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Commission Review of a Proposal by the Chaffey Community College District to Establish an Educational Center in the City of Chino

The Commission concurs with the California Community College Board of Governors that an educational center should be established in Chino. The Commission specifically concludes that:

- *Enrollments from the Chino Valley will almost triple over the next 12 years;*
- *Capacity at the existing outreach center in downtown Chino cannot accommodate the anticipated enrollment demand; and that*
- *The proposed educational offerings address the area's educational needs.*

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The Commission advises the Governor and Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the state's educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission is available at www.cpec.ca.gov.

Recommendation

In this report, the Commission considers the request by the Board of Governors of the California Community Colleges (BOG) and the Chaffey Community College District (CCCD) to establish an Educational Center in the City of Chino.

The need for this educational center dates back to 1991 when the BOG adopted the community college system's Long Range Capital Outlay Plan. Noting robust enrollment growth through 2010, the BOG calls for the establishment of two educational centers to serve the eastern and southwestern portions of the district. By 2000, the district's available physical capacity significantly diminished as enrollment growth hit record levels. Enrollment demand was especially robust in the growing communities of Fontana and Chino Valley.

Chaffey responded to the emerging enrollment demand in these communities by converting its Fontana outreach center to a state-approved educational center and opening in 2000 a small outreach center in an abandoned bank building in downtown Chino. Growth from the booming cities of Chino and Chino Hills is quickly filling the center to capacity. With no available space to expand into adjacent buildings, the existing site cannot accommodate the continued enrollment growth expected over the next 15 years. The district secured a more suitable site on a 100-acre parcel of land donated by the State of California located one and one-half miles from the existing outreach center.

The Commission's overall conclusion is that the proposal from the Chaffey CCD to establish a state-

approved educational center has met the Commission's Guidelines for new colleges, universities, and educational centers and that it should be approved as an official state-approved educational center.

This overall conclusion is supported by the following specific conclusions as they relate to the criteria in the *Guidelines*.

1. General Description and Overview

The district's Needs Study contained sufficient information to satisfy this criterion. The data submitted included both general and detailed maps of the District, information on transportation corridors, demographics, and the location of nearby educational institutions.

2. Enrollment Projections

The enrollment projections submitted by Chaffey and approved by the Demographic Research Unit of the Department of Finance complies with the Commission's required enrollment threshold of 500 FTES for new educational centers. The Center, at its opening scheduled for 2006, will serve 589 full-time-equivalent students (FTES). The available data also suggest that the Chino Valley, like most communities throughout the Inland Empire region, is experiencing rapid growth which is likely to produce considerably greater enrollments at the Chino campus in future years.

3. Alternatives

The District fully considered all required alternatives, including the options of expanding by increasing the utilization of existing space. With instructional services offered throughout the year in day, evening, and weekend sessions, the district is operating the outreach center at optimum efficiency levels. Further, the availability of suitable space adjacent to the outreach center appears to be scarce. Much of downtown Chino is fully developed and the expansion of the outreach center only adds to downtown traffic congestion.

Other alternatives available to the district include the use of distance education and the redirection of students to nearby campuses. According to district planners, the availability of instructional space at neighboring colleges is diminishing given the expected enrollment growth throughout the Inland Empire.

Distance education appears to be used extensively at Chaffey Community College. In Fall 2004, the district offered 74 course sections in a variety of disciplines. However, Chaffey notes that the need for direct faculty-student interaction, the diversity of learning styles, and the variation in student academic preparation limit the use of distance education.

4. Academic Planning and Program Justification

Few, if any, proposals for educational centers have demonstrated the thoroughness in developing an academic plan as the one advanced by Chaffey. This proposal identifies the course and program offerings and discusses the labor market demand for each program along with the required personnel, facilities, and equipment resources needed in the short and long term.

The initial instructional offerings will cover more than 36 disciplines in business, physical sciences, arts and humanities, and social and behavioral sciences. All but two majors will require the completion of some course work at the parent campus or other district facilities -- a common occurrence for educational centers that, by definition, function as support units to their parent campus. Correctional Sciences and Fashion Merchandising will be the only two programs offered completely on site.

