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ABSTRACT

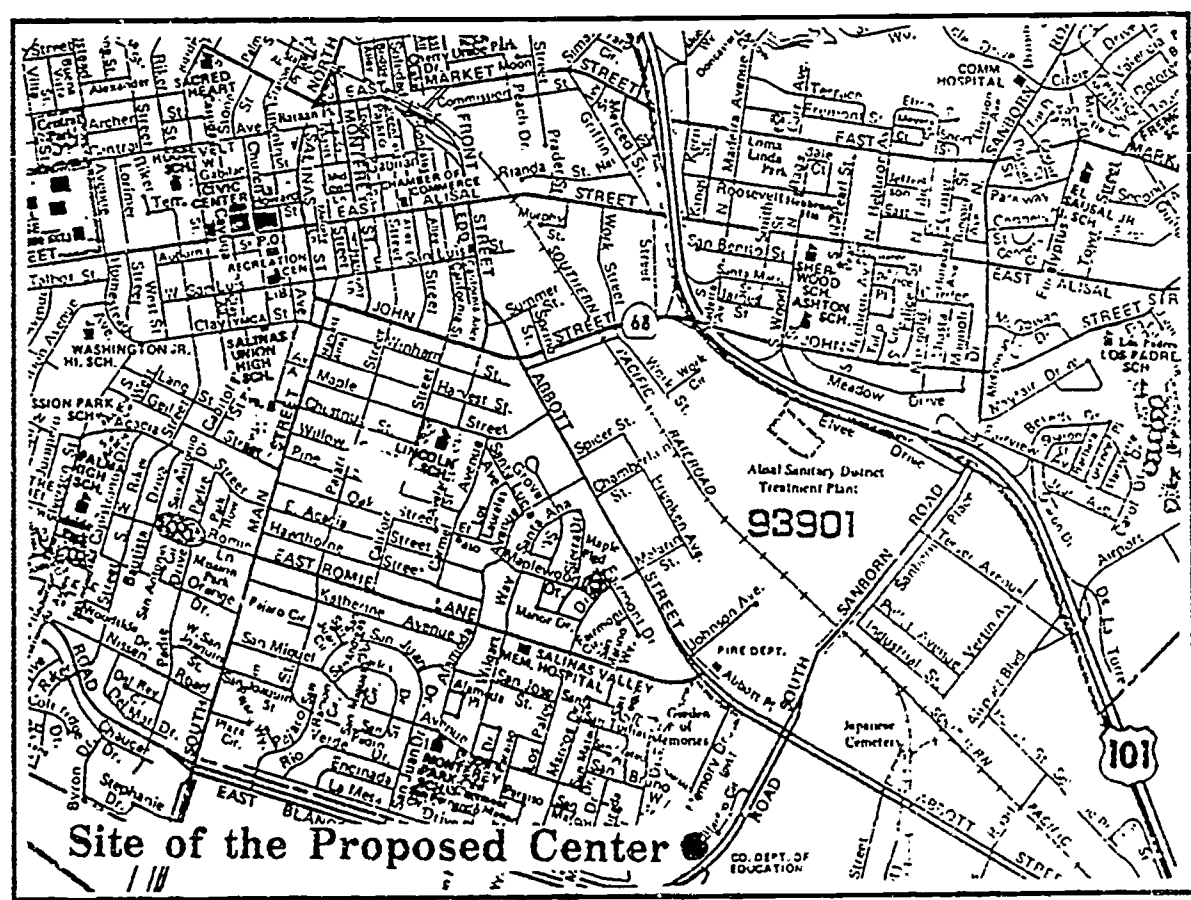
The California State Commission on Postsecondary Education recommends approval of a request by the Trustees of the California State University to establish a temporary upper-division and graduate off-campus center of San Jose State University in Salinas. Such approval of new or off-campus centers is required by California law. Following a history of the State University's activities in this area since 1975, the merits of this proposal are discussed within the context of the Commission's "Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers." The Commission's conclusions are reported regarding enrollment projections, alternatives, effects on other institutions, program design and justification, commuting time, access for the disadvantaged, and physical, social, and demographic characteristics. It recommends that the Tri-County Center of San Jose State University be eligible for state funding. Appended are: guidelines and procedures for the review of new campuses and off-campus centers; text of San Jose State University proposal for Tri-Country Center, May 1987; and related correspondence. (SM)

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# PROPOSED ESTABLISHMENT OF SAN JOSE STATE UNIVERSITY'S TRI-COUNTY CENTER IN SALINAS



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## Executive Summary

Section 66904 of the *Education Code* states the Legislature's intention not to approve State funds for new campuses or off-campus centers without the Commission's concurrence. Pursuant to that requirement, the Trustees of the California State University have submitted a proposal to establish a temporary upper-division and graduate off-campus center of San Jose State University in Salinas. In this report, the Commission responds to that request.

The proposed center has been in the development stage for several years and is currently anticipated to open next fall with a full-time-equivalent enrollment of 260, growing to 600 by Fall 1994. If funded by the Governor and the Legislature, the center will become the State University's eighth major off-campus operation.

The center is proposed to be located on currently vacant property adjacent to the Monterey County Office of Education in Salinas. The location is within one mile of two of Salinas's three major access highways and should provide excellent access to most residents of the tri-county region of Monterey, San Benito, and Santa Cruz counties. Monterey County will construct a facility of approximately 14,000 assignable square feet on this site that it will lease to the State University, and it will build additional facilities on the same site if the center grows to its projected enrollment and receives sufficient funds to operate a full program.

The first part of the report on pages 1-6 provides a history of the State University's activities in the area since 1975. Part Two on pages 7-18 discusses the merits of the proposal within the context of the Commission's *Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers*. Part Three on pages 19-21 contains seven conclusions and a recommendation that the center be approved as the eighth off-campus center within the State University system and that the Governor and Legislature consider the center eligible for State funding.

The Commission adopted this report on recommendation of its Policy Development Committee at its October 31, 1988, meeting. Additional copies may be obtained from the Library of the Commission at (916) 322-8031. Questions about the substance of the report may be directed to William L. Storey of the Commission staff at (916) 322-8018.

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# PROPOSED ESTABLISHMENT OF SAN JOSE STATE UNIVERSITY'S TRI-COUNTY CENTER IN SALINAS

*A Report to the Governor and Legislature in Response  
to a Request by the California State University  
for Funds to Create an Off-Campus Center  
to Serve Monterey, San Benito,  
and Santa Cruz Counties*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985





**COMMISSION REPORT 88-37  
PUBLISHED OCTOBER 1988**

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# Contents

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1.	Background to the Proposal	1
	History of the Proposal	1
	Contents of the Report	5
2.	Analysis of the Proposal	7
	Adequate Enrollment Projections	7
	Consideration of Alternatives	10
	Consultation with Adjacent Institutions	12
	Academic Planning and Community Support	12
	Reasonable Commuting Time	15
	Physical, Social, and Demographic Characteristics	15
	Access for the Disadvantaged	16
3.	Conclusions and Recommendation	19
	Conclusions	19
	Recommendation	20
	Appendices	23
	A. Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers	23
	B. Text of San Jose State University Proposal for Tri-County Center, May 1987	31
	C. Letter from Ralph Bigelow of the California State University to Mary Heim of the California State Department of Finance, June 10, 1988	83
	D. Letter from Ralph Bigelow of the California State University to Mary Heim of the California State Department of Finance, July 12, 1988	89

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# Displays

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1. Map of the Service Area for San Jose State University's Tri-County Center (Monterey, San Benito, and Santa Cruz Counties) 2
2. Map of Monterey County and Vicinity, Including the City of Salinas 3
3. Map of the City of Salinas, Including the Proposed Site of the Tri-County Center 4
4. Department of Finance Population Projections for the Tri-County Area 7
5. Population Growth in the Tri-County Area, 1980 to 2020, by Age Group 8
6. Total Population Growth in the Tri-County Area, 1980 to 2000 and 2000 to 2020, by Age Group 9
7. Headcount and Full-Time Equivalent Student (FTES) Enrollment Projections for the Tri-County Center as Developed by the California State University and the Population Research Unit of the Department of Finance, 1990 to 1994 10
8. Expressions of Interest in Attending the Salinas Center by the General Population and Local Community College Students, as Indicated by Survey 14
9. Combined First and Second Choices of Academic Majors by the General Population and Local Community College Students, as Indicated by Survey 14
10. Age, Sex, and Number of Collegiate Units Earned Among Students Most Likely to Attend the Salinas Center 14
11. Demographic Data for the Four Community Colleges in Monterey, San Benito, and Santa Cruz Counties, 1986-87 16



SECTION 66903(5) of the *Education Code* provides 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 provides further that:

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 nonstate-funded community college institutions, 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.

Pursuant to that legislation, the Commission developed a series of guidelines and procedures for review of campus and center proposals in 1975 and revised them in 1978 and 1982. It is under these guidelines, reproduced in Appendix A, that the Commission has evaluated the current proposal to establish an off-campus center of San Jose State University in Salinas.

At present, the State University operates six major centers:

1. The San Francisco Center of San Francisco State University (located in leased space in the San Francisco Community College District's Downtown Center);
2. The Stockton Center of California State University, Stanislaus (located in leased space on the campus of San Joaquin Delta College);
3. The Contra Costa Center (located in Pleasant Hill through a lease with the Mt. Diablo Unified School District for a major portion of the former Pleasant Hill High School);
4. The University Center in Ventura (located in a leased office building complex);
5. The Coachella Valley Center of California State University, San Bernardino (located in leased structures on the campus of the College of the Desert in Palm Desert); and
6. The San Marcos Center of San Diego State University (located in a leased office building complex).

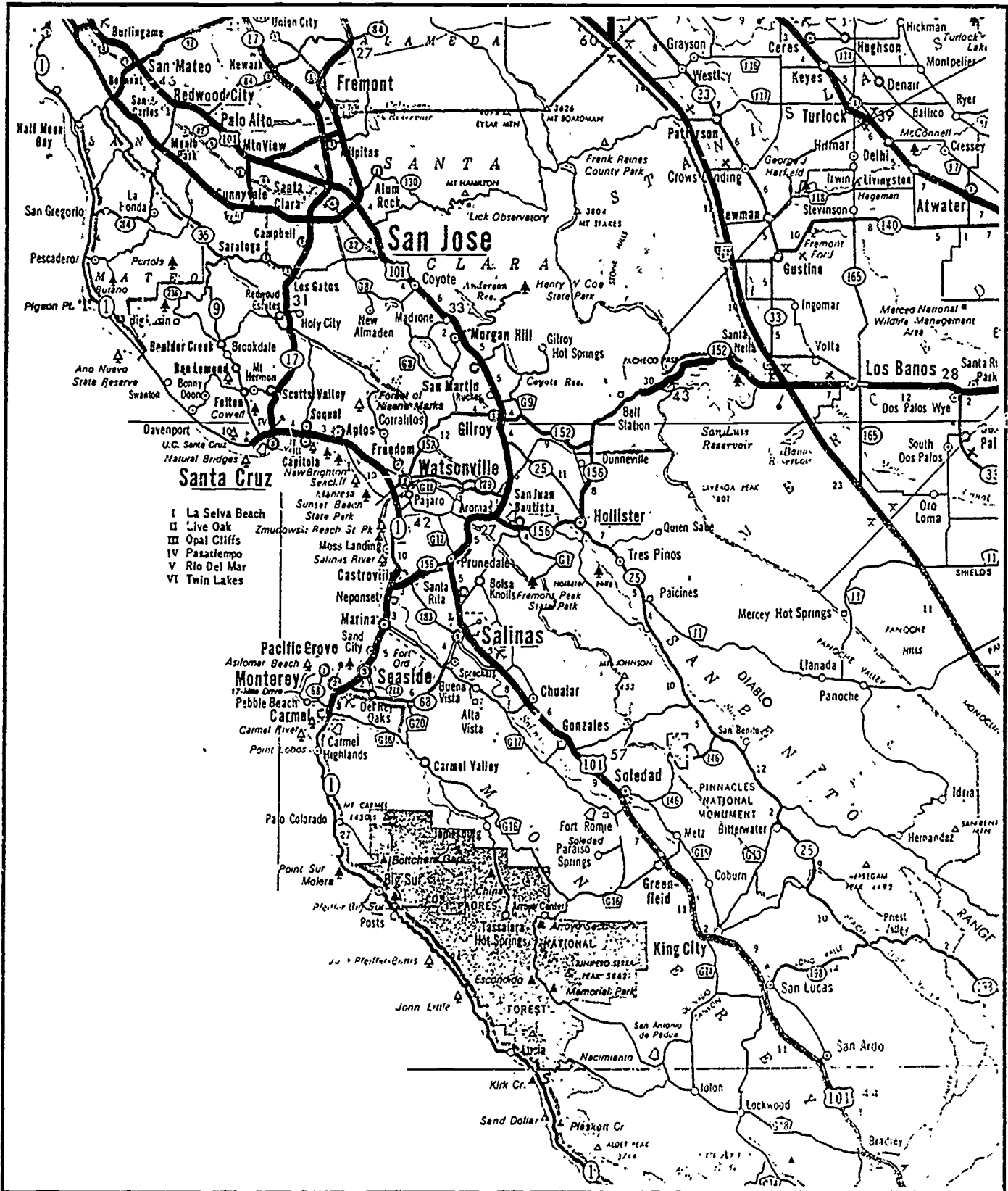
The San Marcos Center will soon be relocated to a permanent site and facilities and become the first permanent (non-leased space) off-campus center within the State University system. A seventh center on the campus of Saddleback College in Mission Viejo has been approved by the Commission and will open as soon as funding becomes available.

#### History of the proposal

For decades, the California State University has offered courses in areas of California where a campus is not readily available, and the Tri-County area of the Salinas Valley (Monterey, Santa Cruz, and San Benito Counties) follows this pattern (See Displays 1, 2, and 3 for maps of the region). Limited course offerings have been available since the mid-1950s, mostly in the form of continuing education courses desired by teachers in the region, and principally at Hartnell College in Salinas. In 1975, this role was expanded to include regular liberal arts courses offered at San Jose State University, the support for these courses provided by normal State appropriations based on a funding allocation per full-time-equivalent student (FTES). No additional support for administration was provided. At the present time, approximately 300 students are enrolled in these courses, collectively constituting about 100 full-time-equivalent students. Classes are held at North County High School in Monterey and at the four community colleges in the area (Cabrillo College in Aptos, Gavilan College in Gilroy, Hartnell College in Salinas, and Monterey Peninsula College in Monterey).

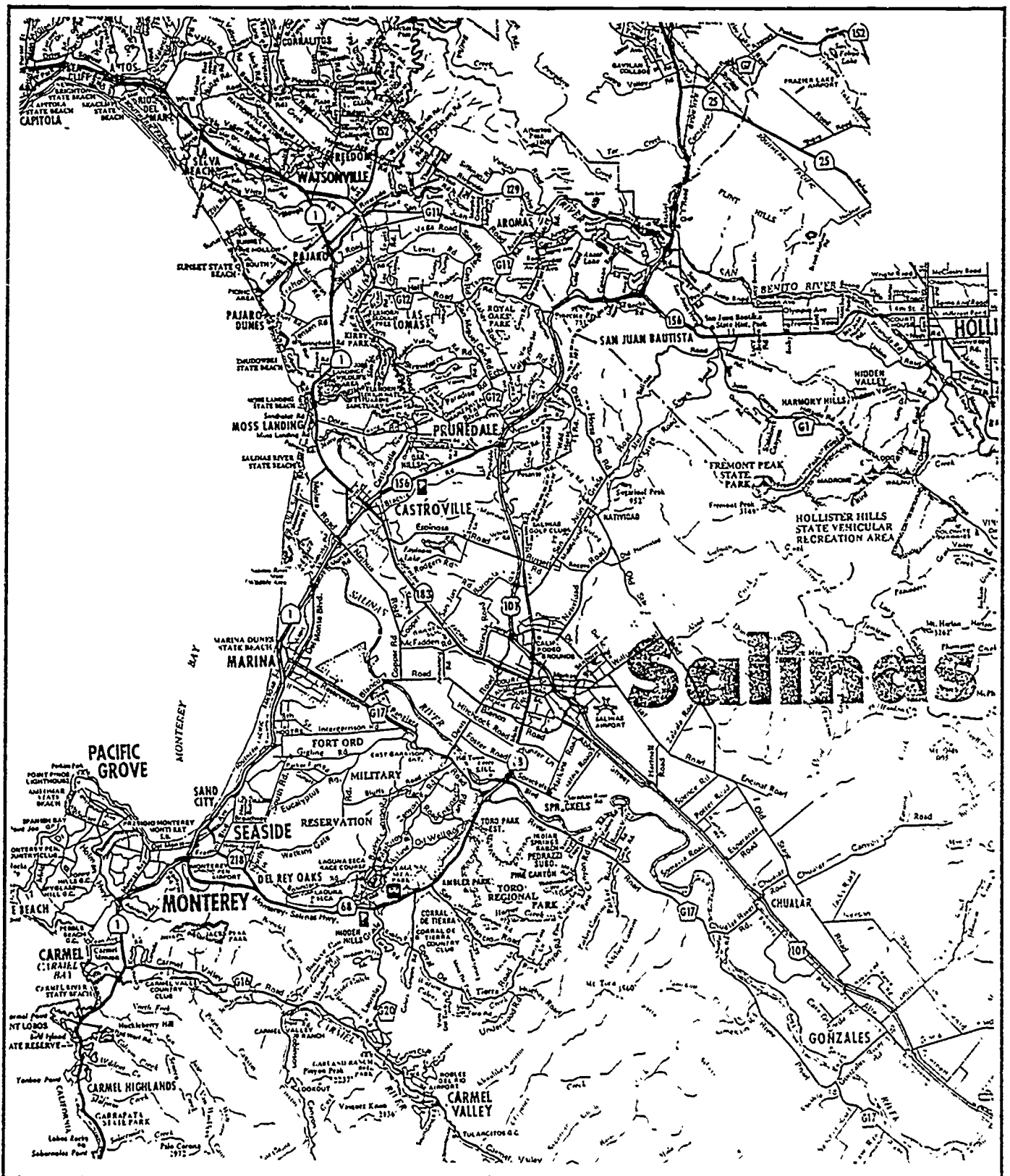


DISPLAY 1 Map of the Service Area for San Jose State University's Tri-County Center  
(Monterey, San Benito, and Santa Cruz Counties)



Source: North American Maps, San Francisco.

DISPLAY 2 Map of Monterey County and Vicinity, Including the City of Salinas



Source: Salinas Area Chamber of Commerce.

DISPLAY 3 Map of the City of Salinas, Including the Proposed Site of the Tri-County Center



Source: Salinas Area Chamber of Commerce.



In 1983, San Jose State University extended television programming to the Tri-County area through its Instructional Television Fixed Service (ITFS) system. Live courses are broadcast from San Jose State and received in special facilities reserved for the purpose at Hartnell College. The connection is interactive so that students in Salinas can speak directly to the faculty member giving the course. An additional 50 full-time-equivalent students are generated through this technology.

In the early 1980s, and noting the current and projected population growth of the region, interest in expanding the State University's presence began to increase, and initially took the form of a request, in January 1984, to San Jose State by the Salinas Chamber of Commerce to offer business courses in the area -- a request that was denied due to resource limitations.

Three months later, the Chamber formed a planning committee, later to become known as the "Tri-County Center Planning Committee," to discuss the possibility of bringing State University services to the area, an action that led the following year to a formal request to the Chancellor's Office to build a full four-year campus in Salinas. The Chancellor's Office responded by stating that it did not see the need for a full campus, but suggested that the planning committee contact San Jose State to determine the possibility of establishing a satellite center.

Local interest in expanded services coincided with a major Chancellor's Office review of the statewide needs for expanded State University centers, campuses, and outreach programs. This review was ordered by the Chancellor in 1984, and led to a January 1985 task force report (directed by Deputy Provost John M. Smart) that suggested the need for permanent centers in Contra Costa, San Diego, and Ventura Counties, as well as temporary centers in several areas, Salinas among them. Six months after that report was released, Tri-County area representatives met with San Jose State University President Gail Fullerton, who decided to support the planning efforts and subsequently sponsored a program change proposal (PCP) in the 1988-89 budget to provide the necessary funding.

In 1986, the Tri-County Center Planning Committee met on three occasions with local legislators, State University representatives, and numerous local citizens and officials for the purpose of finding a

suitable site for the center and to draft a needs study that would conform to the guidelines established by both the Chancellor's Office and the Postsecondary Education Commission. A first draft of the needs study was completed early in 1987, and on May 27, Commission staff attended a meeting in the Salinas area in which the proposal was formally presented. In September, the State University's Trustees approved a \$600,000 program change proposal to provide all necessary support for the center -- a request that was then forwarded to the Department of Finance for inclusion in the 1988-89 Governor's Budget. Displays 2 and 3 show the location of the proposed site.

Although the program change proposal was considered by the Department of Finance, it was excluded from the 1988-89 Governor's Budget, principally because of the *Education Code* provision quoted above that requires the Commission to approve any center prior to funding. The Commission's review of the proposal was delayed because the Population Research Unit had not approved an official enrollment projection, a requirement of the Commission's *Guidelines and Procedures*.

On February 23, 1988, the Population Research Unit advised the State University that "after reviewing the tri-county off-campus center enrollment projection it is apparent that some fundamental problems within the review process still exist" (Department of Finance, 1988). These problems included a number of technical considerations such as the development of appropriate participation rates, the impact of Instructional Television Fixed Service, the number of students likely to attend from outside the tri-county area, and the accuracy of several data tabulations. Over the next several months, the Chancellor's Office and the Population Research Unit exchanged data tapes and discussed assumptions and analytical procedures, ultimately agreeing on the enrollment projections discussed in the first section of Part Two of this report. That process was completed on August 8, 1988.

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### Contents of the report

In Part Two of this report, the Commission reviews the State University's proposal for the Tri-County Center (Appendix B) in light of the Commission's ten

criteria for approving new off-campus centers. Part Three contains the Commission's conclusions and recommendations.

