

## DOCUMENT RESUME

ED 436 224

JC 990 694

TITLE Proposed Construction of the Madera County Educational Center in the State Center Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges.

INSTITUTION California State Postsecondary Education Commission, Sacramento.

REPORT NO CPEC-CR-93-16

PUB DATE 1993-09-00

NOTE 98p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

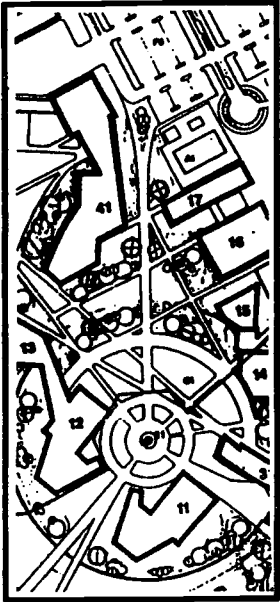
DESCRIPTORS Access to Education; \*Campus Planning; \*Community Colleges; Construction (Process); Educational Assessment; Educational Development; Educational Finance; Educational Needs; \*Educational Planning; Politics of Education; Program Proposals; School Districts; School Location; Site Analysis; State Aid; Two Year Colleges

IDENTIFIERS \*California Community Colleges

## ABSTRACT

In this report, the California Postsecondary Education Commission responds to a request by the Chancellor of the California Community Colleges to review the need for and location of a new educational center, the Madera County Educational Center, north of Fresno within the State Center Community College District. The report contains nine conclusions made by the Commission regarding enrollment projections, alternatives, serving the disadvantaged, academic planning, funding projections, accessibility, effects on other institutions, environmental impact, and economic efficiency. It makes four recommendations regarding the proposed center: (1) the Madera County Educational Center should be approved as an educational center of the State Center Community College District, (2) the Madera County Educational Center should become eligible for State capital outlay funding as of the 1994-95 fiscal year, (3) the State Center Community College District should provide the Commission with a copy of the Final Environmental Impact Report upon its completion, and (4) should the State Center Community College District propose to convert the Madera County Educational Center to a full service community college, it should submit a request for that conversion to the Commission. Part 1 presents conclusions and recommendations, Part 2 discusses the background to the proposal, and Part 3 presents an analysis of the proposal. This report contains five appendices and 17 references. (VWC)

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# PROPOSED CONSTRUCTION OF THE MADERA COUNTY EDUCATIONAL CENTER IN THE STATE CENTER COUNTY COMMUNITY COLLEGE DISTRICT



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## Summary ...

The State Center Community College District has proposed creating a permanent educational center in Madera -- a three-quarter hour drive on Highway 99 southeast from Merced, and a half-hour drive northwest from Fresno. The Madera County Educational Center would become the third permanent facility in the district, joining Fresno City College and Kings River Community College in Reedley. The 125-acre site on which the center would be located will be donated by a consortium of landowners in the area and would become part of a much larger development project.

The Board of Governors of the California Community Colleges approved the proposal for the Madera center at its July 15-16 meeting, and the Commission then approved it on September 13. In reviewing the district's proposal for the center, the Commission found that it satisfied all but one of the criteria contained in the 1992 revision of its guidelines. That lone exception concerned submission of an Environmental Impact Report, which has not yet been completed. As a result, the Commission noted in its recommendations for approval "that the State Center Community College District provide the Commission with a copy of the final Environmental Impact Report upon its completion" (p. 4).

Both the size of the site and the strong population growth in the area suggest evolution of the center into a full-service college early in the next century. Therefore the Commission also notes "that should the State Center Community College District propose to convert the Madera County Educational Center to a full-service community college, it should submit a request for that conversion to the Commission" (ibid.).

Additional copies of this report and further information about it may be obtained from the Commission at Suite 500, 1303 J Street, Sacramento, California 95814-2938; telephone (916) 445-7933. Further information about the center may be obtained from the State Center Community College District at 1525 East Weldon Avenue, Fresno, California 93704; telephone (209) 226-0720.

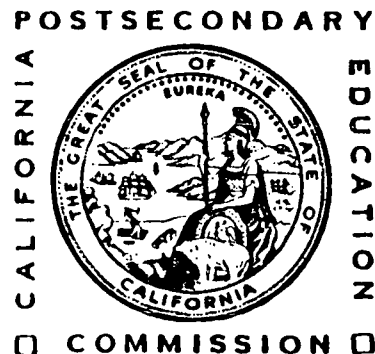
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PROPOSED CONSTRUCTION  
OF THE MADERA COUNTY  
EDUCATIONAL CENTER  
IN THE STATE CENTER  
COMMUNITY COLLEGE DISTRICT

*A Report to the Governor and Legislature  
in Response to a Request  
from the Board of Governors  
of the California Community Colleges*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





COMMISSION REPORT 93-16  
PUBLISHED SEPTEMBER 1993

*Contributing Staff:* William L. Storey

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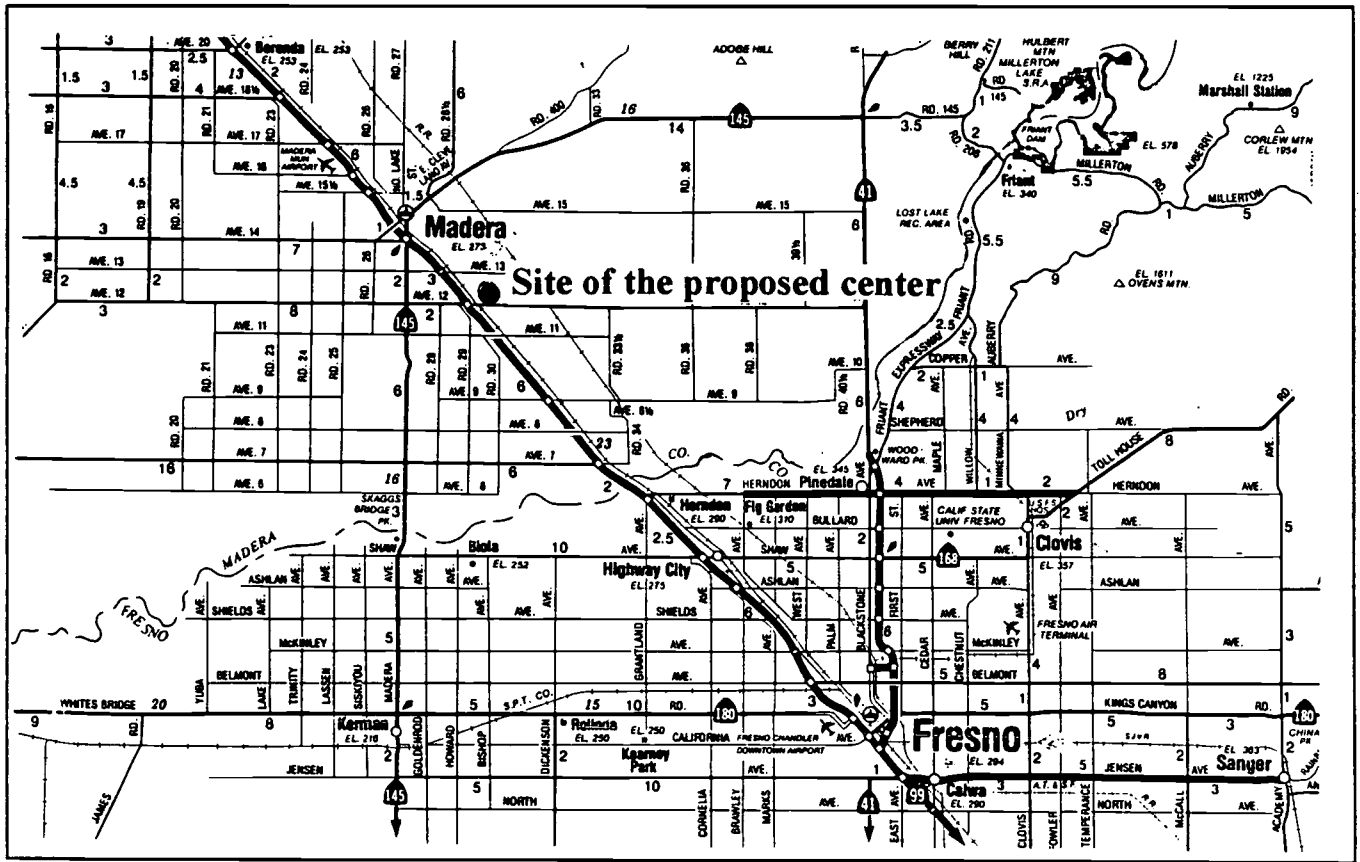
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## Conclusions and Recommendations

IN THIS REPORT, the Commission responds to a request by the Chancellor of the California Community Colleges to review the need for and location of a new educational center -- the Madera County Educational Center -- north of Fresno within the State Center Community College District.

On May 14, 1993, the Board of Governors received a proposal from the Chancellor's Office to approve the center, which the State Center district proposes to construct on 125 acres of donated land just to the southeast of the City of Madera adjacent to State Highway 99 (Display 1, below). The Chancellor's staff concluded that the proposal is "justifiable, desirable, and timely," primarily because of rapid population growth in the area, the impact of Fresno City College to the south, and the absence of any other community college within a reasonable commuting time.

DISPLAY 1 Site of the Proposed Madera County Educational Center



Source: Adapted from California State Automobile Association. © CSAA, 1992.

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Although the State Center district's proposal is only for an educational center, the 125-acre property has the potential for eventual development into a full-service community college, since 100 acres is the Chancellor's Office minimum guideline for full-service colleges. Such an evolution of the facility seems likely, since the Board of Governors' 1991 long-range plan indicated that the Madera center should evolve into a full-service community college by the year 2000. The Board's timeline has since been pushed back about five years because the district experienced numerous delays in acquiring the present site, but the likelihood exists that the district will propose expanding the center into a college after the turn of the century. At such time, the Commission expects that the district and the Chancellor's Office will submit a proposal for Commission approval of that conversion.

The State Center district has developed a request for \$1.75 million in the 1994-95 capital outlay budget for planning and working drawings for infrastructure and Phase I facilities development, and it will submit that request to the Board of Governors this August. It expects to request another \$31.47 million in 1995-96 for construction, followed by a final \$1.7 million for equipment in 1996-97.

The nine conclusions and three recommendations below regarding the proposed center are based on the Commission's recently revised *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (1992c).

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## Conclusions

1. *Enrollment Projections:* The enrollment projection for the Madera County Educational Center was produced and approved by the Demographic Research Unit of the Department of Finance: it indicates a probable opening enrollment of 1,530 headcount students and an enrollment three years after opening of 2,200. These numbers should translate to full-time-equivalent student (FTES) enrollments of approximately 800 and 1,200. The Commission's and the Board of Governor's guideline for the minimum size of an educational center is 500 full-time-equivalent students.
2. *Alternatives:* The district's Needs Study contains an analysis of five alternatives, including the expansion of existing facilities, greater campus utilization, shared use of facilities, and the widespread use of technology. For various reasons, primarily the isolation of the Madera area from Fresno City College and the fact that the selected site is very well located and can be obtained at no cost to the State or the district, the district's proposal should be considered the most viable of the available options.
3. *Serving the Disadvantaged:* The district has proposed an array of student services similar to those currently offered at its two other campuses. These services include student financial aid, Extended Opportunity Programs and Services (EOPS), counseling, advising, tutoring, and a number of other programs detailed in the body of this report. Equally important, the provision of these services will be considerably easier at the proposed permanent center than at the present decentralized outreach locations.

4. *Academic Planning:* The district has presented an academic plan for the proposed center, one that involves both the transfer of existing programs from its outreach operations as well as the creation of new programs as the center develops. All of the programs proposed to be offered have been previously approved by the district governing board and are included within the district's academic master plan.
5. *Funding Projections.* The district has provided a cost analysis of both capital outlay estimates and projected support costs for the new institution. Those estimates indicate a capital outlay cost of \$34.5 million for the first phase of construction, and a total capital cost of \$106.5 million within ten years, assuming all projects are funded. Operating costs are projected to be about \$3 million by the third year of the center's existence.
6. *Accessibility:* The location of the site meets the Commission's criterion for accessibility. There is ready access to the Highway 99 freeway and excellent access from all surface streets in the immediate area. Public transportation is available and is proposed to be expanded as the center develops.
7. *Effects on Other Institutions:* Widespread support for the center has been forthcoming from California State University, Fresno, and from all neighboring community college districts, none of which is within commuting distance. Because of the distances involved, there are no neighboring institutions that could be adversely impacted by the establishment of a permanent center in Madera.
8. *Environmental Impact:* A environmental impact report (EIR) is in the preliminary stages of development, but has not been finalized. In part, this is because of the complex legal relationships that exist among the State Center Community College District, the City of Madera, the landowners, and affected State agencies. The existing memorandum of understanding that governs the actions of the district, the City, and the landowners requires the development and approval of an environmental impact report prior to the transfer of the site to the district. The district has provided the Commission with an outline of the probable outcome of the report that shows no conditions that cannot be mitigated, but a true determination will have to await the final version of the report.
9. *Economic Efficiency:* Since the site will be donated to the district by the landowners, the State of California will not be required to provide any capital outlay funding for site acquisition.

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**Recommendations**

Based on its analysis of the Madera County Educational Center proposal and pursuant to its responsibilities under Section 66904 of the Education Code, the Commission recommends to the Governor, the Legislature, and the Board of Governors of the California Community Colleges the following:

- 1. That the Madera County Educational Center be approved as an educational center of the State Center Community College District.**
  - 2. That the Madera County Educational Center become eligible for State capital outlay funding as of the 1994-95 fiscal year.**
  - 3. That the State Center Community College District provide the Commission with a copy of the Final Environmental Impact Report upon its completion.**
  - 4. That should the State Center Community College District propose to convert the Madera County Educational Center to a full service community college, it should submit a request for that conversion to the Commission.**
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# 2

## Background to the Proposal

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**S**ECTIONS 66903(2a) and 66903(5) of the Education Code provide that the California Postsecondary Education Commission “shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education.” Section 66904 also provides:

It is further the intent of the Legislature that California Community Colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission. Acquisition or construction of non state-funded community 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 this legislation, in 1975 the Commission developed a series of guidelines and procedures for the review of new campus and off-campus center proposals and then revised them in 1978, 1982, 1990, and most recently in August 1992 under the title of *Guidelines for the Review of Proposed University Campuses, Community Colleges, and Educational Centers* (1975, 1978, 1982, 1990a, and 1992c). As most recently revised, these guidelines require each of the public higher education systems to develop a statewide plan every five years that identifies the need for new institutions over a 15-year period. Once the system submits that statewide plan to the Commission, the Commission staff requests that it submit more detailed short-term plans for campuses or centers through a “Letter of Intent to Expand.” If Commission staff reviews that letter favorably, the staff invites the system to submit a comprehensive proposal -- referred to as a “needs study” -- that the staff evaluates according to ten criteria to determine its relative merit, after which the Commission recommends to the Governor and the Legislature that the new campus or educational center be approved -- creating an eligibility to compete with other districts for State capital outlay appropriations -- or be disapproved and remain ineligible.

The proposal by the State Center Community College District to establish the Madera County Educational Center was developed pursuant to the Commission’s 1992 guidelines.

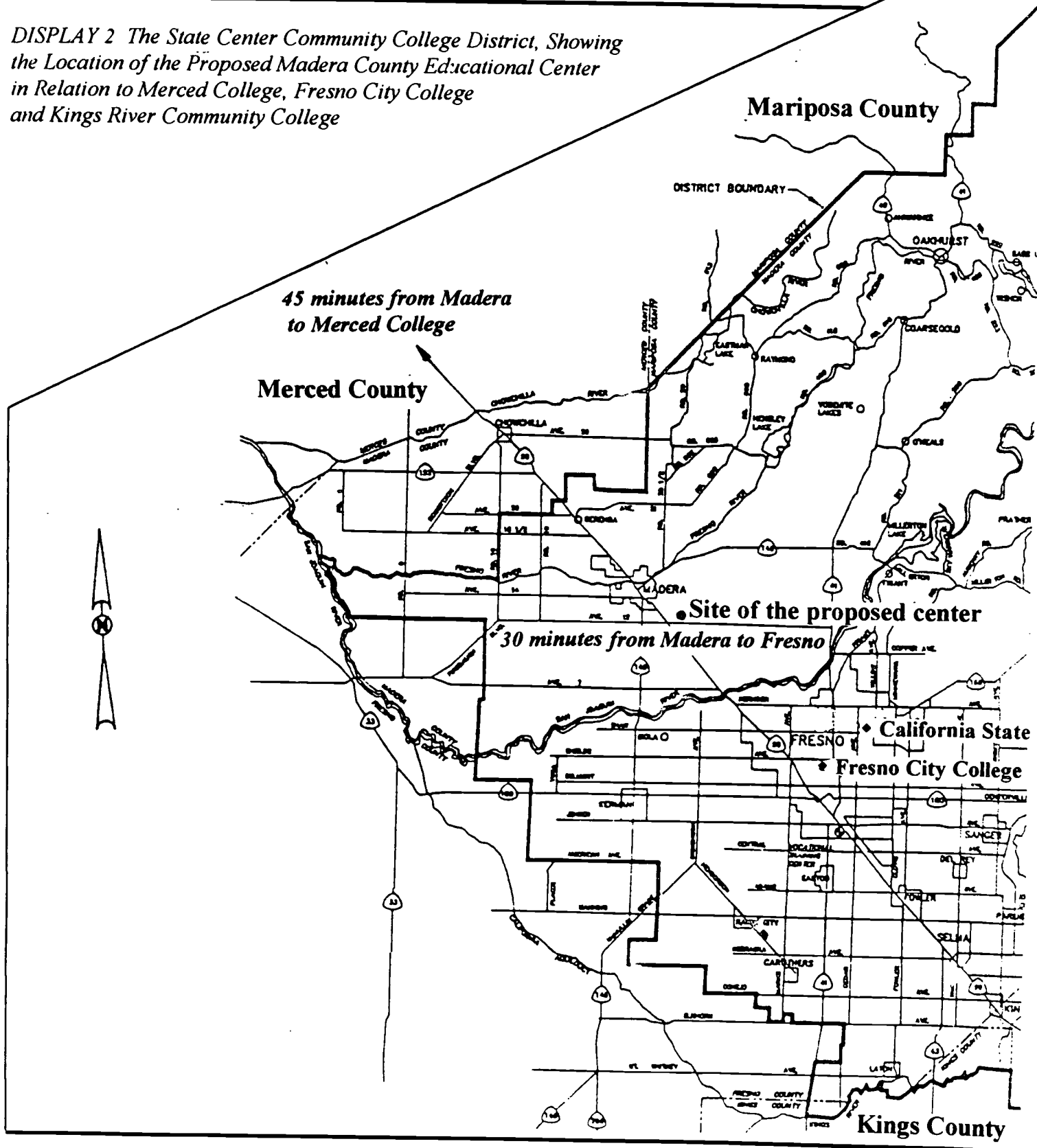
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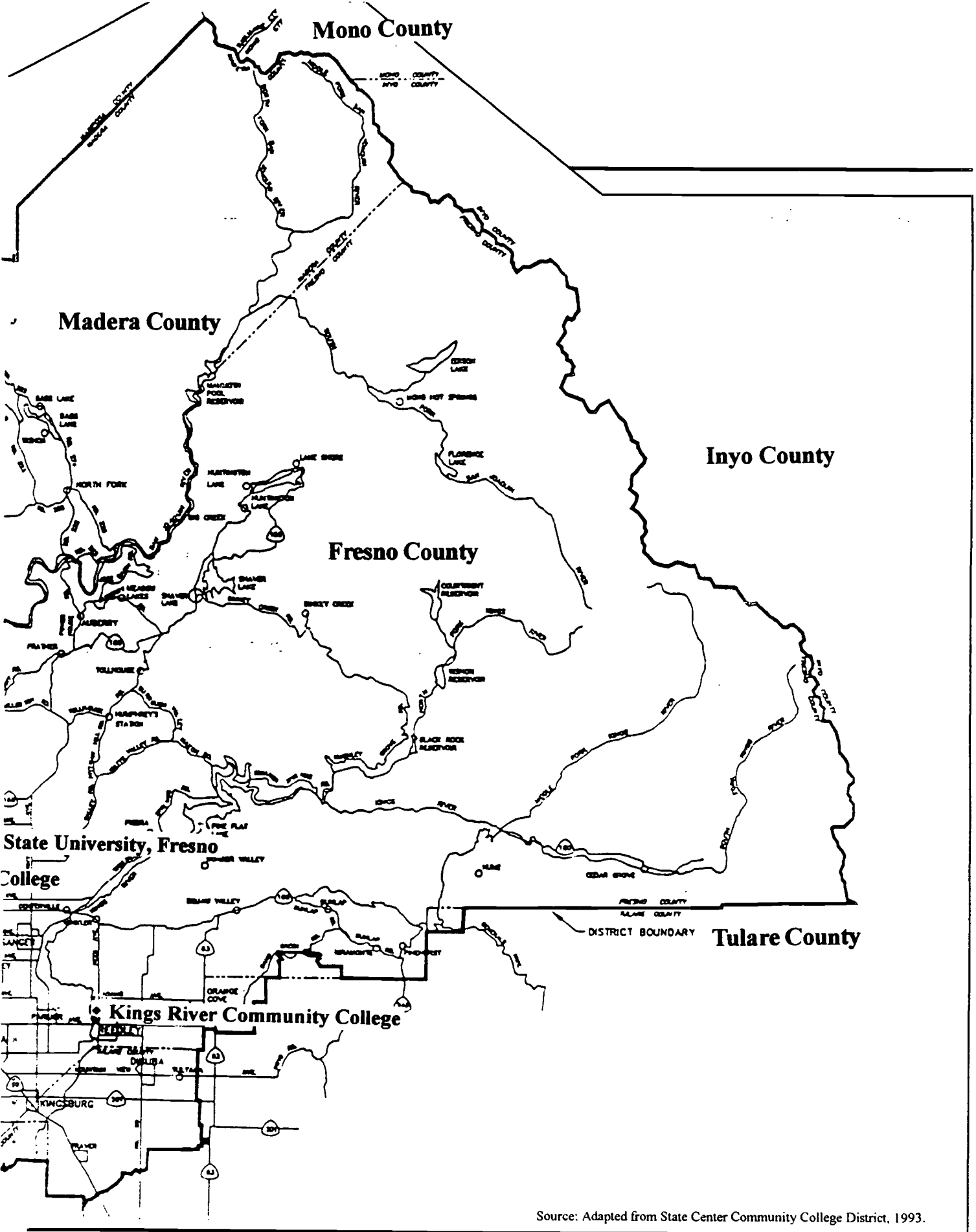
### Origins of the proposal

The State Center Community College District comprises an area of 5,612 square miles in the heart of the San Joaquin Valley. It sprawls over Fresno and Madera Counties, which together contained a population of 763,700 as of the 1990 census, and which are expected to grow by 316,200 by the turn of the century. The district contains two campuses at the present time, Fresno City College in central

Fresno, and Kings River Community College some 35 miles to the southeast in Reedley. Display 2 show the boundaries of the district, the Fresno/Madera areas, and the location of the proposed center.

