, and does not require formal consideration or approval by the Commission.
2. Letter of Intent

University of California or State University:

Not less than three years prior to the time it expects to convert an educational center to a university campus, the University of California Regents or the California State University Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a Letter of Intent.

The Letter of Intent for the conversion of an educational center to a university campus should contain the following information:

♦ A 10-year enrollment history (headcount and FTES) of the educational center, or the complete enrollment history, if the center has been in operation for less than 10 years.

♦ A preliminary 10-year enrollment projection (headcount and FTES) for the new campus (from the campus's opening date), developed by the system office. The system office may seek the advice of the Demographic Research Unit (DRU) in developing the projection, but Unit approval is not required at this stage.

♦ Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, road and highway configurations and any other features of interest.

♦ A time schedule for converting the educational center and for developing the new university campus, including preliminary dates and enrollment levels at the opening, intermediate, and final build out stages.

♦ A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation for the new university campus.

♦ The identification of neighboring public and independent institutions in the area in which the proposed university is to be located.

♦ A copy of the resolution by the Regents or the Trustees authorizing conversion of the educational center to a university campus.

The Commission Executive Director shall respond to the chief executive officer, in writing, no later than 60 days following submission of the completed Letter of Intent to the Commission.

The Commission's Executive Director will advise the system chief executive officer to move forward with site acquisition or to develop plans. The Commission Executive Director may in this process raise concerns about shortcomings or limitations in the Letter of Intent that need to be addressed in the planning process. If the Commission Executive Director is unable to approve the Letter of Intent as submitted, he or she shall indicate to the chief executive officer the specific reasons why the Letter of
Intent is incomplete prior to notifying the Department of Finance and the Office of the Legislative Analyst.

*California Community Colleges:*

Not less than two years prior to the time it expects to convert an educational center to a community college campus, a district should submit a Letter of Intent (with copies to the Commission, Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) to the Chancellor of the California Community Colleges. Upon completing its review, the Board of Governors, or the Chancellor, if so delegated by the Board, will forward its recommendation to the Postsecondary Education Commission. The Commission will act on a Letter of Intent only after it has been approved by Board of Governors or the Chancellor of the California Community Colleges.

The Letter of Intent to convert an educational center to a community college campus should contain the following information:

- A 10-year enrollment and attendance history (headcount and FTES) of the educational center, or the complete enrollment history, if the center has been in operation for less than 10 years.
- A preliminary 10-year enrollment and attendance projection (headcount and FTES) for the proposed campus (from the campus's opening date), developed by the district or the Chancellor’s Office. The Chancellor’s Office may seek the advice of the Demographic Research Unit (DRU) in developing the projection.
- Maps of the area of the proposed campus indicating population densities, topography, and road and highway configurations and any other features of interest.
- A time schedule for converting the educational center and for developing the campus, including preliminary dates and enrollment levels at the opening, intermediate, and final build out stages.
- A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation for the proposed campus.
- The identification of neighboring public and independent institutions in the area in which the proposed campus is to be located.
- A copy of the letter from the Chancellor’s Office approving the Letter of Intent.

The Commission Executive Director shall respond to the Chancellor, in writing, no later than 60 days following submission of the completed Letter of Intent to the Commission. If the plans appear to be reasonable, the Commission’s Executive Director will advise the Chancellor to move forward with site acquisition or further development plans. The Commission Executive Director may in this process raise concerns about short-
comings or limitations in the Letter of Intent that need to be addressed in
the planning process. If the Executive Director is unable to approve the Letter of Intent as submitted, he or she shall indicate to the chief executive officer the specific reasons why the Letter of Intent is incomplete.

3. Needs Study

The Needs Study provides the findings from a comprehensive needs analysis for the project. The purpose of a Needs Study is to provide evidence of the need for and location of new institutions and campuses of public higher education. A Needs Study is considered complete only when it fully addresses each of the criteria listed below.

Upon receipt of a Needs Study, the Executive Director shall certify to the systemwide chief executive officer, in writing and within 60 days, that it is complete, or that it requires additional information. If it is incomplete, the Executive Director shall indicate the specific deficiencies involved. When the Commission Executive Director has certified that all necessary materials for the Needs Study have been received, the Commission, within 12 months, will approve or disapprove the new institution.

The Commission Executive Director will notify the system executive officer, appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.

A Needs Study for the conversion of an educational center to a university or community college campus should contain the following information:

3.1 General Description and Overview

The opening section of the Needs Study must include: A general description of the proposal, a brief history of the center, a physical description of the site, and a social and demographic analysis of the surrounding area. Data describing the socioeconomic profile of the area or region should be included, with income levels and racial/ethnic categorizations provided. Inclusion of various charts, tables, or other displays is encouraged.

3.2 Enrollment Projections

♦ Enrollment projections must be sufficient to justify the establishment of the new campus. For a proposed new community college or university campus, enrollment projections for the first ten years of operation (from opening date) must be provided.

♦ The Demographic Research Unit (DRU) of the Department of Finance must approve enrollment projections. As the designated demographic agency for the State, the DRU has the statutory responsibility for preparing systemwide enrollment projections. For a proposed new institution, the DRU will approve all projections
of undergraduate enrollment developed by a system office of one of the public systems proposing the new institution. Enrollment projections developed by a local community college district must be approved by the Chancellor's Office. Upon request, the DRU shall provide the system with advice and instructions on the preparation of enrollment projections.

- Undergraduate enrollment and attendance projections for a new institution shall be presented in terms of Fall-Term headcount and Fall-Term Full-Time Equivalent Students (FTES). Enrollment projections for California Community Colleges should also include Weekly Student Contact Hours (WSCH) and WSCH per headcount student.