AS noted in Part One, the Commission adopted its *Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers* in 1975 and revised them in 1979 and 1982. These guidelines include criteria that, collectively, constitute a test of any new campus's or center's overall viability for a foreseeable future that usually extends for five to ten years. The criteria include enrollment projections, a cost-benefit analysis of alternatives, consultation with other segments and adjacent institutions, program duplication, service to isolated populations, commuting patterns, and service to the disadvantaged.

In this section of the report, and within the context of the ten criteria that apply to State University proposals, the Commission discusses the State University's proposal to establish a temporary upper-division and graduate center in the city of Salinas.

#### Adequate enrollment projections

1. *Enrollment projections should be sufficient to justify the establishment of the new off-campus center. Five-year projections must be provided for the pro-*

*posed center, with enrollments indicated to be sufficient to justify its establishment. For the Community Colleges, five-year projections of all district campuses, and of any other campuses within ten miles of the proposed center, regardless of district, must be provided. When State funds are requested for an existing center, all previous enrollment experience must also be provided. Department of Finance enrollment estimates must be included in any needs study.*

The Salinas Valley (often referred to as the "Tri-County Area" of Monterey, San Benito, and Santa Cruz Counties) is growing rapidly, as shown in Display 4 below, and is projected to almost double in size over the next 30 years. The projected 1990 population of the area is 640,555 -- a number that is expected to grow to 759,103 in the year 2000, and to 954,470 by 2020. The primary college-going age group anticipated to be served at the proposed off-campus center, those between the ages of 20 and 34, is also expanding (Displays 5 and 6, pp. 8 and 9), although more slowly, and should reach 167,809 by the turn of the century, and 204,794 by 2020. The 35 to 49 year age group should grow from 147,234 in 1990 to 198,353 in 2000, then fall to 190,256 in 2020.

DISPLAY 4 Department of Finance Population Projections for the Tri-County Area

Year	Monterey County	Growth Since 1980	San Benito County	Growth Since 1980	Santa Cruz County	Growth Since 1980	Total Tri-County Area Population	Total Growth Since 1980
1980	292,213	--	25,100	--	189,116	--	506,429	--
1985	329,696	37,483	30,495	5,395	214,298	25,182	574,489	68,060
1990	363,956	71,743	36,859	11,759	239,740	50,624	640,555	134,126
1995	396,182	103,969	43,023	17,923	263,816	74,700	703,021	196,592
2000	424,312	132,099	48,677	23,577	286,114	96,998	759,103	252,674
2020	514,299	222,086	65,259	40,159	374,912	185,796	954,470	448,041

Source: California State Department of Finance, Report 86-P3.

DISPLAY 5 Population Growth in the Tri-County Area, 1980 to 2020, by Age Group

Year and Age Group	County				Year and Age Group	County			
	Monterey	San Benito	Santa Cruz	Total		Monterey	San Benito	Santa Cruz	Total
<b>1980</b>					<b>1995</b>				
Under 20	95,936	9,275	52,431	157,642	Under 20	115,376	14,196	74,406	203,978
20-34	88,062	5,917	58,664	152,643	20-34	105,868	10,136	54,190	170,194
35-49	43,381	3,893	28,603	75,877	35-49	96,466	9,132	77,741	183,339
50-64	37,933	3,505	24,399	65,837	50-64	42,279	5,509	32,704	80,492
65 and Over	26,901	2,510	25,019	54,430	65 and Over	36,193	4,050	24,775	65,018
<b>Total</b>	<b>292,213</b>	<b>25,100</b>	<b>189,116</b>	<b>506,429</b>	<b>Total</b>	<b>396,182</b>	<b>43,023</b>	<b>263,816</b>	<b>703,021</b>
<b>1985</b>					<b>2000</b>				
Under 20	102,893	10,563	59,297	172,753	Under 20	119,381	15,773	79,112	214,266
20-34	101,349	7,704	62,491	171,544	20-34	103,622	10,249	53,938	167,809
35-49	56,567	5,356	43,517	105,440	35-49	108,009	10,965	79,379	198,353
50-64	39,267	3,999	24,226	67,492	50-64	55,990	7,208	49,464	112,662
65 and Over	29,620	2,873	24,767	57,260	65 and Over	37,310	4,482	24,221	66,013
<b>Total</b>	<b>329,696</b>	<b>30,495</b>	<b>214,298</b>	<b>574,489</b>	<b>Total</b>	<b>424,312</b>	<b>48,677</b>	<b>286,114</b>	<b>759,103</b>
<b>1990</b>					<b>2020</b>				
Under 20	107,355	12,425	66,606	186,386	Under 20	117,877	17,793	92,793	228,463
20-34	107,275	8,960	59,060	175,295	20-34	116,905	13,471	74,418	204,794
35-49	76,397	7,477	63,360	147,234	35-49	104,564	12,478	73,214	190,256
50-64	39,871	4,672	26,253	70,796	50-64	109,584	12,385	76,782	198,751
65 and Over	33,058	3,325	24,461	60,844	65 and Over	65,369	9,132	57,705	132,206
<b>Total</b>	<b>363,956</b>	<b>36,859</b>	<b>239,740</b>	<b>640,555</b>	<b>Total</b>	<b>514,299</b>	<b>65,259</b>	<b>374,912</b>	<b>954,470</b>

Source: California State Department of Finance Report 86-P-3.

As indicated in Part One, a limited array of liberal arts courses was offered in the Salinas area beginning in 1975, courses that generated, and currently produce, approximately 100 full-time-equivalent students (FTES) each year. In addition, about 50 additional full-time-equivalent students were, and

are, generated through instructional television fixed service (ITFS) courses transmitted from San Jose State University and received at special facilities at Hartnell College.

It is anticipated that the new center will generate considerable additional enrollments, in part because



**DISPLAY 6** *Total Population Growth in the Tri-County Area, 1980 to 2000 and 2000 to 2020, by Age Group*

Year and Age Group	County			Total	Year and Age Group	County			Total
	Monterey	San Benito	Santa Cruz			Monterey	San Benito	Santa Cruz	
1980 to 2000					1980 to 2020				
Under 20	23,445	6,498	26,681	56,624	Under 20	21,941	8,518	40,362	70,821
20-34	15,560	4,332	-4,726	15,166	20-34	28,843	7,554	15,754	52,151
35-49	64,628	7,072	50,776	122,476	35-49	61,183	8,585	44,611	114,379
50-64	18,057	3,703	25,065	46,825	50-64	71,651	8,880	52,383	132,914
65 and Over	10,409	1,972	-798	11,583	65 and Over	38,468	6,622	32,686	77,776
Total	132,099	23,577	96,998	252,674	Total	222,086	40,159	185,796	448,041

Source: Display 5.

of expanded facilities at a centralized location, and also because of a substantial curricular expansion. Where the State University currently offers programs in liberal studies, social science, education (including four credential programs), social work, library science, and community health nursing, all at various locations, the new center will continue the existing programs and add mathematics, computer science, administration of justice, psychology, and business. This expansion, and the construction of a single facility, are expected to expand enrollments.

As the first criterion states, enrollment projections are to be developed by both the State University and the Population Research Unit of the Department of Finance, and that has involved a lengthy and detailed process leading to agreement on projection assumptions and population, enrollments, participation rates, and unit load data. Although complex in its details, the essence of the projection for the Tri-County Center involves the application of six relatively simple assumptions, as indicated below. These assumptions were included in a letter from the State University to the Department of Finance dated June 10, 1988 (Appendix C). Specific projections were also included in this letter, and later revised on July 12 (Appendix D).

1. The service area is defined as Monterey, San Benito, and Santa Cruz Counties.
2. The projection begins in Fall 1990, although the new center is proposed to be opened in the Fall of 1989.
3. Expansion of the enrollment is determined, in part, by a gradual program expansion from the existing 10 programs (including four credential programs) to 15 programs between 1989 and 1993.
4. The average unit load per student is expected to increase as programs expand and the center becomes more visible in the community.
5. Participation rates are based on an average of the 1985, 1986, and 1987 academic years, with a trend line extended from 1987 to 1990 and subsequent years.
6. Participation rates are expected to increase as a result of expanded programming, but there was no analytical basis to determine a further increase resulting from the center's existence. Accordingly, it is probable that the enrollment estimates are underestimated by an unknown amount.

The resulting enrollment projections for the Tri-County Center, as developed by the State University

and approved by the Population Research Unit, are shown in Display 7 below.

**Consideration of alternatives**

2. *The segment proposing an off-campus center must submit a comprehensive cost/benefit analysis of all alternatives to establishing the center. This analysis must include: (1) the expansion of existing campuses; (2) the expansion of existing off-campus centers in the area; (3) the increased utilization of existing campus and off-campus centers; and (4) the possibility of using leased or donated space in instances where the center is to be located in facilities proposed to be owned by the campus.*

The principal justification for the establishment of the Tri-County Center is that the area is isolated from upper-division and graduate services. The nearest four year public institution is the University of California at Santa Cruz, 45 miles to the northwest; San Jose State University is approximately 20 miles further to the north. There are no established off-campus centers in the Tri-County area, only courses offered at various locations plus the instructional television fixed service (ITFS) program at Hartnell College. For these reasons, the alternatives of expanding or increasing the utilization

of existing campuses or off-campus centers do not constitute feasible alternatives to the current proposal of establishing a single off-campus center in leased space.

Of greater concern is the State University's decision to establish a single location for the center in Salinas, as well as the subsequent decision to locate it on the property of the County Office of Education.

In recent years, the question of single versus multiple locations has arisen in several previous State University proposals, including those for southern Orange County and the Coachella Valley Center in Palm Desert. The multiple-location approach has the obvious advantage of affording greater access to dispersed communities, but it has been consistently argued that this advantage is outweighed by the disadvantages of limited curricular offerings, the absence of computer or library facilities, the inability to provide student services, and the impossibility of establishing a community identity. These disadvantages can have an adverse impact on educational quality, prevent students from pursuing a full degree program, and increase costs through the inability to centralize necessary services. Dispersed locations are useful when the service area population is small, for the only options in such a case are limited course offerings or none at all, but if population is sufficient to justify a larger presence, the advantages

**DISPLAY 7** *Headcount and Full-Time Equivalent Student (FTES) Enrollment Projections for the Tri-County Center as Developed by the California State University and the Population Research Unit of the Department of Finance, 1990 to 1994*

Year (Fall Term)	California State University Projection									Department of Finance Projection (FTES)
	Men			Women			Total			
	Head- count	Unit Load	FTES	Head- count	Unit Load	FTES	Head- count	Unit Load	FTES	
Actual										
1987	116	3.75	29	236	4.45	70	352	4.22	99	-----
Projected										
1990	283	6.12	115	339	6.52	147	622	6.34	262	260
1991	342	6.86	156	373	7.19	179	715	7.03	335	330
1992	399	7.60	202	405	7.86	212	804	7.73	414	410
1993	457	8.35	255	435	8.53	247	892	8.44	502	500
1994	512	9.09	310	464	9.20	285	976	9.14	595	600

Source: Appendix C, and California State Department of Finance.

of a central location are usually deemed to be controlling.

In analyzing the region's needs, the Tri-County Center Planning Committee first considered its total space requirements for both the initial operation proposed to be opened in the Fall of 1989, plus additional requirements as the center grows into the projections discussed above. It then established four criteria for judging various sites, as follows:

1. Central location within the tri-county area. The committee felt that the most centralized location was the triangle bounded by Salinas, Monterey and Castroville. Recognition was made of the fact that the State group reviewing a potential site for a State University campus or center during the 1960s had identified a location near Castroville as the geographic center of the population within this area. The committee felt that this early recommendation was still valid and concentrated its efforts within this triangle.
2. Rental space that would be available for 1988-89, and at a cost of between sixty cents and one dollar per square foot rental (the average space rental costs for this area).
3. Potential for expansion of space as the center grew and needed additional classrooms and support services.
4. Adequate parking and easy access to public transportation.

Because Castroville contained no suitable rental space, nor the possibility of "build-to-suit" space at a reasonable cost, consideration turned to the next most central city in the region, Salinas. There, three sites were found to be strong possibilities, while the committee rejected ten others on the grounds that they failed to meet one or more of the listed criteria. The three sites included the Monterey County Office of Education, the 100 Block Office Building in downtown Salinas, and Hartnell College. The committee's analysis of each of these sites is summarized below:

1. *Hartnell College:* The Hartnell College administration has been a strong supporter of the State University's activities in the Salinas area, and has offered space for temporary classrooms, offices, and support services. Unfortunately, space on the campus is limited, and the addition of temporary buildings could present a crowding prob-

lem, with little room for expansion. There is also a severe parking problem that would be aggravated with the ultimate addition of over a thousand State University students.

2. *100 Block Office Building:* This location is in the redevelopment area of downtown Salinas, and includes 103,000 square feet of office space along with parking and shopping facilities. Planners for the complex believe adequate parking is available, and the city has offered additional free parking in adjacent city lots. Rental costs were estimated at slightly over one dollar per square foot in 1988, somewhat higher than at the County Office of Education, and it is likely that that cost will increase prior to the planned 1990 occupancy. Overall, the Tri-County Center Planning Committee considered this to be a viable location, surpassed only by their first choice of the County Office of Education.
3. *Monterey County Office of Education:* The committee was unanimous in its recommendation that the County Office be the first choice. It is located about one mile from U.S. Highway 101 in a relatively uncongested area, and also about one mile from the main highway to Monterey, State Highway 68. Public transportation is available near the site, and plans are underway to extend it directly to the site. Parking is adequate for the initial facility of approximately 14,000 square feet and 260 full-time-equivalent students, and there is room for expansion to the full enrollment projection of 600 full-time-equivalent students or more.

The actual site consists of five undeveloped acres adjacent to the County Office of Education building, and the county intends to construct four buildings of approximately 10,000 to 14,000 square feet each at a current rental cost of \$.95 per square foot. The first building would house the initial center on a five-year lease, with additional space, and additional parking if required, to be constructed as needed. The site has the unique advantage of original construction tailored specifically to the State University's needs, rather than the less satisfactory alternatives of remodeling existing space or using portable buildings. The only operations that would not be housed in this new facility would be the instructional television fixed service (ITFS) programming, which would continue to be received in classrooms at Hartnell College.

In considering this criterion, substantial emphasis is always placed on whether the segment has engaged in a comprehensive planning process. When urging the establishment of any off-campus center, it is relatively easy for local planning committees to propose some alternatives to the primary proposal, many or all of which can be easily dismissed. When planning is done properly, however, the Commission normally finds that the process has required a year or more of research and evaluation of possibilities, culminating in several options that could be implemented. In the case of the Tri-County Center Planning Committee and the planning staffs at San Jose State University and the Chancellor's Office, these characteristics of forethought and caution are clearly in evidence, and it is for that reason that the Commission is able to express confidence in the final recommendation. Assuming the decision is made to offer services in the Salinas Valley at all, the proposal to lease space at the County Office of Education appears to be reasonable.

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### Consultation with adjacent institutions

3. *Other public segments and adjacent institutions, public or private, must be consulted during the planning process for the new off-campus center.*
5. *The proposed off-campus center must not lead to an unnecessary duplication of programs at neighboring campuses or off-campus centers, regardless of segment or district boundaries.*
6. *The establishment of University and State University off-campus centers should take into consideration existing and projected enrollment in adjacent institutions, regardless of segment.*

As indicated earlier, the Salinas site is relatively remote from other public four-year institutions in the region, lying 45 miles from the University of California at Santa Cruz and 65 miles from San Jose State University. There are a number of other institutions in the area, however, and all were contacted by the Tri-County Center Planning Committee. The institutions contacted included:

The Defense Language Institute, Monterey  
Monterey Peninsula College, Monterey  
Cabrillo College, Aptos

Gavilan College, (Gilroy)  
Hartnell College, Salinas  
The University of California, Santa Cruz  
Navy Postgraduate School, Monterey  
Monterey College of Law, Monterey  
Institute of International Education, Monterey

None of these institutions offered objections to the Tri-County Center proposal, and representatives of five of them (the four Community Colleges plus the Defense Language Institute) served on the planning committee. Enthusiastic letters of support were received from each of the Community College as well as the Defense Language Institute.

Concerning unnecessary program duplication, the distances to the nearest four-year public institutions, the specialized nature of the private or federal facilities, and the absence of lower division courses, virtually eliminate duplication of any kind, much less unnecessary duplication. The four Community Colleges see the center as an opportunity to improve transfer rates and have no concerns about the center duplicating any of their courses or programs. The Defense Language Institute sees an opportunity for its students to broaden their educational experiences and does not see a conflict with their programs, which are primarily oriented to foreign language instruction. The University of California, Santa Cruz, does not foresee any adverse effects on their operation; nor does the Navy Postgraduate School, which primarily operates a military and technical curriculum. The remaining two institutions are engaged in the disciplines of law and international relations, and similarly see no conflicts with the proposed center's curriculum.

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### Academic planning and community support

4. *Programs to be offered at the proposed center must meet the needs of the community in which the center is to be located. Strong local or regional interest in the proposed facility must be demonstrated.*
9. *The programs projected for the new off-campus center must be described and justified.*

Planning for the Tri-County Center has involved a broad representation from the educational, social, governmental, and business communities. Repre-



sentation on the planning committee included the following individuals:

- Rusty Areias, 25th District Assemblyman, Salinas;
- Catherine O'Boyle, Field Representative for State Senator Henry Mello;
- William Carlson, Salinas City Manager;
- Nancy Correa, Director of Development, City of Salinas;
- Susan McCue, Department of Community Development, City of Salinas;
- Ned Madonia, Economic Development Coordinator, City of Salinas;
- Jean McCollister, Executive Vice President, Salinas Chamber of Commerce;
- C. Robert Drake, Real Estate Broker and Representative of the Salinas Chamber of Commerce;
- Herb Drezins, Special Assistant to the Dean, Defense Language Institute, Monterey;
- Donald Fletcher, Deputy State University Dean of Extended Education, The California State University;
- Thorne Hacker, Associate Dean for Community Education, Monterey Peninsula College;
- James Hardt, President, Hartnell College, Salinas;
- Elizabeth Irwin, Director of Community Education, Cabrillo College;
- Bill Melendez, President, League of the United Latin-American Citizens;
- Philip Nash, Dean of Instructional Planning, Monterey Peninsula College;
- Marijane Axtell Paulsen, Vice President and Dean of Instruction, Gavilan College;
- Larry Rierson, Monterey Peninsula Chamber of Commerce;
- Bill Smith, Assistant City Manager, Monterey;
- John Totten, Vice President, Hartnell College; and
- Jack Turner, Dean of Instruction, Cabrillo College.

Letters of support were received from 35 groups, companies, agencies, and individuals, including four legislators, the Monterey County Board of Supervisors, the commanding general at Ft. Ord, and various chambers of commerce. There is no known opposition.

In considering whether to establish off-campus centers, the State University has often conducted community surveys to determine general interest as well as specific preferences for courses and programs. Such surveys were conducted prior to the establishment of the Contra Costa Center in Pleasant Hill, the Coachella Valley Center in Palm Desert, and the South Orange County Satellite Center in Mission Viejo. For the Tri-County area, two surveys were conducted, one on a sample of 924 Community College students, and a second on 775 residents in the general community. These surveys indicated a stronger interest in attending by the general community than by the Community College students, but there was considerable interest expressed by both groups, as indicated in Display 8 on page 14. Concerning course and program preferences, the two sample groups indicated the choices shown in Display 9 on that page. The age, sex, and units earned of both samples is shown in Display 10.

As noted earlier, San Jose State University currently offers six degree and four credential programs in the tri-county area, including the following:

- BA, Liberal Studies
- BA, Social Sciences
- MA, Education
- MSW, Social Work
- MLS, Library Science
- MS, Community Health Nursing
- Multiple Subjects Credential
- Administrative Services Credential
- Pupil Personnel Services Credential
- Learning Handicapped Credential

According to the State University's needs study:

The Department of Math/Computer Science has already begun the delivery of its BS program through ITFS and that development will continue: delivery of on-site instruction in math/computer science is dependent on the availability of an appropriate instructional computing laboratory (The California State University, 1987, p. 28).

**DISPLAY 8** *Expressions of Interest in Attending the Salinas Center by the General Population and Local Community College Students, as Indicated by Survey*

Group	Percent Yes	Percent Maybe	Percent No	Number in Sample
Community College Students	40%	42%	18%	924
General Community	26%	28%	46%	775

Source: Appendix B, p. 52.

**DISPLAY 9** *Combined First and Second Choices of Academic Majors by the General Population and Local Community College Students, as Indicated by Survey*

Community College Sample (N=924)	General Community Sample (N=775)
Business (29%)	Business (25%)
Psychology (8%)	Math/Computer Science (15%)
Math/Computer Science (6%)	Psychology (5%)
Administration of Justice (5%)	Political Science (4%)
Liberal Studies/Social Science (3%)	Liberal Studies/Social Science (4%)
Political Science (2%)	Administration of Justice (2%)

Source: Appendix B, p. 62.

**DISPLAY 10** *Age, Sex, and Number of Collegiate Units Earned Among Students Most Likely to Attend the Salinas Center*

Sex				Age				Number of Collegiate Units Earned			
Community College Sample		General Community Sample		Community College Sample		General Community Sample		Community College Sample		General Community Sample	
Men	50%	Men	35%	Under 20	18%	Under 20	6%	None	9%	None	1%
Women	50%	Women	65%	20-24	27%	20-24	14%	59 or Less	61%	59 or Less	36%
				25-29	23%	25-29	14%	60 (no BA)	26%	60 (no BA)	31%
				30-39	21%	30-39	25%	BA +	4%	BA +	15%
				40 +	11%	40-49	18%			Adv Deg	17%
						40 +	23%				

Source: Appendix B, pp. 57, 59.

For the first five years of operation of the new center, the State University proposes to expand program offerings in the following manner:

- First Year: Continue the current programs listed above and extend math/computer science degree offerings;
- Second Year: Initiate degree programs in administration of justice, psychology, and political science via combined ITFS and on-site presentations; initiate development of instructional materials for degree program in business;
- Third Year: Begin on-site presentation of business;
- Fourth Year: Extend on-site presentation of business, initiate self-paced instructional materials in business; and
- Fifth Year: Provide full curriculum in all degree and credential programs offered in 1987-88 and identified in Center needs assessment.