*DISPLAY 2 The State Center Community College District, Showing the Location of the Proposed Madera County Educational Center in Relation to Merced College, Fresno City College and Kings River Community College*

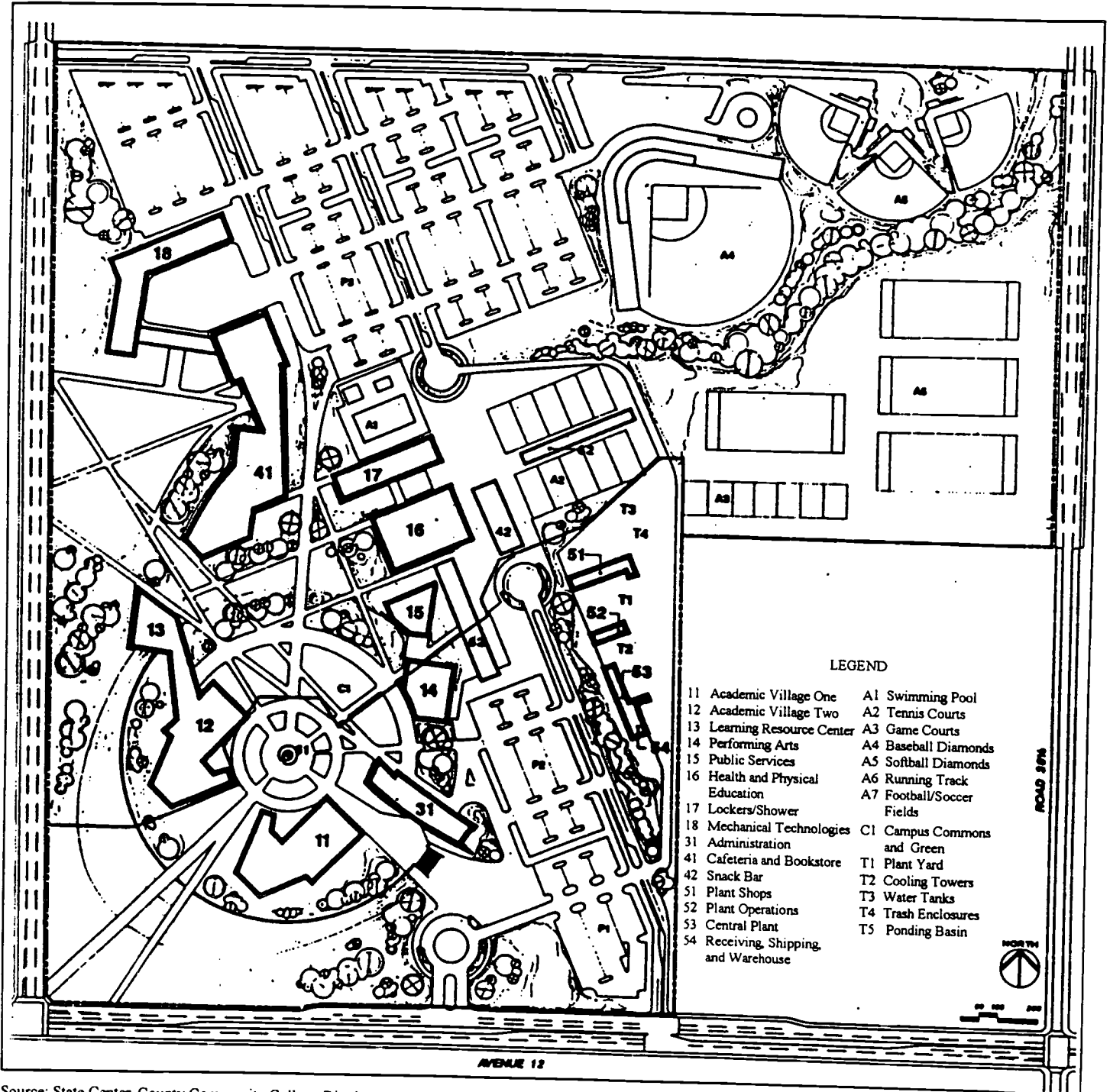




Source: Adapted from State Center Community College District, 1993.

Display 3 below shows the current plan for the configuration of the facility when it is completed. Display 4 at the bottom of the opposite page shows plans for the center's initial configuration.

DISPLAY 3 Plans for Final Development of the Proposed Center



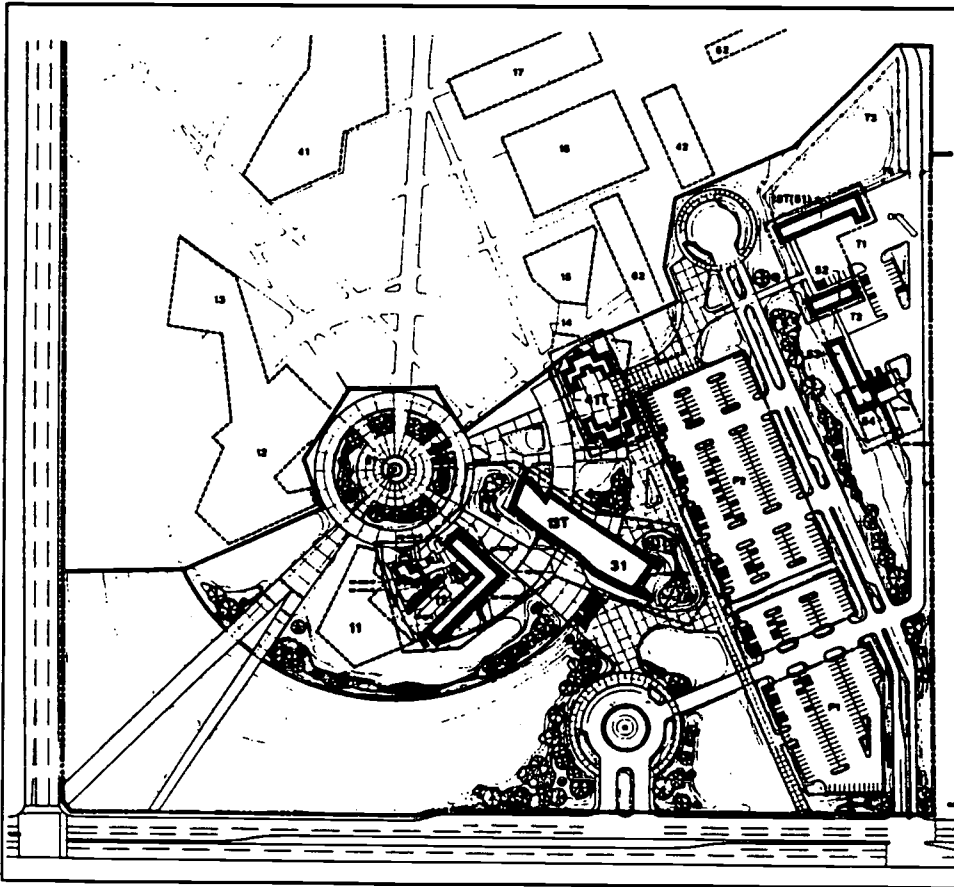
Source: State Center County Community College District, 1993.

The proposal for the Madera Center is almost entirely the result of two circumstances: (1) population pressure, and (2) isolation from Fresno City College -- the nearest community college in the region. These circumstances have been known or anticipated since the mid-1960s, shortly after Kings River Community College was incorporated into the district, and planning discussions were consequently initiated to construct a third campus. For various reasons, however, those discussions did not reach fruition until the late 1980s when it became clear that the combination of strong population growth in the Madera area and the impacted condition of Fresno City College made the construction of a third campus in the district inevitable. Accordingly, the district initiated contacts with the Postsecondary Education Commission and the Demographic Research Unit of the Department of Finance for the purpose of developing a Letter of Intent to Expand and a Department of Finance enrollment projection for the district.

The district was not able to finalize negotiations for a single site during 1990, however; and in February 1991 the Department of Finance indicated that it was terminating the development of its enrollment projection for the district. That delay in acquiring a site may have been fortuitous, for it led to the acquisition of a

site at no cost to the State. Shortly after negotiations on the original site ended, contacts were made with local land owners. As a result, an amendment to the Madera County General Plan has been proposed that will provide for the development of a large tract of land southeast of Madera. Within that tract, 125 acres will be donated to the State Center Community College District for the Madera County Educational Center. That donation is provided for in a Memorandum of Understanding (reproduced in Appendix A on pages 33-58) that contains a number of conditions. Among them are approval by various State agencies, including the Board of Governors and the Commission, compliance with all necessary

*DISPLAY 4 Plans for Initial Development of the Proposed Center*



Source: State Center Community College District, 1993.



requirements of the California Environmental Quality Act (CEQA), and agreements for the provision of on- and off-site infrastructure. As to the last of these, the plan is for the State to provide on-site utilities and roads; the City, County, and land-owners will provide financing for all off-site infrastructure costs. These conditions, including approval by the Board of Governors and the Commission, must be satisfied by July 1, 1994, or the land will not be conveyed to the district.

In September 1992, the district felt that it was sufficiently prepared to initiate formal discussions with the Chancellor's Office and the Commission, and a site visit on October 16 was consequently arranged. During this visit, district officials were apprised of the requirements of the Commission's approval process, including the specific content of both the Letter of Intent and the Needs Study that would follow it, assuming Commission staff approval of the former.

The district sent its Letter of Intent, with a substantial number of supporting documents, to the Chancellor's Office -- with a copy to the Commission -- on November 12, 1992, and the Chancellor's Office forwarded it formally to the Commission on January 6, 1993. According to the Commission's *Guidelines*, Commission staff must respond within 60 days, and the staff provided a favorable response to the Chancellor's Office on January 27 (Appendix B on pages 59-63 reproduces all three letters). In that letter, the staff complimented the district on the thoroughness of the supporting materials, but raised a concern:

We would like to express one concern that exists somewhat independently of the district's commendable effort to meet the CPEC *Guidelines*, and it concerns the general budgetary instability that affects us all. As you know, the Governor's Budget proposes a tripling of fees in the community college system as well as a major redirection of support from the State to the local level. Either or both of these proposals could have a telling effect on community college enrollments in the coming years, and we would therefore urge both the Chancellor's Office and the State Center CCD, in working with the Demographic Research Unit of the Department of Finance, to be very careful in developing enrollment projections. I suspect we are entering times even more uncertain than those we are now in, a circumstance that will require us all to exert even greater caution in our planning efforts.

On April 6, the district submitted the Needs Study that is reviewed in this report.

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**Review  
by the Board  
of Governors**

The Board of Governors discussed the proposal briefly on May 14 (Appendix C, pages 65-79) and is expected to take action on it in July. The staff of the Chancellor's Office offered the following conclusions:

In a region of rapid population growth, the nearest full-service community college [Fresno City College] is already at capacity. The second college in the district [Kings River Community College] is too distant to afford relief for residents of the northern portions of the district.

Current offerings provided through the local off-campus program are limited in both hours of availability and breadth of coverage. Student support services are not available. Continued availability of courses that are offered is now threatened by the impending need of the host high school district to reclaim its facilities in response to its own increasing enrollments.

Among the large number of students and potential students from the proposed service area who are currently unserved or underserved is a large ethnic minority population. Establishment of this center would be consistent with the Board's stated objective to improve the access and retention of historically underrepresented students.

Experiencing some of the highest unemployment rates in the state, the City of Madera has been designated as one of nine "Employment and Economic Incentive Areas," or enterprise zones, in California, and through this designation substantial tax breaks and incentives are available for businesses and industries locating or expanding in the Madera area. Establishment of an educational center at the proposed site will greatly support local efforts towards economic development by providing occupational training in conjunction with local programs.

Through the efforts of district, civic, and community leaders a Memorandum of Understanding was adopted, which provided for local landowners to donate 125 acres of land as a site for the proposed center. Acting at this time would secure the site, as well as enable the district to take full advantage of opportunities for joint planning and financing of facilities.

No other alternatives were found to be feasible for providing full educational access and opportunity to students and potential students residing in the northern portion of the State Center Community College District. All of the neighboring institutions of higher education are supportive, as is the community.

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**Expansion  
and retrenchment**

In several previous reports on new community colleges and educational centers (1992d, 1992e, 1993), the Commission included several reasons why new institutions should not be arbitrarily delayed because of adverse economic and fiscal circumstances. Among those reasons were continued population growth, the long lead times necessary to complete capital outlay projects, the lower cost of education in the community colleges, and the conviction that economic conditions in California would improve in the next few years. To that might be added the fact that California's economic recovery, and continued economic prosperity, depends heavily on the continued production of trained men and women who will become the productive citizens of tomorrow. With a large number of new residents in this State, so many of whom do not come from families with long traditions of higher education attendance, it continues to be imperative to provide opportunities for education and training. In addition, population shifts dictate the need for new

colleges and educational centers in areas where they were not previously needed; the Madera proposal being only one example of such a circumstance.

In summary, and in spite of the crippling reductions in resources experienced by all of higher education in California, this State must not lose the will and the resolve to continue its investments in productive enterprises, of which higher education facilities represent a major element. For the Commission, such a resolve does not mean a dilution of its review responsibilities nor an automatic entitlement for capital outlay funding. It will continue to review all proposals carefully and with an eye toward ultimate value and the prudent expenditure of State funds, as it has done in its analysis of the proposed Madera center on the following pages.

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## Analysis of the Proposal

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**A**T ITS AUGUST 24, 1992 meeting, the Commission approved a revision to the guidelines under which proposals for new campuses and centers have been evaluated pursuant to the Education Code. That revision contained a number of clarifications and refinements of the earlier document, and was coordinated with the long-range planning process contained in the *Framework for State-wide Facilities Planning* (1992b). These revised guidelines, for the first time, contained definitions of the various types of institutions the Commission might review, including those presented below that apply to the California Community Colleges:

*Outreach Operation:* An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students at a single location.

*Educational Center:* An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

*College:* A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district; colleges enroll a minimum of 1,000 full-time-equivalent students. A college will have its own administration and be headed by a president or a chancellor.

In addition, the 1992 guidelines revised some of the criteria under which proposals for new colleges and educational centers are evaluated, and added a tenth criterion to encourage economic efficiency. That new criterion granted priority consideration to districts that were able to secure outside financial contributions (e.g. gifts of land, contributions to infrastructure development, etc.), or that proposed intersegmental cooperative agreements, provided those agreements demonstrated financial savings. Since that time, several districts -- including State Center -- have been successful in obtaining major new sites at no cost to the State.

The analysis below follows the structure of the Commission's criteria for the review of new campuses and centers.

**Criterion 1  
Enrollment  
projections**

*1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date), must be provided. For a proposed new college or university campus, enrollment projections for each of the first ten years of operation (from the college's or campus's opening date) must be provided. When an existing educational center is proposed to be converted to a new college or university campus, the center's previous enrollment history, or the previous ten year's history (whichever is less) must also be provided.*

*As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.*

*1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.*

For many years, until budget cuts eliminated the reports, the Demographic Research Unit of the Department of Finance produced population growth tables for each community college district in the State. The last of these tables was released on May 15, 1992, just over one year ago, and it indicated that the State Center Community College District, from January 1991 to January 1992, grew at a rate of 3.47 percent per year, a rate approximately twice the statewide average of 1.72 percent. Display 5 on the opposite page reproduces the Unit's report.

In past years, the Demographic Research Unit developed special enrollment projections for community college districts that were in the process of submitting proposals to the Chancellor's Office and the Commission. Unfortunately, the budgetary reversals of the 1990s, with the inevitable staff reductions in State agencies they produced, forced the unit to abandon the practice. In its stead, the Unit developed a suggested format by which community college districts could develop their own projections, after which the unit would review them for accuracy and consistency, approve them (or offer corrective suggestions), and then advise the Commission accordingly. The format selected was suggestive, however, as the

*DISPLAY 5 Percent Change in the Adult Population, as Defined in Section 1118.1 of the Revenue and Taxation Code, in California Community College Districts, January 1991 to January 1992, with the State Center District Highlighted*

| <u>District</u>       | <u>Percent Change</u> | <u>District</u>    | <u>Percent Change</u> | <u>District</u>     | <u>Percent Change</u> |
|-----------------------|-----------------------|--------------------|-----------------------|---------------------|-----------------------|
| Antelope Valley       | 6.72%                 | Fremont-Newark     | 2.29%                 | Grossmont-Cuyamaca  | 1.04%                 |
| Mt. San Jacinto       | 6.07                  | West Hills         | 2.28                  | Foothill-De Anza    | 0.95                  |
| Victor Valley         | 5.99                  | Mendocino-Lake     | 2.25                  | San Diego           | 0.83                  |
| Santa Clarita         | 5.63                  | San Joaquin Delta  | 2.16                  | San Francisco       | 0.79                  |
| Imperial              | 4.37                  | Lake Tahoe         | 2.06                  | North Orange        | 0.78                  |
| Saddleback            | 4.35                  | Sonoma County      | 2.05                  | Compton             | 0.72                  |
| Sierra                | 3.80                  | Southwestern       | 1.96                  | Barstow             | 0.71                  |
| Palomar               | 3.53                  | Gavilan            | 1.91                  | Citrus              | 0.71                  |
| <b>State Center</b>   | <b>3.47</b>           | Chabot-Las Positas | 1.91                  | West Kern           | 0.70                  |
| Mira Costa            | 3.35                  | Rancho Santiago    | 1.87                  | Los Angeles         | 0.67                  |
| Shasta-Tehama-Trinity | 3.19                  | Siskiyou           | 1.86                  | Cerritos            | 0.66                  |
| Solano County         | 3.12                  | Hartnell           | 1.79                  | West Valley-Mission | 0.64                  |
| Chaffey               | 2.99                  | Contra Costa       | 1.75                  | El Camino           | 0.58                  |
| Lassen                | 2.99                  | Napa               | 1.65                  | Santa Barbara       | 0.57                  |
| Feather River         | 2.98                  | San Jose-Evergreen | 1.64                  | Cabrillo            | 0.55                  |
| Kern                  | 2.82                  | San Mateo County   | 1.57                  | Peralta             | 0.53                  |
| Yuba                  | 2.79                  | Palo Verde         | 1.52                  | Rio Hondo           | 0.50                  |
| Desert                | 2.65                  | Marin              | 1.51                  | Coast               | 0.48                  |
| Riverside             | 2.62                  | Mt. San Antonio    | 1.49                  | Long Beach          | 0.48                  |
| Redwoods              | 2.58                  | San Bernardino     | 1.47                  | San Luis Obispo     | 0.43                  |
| Los Rios              | 2.52                  | Glendale           | 1.41                  | Monterey Peninsula  | 0.36                  |
| Yosemite              | 2.41                  | Merced             | 1.41                  | Pasadena Area       | 0.33                  |
| Sequoias              | 2.38                  | Ventura County     | 1.33                  | Santa Monica        | 0.27                  |
| Butte                 | 2.29                  | Allan Hancock      | 1.29                  | STATEWIDE           | 1.72                  |

Source: Department of Finance, Demographic Research Unit, May 15, 1992

Unit indicated in various planning discussions that alternative methodologies could potentially satisfy reasonable standards of integrity for demographic projections.

