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Information Item

Educational Policy and Programs Committee

CSU, Channel Islands Needs Analysis

This report reviews the proposal by the California State University to establish a 23rd campus to be known as California State University, Channel Islands. As the State University's first campus of the 21st century, it will be a full-service campus with lower division, upper division, and graduate educational services and will be located in the Ventura County region of the state.

The campus, to be located on the site of the former Camarillo State Hospital in the City of Camarillo, is planned to open in 2002. When operationalized, and it will fulfill a long-standing vision for a public four-year university in the region that will improve CSU access for area residents and increase CSU attendance rates for local high school students.

It is planned that the new campus operate initially in tandem with the CSU Northridge Ventura Center which is located at the Camarillo site. The center will be phased out gradually and according to a transition plan and schedule to be developed by the presidents of CSU Northridge and CSU Channel Islands, and accepted by the Chancellor and the CSU Board of Trustees.

In this report, staff concludes that the proposal submitted by the California State University for a new university in Ventura County has met the review criteria established by the California Postsecondary Education Commission for a new university campus. This information item presents the proposal for discussion and recommends that the State move forward with its plans to develop and open the California State University Channel Islands campus in fall 2002. It is scheduled to return for action at the Commission's December meeting.

Presenter: Beth Graybill.

October 16, 2000, Draft

A MISSION TO TEACH:

THE CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

A Review of the Board of Trustees' Proposal to Build a 23rd Campus

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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1 Conclusions and Recommendations

Summary of the proposal

This report reviews the proposal by the California State University (CSU) to establish a campus in the Ventura County region of the state to be known as California State University, Channel Islands. The proposed campus will be the State University's 23rd campus and its first of the 21st century. The new campus will fulfill a longstanding vision for a public four-year university in the region.

The specific proposals for the California State University, Channel Islands campus are as follows:

- To open a full-service campus that will provide lower division, upper division, and graduate educational services on the site of the former Camarillo State Hospital in the City of Camarillo;
- To enroll its first students in the fall of 2002, with an estimated enrollment of 1,320 full-time-equivalent students (FTES). The initial enrollment will consist of upper division transfer and graduate/postbaccalaureate students. The campus will enroll its first freshman in the fall of 2003. Enrollment is expected to reach 4,210 FTES by fall 2010 and 5,249 FTES by fall 2018. Full build-out of the proposed campus would accommodate 15,000 FTES, of which approximately 3,050 would be served through distance learning facilities;
- To improve higher education access for residents of the Ventura County region and improve CSU participation rates for high school students in the area;
- To operate the new campus initially in tandem with the CSU Northridge Ventura Center. The center will be gradually phased out according to a transition plan and schedule agreed to by the presidents of CSU Northridge and CSU Channel Islands and accepted by the Chancellor and the CSU Board of Trustees. The anticipated closure of the CSU Ventura Center is tentatively scheduled for 2006; and
- To develop educational programs based on local and regional needs and open with approximately five academic programs not currently offered at the CSU Northridge Ventura Center.

Issues and conclusions

Pursuant to its statutory mandate and its responsibility as the State's long-range planning advisor for higher education, the California Postsecondary

Education Commission offers the Governor and the Legislature the following conclusions on the advisability of the proposed California State University, Channel Islands campus:

1. The Commission finds that, although the Ventura County region offers a variety of educational opportunities to its residents, unmet educational needs exist in the region and statewide. Access to California State University programs is limited for place-bound students in the region. Further, data indicate that anticipated enrollment demand for the California State University system will exceed systemwide capacity by 2003, suggesting that the proposed new campus will help ameliorate that shortfall.

2. The enrollment projections for California State University, Channel Islands meet the Commission's criteria for a full-service campus and have been approved by the Demographic Research Unit of the Department of Finance. The enrollment projections reflect the tandem operation of both the CSU Channel Islands campus and the CSU Northridge Ventura Center through the 2005-06 academic year.

3. The California State University has explored alternatives to the development of a new campus such as expansion of existing institutions, shared facilities, distance learning, and private financing. While these alternatives would enhance access to some programs, they would be insufficient in the long run to meet the needs of students in the region.

4. The Commission is impressed with the array of programs designed to serve disadvantaged and underrepresented groups. These outreach efforts and programs will not only provide a valuable community service but will also help foster a college-going culture among K-12 students in the area and enhance student preparation for academic work beyond high school.

5. While there has been a thoughtful identification of priorities concerning the development of academic programs, the Commission notes that there is as yet no indication how the programs recommended by the Academic Directions and Transitions Task Force and the programs currently existing through the CSUN Ventura Center will be aligned. Nor is it clear how the diverse projects involving intersegmental/inter-campus cooperation that are described in the *Needs Analysis* will fit together in the academic master plan.

6. The capital outlay estimates provided indicate foreseeable capital costs of approximately $107 million during the first 10 years of the campus. The new campus anticipates ongoing support costs during the first four years of at least $21.4 million depending on enrollment growth and the rate at which the CSU Northridge Ventura Center is phased out. The CSU has estimated an additional $42.4 million in unspecified renovation and new construction costs by 2011-12. Although the intent has been that revenues arising from the operation of the CSU Channel Islands Site Authority and the development of the

East campus would provide for a portion of the main campus's capital outlay needs, these efforts are as yet in their formative stages and it is unclear how much revenue will be generated or when it would be available.

7. The Commission is satisfied that the criterion for a full analysis of the costs and benefits of the site has been satisfied. The Commission agrees with the CSU that adapting the Camarillo State Hospital site for reuse is anticipated to be less costly than building on an undeveloped site.

8. The Commission is satisfied that the majority of students from the Ventura County region will experience reasonable commuting times in going to and from the campus. The commute times for students coming from the southern portion of Santa Barbara County, however, will experience longer commute times, and projected growth in the area may make commuting more difficult over time. The Commission encourages the CSU to consider how technology would enable the campus to extend the delivery of its services in these more distant areas in order to improve access for students who face unreasonable commute times.

9. The proposed campus has strong regional support from local governments, schools, area community colleges, and other four-year universities in the area. The Commission notes, that CSU Channel Islands will likely have an impact on enrollment levels at neighboring institutions. The institutions most significantly affected will be local community colleges, CSU Northridge, and, to some extent, private universities in the area. Therefore, the Commission encourages the CSU to work with local community colleges and CSU Northridge to ensure that campus growth does not have a negative impact on fiscal planning at these institutions. The Commission also encourages the CSU to develop cordial, collaborative working relationships with private colleges and universities in the region to ensure that the development of the Channel Islands campus does not have a deleterious impact on these institutions.

10. CSU Channel Islands planning staff are engaged in developing several programs that will involve interagency, intersegmental, and intercampus cooperation. These programs demonstrate a spirit of innovation and a commitment to the wider community and will promote economic efficiency.

Recommendations

The proposal submitted by the California State University for a new university in Ventura County has met the review criteria established by the California Postsecondary Education Commission for a new university campus. The Commission recommends to the Governor and the Legislature, pursuant to its statutory responsibilities contained in Sections 66903 and 66904 of the Education Code that the State authorize the develop-

ment of California State University, Channel Islands as the 23rd campus of the California State University system.

To ensure that the campus is positioned to meet the needs of students when it opens in the fall of 2002, the Commission recommends that the CSU submit a timetable for attaining accreditation by the Western Association of Schools and Colleges (WASC). Accreditation by WASC is required for students attending the campus to be eligible for federal student financial assistance and is a prerequisite for the accreditation of teacher preparation programs by the Commission on Teacher Credentialing.

To ensure that the potential fiscal impact on CSU Northridge are minimized, the Commission encourages that the presidents of the California State University Northridge and Channel Islands campuses to develop a transition agreement that schedules the phase out of the CSU Northridge Ventura Center. The Commission requests a copy of the agreement following its approval by the California State University Board of Trustees.

The Commission requests that its staff continue to be consulted during the evolution of the academic master plan for the CSUCI campus. In particular, the Commission would like greater clarification on how programs recommended by the Academic Directions and Transitions Task Force and the programs currently offered through the CSUN Ventura Center will be aligned, and how the diverse projects involving intersegmental/inter-campus cooperation described in the *Needs Analysis* will fit together in the academic master plan.

The development of the core campus will be at least partially dependent on the success of the California State University Channel Islands Site Authority to develop and maintain public-private partnerships. Accordingly, the Commission requests a progress report on the implementation of the Campus Master Plan in October 2001.

2 Background to the Proposal

Overview of the Commission's responsibility

The Commission's role in overseeing the orderly growth of California's public higher education can be traced to the inception of the State's Master Plan for Higher Education. This document assigned to the California Postsecondary Education Commission, and to its predecessor, the Coordinating Council for Higher Education, the responsibility for advising the Legislature about the need for new college and university campuses and off-campus centers. While the Governor and the Legislature maintain the ultimate authority to fund new public institutions, there has been a reliance on the Commission's analysis and recommendations in making such decisions. The Commission's function as a statewide planning and coordinating agency for higher education makes it uniquely qualified to provide independent analysis of the costs and benefits of proposed projects and it has played an important role in ensuring that new campuses develop as viable, high quality institutions.

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

When the California Postsecondary Education Commission was established in 1974, the Legislature specified a stronger role for the Commission with regard to its responsibility to advise the Governor and the Legislature about the need for and location of new institutions. The intent language of Education Code section 66904 gave the Commission a stronger role in overseeing the growth of California's public postsecondary institutions and gave the Commission more direct responsibility to review specific proposals from each of the three public systems. Recent examples of such reviews include CSU San Marcos, CSU Monterey Bay, the University of California at Merced, and the new Folsom Lake College in the Los Rios Community College District.

Education Code section 66904 expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission.

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

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

The Commission's review process

The Commission first adopted policies relating to the review of proposed campuses and educational centers in 1975. The most recent revision to those policies are contained in the Commission's publication, *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC, 92-18). The guidelines define the criteria by which Commission staff members analyze new campus proposals, focusing particularly on the issues of enrollment demand, geographic location, programmatic alternatives, and projected costs. Academic planning, service to disadvantaged students, and the effect on other institutions are also part of the Commission's analysis. A copy of the Commission's Guidelines is included as Appendix A.