- A discussion of the extent to which, in quantitative terms, the proposed campus will increase systemwide or district capacity and help meet statewide and regional enrollment demand.

- The educational center's previous enrollment history, or the previous 10 year's history (whichever is less) must also be provided.

- Graduate and professional student enrollment projections shall be prepared by the system office proposing the new institution. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees must be provided.

- For a new University of California campus, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide and/or regional needs for the establishment of the new university campus must be demonstrated.

- For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated.

- For a new community college campus, enrollment projected for the district proposing the college should exceed the planned enrollment capacity of existing district colleges and centers. Compelling regional or local need must be demonstrated if the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or centers.
3.3 Alternatives

- Proposals for new institutions should address at least the following alternatives:

1. the possibility of maintaining an educational center instead of a university or college campus;

2. the expansion of existing institutions within the region;

3. the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months;

4. the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions;

5. the use of nontraditional modes of instructional delivery such as television, computerized instruction, instruction over the Internet, and other "distributed education" modes and techniques; and

6. private fund raising or donations of land or facilities for the proposed new institution.

- A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report (EIR), provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites. Overall, the system proposing the new institution must demonstrate substantial analytical integrity with regard to the site selection process.

- Where a four-year system, or a community college district, already owns - or will have received as a donation - the site on which a new institution is proposed to be located, and has not considered other sites, a strong justification for "sole-sourcing" the site in question must be included. Options to be discussed should include the sale of the site, with the resulting revenue used to purchase a better site, or an alternative delivery system such as a collaboration with another public or private institution or organization.

3.4 Academic Planning and Program Justification

- The proposal must include a preliminary description of the proposed academic degree programs, along with a description of the proposed academic organizational structure. This description must demonstrate conformity with the Commission’s academic
program review guidelines and with such State goals as access, quality, intersegmental cooperation, and the diversification of students, faculty, administration, and staff.

- The Needs Study must show evidence of a process leading to full institutional accreditation by the Western Association of Schools and Colleges (WASC) and provide an estimated timeline for attaining accreditation by WASC within a reasonable period of time following approval of the institution.

3.5 Student Services and Outreach

The proposal for the new institution must include a description of the student services planned for the new campus including student financial aid, advising, counseling, testing, tutoring, educational opportunity programs, compliance with the Americans with Disabilities Act, and outreach services to historically underrepresented groups and how these programs will be sustained over time.

3.6 Support and Capital Outlay Budget Projections

- The proposal must include a 10-year capital outlay projection that includes the total Assigned Square Feet (ASF) anticipated to be required for each year of the projection period, with estimates of the average cost per ASF.

- The proposal must include a five-year projection of anticipated support costs including administration, academic programs (including occupational/vocational as appropriate), academic support, and other standard expense elements.

3.7 Geographic and Physical Accessibility

- The proposal must include a plan for student, faculty, and staff transportation to the proposed campus and compliance with the Americans with Disabilities Act. Reasonable commuting times must be demonstrated.

- Plans for student and faculty housing, including projections of needed on-campus residential facilities should be included if appropriate.

3.8 Effects on Other Institutions

- Provide evidence that other systems, institutions, and the community in which the new institution is to be located were consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or state-
wide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

○ The conversion of an educational center to a university campus must take into consideration the impact of the expansion on existing and projected enrollments in neighboring institutions of its own and other systems.

○ The conversion of an educational center to a community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new community college, or in adjacent districts, to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

3.9 Environmental Impact

The proposal must include a copy of the Summary Draft or Final Environmental Impact Report (EIR) for the site or the project. The system board shall provide the Commission with detailed sections of the Draft or Final EIR upon request.

3.10 Economic Efficiency

The Commission encourages economic efficiency and gives priority to new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied. A similar priority shall be given to new campuses that engage in collaborative efforts with other segments to expand educational access in underserved regions of the State as determined by the Commission.
University or Community College Educational Centers

The process for each public higher education system to establish a new educational center, as defined in the definitions section of the guidelines, is as follows:

1. Preliminary Notice

At such time as a public higher education system, including a community college district, begins a planning process to establish a new educational center, a new community college, or a new university campus, or to convert an educational center to a community college or university campus, the governing board of the system or district shall forward to the Commission a Preliminary Notice of the planning event. This notice shall indicate only the general location of the proposed new institution, the type of institution under consideration, the estimated enrollment size of the institution at its opening and within five years of operation, and a copy of the agenda item discussed by the local district or system governing board, if any. A Preliminary Notice shall represent only an informational process, and will not require formal consideration or approval by the Commission.

2. Letter of Intent

*University of California and the California State University*

Not less than two years prior to the time it expects the first capital outlay appropriation for the new educational center, the University of California Regents or the California State University Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a Letter of Intent.

A Letter of Intent to establish a new educational center should contain the following information:

- A preliminary five-year enrollment and attendance projection (headcount and FTES) for the new educational center (from the center's opening date), developed by the system office, including itemization of all upper-division and graduate enrollments. The system office may seek the advice of the Demographic Research
Unit (DRU) in developing the projection, but Unit approval is not
required at this stage.

- When converting an off-campus operational center to an educa-
tional center, the enrollment history of the off-campus operation.
- The geographic location of the new educational center in terms as
  specific as possible. A brief description of each site under consid-
eration should be included.
- Maps of the area in which the proposed educational center is to be
  located, indicating population densities, topography, road and
  highway configurations and any other features of interest.
- A time schedule for development of the new educational center,
  including preliminary dates and enrollment levels at the opening,
  intermediate, and final build out stages.
- A tentative five-year capital outlay budget starting on the date of
  the first capital outlay appropriation.
- A copy of the resolution by the Regents or the Trustees authoriz-
ing the new educational center.
- The identification of neighboring public and independent institu-
tions in the area in which the proposed university campus is to be
  located.