All enrollment projections begin with basic population projections that can be disaggregated according to region, age, gender, ethnicity, school attendance, or various combinations of these descriptors. For the San Joaquin Valley region, the district began with basic population projections for eight counties from San Joaquin in the north to Kern in the south that indicated strong growth between 1991 and 1992. Display 6 on page 16 shows a more recent array from the Demographic Research Unit that projects strong growth in the Fresno/Madera area, particularly among Latino residents, for the foreseeable future. Between 1990 and 2010, the

**DISPLAY 6** *Total Population by Ethnicity in Eight San Joaquin Valley Counties and in California, by Ethnicity, 1990 to 2010, with Fresno and Madera Counties Highlighted*

| County and Ethnicity | Total Population  |                   |                   | Numerical Increase |                   | Percentage Increase |               |
|----------------------|-------------------|-------------------|-------------------|--------------------|-------------------|---------------------|---------------|
|                      | 1990              | 2000              | 2010              | 1990-2000          | 1990-2010         | 1990-2000           | 1990-2010     |
| <b>Fresno</b>        |                   |                   |                   |                    |                   |                     |               |
| <b>White</b>         | <b>343,100</b>    | <b>390,300</b>    | <b>427,700</b>    | <b>47,200</b>      | <b>84,600</b>     | <b>13.7%</b>        | <b>24.6%</b>  |
| <b>Black</b>         | <b>31,800</b>     | <b>44,800</b>     | <b>57,900</b>     | <b>13,000</b>      | <b>26,100</b>     | <b>40.8%</b>        | <b>82.0%</b>  |
| <b>Latino</b>        | <b>238,900</b>    | <b>399,200</b>    | <b>577,000</b>    | <b>160,300</b>     | <b>338,100</b>    | <b>67.1%</b>        | <b>141.5%</b> |
| <b>Other</b>         | <b>60,100</b>     | <b>111,600</b>    | <b>174,800</b>    | <b>51,500</b>      | <b>114,700</b>    | <b>85.6%</b>        | <b>190.8%</b> |
| <b>Total</b>         | <b>673,900</b>    | <b>945,900</b>    | <b>1,237,400</b>  | <b>272,000</b>     | <b>563,500</b>    | <b>40.3%</b>        | <b>83.6%</b>  |
| Kern                 |                   |                   |                   |                    |                   |                     |               |
| White                | 345,800           | 436,900           | 508,000           | 91,100             | 162,200           | 26.3%               | 46.9%         |
| Black                | 29,400            | 47,000            | 62,600            | 17,600             | 33,200            | 59.8%               | 112.9%        |
| Latino               | 153,800           | 285,400           | 425,200           | 131,600            | 271,400           | 85.5%               | 176.4%        |
| Other                | 20,800            | 32,700            | 41,900            | 11,900             | 21,100            | 57.2%               | 101.4%        |
| Total                | 549,800           | 802,000           | 1,037,700         | 252,200            | 487,900           | 45.8%               | 88.7%         |
| Kings                |                   |                   |                   |                    |                   |                     |               |
| White                | 55,200            | 64,100            | 71,400            | 8,900              | 16,200            | 16.1%               | 29.3%         |
| Black                | 8,000             | 11,200            | 14,000            | 3,200              | 6,000             | 40.0%               | 75.0%         |
| Latino               | 34,900            | 54,100            | 76,200            | 19,200             | 41,300            | 55.0%               | 118.3%        |
| Other                | 4,400             | 5,800             | 7,300             | 1,400              | 2,900             | 31.8%               | 65.9%         |
| Total                | 102,500           | 135,200           | 168,900           | 32,700             | 66,400            | 31.9%               | 64.7%         |
| <b>Madera</b>        |                   |                   |                   |                    |                   |                     |               |
| <b>White</b>         | <b>54,100</b>     | <b>69,100</b>     | <b>79,800</b>     | <b>15,000</b>      | <b>25,700</b>     | <b>27.7%</b>        | <b>47.5%</b>  |
| <b>Black</b>         | <b>2,400</b>      | <b>4,700</b>      | <b>5,100</b>      | <b>2,300</b>       | <b>2,700</b>      | <b>95.8%</b>        | <b>112.5%</b> |
| <b>Latino</b>        | <b>31,000</b>     | <b>57,300</b>     | <b>83,600</b>     | <b>26,300</b>      | <b>52,600</b>     | <b>84.8%</b>        | <b>169.6%</b> |
| <b>Other</b>         | <b>2,300</b>      | <b>2,900</b>      | <b>3,300</b>      | <b>600</b>         | <b>1,000</b>      | <b>26.0%</b>        | <b>43.4%</b>  |
| <b>Total</b>         | <b>89,800</b>     | <b>134,000</b>    | <b>171,800</b>    | <b>44,200</b>      | <b>82,000</b>     | <b>49.2%</b>        | <b>91.3%</b>  |
| Merced               |                   |                   |                   |                    |                   |                     |               |
| White                | 98,300            | 109,300           | 119,000           | 11,000             | 20,700            | 11.1%               | 21.0%         |
| Black                | 8,000             | 9,300             | 11,000            | 1,300              | 3,000             | 16.2%               | 37.5%         |
| Latino               | 58,800            | 91,700            | 136,800           | 32,900             | 78,000            | 55.9%               | 132.6%        |
| Other                | 15,500            | 28,700            | 46,800            | 13,200             | 31,300            | 85.1%               | 201.9%        |
| Total                | 180,600           | 239,000           | 313,600           | 58,400             | 133,000           | 32.3%               | 73.6%         |
| San Joaquin          |                   |                   |                   |                    |                   |                     |               |
| White                | 285,100           | 322,500           | 362,200           | 37,400             | 77,100            | 13.1%               | 27.0%         |
| Black                | 25,100            | 31,600            | 38,900            | 6,500              | 13,800            | 25.9%               | 54.9%         |
| Latino               | 113,400           | 170,000           | 234,400           | 56,600             | 121,000           | 49.9%               | 106.7%        |
| Other                | 60,200            | 96,200            | 142,900           | 36,000             | 82,700            | 59.8%               | 137.3%        |
| Total                | 483,800           | 620,300           | 778,400           | 136,500            | 294,600           | 28.2%               | 60.8%         |
| Stanislaus           |                   |                   |                   |                    |                   |                     |               |
| White                | 265,800           | 322,600           | 385,300           | 56,800             | 119,500           | 21.3%               | 44.9%         |
| Black                | 6,200             | 9,800             | 13,900            | 3,600              | 7,700             | 58.0%               | 124.1%        |
| Latino               | 82,100            | 153,100           | 227,800           | 71,000             | 145,700           | 86.4%               | 177.4%        |
| Other                | 22,000            | 32,100            | 43,000            | 10,100             | 21,000            | 45.9%               | 95.4%         |
| Total                | 376,100           | 517,600           | 670,000           | 141,500            | 293,900           | 37.6%               | 78.1%         |
| Tulare               |                   |                   |                   |                    |                   |                     |               |
| White                | 172,400           | 192,100           | 204,900           | 19,700             | 32,500            | 11.4%               | 18.8%         |
| Black                | 4,400             | 5,500             | 6,800             | 1,100              | 2,400             | 25.0%               | 54.5%         |
| Latino               | 121,900           | 196,700           | 278,900           | 74,800             | 157,000           | 61.3%               | 128.7%        |
| Other                | 15,900            | 23,000            | 30,600            | 7,100              | 14,700            | 44.6%               | 92.4%         |
| Total                | 314,600           | 417,300           | 521,200           | 102,700            | 206,600           | 32.6%               | 65.6%         |
| <b>Grand Total</b>   | <b>2,771,100</b>  | <b>3,811,300</b>  | <b>4,899,000</b>  | <b>1,040,200</b>   | <b>2,127,900</b>  | <b>37.5%</b>        | <b>76.7%</b>  |
| <b>California</b>    | <b>29,976,000</b> | <b>36,444,000</b> | <b>42,408,000</b> | <b>6,468,000</b>   | <b>12,432,000</b> | <b>21.5%</b>        | <b>41.4%</b>  |

Source: Adapted from California State Department of Finance, 1993.

population of Fresno and Madera Counties is projected to increase by 645,500 people, 60.5 percent of them Latino. This is a growth rate for the two counties of 3.1 percent per year, compared to a statewide average of 1.72 percent.

From those data, or similar data produced only slightly earlier, the district analyzed zip code areas to determine the approximate population of the district. This was necessary because district boundaries are not exactly coterminous with county boundaries. That analysis produced the growth chart shown in Display 7 for the district as a whole and for the service area the district has selected for the Madera County Educational Center. It indicates growth of 2.3 percent per year in the district as a whole over the twenty-year period, and 2.6 percent per year in the immediate service area.

The district followed the population analysis with a comprehensive participation rate analysis of several areas, notably the district-wide rate and then the respective rates for various service areas within the district. As has often been observed in the past, proximity is destiny -- that is, the likelihood of enrollment increases as the distance from home to college decreases; a tendency that is reflected in the following facts:

*DISPLAY 7 Total Population of the State Center Community College District and the Madera County Education Center Service Area, 1990 to 2010, with Opening Year of 1996 Highlighted*

| <u>Year</u>            | <u>Total District</u> | <u>Madera County Education Center</u> |
|------------------------|-----------------------|---------------------------------------|
| 1980                   | 550,186               | 66,082                                |
| 1990                   | 711,214               | 93,983                                |
| 1991                   | 734,651               | 98,763                                |
| 1992                   | 762,481               | 102,987                               |
| 1993                   | 782,798               | 106,009                               |
| 1994                   | 802,515               | 109,031                               |
| 1995                   | 822,532               | 112,053                               |
| <b>1996</b>            | <b>841,472</b>        | <b>114,950</b>                        |
| 1997                   | 860,411               | 117,847                               |
| 1998                   | 879,351               | 120,744                               |
| 1999                   | 898,290               | 123,640                               |
| 2000                   | 917,230               | 126,537                               |
| 2001                   | 936,375               | 129,540                               |
| 2002                   | 955,520               | 132,542                               |
| 2005                   | 1,012,955             | 141,550                               |
| 2010                   | 1,118,708             | 158,353                               |
| Growth Rate, 1990-2010 | 2.3%                  | 2.6%                                  |

- ♦ The district-wide participation rate in Fall 1991 was 5.26 percent (the percentage of the 18-64 year old population in attendance for at least one course);
- ♦ The Madera County participation rate was 3.91 percent;
- ♦ The Fresno County participation rate was 5.42 percent;
- ♦ The participation rate for the zip code containing Fresno City College was 6.62 percent; and
- ♦ The participation rate for the zip code containing Kings River Community College was 7.61 percent.

In 1988, the district began outreach operations in the Madera area. By Fall 1991, it had attracted 749 students who produced 4,884 weekly student contact hours (WSCH) of course activity. By the following year, enrollment had grown to 1,127 students taking 7,389 weekly student contact hours. Such numbers indicate average student loads of about 6.6 class hours per week (7,389/1,127), or just over two courses. Such student loads are considerably above average for community college outreach operations. In addition, the growth in the center between 1991 and 1992 was unusually rapid.

Source: State Center, 1993; National Planning Data Center and Michael Paolli & Associates, 1992



Using existing participation rate and population data by zip code, the district proceeded to develop a preliminary enrollment projection for the Madera center. This projection involved a number of assumptions about participation rates, which were negotiated with the Demographic Research Unit. In general, the districtwide rate was chosen as a benchmark, then increased gradually over a period of several years for the zip codes in the immediate vicinity of the proposed center. At no time were these rates assumed to reach parity with the rate in the immediate vicinity of Fresno City College.

The next element of the projection concerns course load or contact hours. Given the current rate of 6.6 contact hours per student in the outreach operation, the district assumed steady growth to a high of 11.0 at buildout. The Demographic Research Unit felt that such a number was too high, however; and it was subsequently agreed to slowly progress the average load from 6.6 at present to 7.6 at the expected 1996 opening, to 8.1 in the year 2000, and then to 9.2 in 2005 and thereafter.

These assumptions and calculations produced the projection shown in Display 8 below, which was approved by the Demographic Research Unit on March 29, 1993 (Display 9, opposite page). It shows an opening enrollment of 1,550 students and a contact hour load of 11,800. When divided by 15 to produce a rough estimate of full time equivalency, these projections anticipate the enrollment of 786 full-time-equivalent students (FTES) -- several hundred more than required to meet the Board of Governors' and

Commission's criteria of 500 full-time-equivalent students. In addition, the initial enrollment is projected to grow to over 1,300 full-time-equivalent students by 2000, and to 2,633 by 2010. Should such numbers actually be realized, the district will probably give serious consideration to converting the educational center to a college.

Commission Criterion 1.6 states that enrollment projections "should exceed the planned enrollment capacity of existing district colleges and educational centers." If they do not, "compelling regional or local needs must be demonstrated." In this case, enrollment projections do exceed the planned enrollment capacity of Fresno City College, which is located some 20 miles -- 30 minutes driving time -- to the south of the proposed center. That college occupies 76 acres of land in central Fresno with a total instructional capacity of 16,213 students, a capacity that the college normally exceeds. The area around the college is primarily residential and commercial; there is no land available for expansion, except at great cost and probable ill will from the community.

Kings River Community College in Reedley is not at capacity and probably will not be for many years. Steady growth is projected for this college, but its location is approximately 50 miles -- one hour and ten minutes -- from the proposed center, a distance

**DISPLAY 8** *Projection of Enrollments for the Madera County Education Center, 1992 to 2010, with Opening Year of 1996 Highlighted*

| Year                   | Headcount Enrollment | Weekly Student Contact Hours (WSCH) | WSCH per Enrollment |
|------------------------|----------------------|-------------------------------------|---------------------|
| 1992                   | 1,127                | 7,389                               | 6.5                 |
| 1993                   | 1,200                | 7,900                               | 6.5                 |
| 1994                   | 1,275                | 8,400                               | 6.5                 |
| 1995                   | 1,343                | 9,100                               | 6.7                 |
| 1996                   | 1,550                | 11,800                              | 7.6                 |
| 1997                   | 1,800                | 14,000                              | 7.7                 |
| 1998                   | 2,050                | 16,200                              | 7.9                 |
| 1999                   | 2,200                | 17,800                              | 8.0                 |
| 2000                   | 2,456                | 20,000                              | 8.1                 |
| 2001                   | 2,600                | 22,000                              | 8.4                 |
| 2002                   | 2,750                | 23,600                              | 8.5                 |
| 2003                   | 2,900                | 25,000                              | 8.6                 |
| 2004                   | 3,150                | 28,000                              | 8.8                 |
| 2005                   | 3,277                | 30,000                              | 9.1                 |
| 2010                   | 4,285                | 39,500                              | 9.2                 |
| Growth Rate, 1990-2010 | 7.7%                 | 9.7%                                |                     |

Source: State Center, 1993; National Planning Data Center and Michael Paolli & Associates, 1992

DISPLAY 9 Letter from Linda Gage to Peter P. Krupczak Approving the State Center Community College District's Enrollment Projection for the Proposed Center

STATE OF CALIFORNIA

PETE WILSON, Governor

DEPARTMENT OF FINANCE

915 L STREET  
SACRAMENTO, CA 95814-4998



March 29, 1993

Peter P. Krupczak  
Vice Chancellor-Business  
State Center Community College District  
1525 East Weldon Avenue  
Fresno, CA 93704

Dear Mr. Krupczak:

The Demographic Research Unit approves the State Center Community College District's projection for the Madera County Education Center:

| <u>YEAR</u> | <u>ENROLLMENT</u> | <u>WSCH</u> |
|-------------|-------------------|-------------|
| 1992        | 1127              | 7389        |
| 1993        | 1200              | 7900        |
| 1994        | 1275              | 8400        |
| 1995        | 1343              | 9100        |
| 1996        | 1550              | 11800       |
| 1997        | 1800              | 14000       |
| 1998        | 2050              | 16200       |
| 1999        | 2200              | 17800       |
| 2000        | 2456              | 20000       |
| 2001        | 2600              | 22000       |
| 2002        | 2750              | 23600       |
| 2003        | 2900              | 25000       |
| 2004        | 3150              | 28000       |
| 2005        | 3277              | 30000       |
| 2010        | 4285              | 39500       |

Thank you for your cooperation, and best wishes for the success of the new center.

Sincerely,

Linda Gage, Chief  
Demographic Research Unit  
Department of Finance  
915 L Street  
Sacramento, CA 95814-3701

and driving time that is far beyond current access guidelines used by both the Chancellor's Office and the Commission. Such circumstances easily meet the definition of "compelling" as specified in the criterion.

**Criteria 2 and 6  
Consideration of  
programmatic  
and geographic  
alternatives**

*2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; 4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.*

*6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.*

The State Center district's consideration of alternatives focused on a number of objective considerations, including the following:

- ♦ The region north of Fresno is growing rapidly, and already contains over 500,000 residents;
- ♦ Fresno City College is the only college serving the northern region, and it is at capacity;
- ♦ Demographic Research Unit projections indicate a districtwide growth of almost 10,000 students between 1990 and 2000;
- ♦ Most of the population and enrollment growth is expected to occur in the north Fresno region;
- ♦ Participation rates in the northern area are very low both in comparison to the remainder of the district and to statewide averages; and
- ♦ The driving time between the Madera area and Fresno is excessive.

Given those conditions, the district developed seven criteria that it felt any possible option should be able to satisfy. Those criteria are as follows (State Center Community College District, 1993, p. 6):

- ♦ Improve access to districtwide programs;
- ♦ Provide stability and equity in delivery of programs and services;
- ♦ Respond to projected enrollment increases;

- ◆ Improve access to services among disadvantaged students;
- ◆ Improve visibility and identity for Madera County residents;
- ◆ Reduce projected congestion at Fresno City College; and
- ◆ Maintain relative ongoing operating costs.

From this analysis of the educational needs of the area, the district developed six alternatives (ibid.):

1. The establishment of a permanent educational center in Madera County;
2. Expand existing institutions;
3. The increased utilization of existing facilities, particularly in the afternoons and evenings and during the summer months;
4. The shared use of existing or new facilities and programs with other postsecondary education institutions in the same or other public systems or independent institutions;
5. The expanded use of off-campus facilities from private and public entities; and
6. The use of nontraditional modes of instructional delivery, such as a "college without walls" and distance learning through interactive television and computerized instruction.

To this might be added the alternative of a different site in the same area, but the fact that the proposed site has been obtained at no cost to the State or the district, the fact that the site is flat and devoid of known construction complications, the fact that it is close to existing freeways, and the fact that it is more than adequate in size (125 acres), tend to obviate the need to consider alternative sites.

The first alternative is the subject of this report, and is discussed throughout it. In the following paragraphs, the Commission considers the other five:

*Expansion of Existing Facilities:* The second alternative concerns the possible expansion of existing facilities. As noted earlier, it is not feasible to expand Fresno City College, since it is landlocked, already at capacity, and consequently unable to accommodate the enrollment growth projected by the Demographic Research Unit to occur in the district. Kings River College in Reedley serves the southern part of the State Center district, and while expansion is proposed, no amount of expansion will satisfy the educational needs of the residents north of the Fresno area. The 60-mile distance between the Madera area and Reedley requires over an hour's driving time -- an impractical duration for most residents of the northern region. Finally, the construction of buildings at either Fresno City College or Kings River College, versus building similar buildings on the donated site in Madera, will probably not result in any savings, since land costs are not an issue in either case, and also because funds for new infrastructure would need to be spent regard-

less of the site selected. From a cost-benefit standpoint, therefore, the new facility may not cost more than new construction on the existing campuses.

*Increased Utilization of Existing Facilities:* The third alternative suggests the possibility of increased utilization of existing facilities, particularly in the afternoons and evenings and during the summer. To this suggestion, the district offers the following comment (State Center Community College District, 1993, p. 29):

Fresno City College is the only campus sufficiently accessible to realistically attend to the needs of a population that is underserved. A great deal has been done at FCC to assure that facility usage is optimized. FCC today virtually operates on a year-round basis. Classes are offered from 7:00 a.m. to 10:00 P.M., five days per week. There is no "traditional" afternoon break in class offerings. Fresno City College has an extensive list of classes that are held on Saturday. FCC also utilizes local high school classrooms for additional classes. Short-term, intensive classes are also common.

Fresno City College has expanded the summer sessions in both number of sessions and classes. Students may take classes in four, six, or eight week sessions. FCC has optimized its accessibility to the students.

To this it could be added that Fresno City College's lecture facilities are already overcrowded, and that they will continue to be even after a new building, with 7,874 additional square feet of classroom capacity, comes on line in 1994-95. The district's most recent Five-Year Plan indicates that, by 1998-99, there will be shortages of every type of space for which standards exist. Classroom space will be at 87 percent of need, teaching laboratories at 91 percent, faculty offices at 96 percent, library space at 73 percent, and media space at 91 percent. With virtually no room to build additional facilities, Fresno City College is not a viable solution for growing enrollment pressures.

*Sharing Facilities and Programs with Other Institutions:* The fourth alternative is to share facilities and programs with other postsecondary education institutions. This would mean sharing facilities with California State University, Fresno, and Fresno Pacific College. As to the latter, it is located over 50 miles to the south of Madera, which would make it geographically inaccessible even if numerous other problems could be solved. CSU Fresno is closer but still 25 miles -- 40 minutes driving time -- from the Madera area. In addition, it is a mature campus whose facilities are already being utilized beyond their listed capacity. As of the 1992-93 academic year, CSU Fresno enrolled 15,077 full-time-equivalent students in a physical plant designed for 13,309. As a result, there are no facilities to be shared, and even if some were to become available, they would not be sufficient to accommodate the many thousands of additional students expected to enroll in community college classes over the next 10 to 15 years.