In general, the educational offerings are well planned, address the educational needs of the area's diverse communities, and appear to meet the labor market needs of the local economy.

5. Student Services and Outreach

The needs study adequately responded to this criterion with a student support services plan that is comprehensive, detailed in its description of the extent and type of support services proposed, and responsive to the needs of its students.

Support service programs available on site at the center's opening include academic counseling and assessment, college orientation, course registration, and financial aid advisement. Consistent with goals of providing equal access to higher education, support services for the disabled will be available on-site through the Disability Programs and Services program. Likewise, historically underrepresented students will be served on-site through the Extended Opportunity Programs and Services (EOPS).

The Commission, however, urges the district to carefully monitor the demand for EOPS to ensure eligible students are adequately served. Under the proposed support services staffing plan for Chino, Chaffey assigns a part-time EOPS faculty position at the center's opening. Five years later, this position would be converted to full-time. Actual demand for EOPS could exceed district estimates since a large portion of the center's students is likely to come from low-income, underrepresented student populations.

6. Support and Capital Outlay Projections

The Chaffey CCD submitted the required Five-Year Capital Construction Plan. It provides the necessary information to identify the capital outlay projects proposed, their estimated costs, and completion schedule. The first phase of development provides 53,000 assignable square feet of available space and will be completed in Fall 2006. Local Measure L funds will finance the \$43.0 million for first phase development; future phases will rely on available state capital outlay funds.

In addition, the district prepared operational cost estimates for the proposed center through 2015/16. Despite the availability of this information, a complete assessment of the center's proposed budget plan is not possible at this writing. Neither short-term nor long-term revenue estimates or identification of revenues sources is available at this time. The present financial health of the district, however, appears robust. It annually maintains a reserve of 7% of its total annual budget appropriation. In addition, a review of the district's general fund balances shows a surplus of \$2.7 million for fiscal year 2001/02. In the following fiscal year, the surplus is estimated to be \$1.6 million.

7. Geographic and Physical Accessibility

The proposed site is centrally located to major freeways and principal surface streets. Highway 60 serves communities situated east and west of the site while Highway 71 connects communities lying to the north and south. This central location makes the center attractive since commute times from the two principal service areas, Chino and Chino Hills, are less than 15 minutes. The Commission believes that this criterion has been completely satisfied.

8. Effects on Other Institutions

The projected growth for the Inland Empire region will likely constrain physical capacity at most nearby institutions, making it unlikely that the proposed center will negatively impact enrollments. Letters of support have been received from neighboring institutions, and there is no opposition to the proposed center. The Commission believes the district completed this criterion to the maximum extent possible.

9. Environmental Impact

The proposal included a copy of the Initial Environmental Impact Report (IEIR) completed in June 2002. According to district planners, the IEIR revealed minor environmental concerns that will be fully mitigated.

10. Economic Efficiency

This proposal illustrates a number of cost-savings initiatives. The District received 100 acres of donated land from the State of California, thus relieving the district of the financial burden of site acquisition costs potentially totaling several million dollars. In addition, Phase 1 of development of the proposed center will be entirely financed with Measure L local bond monies, representing a cost savings to the State of \$43.0 million.

Background to the Proposal

Statutory and Administrative Requirements

Sections 66902(2a) and 66903(5) of the *Education Code* provide 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.”

Pursuant to this legislation, the Commission in 1975 developed a series of guidelines and procedures for the review of new campus and off-campus center proposals. The guidelines were then revised in 1978, 1982, 1990, 1992, and most recently in April 2002 under the title of *Guidelines: The Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers* (CPEC: 1975, 1978, 1982, 1990, 1992, and 2002). As most recently revised, these guidelines require a three-stage process of notification and application for approval (Appendix A). The first stage consists of a “Preliminary Notice,” consisting of a district’s or system’s indication that it is considering a new facility, or the conversion of an existing one. If plans continue for a new campus, the district then submits a “Letter of Intent to Expand” (LOI) to both the Board of Governors of the California Community Colleges (BOG) and the Commission. The LOI includes preliminary information on enrollment projections, a statement of intentions, maps showing proposed sites, a resolution of the local governing board authorizing preliminary plans for a new facility, and other related items. In response, both agencies must review the letter and respond within 60 days. If those reviews are favorable, the district proceeds with development of a Needs Study, which contains detailed information on enrollments, alternatives, student outreach, accessibility, and other matters. Within 60 days of receipt of the Needs Study, the Commission’s Executive Director must certify that the documentation is complete or incomplete. Once that certification is complete, the Commission must act on the proposal, provided it has been approved first by the Board of Governors.