This program plan, with its emphasis on liberal studies, teacher credentialing, business, and computer science, is relatively typical for off-campus center operations. As with other centers, it tends to avoid programs, such as engineering and the biological sciences, where expensive laboratory facilities are often required. It also conforms to the desires expressed in the Community College and general community interest surveys.

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### Reasonable commuting time

8. *The proposed off-campus center must be located within a reasonable commuting time for the majority of residents to be served.*

Within the service area proposed for the Tri-County Center, Monterey is the largest of the three counties involved with over half of the population of the region. The region does, of course, cover a wide geographic area, and it is therefore clear that any center location will involve commuting times of a half hour or more for some residents. In the case of Santa Cruz residents, the most distant population within the center's service area, the distance between that city and either San Jose State University or the Tri-County Center is about the

same, 40 to 45 miles or about an hour's drive. For residents of cities such as Carmel, Castroville, Ft. Ord, Marina, Monterey, Pacific Grove, Prunedale, Seaside, Gilroy, Gonzales, Soledad, and Watsonville, the distances vary from 10 to 30 miles with a commute time of a half hour at the most, and less in most cases. Given this situation, and as the criterion requires, it is important that the center be located near major freeways and access roads.

As shown in Displays 2 and 3, the major highways surrounding Salinas include U.S. 101, and State Highways 68 and 183. U.S. 101 provides access to the cities of Gilroy and Prunedale to the north and Gonzales and Soledad to the south. Highway 68 is the primary access road to Carmel, Monterey, Pacific Grove, and Seaside, with Highway 183 extending to Castroville, and then through State Highway 1, to Watsonville and Santa Cruz. Display 3 shows that the proposed center location lies about one mile from U.S. 101 and Highway 68 as those routes enter Salinas, thus providing excellent access to all areas to the northeast and west. Access from Highway 183 is somewhat more difficult, since it requires a traverse across, or around, the downtown area, but it is probable that the additional distance will not add more than five or ten minutes to the commute.

Among the other sites considered by the Tri-County Center Planning Committee, none offers more advantageous access than the property owned by the County Office of Education. The downtown location in the 100 Block project probably offers the worst access, since it requires travel in the downtown area from all directions. Hartnell College offers better access from Highway 183, but is a less favorable location for students traveling along Highway 68 or U.S. 101. On balance, the proposed location appears to offer the best access to the greatest number of people, and certainly offers the best access to free parking of any of the three final sites considered.

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### Physical, social, and demographic characteristics

10. *The characteristics (physical, social, demographic, etc.) of the location proposed for the new off-campus center must be included.*



In its needs study, the State University described the proposed center's service area as follows:

The tri-county area is a well established, stable community. There is a large Hispanic population, as well as a growing Asian population. The average income per resident is below that of the Santa Clara Valley. It varies greatly from the low income of farm laborers to the wealth of many residents in the Monterey/Carmel area (The California State University, 1987 p. 9).

The most recent demographic data for the area is the 1980 Census, and there is little doubt that the composition of the population has changed dramatically since that time. As of 1980, however, 76.3 percent of the population was white, the remainder primarily Hispanic. Local officials are convinced that the Hispanic share, as well as the Asian, has grown significantly in the past eight years.

More current, and possibly more relevant to the current discussion, is the ethnic and gender composition of the four Community Colleges in the area, Hartnell, Monterey Peninsula, Cabrillo, and Gavilan. The data for these institutions are shown in Display 11 below and indicate a substantial Hispanic population at Hartnell (Salinas) and Gavilan

(Gilroy) Colleges, which probably reflects the growing Hispanic population in the Salinas Valley generally. Minority populations in the coastal areas are less in evidence. According to the needs study, "Monterey county's demographic profile is expected to reach the 'majority-minority' point by 1990. Greater Salinas and the Salinas Valley already represent a combined population of over 50 percent ethnic minorities" (The California State University, p. 10). It is clear that the presence of large numbers of minorities will place a special service responsibility on the administrators of the Tri-County Center -- a responsibility that the Commission discusses in the next section.

#### Access for the disadvantaged

11. *The off-campus center must facilitate access for the economically, educationally, and socially disadvantaged.*

As the State University has gained experience in the operation of off-campus centers, it has gained a greater consciousness of the needs of disadvantaged students. In the case of the Tri-County Center, the

**DISPLAY 11** Demographic Data for the Four Community Colleges in Monterey, San Benito, and Santa Cruz Counties, 1986-87

Item	Hartnell		Monterey		Cabrillo		Gavilan	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male/Female Enrollments								
Male	3,148	48.5%	2,906	36.5%	4,939	42.8%	1,601	43.7%
Female	3,281	50.5	4,614	58.0	6,575	57.0	2,062	56.3
Unknown	67	1.0	434	5.5	13	.2	0	0.0
Ethnic Distribution of Enrollments								
American/Alaskan Native	147	2.3%	47	0.6%	119	1.0%	28	0.8%
Asian/Pacific Islander	303	4.7	443	5.6	317	2.8	97	2.6
Black	281	4.3	552	6.9	106	0.9	48	1.3
White	3,348	51.5	5,339	67.1	9,796	85.0	2,282	62.3
Hispanic	1,718	26.4	294	3.7	1,005	8.7	963	26.3
Filipino	285	4.4	11	2.4	70	0.8	40	1.1
Other and Unknown	414	6.3	1,088	13.7	114	1.0	205	5.6

Source: Appendix B, p. 81.

planning committee surveyed the entire service area and determined that "The most economically, educationally, and socially disadvantaged population within the tri-county area are located in the Salinas/Watsonville/Gilroy triangle" -- an observation that is supported by the Community College demographic data shown in Display 11 on the previous page.

At least in part, the choice of Salinas as the location of the center was the result of this consciousness, for it presents the fewest commuting problems for minority students of any location within the service area. In addition, San Jose State University has maintained a Student Advisement Center at Hartnell College (which had a 1986-87 enrollment that was about 48.5 percent minority with a majority of female students) that provides information on State University courses, programs, and services such as student financial aid. Its location on the Hartnell campus was deliberate, since it is generally considered to be a less threatening and considerably more convenient environment than San Jose State University for students unfamiliar with formal higher education procedures and practices.

When the new center opens, the advising program will be relocated to the County Office of Education property, which occupies a more convenient location for most residents of the region, and which, because it will be an even smaller facility than the Hartnell campus, may further diminish the reluctance some potential students may have to seek assistance from what they see as the intimidating environment of a campus.

Concerning other aspects of the problem of serving disadvantaged and non-traditional students, the needs study offered the following comments:

Reports from those who have enrolled in tri-county courses generally indicate a deep appreciation for the fact that they find themselves in classes with people like themselves. They form "support groups" spontaneously and out of necessity. Students often arrange to tutor those who need extra help. The Satellite Center will include more structured support services, as well as an expansion of the Student Association for the purpose of creating the social and extra-curricular aspects so important to persistence among college students.

Thus, the time and money-savings made possible by a Satellite Center will attract the working adult as well as those for whom financial considerations would make relocation to San Jose an impossibility. Outreach efforts and word-of-mouth advertising will encourage others who would, without the availability of local classes, not consider working toward the completion of a degree or credential. Competent and sensitive support personnel will further enhance the success of all students, especially the traditionally underrepresented students (The California State University, 1987, p. 10).

Through various support letters from community groups, the State University provided further evidence of its involvement with the community and its willingness to serve all of the various constituencies represented in that community. As a result, it is possible to express considerable confidence that the Tri-County Center will provide educational opportunities to many individuals who would not otherwise be able to obtain them.

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# 3

## Conclusions and Recommendation

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WHEN and if it is established, the Tri-County Center of San Jose State University will become the eighth major off-campus operation within the California State University. Currently serving some 150 full-time-equivalent students (FTES) through regular classroom instruction and Instructional Television Fixed Service, it is expected to expand over a five-year period to a total of 600 FTES, which will make it one of the larger off-campus operations in the system.

The analysis contained in Chapter Two of this report indicated no important deficiencies in the needs study submitted by San Jose State University and the Tri-County Center Planning Committee. From a careful analysis of that needs study, from a visit to the proposed site, and from extensive conversations with local and State University officials, the Commission is therefore able to offer the following conclusions and recommendations.

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### Conclusions

#### *Adequate enrollment projections*

The first of the Commission's ten criteria requires enrollment projections to be sufficient to justify the establishment of the center, and requires as well that Department of Finance enrollment projections be included with the needs study.

In the present case, this has involved origination of the projections by the Analytical Studies Division of the Chancellor's Office, followed by approval by the Population Research Unit of the Department of Finance. Although the Commission's criteria do not specify a minimum enrollment level for off-campus centers, a general rule of thumb has been that such centers should reach 300 to 500 FTES by the final year of the enrollment projection period, in this case the fifth year. With an official projection of 600 FTES by the fifth year, the State University has complied with this criterion.

#### *Consideration of alternatives*

The planning process undertaken by the Tri-County Center Planning Committee was lengthy and comprehensive, and involved the consideration of continuing to offer courses at different locations, expanding some of those locations, increasing Instructional Television Fixed Service, leasing space in office buildings, moving portable structures onto the Hartnell College campus, and contracting for a build-to-suit facility. Once the decision was made to establish a single location, several cities were considered, and once Salinas was determined to be the most reasonable and accessible, 13 possible locations for the center, three of which emerged as finalists, were evaluated.

The site finally chosen -- five acres of vacant land adjacent to and owned by the County Office of Education, with the County agreeing to build and lease back a facility tailored to the State University's needs -- appeared clearly to be the most feasible and prudent choice. The Commission therefore concludes that the State University has satisfied the requirement that a full range of alternatives be considered.

#### *Effects on other institutions*

Criteria 3, 5, and 6 deal with consultation with other institutions, program duplication, and enrollment at adjacent institutions, regardless of segment.

In some respects, these criteria were relatively easy to satisfy, since there are no four-year institutions, public or private, within the immediate vicinity. The closest is the University of California at Santa Cruz, some 45 miles to the northwest, an institution whose primary mission is quite different from that of the proposed Tri-County Center, and which is too distant, and often too expensive, for many residents of the Salinas Valley. Independent institutions in the area tend to have specialized missions, such as the Defense Language Institute, the Navy Postgraduate School, the Monterey College of Law, and the

Institute of International Education. None of these could in any way provide the services the center is intended to offer. Concerning the four Community Colleges in the vicinity, all four were represented on the planning committee and all have offered enthusiastic support for the center's establishment. Accordingly, these three criteria appear to have been satisfied.

#### *Program description and justification*

Criteria 4 and 9 require that the center meet community needs and demonstrate strong local support and that its planners describe and justify its proposed programs.

Community support has been sustained and broadly based, with 35 letters of support included in the needs study from legislators, government agencies, school districts, Community Colleges, local businesses, chambers of commerce, and community associations. No opposition to establishing the center has been expressed from any group, agency, or individual. In addition, extensive program documentation and description were included in the needs study, as were the results of a community survey conducted by a private opinion sampling firm that sought and received program preferences from local residents. Program planners used the results of this survey to build the academic plan, which is quite similar to course arrays found in other State University off-campus centers around the State. From this, it appears that criteria 4 and 9 have been comprehensively addressed and fully satisfied.

#### *Reasonable commuting time*

The definition of "reasonable" is always subjective, and can easily vary from center to center depending on topography or the extent of urbanization. In the present case, the Salinas Valley and its environs comprise a large geographic area that will necessitate many miles of travel for some residents regardless of the center's location. In the Commission's judgment, however, the decision to locate in Salinas appears to be sound, since it is as centrally located within the service area as any other city, and is clearly more central than most. It is also as close, or closest, to the primary concentration of minority and disadvantaged citizens, and that also consti-

tutes an advantage in satisfying the access criterion. Finally, the specific location in Salinas is very close to two of the three major highways that intersect with Salinas, and the planners have also incorporated sufficient free parking and public transportation access into their plans to create a facility that should be relatively easy to attend.

#### *Physical, social, and demographic characteristics*

The available social and demographic data for this area is not comprehensive, since the only reliable information dates back to the 1980 Census. Nevertheless, and principally through an analysis of Community College enrollments, the Tri-County Center Planning Committee was successful in deriving a demographic profile that indicates the presence of large numbers of Hispanic residents who need, and desire, services. The Commission believes that this description is adequate, especially in light of the State University's plans for serving disadvantaged students, described in Part Two and summarized below.

#### *Access for the disadvantaged*

Service to the disadvantaged will be a major challenge for the Tri-County Center's administration and faculty, since, unlike most other State University off-campus centers, there is a large minority population in the Salinas Valley. To serve these students, and indeed to encourage many residents to become students for the first time, San Jose State University has maintained an advisement center at Hartnell College for several years, an operation that will be transferred to the Tri-County Center when it commences operation, probably in the fall of 1989. The State University also plans a full array of support services, along with a full-time counselor, and extensive involvement with community groups and Community Colleges to encourage minority attendance. The Commission is satisfied that these plans fulfill the requirements of this criterion.

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#### **Recommendation**

Based on the above analysis, the Commission recommends:

That the Tri-County Center of San Jose State University, to be located on the property of the Monterey County Office of Education in Salinas, be approved as the eighth off-campus center of the California State University system, and

That because the State University has complied with the provisions of Sections 66903(5) and 66904 of the *Education Code*, the Governor and the Legislature consider the Center eligible for State funding.



## Guidelines and Procedures for Review of New Campuses and Off-Campus Centers

NOTE: The following material is reproduced from Report 82-34 of the California Postsecondary Education Commission, which the Commission adopted on September 20, 1982.

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### Preface

It has been many years since a new campus was authorized for either the University of California or the California State University, and it is not anticipated that any will be proposed in the immediate future. In the past five years, the only authorized new campuses have been Orange County Community Colleges. Off-campus centers, however, continue to be proposed from time to time, and it is probable that some new centers will be offered for Commission review and recommendation in the future.

In April of 1975, the Commission adopted policies relating to the review of new campuses and centers, and revised those policies in September of 1978. The purpose was to provide the segments with specific directions whereby they could conform to two *Education Code* sections. The first of these directs the Commission to review proposals for new campuses and off-campus centers of public postsecondary education and to advise the Legislature and the Governor on the need for and location of these new campuses and centers (*Education Code* 66905). The second states the Legislature's intent that no funds for the acquisition of sites or for the construction of new campuses and off-campus centers by the public segments be authorized without the Commission's recommendation.

The 1975 document -- and the 1978 revision -- outlined the Commission's basic assumptions under which the guidelines and procedures were developed, and specified the proposals subject to Commis-

sion review, the criteria for reviewing proposals, the schedule to be followed by the segments when they submit proposals, and the required contents of "Needs Studies." As experience was gained with the guidelines, it became clear that some confusion was generated by this format, and that some instructions appeared to be ambiguous or difficult to interpret. In addition, there was the problem of applying the guidelines to operations that had been started totally with non-State funds -- especially Community College off-campus centers initiated solely with local money -- a distinction of considerable substance prior to passage of Proposition 13, but less meaningful thereafter. In several cases, doubt arose as to whether an existing center had been previously recommended by the Commission or "grandfathered" in by being initiated before the guidelines were adopted. In other cases, although the Commission was notified, it took no action because no State money was involved or anticipated. When State funds were later requested, some districts acquired the mistaken impression that a favorable recommendation had been secured, and were surprised to learn that they had to participate in an extended review process with no assurance that State funds would be approved.

The purpose of this document is to resolve the questions and ambiguities surrounding the original (1975) and updated (1978) guidelines. To that end -- although large sections remain virtually unchanged -- three major revisions are included:

1. The original guidelines stated that the Commission would review new off-campus centers "that will require either State or local funding for acquisition, remodeling or construction, and/or (2) those planned for use for three or more years at a given location, and which (a) will offer courses in two or more certificate and/or degree pro-

grams, and/or (b) will have a headcount enrollment of 500 or more."

The revised guidelines included in this document specify the need for review and recommendation only for operations "that will require State funding for construction, acquisition, remodeling, or lease. Those operations involving no State funds may be considered by the Commission for review and recommendation, but are reported primarily for inventory purposes." The location, program, and enrollment criteria are removed from the guidelines, leaving State funding the sole condition for requiring the Commission's recommendation. Review requirements for centers that have been in existence for several years at the time State funds are requested are specified below.

2. The original guidelines contained both "Criteria" for reviewing new proposals and a section entitled "Content of Needs Study" that was largely repetitive. In this document, the latter section has been subsumed under an expanded "Criteria" section.
3. The time schedules in the original guidelines and procedures were inconsistent between the four-year segments and the Community Colleges. This revision attempts to make the schedules more consistent for all segments.

Without question, the most difficult problem surrounding the Commission's role in the review of new campuses and off-campus centers concerns operations started without State money but needing State money at a later date. Obviously, it is impossible to ignore the fact that such operations exist, but at the same time, the Commission cannot allow prior existence to constitute a higher priority for State funds than would be accorded a proposal for a completely new facility. Were existing campuses and centers given such a priority, it could encourage the segments to "seed" new operations from non-State sources on the assumption that State money could be obtained more easily later. Accordingly, the Commission must regard any request for State funds, whether for an existing or new campus or center, as being applicable to a new operation. Thus, while these guidelines and procedures require Commission review and recommendation only for State-funded operations, the Commission stron-

gly suggests that any segment anticipating the need for State funds later take steps to secure the Commission's favorable recommendation at the earliest possible time. If such steps are taken, it should be possible to avoid denying funds to an existing center.

Although these guidelines and procedures are directed to public postsecondary education, the Commission invites and encourages the independent colleges and universities and the private vocational schools to submit their proposals for new campuses and off-campus centers to the Commission for review, thus facilitating the statewide planning activities of the Commission. This invitation to the independent segment was first extended by the Commission on April 14, 1975, at the time these guidelines and procedures were first approved. A similar invitation was extended on March 17, 1980, with respect to degree programs to be offered at off-campus locations (*Degrees of Diversity: Off-Campus Education in California*, California Postsecondary Education Commission Report No. 80-5, p. 100).

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#### **Assumptions basic to the development of guidelines and procedures for Commission review of proposals for new campuses and off-campus centers**

The following assumptions are considered to be central to the development of a procedure for Commission review of proposals for new campuses and off-campus centers.

- The University of California and the California State University will continue to admit every eligible undergraduate applicant, although the applicant may be subject to redirection from the campus of first choice.
- The University of California plans and develops its campuses on the basis of statewide need.
- The California State University plans and develops its campuses on the basis of statewide needs and special regional considerations.
- The California Community Colleges plan and develop their campuses and off-campus centers on the basis of open enrollment for all students cap-



able of benefiting from the instruction and on the basis of local needs.

- 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, campus environment, limitations on campus size, program and student mix, and internal organization. Planned capacities are established by the governing boards of Community College district, (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. These capacities are subject to review and recommendation by the Commission.

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## Proposals subject to Commission review

### *New campuses*

The Commission will review proposals for all new campuses of the University of California, the California State University, and the California Community Colleges.

### *New off-campus centers*

For the purposes of this section, "State funds" are defined as any and all monies from State General Fund appropriations and/or property tax revenues.

*University of California and California State University:* The Commission is concerned with off-campus educational operations established and administered by a campus of either segment, the central administration of either segment, or by a consortium of colleges and/or universities sponsored wholly or in part by either of the above. Operations that are to be reported to the Commission for review are those which will provide instruction in programs leading to degrees, and which will require State funding for construction, acquisition, remodeling, or lease. Those that involve funding from other than State sources may be considered by the Commission for review and recommendation, but need

be reported only as part of the Commission's *Inventory of Off-Campus Facilities and Programs* (Education Code Sec. 66903[13]).

*California Community Colleges:* The Commission is concerned with off-campus operations established and administered by an existing Community College, a Community College district, or by a consortium of colleges and universities sponsored wholly or in part by either of the above. Operations to be reported to the Commission for review and recommendation are those that will require State funding (as defined above) for construction, acquisition, remodeling, or lease. Those operations not involving State funds may be considered by the Commission for review and recommendation, but need be reported only as part of the Commission's *Inventory of Off-Campus Facilities and Programs*.

*Consortia:* When a consortium involves more than one public segment, or a public and the independent segment, one of those segments must assume primary responsibility for presenting the proposal to the Commission for review.

*All Proposals:* All off-campus operations must be reported to the Commission, either through the requirements of these guidelines and procedures, or through the *Inventory of Off-Campus Facilities and Programs*. Any off-campus center established without State funds will be considered to be a new center as of the time State funds are requested for construction, acquisition, remodeling, or lease.

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## Criteria for reviewing proposals

All proposals for new campuses and off-campus centers required by these guidelines to be submitted by any segment of higher education in California must include a comprehensive "Needs Study." This study must satisfy all of the criteria specified below, and will constitute the basis for the Commission's evaluation of proposals. As noted in the Preface, all first-time requests for State funds will be considered as applying to new operations, regardless of the length of time such campuses or centers have been in existence.

### *Criteria for reviewing new campuses*

1. Enrollment projections should be sufficient to justify the establishment of the campus. For the proposed new campus, and for each of the existing campuses in the district or system, enrollment projections for each of the first ten years of operation, and for the fifteenth and twentieth years, must be provided. For an existing campus, all previous enrollment experience must also be provided. Department of Finance enrollment projections must be included in any needs study.
2. Alternatives to establishing a campus must be considered. These alternatives must include: (1) the possibility of establishing an off-campus center instead of a campus; (2) the expansion of existing campuses; and (3) the increased utilization of existing campuses.
3. Other segments, institutions, and the community in which the campus is to be located must be consulted during the planning process for the new campus. Strong local or regional interest in the proposed campus must be demonstrated.
4. Statewide enrollment projected for the University of California should exceed the planned enrollment capacity of existing University campuses. If statewide enrollment does not exceed the planned enrollment capacity for the system, compelling statewide needs for the establishment of the new campus must be demonstrated.
5. Projected statewide enrollment demand on the California State University system should exceed the planned enrollment capacity of existing State University campuses. If statewide enrollment does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated.
6. Projected enrollment demand on a Community College district should exceed the planned enrollment capacity of existing district campuses. If district enrollment does not exceed the planned enrollment capacity of existing district campuses, compelling local needs must be demonstrated.
7. The establishment of a new University of California or California State University campus must take into consideration existing and projected enrollments in the neighboring institutions of its own and of other segments.
8. The establishment of a new Community College campus must not reduce existing and projected enrollments in adjacent Community Colleges -- either within the district proposing the new campus 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.
9. Enrollments projected for Community College campuses must be within a reasonable commuting time of the campus, and should exceed the minimum size for a Community College district established by legislation (1,000 units of average daily attendance [ADA] two years after opening).
10. The programs projected for the new campus must be described and justified.
11. The characteristics (physical, social, demographic, etc.) of the location proposed for the new campus must be included.
12. The campus must facilitate access for the economically, educationally, and socially disadvantaged.