The Commission Executive Director shall respond to the chief executive
officer, in writing, no later than 60 days following submission of the
completed Letter of Intent to the Commission. If the plans appear to be
reasonable, the Commission’s Executive Director will advise the system
chief executive officer to move forward with site acquisition or further
development plans. The Commission Executive Director may in this
process raise concerns about shortcomings or limitations in the Letter of
Intent that need to be addressed in the planning process.

If the Commission Executive Director is unable to approve the Letter of
Intent as submitted, he or she shall, within 30 days, indicate to the chief
executive officer the specific reasons why the Letter of Intent is incom-
plete.

California Community Colleges

Not less than two years prior to the time it expects to convert an off-
campus to a community college center, a district should submit a Letter of
Intent (with copies to the Commission, Department of Finance, the
Demographic Research Unit, and the Office of the Legislative Analyst) to
the Chancellor of the California Community Colleges. Upon completing
its review, the Board of Governors, or the Chancellor, if so delegated by
the Board, will forward its recommendation to the Commission, with cop-
ies to the Department of Finance and the Legislative Analyst.
A Letter of Intent to establish a new community college educational center should contain the following information:

- A preliminary five-year enrollment projection and attendance (headcount and FTES) for the new educational center (from the center's opening date), developed by the district and/or the Chancellor's Office. The Chancellor's Office may seek the advice of the Demographic Research Unit (DRU) in developing the projection, but DRU approval is not required at this stage.

- When converting an off-campus operational center to an educational center, the enrollment history of the off-campus operation.

- The location of the new educational center in terms as specific as possible. A brief description of each site under consideration should be included.

- Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, road and highway configurations and any other features of interest.

- A copy of the district's most recent five-year capital construction plan.

- A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, intermediate, and final build out stages.

- A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation.

- A copy of the resolution by the district governing board authorizing the new educational center.

- The identification of neighboring public and independent institutions in the area in which the proposed campus is to be located.

The Commission Executive Director shall respond to the chief executive officer, in writing, no later than 60 days following submission of the completed Letter of Intent to the Commission. If the plans appear to be reasonable, the Commission's Executive Director will advise the system chief executive officer to move forward with site acquisition or further development plans. The Executive Director may in this process raise concerns about shortcomings or limitations in the Letter of Intent that need to be addressed in the planning process. If the Executive Director is unable to approve the Letter of Intent as submitted, he or she shall, within 30 days, indicate to the chief executive officer the specific reasons why the Letter of Intent is incomplete. The Executive Director of the Commission will act on a Letter of Intent only after it has been approved by Board of Governors or the Chancellor of the California Community Colleges.
3. Needs Study

The Needs Study provides the findings from a comprehensive needs analysis for the project. The purpose of a Needs Study is to provide evidence of the need for and location of new institutions and campuses of public higher education. A Needs Study is considered complete only when it fully addresses each of the criteria listed below.

3.1 General description and overview

The opening section of the Needs Study must include: A general description of the proposal, a physical description of the site, and a social and demographic analysis of the surrounding area. Data describing the socioeconomic profile of the area or region should be included, with income levels and racial/ethnic categorizations provided. Inclusion of various descriptive charts, tables, or other displays is encouraged.

3.2 Enrollment projections

♦ Enrollment projections must be sufficient to justify the establishment of the educational center. For a proposed new community college or university campus, enrollment projections for the first ten years of operation (from opening date) must be provided.

♦ The Demographic Research Unit (DRU) of the Department of Finance must approve enrollment projections. As the designated demographic agency for the State, the DRU has the statutory responsibility for preparing systemwide enrollment projections. For a proposed new institution, the DRU will approve all projections of undergraduate enrollment developed by a system office of one of the public systems proposing the new institution. Enrollment projections developed by a local community college district must be approved by the Chancellor's Office. Upon request, the DRU shall provide the system with advice and instructions on the preparation of enrollment projections.

♦ Undergraduate enrollment projections and attendance for a new institution shall be presented in terms of Fall-Term headcount and Fall-Term Full-Time Equivalent Students (FTES). Enrollment projections for California Community Colleges should also include Weekly Student Contact Hours (WSCH) and WSCH per headcount student.

♦ Graduate and professional student enrollment projections shall be prepared by the system office proposing the new institution. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and de-
mand for graduate education, and the need for new graduate and professional degrees must be provided.

- For a new University of California center, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide and/or regional needs for the establishment of the new educational center must be demonstrated.

- For a new California State University center, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs for the center must be demonstrated.

- For a new community college center, enrollment projected for the district proposing the college should exceed the planned enrollment capacity of existing district colleges and centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or centers, compelling regional or local need must be demonstrated.

3.3 Alternatives

- Proposals for new institutions should address at least the following alternatives:

(1) the expansion of existing institutions within the region;

(2) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months;

(3) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions;

(4) the use of nontraditional modes of instructional delivery such as television, computerized instruction, instruction over the Internet, and other "distributed education" modes and techniques; and

(5) private fund raising or donations of land or facilities for the proposed new institution.

- A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environ-
mental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites. Overall, the system proposing the new institution must demonstrate substantial analytical integrity with regard to the site selection process.

- Where a four-year system, or a community college district, already owns or will have received as a donation - the site on which a new institution is proposed to be located, and has not considered other sites, a strong justification for "sole-sourcing" the site in question must be included. Options to be discussed should include the sale of the site, with the resulting revenue used to purchase a better site, or an alternative delivery system such as a collaboration with another public or private institution or organization.