Origins of the Proposal

According to district planners, the available instructional capacity provided by the temporary Chino outreach center is insufficient to accommodate future growth anticipated in the southwestern section of the district. Known as the Chino Valley, this portion of the district includes the fast growing cities of Chino and Chino Hills. For the period 1990 to 2000, the population for these two cities surged by approximately 53%. By the end of this period, Chino Valley’s population exceeded 133,000. Although not as robust, population projections for the next the 15 years indicate a 22% increase, bringing the total to approximately 162,000 residents by 2020.

Planning for the associated enrollment growth anticipated in the Chino Valley dates back to 1991. In adopting the community college’s Long-Range Capital Outlay Plan, the Board of Governors (BOG) called for the establishment of two educational centers to accommodate future growth from the fast growing eastern and Chino Valley portions of the district. The enrollment growth forecast in the 1991 Capital Outlay Plan quickly materialized. By the late 1990s the Chaffey College operated near capacity and commute times to this campus worsened as outlying suburbs developed. In an effort to provide ad-

ditional capacity in Chino Valley, in the year 2000 the district established a temporary educational outreach center in an abandoned bank building in downtown Chino.

A few years after its opening, the temporary Chino center quickly reached capacity and the district initiated formal plans for securing a larger, permanent site by submitting a Letter of Intent (LOI) to both the Commission and Community College Chancellor's Office. Both agencies approved the LOI, advising the district to proceed with the preparation of the Needs Study. At the same time, the district began examining several sites suitable for a state-approved permanent educational center. A 100-acre parcel located one and one-half miles south of the existing Chino outreach center on surplus Department of Corrections land emerged as the preferable site. This site is part of a phased master-planned community located on approximately 717 acres that would include over 2,000 housing units, retail and commercial space, an elementary school, and a neighborhood park.

After securing approval from the State to take possession of the 100-acre site, the district submitted to both the Commission and Chancellor's Office a revised LOI identifying the preferred site for the proposed educational center. Previously, the initial LOI made references to several sites near the existing outreach center, but failed to identify a single specific site. Both agencies concurred with the district's recommended site and approved the revised LOI, allowing the district to prepare the Needs Study. The BOG at their July 2004 meeting voted unanimously to establish the proposed Chino Educational Center.

Analysis of the Proposal

The *Guidelines* include ten criteria under which all proposals for official educational center status must qualify. These criteria are intended to be somewhat flexible in their application, since no two proposals are ever identical, and since almost all seem to involve unique circumstances that require some departure from a rigid interpretation of the criteria. The primary objective is not to provide an inflexible analysis of each criterion, but to consider each proposal as a totality, since virtually every one reviewed by the Commission will invariably exhibit both strengths and weaknesses. Ultimately, the Commission seeks to render a judgment on an educational center's viability as measured by enrollments, advisability in view of alternatives, accessibility at a reasonable level, and ability to provide needed services to a population of potential students that has identifiable needs.

General Description and Overview

A physical description of the site, and a social and demographic analysis of the surrounding area must be provided. Data describing the socioeconomic profile of the area or region should be included, with income levels and racial/ethnic categorizations provided.

Established in 1960, The Chaffey Community College District is located 35 miles east of Los Angeles in western San Bernardino County. It serves the growing and ethnically diverse communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga, and Upland through its parent campus in Rancho Cucamonga -- Chaffey College-- and a network of off-campus facilities located throughout the district. The eastern side of the district is served by the Fontana Center while the southern portion is served by small outreach centers in Ontario and Chino operated in leased facilities. The district also operates an Information Technology Center (ITC) in downtown Chino. The ITC provides specialized instructional services in the information technology field through contract education, internships, and its Cisco Academy.