### *Criteria for reviewing new off-campus centers*

1. Enrollment projections should be sufficient to justify the establishment of the new off-campus center. Five-year projections must be provided for the proposed center, with enrollments indicated to be sufficient to justify its establishment. For the University of California and the California State University, five-year projections of the nearest campus of the segment proposing the center must also be provided. For the Community Colleges, five-year projections of all district campuses, and of any other campuses within ten miles of the proposed center, regardless of district, must be provided. When State funds are requested for an existing center, all

previous enrollment experience must also be provided. Department of Finance enrollment estimates must be included in any needs study.

2. The segment proposing an off-campus center must submit a comprehensive cost/benefit analysis of all alternatives to establishing the center. This analysis must include: (1) the expansion of existing campuses; (2) the expansion of existing off-campus centers in the area; (3) the increased utilization of existing campus and off-campus centers; and (4) the possibility of using leased or donated space in instances where the center is to be located in facilities proposed to be owned by the campus.
3. Other public segments and adjacent institutions, public or private, must be consulted during the planning process for the new off-campus center.
4. Programs to be offered at the proposed center must meet the needs of the community in which the center is to be located. Strong local or regional interest in the proposed facility must be demonstrated.
5. The proposed off-campus center must not lead to an unnecessary duplication of programs at neighboring campuses or off-campus centers, regardless of segment or district boundaries.
6. The establishment of University and State University off-campus centers should take into consideration existing and projected enrollment in adjacent institutions, regardless of segment.
7. The location of a Community College off-campus center should not cause reductions in existing or projected enrollments in adjacent Community Colleges, regardless of district, to a level that would damage their economy of operation, or create excess enrollment capacity, at these institutions.
8. The proposed off-campus center must be located within a reasonable commuting time for the majority of residents to be served.
9. The programs projected for the new off-campus center must be described and justified.
10. The characteristics (physical, social, demograph-

ic, etc.) of the location proposed for the new off-campus center must be included.

11. The off-campus center must facilitate access for the economically, educationally, and socially disadvantaged.

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#### Schedule for submitting proposals for new campuses and off-campus centers

The basic intent of the time schedule for submitting proposals to establish new campuses and off-campus centers is to involve Commission staff early in the planning process and to make certain that elements needed for Commission review are developed within the needs study described previously in these guidelines and procedures.

The schedules suggested below are dependent upon the dates when funding for the new campus or off-campus center is included in the Governor's Budget and subsequently approved by the Legislature. Prior to the date of funding, certain events must occur, including:

1. A needs study to be authorized and conducted with notification to the Commission;
2. District and/or system approval of the proposed campus or off-campus center;
3. Commission review and recommendation;
4. Budget preparation by segmental staff;
5. Segmental approval of the budget;
6. Department of Finance review for inclusion in the Governor's Budget;
7. Consideration by the Legislature; and
8. Signing of the budget bill by the Governor.

Specific schedules are suggested below for all proposals for new campuses and off-campus centers requiring State funds for construction, acquisition, remodeling, or lease. As noted previously, however, the Commission may review proposals for new campuses and off-campus centers, regardless of the source of funding. This may require revisions in the

suggested schedules. Therefore, the specific timetables outlined below should be considered as guidelines for the development of proposals and not deadlines. However, timely Commission notification of, and participation in the needs study, is important, and will be a factor considered in the Commission's review of proposals.

*Schedule for new campuses*

**University of California  
and California State University**

1. Needs study authorized by the Regents of the University of California or by the Trustees of the California State University, with notification to the Commission (30 months before funding).
2. Needs study conducted by segmental staff with appropriate participation by Commission staff (29-19 months before funding).
3. Regents or Trustees approve new campus (18 months before funding).
4. Approval review by the California Postsecondary Education Commission (17-15 months before funding).
5. Budget preparation by segmental staff (14-11 months before funding).
6. Budget approval by Regents or Trustees (10 months before funding).
7. Review by the Department of Finance (9-7 months before funding).
8. Consideration by the Legislature (6-0 months before funding).
9. Funding.

**California Community Colleges**

1. Needs study authorized by the local district board with notification to the Board of Governors and the Commission (32 months before funding).

2. Needs study conducted by the district staff with appropriate participation by staff from the Board of Governors and the Commission (31-21 months before funding).
3. Local board approves campus (20 months before funding).
4. Approval review by the Board of Governors (19-18 months before funding).
5. Approval review by the California Postsecondary Education Commission (17-16 months before funding).
6. Budget preparation by the Board of Governors' staff and the Department of Finance review (15-1 months before funding).
7. Consideration by the Legislature (3-0 months before funding).
8. Funding.

*Schedule for new off-campus centers*

**University of California  
and California State University**

1. Needs study authorized by the segment with notification to the Commission (12 months before funding).
2. Needs study conducted by segmental staff with appropriate participation by Commission staff (11-9 months before funding).
3. Regents or Trustees approve new off-campus center (9 months before funding).
4. Review by the California Postsecondary Education Commission (8-6 months before funding).
5. Budget preparation by segmental staff (8-6 months before funding).
6. Review by the Department of Finance (6-3 months before funding).
7. Consideration by the Legislature (3-0 months before funding).

8. Funding.

California Community Colleges

1. Needs study authorized by local district board with notification to the Board of Governors and the Commission (18-16 months before funding).
2. Needs study conducted by district staff with appropriate participation by staff from the Board of Governors and the Commission (15-13 months before funding).
3. Local board approves off-campus center (12-11 months before funding).
4. Needs study submitted to the Board of Governors (9 months before funding).

5. Approval review by the Board of Governors (9 months before funding).

6. Needs study submitted to the California Postsecondary Education Commission (8 months before funding).

7. Approval review by the California Postsecondary Education Commission (8-6 months before funding).

8. Budget preparation by the Board of Governors and review by the Department of Finance (6-3 months before funding).

9. Consideration by the Legislature (3-0 months before funding).

10. Funding.

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*Appendix B*

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Text of San Jose State University  
Proposal for Tri-County Center  
May 1987

## Table of Contents

	<u>Page(s)</u>
1. Introduction.....	1-2
2. Eleven Criteria of CPEC/Proposal Summary.....	3-10
3. History of the Tri-County Advisement Center.....	11-12
4. ITFS Service to Tri-County Area.....	13-15
5. Needs Assessment.....	16-27
6. Proposal Academic Programs.....	28-30
7. Enrollment Projections.....	31-32
8. Center Location.....	33-40
9. Budget.....	41-43
10. Campus Involvement in Planning.....	44
11. Community Involvement in Planning.....	45-46
12. Consultation with Adjacent Institutions and Other Segments..	47
13. Analysis of Alternatives.....	48
Appendix A Center Committee.....	49-52
Appendix B Needs Assessment Materials.....	53-78
Appendix C Demographic Data Tri-County Area.....	79-82
Appendix D Sites Studied But Not Recommended.....	83-85
Appendix E Site Interview.....	86-88
Appendix F Support Letters for the Center.....	89-128
Appendix G San Jose State University Demographics.....	129-136
Appendix H Library Services.....	137-149



## 1. Introduction

San Jose State University has offered instructional programs in the Salinas and Monterey area on a continuous basis since the mid-1950's. Students commute to the instructional programs from Monterey County, Santa Cruz County, and San Benito County (locally referred to as the "tri-county area"). This area is beyond the daily commuting distance to San Jose State University or any other CSU campus.

Until 1975, San Jose State University offerings were limited to Continuing Education offerings which included both extension and summer session courses conducted at Hartnell community College, and in other locations within the tri-county area. These programs met the in-service needs of teachers and other professionals, and were not designed to provide instruction leading to academic degrees.

In 1975, shortly after the CSU authorized individual campuses to take regular instructional programs off-campus to meet the needs of potential students in more remote locations, San Jose State began offering regular campus FTES generating programs in the tri-county area. While no added resources were provided, the programs did generate FTES and received full support from the State of California based upon existing funding practices.

This practice has continued and we currently offer a wide variety of courses providing instruction to more than 300 students, generating approximately 100 FTES each semester.

Four years ago, the university embarked on the development of an Instructional Television Fixed Service (ITFS) system designed to improve our ability to meet the academic needs of students unable to attend classes on campus due to commuting time and distance. The first priority of this system was the ability of the campus to broadcast live classroom instruction into the tri-county area. Equipment purchase and installation was financed from the accumulated reserve fund account of Continuing Education and is now beginning its third year of operation. This program serves more than 100 students, generating 50 additional FTES each semester. While the program is offered as far north as Redwood City, the majority of student enrollments are in the tri-county area.

The campus and the community of people living within the tri-county area are now ready to take the next step in developing a San Jose State University center. This step is the submission of a Program Change Proposal (PCP) for the university which requests funds to assist the university to expand academic instruction to better serve the adult population of the area, and begin to serve community college graduates from the four community colleges located within commute distance of Salinas and Monterey.

The need for a formal SJSU center has grown during the past ten years. SJSU demographics show that less than 1/10th of one percent of the population in the tri-county area are taking courses offered by SJSU. These figures include participation in the courses currently offered in the tri-county area, as well as students registered in IIFS courses. For Santa Clara County, SJSU has approximately one percent of the residents registered at the university. Even though the tri-county area is a part of the SJSU service area, the university has been unable to provide instruction to the large number of students needing state university instruction.

SJSU recognizes two significant needs, as identified in the needs survey described in this study. The first is the growing need of the adult population for added skills and knowledge to both meet present professional responsibilities, as well as to make career adjustments needed for the changing business and industrial atmosphere taking place in the tri-county area. The second is to meet the needs of the community college graduates. A significant number of graduates are unable to continue their education for economic reasons. They are unable to pay the housing and living costs and attend a CSU campus on a full-time basis. Since the commute distance is too great, they are unable to continue their education. This is in contrast to students living closer to CSU campuses.

The university has recognized this need and two years ago began the process of formally addressing the academic needs of the tri-county area. Since July 1986, a committee consisting of SJSU officials and representatives from the tri-county area has met to consider academic needs of the tri-county area. Appendix A shows the representative committee organized at the request of the President following a campus meeting of officials and representatives from the tri-county area. This committee has met every six to eight weeks since its formation in July and has conducted a needs analysis, surveyed sites and provided recommendations, and provided the local support needed for the establishment of a formal SJSU center in the tri-county area. This proposal presents, in detail, the needs of the tri-county area and is submitted as a formal request from the university to the CSU, and then to the State of California, for appropriate funding so that the upper division and graduate needs of the people of the tri-county area can be more effectively met by the university.

## 2. Eleven Criteria of CPEC/Proposal Summary

San Jose State University has begun the development of an upper division and a graduate center within the tri-county area. The university recognizes the center development as a three-phased procedure:

- ° Phase One -- Offering regular university classes in the proposed center location, using donated or rented space. This phase uses existing campus fiscal and academic resources to identify student and community interest, and begin the process of offering degree programs.

As presented in the introduction, SJSU is currently in this phase of operation. Over 150 students have already completed baccalaureate degrees and over 400 students enroll in regular university classes offered on-site or via ITFS each semester.

- ° Phase Two -- Gaining official state approval and the appropriation of funds to offer degree programs in rented and/or donated facilities. SJSU is seeking, via this proposal, to enter this phase of center development. The budget provided by the state based on official approval of the center concept will provide resources for administrative support, space rental, operating expenses, and furnishings.
- ° Phase Three -- If the Phase Two center development results in appropriate growth and a positive evaluation of the success of the center as judged by CSU criteria used to evaluate phase II operations, the university will request the establishment of a permanent center in the area. If approved by the appropriate state authorities, a site location committee will be appointed and land acquisition and construction funds sought. Based on the excellent response and high demand identified in the need survey, SJSU anticipates requesting Phase Three authorization in 1990 or 1991.

The community and the university recognize a number of important advantages for an upper division and graduate center. These include:

- ° Ability to offer only upper division and graduate courses, thereby building upon the instruction provided by local community college programs.
- ° Ability to respond to instructional needs with established and accredited instructional programs. When an undergraduate or graduate need is identified, the university faculty can bring established programs with both regional and subject area accreditation to the community.
- ° Ability to combine on-site instruction and interactive live televised instruction into a variety of needed degree programs. The host university is able to provide the variety of televised live instruction from the campus needed to quickly expand the degree offerings of the center.

Based upon the survey and needs analysis, and on the work of the site selection sub-committee, the university anticipates the establishment of an SJSU upper division and graduate center in the tri-county area during the fall of the 1988-89 fiscal year. The campus visualizes a center with the following characteristics:

- Eight classrooms initially used for evening adult instruction. An additional two classrooms will be used during the day for IIFS course instruction from the campus.

Starting with the second semester, a selected number of regular courses will be offered during the day. The campus anticipates some delay between funding on July 1 and beginning operation in rental or leased facilities in the fall. As a result, course offerings will continue to be planned in the existing format of evening courses only until the university is assured of daytime class facilities--expected for the spring semester. IIFS will be able to operate in the fall in facilities currently used in the program. Curricular offerings will be expanded based on the needs analysis. The university will provide high need courses with on-site instructors. IIFS will be used to provide instruction in low-need courses using televised delivery of live instruction from the campus, with two-way voice communication. The blend of these deliveries of instruction will permit offering an expanded number of degrees with specializations permitted in both high and low course demand areas.

- Budget requested with the submission of this proposal will provide for faculty position augmentation, rental, administrative support, and operating expenses for both regular classroom and IIFS offerings.
- The university anticipates enrollments during 1988-89 of 500 students producing approximately 200 FTES. In addition, 200 students are expected to be enrolled in IIFS, producing 80 FTES.

The university anticipates a steady and controlled growth of 100-200 FTES per year.

- It is anticipated that the center will be operating on property owned by Monterey Office of Education. As described in the site section of this proposal, the county has agreed to construct and lease facilities to the university for this purpose. The result will be excellent facilities, adequate free parking, easy access from the freeway and the surrounding community, and easy access by public transportation.

#### Meeting the Eleven Criteria of CPEC

The information which CPEC adopted in its guidelines and procedures for the review of new campuses and off-campus centers, is included in various sections and appendices of this proposal. The following is a recap of this information, with some additions as appropriate to the criteria identified.

Criterion 1.

Enrollment projections should be sufficient to justify the establishment of the new off-campus center. Five-year projections must be provided for the proposed center, with enrollments indicated to be sufficient to justify its establishment. For the University of California and the California State University, five-year projections of the nearest campus of the segment proposal center must also be provided. For the community colleges, five-year projections of all district campuses, and of any other campuses within ten miles of the proposed center, regardless of district, must be provided. When state funds are requested for an existing center, all previous enrollment experiences must also be provided. The Department of Finance Enrollment estimates must be included in any needs study.

The needs analysis conducted for this proposal identified a significant need for instruction in the tri-county area. The projected need was greater than 6,500 FTES. Our current on-site and ITFS programs, which produce approximately 150 FTES, are small compared to the extensive needs identified.

SJSU recognizes that the need is large and immediate, and that the university must plan for controlled growth in the tri-county area. The need is for specific educational programs identified in the needs analysis. Student enrollments will materialize only if the university is able to offer the programs identified by the study.

It is important that a balance be maintained between growth and resources. As a result, the rate of growth will be dependent upon the combination and availability of faculty resources, library resources, and physical facilities. The university believes that these resources can be expanded at the rate of 100-200 FTES per year, while maintaining an instructional program of high quality.

With the enrollment during the first year expected at 280 FTES, the university has developed the following controlled growth enrollment projections for the center:

	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
FTES	280	400	666	800	933

Sometime during this period, the university will make a proposal for phase three development, and the establishment of a permanent center. The permanent center will permit growth to the projected 3,000 FTES by the turn of the century, provided appropriate resources are made available.

The projected FTES of 3,000 parallels state university enrollments from communities surrounding CSU institutions. Four to five thousand students are needed to provide 3,000 FTES. At San Jose State, student enrollment from Santa Clara County is approximately one percent of the population. Projected student enrollments for the tri-county area, using the same formula shown, will be approximately 5,000 students. While the needs assessment figures have generated an expected enrollment greatly in excess



of 3,000 FTES, the university has elected to use the 1% figure as an historical guide in enrollment planning and to recognize the "most likely" attendance given the planned curriculum based on stated need (see Section 5).

The only public four-year institution in the tri-county area is UC Santa Cruz. This excellent institution was not planned as a regional university, and is designed to serve the entire state as a residential institution. The tri-county area is isolated by a combination of distance and mountains. Many of the people living in the Santa Cruz area would prefer to travel south to Salinas for instruction rather than traveling over the 1700 foot pass to San Jose State University. This group increases as you move south from Santa Cruz. The population in the Salinas/Monterey area is too distant for travel to San Jose State. As a result, the only four-year collegiate opportunities at the present time are for resident attendance at UC Santa Cruz, or to participate in one of the private institution programs which exist in the Salinas/Monterey area.

#### Criterion 2.

The segment proposing an off-campus center must submit a comprehensive cost-benefit analysis of all alternatives to establishing a center. This analysis must include: 1. The expansion of existing campuses; 2. The expansion of existing off-campus centers in the area; 3. The increased utilization of existing campus and off-campus centers; and, 4. The possibility of using leased or donated space in instances where the center is to be located and facilities proposed to be owned by the campus.

At the present time, there is no CSU campus or funded centers of any CSU campus within this area. The only four-year public institution is UC Santa Cruz. This institution has identified a modest growth rate, with all growth assigned to expand its present services to residential students.

UC Santa Cruz is located 45 minutes north of the proposed center location. The growth rate for UC Santa Cruz is being questioned by the local community. The on-campus students and the community are concerned that growth of UC Santa Cruz is not being planned with appropriate residential services. There appears to be a strong desire to maintain the campus in its present rural/residential setting and maintain growth at a low or zero base.

This proposal addressed the expansion of the campus-funded courses currently offered in the area. The existing program does not have the official designation as a center, nor does it have a single location. The funding provided by the PCP will bring these efforts together into an organized center.

To our knowledge, the CSU does not own property in the area. The proposal, therefore, has made a thorough analysis of available rental/lease sites and has rank-ordered three sites which would all be obtained on a lease basis. Permanent site selection is deferred to a future proposal.

Electronic delivery of instruction is now a part of our service to the tri-county area. This proposal calls for the growth of this service. Our campus believes that through ITFS, the number of degree programs can be increased by providing small groups of students with upper division and graduate courses taught on campus and delivered by ITFS. As long as the total class size remains within normal teaching load limits, there would be no additional costs for instruction. The only added costs would be media and administrative costs.

See Section 3 for additional information for existing campus-funded courses in the area, and Section 4 for additional information on ITFS.

#### Criterion 3.

Other public segments at adjacent institutions, public or private, must be consulted during the planning process for the new off-campus center.

Each of the four community colleges serving the tri-county area had a representative on the planning committee. Letters of endorsement from these institutions are included with this proposal (see Appendix F).

Representatives of the private schools also served on the committee. An organization of all institutions serving the tri-county area is in existence, and San Jose State is represented on this group. We have kept this group informed of our plan development, and our representative has provided responses to all institutions raising questions regarding our proposed center in the area.

#### Criterion 4.

Programs to be offered at the proposed center must meet the needs of the community in which the center is to be located. Strong local or regional interest in the proposed facility must be demonstrated.

A detailed needs analysis, described in Section 5, was conducted to determine the needs of the community in which the center is to be located. This needs analysis will guide the development of the center.

The center planning committee was designed to bring together representatives from all local and regional groups. Unanimous support of this committee coupled with the letters of support provided with this proposal demonstrates the strong local and regional interest in the development of this center.

#### Criterion 5.

The proposed off-campus center must not lead to unnecessary duplication of programs of neighboring campuses or off-campus centers, regardless of segment or district boundaries.

The center programs will be limited to upper division and graduate courses thereby avoiding duplication with community college offerings in the area. Since there are no CSU campuses or centers in the area, and the UC Santa Cruz program has been described in response to Criterion 1 and 2, we anticipate no duplication of programs or efforts.

#### Criterion 6.

The establishment of the university and state university off-campus centers should take into consideration existing and projected enrollment in adjacent institutions, regardless of segment.

Community college enrollments are a major factor in our projected enrollments for the center. A major portion of the needs analysis was directed towards community college students, and identified with their needs for upper division programs following completion of their junior college studies. Other consultations with postsecondary institutions in the general vicinity were conducted through the regional organization described earlier. See Section 5 and Appendix C for demographic data for the four community colleges in the area.

#### Criterion 7.

Not applicable to this center proposal.

#### Criterion 8.

The proposed off-campus center must be located within a reasonable commuting time for the majority of residents to be served.

The site committee gave serious consideration to this problem. The commute distance for students in Salinas would be negligible. For those students in Monterey and Castroville, the commute distance would be 10-15 miles. Watsonville is approximately 20 miles from the proposed locations, with Santa Cruz being the most distant city, 40-45 miles away.

The center will easily serve the students in the tri-county area from Capitola and Aptos south to Monterey. These communities have a 15-40 minute commute to the proposed center location. Santa Cruz is approximately equal distance between the existing San Jose State campus and the planned center location. Many Santa Cruz residents have concerns regarding traffic and safety in commuting to the San Jose campus. As a result, we anticipate that many Santa Cruz residents will travel to the center if appropriate course offerings are provided.

See Section 8 for additional information on center location.

#### Criterion 9.

The programs projected for the new off-campus center must be described and justified.

Programs planned for the new off-campus center will first consist of an expansion of existing offerings, which are in the areas of Liberal Studies, Social Sciences, Education, and graduate programs in Nursing, Library Science, and Social Work. Initial plans call for increasing these offerings based on results of the needs analysis. All program offerings will be identical to those offered on campus. Academic control will rest with the full-time university faculty and administration.