3.4 Academic Planning and Program Justification

- For University educational centers, a preliminary description of the proposed academic degree programs must be included, along with a description of the center's proposed academic organization. The description must demonstrate conformity with such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff.

- For a community college educational center, a preliminary description of the proposed academic degree and/or certificate programs must be included, together with a list of all course offerings, whether or not they are part of a degree or certificate track. A description of the center's academic/occupational organization must be included. These descriptions must demonstrate conformity with such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff.

3.5 Student Services and Outreach

The proposal for the new institution must include a description of the student services planned for the new campus including student financial aid, advising, counseling, testing, tutoring, educational opportunity programs, compliance with the Americans with Disabilities Act, and outreach services to historically underrepresented groups.

3.6 Support and Capital Outlay Budget Projections

- Proposals for educational centers must include a five-year capital outlay projection that includes the total Assigned Square Feet
(ASF) anticipated to be required for each year of the projection period, with estimates of the average cost per ASF.

- The proposal must include a five-year projection of anticipated support costs including administration, academic programs (including occupational/vocational as appropriate), academic support, and other standard expense elements. The number of Personnel Years (PY) should be indicated.

3.7 Geographic and Physical Accessibility

- The proposal must include a plan for student, faculty, and staff transportation to the proposed campus and compliance with the American Disability Act. Reasonable commuting times must be demonstrated.

- Plans for student and faculty housing, including projections of needed on-campus residential facilities should be included if appropriate.

3.8 Effects on Other Institutions

- Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

- The establishment of a new university center must take into consideration the impact of a new facility on existing and projected enrollments at neighboring institutions of its own and other systems.

- The establishment of a new community college educational center must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new community college, or in adjacent districts, to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

3.9 Environmental Impact

The proposal must include a copy of the Summary Draft or Final Environmental Impact Report (EIR) for the site or the project. The system governing board shall provide the Commission with detailed sections of the Draft or Final EIR upon request.
3.10 Economic Efficiency

The Commission encourages economic efficiency and gives priority to new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied. A similar priority shall be given to a new proposed center that engages in collaborative efforts with other segments to expand educational access in underserved regions of the State as determined by the Commission.

Upon receipt of a Needs Study, the Commission Executive Director shall certify to the system chief executive officer, in writing and within 60 days, that it is complete, or that it requires additional information. If it is incomplete, the Executive Director shall indicate the specific deficiencies involved. When the Executive Director has certified that all necessary materials for the Needs Study have been received, the Commission, within 6 months, will approve or disapprove the new institution.

Once the Commission has taken action on the proposal, its Executive Director will notify the systemwide executive officer, appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.
Joint-Use Educational Centers

Preamble

Demographic changes, economic conditions, educational reforms, and progress in preparing students for postsecondary education are all factors that are converging to produce substantial increases in demand for higher education in California. Between 1998 and 2010, this demand—generally referred to as "Tidal Wave II"—is estimated to result in an increase of more than 714,000 students seeking enrollment at all levels of public higher education. The Commission, in its recent report, Providing for Progress: California Higher Education Enrollment Demand and Resources in the 21st Century (CPEC 00-1), estimated that California would need to spend $1.5 billion annually over the next 10 to 12 years for the existing physical plant and enrollment growth.

The Commission recognizes that this spending plan is a challenge, particularly in an era of state budget reductions. The explosive growth in demand for higher education and limited budgets are straining California's system of public higher education. These pressures present an opportunity for the State's higher education segments to encourage and implement cooperative, intersegmental approaches to providing access to higher education.

Joint-use educational centers are a viable policy alternative for accommodating enrollment growth with limited resources. As far back as 1990, the Commission, in its long-range planning report - Higher Education at the Crossroads: Planning for the Twenty-First Century (CPEC 90-1)—strongly encouraged the development of collaborative, joint-use facilities in meeting the educational needs of California's diverse populations.

The educational needs of students should serve as the overall goal in establishing joint-use centers. The Commission therefore supports the following goals:

- **Promote a seamless system of higher education services:** Sharing facilities between two or more segments could substantially ease the flow of students from one segment to another, potentially increasing transfer rates.

- **Expand access to higher education in underserved or fast-growth regions of the state:** Joint-use educational centers increase opportunities for a university education to be available to place-bound students who are often from historically underrepresented socioeconomic groups. With this principle in mind, the Commission acknowledges that existing State-supported community college off-campus centers provide a significant opportunity for collaborative
ventures with public and independent universities to expand university programs throughout California.

- **Improve regional economic development opportunities:** The Commission recognizes the nexus between access to a university education and a region’s economic development. Joint-use educational centers can advance this linkage.

- **Encourage capital outlay cost savings to participating segments:** By encouraging the pooling of capital outlay resources between two or more education segments, joint-use educational centers can contain State capital outlay costs. These potential cost savings will stretch scarce state capital outlay funds.

- **Advance the efficient utilization of physical facilities:** Joint-use facilities have the potential to achieve higher levels of utilization than single purpose facilities. A jointly used classroom can yield utilization efficiencies by providing access throughout the day to both full-time and part-time students.

- **Expand the variety of academic programs offered in a single location:** Joint-use educational centers that include community colleges and universities increase the depth and breadth of the academic programs offered in a single location. This benefits both the educational needs of the students and the labor market needs of regional economies.