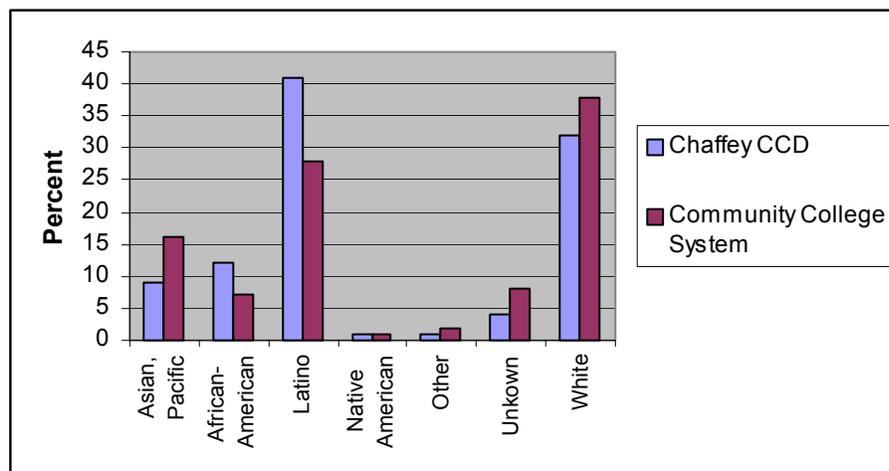
Like other community college districts in Southern California's Inland Empire Region, Chaffey has experienced tremendous growth over the last two decades, principally from families seeking affordable

housing in newly developed communities close to job centers in the greater Los Angeles basin. The once rural, sparsely populated Chaffey district now boasts a population of over 675,000.

This continued growth has drastically increased enrollments at Chaffey CCD. Fall 1993 District-wide actual enrollments totaled 14,970. Within a ten-year period, actual enrollments increased by 23.2% to 18,438. The rate of growth is expected to be much more robust over the coming years when district enrollments are expected to jump by 48% to 27,368 in Fall 2012. In comparison, average enrollments systemwide are projected to increase by only 26% to 2.0 million for the same period.

Chaffey’s student body largely reflects the rich ethnic diversity of Chino Valley and is much more diverse than the community college system as a whole. Collectively, Latinos, African Americans, and Asian and Filipino Americans account for 63% of all fall 2003 enrollments. As a group, Latinos represent the largest single ethnic group. They represent 41% of district enrollments, a level much higher than their 28% share of community college system enrollments for the same period. Similarly, the share of African Americans is much larger at Chaffey than the system-wide level. District wide, they account for 12%, but system-wide represent only 7% of all enrollments. The share of Native Americans and Whites generally reflect the same portions observed system wide. Display 1 shows Fall 2003 Enrollment Distribution by Ethnicity for Chaffey CCD and California Community College System.

Display 1: Fall 2003 Enrollment Distribution by Ethnicity for Chaffey CCD and California Community College System



Source: California Community Colleges Chancellor’s Office.

Enrollment Projections

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.

This criterion contains several important provisions, and includes by reference the requirement that a proposed educational center must maintain an enrollment of 500 Fall term full-time-equivalent students (FTES). In addition, there must be a ten-year projection developed by the Department of Finance’s Demographic Research Unit (DRU) that demonstrates the center’s viability. For community college educational centers, enrollment projections should be presented in terms of Weekly Student Contact Hours (WSCH), headcount enrollment, and FTES.

The enrollment projections prepared by the district and approved by the DRU show robust enrollments through 2015. In projecting enrollments for the proposed center, the district examined adult population estimates for the Chino Valley prepared by the Southern California Associations of Governments and college participation rates for the major communities served by the district. The participation rates are compiled from a zip code analysis of actual district enrollments.