See Section 6 for further information on projected academic programs.

#### Criterion 10.

The characteristics (physical, social, demographic, etc.) of the location proposed for the new campus must be included.

The tri-county area is a well established, stable community. There is a large Hispanic population, as well as a growing Asian population. The average income per resident is below that of Santa Clara Valley. It varies greatly from the low income of farm laborers to the wealth of many residents in the Monterey/Carmel area.

Many of our campus plans for the center emphasize expanding the opportunity for the education of minorities and the economically deprived residents of the area. See Appendix C for community college demographics which identify minority enrollments at the community colleges.

#### Criterion 11.

The off-campus center must facilitate access for the economically, educationally, and socially disadvantaged.

The most economically, educationally, and socially disadvantaged populations within the tri-county area are located in the Salinas/Watsonville, Gilroy triangle. These cities are served by Hartnell and Gavilan Community Colleges. These cities also have the largest minority population, with many people employed in agriculture-related occupations.

The requested center will be located within the city of Salinas, the best location to provide educational opportunity to these students, with the shortest distance to commute. The location will also assist the center in working closely with both Hartnell and Gavilan Community Colleges.

The Student Advisement Center now maintained by SJSU at Hartnell College is used by potential, new, and continuing students as a source of information and interpretation of policy about San Jose State University. Its location is considered by many as a less threatening environment than the main campus and downtown San Jose. While for some, the Center is merely a convenient place to purchase Schedules of Classes and Catalogs or to turn in forms, for most it is a safe, small, friendly intermediary stepping-stone to re-entering the University. It is likely that the Satellite Center will serve the same purpose and greatly encourage, simply

by its presence, the enrollment of those who would find the trip to San Jose and/or the San Jose environment to intimidating and, thus, a barrier to the completion of a degree or credential.

This barrier looms largest for those populations who lack experience with higher education and/or who lack confidence in their ability to compete successfully with what is perceived as the "traditional" student. Specifically, these groups would include 1) the vast majority of the minority groups in the area (especially Hispanics and Blacks), and 2) the returning, working-adult student who must pursue her/his degree on a part-time evening basis. Monterey county's demographic profile is expected to reach the "majority-minority" point by 1990. Greater Salinas and the Salinas Valley already represent a combined population of over 50% ethnic minorities.

Reports from those who have enrolled in tri-county courses generally indicate a deep appreciation for the fact that they find themselves in classes with people like themselves. They form "support groups" spontaneously and out of necessity. Students often arrange to tutor those who need extra help. The Satellite Center will include more structured support services, as well as an expansion of the Student Association for the purpose of creating the social and extra-curricular aspects so important to persistence among college students.

Thus, the time and money-savings made possible by a Satellite Center will attract the working adult as well as those for whom financial considerations would make relocation to San Jose an impossibility. Outreach efforts and word-of-mouth advertising will encourage others who would, without the availability of local classes, not consider working toward the completion of a degree or credential. Competent and sensitive support personnel will further enhance the success of all students, especially the traditionally under-represented students.



### 3. History of the Tri-County Advisement Center

The Student Advisement Center in Salinas was established by the Academic Vice President of San Jose State University, effective spring 1979, at the request of the deans of the Schools of Humanities and the Arts, Social Sciences, and Education. These schools had been involved in offering classes and programs in the tri-county area since 1975, thus developing sufficient enrollment in FTE generating classes to justify on-site support services. The proposal for the establishment of the Center was written by Dr. Barbara Lopossa (School of Education) and Ms. Donna Ziel (School of Humanities and the Arts), and was approved by the AVP with the proviso that the Center's director (Ziel) advertise the Center and the programs it served in order to increase enrollment for the university.

#### Budget and Staff

The Center's initial funding included budget for a half-time clerical assistant and a small operating expense account. Equipment has generally been provided from existing resources on the main campus, with some furniture being provided by Hartnell college. Funding categories have remained the same over the years, with the addition of an in-state travel category to accommodate the needs of the director in attending meetings within the tri-county area and/or attending conferences related to the work of the center. Clerical support was originally funded at the CA-II level. Last year this position was reclassified to the CA-III level, but continues to be only half-time.

The operating expense budget has remained very nearly the same (\$2,000-3,000), with expansion to accommodate classroom rental charges which have gradually increased to \$8,000 per year. Rental for the Center office at Hartnell College has remained in the \$600-\$700 range since 1979.

From time to time, additional support has come from departments and schools which participate in the tri-county program by offering courses. In 1985-86, the School of Education assisted the Center with supplemental funding for the purchase of an IBM-PCXT computer. Cooperation with Continuing Education has allowed the Center to expand and streamline its mailing list to 2,000 names. A modem and a printer have been purchased from regular Center operating expense funds. The modem will allow access to the Student Master File, the Graduation File, and the Admissions File. Among other uses, the printer will allow the mailing list to be printed on self-adhesive labels, thus saving much time and money.

#### Services

The Center provides academic advising, referral to major advisors on campus, information regarding admission and registration procedures, outreach activities, local registration, liaison (in-schedule building and registration activities) with Instructional Television Fixed Service, coordination of classroom scheduling for participating departments, and information for students on their registration status.

Materials available to students and the general public include: applications for admission, undergraduate and graduate catalogs, schedules of classes, and various other university and departmental materials (including Continuing Education publications); forms for various transactions with the university (add/drop, withdrawal, petitions, transcript request, refund request, etc.); tri-county brochures which are mailed each semester to over 2,000 individuals and agencies; descriptive material on each SJSU program currently offered through the tri-county program, including departmental applications; school brochures produced by the Office of Relations with Schools which briefly describe each major offered by each school of the university; CBEST, NTE, GRE, LSAT, and GMAT registration booklets.

Library service is provided by the local community college and public libraries. The Hartnell College library has agreed to handle our reserve materials, including preparing them for circulation and keeping track of the duration of the loan periods. Such material is sent to the Hartnell Library by the SJSU library and is returned to SJSU by the director of the SJSU Student Advisement Center. Textbooks may be ordered by faculty through the Hartnell College bookstore. The Center staff coordinates such orders and follows-up on problems.

Enrollment has risen steadily (with one or two setbacks) since the Liberal Studies program opened in spring 1975 with three courses and 14 students. The fall 1986 semester included 24 classes (11 at the graduate level), with a total enrollment of 457 and an FTES of 83.20. The spring 1987 schedule includes 21 classes. Census data are not yet available for the spring semester.

Approximately 175 degrees have been conferred, with six more scheduled for May 1987.

#### 4. ITFS Service to Tri-County Area

San Jose State University began operation of a four-channel Instructional Television Fixed Service (ITFS) system in January 1985. Classes originate in the television classroom located in the Instructional Resource Center on the San Jose State University campus. Receive sites in the tri-county area are Hartnell College in Salinas, Monterey Peninsula College (MPC) in Monterey, Cabrillo College in Aptos, and Gavilan College in Gilroy. The classrooms at MPC and Hartnell are supported by the Monterey Foundation which consists of the city of Salinas and the Monterey Chamber of Commerce. The sites at Cabrillo and Gavilan are sponsored by their Community Education Departments. Site support pays for the installation of equipment, room supplies, and telephone costs.

For two years, San Jose State University had a task force studying the prospects of expanding educational opportunities through the use of interactive media. The idea had considerable appeal but cost was a problem. The reserve fund from Continuing Education was used for the purchase of equipment and start-up costs. It was agreed that the university would then assume the responsibility for the operating costs of the ITFS system. Presently, the university supports the ITFS program by covering the costs of the TV classroom, including electricity, heat, telephone, TV engineering, and a part of a technical position. Continuing Education covers the remaining expenses, including an administrative position, a clerical position, two part-time technicians, four senior citizen site assistants, benefits, travel costs, and supplies.

The purpose of the ITFS program is to assist in meeting the upper division and graduate educational needs of our service area, thus generating FTES for the university. Over the past five semesters, we have been successful in achieving our goal. ITFS currently presents 15 regular university courses, with an enrollment of 152 regular university students, 63 oper. university students, and 8 students in special session. In addition, there are three Extended Education courses for the Legal Assistant Studies certificate program, with 14 students enrolled. A total of 236 students currently receive instruction via ITFS.

Careful consideration is given to the courses taught live in the area when selecting the ITFS classes. ITFS is able to bring the courses to the students that otherwise would not have a large enough enrollment to justify sending an instructor to the area.

The curriculum of the ITFS program consists of courses for the Liberal Studies program, Mathematics and Computer Science, Special Education, Counselor Education, School Services Librarian Credential, and the Clear Teaching Credential. A student may earn a Liberal Studies degree via ITFS; a comparable degree program in Mathematics/Computer Science is being planned.

The following are the total number of courses offered each semester and the number of students enrolled:

<u>No. of Courses Offered</u>	<u>No. of Students Enrolled</u>
Spring 1985.....8.....	23
Fall 1985.....13.....	86
Spring 1986.....17.....	133
Fall 1986.....18.....	208
Spring 1987.....18.....	236

Courses Offered During Fall 1986

ANTH 196AA	Indochin Refugees
BIOL 196U	Aquaculture
ED CO 248	Dynamics of Behavior
ED SE 185	Curr Meth & Mat LH
ED SE 92	Mainstreaming Excep Pupil (2 sections)
ED SE 222	Career Aced Dev Excep Adol
ED TE 190	Health Education
ENGL 100W	Writing Workshop
ENV S 101	Env & Hum in Transitionl
ENV S 102	Urban Home Designs
LIBR 213	School Media Science
LING 123	Nature of Language
MATH 116	Geo Comp Graphics
MATH 129A	Linear Algebra I
MATH 146A	Intro Data Struct
PHIL 116	Professional and Business Ethics
PSYCH 162	Child Psychology
SOCIO 90	Aging and Society <u>or</u>
GERON 90	Aging and Society

Courses Offered During Spring 1987

ED CO 215	Intro Couns & Guidance
ED CO 232A	Laws Chd & Yth Delin
ED SE 192	Mainstreaming Excep Pupil (2 sections)
ED SE 215	Lrng Hdcp Diagnosk
ED SE 216	Lrng Hdcp Ed Rem
ED TE 190	Health Education
ENV S 101	Env & Hum in Transition
ENV S 158B	Env Ed for Teachers
LIBR 234	Lit Child & Yng Adult
LING 101	Intro to Ling
MATH 106	Intuitive Geometry
MATH 115	Modern Geometry and Trans
MATH 127	Applied Algebra
MATH 144L	Prog in LISP
PSYCH 102	Child Psychology

## Future Use

At present, IIFS is using only one of the four authorized channels. All transmitting equipment was purchased and installed so that all four authorized channels could be used with equipment modification. The university need only add campus classrooms to raise IIFS broadcast capabilities to 75-80 courses per semester.

A unique feature of this proposal, and one which the university believes will produce significant economic savings in the future, is the development of an instructional program and remote center which blends on-site courses with campus IIFS broadcast courses into effective degree programs. Courses which can produce full course enrollments on site will be taught on site. Courses which have lower potential enrollments will be taught via IIFS, combining a campus group and a center group into a single course.

For example, the business upper division core and popular majors will be offered by on-site instructors. A desired, but initially lightly enrolled program such as international business, will be provided via IIFS. These courses will provide an added major otherwise unavailable, and provide electives for other business majors. IIFS will also be used to start and evaluate the need for new programs. For example, graduate engineering courses could first be introduced into the tri-county area via IIFS. When enrollments warrant on-site courses, IIFS could then be used to start other programs.

This use of IIFS will permit the campus to test and introduce new programs in a cost-effective manner. IIFS can help serve the community by offering professional growth courses and teleconferences.



## 5. Needs Assessment

The formal needs assessment for the proposed Salinas Center was conducted in two parts since two different clienteles are likely to be served by the Center programs. Part I was a survey of students enrolled in the four community colleges in geographic proximity to the Center: Cabrillo, Gavilan, Hartnell and Monterey Peninsula. Students were selected in classroom units in courses that covered the range of programs offered at each school; the numbers of students to be selected were assigned in direct proportion to the Fall 1986 semester enrollments. The surveys were self-administered in November 1986 with a supplementary sampling at Cabrillo in mid-January 1987. The obtained sample of 924 reasonably represented the student populations at the community colleges. The sample age distribution was slightly older than enrollments at Cabrillo and somewhat younger than enrollments at Hartnell, but these differences are seen as self-correcting across institutions.

Part II was a scientifically designed probability sample of telephone numbers in the three counties to be served directly by the Center (San Benito, Santa Cruz and Monterey) and two zip codes in the southern tip of Santa Clara county (the area served by Gavilan Community College). Survey Sampling, Inc., a professional sampling organization in Connecticut, drew the sample using random-digit telephone number generation for which at least 55% working phone numbers is guaranteed; Appendix B explains their methodology. The sample of 3000 numbers was divided according to the proportionate number of working exchanges in each of the four sampling areas; ten replications of 300 numbers each were developed for easy administration. By using the "rep" method, the samples of 300 were perfect replicas of the number proportions in the total sample of 3000 and could be completed individually, in sequence, or omitted. . . without loss of generality. In fact, three replications were lost by volunteer interviewers, so the potential number of calls was reduced to 2100. The actual disconnect rate for the sample was 16%; therefore, the number of potential completions was reduced to 1764, from which 775 interviews were actually completed for a 44% completion rate. The refusal rate was 13%. The obtained sample reasonably represented the proportionate distribution of numbers in the geographic areas sampled. The number of completed calls in Santa Cruz County was larger than expected because callers in that area were paid.

The age distribution of the community sample somewhat underrepresented those 30-49 in Santa Cruz and Monterey Counties, but the remaining age groups closely approximated available census data. Women were better represented in San Benito and Monterey counties than the census figures would indicate; overall, the gender distribution in the sample was 59% female, 41% male, while the census figures show an even split. Therefore, the community sample may somewhat overrepresent the responses of women.

The survey instruments for both community college and telephone interviews are available in Appendix B. Questions pertaining to interest in the Center and associated demography were identical in both surveys.

## Community College Data

Table 8 shows the distribution of respondents in the survey compared to the enrollments within the respective community colleges in Fall 1986. The sample proportions are within tolerance for representation. Students likely to attend the Center were selected from the 924 respondents using the following criteria: (1) plans to attend a four-year institution to continue their education; (2) declared positive interest in the Center; and (3) intent to remain in the local area more than five years. With these selection criteria in place, 132 students were identified as "most likely" to take advantage of the Center's programs. Therefore, the figures to follow are based on those students only, and extrapolations to FTES are based on their proportions within the respective community college populations.

Table 9 displays the numbers from which FTES were estimated. The proportion of those likely to attend in each community college was generated by dividing the number likely by the number in the sample from the appropriate community college. This percentage was applied to the enrollment figures in Fall 1986 to estimate the number of students likely to use the Center (without regard to academic major of interest). Using 6 units enrollment per student (a figure consistent with estimates from both Contra Costa and San Diego centers), anticipated student credit hours were generated. These SCH figures were divided by 15 to generate an estimate of 1530 FTES. When numbers of students who declared only the most heavily preferred academic majors were used in the same process (business, computer science, liberal studies and psychology), the FTES figure dropped to 770. Nearly one-fourth of those "most likely" students (N=30) indicated an interest in a teaching credential in addition to an academic major. From the 3825 "likely" students, then, the FTES that would include interest in the credential would be 46.

The demography of these "most likely" students is displayed in Table 10. Slightly over half were under 25 (55%). Most had completed fewer than 60 college units (70%). Men and women were equally represented. The age distribution within the respective community colleges in Table 11 strongly represents the types of students most likely to seek the baccalaureate degree, according to the experience of community college officials.

The "most likely" students are clearly interested in programs leading to degrees in business, computer science and psychology; at the community colleges, interest in liberal studies was also very strong, largely because there has been an on-site program in place for many years and it produces its own cadre of graduates each year. About half (51%) of the "most likely" students sought professional careers other than teaching while 15% declared teaching as a goal and 21% saw themselves as managers or owners of business. Most of these students said that weekday mornings were acceptable for academic scheduling (67%); 45% were available on weekday afternoons and 57% were available on weekday evenings. Evening courses scheduled to begin at 7:00 PM would be available to 98% of those interested. The predictable age differences emerged in scheduling desirability; younger students were interested in daytime programs while older students were limited to evenings because of their job commitments. Very few students were interested in weekend courses.

Alternatives to classroom instruction were also explored in the survey since San Jose State currently offers instruction via IIFS in the area to be served by the Center. More than half the "most likely" students would take courses via IIFS (54%) and 62% said they liked the idea of VCR courses that were usable at home. There were no differences in these figures across schools or demographics.

### General Population Data

Estimates of persons most likely to attend the proposed Center were extrapolated from the telephone survey in a manner similar to that employed in the development of estimates from the community college data (see Table 12). Those respondents "most likely" to attend had taken a college course within the last three years, expressed a positive interest in the proposed Center, and declared their intention to remain in the area for more than five years. Percentages of likely students were based on the number of interested individuals within each county replication. That percentage was then applied to actual population figures from the 1980 Census to derive the likely number of students within each county. Six units per student was used as the multiplier for anticipated student credit hours, then divided by 15 to arrive at FTES. Using these calculations, the expected FTES was 5,032. When only those respondents declaring the three most popular academic majors (again business, computer science and psychology) were used in the calculations, the FTES estimate dropped to 2,166. The number of persons interested in a teaching credential (N=24 from the 72 "most likely" students) represented .008 of the sample 3000 telephone numbers and generated 40 FTES.

The demography of this sample was somewhat different from that of the community college sample (see Table 13). Students were older (80% over 25), better educated (63% with 60 college units or more, including 17% with advanced degrees); there were nearly twice as many women (65%) as men (35%). About one third (31%) said they wanted to teach, the same proportion were looking for other professional careers, and 16% directed their academic plans toward owning/managing a business. The overwhelming majority (75% each) would attend IIFS courses or use VCRs.

Morning schedules are not attractive to these "most likely" students. Fewer than one-third (29%) would be available on weekday mornings, even fewer (21%) on weekday afternoons. These "students" are interested in evening programs (75%) and are willing to come on Saturday (43%), with a surprising interest in Sunday as well (33%). Courses that begin at 7:00 PM would reach 97% of those available.

### Conclusions

Both parts of the needs assessment identified significant interest in an upper-division/graduate educational center that would offer San Jose State University degree programs. Using the most conservative estimates with limited programs, the proposed center would meet the needs of approximately 3000 FTES as the doors opened (770 from the community colleges and 2166 from the general

population); among these approximately 100 FTES sought a teaching credential. Two distinct clienteles would be served: the continuing student who would take courses during the day and the re-entry student who would require evening schedules. The academic programs desired by the majority of both samples were business, computer science, and psychology. These expressions of interest do NOT reflect current on-site programs which would continue if a Center were established. Therefore, the numbers of students estimated from the needs assessment are genuinely conservative since they do not build on currently available offerings.

Geography will inevitably play a large part in determining actual attendance at the Center. Therefore, it is interesting to note that the largest numbers of respondents in each sample expressing interest in the Center came from the same zip code areas. Table 14 displays zip codes by rank order of respondents "most likely" to attend; the similarity is remarkable. Community college officials in the areas to be served by the proposed Center have long contended that the local community is "trapped" by its own geography and that there are significant needs to be served by higher education. The data from the needs assessment confirm their observations.

## GENERAL INTEREST IN THE CENTER

The overall interest in the proposed Salinas Center was very strong. Respondents were asked, "If SJSU opened a center near Salinas which offered the courses you needed, would you attend?" The distribution of responses in the two samples is reported in Table 1.

TABLE 1  
INTEREST IN THE SALINAS CENTER

	YES	MAYBE	NO	<u>N</u>
COMMUNITY COLLEGE	40%	42%	18%	924
GENERAL COMMUNITY	26%	28%	46%	775

The surveys also asked whether others among respondents' families or friends would also attend. The relationship between respondent and associate attendance was significant; those who planned to attend claimed that families and friends would attend as well. These relationships are shown in Table 2.

TABLE 2  
ATTENDANCE BY FAMILIES AND FRIENDS

RESPONDENT		FAMILIES AND FRIENDS			
		YES	MAYBE	NO	<u>N</u>
YES	COMMUNITY COLLEGE	73%	24%	14%	363
	GENERAL COMMUNITY	71	15	14	195
M/BE	COMMUNITY COLLEGE	30%	52%	18%	388
	GENERAL COMMUNITY	36	40	23	210
NO	COMMUNITY COLLEGE	11%	27%	62%	161
	GENERAL COMMUNITY	12	17	71	356

Relationships are statistically significant at  $p < .0001$ .

The demographic characteristics of those who expressed varying levels of interest in the proposed Center reveal some predictable descriptions: both students and members of the community who had completed some college courses but not the BA were those who expressed strongest intent to attend the Center; students who expressed positive interest were slightly older, on the average, than those who were uninterested, while the middle-aged members of the general community were more likely attendees; among both students and community members, women are more positive than men, and this gender difference is more striking in the community sample; strongest interest in the center occurs among those who have lived in the area for ten years and who plan to stay in the area, yet there are significant numbers who have fewer than five years' residence and have plans to stay up to five years who also express positive intent to attend the Center. Tables 3 through 7 display these data.