**Joint-use Educational Centers Subject to Review by the Commission:**

Joint-use Educational centers subject to the review and approval of the Commission are those that:

1. Meet the definitional requirements of a joint-use center specified on page 6 and 7 of the guidelines; and

2. Advance one or more goals articulated in the Preamble; and

3. Have the support of the participating systems.

**1. Preliminary Notice**

A Preliminary Notice must be submitted at such time as a public higher education segment, including a community college district, engages with another education institution to establish a joint-use center. The governing board of the system or district or the president, chancellor, or district superintendent participating in the collaborative shall forward the Preliminary Notice to the Commission, with copies to the Office of the Legislative Analyst and Department of Finance.
This notice shall:

- Identify the participating educational institutions;

- Indicate the general location of the proposed collaborative facility;

- Provide the actual and estimated enrollment size of the collaborative facility over the next five years of operation;

- Provide the estimated total state capital outlay funds required for the development of the collaborative facility; and

- Include a copy of the agenda item discussed by the local district or statewide governing board, if any, with action taken by the governing body.

A Preliminary Notice shall represent only an informational process, and will not require formal consideration or approval by the Commission.

The Commission Executive Director shall respond to the chief executive officers, in writing, following the submission of the Preliminary Notice. If the preliminary plan appears reasonable, the Commission’s Executive Director shall advise the chief executive officers of the systems and institutions to move forward with development plans and the submission of a formal proposal. If the Commission Executive Director is unable to approve the Preliminary Notice as submitted, he or she shall indicate to the chief executive officers the specific reasons why the Preliminary Notice is incomplete.

2. Letter of Intent

Not less than two years prior to the time the first capital outlay appropriation would be needed for the proposed joint-use educational centers, the appropriate governing boards should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a Letter of Intent. Proposals for joint-use educational centers involving one or more California community colleges must also be submitted to the California Community College Chancellor’s Office for review.

A Letter of Intent to seek approval for joint-use should contain the following information:

- A brief overview of the need for and goals of the proposed joint-use educational center, including a description of the nature of the collaboration between the educational segments involved in the partnership.
• An enrollment history and a preliminary five-year enrollment projection (headcount and FTES) for the proposed joint-use educational center (from the projected opening date), developed by the systemwide central office, including an itemization of all lower-division, upper-division and graduate enrollments. The systemwide central office may seek the advice of the Demographic Research Unit (DRU) in developing the projection, but DRU approval is not required at this stage.

• The geographic location of the proposed joint-use educational center in terms as specific as possible.

• A brief description of each alternative site under consideration, if appropriate.

• Maps of the area in which the proposed joint-use educational center is located or is to be located, indicating population densities, topography, and road and highway configurations and access.

• A time schedule for the development of the new joint-use educational centers, including preliminary dates and enrollment levels at the early, intermediate, and final build out stages.

• A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation.

• A copy of resolutions by the appropriate governing boards authorizing the proposed institution.

The Commission Executive Director shall respond to the chief executive officers, in writing, no later than 60 days following submission of the completed Letter of Intent to the Commission. If the plans appear to be reasonable, the Commission's Executive Director will advise the systemwide chief executive officers to move forward with site acquisition, if appropriate, or further development plans. The Executive Director may in this process raise concerns about shortcomings or limitations in the Letter of Intent that need to be addressed in the planning process.

If the Commission Executive Director is unable to approve the Letter of Intent as submitted, he or she shall, within 30 days, indicate to the chief executive officer the specific reasons why the Letter of Intent is incomplete prior to notifying the Department of Finance and the Legislative Analyst.

3. Joint-use Educational Center Proposal

A Proposal for the establishment of a joint use educational center should contain the following information:
3.1 General description and overview

This section should include: a general description of the collaborative, a physical description of the site, and a social and demographic analysis of the surrounding area. Data describing the socioeconomic profile of the area or region should be included, with income levels and racial/ethnic categorizations provided. Inclusion of charts, tables, or other displays is encouraged.

3.2 Enrollment projections

- Enrollment projections must be sufficient to justify the establishment of the joint-use educational center. Enrollment projections for the first ten years of operation (from opening date) must be provided. A description of the methodologies used in the allocation of Full-Time Equivalent Students (FTES) between the participating systems must be included.

- The Demographic Research Unit (DRU) of the Department of Finance must approve the enrollment projections. As the designated demographic agency for the State, the DRU has the statutory responsibility for preparing systemwide enrollment projections. Upon request, the DRU shall provide the system with advice and instructions on the preparation of enrollment projections.

- Undergraduate enrollment projections for the proposed institution shall be presented in terms of Fall-Term headcount and Fall-Term Full-Time Equivalent Students (FTES). Enrollment projections for California Community Colleges should also include Weekly Student Contact Hours (WSCH) and WSCH per headcount student.

- Graduate and professional student enrollment projections shall be prepared by the systemwide central office proposing the new institution. The system wide central office participating in the joint use center shall prepare graduate and professional student enrollment projections. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees must be provided.

- Enrollments projected for the proposed joint-use center should exceed the planned enrollment capacity of the participating public institutions participating in the collaboration. If the enrollment projection does not exceed the planned enrollment capacity for the parent institutions, compelling regional needs for the proposed institution must be demonstrated.
• For a new community college joint-use center, enrollments projected for the district proposing the joint use center should exceed the planned enrollment capacity of existing district colleges and centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or centers, compelling regional or local need must be demonstrated.

3.3 Alternatives

• Proposals for new joint-use educational centers should address at least the following alternatives:

(1) The feasibility of establishing an educational center instead of a joint-use educational center;

(2) The expansion of existing institutions within the region;

(3) The increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months;

(4) The use of nontraditional modes of instructional delivery such as television, computerized instruction, instruction over the Internet, and other distributed education modes and techniques; and

(5) Private fund raising or donations of land or facilities for the proposed new institution.