The Commission's review process is organized in two phases. The first occurs when a system notifies the Commission of an identified need and intention to expand educational services in a given area. This "Letter of Intent" stage permits the Commission to recommend against a proposal or provide advice before the system engages in significant planning and development activities. The Commission has delegated the authority to approve the Letter of Intent to the executive director of the Commission. The second phase of the review process involves a Needs Study, in which the system submits a formal proposal that provides findings from a comprehensive needs analysis for the project. In reviewing a proposal, Commission staff members look for the Needs Study to answer the following questions:

1. Are the enrollment projections sufficient and reasonable?

2. What are the programmatic alternatives?

3. What outreach and support services will be provided to disadvantaged and underrepresented groups?

4. Is the academic plan appropriate and justified?

5. What are the capital and operational funding needs?

6. What was the process for site selection and were alternative sites adequately considered?

7. What are the geographic and physical accessibility issues, if any?

8. What is the potential environmental and social impact of the new institution?

9. What, if any, are the anticipated effects on other institutions?

10. What economic efficiencies will be gained by the new institution?

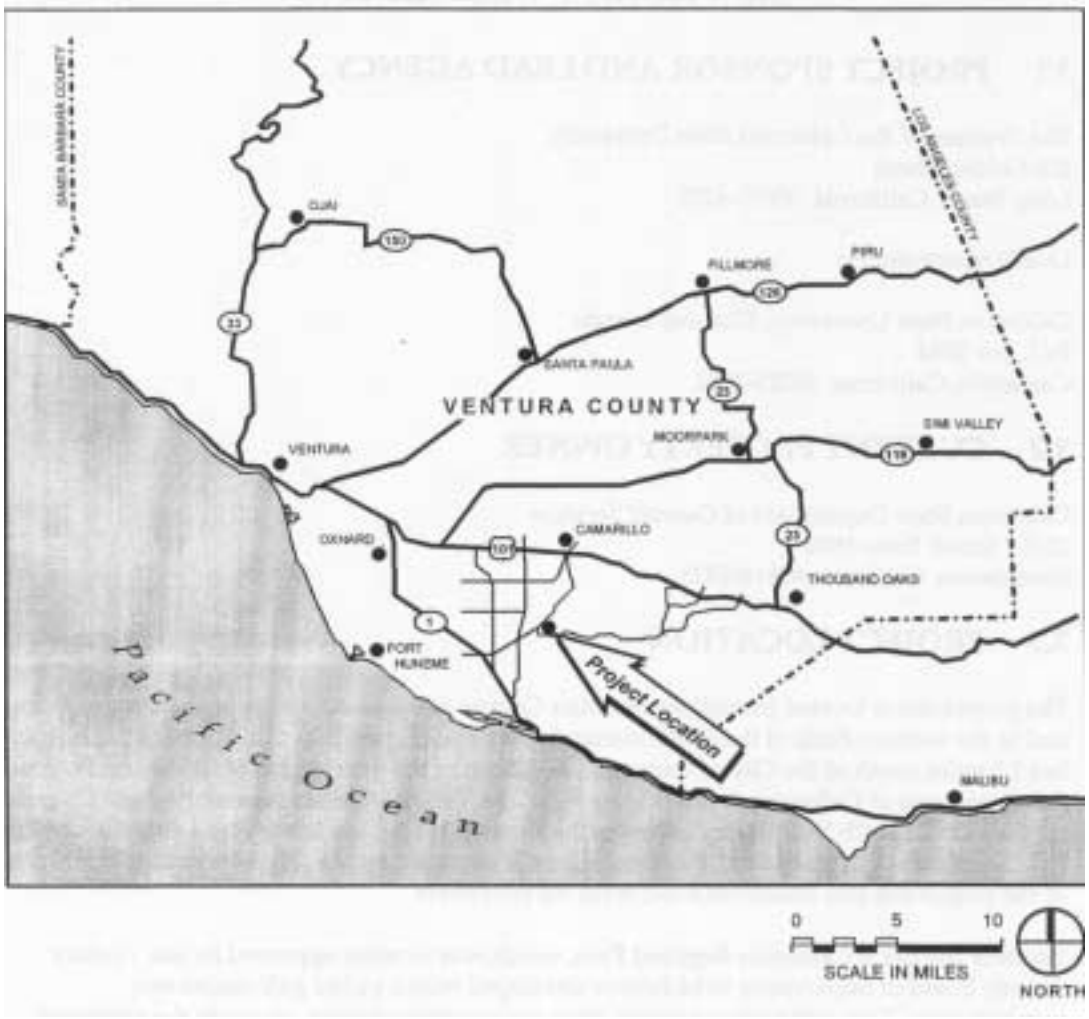
The review process is completed when the Commission forwards its recommendation to the Governor and the Legislature.

Proposal background

The 23rd campus of the California State University (CSU) system, to be known as California State University, Channel Islands, takes its name from the set of islands off the California coast. Of the eight islands that comprise the set of Channel Islands, five make up the Channel Islands National Park. The islands within the park extend along the southern California coast from Point Conception near Santa Barbara to just north of Los Angeles. The park includes the Anacapa, Santa Barbara, San Miguel, Santa Cruz, and Santa Rosa islands, and is known for its large rookeries of sea lions, sports fishing, and variety of nesting sea birds.

The campus is to be situated on the picturesque site of the former Camarillo State Hospital and Developmental Center in Ventura County. Located 1.5 miles south of the City of Camarillo, the site is at the eastern edge of the Oxnard Plain and at the Western flank of the Santa Monica Mountains.

Pacific


SANTA BARBARA COUNTY
LOS ANGELES COUNTY
OJAI
PILLMORE
PIRU
SANTA PAULA
VENTURA COUNTY
MOORPARK
SIMI VALLEY
VENTURA
OXNARD
CAMARILLO
THOUSAND OAKS
FORT HUENEME
Project Location
MALIBU
Pacific Ocean
0
5
10
SCALE IN MILES
NORTH

Both the site and the region reflect California's past. This historically significant site was once a center of trade and culture for the indigenous Chumash Indians. Less than 100 years after statehood, a State hospital, which served as a home for developmentally disabled and Ventura County's mentally ill, was built on the site. Rising costs and changes in patient care practices led to its 1997 closure. The site encompasses approximately 634 acres and includes about 1.6 million square feet in 85 Spanish-Mission style buildings, that were constructed in the 1930s and 1940s. The gracious buildings, with their solid, reinforced concrete floors, walls, and ceilings convey a sense of strength and create an attractive setting for a university campus.

Origins of the proposal

The concept of a public four-year college in Ventura County has been a matter of legislative intent, study, and debate since the 1960s. Recognizing the need for additional higher education opportunities in the region, the California State College system as it was then known, recommended Ventura County as a potential site for a future campus. Education Code Section 89001 has listed Ventura County as a designated location for a California State University campus since 1971.

However, the road from concept to campus has been full of starts and stops, including 1965 legislation that provided $20,000 for a campus site-acquisition study and the subsequent purchase of a 425-acre parcel of farmland near the town of Somis. Changes in economic conditions, institutional priorities and local politics later prompted the sale of the Somis property.

In the interim, CSU Northridge and UC Santa Barbara opened a joint learning center in 1974, initially serving 48 students in a small satellite operation near the City of Ventura. Although this partnership was dissolved by mutual agreement in 1988, both CSU Northridge and UC Santa Barbara have each continued to operate off-campus centers in the area.

In 1985, the Legislature allocated $25,000 to the CSU for a new site allocation study in the region. Over the next 10 years, various sites were proposed, including several hundred acres known as the "Lusk" property, and the $7 million purchase of a hillside parcel known as Taylor Ranch. The CSU later sold the Taylor Ranch site due to local planning concerns and purchased 260 acres of lemon groves (CSU retains this site).

The former Camarillo State Hospital site came into consideration when the State began closing some of its State hospital facilities due to increasing costs and dwindling patient populations. A task force appointed by then Governor Wilson explored the site's potential. In October 1996, the Governor's task force recommended that the former hospital site be converted to a university campus. Subsequent legislation (SB 623, O'Connell) authorized the transfer of the site to the California State University. This legislation also permits the sale or lease of real property not be needed for campus purposes to be used to generate revenues for cam-

pus growth and maintenance. Additional legislation was passed in 1998 (SB 1923, O'Connell) establishing the California State University, Channel Islands Site Authority. The Site Authority, comprised of representatives of local governments and the CSU, has authority to regulate the development of the portion of the site that will not be used for educational purposes.

When the CSU trustees passed resolutions accepting the conveyance of the property, they chose to first relocate the CSU Northridge off-campus center from its location in the City of Ventura to the Channel Islands site. An extensive capital renovation project at the site was undertaken to convert existing patient care facilities into usable, modern classrooms. It included the installation of new mechanical systems, wiring for telecommunications, electrical, security, and fire alarms. The renovation project was completed in August 1999, at which time the CSU Northridge Ventura Center was moved to the Channel Islands site. In April 2000, the California State University submitted a Needs Study to the California Postsecondary Education Commission outlining its formal plans for the system's 23rd campus to be known as California State University, Channel Islands.

3 Demographic and Geographical Context

THE COMMUNITIES within the Ventura County region have long awaited a public four-year university. Although the area has several community colleges, notable private universities, and a University of California campus in Santa Barbara, the vision of an affordable, high-quality State University campus has remained strong.

Ventura County's rugged mountains, fertile valleys and magnificent coastline have each played a part in California history. A temperate climate attracted early Spanish settlers, and prompted Jose Rodriguez Cabrillo to call the area the "*Land of Everlasting Summers*." The City of San Buenaventura, often referred as "Ventura," is one of California's oldest cities. It was established in 1782 when Father Junipero Sera founded the San Buenaventura Mission. Other communities within Ventura County include Camarillo, Moorpark, Ojai, Oxnard, Simi Valley, Thousand Oaks, and Port Hueneme. The county's primary industry is agriculture, with lemons, strawberries, avocados, and Valencia oranges among the leading crops produced.

Ventura and Santa Barbara counties have a combined population of nearly 1.2 million people, with Ventura County's population nearly twice that of Santa Barbara County. More than 30 percent of the population identify themselves as Hispanic/Latino, roughly equivalent to this group's representation in the California's population as a whole. Reflecting statewide trends, the two counties anticipate significant demographic changes over the next several years. The population is expected to increase by more than 76 percent by 2040. At the same time, these counties will observe growth in the age groups under 25 and over 45 and an increased share of Hispanic/Latino residents. By 2040, this racial/ethnic group will be the predominant racial/ethnic group for both counties. As the population increases, and farmland gives way to development, the regional economy is expected to shift somewhat from agriculture dominance to retail sales, services, government, defense contractors, light manufacturing, and hi-tech research and development industries.

Ventura County has a relatively high proportion of individuals who attend college but do not persist to a degree of any kind (NCHEMS, 1997). However, the 1990 census data indicate that the rate of bachelors degree completion in Santa Barbara and Ventura counties to be about comparable with the state average. Additionally, while the area has a relatively high rate of high school graduates who matriculate to its community colleges, many of these students do not transfer to a four-year institution.