Enrollments for the proposed Chino Educational Center are expected to exceed the required 500 FTES enrollment threshold by Academic Year (AY) 2003/04. By the AY 2015/16, FTES enrollments at the center are likely to grow more than threefold to 1,899, representing an estimated annual compounded rate of growth of 10% for the period 2003 through 2016. This level of growth far exceeds the district's modest 2.7% rate for the same 13-year period. Display 2 shows the adult population, headcount and FTES enrollments for the Chino Center.

The moderate increases in FTES enrollments observed in 2005-06 and 2006-07 coincide with the opening of the Chino Center. The added physical capacity allows the district to expand its educational offerings in Chino Valley. With more course offerings to choose from, FTES enrollments will expand at a much higher rate than both headcount enrollments and adult population. The expected increases in both headcount enrollments and FTES over the next decade support the viability of the proposed center.

<i>DISPLAY 2: Chino Educational Center Adult Population, Headcount, and FTES Enrollments, 2003-2016</i>			
Year	Service Area Adult Population	Center Headcount Enrollment	Center FTES Enrollment
2003-04	98,471	2,225	541
2004-05	99,322	2,246	547
2005-06	100,173	2,326	589
2006-07	101,023	3,412	910
2007-08	101,874	3,892	1,064
2008-09	102,724	5,004	1,368
2009-10	103,485	5,786	1,582
2010-11	104,145	6,536	1,787
2015-16	111,043	6,946	1,899
Change			
Numeric	12,572	4,721	1,358
Percentage	12.8%	212.2%	251%
Compounded Annual Change	1.0%	10.0%	11.0%
Source: Chaffey Community College District, Chino Educational Center Needs Study, November 2003.			

Alternatives

This criterion calls for the consideration of several specific alternatives other than the establishment of the educational center including the expansion and/or increased utilization of existing district institutions, and the use of nontraditional modes of instructional delivery.

The district has reasonably considered alternatives to the proposed educational center. According to district planners, the existing Chino outreach center is operating at capacity. Instructional services are already offered throughout the year during the day and in evenings and weekends. Likewise, expanding

the existing site into adjacent buildings is not a viable alternative given the scarcity of suitable space for a large educational center in Chino's immediate downtown area.

Another alternative is to redirect growth to nearby existing campuses. However, the supply of instructional space both at Chaffey and neighboring districts is quickly diminishing as enrollment demand through the growing Inland Empire continues on a steep upward expansion. District planners also note that even if additional instructional space was available at neighboring facilities, traffic congestion on area freeways and principal streets leads to unreasonable commute times.

The district's use of distance education appears to be a more promising alternative for accommodating enrollment growth. Guided by its 1995 Educational Master Plan that called for a strategic investment in information technology systems, the district equipped its facilities with a state-of-the-art fiber optic network that facilitates the delivery of distance education. With the information technology infrastructure in place, the district achieved impressive gains in its distance education offerings. In fall 2004, the district offered 74 course sections covering a broad range of disciplines, including business, computer information science, economics, English, history, mathematics, and psychology. The district's distance education program also includes "hybrid" course offerings where students meet on campus on designated days and times and receive online instruction. Hybrid offerings, however, are not as extensive as those available on-line.

Although the use of distance education expands the college's capacity to provide instructional services, district planners argue that this alternative supplements, but does not effectively replace, the need for the traditional brick-and-mortar delivery mode. They note that the need for direct faculty-student interaction and the diversity of learning styles and student preparation limits the use of technology mediated delivery services. The district further asserts that the traditional classroom mode is more suitable for Chino students since a large portion are first generation college students that benefit from intensive student-support services.

Academic Planning and Program Justification

This criterion requires a description of the proposed academic programs along with a description of the new educational center's proposed academic organizational structure. These proposed programs 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.

Few, if any, proposals for educational centers previously reviewed have demonstrated the thoroughness in developing an academic plan as the one advanced by Chaffey. Like most facilities proposals, the district identifies the courses and programs proposed for the educational center. This proposal, however, expands this section with a discussion on the need for each proposed program along with the required personnel, facilities, and equipment resources needed in the short and long term.