• A cost-benefit analysis of alternatives, including a consideration of alternative sites for the joint-use, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report (EIR), provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites. Overall, the system proposing the joint use center must demonstrate substantial analytical integrity with regard to the site selection process.

• Where a four-year system, or a community college district, already owns - or will have received as a donation - the site on which a new joint-use is proposed to be located, and has not considered other sites, a strong justification for "sole-sourcing" the site in question must be included. Options to be discussed should include the sale of the site, with the resulting revenue used to purchase a better site, or an alternative delivery system such as a collaboration with another public or private institution or organization.
3.4 Academic Planning and Program Justification

- A description of the proposed academic degree programs must be included, along with a description of the joint-use educational center's proposed academic organization and the nature of the articulation, including administrative relationships, between the participating postsecondary education institutions. The description must demonstrate congruence with the Commission's academic program review guidelines and with such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff.

- If the academic plan includes the offering of certificate programs, provide a preliminary description of such programs, together with a list of all course offerings, whether or not they are part of a degree or certificate track. A description of the center's academic/occupational organization must be included. These descriptions must demonstrate conformity with such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff.

3.5 Student Services and Outreach

A description of the student services planned for the new joint-use educational center including student financial aid, advising, counseling, testing, tutoring, educational opportunity programs, compliance with the Americans with Disabilities Act, and outreach services to historically underrepresented groups.

3.6 Support and Capital Outlay Budget Projections

- Provide a five-year capital outlay projection that includes the total Assigned Square Feet (ASF) anticipated to be required for each year of the projection period, with estimates of the average cost per ASF.

- Include a five-year projection of anticipated support costs including administration, academic programs (including occupational/vocational as appropriate), academic support, and other standard expense elements. The number of Personnel Years (PY) should be indicated.

- Provide a statement of agreement between the institutions concerning which institution will submit the capital request if an independent state fund source is not defined.

3.7 Geographic and Physical Accessibility
The proposal must include a plan for student, faculty, and staff transportation to the proposed campus or existing site. Reasonable commuting times must be demonstrated. Plans for student and faculty housing, including projections of needed on-campus residential facilities should be included if appropriate.

3.8 Effects on Other Institutions

- Other systems, institutions, and the community in which the joint-use educational center is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals. The establishment of a joint-use center must take into consideration the impact of a new facility on existing and projected enrollments at neighboring institutions of its own and other systems.

- The establishment of a new community college joint-use educational center must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new community college, or in adjacent districts, to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

3.9 Environmental Impact

The proposal must include a copy of the Summary Draft or Final Environmental Impact Report (EIR) for the site or the project. The statewide governing board shall provide the Commission with detailed sections of the Draft or Final EIR upon request.

3.10 Economic Efficiency

Since it is in the best interests of the State to The Commission encourages maximum economy of operation, priority shall be given to proposals for new joint-use centers institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are borne by the State, assuming all other criteria listed above are satisfied.
3.11 Collaborative Arrangements

The intersegmental nature of joint-use educational centers requires that each segment clearly articulate the respective responsibilities of each participating segment, including but not limited to:

1. The participating institution, state agency, or other entity that will own the joint-use facility and, if appropriate, which participating system(s) will lease the facilities;

2. The participating public system of higher education that will exercise operational control and responsibility of the facilities, including such responsibilities as building and grounds maintenance;

3. The financial arrangements between the participating segments for the development and operation of the joint-use facility. Arrangements describing the establishment and collection of student fees must be discussed.

4. The nature of curricular cooperation and faculty responsibilities between the participating institutions; and

5. The nature of cooperative arrangements to provide academic support services and student services to all students attending the proposed collaborative facility.

4. Proposal Review

The Executive Director of the Commission shall respond to the chief executive officers of the segments and institutions (with copies to the Office of the Legislative Analyst and Department of Finance), in writing and within 60 days, and shall comment on the reasonableness of the proposal. The Executive Director may, in this process, raise concerns about the limitations of the proposal and request additional information. When the Commission Executive Director certifies that all necessary materials for the proposal are complete, the Commission will have six months to take final action.

5. Commission Notification

After the Commission takes final action on the proposal, its Executive Director will notify the chief executive officers of the participating institutions and segments, appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.
APPENDIX D

REVISED CHANCELLOR’S OFFICE LONG RANGE ENROLLMENT AND WSCF FORECAST
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Appendix D

Revised Chancellor's Office Long Range Enrollment and WSCH Forecast
APPENDIX E

SANTA CLARITA FIVE-YEAR CONSTRUCTION PLAN
Appendix E
Five-Year Construction Plan

BECAUSE OF ITS BULK THE FIVE-YEAR CONSTRUCTION PLAN IS BOUND SEPARATELY
APPENDIX F

BOARD OF TRUSTEES RESOLUTION AUTHORIZING NEW EDUCATION CENTER
Appendix F
Santa Clarita Board of Trustees Resolution
Authorizing New Education Center

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

SPECIAL MEETING

TUESDAY JULY 24, 2001

MINUTES

The Special Meeting of the Board of Trustees of the Santa Clarita Community College District was called to order at 4:00 p.m. on Tuesday, July 24, 2001, by Board President Michele Jenkins, in the Private Dining Room of the Student Center, College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, California 91355.