TABLE 3  
PLANS TO ATTEND CENTER BY EDUCATION

		NONE	<2 YRS	AA	BA	POST BAC.	ADVANCED DEGREE	<u>N</u>
YES	STUDENTS	14%	58%	22%	3%	1%	2%	367
	COMMUNITY	19	30	22	11	7	11	200
M/BE	STUDENTS	18%	61%	15%	3%	1%	2%	391
	COMMUNITY	20	31	19	18	7	5	213
NO	STUDENTS	11%	55%	21%	6%	2%	5%	162
	COMMUNITY	29	23	16	14	7	11	359

TABLE 4  
PLANS TO ATTEND CENTER BY AGE

		<20	20-24	25-29	30-39	40-49	50-59	60+	<u>N</u>
YES	STU	27%	26%	18%	16%	9%	2%	1%	366
	COMM	7	14	13	26	19	13	8	200
M/BE	STU	44%	30%	10%	12%	3%	1%	0	388
	COMM	7	11	16	32	18	6	10%	211
NO	STU	32%	38%	8%	11%	9%	2%	0	161
	COMM	2	5	13	26	17	12	25	358

TABLE 5

## PLANS TO ATTEND CENTER BY GENDER

		MALE	FEMALE	<u>N</u>
YES	STUDENTS	46%	54%	366
	COMMUNITY	36	64	200
MAYBE	STUDENTS	47%	53%	388
	COMMUNITY	39	61	211
NO	STUDENTS	38%	62%	161
	COMMUNITY	45%	55%	358

TABLE 6

## PLANS TO ATTEND CENTER BY LENGTH OF RESIDENCE

		< 1 YR	1-5 YRS	6-10 YRS	10+ YRS	<u>N</u>
YES	STU	7%	30%	10%	52%	366
	COMM	8	26	15	51	200
MAYBE	STU	8%	25%	18%	49%	387
	COMM	8	28	18	46	211
NO	STU	11%	26%	20%	43%	161
	COMM	7	20	18	55	358

TABLE 7

## PLANS TO ATTEND CENTER BY PLANS TO STAY IN AREA

		< 1 YR	1-5 YRS	6-10 YRS	10+ YRS	<u>N</u>
YES	STU	6%	40%	11%	43%	366
	COMM	3	16	4	77	200
MAYBE	STU	12%	54%	8%	16%	387
	COMM	2	19	12	67	211
NO	STU	22%	41%	11%	26%	161
	COMM	5	12	6	77	358

The questionnaires also asked currently enrolled community college students and those in the general community who had attended college within the past three years the bases on which they had made their college selections. Students cited cost (64%) and location (81%) as their primary criteria; those in the general community sample were not interested in cost, but were strongly motivated by location (71%). When asked which four year institution they might choose if they intended to pursue the baccalaureate degree, 29% of the students cited San Jose State while 12% of the community who had attended college recently had been to San Jose State. These endorsements of San Jose State represented the largest number of responses for one institution in both surveys.

These general interest data support the following conclusions about potential attendance at the proposed Salinas Center:

1. More than 80% of the community college sample and more than half of the general community sample are at least somewhat interested in a proposed Salinas Center. Definite intent to attend comes from 40% of the community college and 26% of the general community respondents. These percentages translate into enormous service need if the figures are extrapolated to the current community college enrollments (27,500) and to the 1980 census figure (541,495). A more refined estimate of potential FTE/S is provided in the next section of this report.
2. Unfinished plans for the BA are the primary motive for attendance, although a healthy segment of the community is looking for post-baccalaureate education.
3. Positive intent to attend was expressed by a majority of students under 24 at the community colleges, but the general community attendance would be most likely among those 25 and older.
4. Length of residence was unrelated to potential attendance, but plans to remain in the area at least five years inspired positive attendance responses.
5. Cost and location are primary motivations for choice of college.
6. San Jose State is well within the choice alternatives of potential students in the area.

Positive and enthusiastic comments about the possibility of a Salinas Center were registered by 15% of the students and 32% of the community respondents. Comments generally took the forms: "What took you so long?" "How soon can I enroll?"

TABLE 8

SAMPLE AND ACTUAL ENROLLMENTS (F86)  
IN FOUR COMMUNITY COLLEGES

	<u>SAMPLE %</u>	<u>F86 ENROLLMENTS</u>
CABRILLO	36%	36%
GAVILAN	11%	11%
HARTNELL	31%	24%
MONTEREY PENINSULA	22%	29%
	N= 924	N= 27,500

TABLE 9

FTES ESTIMATES FROM F86 ENROLLMENTS

<u>SCHOOL</u>	<u>SAMPLE "LIKELY"</u>	<u>TOTAL SAMPLE</u>	<u>% "LIKELY"</u>	<u>F86 ENROLL</u>	<u>N "LIKELY"</u>	<u>SCH @ 6 UNITS</u>
CABRILLO	36	331	11	10,000	1100	6600
GAVILAN	9	105	8	3,000	840	1440
HARTNELL	59	284	21	6,500	1365	8190
MPC	28	202	14	8,000	1120	6720
	<u>132</u>	<u>924</u>		<u>27,500</u>	<u>3825</u>	<u>22,950</u>

Total School/15=1530 FTES

CREDENTIAL: 30 OF 132 = 3% OF SAMPLE = 115 MOST LIKELY = 46 FTES  
WITHIN 1530 TOTAL

TABLE 10

DEMOGRAPHY OF COMMUNITY COLLEGE STUDENTS  
MOST LIKELY TO ATTEND SALINAS CENTER

<u>SEX</u>		<u>AGE</u>		<u>COLLEGE UNITS</u>	
MEN	50%	UNDER 20	18%	NONE	9%
WOMEN	50%	20 - 24	27%	LESS THAN 60	61%
		25 - 29	23%	60 BUT NO BA	26%
		30 - 39	21%	BA+	4%
		40+	11%		

TABLE 11

AGE DISTRIBUTION OF STUDENTS MOST  
LIKELY TO ATTEND SALINAS CENTER BY SCHOOL

	UNDER 20	20-24	25-29	30-39	40+	<u>N</u>
CABRILLO	11	33	25	22	8	36
GAVILAN	38	25	12	0	25	8
HARTNELL	25	27	19	17	12	59
MPC	7	18	32	38	7	28



TABLE 12  
FTES ESTIMATES FROM GENERAL COMMUNITY SAMPLE

COUNTY AREA	REP <sup>a</sup> %	REP <sup>a</sup> N	SAMPLE "LIKELY"	% "LIKELY"	AREA <sup>b</sup> POPULATION	POPULATION N "LIKELY"	SCH @ 6 UNITS
San Benito	5%	150	4	3%	25,005	750	
Santa Clara	7%	210	3	1%	37,905	379	
Santa Cruz	41%	1230	32	3%	188,141	5644	
Monterey	47%	1410	33	2%	290,444	5808	
		—	—		—	—	
		3000	72		541,495	12,581	75,486

Total School/15 = 5032 FTES

CREDENTIAL: 24 of 72 = .008 of REP 3000 = 101 most likely = 40 FTES within 5032 total.

<sup>a</sup> Proportionate sampling of working telephone exchanges in the area generated by Survey Sampling, Inc.

<sup>b</sup> 1980 Census



TABLE 13

DEMOGRAPHY OF GENERAL COMMUNITY SAMPLE  
MOST LIKELY TO ATTEND SALINAS CENTER

<u>SEX</u>		<u>AGE</u>		<u>COLLEGE UNITS</u>	
MEN	35%	UNDER 20	6%	NONE	1%
WOMEN	65%	20 - 24	14%	LESS THAN 60	36%
		25 - 29	14%	60 BUT NO BA	31%
		30 - 39	25%	BA+	15%
		40 - 49	18%	ADV DEGREE	17%
		50+	23%		

TABLE 14

ZIP CODES IN RANK ORDER FOR  
"MOST LIKELY" STUDENTS

<u>COMMUNITY COLLEGE</u>		<u>GENERAL COMMUNITY</u>	
93901	12%	95076	15%
93906	12%	95060	10%
95076	11%	95062	10%
93905	6%	93906	12%
93940	6%	93940	7%
95023	5%	95023	6%
95062	5%	93901	6%

## 6. Proposed Academic Programs

The tri-county area offerings presently include the following degree programs:

BA	Liberal Studies
BA	Social Sciences
MA	Education
MSW	Social Work
MLS	Library Science
MS	Community Health Nursing

Multiple Subjects Credential  
Administrative Services Credential  
Pupil Personnel Services Credential  
Learning Handicapped Credential

Table 15 indicates the needs expressed for a variety of academic majors by the community college and general community samples. These needs overlap somewhat the curricula currently being presented in various tri-county locations. However, they also represent needs not now met and strongly identified in the two surveys. The University certainly plans to continue those programs in place. The approach to the development of new service will necessarily be governed by criteria of consolidation and controlled growth; on-campus resources are now strained to the limit of service capacity. In this environment of limitations, maintenance of current service at the proposed Salinas Center will depend on appropriate assignment of resources, recognizing the real costs of this increased access to the University's programs. Extension of the curricular offerings will be possible only if resources are augmented to permit allocation of faculty, staff, and other academic support to the specific service of clientele in the Salinas Center.

New service includes on-site delivery of curricula leading to degrees in business and math/computer science, psychology, administration of justice, and political science/public administration. These curricula will be offered through a combination of on-site instruction, ITFS, and self-paced instructional materials. The Department of Math and Computer Science has already begun the delivery of its BS program through ITFS and that development will continue; delivery of on-site instruction in math/computer science is dependent on the availability of an appropriate instructional computing laboratory. The ITFS schedule will also be modified to include courses for the majors in psychology, administration of justice and political science; additional student demand via ITFS and on-site delivery of these courses will require supplementary faculty allocation. Finally, the development of materials and instructional resources appropriate for degree programs in business will depend entirely on additional faculty support.

The consolidation and controlled growth policies that will guide the University through the development of the proposed Salinas Center dictate the following curricular implementation plan:

- 1988-89: continue current programs listed above and extend math/computer science degree offerings
- 1989-90: initiate degree programs in administration of justice, psychology and political science via combined ITFS and on-site presentations; initiate development of instructional materials for degree program in business
- 1990-91: begin on-site presentation of business
- 1991-92: extend on-site presentation of business, initiate self-paced instructional materials in business
- 1992-93: provide full curriculum in all degree and credential programs offered in 1987-88 and identified in Center needs assessment

TABLE 15  
 COMBINED FIRST AND SECOND CHOICES OF ACADEMIC MAJORS

COMMUNITY COLLEGE  
 SAMPLE (N=924)

Business (29%)  
 Psychology (8%)  
 Math/Computer Science (6%)  
 Admin of Justice (5%)  
 Liberal Studies/  
     Social Science (3%)  
 Political Science (2%)

GENERAL COMMUNITY  
 SAMPLE (N=775)

Business (25%)  
 Math/Computer Science (15%)  
 Psychology (5%)  
 Political Science (4%)  
 Liberal Studies/  
     Social Science (4%)  
 Admin of Justice (2%)

NOTE: Expressed interest in any engineering major has not been included here; the SJSU School of Engineering is heavily over-enrolled and could not serve students at the proposed Salinas Center because laboratories and appropriate equipment would not be available.



## 7. Enrollment Projections

From Fall 1985 through Fall 1987, student enrollment in courses in the tri-county area remained fairly steady at approximately 500; the average 5-unit load produced approximately 100 FTE/S. The enrollment projections presented in Table 16 start from this baseline and have generated the figures shown from the numbers of students most likely to attend the Salinas Center within the majors included in the planned curricula. These figures also reflect the increasing demand for credential programs, the MLS and the MSW on the main University campus. Introduction of the math/computer science curriculum in 1988-89 could bring an estimated 2000 students to the Center, using data from the needs assessment. A comparable number would be attracted to the Center by the combined offerings of political science, psychology, and administration of justice. Finally, extending the business degree to the Center could bring well over 1000 FTE/S, according to needs assessment data. Average unit load projections are consistent with the mix of baccalaureate and graduate programs on the main University campus.

The University policies of consolidation and controlled growth are reflected in four ways in these enrollment projections. First, the University will bring into the single site at the Salinas Center all programs currently offered at scattered locations in the tri-county area. Second, the number of students who can be served adequately by the proposed Center in its first phase of implementation is limited by space considerations. Third, the University anticipates maintaining curricular offerings in relative proportion to their presence on the main University campus. Fourth, a judicious mix of instructional delivery modes across curricula will be maintained in order to attain and maintain the day/evening balance indicated.

The University expects to undertake additional needs assessment, beginning in 1990, in order to plan for changes in curricular priorities prior to any expansion of the Salinas Center.

TABLE 16  
ENROLLMENT PROJECTIONS 1988-89 THROUGH 1992-93

	1988/89	1989/90	1990/91	1991/92	1992/93
Number degree programs*	10	13	14	14	14
Number programs added	1	3	1	--	--
Day:evening ratio	20:80	30:70	40:60	50:50	60:40
Student growth	200	300	250	250	250
Total enrollment	700	1000	1250	1500	1750
Av. unit load	6	6	8	8	8
Total FTE/S	280	400	666	800	933

\*Includes four credentials

Programs added 1988/89: Math/Computer Science  
 1989/90: Psychology/Political Science/  
 Administration of Justice  
 1990/91: Business

## 8. Center Location

At the July 8, 1986 meeting of the Center committee, a sub-committee to identify and make recommendations for a local site was established. The committee consisted of Phillip Nash, Dean of Instructional Planning, Monterey Peninsula College; C. Robert Drake, Realtor and Representative of the Salinas Chamber of Commerce; Larry Reiersen, Salt Water Institute and Representative of Monterey Chamber of Commerce; Susan McCue, Management Assistant, Department of Community Development, City of Salinas; and Donna Ziel, SJSU Director of Student Advisement Center in the Tri-County Area. Ralph Bohn, SJSU Dean of Continuing Education and Co-Chair of the Committee, and Donald Fletcher, Deputy State University Dean for the CSU, served as ex-officio members of this sub-committee.

The committee met regularly over an eight-month period and brought together all of the elements needed to provide site recommendations to the overall committee. These included an analysis of current and initial facilities needed for the center, a review of all potential sites, a detailed analysis of the most promising sites, and the presentation of recommendations in rank order to the committee as a whole. The final report of the site committee was received at the February meetings and the committee's recommendations were adopted by the overall center committee.

### Analysis of Space Requirements

For the present enrollment of approximately 100 FTES serving over 300 students, SJSU is using five classrooms rented from North County (Monterey) High School. In addition, the university has single classrooms for ITFS at Hartnell, Monterey, Gavilan, and Cabrillo Community Colleges. Courses offered at North County High School are late afternoon and evening programs, the only time space is available in this location. ITFS provides additional courses, supplementing the evening offerings and servicing an additional daytime student population. ITFS broadcasts approximately 60 hours each week.

Based on the Needs Analysis conducted for this proposal, SJSU anticipates an almost immediate growth from our present 150 FTES (combined classroom and ITFS programs) to 200 FTES. This will result from support provided by approval of this proposal. The combination of improved facilities, added course offerings, and the continuous presence of the university represented by a small administrative staff and faculty will encourage steady growth and development. The initial growth is expected from the adult population currently served, and will simply be an expansion to include more adults from the service area.

Following the establishment of a center, we anticipate increased course offerings in the need areas identified in the survey. Many of these programs will be directed towards the community college graduates and should see the development of a day program of regular course offerings, complementing the ITFS offerings.

Also, ITFS will be expanded from the present single channel to a two-channel system, and eventually to a four-channel system. This will be accomplished by the addition of ITFS classrooms on campus. All of our transmitting tower facilities are in place for a full four-channel system. As a result, expansion of ITFS requires only additional classrooms, and additional receiving sites at the center location.

Existing usage of space coupled with enrollment projections helped identify the space needed for the center planned to open for the fall of 1988. The space needs shown in the following section were identified by members of the tri-county committee supplemented by campus personnel responsible for space development, analysis and assignment. The committee members were: Donna Ziel, Betty Benson, Ralph Bohn (all from the committee), and Barbara Pluta, Facilities Design and Construction Manager, and Peggy Asuncion, Facilities Planning Manager.

### Space Requirements

The following space requirements are for an initial tri-county center of approximately 200 FTES, divided between regular classroom instruction and ITFS programs. We expect this student enrollment to be reached by the second semester of operation of the tri-county center in the Salinas/Monterey area.

The space identified will provide for evening instruction, as now used by existing instructional programs. Future growth will be made during the day as programs are inaugurated for community college graduates. As a result, the space will be suitable to accommodate instructional needs during the initial years of operation and will be analyzed and revised as student enrollments increase.

## SPACE NEEDED

1. Classrooms - 40 students each 8 rooms x 640 sq. ft. per room	=	5120 sq. ft.
2. IIFS classrooms - 25 students each 2 rooms x 300 sq. ft. per room	=	600 sq. ft.
3. Faculty offices - 1 faculty member per office 22 rooms x 110 sq. ft. per office	=	2420 sq. ft.
4. Director's office	=	200 sq. ft.
5. Assistant to Director, office	=	110 sq. ft.
6. Support staff office - 3 staff x 98 sq. ft. per staff + 100 sq. ft. for duplication & office equipment	=	388 sq. ft.
7. Library and library reading area (including office for librarian)	=	640 sq. ft.
8. Computer classroom and student work room	=	640 sq. ft.
9. Conference room	=	300 sq. ft.
10. Storage	=	300 sq. ft.
11. Student lounge, cafeteria, and multi-purpose room	=	400 sq. ft.
		<hr/>
Total Space	=	11,118 sq. ft.
		Space allocation for hallways, restrooms, and non-usable bldg. space (15% of total) =
		1,168 sq. ft.
		<hr/>
Total Space Needs	=	12,786 sq. ft.

## ANALYSIS

1. Classrooms are based on forty students in a lecture setting. The state formula for lecture space is 16 sq. ft. per student. The same rooms could be used for discussion and seminar classrooms at approximately 30 students per room.



2. ITFS classrooms can be smaller, since student enrollments are supplemental to a campus class. At present, we have one ITFS broadcast studio on campus. Efforts are being made to establish a second which would require two ITFS classrooms receiving stations at the tri-county center for the first year or two of operation. Future classroom additions would require two additional ITFS classrooms.
3. Twelve faculty offices are identified to support the 200 FTES projection for the first year, and 350 FTES projection for the second year. This is based on approximately 16 FTES per faculty member.
4. The director and assistant to the director offices use the standard office space for administrators.
5. The support staff office includes space for staff, duplication and office equipment.
6. The library and the computer multi-purpose room are simply two additional classrooms. The library has an attached office and will serve in the capacity of a library and student study area.
7. The conference room will serve the director, faculty, and students.
8. Storage space is needed to store books, audio visual equipment, and other necessary items to support the center.
9. The student lounge, cafeteria, and multi-purpose room will serve as a place where students can relax between classes. Students studying will use the library.

#### Sites Reviewed and Studied

Based upon an anticipated initial base need of 12,800 square feet, the site committee analyzed all available rental property and locations where owner would build to suit within the tri-county area. The following criteria were considered important by the site committee:

Central location within the tri-county area. The committee felt that the most centralized location was the triangle bounded by Salinas, Monterey and Castroville. Recognition was made of the fact that the State group reviewing a potential site for a CSU campus or center during the 1960's had identified a location near Castroville as the geographic center of the population within this area. The committee felt that this early recommendation was still valid and concentrated their efforts within this triangle.

Rental space which would be available for 1988-89, and at a cost of between sixty cents and one dollar per square foot rental (the average space rental costs for this area).

Potential for expansion of space as the center grew and needed additional classrooms and support services.

Adequate parking and easy access to public transportation.

The committee surveyed all possible sites within the triangle identified. The most central location, near Castroville, as identified above, produced no possible sites since no rental facilities were available nor were there any contractors willing to build to suit at a reasonable cost. The Castroville area currently has sewage problems and new building is restricted. Use of classrooms at North County High School for the evening can probably continue in the future, if needed, on a rental basis. The committee felt that this use could prove valuable for future expansion, but would not be suitable for a center location.

Appendix D contains a list of 10 sites which were reviewed and found lacking in one or more of the above criteria. These sites will be monitored during the next year, but the committee feels that they do not offer the same potential as the three prime sites identified and presented below. Each of these three sites could meet initial needs and possess some possibility for expansion as needs grow.

Representatives from each of the three sites were invited to meet with the center site sub-committee and review the potential for their site with the committee. For these interviews, the site committee was expanded to include key SJSU personnel. People participating in the site interviews included the site committee members previously identified, plus the following university personnel:

- Mohammad Qayoumi, Associate Executive Vice President  
Facilities Development and Operations
- Barbara Pluta, Design and Construction Manager  
Facilities Development and Operations
- Peggy Asuncion, Facilities Planning Manager  
Facilities Development and Operations
- Lou Eastman, Special Assistant to the Academic Vice President

Prior to the interview, the site sub-committee provided each of the representatives of the three sites a list of questions and a description of the space needed by the center. The questions are attached as Appendix E. The space needs were those described earlier in this section of the proposal. Following the interviews, the three sites were rank ordered and the recommendations presented to the complete center committee for review.

The sub-committee's recommendations were adopted with the recognition that conditions could change between the submission of the proposal for the center and the time when funding permitted the university to enter into a contract for leasing a site. As a result, all three of the prime sites will be monitored during the year. In addition, the 10 sites identified in Appendix D will

continue to be watched and new sites analyzed if they develop between now and the time the PCP is approved and funded. The committee recognized that there are three excellent sites available for the center permitting development to proceed in an efficient manner once appropriate funding is provided.

### Recommendations

The sub-committee recommended, and the full committee approved the Monterey County Office of Education as the site for the SJSU tri-county center. The other two sites will serve as alternates should the approved site not be available. The following analysis presents, in detail, the sub-committee's findings. The accepted site, Monterey County Office of Education is listed first. The two alternate sites, the 100 Block Office Building, downtown Salinas and Hartnell Community College are listed in order of preference.

Monterey County Office of Education -- The County office of Education is located on the southwest side of the city of Salinas. It is near freeway access from U.S. 101, and close to the main road between the cities of Monterey and Salinas. It is close to an existing bus route which is likely to extend to the office.

The county has approximately five acres of undeveloped land which they plan on developing, as part of the long-range plan of the county office. This development includes the establishment of four buildings, each approximately 10,000 square feet, which would be used for future programs of in-service education, as well as other County Office of Education functions.

The proposal presented to the site committee was to construct one of these buildings of approximately 10,000 square feet to be used by SJSU as the initial center. They would provide an initial five-year lease, with renewable options for our use. The county already has adequate parking for the center. Additional parking could be developed on the remaining acreage not used by the county office, should more parking be needed.

Since future use by the county of the building used as a center would be for in-service education and instruction, county officials are willing to work with the university to construct the building to suit our instructional needs. If center growth is at the rate anticipated, and additional space is needed, the county will be willing to construct and lease a second building so that the center could grow on site. The county office recognized that in future years the center may move to a site identified by the State of California and purchased for the establishment of permanent buildings and facilities for an SJSU center in the tri-county area. At that time, the county office would utilize the facilities for in-service education as well as added office space anticipated as a future need of the county office.