Like most off-campus centers, the educational offerings at the opening phase of the proposed educational centers tend to be limited. Off-campus facilities generally draw upon the offerings available at the parent campus in order for students to satisfy the course work necessary for a full degree or certificate. The educational plan for the Chino Center follows this model. The initial instructional offerings will cover more than 36 disciplines in business, physical sciences, arts and humanities, and social and behavioral sciences. However, all but two majors require the completion of some course work at the parent campus or other district facilities.

As indicated in Display 3, the Fashion Design and Merchandising Program and Correctional Science Program will be fully offered on site at the center's opening. The Correctional Science Program is de-

signed to ease the critical shortages of trained correctional officers at nearby local and state penal institutions. This program offers certificates, associate degrees, and transfer programs to regional universities.

The Fashion Design and Merchandising Program currently offered at the main campus will be moved to Chino at its opening. This move brings the program closer to Orange County, a large apparel manufacturing center, and Los Angeles, the world’s largest manufacturer of sportswear. This program evolved out of the Home Economics offering that was replaced with an employer-based curriculum tailored to Southern California’s apparel industry and includes several areas of specialization. Among them are fashion design and fashion merchandising. Fashion merchandising prepares graduates for employment opportunities in retail management of apparel and apparel accessory merchandise; fashion design emphasizes the manufacturing of apparel by preparing students for entry level positions in design, pattern making, couture studio work, production management, and private label merchandising. This program would be housed in two large lecture rooms seating 35 students and a computer lab with state-of-the-art CAD computers.

In general, the educational plan proposed for the Chino Center will serve the needs of both the regional labor market and its local populations. The educational master plan takes into consideration the educational needs of Chino’s large undereducated population by offering multiple course sections in basic education and English-as-a-Second Language. Similarly, many of the academic majors illustrated in Display 3 match the region’s fast-growing demand occupations in such fields as nursing, early-childhood education, office clerks and managers, and production managers.

DISPLAY 3: Academic Offerings at the Chino Educational Center

Course Offerings	Opening	Mid Term (5 to 10 years)	Long Term
Business & Applied Technology			
Accounting	L (offer a limited number of courses)	FP (full program)	M (Maintain offerings relative to campus growth)
Administration of Justice	L	FP	M
Business Management & Real Estate	L	FP	M
Business & Office Technologies	L	FP	M
Computer Science	L	L	M
Hotel & Food Service Management & Dietetics	L	FP	M
Learning Advancement & Language Arts			
American Sign Language	L	L	M
English	L	M	FP
English-as-a-Second Language	L	L	L
Spanish	L	M	M
Physical, Life and Health Sciences			
Biology & Geography	L	M	FP
Chemistry	L	M	M
Earth Science Geology	L	FP	M
Health Sciences	L	FP	M

Mathematics	L	FP	M
Nursing (certified nursing assistant & home health aide)	L	FP	M
Pharmacy Technician	L	FP	M
Physics	L	FP	M
Social & Behavioral Sciences			
Anthropology	L	M	FP
Child Development	L	FP	M
Correctional Science	FP	M	M
Economics	L	M	FP
Education/Gateways to Teaching	L	M	M
Gerontology	L	FP	M
History	L	FP	M
Philosophy	L	FP	M
Political Science	L	FP	M
Psychology	L	FP	M
Social Science/Humanities	L	M	M
Sociology	L	FP	M
Visual & Performing Arts			
Art & Photography	L	M	FP
Communication Studies	L	M	FP
Fashion Design & Merchandising	FP	M	M
Fine Arts	L	L	L
Interior Design	L	L	L
Music	L	M	M
Teledramatic Arts & Technology	L	M	M

Source: Chaffey College, Chino Educational Center Needs Study, November 2003.

Student Services and Outreach

This section requires the district to describe the student services available and planned at the new educational centers. A description of outreach services to historically underrepresented groups must be included in this section.

The District offers a student support services plan that is comprehensive, detailed in its description of the extent and type of support services proposed, and responsive to the needs of its students. As noted in the background section of this review, the center expects to serve a large portion of first generation college students from diverse ethnic and socio-economic backgrounds. The district correctly recognizes that this student population would benefit from intensive support service programs and is planning a full complement of counseling, financial aid, and admissions and records services at Chino. Display 4 details the support services available on site at opening, mid term, and long term.