*Expanded Use of Off-Campus Facilities:* The fifth alternative elicited a familiar

response from the State Center district. In reviewing many previous proposals from other districts, the kind of outreach operations considered in this alternative have been rejected on the grounds that suitable space is difficult to find, expensive to lease, generally unsuitable for laboratory instruction, and lacking in any sense of community identity. In addition, with the inevitable dispersion of outreach locations into what often constitutes an educational archipelago, it is virtually impossible to manage student support services effectively. Finally, while the district does currently lease some classroom space from the Madera Unified School District, the school district has indicated that it will have to reclaim that space to meet its own rising enrollment demand.

*Using Nontraditional Modes of Instruction:* Concerning nontraditional modes of teaching, the State Center district will soon begin construction of a 21,161 assignable-square-foot library/media addition that will provide space for both direct and interactive television transmissions to such remote areas as Oakhurst, Coarsegold, Bass Lake, Squaw Valley, and possibly even to other areas in non-district territories such as Mono and Inyo Counties. Such transmissions unquestionably expand access, but because they generally involve small class sizes and high equipment outlays, it is difficult to justify the widespread use of the existing technology from a cost standpoint. In addition, and much like the inherent problems with outreach operations, it is virtually impossible to create a community identity with scattered telecourses, much less sound relationships among students and faculty, or to provide adequate levels of student services, particularly for disadvantaged students. When large and growing populations are involved, as they are in the Madera area, the more traditional modes of educational delivery appear to serve the greatest number of students in the most effective manner.

In considering all alternatives, the district constructed a matrix that matched the six suggested options to the seven criteria listed on page 21. Display 10 below shows that matrix and indicates, not surprisingly, that the district's choice to construct a permanent center is the only alternative that meets all of the criteria.

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*DISPLAY 10 Evaluation of Six Alternative Means of Providing Community College Educational Services to Madera County*

|              |   |  |
|--------------|---|--|
| Alternatives | 1. Construct Madera County Education Center.    | 4. Shared use of facilities with other segments.       |
|              | 2. Expand existing institutions.                | 5. Expand outreach operations.                         |
|              | 3. Increase utilization of existing facilities. | 6. Use nontraditional modes of instructional delivery. |

| <u>Criteria</u>                                       | <u>Alternative:</u> | <u>One</u> | <u>Two</u> | <u>Three</u> | <u>Four</u> | <u>Five</u> | <u>Six</u> |
|---|---------------------|------------|------------|--------------|-------------|-------------|------------|
| 1. Improves access to districtwide programs.          |                     | Yes        | No         | Yes          | No          | Yes         | Yes        |
| 2. Stability/equity in delivery of programs/services. |                     | Yes        | No         | Yes          | No          | No          | Yes        |
| 3. Responds to projected enrollment increases.        |                     | Yes        | Yes        | No           | Yes         | No          | Yes        |
| 4. Improves access to services for the disadvantaged. |                     | Yes        | No         | No           | No          | No          | No         |
| 5. Improves visibility/identity for Madera residents. |                     | Yes        | No         | No           | No          | No          | No         |
| 6. Reduces congestion at Fresno City College.         |                     | Yes        | No         | No           | No          | No          | No         |
| 7. Maintains relative ongoing operating costs.        |                     | Yes        | Yes        | Yes          | Yes         | No          | No         |

Source: Adapted from State Center Community College District, 1993.

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**Criteria 3 and 7.1**  
**Serving the**  
**disadvantaged**  
**and inclusion**  
**of social and**  
**demographic**  
**information**

*3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.*

*7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.*

One of the primary justifications for constructing the new center in Madera is to provide access to community college services among previously unserved or underserved residents, most of whom are Latino. Display 6 above provides graphic evidence not only of large populations from historically underrepresented backgrounds, but of anticipated dramatic growth over the next 20 years. In Madera County, the Latino population is expected to increase 84.8 percent between 1990 and 2000, and 169.7 percent between 1990 and 2010. Comparable figures for Fresno County are 67.1 percent and 141.5 percent, respectively. The Black population stood at 3.0 percent in Madera County in 1990, but is expected to grow by 95.8 percent by 2000 and 112.5 percent by 2010. Respective figures for Fresno County are 40.9 percent and 82.1 percent. In 2010, the population of Madera County is projected to be 48.7 percent Latino, 46.4 White, 3.0 percent Black, and 1.9 percent "Other." Similarly, the population of Fresno County is projected to be 46.6 percent Latino, 34.5 percent White, 4.7 percent Black, and 14.1 percent "Other." California's Basic Education Data System reports that 56.4 percent of the Madera Unified School District's students were Latino as of October 1992. Given the population demographics, this percentage will probably increase in the future.

Economic data indicate that the area immediately around the center is somewhat depressed. Madera County's unemployment rate in March 1993 was 17.0 percent compared to a statewide rate of 9.7 percent (California State Employment Development Department, 1993). That number is not seasonally adjusted and is consequently higher than might be expected during the summer and fall months, but even with adjustments, it will remain above the State average.

Household income data are shown in Display 11 below for the census tracts located within a 15-mile radius of the proposed site at approximately the intersection of State Highway 99 and County Road 12. It indicates an income distribution that is among the lowest in California.

*DISPLAY 11 Household Income Within a 15-Mile Radius of the Proposed Madera County Education Center, 1990*

| <u>Household Income</u> | <u>Number of Households</u> | <u>Percent of Households</u> |
|-------------------------|-----------------------------|------------------------------|
| \$0 - \$14,999          | 14,220                      | 22.4%                        |
| \$15,000 - \$24,999     | 11,046                      | 17.4                         |
| \$25,000 - \$34,999     | 10,030                      | 15.8                         |
| \$35,000 - \$49,999     | 11,491                      | 18.1                         |
| \$50,000 - \$74,999     | 9,840                       | 15.5                         |
| \$75,000+               | 6,856                       | 10.8                         |

Source: State Center Community College District, 1993.

Because of the depressed economic condition of this area, the City of Madera has been designated as an "Employment and Economic Incentives Area" -- also known as an "Enterprise Zone." Such a designation entitles businesses and industries locating in the area to substantial tax breaks and incentives.

To meet the needs of a student population that is expected to be highly diverse, the district plans a full array of student ser-

vices, including matriculation services, student financial aid, Disabled Student Programs & Services (DSPS), student government, tutoring, counseling, career planning & transfer, and Educational Opportunity Programs and Services (EOPS).

**Criterion 4**  
**Academic**  
**planning and**  
**program**  
**justification**

*4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access; quality; intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.*

All multi-campus districts must inevitably conduct their planning efforts in a way that distributes programs among various locations. This is done because many programs -- particularly those with intensive laboratory experiences or heavy equipment technologies -- involve above average costs that cannot be duplicated at all campuses within a district. As a result, planning involves the allocation of programs to different campuses, and to do that effectively, certain principles have to be agreed to by the governing board, the faculty, administrators, and student representatives. The State Center Community College District applied the following principles (1993, p. 56):

- ◆ Programs with high cost facilities and/or limited employment opportunities would not be duplicated.
- ◆ Existing programs requiring facilities that are likely to be more appropriate to the environment anticipated for the Madera County Education Center should be considered for relocation.
- ◆ Courses required for transfer will be a necessary part of the program mix.
- ◆ To encourage access to specialized programs with high cost facilities but high employment opportunities, courses aimed at completion of part or all of the first year or first term requirements should be offered (e.g. Pre-Nursing).
- ◆ Each campus shall have its own unique programs.
- ◆ Programs with high employment opportunities (e.g. Office Occupations) may be duplicated at each campus.

The district's academic master plan delineates four types of programs, and defines them as follows (p. 53):

*Transfer/General Education:* Programs and courses transferable to the CSU and UC systems and/or general education and lower-division major requirements.

*Occupational Education:* Programs and courses leading directly to employment or having an immediate impact on present employment.

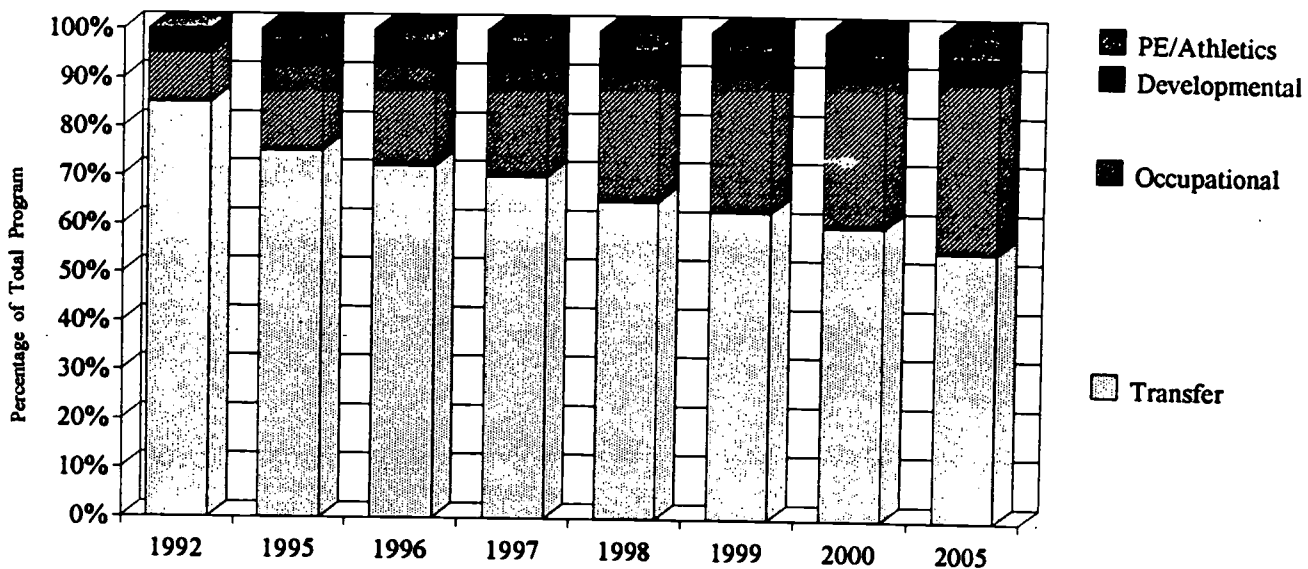


*Developmental Education:* Programs and courses that raise proficiencies in Math and English communication to a level required to succeed in other programs.

*Physical Education/Athletics:* Programs and courses related to health education, physical well-being/fitness and individual/team sports.

The current academic plan extends from the 1995/1996 opening date (temporary buildings in 1995; permanent buildings in 1996) to 2005, and calls primarily for transfer education, as shown in Display 12 below.

**DISPLAY 12** *Distribution of Program Types Planned for the Madera County Educational Center*



Source: State Center Community College District, 1993.

The district did not provide a precise calendar for the implementation of various programs, but it did provide a highly detailed array of programs and courses for each of the three colleges in the district that is shown in Appendix D on pages 81-84. As to programs, Display 13 on the opposite page shows the distribution among the three State Center district facilities.

The array of programs proposed in the Needs Study is relatively typical for new educational centers. It is oriented primarily to courses and programs that can be delivered through regular classroom instruction, and tends to de-emphasize occupational and laboratory courses and programs that require large outlays for facilities and equipment. Over time, and as the student population grows, it is likely that a greater number of high-cost programs will be introduced, and that the academic plan submitted as part of this proposal will be modified.

**DISPLAY 13** *Distribution of Occupational Programs by Institution, State Center Community College District*

| <u>Fresno City College</u> | <u>Kings River College</u> | <u>Madera County Education Center</u> | <u>Provided at Each College</u> |
|----------------------------|----------------------------|---------------------------------------|---------------------------------|
| Air Conditioning           | Agriculture                | International Trade                   | Automotive Technologies         |
| Alcoholism Counseling      | Agri-Business              | Environmental Technology              | Business and Office             |
| Cultural Studies           | Animal Science             | Mechanical Technologies               | Child Development               |
| Allied Health              | Dental Assisting           | Construction Technologies             | Computer Science                |
| Electronic Technology      | Fashion Merchandising      | Small Engine Repair                   |                                 |
| Library Technology         | Forest/Park Technology     | Drafting                              |                                 |
| Engineering                | Landscape Horticulture     |                                       |                                 |
| Paralegal                  | Natural Resources          |                                       |                                 |
| Library Technology         | Plant Science              |                                       |                                 |
| Mill Cabinet               | Power Equipment            |                                       |                                 |
| Real Estate                | Technology                 |                                       |                                 |
| Reprographics              |                            |                                       |                                 |
| Teaching                   |                            |                                       |                                 |
| Theater Technologies       |                            |                                       |                                 |
| Drafting                   |                            |                                       |                                 |

Source: State Center Community College District, 1993.

**Criterion 5. Funding projections** *5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.*

Display 14 below shows the cost projection for Phase 1 of construction of the center, which should be completed by 1996, while Display 15 on page 28 shows preliminary estimates for completing the center by 2004-05. In *Higher Education at the Crossroads* (1990b), the Commission estimated that the cost of a full community college campus was just over \$100 million. The estimates from these two displays -- a total of \$106,539,000 -- are very close to that assessment.

**DISPLAY 14** *Projected Construction Costs for the Madera County Education Center, 1994-95 to 1996-97*

| <u>Name of Project</u> | <u>1994-95</u>      | <u>1995-96</u>        | <u>1996-97</u>       | <u>Total</u>      |
|------------------------|---------------------|-----------------------|----------------------|-------------------|
| Site Acquisition       | \$0 (A)             | \$0 (A)               | \$0 (A)              | \$0               |
| Temporary Campus       |                     | 700,000 (C)           |                      | 700,000           |
| Off-Site Development   | 500,000 (PW)        | 4,700,000 (C)         |                      | 5,200,000         |
| On-Site Development    | 594,000 (PW)        | 7,936,000 (C)         |                      | 8,530,000         |
| Phase One Facilities   | <u>655,000 (PW)</u> | <u>18,137,000 (C)</u> | <u>1,317,000 (E)</u> | <u>20,109,000</u> |
| Totals                 | \$1,749,000         | \$31,473,000          | \$1,317,000          | \$34,539,000      |

Notes: A=Acquisition; PW=Planning and Working Drawings; C=Construction; E=Equipment.

Source: State Center Community College District, 1993.

**DISPLAY 15 Preliminary Estimates of Construction Costs for Full Buildout of the Madera County Education Center**

| Phase IIa Facilities    |            | Phase IIb Facilities |            | Final Buildout, Phase I |            | Final Buildout, Phase II |              |
|-------------------------|------------|----------------------|------------|-------------------------|------------|--------------------------|--------------|
| 1996-97 (PW)            | \$750,000  | 1997-98 (PW)         | \$950,000  | 1999-00 (PW)            | \$750,000  | 2001-02 (PW)             | \$950,000    |
| 1997-98 (C)             | 12,000,000 | 1998-99 (C)          | 15,000,000 | 2000-01 (C)             | 12,000,000 | 2002-03 (C)              | 15,000,000   |
| 1998-99 (E)             | 3,250,000  | 1999-00 (E)          | 4,050,000  | 2001-02 (E)             | 3,250,000  | 2003-04 (E)              | 4,050,000    |
| Total for Full Buildout |            |                      |            |                         |            |                          | \$72,000,000 |

Notes: PW=Planning and Working Drawings; C=Construction; E=Equipment.

Source: State Center Community College District, 1993.

Display 16 at the left below compares the total master plan buildout of the center in 2004-05 with the allocation of space for Phase I. Display 17 provides an indication

**DISPLAY 16 Projected Space Requirements in Assignable Square Feet According to the Madera County Education Center Master Plan, Phase I and Buildout**

| Type of Space                        | Phase I | Buildout |
|--------------------------------------|---------|----------|
| Lecture                              | 7,300   | 16,200   |
| Class Laboratories                   | 11,500  | 54,000   |
| Child Development                    | 0       | 6,000    |
| Non-Class Laboratories               | 3,500   | 4,000    |
| Library                              | 6,075   | 22,000   |
| Media/Audio-Visual/Television        | 1,500   | 6,000    |
| Assembly (Theater)                   | 2,500   | 9,000    |
| Office                               | 6,250   | 20,000   |
| Meeting Rooms                        | 800     | 1,500    |
| Data Processing                      | 0       | 200      |
| Food Service                         | 4,000   | 12,000   |
| Lounge                               | 800     | 3,000    |
| Merchandising (Bookstore)            | 1,500   | 5,400    |
| Health Services                      | 200     | 400      |
| Recreation                           | 0       | 2,500    |
| Physical Education                   | 0       | 32,000   |
| Plant                                | 1,800   | 6,000    |
| Warehouse                            | 2,000   | 4,000    |
| Exhibition                           | 500     | 3,000    |
| All Other                            | 0       | 9,000    |
| Total Assignable Square Feet         | 50,225  | 216,200  |
| Total Gross Square Feet              | 70,000  | 300,000  |
| Efficiency Percentage (Net to Gross) | 71.7%   | 72.0%    |

Source: State Center Community College District, 1993.

of the support costs for the center. The final details of those costs, with numbers of personnel involved, will probably not be developed for another year, but will be limited by the number of students budgeted for the center. In the community colleges, no special appropriations for administrative, instructional, or other costs are provided, so the budget will inevitably be constrained by the district's apportionment rate per full-time-equivalent student.

The projection shown in Display 17 is for full operation during the 1998-99 fiscal year -- two years after the center's expected opening in Fall 1996.

**DISPLAY 17 Estimated Operating Costs for the Madera County Education Center, 1998-99**

| Item                      | Estimated Expenditures |
|---------------------------|------------------------|
| Instructional Staff       | \$1,400,000            |
| Administrative Staff      | 150,000                |
| Classified Staff          | 450,000                |
| Custodial Staff           | 50,000                 |
| Maintenance Staff         | 15,000                 |
| Utilities                 | 260,000                |
| Maintenance and Repair    | 120,000                |
| Equipment, Supplies, Etc. | 340,000                |
| Total Budget Requirements | \$2,905,000            |

Source: State Center Community College District, 1993.

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**Criterion 7.2**     *7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated.*

**Geographic and physical accessibility**

The primary form of transportation to any community college educational center has always been the private automobile, and the Commission has consequently insisted that sites for such centers be located in reasonable proximity to major traffic arterials. The site chosen by the district is located on County Road 12 (also known as Avenue 12) about one mile from State Highway 99. It has excellent access to other roads in the area, particularly those that will provide access to the eastern and northeastern areas of the State Center district. The site is within a reasonable commuting time for virtually the entire population of Madera and north Fresno.

The center site is currently served by public transportation provided by the Madera County Transportation Commission, although the current services probably bear little relation to what they will be once the center matures. That commission currently maintains a "Dial-a-Ride" service with vehicles that carry 18 passengers, which might constitute the initial direct service to the site. In time, discussions between the district and that commission will undoubtedly produce additional bus routes and schedules, as conditions warrant.

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**Criterion 8**     *8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.*

**Environmental impact**

The district noted in its needs study that the process of developing an environmental impact report is under way, but will not be finalized for some months to come. When it is, a copy of the final environmental impact report will be transmitted to the Commission along with supporting documentation. The Commission is not a "responsible agency" as that term is defined in the California Environmental Quality Act, but systems and districts proposing new campuses and centers have provided the Commission with copies in the past, since elements of it impact upon the Commission's criteria. The Commission is not, however, required to approve environmental impact reports for new campuses.

The Madera Center proposal is unique in the Commission's experience in that all of the diverse elements of a very complex real estate covenant must be in place by July 1, 1994. Those elements include State agency approvals, development and approval of an environmental impact report by several local entities, agreements

on infrastructure financing, the passage of a statewide bond issue, and the finalization of negotiations among the landowners, developers, and responsible local officials. The fact that the Memorandum of Understanding agreed to by the City of Madera, the State Center district, and the landowners calls for State agency approvals prior to the transfer of the land is most unusual in the Commission's experience. It is also a highly unusual, if not unique, circumstance to find so many disparate elements moving along parallel paths more or less simultaneously.

To assist the Commission in its analysis, Peter P. Krupczak, the district's Vice Chancellor for Business, provided an assessment of the issues that will eventually be covered in the environmental impact report (Appendix E, pages 85-95). His letter contains relatively brief summaries of such matters as soil conditions, air pollution levels, water quality, the presence of endangered species (none is known), probable noise levels, population densities, transportation issues, and numerous other matters, twenty-one in all. He concludes by stating that there are no known adverse impacts at the present time that cannot be mitigated relatively easily.

The Commission's primary interest in the environmental impact report relates to transportation access and the consideration of alternatives, since such reports normally deal comprehensively with both issues, and since both are included among the Commission's criteria. In the current cases, however, the district's Needs Study has dealt with both issues extensively enough to diminish the importance of the environmental impact report in this analysis. That, together with the preliminary analysis of environmental issues supplied by the district, provides the Commission with sufficient data to make an informed judgment on the overall validity of the proposal.