Both counties have lower than average CSU transfer rates, particularly among Hispanic/Latino students. The CSU enrollment rates for new high school graduates for both counties are among the lowest in California. Although all of the causal factors are not known, many believe that individual economic circumstances and regional geography work together to discourage students from completing a higher education.

Although per capita income for the region is above the statewide average, many students are unable to afford the educational opportunities available in the area. Lower income students, many of whom are Hispanic/Latino, are unable to afford the cost of a private education and many cannot afford to leave the area to enroll in a four-year institution. Many part-time students are likewise place-bound due to family or work obligations.

The geography of the region also contributes to students feeling place-bound. Most area residents live along the Ventura Highway corridor that stretches between Thousand Oaks and Carpenteria in south Santa Barbara County. The area is bound by the Santa Monica Mountains to the south, a series of smaller mountains and foothills to the northeast, and the Pacific Ocean to the west. Despite the relative proximity of CSU Northridge for most Ventura County communities (about an hour drive), the Conejo Grade represents a physical, if not psychological dividing line between the western portion of the county and the communities of Thousand Oaks and Simi Valley to the east. Traffic congestion along Highway 101 also contributes to the difficulty in commuting from the area to CSU Northridge during peak commute times.

While many students have been able to satisfy their educational goals by attending the CSU Northridge Ventura center, the breadth of academic programs needed by a growing and diverse student population suggest that a more comprehensive CSU presence in the area may be justified.

4 Analysis of the Proposal

Overview of the Commission's guidelines

Pursuant to its statutory responsibility to review proposals for new college or university campuses and educational centers prior to their authorization or acquisition, the Commission has adopted policies relating to the review of new campuses and educational centers. These policies were first adopted in 1975 (and subsequently revised in 1978, 1982, 1990, and 1992) and established the review process and criteria by which proposals for new institutions would be analyzed. The Commission's current policies may be found in its *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC 92-18). A copy of the Commission's Guidelines is included in Appendix A of this report.

The Commission's guidelines serve two important functions. First, they define, for purposes of review, educational centers, colleges, and university campuses. Secondly, they serve as a guide for systems long-range planning efforts and define the review process and criteria for evaluating the establishment of new postsecondary institutions.

Definitions

Educational Center – An educational center is an off-campus center that serves a minimum of 500 full-time-equivalent students (FTES). Off-campus centers with less than 500 FTES are defined as *Outreach Operations* and do not require Commission review. Educational centers maintain an on-site administration, typically headed by a dean or director, but not a president or chancellor. Certificates or degrees earned by students attending these centers are conferred by the parent institution. Educational Centers within the California State University system and the University of California are restricted to offering courses at the upper division only.

Community College or University Campus – A campus is a full-service, regionally accredited institution serving a minimum of 1,000 FTES. These institutions offer a full complement of programs and services and confer degrees or certificates. A community college or university campus has its own administration headed by a president or chancellor.

The review process

Beginning with the 1990 revision, the Commission sought to incorporate statewide planning needs into the review process by calling for system-wide long-range plans from each of the systems. These statewide plans were envisioned to include 15-year undergraduate enrollment projections, contain evidence of cooperative planning with the other public systems, an analysis of existing capacity and space needs, and projected capital outlay costs for the 15-year period. The purpose of this requirement was

to identify not only regional needs but also a system's overall capacity to accommodate enrollment growth. For a variety of reasons, this function has been effectively supplanted by the Commission's own long-range planning studies, including *Capacity for Growth* in 1995, and the more recent *Providing for Progress*, published earlier this year.

Whether a system is contemplating the establishment of a new educational center, a new campus, or the conversion of an educational center to a comprehensive campus, the first stage of the review process requires a system's Governing board to submit a "Letter of Intent to Expand" advising the Commission of the proposed project. The Letter of Intent provides preliminary information about the need for and scope of the proposed project. The Commission's Guidelines call for a Letter of Intent to include the following items:

1. A preliminary five-year or 10-year enrollment projection;

2. The approximate geographic location of the proposed campus or educational center;

3. A copy of the most recent five-year Capital Construction Plan (Community Colleges only);

4. The prioritization of the proposed campus or center within the system's long-range plans;

5. A time schedule for development of the new campus;

6. A tentative 10-year capital outlay budget starting on the anticipated date of the first capital outlay appropriation;

7. A copy of the resolution of the governing board authorizing the new campus or educational center; and

8. Maps of the area in which the campus or center is to be located.

If the data contained in the Letter of Intent are reasonable, the Commission's executive director advises the system's chief executive officer to move forward with site acquisition or further development plans.

The Letter of Intent for the proposed California State University, Channel Islands was submitted in May 1999 and was approved on June 25, 1999.

The second, and arguably most critical stage of the review process is a formal analysis of the need for the proposed campus or educational center. The Needs Study generally includes long-range enrollment projections for the project and addresses programmatic alternatives, academic planning, needed funding, and the potential impact of the campus on the surrounding community and neighboring institutions. A complete Needs Study also includes a copy of the final environmental impact report and

the academic master plan. The enrollment projection must have the concurrence of the Demographic Research Unit of the Department of Finance before the Needs Study can be considered complete. Once the Commission has received a completed Needs Study, the Commission generally takes action within four months to one year depending on the nature of the proposal. In the case of a new university campus, such as the proposal reviewed in this report, the Commission has one year from the date the Needs Study is certified as "complete" to finalize its review. The CSU submitted the Needs Study for the proposed Channel Islands campus in April 2000.

It is worth noting that the last revision of the Commission's guidelines occurred in 1992. Since that time, burgeoning student enrollments, changes in the economy, increased accountability expectations, new technologies, and the emergence of collaborative intersegmental ventures have created a need to reexamine the Guidelines to ensure that they remain a useful tool for evaluating proposals for new campuses and educational centers. The Commission staff is currently engaged in a review of these guidelines and expect to bring a proposal for revised guidelines to the Commission in Spring 2001. In the interim, the proposal for California State University, Channel Islands has been reviewed following the Commission's current (1992) guidelines, which includes the following criteria:

Criterion 1: Enrollment Projections

The Commission's criteria for enrollment demand requires that enrollment projections be presented in both headcount and full-time-equivalent student (FTES) and must be sufficient to justify the establishment of a new institution. The Demographic Research Unit of the Department of Finance must also approve the enrollment projections. When an educational center is proposed to be converted to a new college or university campus, historical enrollment data for that center must be provided. Additionally, the system's statewide enrollment projections must exceed the planned enrollment capacity of the system.

In developing the enrollment projection for the proposed campus, the CSU looked at expected population growth within the region, forecasted high school graduates and community college enrollments, and analyzed college-going patterns of local high school graduates.

Like much of the rest of California, Ventura and Santa Barbara counties will grow significantly over the next few decades. The current population of approximately 1.166 million is expected to grow by more than 76 percent to 2.058 million by 2040. Hispanic/Latino will comprise the largest single racial/ethnic group in both counties, nearing 52 percent of the population by 2040. While much of Santa Barbara County is at the outer range of commute time to the Channel Islands site, population data from this county were included because Channel Islands will be the closest

CSU campus for much of its population. Ventura and Santa Barbara counties will also experience school-age population growth. There are currently 43 school districts within the two counties. High school graduates and community college enrollments are two important sources for enrollment demand at Channel Islands. Neighboring Kern and Los Angeles counties are also expected to see strong growth over the projection period. The population of Kern County will more than double and the population of Los Angeles County will increase by 41 percent. Much of this growth will occur in the undeveloped and rural parts of the county as evidenced by planned development of the Newhall area, which is about an hour drive from the City of Camarillo. The anticipated growth in these areas suggests that the proposed campus could attract students from places beyond the immediate Ventura County region.

One of the major goals for the Channel Islands campus is to improve CSU access for residents of the region. Statewide, 9.4 percent of public high school graduates in 1996 attended a CSU campus as first-time freshmen. The CSU attendance rates for that same year for Ventura and Santa Barbara counties were below the statewide average at 5.7 and 3.9 percent respectively. Indeed, both counties have consistently ranked in the lowest quartile of CSU college-going rates for the four-year period from 1995 through 1998 (Display 4-1).

Display 4 - 1 CSU College Going Rate from Public High Schools

County	Academic Year			
	1995	1996	1997	1998
1 Alameda	10.39%	11.73%	12.45%	11.93%
2 Alpine	0.00%	0.00%	0.00%	0.00%
3 Amador	6.12%	7.75%	7.52%	8.43%
4 Butte	13.17%	13.36%	14.43%	16.13%
5 Calaveras	3.64%	8.43%	6.45%	7.88%
6 Colusa	13.16%	12.99%	13.88%	7.74%
7 Contra Costa	8.28%	9.16%	8.26%	9.05%
8 Del Norte	7.49%	9.96%	7.89%	6.44%
9 El Dorado	8.33%	9.18%	7.19%	7.55%
10 Fresno	12.36%	13.33%	12.51%	12.11%
11 Glenn	30.63%	36.51%	25.21%	27.23%
12 Humboldt	18.49%	20.37%	19.04%	24.64%
13 Imperial	4.27%	5.17%	4.77%	5.18%
14 Inyo	2.37%	5.65%	6.58%	5.00%
15 Kern	7.06%	7.59%	8.12%	7.96%
16 Kings	6.06%	8.50%	8.83%	6.84%
17 Lake	5.88%	4.78%	6.19%	8.35%
18 Lassen	3.94%	1.72%	4.52%	3.82%
19 Los Angeles	9.74%	10.59%	10.22%	9.42%
20 Madera	9.82%	8.75%	8.26%	8.33%
21 Marin	9.03%	10.97%	10.01%	10.24%
22 Mariposa	5.76%	6.58%	3.77%	6.67%
23 Mendocino	8.79%	6.32%	6.10%	5.76%
24 Merced	6.80%	7.22%	7.30%	8.20%