The combination of location, suitability, support from the County Office of Education and the community, and the ability to expand made this location the unanimous choice of the center committee.

- ° 100 Block Office Building, Downtown Salinas -- The redevelopment of the downtown area of the city of Salinas has been progressing at a steady rate. The next project, which is in final stages of approval, includes the establishment of a large office complex with appropriate parking and shopping facilities. The city of Salinas and the developers establishing the office complex are interested in having SJSU be one of the primary tenants of the office complex. In this case, the SJSU center would become one of the users of the 103,000 square feet of office space planned for the center.

It is anticipated that final approvals, funding, and construction of the center will all take place during the next one to two years. This timing would make the office building just available for SJSU occupancy in the fall of 1988.

The cost of space in the center would be slightly higher than the county office site, estimated at \$.80-1.00 or slightly above per square foot, depending on site improvements. The city and 100 Block Plaza planners believe that sufficient free parking has been planned and will continue to be available close to the office building. The city plans call for limited free parking in several downtown Salinas lots and have encouraged the use of the 100 Block Office Building by SJSU.

The site committee found the 100 Block Office Building extremely desirable and identified it as the first alternate to the county office facility. This position is based upon the proposed range of cost, the schedule being tied to funding currently being sought, and the limited growth potential. While sufficient space would be made available for initial needs, added space would depend upon tenants moving out of the building to other locations.

- ° Hartnell Community College -- Hartnell Community College has provided SJSU with continuous and strong support for the development of upper division and graduate programs in the area for many decades. Prior to the authorization to offer FTES courses off-campus, Hartnell was the site for many summer and evening Continuing Education programs from the university. With the authorization of off-campus FTE generating courses, Hartnell has provided the university with office space, serves as a counseling center for the university, and assists our students with library needs. We also have ITFS classroom facilities on the Hartnell campus.

Their proposal presented to the committee includes the placement of temporary classrooms on the Hartnell campus to be rented to the university for use as classrooms, offices, and facilities for

support services. An advantage of using the Hartnell campus would be the availability and use of existing student services, including library, cafeteria, and other student support facilities. SJSU and Hartnell could cooperatively work together to expand library services and other student support services.

The principle problems with location on campus is limited space for temporaries, and very limited parking facilities. The Hartnell evening program has been growing; parking during morning class hours and evening class hours is already overextended. The addition of SJSU courses on campus would further aggravate the parking problem. Also, location of temporaries is limited due to overall space limitations of the campus.

The strong level of support and cooperation, the willingness to assist the university in developing appropriate instructional facilities, and the potential for facilities on the east campus, make Hartnell college a strong choice should the Monterey County Office of Education and 100 Block Office Building fail to materialize.



## 9. Budget

This budget will provide the university with the funds needed to develop a tri-county center serving the counties of Monterey, Santa Cruz, and San Benito, as well as the most southern portion of Santa Clara County (Gilroy area).

Support documentation for this budget is provided in other portions of this proposal. This budget includes the following sections:

Administrative supports -- includes the local administrator and the support needed to conduct and manage the center.

ITFS support -- includes the administrative support needed to conduct and manage the ITFS broadcasts from the campus to the center.

Rentals and operating budget -- costs of renting local facilities and providing the supplies and services necessary to conduct the programs.

Equipment purchases -- the initial purchases necessary to equip the center for instruction, including an initial library purchase for on-site reference books, and initial book and journal collections.

### I. Operating Budget -- Personnel

A. Faculty Positions*	10
B. Administrative Support (General Administration and Library)	
1. Director (Professor, Step 5, 12-month)	\$57,108
2. Counselor and Assistant to Director (SSP IV - 12 month, Step 2)	\$33,984
3. Senior Secretary (Step 1)	\$20,496
4. CA III-A (Step 1) Receptionist	\$18,540
5. Librarian (Associate, Step 1)	\$37,380
6. Staff Benefits at 35% of A1-A5	\$58,628
	<hr/>
	\$226,136
C. Administrative Support (ITFS)	
1. ITFS Administrator (EES II Step 3)	\$35,604
2. CA III-A (Step 1) Secretarial Support - ITFS and on-campus administration (1/1/2 positions)	\$27,810
3. Staff Benefits at 35% of B1-B2	\$22,195
	<hr/>
	\$85,609

\*Recognizes current assignments and incremental FTES growth by 1988/89.

## II. Operating Budget - Rental and Support

### A. Facility Rental and Operating Expenses

1. Facility Rental: 12,800 sq. ft. x .95/sq. ft. x 12 months	\$145,920
2. Telephone	\$4,500
3. Student Assistants	\$10,000
4. Travel	\$10,000
5. Equipment Maintenance	\$5,000
6. Publicity	\$10,000
7. Courier Service	\$5,000
8. Paper and Miscellaneous Supplies	\$6,000
	<hr/>
	\$196,420

### B. ITFS

1. Site Coordinators (Student Assistants)	\$35,000
2. Technical Support	\$35,000
3. Tower Rental	\$7,400
	<hr/>
	\$77,400

TOTAL OPERATING BUDGET	\$585,565
10% INFLATION	\$58,557
	<hr/>

TOTAL	\$644,122
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## II. Equipment and Furnishings

### A. One-time purchases to equip classrooms, offices, and other on-site facilities

1. Tables and chairs, and tablet arm chairs for eight regular classrooms and two ITFS classrooms: 500 student stations (1/3 tables and chairs, and 2/3 table arm chairs) (\$125 per station)	\$62,500
2. Office furnishings for twenty-two faculty, one director, one assistant to the director, one ITFS administrator, two secretaries, one receptionist, three student assistant stations (includes desks, chairs, files, bookcases, and miscellaneous office equipment) (\$975/station x 31 stations)	\$30,225

3. Word processing (three station unit), three electric typewriters, duplicator (for both class and office use), two terminals for admissions and records access (\$1,200 per terminal, \$300 per typewriter, \$4,740 per word processing station, \$6,500 for copier, \$6,000 for on campus administrative PC, second printer for ITFS and general administration).	\$30,020
4. Library shelving (20 floor to ceiling book storage units), tables and chairs for 24 students, desk and file cabinets for librarian (\$175 per library shelving, \$125 per student station, \$950 for librarian)	\$7,450
5. Conference Room -- tables and chairs for 20 people	\$1,400
6. Computers -- PC laboratory, 24 student stations with individual PC's (\$4,740 per station)	\$113,760
7. Library terminal to main library	\$1,200
8. Datalink to campus library	\$8,000
9. PC with modem for library use	\$5,000
10. Duplicator for student and library use	\$18,000
11. Reception area and student lounge	\$1,500
12. Chalkboards, A/V equipment, ITFS equipment (television sets, antenna, etc.), and other instructional support equipment	\$8,500
13. Library -- Reference materials and initial collection	\$45,000
	<hr/>
Total Equipment and Furnishings	\$332,555
 TOTAL TRI-COUNTY CENTER BUDGET 1988/89	 \$976,677

## 10. Campus Involvement with Planning

The President of the University has established a working committee to conduct a needs assessment of the tri-county area, to consider alternative courses of action, and to draft a proposal and formulate the initial plans for the off-campus center. Members of this committee from the San Jose State campus include the Dean of Continuing Education, the Associate Academic Vice President for Graduate Studies and Research, the Special Assistant to the Academic Vice President, the Associate Director of the Library, the Director of ITFS, and the Director of the Student Advisement Center maintained and staffed by San Jose State University at Hartnell College in Salinas. The committee has consulted frequently on specific matters with the President, the Academic Vice President, the Associate Academic Vice President for Educational Planning and Resources, the Associate Academic Vice President for Undergraduate Studies, the University Librarian, the Associate Executive Vice President for Admissions and Records, the Associate Executive Vice President for Business Affairs, the Associate Executive Vice President for Facilities Development and Operations, the Director of the Instructional Resources Center, and the Chair of the Academic Senate.

On April 28, 1986 the Financial and Student Affairs Committee, a policy committee of the Academic Senate, unanimously passed a resolution endorsing the plans for the tri-county center. That resolution was adopted without dissent at the May 5, 1986 meeting of the full Senate. The Senate has received periodic updates of plans for the center and school deans have been consulted regularly in this connection.

11. Community Involvement in Planning

President Fullerton called a planning meeting on the San Jose State campus on May 30, 1986. Representatives of the community attending the meeting included:

William Carlson.....Salinas City Manager  
Susan McCue.....Department of Community Development,  
City of Salinas  
Ned Madonia.....Economic Development Coordinator,  
City of Salinas  
Nancy Correa.....Director of Development,  
City of Salinas  
Jean McCollister.....Executive Vice President  
Salinas Chamber of Commerce  
C. Robert Drake.....Real Estate Broker and Representative  
of the Salinas Chamber of Commerce  
James Hardt.....President, Hartnell College, Salinas  
Rusty Areias.....25th District Assemblyman, Salinas  
Catherine O'Boyle.....Field Representative for State Senator  
Henry Mello  
Larry Rierson.....Monterey Peninsula Chamber of Commerce

The working committee established by President Fullerton includes, in addition to members from San Jose State,

Catherine O'Boyle  
C. Robert Drake  
Philip Nash.....Dean of Instructional Planning,  
Monterey Peninsula College  
Larry Rierson  
John Totten.....Vice President, Hartnell College  
Bill Smith.....Assistant City Manager, Monterey  
Herb Drezins.....Special Assistant to the Dean  
Defense Language Institute, Monterey  
Elizabeth Irwin.....Director of Community Education  
Cabrillo College  
Bill Melendez.....President, League of the United Latin-  
American Citizens  
Thorne Hacker.....Associate Dean Community Education,  
Monterey Peninsula College  
Jack Turner.....Dean of Instruction  
Cabrillo College  
Susan McCue  
Jean McCollister  
Nancy Co\_rea.....Representative of the City of Salinas  
Marijane Axtell Paulsen.....Vice President and Dean of Instruction,  
Gavilan College  
Donald Fletcher.....Deputy State University Dean of  
Extended Education, The California  
State University

The committee is divided into two sub- committees, one concerned with curricular development and the other with site selection. The committee has met at regular intervals of approximately six weeks, and the sub-committees have met more often as necessary. The committee's plans have met with strong support and enthusiasm in the tri-county community. Letters of endorsement have been received from:

Senator Henry Mello  
Assemblyman Rusty Areias  
Assemblyman Sam Farr  
Assemblyman Eric Seastrand  
Monterey County Board of Supervisors  
City Manager, City of Monterey  
Mayor, City of Salinas  
City Manager, City of Salinas  
Santa Cruz County Board of Supervisors  
Mayor, City of Santa Cruz  
San Benito County Board of Supervisors  
Association of Monterey Bay Area Governments  
City Manager, City of Hollister  
League of United Latin American Citizens, Salinas  
President, Hartnell College  
President, Cabrillo College  
Dean, Monterey Peninsula College  
Commanding General, Ft. Ord  
Commandant, Defense Language Institute  
Monterey Peninsula Unified School District  
San Benito County Office of Education  
Santa Rita Union School District  
Alisal Union School District, Salinas  
Pacific Grove Unified School District  
Monterey County Office for Employment Training  
Monterey Peninsula Chamber of Commerce  
Salinas Area Chamber of Commerce  
Watsonville Area Chamber of Commerce  
Monterey Peninsula Board of Realtors  
Teledyne McCormic, Inc., Salinas  
McCormick and Company, Salinas  
Digital Research, Monterey  
Magnetic Circuit Elements, Inc., Salinas  
Radionics, Salinas  
Small Business Consortium of Santa Cruz County

These letters, uniformly indicate a high level of support in the community for the center.



12. Consultation with Adjacent Institutions and other Segments

All two-year and four-year colleges and universities residing in the tri-county area have been informed of San Jose State's plan to develop a center in the area. These include:

The Defense Language Institute  
Monterey Peninsula College  
Cabrillo College  
Gavilan College  
Hartnell College  
The University of California at Santa Cruz  
Navy Post Graduate School  
Monterey College of Law  
Institute of International Education

No objections to the proposal have been received, Senior Administrators from Cabrillo College, Gavilan College, Hartnell College, Monterey Peninsula College, and the Defense Language Institute are in fact members of the committee developing the proposal.

The proposed tri-county center is designed to meet educational needs in the area that are presently unmet. Hence, it is not expected that the center will have negative effects on the enrollments of adjacent institutions. It is likely that, given the opportunity to complete a bachelors degree in the tri-county area, enrollments in community colleges will increase as students fulfill lower division requirements.

### 13. Analysis of Alternatives

At the present time the establishment of an off-campus center appears to be the best way to meet the educational needs of the tri-county area. While a number of students do now commute to the San Jose State campus from the tri-county area, especially from Santa Cruz County, there is no reason to anticipate that the relative number of these students will increase. The need in the tri-county area will likely increase as the population increases. At the same time, given the currently projected overall system enrollment patterns and the fiscal constraints in the state, there is no reason even to consider the establishment of a permanent campus of the California State University in the tri-county area.

The use of instructional television in conjunction with an off-campus program is an attractive alternative, and Instructional Television Fixed Service is already a component of the tri-county program that is currently in place. The University believes that, given the presently available technology and the high cost of a more advanced technology, that instructional television can be a useful part of the delivery system but cannot replace the present and proposed on-site course offerings.

In the Fall of 1986 classes will be offered at three locations in the tri-county area, and an alternative that could follow from this pattern would be to increase the number of locations used to provide instruction. Scattering sites throughout the area would add to the convenience of some residents while simultaneously inconveniencing others. Certain services and functions, notably student advising, storage of records, maintenance of financial aid information, as well as general support for academic programs are best provided at a centralized location. The success of the Student Advisement Center at Hartnell College has demonstrated the clear advantages of a single, coordinating center in the area to provide the needed educational services.

Junior/Community Colleges

The following Data was taken from Census Reports for the 1986-87 academic year.

Male/Female Enrollments

	<u>Hartnell</u>	<u>Monterey</u>	<u>Cabrillo</u>	<u>Gavilan</u>
Male	3148 (48.5%)	2906 (36.5%)	4939 (42.8%)	1601 (43.7%)
Female	3281 (50.5%)	4614 (58.0%)	6575 (57.0%)	2062 (56.3%)
Unknown	67 ( 1.0%)	434 ( 5.5%)	13 ( .12)	-
	<u>6496 ( 100%)</u>	<u>7954 ( 100%)</u>	<u>11527 ( 100%)</u>	<u>3663 ( 100%)</u>

Ethnic Distribution of Enrollments

American/Alaskan Native	147 ( 2.3%)	47 ( .6%)	119 ( 1.0%)	28 ( .76%)
Asian/Pacific Islander	303 ( 4.7%)	443 ( 5.6%)	317 ( 2.8%)	97 ( 2.64%)
Black	281 ( 4.3%)	552 ( 6.9%)	106 ( .9%)	48 ( 1.30%)
White	3348 (51.5%)	5339 (67.1%)	9796 (85.0%)	2282 (62.30%)
Hispanic	1718 (26.4%)	294 ( 3.7%)	1005 ( 8.7%)	963 (26.30%)
Filipino	285 ( 4.4%)	191 ( 2.4%)	70 ( .8%)	40 ( 1.10%)
Other and unknown	414 ( 6.3%)	1088 (13.7%)	114 ( 1.0%)	205 ( 5.60%)

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*Appendix C*

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Letter from Ralph Bigelow of the California State University  
to Mary Heim of the California State Department of Finance  
June 10, 1988

# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD CHICO DOMINGUEZ HILLS FRESNO FULLERTON HAYWARD HUMBOLDT  
POMONA SACRAMENTO SAN BERNARDINO SAN DIEGO SAN FRANCISCO SAN JOSE



LONG BEACH · LOS ANGELES · NORTHRIDGE  
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR  
(213) 590-

June 10, 1988

Ms. Mary Heim  
Population Research Unit  
Department of Finance  
1025 P Street  
Sacramento California 95817

Dear Mary:

Here are the materials that present the revised enrollment projections for the Tri-County Center of San Jose State University prepared by this division.

You will note revision in the methodology from that used in the earlier submission. We believe that we have successfully followed the sample for special projections that you provided, and that we have appropriately interpreted your sample using CSU terminology. You were most helpful to me in discussing the methodology by telephone.

In a separate mailing we will send you a diskette with SPSS programs that will run with the California Postsecondary Education Commission's data base of CSU enrollments so that you may verify the data used in the Tri-County projections. And if you have any questions about any part of this, please give me a call.

Sincerely,

Ralph Bigelow  
Director  
Analytic Studies

cc: John M. Smart  
Donald Fletcher  
Ralph Bohn  
William Storey ✓

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California State University  
San Jose State University, Tri-County Center

Enrollment Projections, June 1988

Data Sources

A. California State University Enrollment Reporting System Students (ERSS) files for fall terms 1985, 1986, and 1987 were used to measure the upper division and postbaccalaureate enrollment in all campuses of the CSU, in the fields of study associated with the Tri-County Center (TCC), of persons from Monterey, San Benito, and Santa Cruz counties. Two sets of tabulations were compiled:

1. Limited Fields: Those fields of study offered at TCC fall 1987 (see assumptions section);
2. Expanded Fields: Those fields of study proposed to be offered at TCC by fall 1994 (see assumptions section).

B. Student enrollment and full-time equivalent students enrolled at TCC fall 1987. This file is in ERSS format and was prepared by the Division of Analytic Studies in cooperation with officials of San Jose State University (SJSU). Although SJSU engaged in instructional activity in the Salinas/Monterey area prior to fall 1987, machine readable records of the individuals enrolled in prior terms have not been isolated from ERSS records for SJSU. The file for fall 1987 TCC records was especially constructed for the present purpose.

C. Department of Finance Baseline 1986 Population Projections by age and sex and county population estimates.

Methodology

The Baseline 1986 population projections of the Department of Finance for Monterey, San Benito, and Santa Cruz counties, the service area for TCC, were grouped, for men and women, in the following age groups: 17-19, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64.

Participation rates for persons enrolled in the CSU at the upper division and postbaccalaureate levels from the service area were derived from CSU fall census reports. Two sets of rates were examined:

1. In those fields of study offered at the center fall 1987 (limited fields). See Table 1.
2. In those fields of study proposed to be offered by fall 1994 (expanded fields). See Table 2.



The rates were examined for fall terms 1985, 1986, and 1987. A weighted average of the rates observed for the expanded fields was calculated. See Table 3.

The proportion of Tri-County CSU enrollments enrolled at the center was determined by comparing the fall 1987 ERSS file with the SJSU extract for fall 1987 total enrollments at the center. See Table 4. The comparison is complicated by the imprecise identification of credential seekers in ERSS records, which results in an underestimate of CSU Tri-County enrollments. It will be noted, for example, that the number of men enrolled at the center in fall 1987 is greater than the number of men from the service area counties enrolled in the CSU. This seeming anomaly is caused by the incomplete accounting of Tri-County enrollments in credential programs and the inclusion in center enrollments of persons from all other counties as well as from the service area counties.

Projections of CSU Tri-County enrollments were made by trending (straight line) the participation rates observed in 1987 in the limited fields of study to the weighted average of the rates observed in the expanded fields and using the latter for fall 1994. The derived rates were then applied to the population projections for the three counties. Projections are displayed in Table 5 for fall terms 1990 through 1994.

Projected center enrollments were then determined by applying the center's 1987 proportion of Tri-County enrollments to the projected Tri-County enrollments. See Table 6.

Average student credit units were developed in a parallel manner, by trending from the observed values at the center in 1987 (limited fields) to the weighted average of the values observed in the CSU (expanded fields) using the latter for 1994.

Full-time equivalent students were determined by using the derived average student credit units and the projected enrollments for the center. See Table 6.

Table 7 presents a summary of projected enrollments and FTES for the Tri-County Center.

### Assumptions

1. The service area of the Tri-County Center consists of Monterey, San Benito, and Santa Cruz counties. (It is noted that fall 1987 enrollments at the center included persons from other locations, most notably Santa Clara County.)

2. San Jose State University seeks support for the instructional activity it is conducting in the area by official recognition of the Tri-County Center in Salinas. If approved, the recognition would be for the academic year 1990-91. Fall term projections are presented for five years beginning with fall 1990 and extending through fall 1994.

3. In 1987, SJSU offered instruction in Salinas through regular instruction and closed-circuit instructional television in the following programs:

- BA Liberal studies
- BA Social science
- MA Education (and four credential programs)
- MSW Social work
- MLS Library science
- MS Community health nursing

These are identified herein as the "Limited Fields."

By 1994, SJSU proposes to expand its offerings at the center by adding programs in mathematics and computer science, administration of justice, psychology, and business. These programs, together with the programs offered in 1987, are identified herein as the "Expanded Fields."

4. California State University allocations of full-time equivalent students for San Jose State University include enrollments at the Tri-County Center. CSU revises allocations each spring to take into consideration the most recent enrollment experience and relevant changes in policy. Future changes in the support level for TCC would be a consideration in subsequent reviews of SJSU allocations.

5. The Tri-County CSU enrollment projections relevant to this analysis assume that participation rates and average student credit units will increase in a straight line from the values observed in 1987 (limited fields) to levels in 1994 at least equal to the 1987 observed values for the expanded fields. The projections for enrollments at the center assume that the relationship between CSU enrollments of persons from the service area counties and total enrollments at the center will remain constant at the level observed in 1987. This assumption does not account for increased participation likely by virtue of the presence of a recognized center. For this reason, as well as the imprecision in identifying CSU enrollments in credential programs, the projections are likely to be underestimated by an unknown amount.

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*Appendix D*

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Letter from Ralph Bigelow of the California State University  
to Mary Heim of the California State Department of Finance  
July 12, 1988

# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT  
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LONG BEACH · LOS ANGELES · NORTHRIDGE  
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR  
(213) 590-

July 12, 1988

Ms. Mary Heim  
Population Research Unit  
Department of Finance  
1025 P Street  
Sacramento, California 95814

Dear Mary:

Terry Dunn is shipping tapes to you with the revised data necessary for your review of the CSU proposal for the Tri-County Center of San Jose State University. These will be in the CPEC10 format, but the student credit units will reflect upper division and postbaccalaureate enrollments rather than enrollments at all levels.