In spite of that, the Commission expects that the district will submit a copy of the final environmental impact report upon its completion so that a full record of the proposal can be maintained, and to provide background for a possible future proposal to convert the center to a full-service college.

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**Criterion 9**  
**Effects on other**  
**institutions**

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

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

The State Center Community College District consulted widely in its planning for the Madera Center. Strong supporting letters were received from E. Jan Moser, Superintendent of the Merced Community College District some 45 to 50 miles to the north, and from John D. Welty, President of California State University, Fresno.

In addition, the district conducted three public hearings at various locations around the district at which representatives of various public and private organizations spoke, all of them supportive or suggestive of programs or services to be included when the center opens. No opposition to creating the center was expressed at any of the hearings or in any correspondence to the district. Transcripts of the hearings, as well as copies of official correspondence, were provided to the Commission.

It should be noted that the State Center district borders on three other community college districts: Merced; Sequoias; and West Hills. All three are growing, and the spacing among them is such that there should be little conflict. Sequoias is located some 65 miles southeast of Madera; West Hills -- the Lemoore Center -- is located 55 miles to the southwest. There is no issue of potential conflict -- or cooperation -- with the University of California, since the University has suspended its efforts to locate a tenth campus in the Fresno/Madera/Merced region.

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**Criterion 10**  
**Economic**  
**efficiency**

*10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied.*

*10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.*

This tenth criterion was added to the Commission's *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* in August of 1992 (1992c). The Commission added it because of the current, and perhaps lingering, fiscal restrictions that have become part of the State's budgetary landscape. It has become especially important of late because of a rider that was attached to the 1992 General Obligation Bond Issue that prohibited the use of bond funds for site purchases. With that proscription, if the State Center district had been unable to obtain the site for the center at no charge, it is unlikely that it would have been able even to make a proposal to the Chancellor's Office and the Board of Governors.

As to intersegmental cooperation, there are no plans at the present time for cooperative efforts between the Madera Center and other institutions in the area.

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**Conclusion**

Because the State Center district's proposal for its Madera County Educational Center meets the Commission's criteria as outlined above, the Commission has recommended its approval, as noted in Part One of this report.

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# APPENDIX A

# Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING  
REGARDING THE  
MADERA COUNTY COMMUNITY COLLEGE SITE DONATION

PREAMBLE

This MEMORANDUM OF UNDERSTANDING ("MEMORANDUM" or "MOU") is entered into this \_\_\_\_ day of \_\_\_\_\_, 1992, by and among STATE CENTER COMMUNITY COLLEGE DISTRICT (the "District"); MADERA COUNTY (the "County"); the CITY OF MADERA, a municipal corporation (the "City"); and THE INDIVIDUAL LANDOWNERS (the "Landowners") within the area of Highway 99 in the vicinity of Avenues 12 and 13 in Madera county (the "Plan Area") for the purpose of siting a community college (the "Site").

RECITALS

A. WHEREAS, Landowners own certain real property, as illustrated on Exhibit A, which is located in Madera County near the City limits of the City of Madera who intend to make application to the County for the requisite land use approvals, including, but not limited to, the approval of a general plan amendment for the area shown in Exhibit A, including the processing of an Environmental Impact Report, a development plan for the area, a development agreement, a possible community facilities district (CFD), and associated zoning and approval documents for a mixed-use project known as College Park-Madera (the "Project"); and,

B. WHEREAS, Landowners are willing to donate approximately 125 gross acres of property to the District to establish a Site for a community college; and,

C. WHEREAS, the District is a California Community College District and is charged with establishing and maintaining facilities within State Center Community College District which includes Madera County for post-secondary educational activities and related purposes; and,

D. WHEREAS, the District is seeking a location for a public, community college to better serve the Madera County and northern area of the District, and the District believes the Site should provide adequate freeway accessibility and access via major connector roads; and,

E. WHEREAS, the area which is encompassed within the Plan Area appears to meet state and other legally imposed criteria and the Landowners are willing to design the Project and to provide a Site free of charge to the District in the Plan Area; and,

F. WHEREAS, to allow development of any new facility by the District, as well as the development of College Park-Madera, the Plan Area, apart from the donated Site, should be in conformance with the County's general plan and also have the appropriate entitlements and approvals from the County so as to assure the orderly planning and development of the Project and the provision of necessary services; and,

G. WHEREAS, the County will be the lead agency and planning agency charged with considering and processing the Landowner's application for land use entitlements and appropriate general plan amendment for the Plan Area and is desirous of cooperating with the parties to this Memorandum so as to assure the



availability of a Site within the Project upon which the District can develop and maintain a public, higher educational facility; and,

H. WHEREAS, the City may consider annexing all or a portion of the Plan Area at some future date although there has been no consent to do so on the part of the Landowners in the Plan Area; and,

I. WHEREAS, because of the possibility of future annexation and the possibility of expenditure of City funds, the City has a major interest in the planning and development of this area and as a result of previous agreements has established, or is willing to facilitate via future agreements, the necessary infrastructure (water, sewer, drainage systems, electricity, gas and roads) for the development of the Project; and,

J. WHEREAS, the District, County and the City may, to the extent authorized by law, if they consent thereto, form a joint powers authority and enter into a joint exercise of powers agreement, if appropriate, for the development of the aforementioned infrastructure and may, either separately or jointly, consider the formation of a Community Facilities District (CFD) subject to compliance with applicable law; and,

K. WHEREAS, time is of the essence in reaching an agreement in principle, denominated herein as a Memorandum of Understanding, which MOU is a first step in a series of actions necessary to culminate in a donated site for the District.

TERMS, CONDITIONS & COVENANTS

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants and understandings hereinafter set forth, the sufficiency of which consideration is hereby acknowledged, the parties hereto hereby agree as follows:

1. Conveyance by Applicable Landowner of One Hundred Twenty-Five (125) Gross Acres. Pursuant to the timeline as set forth in Section 2, the landowner owning the property to be donated shall cause to be prepared a grant deed for 125 gross acres to be conveyed to the District on or before July 1, 1994 as set forth in Section 2. The landowner shall duly execute, acknowledge, and deliver to the District such a grant deed in a form which may be recorded in the official records of the County Recorder of Madera County. Currently the landowner of the Property for the proposed donated "site" is on property owned by Pistoresi in the vicinity of Avenue 12 and Road 30. The exact location of the donated Site has not been precisely fixed. However, the site will be in the general area bounded by Road 30, Avenue 12, and Road 30½ extending northward of Avenue 12. The exact location will be ascertained on or before July 1, 1994. A copy of the Plan Area is attached as Exhibit A and incorporated herein by reference. Exhibit A sets forth the Landowners in the Plan Area. The cross hatch area indicates the generalized location of the 125 gross acres.

2. Date of Conveyance and Conditions to Conveyance.

The date of the conveyance of the donated Site shall be on or before July 1, 1994. If the donated site cannot be conveyed

on or before July 1, 1994, the District shall be released from any obligation to further consider the donated Site.

The conveyance shall be contingent upon the fulfillment of the following conditions precedent, which conditions, except as noted in subsection d below, must be satisfied on or before July 1, 1994 to assure that the donated site is conveyed on or before July 1, 1994:

a. Approval by appropriate agencies of the State of California of the proposed donated Site.

b. Ability of the proposed donated Site to meet legal requirements for approval as a community college facility.

c. Ability to comply with the California Environmental Quality Act (CEQA) including consideration of no project alternatives;

d. Ability of the Landowners to agree to compensate the landowner owning the Site, which currently is Pistoressi, for the proposed Site to be donated to the District. Notwithstanding any language to the contrary in this MOU, such a compensation agreement shall be entered into on or before July 1, 1993 between the Landowners.

e. Ability of the Landowners, the County, the District, and the City to agree to provide infrastructure funding.

3. Infrastructure Costs. The County, the City, the District and the Landowners recognize and agree that it is impossible, at the time of this Memorandum of Understanding, to enter into a binding contract as to the amount of infrastructure costs necessary for the Plan Area and how the costs shall be apportioned to the County, City, Landowners and the District. Notwithstanding the foregoing, the parties agree in principle to implement the following procedure and to work towards the following goals for allocating development costs as follows:

a. On-site Improvements: The District shall be responsible for all on-site improvements to the one hundred twenty-five (125) acre Site.

b. Roads: It is agreed the County and the City will request the use of Measure A Funds and other suitable revenues, to participate in the cost of roads including traffic signal controls as appropriate in the vicinity of the donated Site to allow adequate access to the Site from adjacent streets and roads including Highway 99 and other improvements as necessary of adjacent streets such as Avenue 12, Avenue 13, Road 30, and Road 30½ the construction of new access routes as necessary to serve the development on the proposed donated Site. The District shall be responsible only for the development of roads, streets, and avenues as necessary directly on the donated Site. The development of roads on the remainder of the Plan Area shall be the

responsibility of the Landowners and calculated on a percentage basis according to the "Daily Trip Count" in the EIR Traffic Study for the Project or other formula equitably apportioning such road development costs. Land owners shall agree to dedicate right-of-way easements as necessary for development of the Plan Area and the Site.

c. Storm Drains, Sewer, and Water: The cost of these improvements may be defrayed by a variety of funding vehicles such as a benefit assessment district which apportions cost based on special benefit, a community facilities district which apportions such cost as a special tax (which may not be based on a special benefit) and public agency grants or subventions. The parties agree in principle to bear their fair share of the cost of such infrastructure improvements. However, the parties acknowledge they cannot agree at this time on a particular formula since no formula has been proposed either through a special assessment district or a community facilities district. Nothing herein shall pre-commit any of the parties to a particular funding mechanism and nothing herein shall constitute a waiver of any right to protest or to be excluded from such funding vehicles if the parties cannot agree as to what is an equitable apportionment of such costs.

d. Electrical, Natural Gas, and Telephone Services: The cost of these services shall be based on a "Lineal

Footage" or "Need for Service" basis as identified in the engineering studies developed by the Parties or such other equitable formula. The parties acknowledge that the cost of these services shall be apportioned according to the use of such facilities, which apportionment shall be the subject of future agreement.

e. Grading of the Site: As part of the onsite improvements, the District agrees to do onsite grading. However, in order to effect cost savings for the District, the Landowners shall extend an opportunity to the District, as a part of the Landowners' grading of adjoining parcels, to allow the District to participate in a grading plan which includes onsite grading and which may cost less than if the District contracted independently for onsite grading. The District shall not be responsible for any offsite grading.

f. Costs of Planning, Engineering and Land Use Approvals: The District, as a subdivision of the State of California, is not required to initiate formal approvals or to incur planning costs as a condition precedent for selecting a site for community college facilities. The District shall be responsible for its own engineering and planning costs incurred by the District for onsite development. The District, as the lead agency for selecting the proposed donated Site, shall be responsible for the preparation of documents,

and any associated cost, for CEQA compliance. To the extent permitted by law, the District and the Landowners may share in the cost of securing experts and other costs with respect to environmental studies. Other than as stated herein, all such costs shall be the responsibility of the Landowners as they shall agree among themselves.

4. Cooperation Between District, County, Landowners and City. To the extent permitted by law, the District, County, City and Landowners agree to mutually cooperate to achieve the objectives of this MOU as set forth herein. Nothing herein shall be construed to pre-commit the discretion of future boards contrary to law. Nothing herein shall be construed to commit any party to a course of action which pre-commits any agency prior to completion of appropriate California Environmental Quality Act studies or prior to the exercise of any rights, duties, and obligations under the California Eminent Domain law, California Planning law, the Williamson Act, or any other applicable law or governing statute. Notwithstanding the foregoing, the commitment to conveying a donated site, contingent on the events set forth in section 2, means that no Landowner shall claim compensation under the California Eminent Domain Law or other applicable law or claim relocation assistance under the California Relocation Assistance Act. Execution of the MOU by the Landowners hereto shall be deemed a specific waiver of any such entitlement in consideration for the District's agreement to accept a donated site provided such site is

donated on or before July 1, 1994 and the contingencies are met on or before July 1, 1994 as set forth in section 2 herein.

5. Compatible Land Use and Architectural Design.

a. Compatible Land Use. The Landowners agree to develop the Plan Area in such a manner as shall be compatible with the use of the proposed donated site as a community college/higher educational center. The term "compatible land use" shall be as the Landowners and the District shall agree on or before July 1, 1994. If the Landowners and District fail to enter into such an agreement by July 1, 1994, compatible land use shall be as interpreted by a court of law in the event of a dispute as to what land use is compatible with the development of the proposed donated site. Compatible land use shall be a land use which is conducive and enhances the environment of a learning facility and a community college campus.

b. Architectural Design. The District agrees that the design of the college/higher educational center should be compatible with the architectural styling and landscape of the land uses surrounding the Site. However, the parties acknowledge that the District is subject to the design criteria and mandates for construction of such facilities by the State of California and is subject to architectural design approval and construction of facilities by the State of



California including the Office of State Architecture and other subdivisions of the State of California.

Given such design criteria and mandates, nothing herein shall bind the District to a particular architectural style. The parties acknowledge that compatible architectural styling and landscaping shall be the subject of future discussions and agreement for developing compatible land uses in the Plan Area.

6. College Site Approval Process. As set forth in section 2 above, the parties expressly acknowledge that the proposed donated Site is subject to the site approval process of the State of California and applicable California law. The District cannot contractually commit to the donated Site in contravention to such a process or in violation to existing State law.

7. Development of a Community College. Subject to the provisions of Section 1 and 2, and subject to compliance with applicable law including the California Environmental Quality Act, the District agrees to use its best efforts, subject to available funding, to develop the proposed donated site of 125 gross acres as a community college/higher educational center. The District shall not use the proposed donated Site for any other use than as described herein. During the period of time in which the Site is not developed, the District agrees to consider the possibility of an interim land use such as crop cultivation with the Landowner donating the Site provided such interim land use does not interfere with the development of the Site as described herein, the Landowner

agrees to indemnify, defend and hold harmless the District, and the Landowner provides appropriate liability insurance.

The proposed timetable for Project Area development, subject to available funding and buildout of the Project Area, is described in Exhibit B. Nothing in Exhibit B shall contractually commit the parties at this time. However, if the proposed Site is not donated on or before July 1, 1994 as set forth in Section 2 hereof, the Site shall not be donated and there shall not be a development of the community college center unless there is an express written agreement to extend such date by a future board of trustees of the District.

Subject to the provisions herein, the District agrees to develop a college/higher educational center containing a minimum of 60,000 square feet of gross floor area.

The District agrees to develop the Site as a community college/higher educational center. The District shall cause the planning/design and development of the initial phase of the classroom buildings to commence in accordance to the schedule attached hereto as Exhibit B, and, following such commencement, the District shall diligently proceed with the development until structures have been completed for such center containing a minimum of 60,000 square feet of gross floor area. The District shall have the right to annual extension(s) of the timeline as provided in Exhibit B for commencement of the center due to insufficient funding sources, lack of buildout of the Project Area, and delays due to acts of God, causes as described in 1511 of the Civil Code,

and any building fund moratorium or capital facilities or budget constraints imposed by the State of California and local public agencies.

8. Execution of Subsequent Agreements. The parties understand and acknowledge that there will, of necessity, be a need to enter into subsequent agreements and that there will be a need for participation in subsequent planning documents. For example, development agreements may need to be entered into between the Landowners, the City of Madera, and the County of Madera pursuant to section 65865 of the California Government Code which shall not include the District as a party. Another example is the implementation of a specific plan which is a tool for the systematic implementation of a general plan pursuant to Government Code section 65451 et seq. of the Government Code. The implementation of such plans or execution of such agreements such as development agreements shall not be conditions to the donation of the proposed donated Site. Nevertheless, such documentation shall be necessary to realize development of the Project in the Plan Area.

9. Assignment. No party shall have the right to assign its rights, duties and obligations in this MOU in whole or in part without the written consent of the other parties which consent shall not be unreasonably withheld. Any assignees shall agree to assume the rights, duties and responsibilities of this Memorandum. Landowners shall have the right to assign their rights in this MOU as necessary to obtain appropriate financing.

10. Notices. All notices or other communications required or permitted hereunder shall be in writing, and shall be personally delivered (including by means of professional messenger service) or by registered or certified mail, postage prepaid, return receipt requested, and shall be deemed received pursuant to section 1013 of the Code of Civil Procedure.

To Landowners:

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TO DISTRICT:

State Center Community  
College District  
1525 East Weldon Avenue  
Fresno, California 93704

Attn: Dr. Thomas A. Crow  
Assistant to the Chancellor

and

Michael L. Maas  
Michael L. Maas and Associates  
6529 Riverside Avenue, Suite No. 105  
Riverside, California 92506

and

Jerome M. Behrens  
Lozano Smith  
Smith Woliver & Behrens  
2444 Main Street, Suite 260  
Fresno, California 93721

TO COUNTY:

County of Madera  
209 W. Yosemite Avenue  
Madera, California 93637

To CITY: City of Madera  
205 W. 4th Street  
Madera, California 93637

11. Miscellaneous.

a. Partial Invalidity. If any term or provision of this Memorandum or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder of this Memorandum, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each such term and provision of this Memorandum shall be valid and be enforced to the fullest extent permitted by law.

b. Waivers. No waiver of any breach of any covenant or provision herein contained shall be deemed a waiver of any proceeding or succeeding breach thereof, or of any other covenant or provision herein contained. No extension of time for performance of any obligation or act shall be deemed an extension of the time for performance of any other obligation or act.

c. Successors and Assigns. This Memorandum shall be binding upon and shall inure to the benefit of the permitted successors and assigns of the parties hereto.

d. Interpretation of MOU. The parties acknowledge that this Memorandum of Understanding is an agreement in principle and that there are a number of issues which

remain outstanding to be agreed upon but which are sufficiently indefinite at this time and which cannot lead to legally enforceable obligations. Such legally enforceable obligations will be the result of subsequent agreements. Notwithstanding the foregoing, the intent of this MOU is that it is a beginning step in a consensus process which may lead to subsequent enforceable obligations and which will trigger the application of applicable law such as review under the California Environmental Quality Act. Notwithstanding the foregoing, the parties acknowledge that if the landowners do not agree on a compensation plan between themselves by July 1, 1993 and if the Landowner, which is currently Pistoresi, does not convey 125 gross acres on or before July 1, 1994 pursuant to section 2, the District shall have no further obligation to consider the proposed donated Site for a college community campus with respect to the Project or the Plan Area. If the parties decline to enter into this Memorandum of Understanding, then the District shall have no obligation whatsoever to cooperate with the parties to carry out the purposes of this MOU including acceptance of the proposed donated Site.

Nothing herein shall be construed to pre commit the discretion of future public agency boards contrary to law. All rights, duties and obligations under this Agreement is subject to, and contingent upon, as

appropriate, review under the California Environmental Quality Act and appropriate compliance with all other applicable law and statutes.

e. Nullification. Nothing in this Memorandum of Understanding shall be construed as nullifying any party's powers, duties, and responsibilities under state and local planning, zoning, land development, and environmental laws and regulations.

IN WITNESS WHEREOF, the Parties hereto have executed this document as of the date set forth above.