DISPLAY 4-1 Continued

25	Modoc	4.72%	2.54%	5.43%	8.51%
26	Mono	11.76%	7.32%	3.30%	5.68%
27	Monterey	8.88%	10.14%	10.12%	9.66%
28	Napa	6.41%	8.88%	8.07%	9.65%
29	Nevada	9.01%	7.89%	10.51%	10.13%
30	Orange	7.89%	8.95%	8.83%	9.24%
31	Placer	7.93%	8.43%	7.80%	10.16%
32	Plumas	6.30%	6.72%	3.47%	9.61%
33	Riverside	5.67%	7.03%	6.43%	7.08%
34	Sacramento	9.10%	9.27%	9.36%	9.48%
35	San Benito	13.83%	14.94%	12.20%	10.94%
36	San Bernardino	7.67%	7.75%	7.82%	8.29%
37	San Diego	10.16%	10.25%	10.66%	11.04%
38	San Francisco	19.60%	17.61%	18.82%	17.47%
39	San Joaquin	8.47%	8.48%	7.79%	8.21%
40	San Luis Obispo	15.15%	17.00%	17.50%	15.82%
41	San Mateo	8.11%	10.38%	10.69%	11.61%
42	Santa Barbara	4.07%	3.93%	4.54%	5.22%
43	Santa Clara	10.17%	10.39%	11.09%	10.98%
44	Santa Cruz	9.49%	8.79%	9.74%	8.32%
45	Shasta	4.22%	4.07%	4.27%	5.46%
46	Sierra	4.26%	21.62%	16.95%	12.99%
47	Siskiyou	6.36%	7.61%	5.52%	6.10%
48	Solano	7.58%	8.35%	7.73%	8.96%
49	Sonoma	7.22%	7.03%	7.07%	7.25%
50	Stanislaus	11.19%	11.89%	11.57%	10.74%
51	Sutter	7.22%	7.74%	5.90%	6.90%
52	Tehama	7.30%	8.38%	10.43%	11.28%
53	Trinity	9.49%	7.14%	6.47%	8.39%
54	Tulare	8.59%	8.80%	9.94%	9.57%
55	Tuolumne	8.79%	6.69%	10.36%	10.06%
56	Ventura	5.13%	5.70%	5.63%	5.88%
57	Yolo	9.16%	11.21%	8.29%	8.84%
58	Yuba	3.09%	4.63%	7.49%	6.77%
Statewide Average		8.54%	9.38%	8.99%	9.33%

Source: CPEC Enrollment Data

It is important to note, however, that overall college going rates for high school graduates in Ventura and Santa Barbara Counties compare favorably with the statewide rates when considering attendance rates for the University of California, the California Community Colleges, and independent institutions. When considering *overall* public higher education participation rates, Ventura and Santa Barbara counties do well, with rates of 56.6 and 54.6 percent respectively (CPEC enrollment data), as compared to the overall statewide college-going rate of about 51 percent. The presence of the University of California Santa Barbara and respected independent institutions such as Westmont College, California Lutheran University, and Thomas Acquinas College appear to provide options for new high school graduates seeking enrollment in a four-year institution. However, it could be argued that, for many students, these are more ex-

pensive options than would be found at a CSU campus. Further, State University campuses typically have more comprehensive programmatic offerings than do the local private universities.

In its Needs Study, CSU points out that counties that have CSU campuses have higher CSU attendance rates. The Needs Study looked at five counties with CSU campuses and a substantial agricultural sector of their economies to gauge how the presence of a CSU campus in Ventura County would affect CSU attendance rates within the county. The average CSU participation rate for these counties was 10.2 percent. The CSU hopes that the presence of the Channel Islands campus will increase the CSU college going rate of high school graduates in Ventura County to the 10.2 rate found among the comparison counties.

The enrollment projection for the Channel Islands campus reflects the fact that the CSU Northridge Ventura Center will operate in parallel with the new campus from the time the campus opens in fall 2002 through 2005-06. A Transition plan is being developed that will in effect, schedule the phasing out of the Ventura Center. CSU expects that the transition can be completed at a pace that will allow CSU Northridge to expand its home campus FTES faster than or equal to the loss of FTES as programs are closed at the Ventura off-campus center.

The enrollment projection also reflects the fact that the campus does not intend to admit freshmen until 2003. Delaying the admission of first-time freshmen until fall 2003 will give the campus sufficient time to develop its lower-division general education program. The Needs Study assumes that the campus will generate sufficient local enrollment to make it viable and has assumed 90 percent of first-time freshmen will come from Ventura County. Although this place-bound rate appears somewhat high relative to the experiences of other CSU campuses, it presents a conservative approach to estimating enrollment. Although the attractiveness of the Channel Islands campus setting has the potential to attract a substantial number of students from throughout the state, the enrollment projection does not overstate this potential.

The enrollment projections were made using a student flow model. The model provides a conceptual description of a campus student population, which, in any given year, includes new and continuing students. New students include first-time freshmen, new undergraduate transfer students, and new graduate and postbaccalaureate students. As these three types of new students "flow" through the system, they become continuing students. Thus, in any given year, the student population consists of first-time freshmen who started that year, continuing first-time freshmen (FTF) who started in previous years, new transfer students, continuing transfer students who started in previous years, new graduate and postbaccalaureate students, and continuing graduate and postbaccalaureate students who started in previous years. The CSU Channel Islands enrollment projection is contained in Display 4-2.

Display 4-2 Enrollment and FTES Projection for CSU Channel Islands

	First-time Freshmen (FTF)	Continuing FTF	Transfer Students	Continuing Transfer Students	New Postbacc/grad (PbGd)	Continuing PbGd	Total Fall Enrollment	College Year FTES
2002-03	-	-	510	739	345	670	2,264	1,320
2003-04	250	-	510	869	364	721	2,714	1,678
2004-05	327	194	510	960	383	769	3,143	2,062
2005-06	353	421	548	1,009	402	812	3,545	2,467
2006-07	417	647	586	1,065	421	856	3,991	2,947
2007-08	497	895	624	1,131	440	900	4,487	3,313
2008-09	549	1,127	662	1,204	459	944	4,944	3,651
2009-10	557	1,328	700	1,281	478	987	5,332	3,937
2010-11	587	1,488	738	1,361	497	1,030	5,702	4,210
2011-12	573	1,629	776	1,440	516	1,074	6,008	4,436
2012-13	594	1,714	814	1,519	516	1,117	6,274	4,633
2013-14	580	1,782	852	1,599	516	1,147	6,475	4,781
2014-15	551	1,816	890	1,678	516	1,165	6,616	4,886
2015-16	571	1,810	928	1,758	516	1,175	6,758	4,990
2016-17	566	1,815	966	1,838	516	1,179	6,880	5,080
2017-18	565	1,810	1,004	1,918	516	1,179	6,993	5,163
2018-19	569	1,805	1,042	1,998	516	1,179	7,109	5,249

Note: Components may not add to totals because of independent rounding

The enrollment history for the CSU Northridge Ventura Center reflects a sustained pattern of growth. The enrollment history for the center is displayed in Table 4-3.

Display 4-3 Enrollment History for CSU Northridge Ventura Center
Fall 1991 through Fall 1999

	Headcount Enrollment			FTES		
	Fall	Spring	Average	Fall	Spring	Average
1991-92	1,131	1,118	1,125	502	499	501
1992-93	1,206	1,191	1,199	563	531	547
1993-94	1,273	1,243	1,258	590	583	587
1994-95	1,218	1,198	1,208	637	625	631
1995-96	1,238	1,247	1,243	653	663	658
1996-97	1,418	1,399	1,409	763	719	741
1997-98	1,467	1,507	1,487	749	759	754
1998-99	1,569	1,647	1,608	816	907	862
1999-00	1,740			939		

The Demographic Research Unit of the Department of Finance has approved the enrollment projection for CSU Channel Islands (see Appendix B).

The Commission's recent report, *Providing for Progress*; *California Higher Education Enrollment Demand and Resources into the 21st Century* (CPEC 00-1) indicates that on a statewide basis, the California State University is operating very near its physical capacity. The overall statewide student enrollment demand will exceed capacity by the 2003-04 academic year. Displays 4-4 and 4-5 show systemwide enrollment demand and capacity for the California State University.

DISPLAY 4-4 *Projected Enrollment Capacity in the California State University (Existing Inventory and Fully Funded Projects Only), 1998-99 to 2010-11*

Year	Physical Capacity[1]	Projected FTES Enrollment[2]	Capacity Surplus or Deficiency	Percent Surplus or Deficiency
1998-99	286,182	272,200	13,982	5.1%
1999-00	290,016	276,135	13,880	5.0%
2000-01	295,347	283,853	11,494	4.0%
2001-02	298,390	291,564	6,827	2.3%
2002-03	298,390	299,354	-964	-0.3%
2003-04	298,390	306,939	-8,549	-2.8%
2004-05	298,390	314,502	-16,112	-5.1%
2005-06	298,390	322,075	-23,684	-7.4%
2006-07	298,390	330,658	-32,268	-9.8%
2007-08	298,390	339,290	-40,899	-12.1%
2008-09	298,390	347,674	-49,284	-14.2%
2009-10	298,390	357,191	-58,800	-16.5%
2010-11	298,390	366,807	-68,416	-18.7%

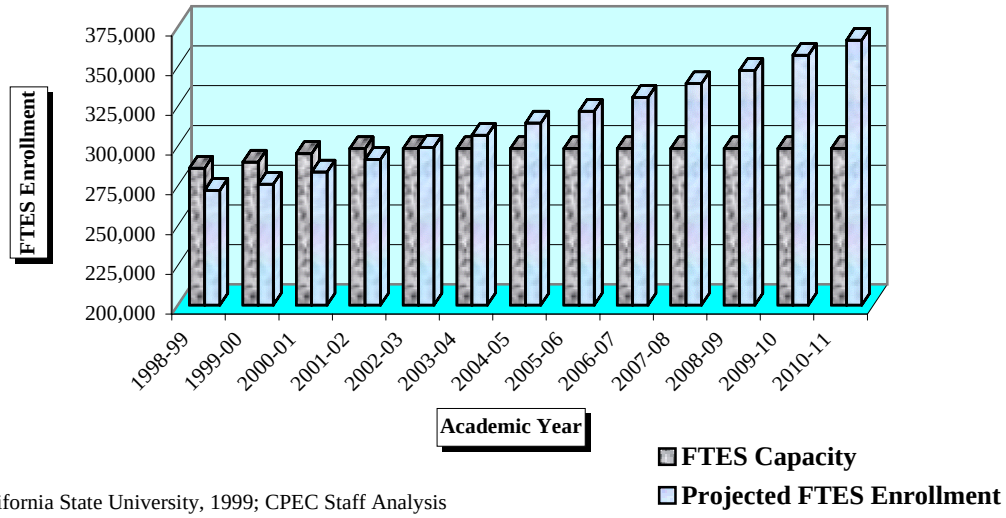
1. Permanent capacity reduced by 2.5% to reflect facility/program mismatches.
2. CPEC headcount enrollment projections adjusted by 76.5% to reflect FTES.

Source: California State University, 1999; CPEC Staff Analysis

The enrollment projections for California State University, Channel Islands have been approved by the Demographic Research Unit of the Department of Finance and meet the Commission's criteria for approval. The enrollment projections reflect the tandem operation of both the CSU Channel Islands campus and the CSU Northridge Ventura Center through the 2005-06 academic year. Careful planning will be required to ensure

the closure of the CSU Northridge Ventura Center does not have a negative fiscal impact on the main CSU Northridge campus.