DISPLAY 4: Chino Educational Center Student Support Services at Opening, Mid Term and Long Term

Department	Service	Opening	Mid Term	Long Term
Admission & Records	Applications-Walk In	FS	FS	FS
	Applications-Online	FS	FS	FS
	Registrations-Credit	FS	FS	FS
	Registrations-Non-credit	FS	FS	FS
	Veteran Services	L	L	L
	Enrollment & Degree Verification	FS	FS	FS
	Name Changes	FS	FS	FS
	Residency Determination	FS	FS	FS
	Community Services Registration	FS	FS	FS
	Photo ID Services	FS	FS	FS
Counseling	Counseling	FS	FS/M	FS/M
	Assessment	FS	FS/M	FS/M
	Orientation	FS	FS/M	FS/M
	Transfer/Career Center	L	L/M	L/M
Disability Programs Services	Counseling	L	FS	M
	DPS Eligibility Assessment	L	FS	M
	Adoptive Matriculation Assessment	L	FS	M
	Test Proctoring	L	FS	M
	Tutoring	L	FS	M
Extended Opportunity Programs & Services	Counseling	L	L	M
	Priority Registration	L	L	M
Financial Aid	Assistance with Aid Packages	FS	FS	FS
	Fee Waivers	FS	FS	FS
	Work Study	L	L	M
Student Employment	Student Personnel	L	L	L
	Job Referrals	L	L	L
	Recruiting	L	L	L

FS= Full Service
L= Limited Services
M= Maintain Services Relative to Campus Growth

Source: Chaffey Community College District: Chino Educational Center Needs Study, November 2003.

Additional on site support services for underrepresented students will be available through the Extended Opportunity Programs and Services (EOPS). The EOPS program expands the center’s counseling services by offering financial assistance with books and tuition, priority registration, and academic and per-

sonal counseling to qualified students. Initially, the district plans to allocate one part-time faculty member to provide EOPS services. Additional staff will be added as enrollments increase over time.

The on-site availability of the Disability Programs and Services (DPS) also complements the district's support service offerings for the Chino Center. Consistent with the state goals of providing equal access to educational services, the district is proposing to allocate a full-time faculty position along with several part-time classified staff to ensure that disabled students have full access to all instructional services through DPS-sponsored academic counseling. Plans to serve the disabled student population at Chino also include the purchase of 20 computers with adaptive hardware and software.

Overall, the district's student support services plan for Chino contains all the necessary on-site programs to help all students complete their educational goals. Its plan complies with the state's goals of providing equal access to higher education, provides reasonable on-site staffing levels to accommodate demand for counseling and other academic advisement services, and offers a suitable complement of programs such as EOPS and DPS specifically targeting students from historically underrepresented backgrounds.

Nevertheless, the Commission urges the district to carefully monitor the demand for EOPS services to ensure eligible students are adequately served. Under the proposed staffing plan for Chino, a part-time EOPS faculty position is assigned at the center's opening. Five years later, this position would be converted to full time. Actual demand for EOPS program services for this time period could likely exceed district estimates since a large portion of the center's students are likely to come from low income, undereducated households.

Support and Capital Outlay Budget Projections

Proposals must include a five-year capital outlay projection. The proposal must also contain a five-year projection of anticipated support costs including administration, academic programs, academic support, and other standard expense elements.

According to the district's five-year capital plan submitted with the Needs Study, the Chino Center will begin offering instructional services in Fall 2006. The first of three phases of development includes a large, two-story educational building and a community center, that together, provide 53,500 total assignable square feet (ASF) to serve an estimated 2,500 students. Approximately 40% of the available ASF will be dedicated to instructional space, with the balance allocated to other uses such as offices and library services. Chaffey proposes to finance the \$43 million phase one capital outlay expenditure with local Measure L bond monies. State capital outlay funds will be requested for Phases II and III.