DISTRICT:

STATE CENTER COMMUNITY COLLEGE DISTRICT,  
a California community college district

By:

H. Ronald Feaver

H. Ronald Feaver

Its:

Secretary

COUNTY:

COUNTY OF MADERA

By: \_\_\_\_\_

Its: \_\_\_\_\_

CITY:

CITY OF MADERA, a municipal corporation

By: \_\_\_\_\_

Its: \_\_\_\_\_

LANDOWNERS:

\_\_\_\_\_  
\_\_\_\_\_

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**E X H I B I T      A**

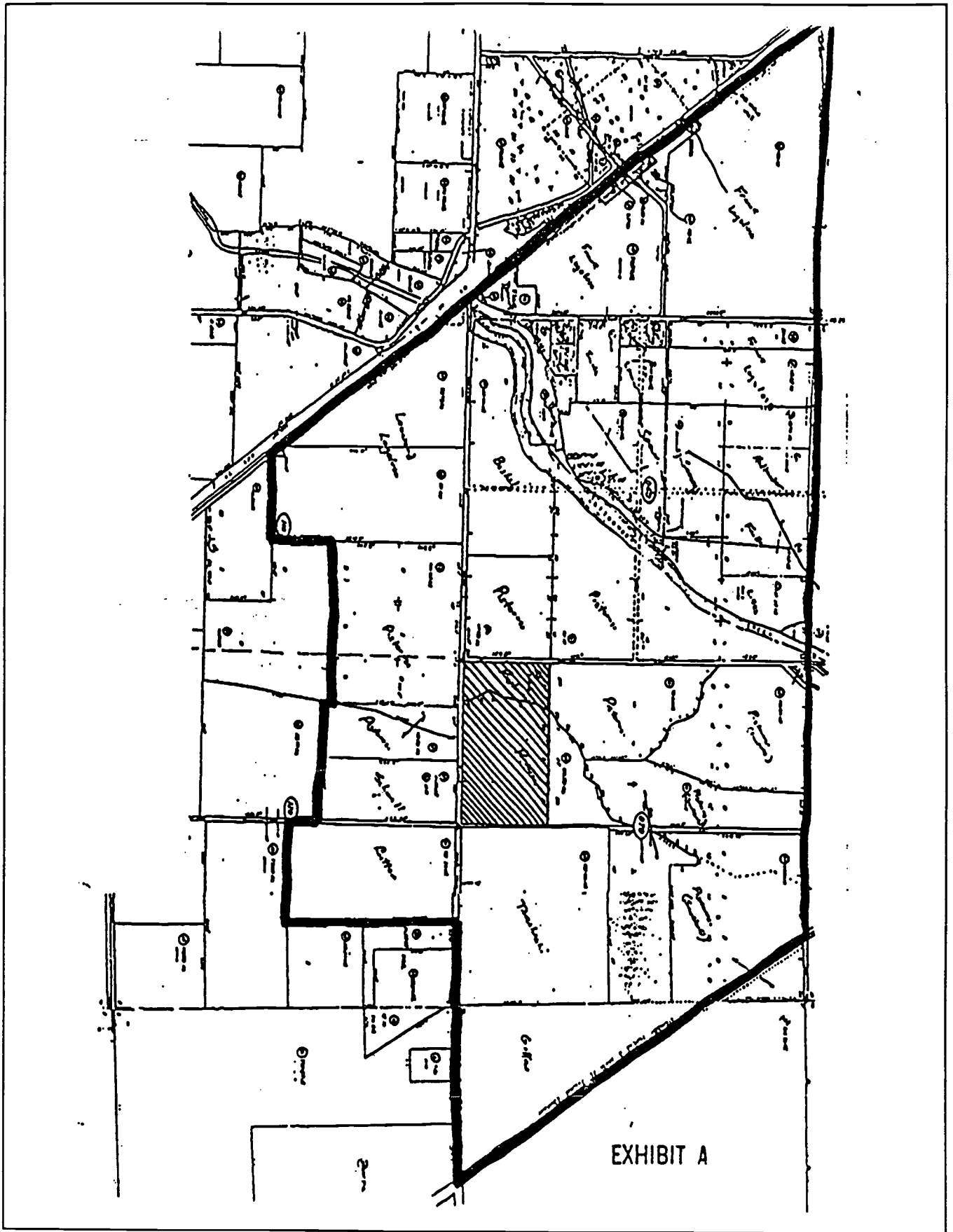


EXHIBIT A

**E X H I B I T      B**

### Time Schedule

- |     |  |                 |
|-----|--|-----------------|
| 1.  | SCCCD and landowners begin discussions regarding donation of site.   | March, 1992     |
| 2.  | College District, City, County and Landowners develop a Memorandum of Agreement for donation and development of the Master Plan Area.                      | July, 1992      |
| 3.  | College District, City, County and Landowners agree to boundaries of Master Plan Area.   | July, 1992      |
| 4.  | The Landowners and the District agree to a method of equitable compensation for the donor of the College site.   | August, 1992    |
| 5.  | College District initiates the site approval process with the California Community College Chancellor's Office and Post-Secondary Education Commission.    | August, 1992    |
| 6.  | The preliminary costs estimate for sewer for the Project is determined and the Parties establish a process for funding the sewer services.                 | September, 1992 |
| 7.  | Landowners determine whether to joint-venture project with a developer or to initiate planning and entitlement process as individuals.                     | September, 1992 |
| 8.  | If developer is selected by some parties, negotiations of joint venture agreements will be completed with the developer.                                   | September, 1992 |
| 9.  | Begin planning process with County. This includes General Plan Amendment, E.I.R., and development/pre-annexation agreements.                               | September, 1992 |
| 10. | Begin preliminary engineering and design of on-site and off-site improvements. This planning must be coordinated with master planning of the Project area. | September, 1992 |
| 11. | Agreement with County as to processing time line.  | September, 1992 |
| 12. | College District submits the initial Capital Outlay Budget Change Proposal to Chancellor's Office.   | February, 1993  |
| 13. | Site visit and approval process completed by Chancellor's Office and CPEC.   | June, 1993      |
| 14. | Completion of General Plan Amendment, E.I.R., and master planning for the project area.  | September, 1993 |

- |     |   |                 |
|-----|---|-----------------|
| 15. | Detailed analysis of infrastructure costs (on-site and off-site improvements) to be included in the proposed community facilities district (CFD). | September, 1993 |
| 16. | Agreement between all parties in the CFD as to proportional costs of bonds issued by proposed joint-powers authority.                             | October, 1993   |
| 17. | Formation of Joint-Powers Authority between City, County, and College District for financing, underwriting, and issuance of bonds.                | October, 1993   |
| 18. | Determination by all parties in CFD as to timing of issuance, phasing of sale, and servicing of debt.   | October, 1993   |
| 19. | Development plans for Phase One projects submitted to County for approval.  | November, 1993  |
| 20. | College District submits construction plans for Phase One buildings to Chancellor's Office.   | February, 1994  |
| 21. | County approves development plans for Phase One projects.   | April, 1994     |
| 22. | State funding for plans and working drawings for Campus.  | July, 1994      |
| 23. | Sale of bonds necessary to fund Phase One on-site and off-site improvements.  | July, 1994      |
| 24. | Begin construction of on-site and off-site improvements.  | September, 1994 |
| 25. | Developer/landowners begin construction of Phase One units.   | May, 1995       |
| 26. | State funding for construction of Phase One buildings of the College.   | July, 1995      |
| 27. | Construction contracts awarded for College buildings and construction begins.   | September, 1995 |
| 28. | Initial occupancy of College facilities.  | September, 1996 |
| 29. | Development of additional phases of the Project.  | 1996-2005       |

# APPENDIX B Proposal Correspondence



## State Center Community College District

1525 East Weldon Avenue • Fresno, California 93704  
Telephone (209) 226-0720 • FAX (209) 229-7039

November 12, 1992

Dr. Clarence Mangham, Administrator  
Facilities Planning and Utilization Unit  
California Community Colleges  
1107 Ninth Street  
Sacramento, CA 95814

Re: State Center Community College District  
Proposed Madera County Educational Center/Campus

Dear Clarence:

The enclosed information constitutes State Center Community College District's response to the requirements of the Letter of Intent to Expand (CPEC Guidelines) as it relates to the Madera County Educational Center.

The District first initiated the new college concept by sending a Letter of Intent to the Chancellor's Office in November 1988 and requesting a Special Projection in February 1989. This letter is intended to re-establish the District's intent to expand since we have now determined a specific site that we expect will meet all of the CPEC guidelines. Since the District had established its original Letter of Intent in 1988, we would hope that the procedures that were established at that time would apply.

The information compiled has been in the context of a center/college inasmuch as the time period between center and college status is expected to be short in light of the delays that have resulted in the identification of a specific site.

While detailed to a great extent in the enclosed materials, a number of key factors are highlighted for consideration:

- The California Community Colleges Long-Range Capital Outlay Growth Plan adopted in January 1991 by the Board of Governors lists the new center for the Near-Term (1990-1995) to be a campus in the Mid-Term (1995-2000).
- The District cannot be served properly by existing campuses. Fresno City College alone serves the entire northern section of the District. The estimated population in the northern area is well over 500,000 and the Metropolitan Fresno Area is expected to grow to 1.2 million by 2020.

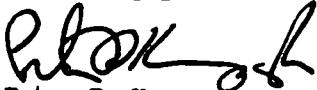
Dr. Clarence Mangham  
November 12, 1992  
Page 2

- Fresno City College currently has an enrollment capacity of 16,213. Enrollment in 1991 was approximately 18,150. The campus infrastructure is already stressed as it is far beyond the planned capacity. The addition of the new allied health building at FCC will raise the capacity to 18,173 in the year 1996. DOF projections suggest that FCC enrollment in 1996 could be 20,767.

The location of a specific site has been more narrowly defined and we are proceeding rapidly. A special enrollment projection is being prepared in accordance with the guidelines provided by the Department of Finance Demographic Research Unit. The District architect is working on COBCP's for Off-Site Development, On-Site Development, and Phase I Facilities within the context of a Buildout Campus Master Plan. We expect to have these completed for submission by February 1, 1993, with the provision that they be accepted pending site approval. A copy of this Letter of Intent has been forwarded to Bill Storey to expedite his review and approval. Please review our request and provide Bill Storey with your recommendation.

Please let me know if any further information is required from the District.

Very truly yours,



Peter P. Krupczak  
Vice Chancellor-Business

PPK:pc

Enclosures

cc: Bill Stewart - w/o encs.  
[redacted] w/encs.

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES

1107 NINTH STREET  
SACRAMENTO, CALIFORNIA 95814  
(916) 445-8752



January 6, 1993

Mr. William Storey  
Assistant Director, Planning and  
Resource Management  
California Postsecondary Education Commission  
1303 J Street, 5th Floor  
Sacramento, California 95814-2983

Dear Mr. Storey:

In January of 1991 the Board of Governors adopted the Long Range Capital Outlay Growth Plan that projected new colleges and centers through the year 2005. The plan identified a northern center for the State Center Community College District in the near term (1990-1995) to become a campus in the mid-term (1995-2000). The District has been working on this project for several years and is now able to identify a specific 125-acre site on which to develop a "Madera County Educational Center/Campus." The site is to be made available to the District without charge by a group of landowners with the full support of Madera County and the City of Madera.

The District recently submitted to this office and to your office a letter of intent to obtain formal approval for the Center. The letter of intent is very thorough and precise in its treatment and analysis of the proposed expansion. It provides all of the materials that your office (and mine) will need at this stage of the review process and is in accordance with the District's interest in moving ahead with dispatch. Please accept that letter as a formal request for you to commence your analysis of the District's proposal.

If additional information is needed at this point please let me know.

Sincerely,

  
Clarence Walter Mangham  
Dean of Community Colleges  
for Facilities Planning

CWM:pb

cc: Bruce Hamlett  
Joseph Newmyer  
Wayne Keithley  
Allan Peterson



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## CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

1303 J Street, Fifth Floor ♦ Sacramento, CA 95814-2983 ♦ 916-322-8018; 916-327-4417 (FAX)

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January 27, 1993

Clarence Walter Mangham  
Dean of Community College  
for Facilities Planning  
1107 9th Street  
Sacramento, CA 95814

Dear Clarence:

Thank you for your letter of January 6 concerning the State Center Community College District's "Letter of Intent" to expand its operations into the Madera area. As you know, according to the Commission's *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC Report 92-18, August 1992), a letter of intent for a new educational center must include the following eight items:

1. A preliminary five-year enrollment projection;
2. The approximate location of the proposed center;
3. A copy of the district's most recent Five-Year Plan;
4. A prioritization (near term, mid term, and long term) of the proposed center within the systemwide 15-year plan;
5. A time schedule for development of the new center;
6. A tentative ten-year capital outlay budget starting on the anticipated date of the first capital outlay appropriation.
7. A copy of the resolution of the local governing board authorizing the new center; and
8. Maps of the area in which the center is to be located.

We have reviewed the materials forwarded to us by the State Center district and agree with you that it is very thorough and precise in addressing the requirements of the CPEC guidelines, as well as the requirements of Title 5 of the Administrative Code that specify a minimum enrollment of at least 500 full-time-equivalent students.

We are pleased to note that the district has been able to secure land at no charge to the State, and also that the letter of intent has been submitted sufficiently in advance of the anticipated date of the first appropriation (July 1994) to permit a complete and thorough review by both your office and ours.

We would like to express one concern that exists somewhat independently of the district's commendable effort to meet the CPEC *Guidelines*, and it concerns the general budgetary instability that affects us all. As you know, the Governor's Budget proposes a tripling of fees in

the community college system as well as a major redirection of support from the State to the local level. Either or both of these proposals could have a telling effect on community college enrollments in the coming years, and we would therefore urge both the Chancellor's Office and the State Center CCD, in working with the Demographic Research Unit of the Department of Finance, to be very careful in developing enrollment projections. I suspect we are entering times even more uncertain than those we are now in, a circumstance that will require us all to exert even greater caution in our planning effort.

In addition, as mentioned above, the Commission's *Guidelines* require that if the Community College system envisions the construction or acquisition of more than one new institution within a five-year term, the Board of Governors shall prioritize the proposed new colleges or off-campus centers within its five-year plan required by Supplemental Language to the 1989 Budget Act. We have the 1992-93 plan but nothing since, and we would like to know how the Madera educational center fits in with the Chancellor's Office's other capital outlay priorities, particularly as those priorities concern new campuses and educational centers.

With those caveats, and as a result of our review, we are able to advise you and the district to move forward with site acquisition and other development plans for the Madera educational center. We look forward to working with you, your staff, and district officials as the needs study is developed.

Sincerely,



William L. Storey  
Chief Policy Analyst

cc: Warren H. Fox  
Bruce Hamlett  
Joseph Newmyer  
Peter Krupczak  
Wayne Keithley  
Allan Petersen

# APPENDIX C Board of Governors' Agenda Item

Board of Governors  
California Community Colleges  
May 13-14, 1993

## MADERA COUNTY EDUCATION CENTER: PROPOSED NEW EDUCATION CENTER FOR THE STATE CENTER COMMUNITY COLLEGE DISTRICT 11

First Reading, Action Pending, July Board Meeting

### Background

In January of 1991, the Board of Governors approved the *Long-Range Capital Outlay Growth Plan* as a means of refining and controlling the increased demand for future colleges and centers. Since then the Board has approved a new center for the Allan Hancock Community College District and a new college for the Los Rios Community College District. A third center—for the Solano County Community College District—is scheduled for action at this Board meeting.

This agenda item addresses the need for an additional center, to be located in the Madera area of the State Center Community College District.

In 1988, the State Center Community College District prepared a long-range facility plan as part of its efforts to reevaluate its program needs. With the tremendous growth occurring in North Fresno, the low participation rate of Madera County, and the intense overload of Fresno City College, a proposal emerged for the location of an education center that would evolve into a new college in Madera County, north of Fresno. The overwhelming conclusion of that report was that the northern end of the district—with a population of over 500,000—could not be adequately served by the two existing colleges in the district.

In December of 1988, the district issued its first request to the Chancellor's Office to initiate the Department of Finance special enrollment projection. Action was deferred while the district went through a lengthy process to identify and secure the donation of an appropriate location for the new site.

In the interim, the district has been providing an off-campus program at Madera High School. This program, necessarily limited in the breadth and timing of classes and services that can be offered, is currently threatened by the high school district's impending need to reclaim its facilities in the face of increasing enrollments.

BEST COPY AVAILABLE

Earlier, both the Chancellor's Office and the California Postsecondary Education Commission (CPEC) had responded favorably to the district's preliminary application. The district, in turn, submitted a full-scale needs assessment to the Chancellor's Office with a request that the Board of Governors take action to verify the need for the establishment of the center, and, upon approval, to refer the study to CPEC, as specified by statute.

## Analysis

As stated in the *Long-Range Capital Growth Plan*, the State Center Community College District's Fresno City College is already at capacity. Since the population of the district is rapidly increasing, there is an immediate question of how to meet the future demand of a burgeoning population. Kings River College, the second college of this two-college district, is located thirty miles to the southeast of Fresno City College (forty minutes commute time).

Besides providing geographic balance to the locations of the existing colleges, there are several compelling reasons for expansion to take place to the north. The northern regions of the district currently have a significantly lower participation rate than the central and southern regions. In addition to access problems reflecting geographic separation, northern residents have a higher unemployment rate and a higher rate of population increase. There is also a large, underrepresented Hispanic population centered in the Madera area.

Strong local support has been voiced by business and community leaders who have cited the benefits of access to industrial training, as well as the need to overcome traditional barriers to higher education for rural Hispanic youth. Similarly strong support has also been expressed by the secondary and postsecondary institutions in the area.

More concrete backing is evidenced by the adoption of a Memorandum of Understanding (MOU) between the State Center Community College District, Madera County, the City of Madera, and a consortium of local landowners. The MOU calls for the donation by the landowners of 125 acres of property to the district for the establishment of the proposed center. There is a stipulation in the MOU, however, that the formal donation, which is contingent upon state approval, must be finalized by July 1, 1994, or the offer may be withdrawn. Therefore, to act at this time is imperative to secure the site, as well as to enable the district to take full advantage of opportunities for joint planning and financing of facilities.

Phase I occupancy of the new center would be scheduled for 1996, and the district has submitted Capital Outlay Budget Change Proposals for site development in the 1994-95 capital outlay program. Completion of first-phase occupancy is contingent upon the availability of state capital outlay funds.

## **Implications**

This proposal is in accordance with the Board's commitment to provide access to community college education and its recognized role in helping to solve the potential gap between new jobs and the lack of skilled labor available to fill them. Alternative means of providing the necessary services are not viable.

This item supports the following initiatives from *The Basic Agenda: Policy Directions and Priorities for the Nineties*:

- Implement the long-range plan for capital construction in the community colleges.
- Provide for new facilities in the colleges.

This item is being presented to the Board for initial review and comment. A recommendation for action is anticipated at the July Board meeting.

*Staff Presentation: Joseph Newmyer, Vice Chancellor  
Fiscal Policy*

*Clarence Mangham, Dean  
Facilities Planning and Utilization*

# Madera County Education Center

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## *Proposed New Education Center for the State Center Community College District*

### **Background**

At its January 1991 meeting, the Board of Governors approved a *Long-Range Capital Outlay Growth Plan*. Among the facility needs identified in the plan was an educational center to serve communities in the northern portion of the State Center Community College District, which currently consists of two colleges.

At the time the *Long-Range Capital Outlay Growth Plan* was adopted, Fresno City College, which is centrally located, was already at capacity. While people in communities in the southern parts of the district are able to attend Kings River Community College, this second college is located at such a distance (thirty miles southeast of Fresno City College and forty minutes commute time) as to not be a viable option for individuals residing in the district's northern communities.

Through a series of public hearings, a site emerged as the most appropriate location for a near-term permanent educational center that could ultimately be developed into a full-service college. It is located just outside of the City of Madera, near the northern border of the district, twenty miles (thirty minutes driving time) northwest of Fresno City College.

A Memorandum of Understanding (MOU) has been adopted between the State Center Community College District, the City of Madera, Madera County, and a consortium of local landowners, which has resulted in the donation to the district of 125 acres of property at that chosen site. There is a time limit, however, contained within the MOU. The formal donation, which is contingent upon state approval, must be finalized by July 1, 1994, or the offer may be withdrawn.

Since its adoption of the Facility Plan Report in 1988, the district has found some success in expanding its off-campus offerings in Madera County. As is typical of off-campus programs, however, these programs—at Madera High School—are necessarily limited. Facilities at the high school are largely unavailable for daytime enrollment. Lack of appropriate laboratory space severely limits the ability to provide access to science and occupational programs. Student support services cannot be provided.

Even this limited availability of services is now being threatened. With the increase in the population that is occurring in the Madera area, the Madera Unified School

District may soon need the exclusive use of its facilities in order to accommodate expanding enrollments.

Current access to community college education is clearly limited by the availability of local programs and the commute required to attend a full-service college. Even combining main-campus attendance with the off-campus programs available at Madera High School, the participation rate for Madera County residents is significantly less than that for the district as a whole (3.91% versus 5.26%). These communities are home to a large Hispanic population, the most underenrolled ethnic minority in the region. Student participation rates in community colleges are highly negatively correlated with the time and distance students must travel to attend classes and receive related support services. Ready access to the proposed site should significantly increase the enrollment of the Hispanic population.

Approval of the proposed center at this time would enable the college district to accept the very generous donation of a prime parcel of real estate at a location indicated as "optimal" by a public hearing process. Such approval not only would secure the site, but also would enable the college district to compete for capital outlay monies for facilities.

There is strong local community support for this center. There is also strong support from neighboring secondary and postsecondary institutions.

## **Analysis**

### **Regional and Community Characteristics**

The State Center Community College District is located in the exact center of the state. It is one of the largest rural districts, stretching from the central San Joaquin Valley eastward to the crest of the Sierra Nevada mountains (see Appendix A). The bulk of its approximately 5,600 square mile area is split between Fresno and Madera counties, with small portions of Kings and Tulare counties also included.

Surface transportation southeast in the region is primarily served by Highway 99. Smaller highways and rural routes crisscross the western half of the district. Passenger and commercial rail transport are provided by Amtrak, Santa Fe, and Southern Pacific railroads.

The proposed center would be located just outside of the City of Madera in the northwestern part of the district (see Appendices B1 and B2). It would be located twenty miles northeast of Fresno City College (thirty minutes driving time). Kings River Community College in Reedley is an additional thirty miles (forty minutes) to the southeast of Fresno City College. The exact location of the proposed center would be just east of Highway 99, bounded to the west by Road 30, to the south by Avenue 12, and to the east by Road 30½ (see Appendices C1 and C2).

The population of the region has been rapidly increasing and is projected to continue to do so. This population includes a large number of Hispanics, totaling approximately one-half of the total in the census tracts in and immediately surrounding the proposed site.

The location proposed for the new center improves the district's ability to serve the disadvantaged. Agriculture and allied food processing activities provide the primary employment opportunities in the district, particularly in Madera County. Although manufacturing and retail trade are growing, unemployment levels in the area are extremely high, nearly double the state average. The city of Madera has been designated as one of nine "Employment and Economic Incentive Areas," or enterprise zones, in California. Substantial tax breaks and incentives are available for businesses and industries locating or expanding in the Madera area through this designation.