DISPLAY 4-5 Projected Capacity and Enrollment in the California State University, 1998-99 to 2010-11



Source: California State University, 1999; CPEC Staff Analysis

Criterion 2: Programmatic Alternatives

The Commission's criteria concerning programmatic alternatives evaluates the extent to which feasible alternatives to a new university campus or educational center have been fully explored. Proposals for new institutions should address (1) the possibility of establishing or continuing to utilize an educational center in lieu of developing a full-service campus; (2) the potential for expansion of existing institutions or increasing usage of existing institutions, with expanded evening hours and summer operations; (3) the potential for sharing facilities with other postsecondary institutions; (4) the feasibility of using nontraditional modes of instructional delivery and technology mediated instruction; and (5) the potential for private fund raising or donations of land or facilities for meeting programmatic needs.

Can the Existing CSU Northridge Ventura Center meet the need?

The CSU Northridge Ventura Center has had a presence in Ventura County since 1974. For the first 14 years, the center was a cooperative venture that included the University of California Santa Barbara. Although the center's move from leased space in the city of Ventura to the former Camarillo State Hospital site improved the center's capacity to accommodate students, a center by its very nature, is limited in the range of educational and support services it can provide. Educational centers

for the University of California and the State University system offer upper division coursework only and many student services such as outreach efforts, disability support services, counseling services, etc., cannot be fully supported by the funding formulas for off-campus centers. At lower enrollment levels, there are too few students to generate enough demand for those special services. As enrollment levels increase, however, demand for support services and expanded academic program offerings also increase. Given the anticipated population increases in the area and the enrollment demand projections, it is unlikely that the center could continue to effectively or efficiently meet the need for a California State University presence in the region.

Would expanding other institutions address the need?

The Commission estimates that, by the end of this decade, more than 2.7 million students will seek enrollment in the State's public postsecondary institutions. The additional 714,000 students over current enrollment levels represents a 36 percent growth rate and calls upon each segment of our public higher education system to find ways to increase their capacity to accommodate their share of this enrollment growth. In *Providing for Progress* (CPEC 00-1), the Commission estimated that by 2010, the California State University's enrollment demand will increase by 129,681 students and noted that, while the CSU as a whole has some room to grow, the "excess" capacity will disappear by 2004.

The anticipated growth in enrollment demand and the physical capacity limitations of the State University system suggests that expanding the two adjacent California State University campuses, Northridge and San Luis Obispo, would not forestall the need to develop a new campus by more than a few years at best. The CSU Northridge campus is expected to reach its enrollment ceiling of 25,000 FTES around 2011. The San Luis Obispo campus is already at its ceiling of 15,000 FTES and faces community opposition to increasing its enrollment. In its Needs Study, the CSU also notes that while it expects that nearly 90 percent of its first-time freshmen will come from Ventura County, the new Channel Islands campus may also serve the needs of a limited number of students in West Los Angeles County as Northridge reaches its enrollment cap.

Moreover, expanding these neighboring institutions would present access issues for many Ventura County students. CSU Northridge is located approximately 45 miles from most locations within the county, and the San Luis Obispo Campus is generally a three-hour drive. These distances and driving times represent an unworkable commute for most students.

The potential capacity gains that could be realized by the increased use of existing institutions in the afternoon, evenings or summer would likely be insufficient to meet the needs of the Ventura County region. The CSU Northridge Ventura Center is already meeting regional needs through "extensive use" of afternoon and evening class scheduling. For the rea-

sons noted above, expanded schedules on the San Luis Obispo and Northridge campuses would not meet local enrollment needs in Ventura County.

Can the need be met through the use of shared facilities?

The most logical place to look for shared facilities would be at local community colleges. Of the five community colleges in the area, the closest would be in the Ventura Community College District (VCCD) and include the Moorpark, Oxnard, and Ventura community college campuses. However, whatever excess capacity may exist at these campuses would be, in the long run, insufficient to accommodate enrollment demand that would come from both upper division students attending the CSU Northridge Ventura center and lower division students in the Ventura Community College District. However, that the Needs Study indicates that CSU and VCCD officials are continuing discussions about the possibility of sharing some specialized facilities. The Commission encourages the CSU and community college districts in the region to continue these discussions and explore the potential efficiencies that might be gained by sharing specialized resources.

Can the need be met through Technology enhancements?

The CSU Northridge Ventura Center currently utilizes distance learning and the renovations of the Camarillo site included both television and computer network capabilities to support distance learning. These activities are important adjuncts to the instructional program currently offered at the Ventura Center and are expected to continue once the Channel Islands campus is developed.

The CSU estimates that by 2011, nearly 18 percent of the student enrollment at Channel Islands will be utilizing mediated instruction. The Commission recognizes that, while technology mediated instruction reduces the need for regular on-site classrooms; it also increases the need for more expensive facilities in the way of specialized classrooms, production facilities, and telecommunications infrastructure. The Commission is nonetheless pleased that planning for the Channel Islands campus is moving in this direction and encourages campus administrators and faculty to incorporate distance learning in the academic plan as it is more fully developed.

Can the need be met through private donations or fund raising?

The CSU has recognized the scarcity of State resources and identified fund raising and the development of public-private partnerships as a significant means of meeting capital needs. The transfer of land and the ability to adaptively reuse many of the existing structures on the site has significantly reduced the estimated funding requirements for the develop-

ment of the new campus. While new facilities will need to be constructed, many of the existing buildings are in good condition and will be renovated to adapt them to the instructional program, make them compliant with the Americans with Disabilities Act, and bring them up to other applicable codes. While the CSU expects these to be significant projects, it has estimated that developing a new site and constructing new facilities would have cost more than $320 million.

The proposed Channel Islands campus is meeting a substantial portion of its need through donations and a comprehensive fund-raising program. The Needs Study reports that the campaign has generated nearly $11 million dollars. These private gifts are providing what the campus terms "seed money" for capital projects such as the library facility as well as library books, student scholarships, and incentive awards for faculty.

It is doubtful, however, that financing a new public four-year university in the region can be met through fundraising and private donations alone. Additional resources generated from the development of the portion of the site, called the "east campus," will be used to help meet the new campus's ongoing capital construction needs as enrollments grow and additional buildings need to be renovated or newly constructed. The California State University, Channel Islands Site Authority, comprised of CSU and local officials will facilitate revenue raising and provide opportunities for creative entrepreneurial and educational partnerships.

The California State University has adequately explored programmatic alternatives such as expansion of existing institutions, shared facilities, distance learning, and private financing. While the alternatives may serve to amplify instructional programs and enhance access, they will be insufficient to meet the needs of students in the region and would be an inadequate substitute for a full-service campus.

Criterion 3: Serving the Disadvantaged

The Commission's criteria for serving the disadvantaged requires that the proposal demonstrate how the new institution will facilitate access for disadvantaged and historically underrepresented groups.

The Needs Study identifies a number of outreach programs that are tailored to meet the needs of the community and enhance CSU access for area residents and improve college-going rates for local high school students. The specific outreach efforts identified in the proposal are as follows:

- CSU Channel Islands Readiness Program – a joint effort between the Santa Paula Union High School District and CSU Channel Islands. The program is aimed at improving CSU college-going rate of Santa Paula High School's Hispanic/Latino student population. Historically, very few of the high schools 81 percent Hispanic/Latino popu-

lation attend a CSU following high school. The goal of this program is to improve students' math and writing skills, inform parents and students of the advantages of attending a CSU campus, and prepare students to apply for admission.

- Project ASPIRE (Achieving Student Progress and Increasing Readiness for Education) – a collaboration between CSU Channel Islands and the Oxnard Union High School District. This outreach program targets junior high school students and aims to increase English and mathematics proficiency skills, encourage students to think about CSU participation after high school, and reduce the number of students CSU freshmen needing remediation.

- CSU Readiness Summer Institute – This outreach program targets high school juniors from four local high school districts. The four-day program was initiated in 1999 and involves math and writing skills assessment, diagnosis, and development of personalized intervention plans aimed at moving students toward fulfillment of UC/CSU admission standards.

- Summer College for High School Students – This joint program between the CSU Northridge Ventura Center and CSU Channel Islands is planned for summer 2001. It is designed as a pre-collegiate program for juniors and seniors, offering one three-unit course with an introduction to college majors and careers. The goal of the program is to assist students in making choices regarding college majors and career paths as well as honing writing and critical thinking skills.

- University Migrant Education College Orientation – This five-day residential program, to be initiated during the summer of 2001, targets high school sophomores and juniors and provides academic assessment and assistance, career counseling, and college information to students and their parents.

- The K-14 Academic Consortium consists of educational leaders in Ventura and Santa Barbara counties who advise and participate in the planning and coordination of educational programs being developed at CSU Channel Islands.

- The Oxnard College PACE (Program for Accelerated College Education) - This program has been hosted by the CSU Northridge Ventura Center. PACE students participate in a structured lower division program in which Oxnard College instructors offer courses at the Channel Islands campus. This program is designed for reentry and working adults seeking to complete a baccalaureate degree while employed. The Channel Islands Campus intends to continue hosting this program after the Ventura Center is phased out.

- The Ventura County MiniCorps program – This long-established program has been hosted by the CSU Northridge Ventura Center. Col-

lege students from migrant and farm labor backgrounds work as teacher assistants assisting migrant students in local schools.

The Commission is impressed with the array of outreach efforts and programs serving the disadvantaged that are presented in the proposal. These programs will not only provide a valuable community service but will also help foster a college going culture among K-12 students in the area and enhance students' preparation for academic work beyond high school.

Criterion 4: Academic Planning and Program Justification

The Commission requires proposals to describe and justify the programs projected for the new institution. Ideally, proposals provide an academic master plan that includes a general sequence of program and degree level plans. The proposal should include an institutional plan to implement such State goals as access, quality, intersegmental cooperation, and student, faculty, and staff diversity.

The Needs Study identifies the vision of and uniqueness the proposed institution. The CSU has identified several distinguishing features for this campus. Among them:

- A recognition of the site's cultural and historical significance to California.
- A "green" campus – designed to preserve the natural habitat of native flora and fauna and a commitment to alternative/clean technology businesses on the site to promote sustainability.
- A site authority created by State law that will provide opportunities for generating resources and developing entrepreneurial and educational partnerships.
- A history of community support and encouragement for the creation of the campus and its programs to serve and provide access for the area's diverse population.
- Active engagement by campus professionals with pre-school through community college educators to assure educational excellence for the region and sound preparation for collegiate study.
- Academic programs that are responsive to community and local needs, and incorporating a global perspective and cultural diversity.