The Needs Study satisfied the first part of this criterion--capital outlay planning information--with empirical data and a well-reasoned discussion in support of the center's capital outlay plan. Unfortunately, a similar discussion was not extended to the proposed center's operational budget. Commission staff requested this information and the district quickly responded with a number of budget-related documents, among them operational cost estimates for the center beginning in Academic Year (AY) 2005/06 through 2015/16.

First year operating costs are expected to total \$5.6 million, assuming an enrollment level of 935 FTES. By AY 2011/12, the center's total operational costs increase to slightly more than \$9.0 million as a result of an anticipated 40% increase in FTES enrollments. The district, in preparing these estimates, relied on assumptions based on actual 2003/04 expenditures, expenditures proposed for the current budget year, and an average cost per FTE student of \$5,900 that increases by 3% per year through 2012.

Despite the availability of operational cost estimates, a complete assessment of the center's proposed budget plan is not possible at this writing. Both short-term and long-term revenue estimates and the

identification of revenues sources are not available at this time. The present financial health of the district, however, appears robust. It maintains an annual 7% reserve from its total budget appropriation. In addition, a review of the district's general fund balances shows a surplus of \$2.7 million for fiscal year 2001/02 and an estimated \$1.6 million surplus for the following year.

Geographic and Physical Accessibility

The proposal must include a plan for student, faculty, and staff transportation to the proposed campus. Reasonable commuting times must be demonstrated.

Automobile access to the proposed center should be within reasonable commute times. Maps and other graphical illustrations compiled by the district show that the proposed site is centrally located and close to major freeways and principal surface streets. Highway 60 serves communities situated east and west of the site while Highway 71 connects communities lying to the north and south. Both freeways are within short distances from the Chino Center via Central Avenue. This central location makes the center attractive since commute times from the two principal service areas, Chino and Chino Hills, are less than 15 minutes. Average commute times to the parent campus in Rancho Cucamonga vary from 20 to 25 minutes.

Omnitrans, the region's public transportation agency, also offers convenient public transportation access to the campus. Although Omintrans operates only one route with direct service to the site, district and regional planners are collaborating in the development of a public transportation plan that would expand services to the proposed center.

Effects on Other Institutions

The proposal must show evidence other institutions were consulted during the planning process. Establishment of a new community college must not reduce existing or projected enrollments in nearby campuses or adjacent districts.

The Commission is not aware of any opposition to this proposal. Letters supporting the establishment of the Chino Educational Center have been received from local civic officials and neighboring community college districts, including San Bernardino CCD, Riverside CCD, Mt. San Antonio CCD and Mt. San Jacinto CCD. Although supportive of this proposal, Mt. San Antonio College, the higher education institution closest to the proposed Chino Center, observed in a letter of support that the development of this center might impact its enrollments. However, it was concluded that a slow expansion of the center would not impact Mt. San Antonio enrollments since all public postsecondary institutions throughout the Inland Empire region are expecting a surge in new enrollments over the next ten years.

In addition, the Chaffey CCD has historically consulted with its nearby senior public and private higher education institutions in the planning and development of its educational centers. Campuses supporting the development of the Chino Center include: Azusa Pacific University; California State Polytechnic University, Pomona; the Claremont University Consortium; University of La Verne; and California State University, San Bernardino. The Commission encourages the Chaffey CCD to continue its consultations with these campuses, particularly in the area of developing course articulation agreements that promote an efficient transfer process for Chino Center students.

Environmental Impact Report

The proposal must include a copy of the Summary Draft or Final Environmental Impact Report for the site or the project.

The proposal included a copy of the Initial Environmental Impact Report (IEIR) completed in June 2002. According to district planners, the IEIR revealed minor environmental concerns that will be fully mitigated.

Economic Efficiency

The Commission encourages economic efficiency and gives priority to new institutions where the State is relieved of all or part of the financial burden.

This proposal illustrates a number of cost-savings initiatives. The district saved several million dollars in acquisition costs by receiving 100 acres of donated land from the State of California. In addition, Phase 1 of development of the proposed center will be entirely financed with Measure L local bond monies, representing a cost savings to the State of \$43.0 million.