#### **Enrollment Projections**

The official target opening date for Phase I occupancy of the proposed Madera County Education Center is fall 1996, although the district is planning a "campus of temporary buildings" as early as 1995. Enrollment projections, which reflect historical and current enrollment and participation rates as well as population growth patterns in the area, have been made for the proposed service area. These projections have been approved by the Demographic Research Unit of the State Department of Finance (see Appendix D). Projected enrollments are presented in the following table.

#### **Madera County Education Center Projected Enrollments**

*1996-2001*

| <b>Year</b> | <b>Enrollment</b> | <b>WSCH*</b> |
|-------------|-------------------|--------------|
| 1996        | 1550              | 11,800       |
| 1997        | 1800              | 14,200       |
| 1998        | 2050              | 16,200       |
| 1999        | 2200              | 17,800       |
| 2000        | 2456              | 20,000       |
| 2001        | 2600              | 22,000       |

\*Weekly Student Contact Hours



The projected participation rates reflect current participation trends. The projections cited above are based on enrollment data where conditions have discouraged attendance by many potential students. In fall 1991, the overall districtwide participation rate was 5.26 percent. The Fresno County participation rate was 5.42 percent, with residents of the area immediately surrounding Fresno City College participating at rate of 6.62 percent and residents of the area surrounding Kings River College participating at a 7.61 percent rate. In contrast, the participation rate for Madera County (with only an off-campus program and no local college) was only 3.91 percent. In the City of Madera, where the off-campus program is presently located, participation was at a 4.5 percent rate, with approximately 2.0 percent participating in the off-campus program. Clearly, the presence of a full-service education center, as proposed, will find a higher level of participation than the Department of Finance projections.

Minority participation is another important consideration in reviewing these projections. Hispanics are the most underrepresented minority in the State Center Community College District. While Hispanics make up approximately 34.2 percent of the population in the district, Hispanic registration represents only 29.7 percent of the total student enrollment. The Hispanic population of those census tracts in and immediately surrounding the proposed site location is more concentrated than the district as a whole, measuring 49.7 percent of the area total. According to the October 1992 California Basic Education Data System report, 56.4 percent of the students enrolled in the Madera Unified School District's Madera High School were Hispanic. The improved proximity and availability of community college programs and services that the proposed center would provide represents an excellent chance for increasing participation for this population.

#### **Effects on Nearby Secondary and Postsecondary Institutions**

The State Center Community College District has received overwhelming support from the neighboring educational institutions. No areas of adverse impact have been raised (see Appendices E1 and E2).

Three community college districts border the State Center Community College District. College of the Sequoias in Sequoias Community College District is located sixty-five miles to the south, in Visalia, and would be unaffected by the proposed center. West Hills College District lies to the south and west. West Hills' nearest facility is its education center in Lemoore—fifty-five miles from Madera and too far away to be affected. Merced Community College District is located to the north. Its main campus in Merced and educational center in Los Banos are both more than a forty-five minute commute from the proposed Madera center. Merced Community College does provide some off-campus programs in Chowchilla, approximately twenty minutes from Madera. Even so, the Merced Community College Board of Trustees voiced no reservations when they voted their unanimous support for the proposed Madera center.

Two other postsecondary institutions are in the State Center Community College District service area. Fresno Pacific College is a small, private institution located in the southern part of Fresno, approximately thirty miles (forty-five minutes commute time) from Madera. No objections to the proposed center have been raised from this institution. California State University, Fresno is located in the eastern part of Fresno, approximately twenty-five miles (forty minutes) from Madera. The president of CSU, Fresno sent a very strong letter of support. The district and university currently work together to ensure that the lower division transfer courses provide the university-bound student with a performance level appropriate for success, following the expected transfer.

The State Center Community College District has contiguous boundaries with seventeen unified and high school districts. Students in these districts will have another option for higher education: the proposed center would provide more convenient physical access to a college and entry into higher education.

### **Community Support**

Strong local interest and support has been demonstrated for the establishment of the Madera County Education Center. Laudatory endorsements were made in three public hearings by members of the Madera County Board of Supervisors, the president of the Madera Chamber of Commerce, the director of the Madera County Industrial Development Commission, and the executive director of the Madera County Action Committee, as well as many other individuals and representatives of community organizations. Consistent themes for support included access for under-represented ethnic minorities and other rural residents, and meeting the industrial training needs of new industries.

Concrete evidence of this support is provided by the adoption of a Memorandum of Understanding (MOU) between the State Center Community College District, Madera County, the City of Madera, and a consortium of local landowners. The MOU calls for the donation by the landowners of 125 acres of property to the district for the establishment of the proposed center. (The MOU is not appended to this agenda item due to its length.)

The Madera County Superintendent of Schools summarized the support for the proposed center in the following statement: "Consideration must be given to the greatest and most needy population to be served. Listen to the underrepresented group and [the] economically less able residents of Madera who have worked with the district diligently and have demonstrated a need for a campus in Madera."

### **Labor Market Requirements and Preference for Community College Programs and Services**

Occupational Education programs to be offered reflect findings gleaned from interviews with key community members in 1989, a community survey conducted in 1990, and subsequent discussions with agencies and employers in Madera County.

While the majority of the employment in the Madera County area is agriculture-related, manufacturing and retail trades have been increasing at a rapid rate. Government jobs provide another large segment for employment opportunities.

The City of Madera's status as an "Employment and Economic Incentives Area" (enterprise zone) has resulted in substantial tax breaks and incentives being offered to businesses and industries locating or expanding in the Madera area. The Madera County Industrial Development Commission and the Private Industry Council have worked to bring new industries to the area and to offer employee training assistance programs that include financial credits and on-the-job training. Leaders of these programs have been outspoken in their support for the occupational education programs they expect to be available at the new center.

Another identified need is for developmental education programs and courses that raise proficiencies in math and English communication to a level required to succeed in other programs.

### **Programs and Services**

The overriding objective for the proposed center is to respond to the growing needs and preferences of the local community by making college programs and services accessible to a wider range of people, especially the underserved and underrepresented ethnic populations of the area; and to support local economic development efforts by providing occupational training in conjunction with programs to recruit new industries to the area.

The master plan for the proposed center (and future college) calls for a program with four major categories:

1. **Transfer/General Education:** Programs and courses transferable to California State University and University of California systems and/or general education and lower division major requirements.
2. **Occupational Education:** Programs and courses leading directly to employment or having an immediate impact on present employment.
3. **Developmental Education:** Programs and courses that raise proficiencies in math and English communication to a level required to succeed in other programs.

4. **Physical Education/Athletics:** Programs and courses related to health education, physical well-being/fitness and individual/team sports (not anticipated during Phase I).

A more detailed projected distribution of programs and courses among Fresno City College, Kings River College, and the proposed new center is provided in Appendix F.

With the opening of the proposed center, it is intended that most students will be able to complete an Associate in Arts and/or Sciences degree or complete all course requirements for transfer by attending classes at the center only. Specifically, sufficient courses will be offered that lead to two-year degrees and certificates in Business and Office Occupations, Automobile Technology, and Computers/Computer Information Systems.

Occupational programs, reflecting local interests, will focus on international trade, environmental technology, mechanical technologies, construction technologies, small engine repair, and drafting, in addition to the above-named programs.

The State Center Community College District is committed to offering a full spectrum of student services at the proposed center, starting with the initial stages of development. Educational support services are essential for the success of the students and the instructional program. By locating the proposed center as planned, the district will provide much greater access to postsecondary education for disadvantaged and underrepresented students in Madera County and in the northern part of Fresno County.

#### *Analysis of Alternative Delivery Systems with Cost/Benefit Analysis*

##### **Alternative 1: Increased Utilization or Expansion of the Existing Campus**

The closest college to the Madera service area is Fresno City College. Expansion of the existing college is not a viable cost/benefit alternative, because it is already at or near capacity in every category and the regional population continues to expand at a high rate. Two new special facilities are planned for occupancy in the fall of 1995 (a library-media addition and a new allied health/public services complex). Even with these expansions of some campus services, all campus programs are anticipated to exceed official capacity levels soon after the opening of the proposed Madera center.

The original master-planned capacity for Fresno City College was 10,000 students; current attendance exceeds 18,000. To accommodate this inflated enrollment, the college has been forced to build new structures and parking facilities away from the majority of the academic buildings on the far side of the Southern Pacific railroad tracks, which run through the campus. Increased building would increase pedestrian traffic across the tracks—an inherently dangerous situation. Modification of existing structures has been investigated and found to be non-cost effective.

Fresno City College has gone to great lengths to ensure that facility usage is optimized. The college already operates a virtual year-round program. Classes are offered from 7 a.m. to 10 p.m., five days per week. There is no "traditional" afternoon break in class offerings. Classes are held on Saturdays and short-term, intensive classes are also common. Fresno City College has also expanded its summer sessions, in both numbers of sessions and classes. Students may take classes in four-, six-, or eight-week sessions. It is clear that Fresno City College cannot absorb additional enrollment of the magnitude necessary to satisfy the increased enrollment demand projected for the district in the next five years.

The district's other campus, Kings River Community College, is located in Reedley; it serves the southern part of the district. Kings River is approximately sixty miles from the Madera area, making it impractical to assist in meeting the needs of Madera-area residents.

#### **Alternative 2: Expansion of Existing Off-Campus Facilities**

The State Center Community College District has been running an off-campus program at Madera High School. This program, necessarily limited in the breadth and timing of classes and services that can be offered, is currently threatened by the high school district's impending need to reclaim its facilities in the face of increasing enrollments.

#### **Alternative 3: Obtaining Additional Locations for Off-Campus Offerings**

The district has attempted to locate additional facilities in the Madera service area and has found suitable facilities to be extremely limited. Even if more space were available, this "solution" would not be responsive to a lack of access to support services, such as learning resource materials and counseling.

#### **Alternative 4: Shared Use of Facilities with Other Postsecondary Institutions**

Two other postsecondary institutions are currently located in the State Center Community College District service area. The opportunity to utilize facilities at either of these institutions is constrained by their distance from the Madera service area. California State University, Fresno is located in the eastern part of Fresno, approximately twenty-five miles (forty minutes commute time) from Madera. Fresno Pacific College is a small, private institution located in the southern part of Fresno, approximately thirty miles (forty-five minutes) from Madera.

The University of California is currently considering a proposed San Joaquin Valley campus. As yet, a site has not been selected. Of the sites being considered at this time, only one is located where it could improve access to the Madera service area (although this general area, while appropriate for a University program, was criticized as outside the limits of reasonable access for a community college program

when it was considered in public hearings regarding the location of the proposed education center). If the decision regarding a site were made today, the timeline for completing agreements with the University and for construction to be completed would do little to meet existing needs and near-term future needs. Given the difficult financial situation of the state, it is uncertain when the Legislature will provide funds to acquire property for a tenth UC campus.

#### **Alternative 5: Use of Nontraditional Modes of Instructional Delivery**

The State Center Community College District is planning to incorporate instructional television and other "distance learning" technologies as a means of providing a service alternative to residents of remote areas of the district. Nontraditional modes of instruction will also be incorporated. There are, however, major limitations to this option that keep it from being considered either a practical or a financially viable alternative to the establishment of an educational center.

Very high equipment costs exist for such methodologies, with additional support and technical staff needed beyond the usual faculty/instructional assistant situation. Also, while these methods offer great opportunities for enhancing the traditional curriculum, the "high tech" methods are most often "low touch," with relatively little personal contact between student and teacher or other students. Finally, students served by telecommunicated courses have no access to the resources and support services, such as laboratories, libraries, and counseling that they may need to successfully complete their classes and plan their educational careers.

#### **Rationale for Approving the Proposed Program**

- The establishment of the proposed Madera County Education Center is considered to be the most feasible alternative to effectively and equitably provide full services and comprehensive educational programs to the residents of the northern region of the State Center Community College District. The following reasons justify this conclusion.
- Students from the proposed service area have, as a local option, an off-campus program that is limited in the breadth and timing of classes and that cannot provide student support services. The availability of student support services would help all students, especially the economically and educationally disadvantaged. Even this limited option may soon be unavailable. In the face of increasing enrollments, the host school district may need to reclaim its facilities.
- The nearest full-service campus, Fresno City College, is already at capacity. The creation of the proposed new center will accommodate the rapidly growing population center of Madera County, as well as provide a viable alternative for residents of North Fresno.

- Even if it were not at capacity, Fresno City College is located at such a distance as to represent an unreasonable commute for a great number of Madera County residents.
- A large number of potential students in the area are currently unserved or underserved. This is especially true for members of the substantial minority population in the proposed service area. An important feature in site selection is accessibility for all persons within the service area. The proposed site is centrally located for service to areas that have substantial ethnic populations. The center would attract many Hispanic students who are not now involved with college education.
- Approval of the proposed center at this time would enable the district to take advantage of a major cost-saving offer, namely the donation of a 125-acre parcel of land by local landowners.

#### **Proposed Sources of Funding for Needed Resource**

While, theoretically, there are numerous sources for the financing of the construction of new college facilities, the most practical source in the current economic environment is a combination of general obligation bonds and state lease/revenue bonds. Both of these funding sources are dependent upon appropriation of general fund revenue to repay the bond debt service costs. Therefore, there is uncertainty as to the continued availability of these funding sources (at today's level of around \$150 million to \$200 million annually).

The district has been fortunate to have strong local interest and support for the proposed center. A Memorandum of Understanding (MOU) between the State Center Community College District, Madera County, the City of Madera, and a consortium of local landowners calls for the donation by the landowners to the district of 125 acres of property for the establishment of the proposed center. This site is in an area south of the City of Madera that is about to undergo major development. At the moment, the land to be donated to the district represents a value of \$1.5 million. Based on other nearby land values in other developed sections, the conservatively forecasted "entitled" value of the land is \$4.5 million.

While the district will look to the state of California to provide the major source of on-site construction funds, the MOU described above includes provisions for the county and city to pursue various funding measures for the development of access roads and to help defray the costs of storm drains, sewers, and water service.

## **Summary and Conclusion**

Staff analysis of the State Center Community College District proposal to establish an educational center near Madera has led to the conclusion that this proposal is justifiable, desirable, and timely.

In a region of rapid population growth, the nearest full-service community college is already at capacity. The second college in the district is too distant to afford relief for residents of the northern portions of the district.

Current offerings provided through the local off-campus program are limited in both hours of availability and breadth of coverage. Student support services are not available. Continued availability of courses that are offered is now threatened by the impending need of the host high school district to reclaim its facilities in response to its own increasing enrollments.

Among the large number of students and potential students from the proposed service area who are currently unserved or underserved is a large ethnic minority population. Establishment of this center would be consistent with the Board's stated objective to improve the access and retention of historically underrepresented students.

Experiencing some of the highest unemployment rates in the state, the City of Madera has been designated as one of nine "Employment and Economic Incentive Areas," or enterprise zones, in California, and through this designation substantial tax breaks and incentives are available for businesses and industries locating or expanding in the Madera area. Establishment of an educational center at the proposed site will greatly support local efforts towards economic development by providing occupational training in conjunction with local programs.

Through the efforts of district, civic, and community leaders a Memorandum of Understanding was adopted, which provided for local landowners to donate 125 acres of land as a site for the proposed center. Acting at this time would secure the site, as well as enable the district to take full advantage of opportunities for joint planning and financing of facilities.

No other alternatives were found to be feasible for providing full educational access and opportunity to students and potential students residing in the northern portion of the State Center Community College District. All of the neighboring institutions of higher education are supportive, as is the local community.



# APPENDIX D District Program Offerings

## Detailed Program and Course Distribution

|   | <u>FCC</u> | <u>KRCC</u> | <u>THIRD COLLEGE</u> | <u>NOTES</u>    |
|---|------------|-------------|----------------------|-----------------|
| Accounting  | X          | X           | X                    |                 |
| Admin. of Justice/Corrections Option                | X          |             | C                    |                 |
| Admin. of Justice/Criminology Option                |            |             | C                    |                 |
| Admin. of Justice/Police and Law Enforcement Option | X          |             | C                    | Security Option |
| Agriculture   |            | X           |                      |                 |
| Agriculture:  |            |             |                      |                 |
| Agri-Business                                       |            | X           | X                    |                 |
| Agriculture-General                                 |            | X           |                      |                 |
| Animal Science                                      |            | X           |                      |                 |
| Food Technology                                     |            | X           |                      |                 |
| Mechanized Agriculture                              |            | X           |                      |                 |
| Plant Science-Grape and Tree Management             |            | X           |                      |                 |
| Air Conditioning                                    | X          |             |                      |                 |
| Alcoholism Counseling                               | X          |             |                      |                 |
| American Indian Studies                             | X          |             |                      |                 |
| Animal Science                                      |            | X           | C                    |                 |
| Anthropology  |            | X           |                      |                 |
| Archeological Technician                            | X          |             |                      |                 |
| Art   | X          | X           | X                    |                 |
| Astronomy   | X          |             |                      |                 |
| Automotive Technology                               | X          | X           | X                    | GM, ACEP, Ford  |
| Aviation Maintenance Technology                     |            | X           |                      |                 |
| Bilingual/Bicultural--Classroom Aide                | X          |             |                      |                 |
| Bilingual/Cross-Cultural; Bilingual Teaching        | X          |             | X                    | Local Interest  |
| Black Studies                                       | X          |             |                      |                 |
| Body and Fender                                     | X          |             | X                    | GM, ACEP, Ford  |
| Botany  | X          |             | X                    |                 |
| Business:   |            |             |                      |                 |
| Management  |            | X           | X                    |                 |
| Small Business Management                           |            | X           | X                    | Survey Interest |
| Small Business Mgmt/Fashion Merch                   |            | X           |                      |                 |
| Business Administration                             | X          | X           | X                    |                 |
| Business, General                                   | X          | X           |                      |                 |
| Business Office Occupations                         |            |             | X                    |                 |
| Clerical Emphasis                                   |            |             | X                    |                 |
| Legal Secretaryship Emphasis                        | X          |             |                      |                 |
| Medical Asst: Administrative Emphasis               | X          |             |                      |                 |
| Medical Receptionist Emphasis                       | X          |             |                      |                 |
| Medical Transcriptionist Emphasis                   | X          |             |                      |                 |
| Secretarial Emphasis                                |            |             | X                    |                 |
| Typist/Word Processor Emphasis                      |            |             | X                    |                 |
| Chemistry   | X          | X           | X                    |                 |
| Child Development                                   | X          | X           | X                    |                 |
| Child Dev/Child Center Permit Option                | X          |             |                      |                 |
| Communicative Disorders                             | X          |             |                      |                 |
| Computer Information Systems                        | X          |             |                      |                 |

X - Degree and/or Certificate

C - Courses only

Detailed Program and Course Distribution (continued)

|   | <u>FCC</u> | <u>KRCC</u> | <u>THIRD COLLEGE</u> | <u>NOTES</u>  |
|---|------------|-------------|----------------------|---------------|
| Computer Science  | X          | X           | X                    |               |
| Criminology   |            |             | C                    |               |
| Cultural Studies  | X          |             | X                    |               |
| Dance   | X          |             |                      |               |
| Dental  | X          |             |                      |               |
| Dental Assisting  |            | X           |                      |               |
| Dental Hygiene  | X          |             |                      |               |
| Dentistry   | X          |             |                      |               |
| Dietetic Services                                       | X          |             |                      |               |
| Drafting  | X          |             | X                    | Architectural |
| Economics   | X          |             | X                    |               |
| Electronic Technology/Computer Technician Option        | X          |             |                      |               |
| Electronic Technology/Consumer Electronics Tech. Option | X          |             |                      |               |
| Electronics Technology/Electrician Maintenance Option   |            |             | X                    |               |
| Electronic Technology/Electronics Technician Option     | X          |             |                      |               |
| Engineering   | X          | X           | X                    |               |
| English   | X          | X           | X                    |               |
| English/Literature                                      | X          |             |                      |               |
| Environmental Technology                                |            |             | X                    |               |
| Fashion Merchandising                                   |            | X           |                      |               |
| Fine Arts   |            | X           | C                    |               |
| Fire Science  | X          |             | C                    |               |
| Flight Science/Commercial Pilot                         |            | X           |                      |               |
| Food Services   | X          |             |                      |               |
| Foreign Language  | X          | X           | X                    |               |
| Forest/Park Technology                                  |            | X           |                      |               |
| Forestry  | X          |             |                      |               |
| General Studies   | X          | X           | X                    |               |
| Geography   | X          |             | C                    |               |
| Geology/Earth Science                                   | X          |             | C                    |               |
| Health Education  | X          |             | C                    |               |
| History/Political Science                               | X          |             | X                    |               |
| Home Economics  | X          | X           |                      |               |
| Home Economics/Consumer Ed.                             | X          |             |                      |               |
| Human Services  | X          |             | C                    |               |
| Humanities  | X          |             | C                    |               |
| Industrial Education                                    | X          |             | C                    |               |
| Industrial Tech/Construction Option                     | X          |             | C                    |               |
| Industrial Tech/Manufacturing Option                    | X          |             | C                    |               |
| Information Systems                                     |            | X           |                      |               |
| Journalism  | X          |             | C                    |               |
| La Raza Studies   | X          | X           |                      |               |
| Landscape Horticulture                                  |            | X           |                      |               |
| Law   | X          |             | X                    |               |
| Liberal Arts  | X          | X           | X                    |               |