The Ventura County area is home to several industries. Historically, the county's primary industries were agriculture and the petroleum industry. In recent years, has also attracted defense contractors, light manufacturing, and hi-tech research and development industries, including biotechnical and insurance companies. The county enjoys a relatively prosper-

ous economy. According to the California Employment Development Department, the unemployment rate in Ventura County was approximately 6.6 percent in November of 1997, which compares to approximately 9.1 percent in December of 1992.

Academic planning for the proposed CSU Channel Islands began in early 1999 with the establishment of a task force appointed by President Handel Evans. It was directed to chart the academic programs recommended for the campus and to examine all academic issues including accreditation.

At its first meeting, the Academic Directions and Transitions Task Force identified the distinguishing features of the campus; developed principles upon which to base academic planning; recommended initial curricular offerings for 2002 and a framework for the development of future offerings; recommended an initial academic organizational structure; discussed alternative approaches to WASC and specialized accreditation; and recommended an initial budget for academic planning during 1999-2000.

The task force's planning directions were included in an initial report issued on July 15, 1999 and a final report on November 10, 1999. The work of the task force was then assumed by the Statewide Senate Faculty Council for the campus, appointed by the Statewide Academic Senate. Only those recommendations from the Academic Directions and Transitions Task Force that are subsequently included in the April 2000 *Needs Analysis* submitted to the Commission will be the primary points of discussion

As noted, the original task force identified several distinguishing features of the campus; among those most relevant to the academic plan of the institution are the following:

1. A campus to be funded for year-round operation, employing two traditional semesters and a summer semester.

2. A learning community approach including programs to orient first-time CSU Channel Islands students to collegiate studies.

3. A focused general education program designed to serve the limited number of programs available at the opening of the campus.

4. Exit requirements that include competency in English and a second language.

5. Academic programs that are responsive to community and local needs, and incorporating a global perspective and cultural diversity.

The task force also articulated eight principles upon which to base all future academic planning:

1. **Quality -** High quality programs that demonstrate accountability by effectively meeting student needs.

2. **Diversity** - Demonstration of respect, both in academic programs and the campus community, for the value of diversity.

3. **Access** - Flexible scheduling, financial aid, and a student service orientation.

4. **Integration** - Efficient planning of programs designed to facilitate integration of faculty expertise across campus curricula.

5. **Learning** - Development of student knowledge, skills and a broadened perspective for life-long learning.

6. **Improvement** - Excellence achieved by a process of regular evaluation and assessment to assure continuous improvement.

7. **Experience** - Incorporation of experiential learning where appropriate.

8. **Service** - Recognition of regional needs in all aspects of academic programs.

These principles provide broad parameters within which academic decisions can be made. Since one of these basic principles is that CSU Channel Islands should serve the regional educational and labor-market needs, the campus turned to a report by the National Center for Higher Education Management Systems (NCHEMS). That report, entitled *An Assessment of Higher Education Needs in Ventura and Santa Barbara Counties,* drew upon one-on-one interviews with clusters of employers in both the public and the private sectors throughout Ventura County and in the south coast portion of Santa Barbara County, as well as with representatives of Chambers of Commerce and economic development agencies. Those interviewed identified consistently several specific programmatic needs for new employees that the new campus might be able to fill:

- Business managers
- Accountants and auditors
- School teachers, especially bilingual
- Registered nurses, occupational and physical therapists
- Computer programmers and systems analysts
- Social workers
- Electrical and computer engineers

The one degree program identified by employers as a need for their current employees was an MBA. Other needs for continuing education were in areas like human resource management, banking, business management for school districts, process management, statistical quality control,

and applications programming language, where formal certification programs or short courses might apply.

NCHEMS also identified three potential programmatic areas for the campus to pursue, apart from those fields that were generated by the employer interviews: agriculture, environmental science, and biotechnology. Each of these might be problematic initiatives for different reasons, but should, according to the NCHEMS study, continue to be monitored and explored.

According to the State University's *Needs Analysis*, the findings in the NCHEMS report broadly agree with other indicators of labor market demand in the area, including the 1999 UCSB Economic Forecast and a needs assessment conducted by the Ventura County Leadership Academy.

It is from these data and the guiding principles, therefore, that the Academic Directions and Transitions Task Force recommended that CSU Channel Islands initially pursue the following academic programs:

- Teacher Education Liberal Studies
- Arts, Humanities, and Social and Behavioral Sciences
- Biological and Life Sciences/Environmental Sciences/Health Sciences
- Management/Business, International Business, and Nonprofits Management, Agribusiness, Public Administration, Administration of Justice
- Information Sciences/Computer Science and Computer Engineering/Communication

Acknowledging the limited resources available to the Channel Islands campus, the task force further recommended these programs be developed in the following order of priority:

1. Teacher Education Intern program
2. A General Education Program that includes information competency
3. Teacher Education Integrated Programs (Liberal Studies and blended degree programs)
4. Biological and Life Sciences and Technology, and Information and Computer Sciences
5. Management programs (Business, Agribusiness, Public Administration, and Administration of Justice)
6. Humanities, Arts, and Social Sciences; and

7. Health Sciences

These recommendations about programs and priorities are currently under review by the Chancellor's Office. According to the *Needs Analysis*, emphasis will first be placed upon undergraduate programs and the transition process for existing CSU Northridge programs, and graduate programs will be developed over several years, a position the Commission firmly supports. The academic master plan for the campus is still evolving and all specific degree programs have not yet been identified. It is known, however, that CSU Channel Islands will offer a set of degrees by 2006 that will include both new programs and some that are similar to the degrees available currently at the CSU Northridge Ventura Center (Display 4-6).

Display 4-6 Programs Currently Offered at CSUN Ventura Center at Channel Islands

	Undergraduate	Postbacc/Graduate
Education		
Elementary Education		X
Educational Administration		X
Special Education		X
Credential		
Social and Behavioral Science		
Chicano Studies	X	
Child Development	X	
Counseling		X
Political Science	X	
Psychology	X	
Public Administration		X
Sociology	X	
Arts and Sciences		
English	X	
History	X	
Liberal Studies	X	
Health and Environmental Science		
Nursing	X	
Business		
Business Administration	X	X*
Partnered Programs**		
Social Work		X

* This program is being phased out in 2000-01
** with CSU Long Beach

Source: CSU Needs Study

Once the programs are determined, then it can be seen how the programs recommended by the Academic Directions and Transitions Task Force and the programs existing currently through the CSU Northridge Ventura Center will be aligned. It should also be explicitly stated how the exceedingly diverse projects involving intersegmental/inter-campus cooperation that are described in the *Needs Analysis* support the degree programs and the academic master plan. The Commission therefore requests that its

staff continue to be consulted during the evolution of the academic master plan for the CSU Channel Islands campus.

Criterion 5: Consideration of Needed Funding

The Commission requires the Needs Study to include a cost analysis of both capital outlay estimates and projected support costs for the new institution. Possible options for alternative funding sources must be provided.

The CSU has evaluated its need for funding in terms of capital and support costs for activities associated with renovating existing buildings, new construction, operation and maintenance of the existing physical plant, academic planning and program development.

Capital Outlay Costs

The first capital outlay expenditures occurred in 1999 and included the renovation of a few buildings in order to move the CSU Northridge Ventura Center from its leased space in Ventura to the Camarillo site. This $11.8 million project was completed in August 1999.

The second phase of capital expenditures is anticipated to begin in the 2001-02 fiscal year and will involve the construction of an Information Resource Center and Library. About two-thirds of this $38.4 million project will come from non-state sources with anticipated State costs of $10 million. Additional projects to be funded between the 2001-02 and 2005-06 fiscal years include the construction of a science classroom and laboratory building using $12,500,000 in non-State funds, and the renovation of the old library building at an estimated cost of $1,650,000 in State funds.

The remaining five-year period of the 10-year capital outlay projection does not include specific projects. The capital outlay costs are estimated on an underlying assumption that 75 percent of capital needs will be for the renovation of existing facilities and the remaining 25 percent reserved for new construction. Based on this assumption, using an ASF/FTE cost model, the CSU has estimated additional capital outlay costs of $42.4 million. It is unclear how this estimated $42.4 million would be financed. Although the intent has been that revenues arising from the operation of the CSU Channel Islands Site Authority and the development of the East campus would provide a portion of the main campus's capital outlay needs, these efforts are as yet in their formative stages and it is unclear how much revenue will be generated or when it would be available. The total estimated capital outlay costs for the Channel Islands campus, including funds already expended is $106.9 million.

Display 4-7 shows the planned and projected capital needs for the CSU Channel Islands campus through 2011-12.

Display 4-7 CSU Channel Islands 10-Year Capital Outlay Projection

Year	Project/Milestone	Projected Campus FTES	Capacity Increase	FTES Capacity	Capital Costs	
					State	Non-State
1999-00	Phase I Renovations; CSUN Ventura Center moves to CSUCI site	948		1,909	$11,846,000	
2000-01						
2001-02	Information Resource Ctr	1,105		1,909	$10,000,000	$28,465,000
	Science Class/Lab Construction begins					$12,500,000
2002-03	CSUCI Opens	1,320		1,909		
2003-04	Science Class/Lab complete	1,678	793	2,702		
2004-05	Renovate old library	2,062		2,702	$1,650,000	
2005-06	Library renovations complete	2,467	57	2,759		
2006-07	Unspecified Renovation /New Construction	2,947				
2007-08	Unspecified Renovation /New Construction	3,313				
2008-09	Unspecified Renovation /New Construction	3,651				
2009-10	Unspecified Renovation /New Construction	3,937				
2010-11	Unspecified Renovation /New Construction	4,210				
2011-12	Unspecified Renovation /New Construction	4,436	1,677	4,436	$42,449,063	
Total Estimated Capital Costs					$106,910,063	

Source: CSU Chancellor's Office

Support Costs

The 1999-2000 State Budget included $7.2 million for costs associated with operating and maintaining the physical plant at the Camarillo site and executive planning staff. An additional $10 million in funding was made available in the 2000-01 State Budget for additional planning activities, including hiring planning faculty and building the administrative infrastructure for the new campus. The CSU intends to seek an additional $3.0 million in funding to expand these activities in the 2001-02 fiscal year, bringing the CSUCI base budget up to $20,200,000. Once the campus opens in 2002-03, the operating budget would increase by marginal cost funding provided for FTE enrollment growth (tentatively projected by the CSU Chancellor's Office at $7,519 per FTES of which $6,360 would be provided by the State). Because the first four years of operation will likely run parallel with the phasing out of the CSU Northridge Ventura Center, funded FTES for Channel Islands would be calculated on the difference between the total enrollment at the site and the center's enrollment (which would be funded in the CSU Northridge budget). Once the campus "stands alone", support costs to CSU for the Channel Islands

campus would likely increase to about $2.3 million per year based on current marginal cost funding levels. Display 4-8 reflects the anticipated State support costs for the Channel Islands campus.