Members Present:
Mr. Bruce D. Fortine
Mr. Ronald E. Gillis
Mrs. Joani W. MacGregor
Mrs. Michele Jenkins
Mr. Ernest L. Tichenor
Mr. Kyle Baron, Student Trustee

Others Present:
Dr. Dianne G. Van Hook, Superintendent-President
Mr. Dennis Chuning, Assistant Superintendent,
Vice President Administrative Services
Dr. Phil Hartley, Assistant Superintendent,
Vice President Instruction & Student Services
Ms. Anita Morris, Dean, Human Resources
Ms. Lynne Mayer, Classified Coordinating Council

Audience Members:
Ms. Bonnie Moss, Tramutola
Ms. Dawn Vincent, Stone & Youngberg, LLC
Ms. Amy Raisin, The Daily News
Ms. Palti Rasmussen, The Signal
Ms. Rita Garasi, Co-Chair, Citizens for College of the Canyons
Ms. Sue Bozeman, Director, Public Information Office
Mr. John McEiulain, Assistant Director, Public Information Office
Mr. John Green, Public Information Office
Ms. Shariene Coleal, Director, Fiscal Services

President Jenkins declared a quorum and called the meeting to order.

At the request of President Jenkins, Mr. Baron led the flag salute.

The Board moved approval of the Agenda for the meeting.

Motion: MacGregor Second: Tichenor Record of Board Vote: 5-0
Student Trustee: aye

QUORUM ESTABLISHED (1.1)

FLAG SALUTE (1.2)

APPROVAL OF AGENDA (1.3)
The Board moved Approval of Resolution 2001/02-03: Resolution of the Board of Trustees of the Santa Clarita Community College District Ordering an election to authorize the issuance of college bonds, establishing specifications of the election order, and requesting consolidation with other elections occurring on November 6, 2001.

Motion: MacGregor  Second: Fortune  Record of Board Vote: 5-0  Student Trustee: aye

Ms. Rita Garasi congratulated the Board of Trustees on passing the above item and had no doubt in her mind that this is the correct step. The committee she represents is chaired by John Hoskins and is represented by various members of the community, businesses, and the education system. She reaffirmed that this community recognizes the leadership and contributions College of the Canyons has made over the years and noted what a distinction that is. She stated that this community is poised to vote 'yes' on this measure because the College has such a broad base of involvement from seniors to businesses and even high school students. The College and the decisions made here effect the economy, education, and the future of this valley. She asserted that College of the Canyons is a key institution and our leadership is stable. She continued by saying there is considerable support for this bond measure in the community and the package the staff of the college has put together spells "success" for reaching this goal in November.

President Jenkins announced the next meeting of the Santa Clarita Community College District Board of Trustees would be held on Wednesday; August 8, 2001 in the Private Dining Room.

There being no further business, the meeting was adjourned at 4:30 p.m.

Bruce D. Fortine, Clerk
Board of Trustees
Santa Clarita Community College District

Dianne G. Van Hook
Superintendent-President &
Secretary to the Governing Board

Entered in the proceedings of the District August 8, 2001
SANTA CLARITA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

SPECIAL MEETING

TUESDAY JULY 24, 2001

MINUTES

The Special Meeting of the Board of Trustees of the Santa Clarita Community College District was called to order at 4:00 p.m. on Tuesday, July 24, 2001, by Board President Michele Jenkins, in the Private Dining Room of the Student Center, College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, California 91355.

Members Present: Mr. Bruce D. Fortine
Mr. Ronald E. Gillis
Mrs. Joan W. MacGregor
Mrs. Michele Jenkins
Mr. Ernest L. Tichenor
Mr. Kyle Baron, Student Trustee

Others Present: Dr. Dianne G. Van Hook, Superintendent-President
Mr. Dennis Chunling, Assistant Superintendent,
Vice President Administrative Services
Dr. Phil Hartley, Assistant Superintendent,
Vice President Instruction & Student Services
Ms. Anita Morris, Dean, Human Resources
Ms. Lynne Mayer, Classified Coordinating Council

Audience Members: Ms. Bonnie Moss, Tramutola
Ms. Dawn Vincent, Stone & Youngberg, LLC
Ms. Amy Raisin, The Daily News
Ms. Patti Rasmussen, The Signal
Ms. Rita Garasi, Co-Chair, Citizens for College of the Canyons
Ms. Sue Bozman, Director, Public Information Office
Mr. John McElwain, Assistant Director, Public Information Office
Mr. John Green, Public Information Office
Ms. Sharlene Coleal, Director, Fiscal Services

President Jenkins declared a quorum and called the meeting to order.

At the request of President Jenkins, Mr. Baron led the flag salute.

The Board moved approval of the Agenda for the meeting.

Motion: MacGregor Second: Tichenor  Record of Board Vote: 5-0
Student Trustee: aye
BOARD OF TRUSTEES
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

RESOLUTION OF THE BOARD OF TRUSTEES OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT ORDERING AN ELECTION TO AUTHORIZE THE ISSUANCE OF COLLEGE BONDS, ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS OCCURRING ON NOVEMBER 6, 2001

RESOLUTION NO. 2001/02-03

WHEREAS, in the judgment of the Board of Trustees (the "Board") of the Santa Clarita Community College District (the "District"), it is advisable to call an election to submit to the electors of the District the question whether bonds of the District shall be issued and sold for the purpose of raising money for the acquisition and improvement of real property and the furnishing and equipping of college facilities of the District; and

WHEREAS, as a result of the approval of Proposition 39 on November 7, 2000, Article XIII A Section 1 paragraph (b) of the California Constitution ("Article XIII A") provides an exception to the limit on ad valorem property taxes on real property for bonded indebtedness incurred by a community college district approved by 55% of the voters of the district voting on the proposition; and

WHEREAS, the Board is specifically authorized, upon approval by a two-thirds vote of the Board, to pursue the authorization and issuance of bonds by a 55% vote of the electorate on the question whether bonds of the District shall be issued and sold for specified purposes, pursuant to Education Code Section 15264 et seq. (the "Act"); and

WHEREAS, pursuant to Section 10403 et seq. of the California Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, November 6, 2001, and to request the Los Angeles County Registrar of Voters to perform certain election services for the District;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. Call for Election. The Board hereby orders an election and submits to the electors of the District the question of whether general obligation bonds of the District shall be issued and sold in the maximum principal amount of $32,110,000 for the purpose of raising money to finance college facilities and property of the District, and paying costs incident thereto, as set forth more fully in the ballot proposition approved pursuant to Section 3. This Resolution constitutes the order of the District to call such election.