X - Degree and/or Certificate

C - Courses only

Detailed Program and Course Distribution (continued)

|   | <u>FCC</u> | <u>KRCC</u> | <u>THIRD COLLEGE</u> | <u>NOTES</u> |
|---|------------|-------------|----------------------|--------------|
| Liberal Studies/Bilingual Teaching      | X          |             |                      |              |
| Liberal Studies/Teaching Credential     | X          |             | C                    |              |
| Life Science                            | X          |             | X                    |              |
| Machinist                               | X          |             |                      |              |
| Management/Banking and Finance Option   | X          |             |                      |              |
| Management/Credit Option                | X          |             |                      |              |
| Management/Insurance Option             | X          |             |                      |              |
| Management/Public Administration Option | X          |             |                      |              |
| Management/Purchasing Option            | X          |             |                      |              |
| Management/Transportation Option        | X          |             |                      |              |
| Manufacturing Technology                |            |             |                      |              |
| Metal Working                           |            |             | X                    |              |
| Welding                                 |            |             | X                    |              |
| Machine Tool                            |            |             | X                    |              |
| Marketing                               | X          |             |                      |              |
| Mathematics                             | X          | X           | X                    |              |
| Medical                                 | X          |             |                      |              |
| Medical Assistant                       | X          |             |                      |              |
| Medical Technology                      | X          |             |                      |              |
| Medical Laboratory Technology           | X          |             |                      |              |
| Medical Records Technology              | X          |             |                      |              |
| Medicine                                | X          |             |                      |              |
| Mill Cabinet                            | X          |             |                      |              |
| Music                                   | X          |             | C                    |              |
| Music/Commercial                        | X          |             |                      |              |
| Music/Guitar                            | X          |             |                      |              |
| Music/Instrumental                      | X          | X           |                      |              |
| Music/Piano                             | X          |             |                      |              |
| Music/Vocal                             | X          | X           |                      |              |
| Natural Resources and Forestry          |            | X           |                      |              |
| Nursing, Registered                     | X          |             |                      |              |
| Nursing, Vocational                     | X          |             |                      |              |
| Oceanography                            | X          |             |                      |              |
| Office Technology:                      |            |             |                      |              |
| Data Entry                              | X          |             |                      |              |
| General Office/Clerical                 |            |             | X                    |              |
| Receptionist                            |            |             | X                    |              |
| Word Processing                         |            |             | X                    |              |
| Optometry                               | X          | X           |                      |              |
| Ornamental Horticulture                 |            | X           |                      |              |
| Paralegal                               | X          |             |                      |              |
| Philosophy                              | X          |             | C                    |              |
| Photography                             | X          |             | C                    |              |
| Physical Education                      | X          | X           | X                    |              |
| Physical Science                        | X          | X           | X                    |              |
| Physical Therapy                        | X          | X           |                      |              |
| Physics                                 | X          |             | C                    |              |
| Plant Science                           |            | X           |                      |              |
| Plumbing                                | X          |             |                      |              |

X - Degree and/or Certificate

C - Courses only

Detailed Program and Course Distribution (continued)

|                                     | <u>FCC</u> | <u>KRCC</u> | <u>THIRD COLLEGE</u> | <u>NOTES</u>                    |
|-------------------------------------|------------|-------------|----------------------|---------------------------------|
| Political Science/History           | X          |             | X                    |                                 |
| Pre-Nursing, Registered             | X          |             | C                    |                                 |
| Psychology                          | X          |             | C                    |                                 |
| Radiologic Technology               | X          |             |                      |                                 |
| Real Estate/Brkr/Sales Option       | X          |             | X                    | High Demand in<br>Madera County |
| Real Estate/Escrow Management       | X          |             | X                    |                                 |
| Real Estate/Housing Management      | X          |             | X                    |                                 |
| Recreation Leadership               | X          |             |                      |                                 |
| Reprographics                       | X          |             |                      |                                 |
| Respiratory Care                    | X          |             |                      |                                 |
| Retailing Fashion                   | X          |             |                      |                                 |
| Science, General                    | X          |             |                      |                                 |
| Social Science                      | X          | X           | X                    |                                 |
| Social Welfare                      | X          |             |                      |                                 |
| Sociology                           | X          |             | C                    |                                 |
| Spanish                             | X          |             | C                    |                                 |
| Speech                              | X          |             | C                    |                                 |
| Speech/Theatre                      | X          | X           | C                    |                                 |
| Surveying and Photogrammetry        | X          |             |                      |                                 |
| Teacher Aide                        | X          |             |                      |                                 |
| Teaching, Elem. and Early Childhood | X          |             |                      |                                 |
| Teaching, Secondary                 | X          |             |                      |                                 |
| Theatre Arts                        | X          |             |                      |                                 |
| TA-Tech Theatre/Costume and Makeup  | X          |             |                      |                                 |
| TA-Tech Theatre/Lighting and Sound  | X          |             |                      |                                 |
| TA-Tech Theatre/Stagecraft          | X          |             |                      |                                 |
| Theology                            | X          |             |                      |                                 |
| Veterinary                          | X          |             |                      |                                 |
| Veterinary Science                  | X          |             |                      |                                 |
| Welding (Metals Tech)               | X          |             | X                    |                                 |
| Wildfire Management                 | X          |             |                      |                                 |
| Women's Studies                     | X          |             | C                    |                                 |
| Zoology                             | X          |             | C                    |                                 |

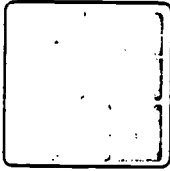
New Classes

|                                     |  |  |   |                |
|-------------------------------------|--|--|---|----------------|
| International Trade                 |  |  | X |                |
| Environmental Technology:           |  |  |   |                |
| Hazardous Materials Option          |  |  | X |                |
| Occupational Safety & Health Option |  |  | X |                |
| Pest Control Option (FCA License)   |  |  | X |                |
| Air Quality Option                  |  |  | X |                |
| Water Utility Science               |  |  | X | Move from FCC  |
| Mechanical Technology:              |  |  |   |                |
| Plant Maintenance Option            |  |  | X |                |
| Construction Management             |  |  | X | Non Tech. Only |

X - Degree and/or Certificate

C - Courses only

# APPENDIX E Letter from Peter P. Krupczak



## State Center Community College District

1525 East Weldon Avenue • Fresno, California 93704  
Telephone (209) 226-0720 • FAX (209) 229-7039

May 25, 1993

Mr. William L. Storey  
California Postsecondary Education Commission  
1303 "J" Street, Suite 500  
Sacramento, CA 95814

Re: Proposed Site in Madera County

Dear Bill:

The planning firm completing environmental work on our proposed site in Madera County is unable to provide me with the first phase of their evaluation at this time. We will have their report in August.

As an alternative, I have gone through all of the elements requiring review for CEQA and have commented on each in the enclosed document as they apply to the campus/center site. Mitigation measures can be taken in all of the areas where a potential for environmental impact exists. The Planning Director for Madera County has been provided with a copy for his review and concurrence with our assessment.

I hope this evaluation provides you with adequate assurance that the site is appropriate for our campus/center and that you can accept this as our preliminary environmental evaluation pending the final report from the consultants. This letter represents our best informed response which must be verified through the full CEQA process.

Very truly yours,

Peter P. Krupczak  
Vice Chancellor-Business

PPK:pc

Enclosure

## DISCUSSION OF ENVIRONMENTAL EVALUATION

### 1. Earth

- a. The project will be constructed on essentially flat land with no known unstable earth conditions. The project will involve minor excavations and earth movement, which should not result in changes in geologic substructures.
- b. The project will involve the compaction and over covering of the soil on the portions of the site where the building and paving are located. The only impact that will result from the compaction and over covering will be an increase in storm water runoff. This impact is addressed in Item 3b, and can be mitigated to a level of insignificance.
- c. The project site is essentially flat with no unique topographic, geologic, or physical features, and the project will not significantly alter the existing topographic, geologic, or physical conditions.
- d. There is the potential for wind and water erosion of on-site soils during construction activity. This potential has been reduced to a level of insignificance through the incorporation of mitigation measures that are commonly used in the construction of new campuses.

Following construction, the entire site will be covered with buildings, paving, and landscaping, and the potential for either wind or water erosion will be insignificant.

- e. The site is not near any natural lake, bay, or ocean. The Cottonwood Creek is located approximately .5 mile from the site.
- f. There is some potential for earthquake damage to occur in the Madera metropolitan area but this potential is considered to be relatively low. Ground shaking rather than surface rupture or ground failure will be the major effect of an earthquake. However, due to the distance from the known faults in the Sierra Nevada and Coast

Ranges, damage from ground shaking in the Madera area is expected to be minimal if the project is built in accordance with applicable building standards. Also, given the flat topography of the site and the apparently stable nature of the soils in the area, there is little or no potential for landslides, mud slides, ground failure, or other soils/geologic hazards to affect the site or project.

Any potential adverse impacts due to seismic, soils, or geologic conditions have been reduced to a level of insignificance through the incorporation of mitigation measures that address use of latest Uniform Building Codes or Title 24 of the State Building Code. A complete geotechnical report will be completed.

2. Air

- a. Air emissions resulting from the project will come from traffic generated by the school; from the operation of lawn and garden equipment; and from the construction process (construction equipment and blowing dust).

The project will generate additional traffic and air emissions associated with new traffic.

There will be an increase in air emissions due to landscaping and maintenance equipment used on the project site. This increase will be insignificant.

Construction-related air emissions, including dust from construction equipment, will be temporary and will be reduced to a level of insignificance through the incorporation of mitigation measures that are standard on construction specifications for contractors.

- b. There will be no sources of objectionable odors associated with the construction or operation of the project.
- c. The project has no characteristics, including the size, configuration, or location of the building, that could significantly alter air movement, moisture, or temperature, or cause any change in climate, either locally or regionally.

3. Water

- a. The project will not cause changes in currents or direction of water movement because there are no marine or fresh water bodies in the project vicinity other than a surface irrigation canal.

- b. Coverage of portions of the project site with impervious surfaces (buildings and walkways) will increase the amount of storm runoff from the site as compared to the runoff from the existing vacant land. The increased runoff would be handled by existing drainage, and storm water drainage facilities will be incorporated for the planned redevelopment area.
- c. The site is within a flood zone according to Federal Emergency Management Agency Flood Insurance Rate Maps. Measures can be taken in construction and site development to mitigate to a level of insignificance any impacts the project may have related to the course or flow of flood waters.
- d. The storm water will carry contaminants normally associated with campus runoff. Due to the limited amount of runoff from the site, the project will not significantly change the amount of surface water in any water body (ponding basin) and there will be no significant alteration of surface water quality in any ponding basin to which the storm water may be discharged.
- e. The project will obtain water from an on-site water system, which is dependent on groundwater. There are no uses proposed for the project which will require unusual volumes of water. Therefore, due to the anticipated limited water use requirements, the project will not cause any significant alteration in the direction or rate of flow of groundwater, change in the quantity of groundwater, or substantial reduction in the amount of water otherwise available for public water supplies.

#### 4. Plant Life

- a. Development of the project will require the removal of existing weeds, grass, shrubs, and trees on the site, all of which are commonly found in an urban environment. The existing vegetation will, in turn, be replaced with landscaping, including trees, shrubs, and grass, as currently found throughout the Madera area.
- b. No unique, rare, or endangered species of plants are known to exist on the project site. However, a study will be completed and effort taken to preserve those that exist.
- c. Agricultural crops are grown on approximately one-third of the project site. It is not included in the agricultural preserve (Williamson Act).



5. Animal Life

- a. Development of the project site will not result in any changes in the diversity of species of animals in the project vicinity, but may result in the displacement or loss of birds, rodents, and other animals which may currently inhabit the site. The displacement or loss of these organisms is not considered significant.
- b. No unique, rare, or endangered species of animals are known to exist on the project site. A study will be completed.
- c. The project will not introduce any new species of animals into the area, and there are no animals in the area for which the project could serve as a barrier for migration or movement.
- d. The loss of the existing limited vegetation on the project site will not constitute a significant deterioration of wildlife habitat. The landscaping for the project will provide limited habitat for organisms that are commonly found in a campus environment.

6. Noise

- a. Development of the project will result in increased noise due to construction activity and the on-going operation and maintenance of the project. The construction-related noise impacts will be temporary and will be reduced to a level of insignificance by mitigation measures which restrict the hours of operation by noise-generating equipment and require residential-type mufflers on construction equipment.

Noise association with normal maintenance (e.g., lawn mowing) will also be intermittent and will not be unexpected in a school or residential environment.

All instructional activities will be conducted within the new building and will not be audible outside the building.

Noise from automobiles parking on the project site will represent a continuation of an existing noise source (i.e., the traffic on Avenue 12 and Highway 99 already in existence).

- b. The Santa Fe Railroad mainline is located approximately one mile east of the project site. The potential for railroad noise to impact the project is minimal.

7. Light and Glare

- a. Sources of light associated with the project will include interior building lighting and exterior security and parking lot lighting. There are no light-sensitive, adjacent uses that could be potentially impacted by these light sources.

8. Land Use

- a. With the development of the project, there will be conversion from agricultural use to public use. The County has engaged a planning consultant to complete a plan for a 1,600-acre development, including the campus site and the area surrounding it. SCCC will receive full cooperation from the City and County of Madera as confirmed in a Memorandum of Understanding.

9. Natural Resources

- a. Construction and operation of the project will use wood, metals, cement, sand and gravel, and energy resources, but not to an extent that will be considered to be unusual or unanticipated.

Approximately one-third of the site has been in agricultural use in an agricultural area.

10. Risk of Upset

- a. The proposed campus buildings will house equipment and materials normally found in a college setting. The risk of an explosion or the release of hazardous substances is considered insignificant based on past experience in the existing campus facilities and the standard precautions that are taken by faculty and students in using equipment and storing and using potentially hazardous materials.

The SCCC, in addition, will file, as it has with the other sites, a Hazardous Materials Business Plan and adopt an Emergency Action plan which addresses a wide array of emergencies.

- b. The SCCC is not aware of any emergency response or evacuation plans with which the project could interfere.

11. Population

- a. The project will not directly or indirectly alter the location, distribution, density, or growth rate of the

human population in the area. There is no population residing on the project site, and the college campus/-center project is not intended to have characteristics which will either induce additional residential development with consequent population growth in its vicinity or cause the removal of any existing residences and population. The planned residential development surrounding the campus will, however, have an impact of increasing residential and commercial use of existing agricultural and residential areas.

12. Housing

- a. See Item 11a above.

13. Transportation/Circulation

- a. The project will generate additional vehicular movement on Avenues 12 and 13, and Roads 31 and 31-1/2. Highway 99 is a major expressway with north and southbound access ramps located approximately one mile west of Avenue 12. The traffic volume generated by the college should not impact the existing roads and intersections. The traffic generated by the entire planned development area will have an impact. This will be addressed in traffic studies that will identify mitigation measures. The use of Measure "A" funds may be earmarked for road improvements. Language is contained in a Memorandum of Understanding based on the concept of the development of the campus site and the 1,600-acre area in cooperation with the County and City of Madera, SCCC, and the landowners.
- b. The project has no characteristics which will alter waterborne, rail, or air traffic.

14. Public Services

- a. The Project will not have an adverse effect on fire protection services.
- b. The SCCC has its own police department which will provide first response to any calls for law enforcement services from the project site. This greatly reduces the demand for law enforcement services.
- c. The project will enhance school services in the area by relieving overcrowding at existing Fresno City College facilities.
- d. The project will not have any effect upon, or result in the need for, any park or other recreational facilities.

- e. As is standard practice, existing public roads adjoining the project site will be maintained by the City and the facilities encompassed by the proposed project will be maintained by the SOCCD.
- f. No other governmental services will be affected by the project.

15. Energy

- a. The project will not use substantial or unanticipated amounts of fuel or energy nor will it substantially increase the demand upon existing energy sources or require the development of new energy sources. No adverse response is expected from Pacific Gas and Electric Company with respect to serving this project.

16. Utilities

- a. See Item 15a above.
- b. Private communications systems are available in the area to serve the project.
- c. The SOCCD contracts with a private company for solid waste collection and disposal service. The contract will be amended, as necessary, to ensure adequate service for the project.

17. Human Health

- a. The project will not create any health hazard or potential hazard. This conclusion is based upon Item 10a, Risk of Upset.
- b. The site has been used for agricultural purposes and there are no known hazards that exist as a result of this use. A Preliminary Site Assessment (PSA) will be completed to identify conditions (physiography, soils, groundwater, and surface water), site history, site reconnaissance, buffer zone observations, and a regulatory review.

18. Aesthetics

- a. Based on field observations, there are no scenic vistas or views that will be obstructed by the construction of the project.

The project will be designed to visually harmonize with existing landscape in a manner which should enhance the overall appearance of the area in which it will be located. The project will, therefore, not create an aesthetically offensive site open to public view.

19. Recreation

- a. The project has no characteristics which will impact the quality or quantity of any existing recreational opportunities.

20. Archaeological/Historical

- a. The project will not result in the alteration of or the destruction of a known prehistoric or historic archaeological site. This conclusion is based upon a review of the existing conditions on the site.
- b. The project will not result in adverse physical or aesthetic effects to a prehistoric or historic building, structure, or object on the project site. This conclusion is based upon a review of the existing conditions on the project site.

There are also no apparent prehistoric or historic resources in the areas adjoining the site or within view of the site that could be physically or aesthetically affected by the project.

- c. The project does not have the potential to cause a physical change which will affect unique ethnic cultural values. Any physical changes will be limited to the project site, and there is nothing on the site related to ethnic cultural values.
- d. There are no known existing religious or sacred uses in the potential impact area of the project.

21. Mandatory Findings of Significance

- a. Based upon the information presented in Items 1-20 above, the project does not have the potential to degrade the quality of the environment, substantially reduce the habitat of fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of major periods of California history or prehistory.
- b. Based upon the information presented in Items 1-20 above, the project does not have the potential to achieve short-term, to the disadvantage of long-term, environmental goals.
- c. Based upon the information presented in Items 1-20 above, the project does not have impacts which are individually limited, but cumulatively considerable.

- d. Based upon the information presented in Items 1-20 above, the project does not have environmental effects which will cause substantial adverse impacts on human beings, either directly or indirectly.

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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.

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## Members of the Commission

The Commission consists of 17 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. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1995, the Commissioners representing the general public are:

Henry Der, San Francisco; *Chair*  
C. Thomas Dean, Long Beach  
Elaine Alquist, Santa Clara  
Mim Andelson, Los Angeles  
Jeffrey I. Marston, San Diego  
Guillermo Rodriguez, Jr., San Francisco;

*Vice Chair*

Melinda G. Wilson, Torrance  
Linda J. Wong, Los Angeles  
Ellen F. Wright, Saratoga

Representatives of the segments are:

Roy T. Brophy, Fair Oaks; appointed by the Regents of the University of California;

Yvonne W. Larsen, San Diego; appointed by the California State Board of Education;

Alice Petrossian, Glendale; appointed by the Board of Governors of the California Community Colleges;

Ted J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Kyhl Smeby, Pasadena; appointed by the Governor to represent California's independent colleges and universities; and

*vacant*, representing the Council for Private Postsecondary and Vocational Education.

The two student representatives are:

Stephen Leshner, Meadow Vista  
Beverly A. Sandeen, Costa Mesa

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## 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 body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

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## 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, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933 or Calnet 485-7933; FAX (916) 327-4417.

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# Proposed Construction of the Madera County Educational Center in the State Center Community College District

## Commission Report 93-16

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ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938.

Recent reports include:

- 93-6 *The Master Plan, Then and Now: Policies of the 1960-1975 Master Plan for Higher Education in Light of 1993 Realities* (April 1993)
- 93-7 *The Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy: Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-8 *Undergraduate Student Charges and Short-Term Financial Aid Policies at California's Public Universities: Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-9 *A New Policy on Undergraduate Student Charges at California's Public Universities: Recommendations of the California Postsecondary Education Commission* (June 1993)
- 93-10 *A Dream Deferred: California's Waning Higher Education Opportunities. A Statement by the California Postsecondary Education Commission* (June 1993)
- 93-11 *Student Fees and Fee Policy at the California Maritime Academy: A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1992 Budget Act* (June 1993)
- 93-12 *Proposed Establishment of the Vacaville Higher Education Center of the Solano County Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1993)
- 93-13 *Major Gains and Losses, 1986-87 to 1991-92: A Report on Shifts in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities* (June 1993)
- 93-14 *Fiscal Profiles, 1993: The Third in a Series of Factbooks About the Financing of California Higher Education* (July 1993)
- 93-15 *Student and Staff Satisfaction with Programs for Students with Disabilities: Comments by the California Postsecondary Education Commission on Reports Prepared by California's Public Systems of Higher Education in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (September 1993)
- 93-16 *Proposed Construction of the Madera County Educational Center in the State Center Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (September 1993)
- 93-17 *Faculty Salaries in California's Community Colleges, 1992-93: A Report to the Legislature and the Governor in Response to Supplemental Report Language for the 1979 Budget Act* (September 1993)
- 93-18 *Appropriations in the 1993-94 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (September 1993)



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