The capital outlay estimates provided indicate foreseeable capital costs of approximately $106.9 million during the first 10 years of the campus. The new campus anticipates ongoing support costs during the first four years of at least $21.4 million depending on how many CSU Northridge students remain on the CSUCI site during the first few years.

Display 4-8 State Support Cost Projections for CSU Channel Islands

Activity	Phase I			Phase II				Phase III
	Planning Period			CSUCI Operates in Tandem with CSUN Ventura Center				CSUCI Stand Alone Campus
	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Costs associated with the former state hospital…								
Plant ops/maint	$5,200,000							
Police/fire	$1,165,000							
Support costs associated with CSUCI Planning…								
Executive planning staff	$835,000	$2,045,000	$1,100,000					
Planning faculty		$2,931,000	$1,600,000					
Library/media		$368,000	$300,000					
Student Services		$1,539,000						
Academic Admin		$1,972,000						
Academic Admin Suppt								
Information Tech Services		$1,145,000						
Support costs associated with enrollment…								
Marginal Cost of Enrollment @ $6,360/FTE				$1,367,400	$2,276,880	$2,442,240	$2,575,800	$3,052,800
Sub-Total	$7,200,000	$10,000,000	$3,000,000	$1,367,400	$2,276,880	$2,442,240	$2,575,800	$3,052,800
Total Budgeted Support costs	$7,200,000	$17,200,000	$20,200,000	$21,567,400	$23,844,280	$26,286,520	$28,862,320	$31,915,120

Note: Marginal cost estimates are based on the 2000-2001 budget year and are subject to revision in future years.

Criterion 6: Consideration of Alternative Sites

The Commission requires that proposals for new institutions include a cost-benefit analysis of alternative sites, including a comprehensive analysis of the advantages and disadvantages of alternative sites.

As noted earlier, the CSU has been in the process of planning a campus in the Ventura County region for several years. During this 30-year planning period, numerous sites were considered and ultimately rejected, the latest of which is the 260 acre parcel commonly referred to as the Orchard site located west of the City of Camarillo. When the State conveyed the old Camarillo State Hospital site to the CSU, planning activities shifted away from the construction of a new campus on the undeveloped orchard property to transforming State hospital grounds to a university campus.

Aesthetically, the 634-acre site already conveys a campus like setting. However, the site also offers some economic benefits:

- It has a substantial inventory of buildings and infrastructure that have been well maintained throughout the years. Nearly 80 percent of the gross square feet of facilities space is located in the central area of the campus. Many of these structures can be renovated at a lower cost per square foot than new construction, reducing the capital outlay investment required for the campus. The cost of building a new campus on the orchard site would be much more costly.

- The size of the property not only presents opportunities for campus growth may also lead to alternative uses that will provide revenues that can be used to finance campus development.

The Commission is satisfied that the criterion for a full analysis of the costs and benefits of the site has been satisfied. The Commission agrees with the CSU that adapting the Camarillo State Hospital site for reuse appears less costly than building on an undeveloped site.

Criterion 7: Geographic and Physical Accessibility

The Commission's criteria concerning geographic and physical accessibility is intended to ensure that students will have adequate access to the campus and that planners have identified and adequately addressed transportation issues related to the location of the new institution. To this end, the Commission requires each Needs Study to describe the physical, social, and geographic characteristics of the location and the surrounding service area, and include a plan for student, faculty, and staff transportation to the proposed location. Reasonable commuting times (30-45 minutes) for the majority of residents of the service area must be demonstrated. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate.

Transportation to the Campus

The demographic and geographic characteristics of this area, described earlier in this report, play an important role in considering the transportation needs of people who will study or work at the campus. The majority of the student population is expected to commute and many are expected to have low incomes (or come from families with low incomes). The student population will also include students transferring from local community colleges and older, part-time students with work or family responsibilities.

There are four major transportation corridors in the region:

1. Highway 126 connecting Valencia in Los Angeles County with Fillmore, Santa Paula and San Buenaventura (Ventura) in Ventura County;

2. Highway 118 connecting the northern part of the San Fernando Valley with the communities of Simi Valley, Camarillo, Oxnard, and Ventura;

3. Highway 101, the major west bound route from the San Fernando Valley through Thousand Oaks, Camarillo, Oxnard, and Ventura; and

4. Highway 1, which follows the coast from Santa Monica in Los Angeles County through the Malibu area to Port Hueneme and Oxnard.

Display 4-9 depicts the main transportation corridors in the region.

DISPLAY 4-9 Area Highway Map

The proposed campus is less than five miles south of where Highway 101 passes through the City of Camarillo. Display 4-10 shows the primary street access to the site, via Lewis road from the north and Hueneme Road from the southwest.

DISPLAY 4-10 CSU Channel Islands Road Map

Since commute times will likely vary depending on the time of day and traffic patterns, the Needs Study assumed average commute speeds of 30 and 40 miles per hour in an attempt to "bracket" the difference between rush hour and off-peak travel speeds. Display 4-11 reflects commute times from various points within the geographic service area.

The Commission is satisfied that the majority of Ventura County students will experience reasonable commuting times in going to and from the campus. The commute times for students coming from the southern portion of Santa Barbara County, however, will experience longer commute times, and projected growth in the area may over time, make commuting more difficult. The Commission encourages the CSU to consider how technology would enable the campus to extend the delivery of its services in these more remote areas in order to improve access for students who face unreasonable commute times.

The operation of the site as a university campus will most certainly generate more traffic than was previously observed when the site housed the state hospital. The Environmental Impact Report noted that at full buildout (15,000 FTES), the campus would contribute to cumulative impacts at several area roadways and intersections. It is expected that these impacts will be minimized over time by improvements to access roads and intersections. Federal, State and county agencies have allocated nearly $61 million for major road improvements to facilitate access to the campus.

Display 4-11 Population Estimates and Service Area Driving Distances to CSU Channel Islands

Ventura County	Population (January 1999)	Approximate Distance in Miles	Approximate Driving Time @ 30 mph	Approximate Driving Time @ 40 mph
Camarillo	61,500	7	14 minutes	11 minutes
Fillmore	13,200	24	64 minutes	36 minutes
Moorpark	29,600	17	46 minutes	26 minutes
Ojai	8,175	28	56 minutes	42 minutes
Oxnard	158,300	9	18 minutes	14 minutes
Port Hueneme	22,600	12	24 minutes	18 minutes
San Buenaventura	102,300	16	32 minutes	24 minutes
Santa Paula	27,100	25	50 minutes	38 minutes
Simi Valley	108,900	27	54 minutes	41 minutes
Thousand Oaks	117,600	17	34 minutes	26 minutes
Southwestern Santa Barbara County				
Carpenteria	14,950	32	64 minutes	48 minutes
Santa Barbara	91,900	39	78 minutes	59 minutes

Source: CSU Channel Islands Needs Study.

The campus master plan calls for two parking structures and two surface lots. The largest parking structure will have a capacity of 2,100 cars. A smaller parking structure will be located east of the proposed library, will have a capacity of 900 cars. Surface parking lots will accommodate another 800 cars.

The campus is committed to encouraging faculty, staff, and students to use alternative methods of transportation. A variety of alternative transportation options will be pursued including ridesharing incentives and subsidized public transit tickets. Bus service to the site is available through the Ventura County Transportation Authority, with hourly service from Oxnard and Camarillo. The Campus has also received $3.2 million in grants for shuttle-buses and alternative fuel vehicles to mitigate environmental concerns.

On Campus Housing

The campus master plan calls for student housing accommodating up to 2000 students when the campus is fully developed. Phase I of campus student housing calls for a 600 bed project followed by a 250 bed renovation project in Phase II. Initially, Student housing will be located at the ends of what will be the North and South quadrangles of the campus, and will be comprised of both renovated and new construction at the far north and southern portions of the campus.

The Commission encourages campus planners to continue their efforts to view student housing as part of the overall mission to improve CSU access for students. The Commission notes that a strong residential life program enhances the vitality of the campus and is an important element of a successful undergraduate experience for many students.

Criterion 8: Environmental and Social Impact

The Commission requires that proposals for new institutions include a copy of the final environmental impact report. These reports enable the Commission to gauge the externalities that are expected to arise from the proposed institution and identify potential issues that may impact the development of the campus.

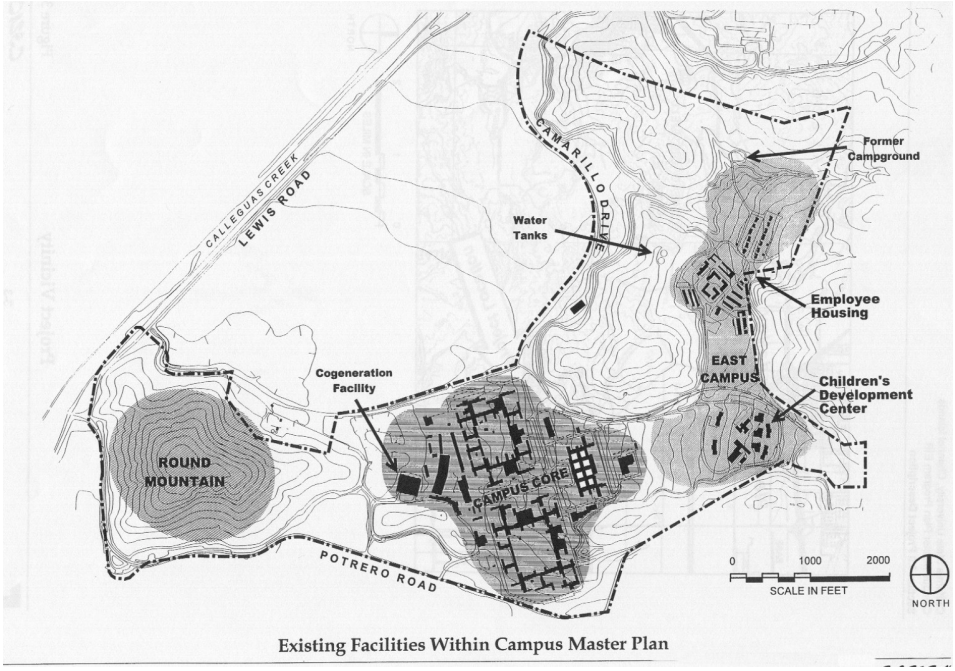
In January 1998, the CSU Board of Trustees initiated the preparation of an Environmental Impact Report to meet the requirements of the California Environmental Quality Act (CEQA). A Draft EIR was released for a 45-day public review period on June 5, 1998. CSU responded to comments and made corrections to the Draft EIR, publishing a Final EIR on August 31, 1998. The CSU Board of Trustees unanimously certified the Final EIR on September 18, 1998.