Section 2. Election Date. The date of the election shall be November 6, 2001, and the election shall be held solely within the boundaries of the District.
Section 3. Purpose of Election; Ballot Proposition. The purpose of the election shall be for the voters in the District to vote on a proposition, a full copy of which is attached hereto and marked Appendix A, containing the question of whether the District shall issue the Bonds for the purposes stated therein, together with the accountability requirements of Article XIII A and the requirements of Section 15272 of the Act. As required by Elections Code Section 13247, the abbreviated form of the measure to appear on the ballot is attached hereto and marked as Appendix B. The Superintendent/President or her designee is hereby authorized and directed to make any changes to the text of the proposition as required to conform to any requirements of Article XIII A, the Act or the Los Angeles County Registrar of Voters.

Section 4. Authority for Election. The authority for ordering the election is contained in Section 15264 et seq. of the Education Code and Section 1 paragraph (b) subsection (3) of Article XIII A. The authority for the specification of this election order is contained in Section 5322 of the Education Code.

Section 5. College Facilities Projects. As required by Article XIII A, the Board hereby certifies that it has evaluated safety, class size and information technology needs in developing the list of college facilities projects set forth on Appendix A.

Section 6. Covenants of the Board upon Approval of the Bonds by the Electorate. As required by Article XIII A and Section 15278 of the Act, in the event 55% of the voters in the District approve of the Bonds, the Board shall:

1. conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific college facilities projects listed in Appendix A;

2. conduct an annual, independent financial audit of the proceeds from the sale of the Bonds until all of those proceeds have been expended for the college facilities projects listed in Appendix A; and

3. establish and appoint members to an independent citizens' oversight committee in accordance with Sections 15278, 15280 and 15282 of the Act.

Section 7. Delivery of this Resolution. The Clerk of the Board is hereby directed to send a copy of this Resolution to the Los Angeles County Superintendent of Colleges, the Los Angeles County Registrar of Voters (the "County Registrar") and the Los Angeles County Clerk of the Board of Supervisors.

Section 8. Consolidation of Election. The County Registrar and the Los Angeles County Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on November 6, 2001, within the District.
Section 9. Ballot Arguments; Tax Rate Statement. Any and all members of this Board are hereby authorized to act as an author of any ballot argument prepared in connection with the election, including a rebuttal argument. The President of the Board, the Superintendent/President, the Assistant Superintendent/Vice President, Administrative Services, or any designee of the foregoing, are hereby authorized to execute any Tax Rate Statement or other document and to perform all acts necessary to place the bond measure on the ballot.

Section 10. Effective Date. This resolution shall take effect on and after its adoption.

*********

I hereby certify that the foregoing Resolution was passed and adopted by the Board of Trustees of the Santa Clarita Community College District at a special meeting thereof duly held on July 24, 2001, by a majority vote of all of its members.

Adopted by the following votes:

AYES: 5

NOES: 0

ABSENT: 0

[Handwritten signatures]

Michele R. Guntner
President of the Board

[Handwritten signature]

Clerk of the Board
APPENDIX G

BOARD OF TRUSTEES RESOLUTION
AUTHORIZING RETENTION OF CONSULTANT
Appendix G
Santa Clarita Board of Trustees Resolution
Authorizing the Retention of a Consultant to Assist in the Application process

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BACKGROUND / ANALYSIS:
The district has been diligently planning for the expansion of our facilities and laying the groundwork to do so for several years.

- The need for a center in the eastern portion of our service area was first forecast in a Chancellor's Office study by MGT in 1991.
- In 1999-2000, as the district undertook the development of an Educational Master Plan for the year 2010, enrollment data and projections were completed.
- During that process, projections revealed that:
  - The number of COC students is projected to reach 20,000 by 2010.
  - The geographical area surveyed in the eastern portion of our service area is expected to increase 68 percent between 2001 and 2020.
  - The participation rate (the number of students per 1000 adults) for the Canyon Country area is 1.5 times that of the district-wide average participation rate.
  - By 2015, the only regions projected to have more students than Canyon Country are Saugus (Canyon Country adjacent and closer to the current campus) and Stevenson Ranch (adjacent to the current campus).
- In January of 2000, a presentation was made to the Board of Trustees at its business meeting. This presentation described the facility development process and outlined the steps involved in securing approval for a new educational center.
- Our desire and intent to serve the eastern portion of our Valley is why funds were included in Measure C.
- In July of 2001, the Board of Trustees passed a resolution to place Measure “C” on the November 6th ballot. The acquisition of a Canyon Country site on which to build an educational center in the eastern part of our service area was included as a project that could be funded by Measure “C.”

In November 2001, voters passed Measure “C” with 68.07 percent. Now, we need to move forward to obtain approval to acquire that site and enhance access to education in our community.

(continued on page 2)

FISCAL IMPLICATIONS:
Not to exceed $30,000, including expenses.

RECOMMENDATIONS:
Approve the proposal for Allan Petersen and Associates Educational and Facilities Planning

Submitted by:
Dianne Van Hook

Recommended by:

Approval for submission to Board of Trustees:
Dianne G. Van Hook, Ed. D.
Superintendent-President

Appendix G 5.3 Page 1