In double checking the data for preparing these tapes, we discovered that in some instances we had used incorrect average student credit units in the materials sent you June 10, 1988. We have prepared revised tables with the corrected values and I shall attach them to this letter.

I trust that all is now in order for your review of the proposal. Please let me know if we need to amplify on any part of the materials provided.

Sincerely,

Ralph Bigelow  
Director  
Analytic Studies

Attachments

cc: John M. Smart  
Ralph Mills  
Ralph Bohn  
William Storey ✓

Table 1.  
 Analysis of CSU enrollments of Men and Women from Monterey, San Benito, and  
 Santa Cruz Counties, in programs offered Fall 1987 at Tri-County Center (Limited Fields)

MEN				WOMEN			
Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.	Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.
1985				1985			
17-19	15616	0.00000	0	17-19	13582	0.00000	0
20-24	31267	0.00074	23	20-24	24734	0.00275	68
25-29	29869	0.00047	14	25-29	27377	0.00208	57
30-34	30438	0.00036	11	30-34	27859	0.00122	34
35-39	25734	0.00051	13	35-39	22977	0.00161	37
40-44	16517	0.00042	7	40-44	15634	0.00173	27
45-49	12573	0.00032	4	45-49	12005	0.00108	13
50-54	11358	0.00026	3	50-54	11523	0.00078	9
55-59	10807	0.00009	1	55-59	12537	0.00016	2
60-64	9673	0.00000	0	60-64	11594	0.00009	1
Total Enrollment			76	Total Enrollment			248
Total FTE			42	Total FTE			154
ASCU 8.24				ASCU 9.30			
1986				1986			
17-19	15958	0.00000	0	17-19	13935	0.00000	0
20-24	30821	0.00068	21	20-24	24601	0.00341	84
25-29	29852	0.00070	21	25-29	27530	0.00193	53
30-34	31213	0.00045	14	30-34	28466	0.00172	49
35-39	28016	0.00064	18	35-39	25145	0.00203	51
40-44	17874	0.00039	7	40-44	16882	0.00225	38
45-49	13170	0.00030	4	45-49	12499	0.00080	10
50-54	11359	0.00026	3	50-54	11344	0.00053	6
55-59	11042	0.00000	0	55-59	12557	0.00008	1
60-64	9737	0.00000	0	60-64	11788	0.00017	2
Total Enrollment			88	Total Enrollment			294
Total FTE			51	Total FTE			170
ASCU 8.64				ASCU 8.69			
1987				1987			
17-19	16492	0.00000	0	17-19	14426	0.00000	0
20-24	30616	0.00091	28	20-24	24760	0.00384	95
25-29	29385	0.00045	25	25-29	27216	0.00184	50
30-34	32254	0.00050	16	30-34	29427	0.00197	58
35-39	29220	0.00082	24	35-39	26338	0.00194	51
40-44	19779	0.00046	9	40-44	18730	0.00240	45
45-49	13917	0.00043	6	45-49	13314	0.00180	24
50-54	11591	0.00026	3	50-54	11401	0.00070	8
55-59	11027	0.00000	0	55-59	12242	0.00025	3
60-64	9756	0.00000	0	60-64	12030	0.00008	1
Total Enrollment			111	Total Enrollment			335
Total FTE			65	Total FTE			198
ASCU 8.76				ASCU 8.85			

ASCU = Average Student Credit Units

Table 2.

Analysis of CSU enrollments of Men and Women from Monterey, San Benito, and Santa Cruz Counties in programs proposed by 1994 for Tri-County Center (Expanded)

Age Group	MEN			Age Group	WOMEN		
	Tri-Co Pop.	Partic. Rates	CSU Enrol.		Tri-Co Pop.	Partic. Rates	CSU Enrol.
1985				1985			
17-19	15616	0.00000	0	17-19	13582	0.00007	1
20-24	31267	0.00969	303	20-24	24734	0.01306	323
25-29	29869	0.00315	94	25-29	27377	0.00380	104
30-34	30438	0.00108	33	30-34	27859	0.00226	63
35-39	25734	0.00078	20	35-39	22977	0.00244	56
40-44	16517	0.00042	7	40-44	15634	0.00175	28
45-49	12573	0.00056	7	45-49	12005	0.00125	15
50-54	11358	0.00035	4	50-54	11523	0.00078	9
55-59	10807	0.00009	1	55-59	12537	0.00024	3
60-64	9673	0.00000	0	60-64	11594	0.00009	1
Total Enrollment			469	Total Enrollment			603
Total FTE			284	Total FTE			372
ASCU 9.07				ASCU 9.26			
1986				1986			
17-19	15958	0.00000	0	17-19	13935	0.00014	2
20-24	30821	0.01084	334	20-24	24601	0.01402	345
25-29	29852	0.00338	101	25-29	27530	0.00381	105
30-34	31213	0.00151	47	30-34	28466	0.00253	72
35-39	28016	0.00093	26	35-39	25145	0.00282	71
40-44	17874	0.00050	9	40-44	16822	0.00237	40
45-49	13170	0.00038	5	45-49	12499	0.00104	13
50-54	11359	0.00026	3	50-54	11344	0.00053	6
55-59	11042	0.00000	0	55-59	12557	0.00024	3
60-64	9737	0.00000	0	60-64	11788	0.00025	3
Total Enrollment			525	Total Enrollment			660
Total FTE			308	Total FTE			400
ASCU 8.81				ASCU 9.10			
1987				1987			
17-19	16492	0.00000	0	17-19	14426	0.00021	3
20-24	30616	0.01104	338	20-24	24760	0.01438	356
25-29	29385	0.00361	105	25-29	27216	0.00345	94
30-34	32254	0.00121	39	30-34	29427	0.00299	88
35-39	29320	0.00116	34	35-39	26338	0.00273	72
40-44	19779	0.00061	12	40-44	18730	0.00288	54
45-49	13917	0.00050	7	45-49	13314	0.00210	28
50-54	11591	0.00026	3	50-54	11401	0.00070	8
55-59	11027	0.00000	0	55-59	12242	0.00033	4
60-64	9756	0.00000	0	60-64	12030	0.00008	1
Total Enrollment			539	Total Enrollment			708
Total FTE			333	Total FTE			437
ASCU 9.28				ASCU 9.25			



Table 3.

Weighted Average of Participation Rates and Average Student Credit Units,  
 Fall Terms 1985, 1986, & 1987, of Men and Women from the TCC Service Area  
 In Programs Proposed by 1994 for Tri-County Center

MEN				WOMEN			
Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.	Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.
17-19	15824	0.00000	0	17-19	13169	0.00016	2
20-24	30721	0.01075	330	20-24	24757	0.01404	348
25-29	27559	0.00346	95	25-29	26758	0.00363	97
30-34	31546	0.00129	41	30-34	29397	0.00272	80
35-39	34665	0.00102	35	35-39	31727	0.00271	86
40-44	32250	0.00054	17	40-44	30069	0.00253	76
45-49	25049	0.00047	12	45-49	23382	0.00161	38
50-54	16572	0.00028	5	50-54	16000	0.00066	11
55-59	11604	0.00002	0	55-59	12092	0.00028	3
60-64	9866	0.00000	0	60-64	11287	0.00014	2
Total Enrollment			535	Total Enrollment			742
Total FTE			324	Total FTE			455
ASCU 9.09				ASCU 9.20			

Table 4.  
 Relationship of Tri-County Center Enrollments to CSU Enrollments from  
 Monterey, San Benito, and Santa Cruz Counties in Fall 1987

Age Group	MEN			WOMEN		
	TCC Enrol	CSU Enrol	Ratio	TCC Enrol	CSU Enrol	Ratio
1987						
17-19	7	0	0.00	1	0	0
20-24	27	28	0.96	39	95	0.41
25-29	17	25	0.68	44	50	0.88
30-34	24	16	1.50	39	58	0.67
35-39	23	24	0.96	48	51	0.94
40-44	8	9	0.89	37	45	0.82
45-49	9	6	1.50	14	24	0.58
50-54	1	3	0.33	8	8	1.00
55-59	0	0	0.00	5	3	1.67
60-64	0	0	0.00	1	1	1.00
Total Enrollment	116	111	1.05	236	335	0.70
TCC FTE	29			70		

Table 5.

Projection of CSU Enrollments of Men and Women from Monterey,  
San Benito, and Santa Cruz Counties in Programs of Study  
Associated with the Tri-County Center

MEN					WOMEN				
Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.	Proj. FTE	Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.	Proj. FTE
1990									
17-19	16365	0.000000	0	0	17-19	13687	0.000069	1	1
20-24	30421	0.005127	156	93	20-24	26094	0.008211	214	129
25-29	29064	0.001969	57	34	25-29	26481	0.002607	69	41
30-34	33059	0.000839	28	16	30-34	30176	0.002291	69	41
35-39	32401	0.000906	29	17	35-39	29764	0.002270	68	41
40-44	26633	0.000494	13	8	40-44	24540	0.002456	60	36
45-49	17340	0.000447	8	5	45-49	16556	0.001719	28	17
50-54	12997	0.000269	3	2	50-54	12353	0.000683	8	5
55-59	10772	0.000009	0	0	55-59	11794	0.000263	3	2
60-64	10374	0.000000	0	0	60-64	12506	0.000106	1	1
Totals			295	175	Totals			523	314
ASCU 8.90					ASCU 9.00				
1991									
17-19	16012	0.000000	0	0	17-19	13291	0.000091	1	1
20-24	30850	0.006533	202	120	20-24	26035	0.009669	252	152
25-29	28447	0.002341	67	40	25-29	26431	0.002863	76	46
30-34	32822	0.000951	31	19	30-34	30266	0.002399	73	44
35-39	33015	0.000934	31	18	35-39	30167	0.002380	72	43
40-44	28892	0.000506	15	9	40-44	26709	0.002474	66	40
45-49	18735	0.000453	8	5	45-49	17877	0.001691	30	18
50-54	13527	0.000271	4	2	50-54	12878	0.000677	9	5
55-59	10572	0.000011	0	0	55-59	11508	0.000267	3	2
60-64	10362	0.000000	0	0	60-64	12281	0.000114	1	1
Totals			357	213	Totals			583	351
ASCU 8.95					ASCU 9.05				
1992									
17-19	16389	0.000000	0	0	17-19	13397	0.000114	2	1
20-24	30791	0.007939	244	147	20-24	25673	0.011126	286	173
25-29	28128	0.002714	76	46	25-29	26560	0.003119	83	50
30-34	32154	0.001064	34	21	30-34	29866	0.002506	75	45
35-39	34004	0.000963	33	20	35-39	31018	0.002490	77	47
40-44	30146	0.000517	16	9	40-44	27787	0.002493	69	42
45-49	20743	0.000459	10	6	45-49	19789	0.001664	33	20
50-54	14335	0.000274	4	2	50-54	13709	0.000671	9	6
55-59	10785	0.000014	0	0	55-59	11528	0.000271	3	2
60-64	10152	0.000000	0	0	60-64	11755	0.000123	1	1
Totals			417	250	Totals			638	387
ASCU 9.00					ASCU 9.10				

Table 5, page 2

MEN					WOMEN				
Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.	Proj. FTE	Age Group	Tri-Co Pop.	Partic. Rates	CSU Enrol.	Proj. FTE
1993									
17-19	15906	0.000000	0	0	17-19	13185	0.000137	2	1
20-24	30999	0.009344	290	175	20-24	25440	0.012583	320	195
25-29	27684	0.003087	85	52	25-29	26422	0.003374	89	54
30-34	31963	0.001177	38	23	30-34	29482	0.002513	77	47
35-39	34219	0.000991	34	20	35-39	31506	0.002500	82	50
40-44	31195	0.000529	16	10	40-44	28828	0.002511	72	44
45-49	22964	0.000464	11	6	45-49	21694	0.001637	36	22
50-54	15422	0.000277	4	3	50-54	14857	0.000666	10	6
55-59	11108	0.000017	0	0	55-59	11725	0.000276	3	2
60-64	9993	0.000000	0	0	60-64	11523	0.000131	2	1
Totals			478	288	Totals			693	422
ASCU 9.04					ASCU 9.15				
1994									
17-19	15824	0.000000	0	0	17-19	13169	0.00016	2	1
20-24	30721	0.01075	330	200	20-24	24757	0.01404	348	213
25-29	27559	0.00346	95	58	25-29	25758	0.00363	97	60
30-34	31546	0.00129	41	25	30-34	29397	0.00272	80	49
35-39	34665	0.00102	35	21	35-39	31727	0.00271	86	53
40-44	32250	0.00054	17	11	40-44	30069	0.00253	76	47
45-49	25049	0.00047	12	7	45-49	23382	0.00161	38	23
50-54	16572	0.00028	7	3	50-54	16000	0.00066	11	6
55-59	11604	0.00002	0	0	55-59	12092	0.00028	3	2
60-64	9866	0.00000	0	0	60-64	11287	0.00014	2	1
Totals			536	325	Totals			742	455
ASCU 9.09					ASCU 9.20				

Table 6.  
 Projection of Tri-County Center Enrollment  
 Fall 1990 through Fall 1994

Age Group	Men			Age Group	Women			Age Group	Total		
	CSU Enrol.	Salinas ENR	Proj. FTE		CSU Enrol.	Salinas ENR	Proj. FTE		CSU Enrol.	Salinas ENR	Proj. FTE
1990											
17-19	0	0	0	17-19	1	0	0	17-19	1	0	0
20-24	156	150	61	20-24	214	88	38	20-24	370	238	99
25-29	57	39	16	25-29	69	61	26	25-29	126	100	42
30-34	28	42	17	30-34	69	46	20	30-34	97	88	37
35-39	29	28	11	35-39	68	64	28	35-39	97	92	39
40-44	13	12	5	40-44	60	49	21	40-44	73	61	26
45-49	8	12	5	45-49	28	17	7	45-49	36	28	12
50-54	3	1	0	50-54	8	8	4	50-54	12	10	4
55-59	0	0	0	55-59	3	5	2	55-59	3	5	2
60-64	0	0	0	60-64	1	1	1	60-64	1	1	1
Totals	295	283	115	Totals	523	339	147	Totals	817	622	263
ASCU 6.12				ASCU 6.52				ASCU 6.34			
1991											
17-19	0	0	0	17-19	1	0	0	17-19	1	0	0
20-24	202	193	88	20-24	252	103	49	20-24	453	297	138
25-29	67	45	21	25-29	76	67	32	25-29	142	112	53
30-34	31	47	21	30-34	73	49	23	30-34	104	95	45
35-39	31	30	14	35-39	72	67	32	35-39	103	97	46
40-44	15	13	6	40-44	66	54	26	40-44	81	67	32
45-49	6	13	6	45-49	30	18	8	45-49	39	30	14
50-54	4	1	1	50-54	9	9	4	50-54	12	10	5
55-59	0	0	0	55-59	3	5	2	55-59	3	5	2
60-64	0	0	0	60-64	1	1	1	60-64	1	1	1
Totals	357	342	156	Totals	583	373	179	Totals	940	715	335
ASCU 6.86				ASCU 7.19				ASCU 7.03			
1992											
17-19	0	0	0	17-19	2	0	0	17-19	2	0	0
20-24	244	235	119	20-24	286	117	61	20-24	530	352	180
25-29	76	52	26	25-29	83	73	38	25-29	159	125	64
30-34	34	51	26	30-34	75	50	26	30-34	109	101	52
35-39	33	31	16	35-39	77	73	38	35-39	110	104	54
40-44	16	14	7	40-44	69	57	30	40-44	85	71	37
45-49	10	14	7	45-49	33	19	10	45-49	42	33	17
50-54	4	1	1	50-54	9	9	5	50-54	13	11	5
55-59	0	0	0	55-59	3	5	3	55-59	3	5	3
60-64	0	0	0	60-64	1	1	1	60-64	1	1	1
Totals	417	399	202	Totals	638	405	212	Totals	1055	803	414
ASCU 7.60				ASCU 7.86				ASCU 7.73			

Table 6, page 2

Age Group	Men			Age Group	Women			Age Group	Total		
	CSU Enrol.	Salinas ENR	Proj. FTE		CSU Enrol.	Salinas ENR	Proj. FTE		CSU Enrol.	Salinas ENR	Proj. FTE
1993											
17-19	0	0	0	17-19	2	0	0	17-19	2	0	0
20-24	290	278	155	20-24	320	131	75	20-24	610	409	229
25-29	85	58	32	25-29	89	78	45	25-29	175	137	77
30-34	39	55	31	30-34	77	52	29	30-34	115	108	61
35-39	34	33	18	35-39	82	77	44	35-39	116	110	62
40-44	16	15	8	40-44	72	59	34	40-44	89	74	42
45-49	11	16	9	45-49	36	21	12	45-49	46	37	21
50-54	4	1	1	50-54	10	10	6	50-54	14	11	6
55-59	0	0	0	55-59	3	5	3	55-59	3	5	3
60-64	0	0	0	60-64	2	2	1	60-64	2	2	1
Totals	478	457	255	Totals	693	435	247	Totals	1171	892	502
ASCU 8.35				ASCU 8.53				ASCU 8.44			
1994											
17-19	0	0	0	17-19	2	0	0	17-19	2	0	0
20-24	330	317	192	20-24	348	143	87	20-24	678	460	280
25-29	95	65	39	25-29	97	85	52	25-29	192	150	92
30-34	41	61	37	30-34	80	54	33	30-34	121	115	70
35-39	35	34	21	35-39	86	81	50	35-39	121	115	70
40-44	17	15	9	40-44	76	62	38	40-44	93	78	48
45-49	12	18	11	45-49	38	22	13	45-49	49	39	24
50-54	5	2	1	50-54	11	11	6	50-54	15	12	7
55-59	0	0	0	55-59	3	6	3	55-59	4	6	3
60-64	0	0	0	60-64	2	2	1	60-64	2	2	1
Totals	536	512	310	Totals	742	464	285	Totals	1278	976	595
ASCU 9.09				ASCU 9.20				ASCU 9.14			



Table 7.  
 Summary of Enrollment and FTES, Tri-County Center  
 Actual Fall 1987; Projected Fall 1990 through Fall 1994

Fall	MEN		WOMEN		TOTAL	
	Enrol.	FTE	Enrol.	FTE	Enrol.	FTE
Actual						
1987	116	29	236	70	352	99
Projected						
1990	283	115	339	147	622	262
1991	342	156	373	179	715	335
1992	399	202	405	212	804	414
1993	457	255	435	247	892	502
1994	512	310	464	285	976	595

CSU Analytic Studies, July 1988  
 TCC1-7 (rev.)

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# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

## Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of January 1988, the Commissioners representing the general public are:

Mim Andelson, Los Angeles  
C. Thomas Dean, Long Beach, *Chairperson*  
Henry Der, San Francisco  
Seymour M. Farber, M.D., San Francisco  
Helen Z. Hansen, Long Beach  
Lowell J. Paige, El Macero  
Cruz Reynoso, Los Angeles, *Vice Chairperson*  
Sharon N. Skog, Palo Alto  
Stephen P. Teale, M.D., Modesto

Representatives of the segments are.

Yori Wada, San Francisco, appointed by the Regents of the University of California

William D. Campbell, Carlsbad; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Kenneth L. Peters, Tarzana; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo, appointed by California's independent colleges and universities

## Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

## Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its interim executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514, telephone (916) 445-7933.

# PROPOSED ESTABLISHMENT OF SAN JOSE STATE UNIVERSITY'S TRI-COUNTY CENTER IN SALINAS

California Postsecondary Education Commission Report 88-37

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

- 88-21** Staff Development in California's Public Schools: Recommendations of the Policy Development Committee for the California Staff Development Policy Study, March 16, 1988 (March 1988)
- 88-22 and 23** Staff Development in California: Public and Personal Investments, Program Patterns, and Policy Choices, by Judith Warren Little, William H. Gerritz, David S. Stern, James W. Guthrie, Michael W. Kirst, and David D. Marsh. A Joint Publication of Far West Laboratory for Educational Research and Development • Policy Analysis for California Education (PACE), December 1987:
- 88-22** Executive Summary (March 1988)
  - 88-23** Report (March 1988)
- 88-24** Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1320 (Chapter 1245, Statutes of 1987) (May 1988)
- 88-25** Proposed Construction of the Petaluma Center of Santa Rosa Junior College: A Report to the Governor and Legislature in Response to a Request for Capital Funds for Permanent Off-Campus Center in Southern Sonoma County (May 1988)
- 88-26** California College-Going Rates, 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollments at California's Colleges and Universities by Recent Graduates of California High Schools (June 1988)
- 88-27** Proposed Construction of Off-Campus Community College Centers in Western Riverside County: A Report to the Governor and Legislature in Response to a Request of the Riverside and Mt. San Jacinto Community College Districts for Capital Funds to Build Permanent Off-Campus Centers in Norco and Moreno Valley and South of Sun City (June 1988)
- 88-28** Annual Report on Program Review Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities (June 1988)
- 88-29** Diversification of the Faculty and Staff in California Public Postsecondary Education from 1977 to 1987: The Fifth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (September 1988)
- 88-30** Supplemental Report on Academic Salaries, 1987-88: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Subsequent Postsecondary Salary Legislation (September 1988)
- 88-31** The Role of the California Postsecondary Education Commission in Achieving Educational Equity in California. The Report of the Commission's Special Committee on Educational Equity, Cruz Reynoso, *Chair* (September 1988)
- 88-32** A Comprehensive Student Information System, by John G. Harrison: A Report Prepared for the California Postsecondary Education Commission by the Wyndgate Group, Ltd. (September 1988)
- 88-33** Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. A Staff Report to the California Postsecondary Education Commission (October 1988)
- 88-34** Legislation Affecting Higher Education Enacted During the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission (October 1988)
- 88-35** Meeting California's Adult Education Needs. Recommendations to the Legislature in Response to Supplemental Language in the 1988 Budget Act (October 1988)
- 88-36** Implementing a Comprehensive Student Information System in California. A Recommended Plan of Action (October 1988)
- 88-37** Proposed Establishment of San Jose State University's Tri-County Center in Salinas: A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties (October 1988)