Campus Plan

As indicated previously, the site consists of 634 acres with approximately 1.6 million gross square feet of developed structures as well as roadways and other infrastructure. A number of these buildings have historical significance and preservation of these buildings will have a beneficial effect on the campus community and will preserve the richness of the environment.

The campus is comprised of two major sectors: the West Campus and the East Campus. The West Campus consists of 42 acres of what was the nucleus of the former hospital and will constitute the core academic area. The East Campus is comprised of approximately 162 acres of land. When developed, it will contain approximately 900 residential units, a K-8 Laboratory School, and a significant amount of park space. Display 4-12 depicts the site.

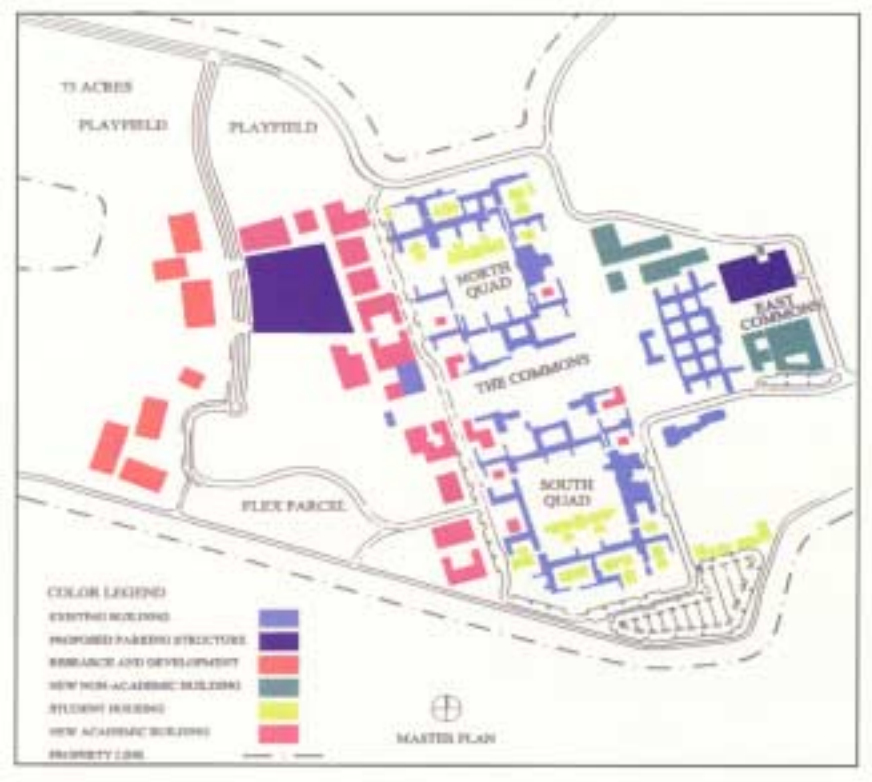
DISPLAY 4-12 California State University, Channel Islands Site Map



The campus master plan notes that the existing buildings in the West Campus area are arranged around courtyards and are aligned to an axial grid system. A cross axis links the North and South quadrangles, with the old hospital bell tower as the focal point. The existing buildings of the North and South "quads" will house both academic programs and student housing. A number of buildings in campus core will be preserved through reuse or adaptive reuse, while others will require significant changes in order to adapt them to instructional programs. Display 4-13 shows the core campus design.

Due to the limited availability of capital funding for the CSU system, the development of the East Campus is intended to provide a source of funding for the redevelopment of current West Campus facilities as well as for the development of new facilities. The CSU Channel Islands Master Plan calls for the development of staff and faculty housing, the creation of student housing and construction of a University Town Center, and the development of Research and Development as potential sources of funding associated with both East and West Campus development projects.

DISPLAY 4-13 Campus Plan



Criterion 9: Effects on Other Institutions

The Commission requires evidence that other systems, neighboring institutions, and the community in which the new institution is to be located have been consulted during the planning process. Letters of support from these and other appropriate entities should demonstrate strong local, regional support for the proposed institution and a statewide interest in the proposed institution. Further, the impact on existing and projected enrollments at neighboring institutions must be evaluated.

Community Support

Ventura and Santa Barbara Counties are home to five community colleges, the Santa Barbara campus of the University of California, and about 15 accredited independent state approved colleges and universities. Many of the private colleges in the area offer specialized instructional programs such as psychology, health care, seminary studies, photography, and law. The CSU has provided letters of support from each of the community colleges in the area as well as from Santa Monica College and Los Angeles Pierce College. Among the public and private four-year universities, the CSU has received letters of support from the Chancellor of the University of California at Santa Barbara and from the President of California Lutheran University in Thousand Oaks. Westmont College has

also provided a letter of support. The proposed Channel Islands campus is expected to have little or no impact on the specialized private schools as they fill a somewhat unique niche in the higher education "market" of the area.

The proposed campus appears to have strong community and regional support. With the exception of the City of Fillmore, each of the major communities in Ventura County have indicated strong support of the campus. The Chumas People of Ventura County also provided a letter of support expressing their hope that the Channel Islands campus would increase educational opportunities for their young people. Similarly, the Port Hueneme Division of the Naval Surface Warfare Center and the Naval Air Station at Point Mugu have indicated strong support and look forward to the development of partnerships between the Navy and the proposed campus in areas of workforce training and research and development. Finally, it is noted that the Ventura County Superintendent of Schools likewise supports the development of a public four-year university in the area, noting that the new university will make it possible for more local residents to obtain their teaching credentials in the area where they live and work.

The level of support from other systems, institutions, and local government indicates that the proposed campus is expected to have a positive impact on the community by enhancing educational opportunities and meeting workforce training needs.

The Impact on Neighboring Institutions

CSU Channel Islands will likely have an impact on enrollment levels at neighboring institutions. The institutions most significantly affected will be local community colleges and CSU Northridge and to some extent, private institutions in the area.

The presence of a new four-year university will provide new high school graduates with additional options for academic pursuits following high school, and as such, it is possible that local community colleges may observe slower rates of growth in student enrollments than they have in recent years. Thus, the impact of the new campus on first-time freshmen enrollments at community colleges in Ventura County was evaluated. Assuming the community college participation rate remains constant, the CSU estimates that the opening of CSU Channel Islands will have the effect of reducing first-time freshmen at local community colleges in 2004 by about 150 students, across all three community colleges in the Ventura Community College district. The expected growth in high school graduates over the next few years suggests that local community colleges will still enjoy a growth rate of about five percent per year and will not observe a decline in enrollment levels when the Channel Islands campus begins admitting freshmen in fall 2003.

Local community colleges are likely to remain an essential element of higher education in the Ventura County region. These institutions still present a cost effective means of completing general education requirements, and it is expected that many students will attend community college before transferring to the Channel Islands campus. Moreover, the presence of new degree programs offered at Channel Islands may serve to encourage students who would have otherwise left the area to first attend local community colleges and then transfer to CSU Channel Islands.

When CSU Channel Islands opens in fall 2002, the old CSU Northridge Ventura Center will begin to phase out its academic programs. Funding for the more than 900 FTES served through this center has been appropriated in the CSU Northridge budget. In phasing out this off-campus center, careful planning will be required to avoid a significant impact on the CSU Northridge support budget. The Commission encourages CSU Northridge and CSU Channel Islands to work together to ensure that the phasing out of FTES at the center is offset by enrollment growth at the Northridge campus.

The Commission is satisfied that the proposed campus has strong local, regional support from local governments, local schools, area community colleges, and other four-year universities in the region. The Commission encourages the CSU to work with local community colleges and CSU Northridge to ensure that campus growth does not have a negative impact on fiscal planning at these institutions. The Commission also encourages the CSU to develop cordial, collaborative working relationships with private colleges and universities in the region to ensure that the development of the Channel Islands campus does not have a deleterious impact on these institutions.

Criterion 10: Economic Efficiency

The Commission's criteria concerning economic efficiency gives priority to proposals gives priority to proposals in which the State is partially or fully relieved of its financial obligation for capital or support costs. Likewise, the Commission gives high priority to projects involving intersegmental cooperation, provided financial savings result of the cooperative effort.

The transfer of the former Camarillo State Hospital property to the CSU for development of CSU Channel Islands is neither a gain nor a loss to the state, since the property essentially remains under State control. The 260-acre parcel of land acquired for the Channel Islands campus prior to the conveyance of the Camarillo State Hospital site is an asset that the CSU may be able to leverage in developing the Channel Islands campus. It is anticipated that some cost savings will result from the renovation of existing buildings in lieu of more costly new construction.

The proposed campus is engaging in planning activities on several projects that will involve interagency, intersegmental, and inter-campus cooperation:

*Biotechnology La*b – CSU Channel Islands will make space available on its campus for Moorpark College's biotechnology laboratory. Amgen and Baxter Healthcare Corporation donated laboratory equipment to Moorpark on the condition that CSU Channel Islands make the laboratory space available. Faculty and students of both institutions will share the laboratory space and equipment.

International Studies Academy – This partnership with the Oxnard Union High School District involves the establishment of a program for 30-50 high school students interested in international studies. CSU will provide space and teleconferencing facilities for the program.

Postgraduate Certificate in Business Management – This program will offer a web-based Certificate in Business Management in collaboration with California State University Los Angeles and the Naval Postgraduate School (NPS). Instruction is delivered entirely on-line by CSULA faculty. CSU Channel Islands will provide local site coordination and examinations are to be proctored at the Channel Islands campus.

Navel Surface Warfare Center – This partnership could result in the provision of continuing professional education and training to engineers and other technical personnel working at the Naval Surface Warfare Center.

Distributed Liberal Studies Degree Completion Program – This potential program would enable CSU Channel Islands deliver CSU Monterey Bay's Liberal Studies program to residents of Santa Barbara County. CSU Channel Islands would recruit cohorts of students and provide program coordination for the Monterey Bay program.

CSU Channel Islands planning staff are engaged in developing several programs that will involve interagency, intersegmental, and inter-campus cooperation. These programs demonstrate a spirit of innovation and a commitment to the wider community and will promote economic efficiency.

Conclusion

The proposal submitted by the California State University for a new university in Ventura County has met the review criteria established by the California Postsecondary Education Commission for a new university campus. The Commission recommends that the State move forward with its plans to develop and open the California State University, Channel Islands campus in fall 2002.

Appendix A