

NEEDS ASSESSMENT CHECKLIST: COLLEGE

CALIFORNIA COMMUNITY COLLEGES (CCR title 5, § 55180-55185)

California Community Colleges (CCC) are regionally accredited, degree and certificate granting institutions offering a full complement of lower-division programs and services, usually at a single campus location owned by the district. A community college must have its own freestanding administration headed by a President and support services, and be capable of passing accreditation.

The college approval process is a multi-step process starting with the District submitting a Letter of Intent. Once the Letter of Intent is reviewed and approved by the Chancellor’s Office, an approval letter is transmitted to the district. The next step is the development of a Needs Assessment per CCC Guidelines. The Needs Assessment provides the findings from a comprehensive needs analysis for the project. The purpose of a Needs Assessment is to provide evidence of the need for and location of new institutions and campuses of public higher education. A Needs Assessment is considered complete only when it fully addresses each of the criteria listed below:

RECEIVED (✓)	REQUIRED ELEMENT FOR NEEDS ASSESSMENT GUIDELINES
1.1	<p>General Discussion & Overview (CCR title 5, § 55180, 55181, 55182, 55183, 55184)</p> <ul style="list-style-type: none"> • Description of proposal • A history of the center • Physical description of site, including maps (population densities, topography, road and highway configurations, etc.) • Social & demographic analysis of service area • Socioeconomic profile of service area • Identify preferences and needs for community college programs, student services, and any other services on the part of individuals in the service area • Identify present and future labor market requirements for the proposed service area, region, and state • Reconcile labor market requirements and community program preferences • Demonstrate significant community support and identify possible community opposition

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	<p>1.2 Enrollment Projections (10 years from opening date) (CCR title 5, § 55180 - 55182)</p> <ul style="list-style-type: none"> • Provide 10 years of educational center's historical enrollment data that includes Fall, Spring, and Annualized Headcount, FTES, and WSCH per Headcount • Projections include Fall, Spring, and Annualized Headcount, FTES, and WSCH per Headcount • DOF Demographic Research Unit approval • Ensure projections justify regional demand for new College Status, taking neighboring districts and their excess capacity into account • A discussion of the extent to which, in quantitative terms, the proposed campus will increase systemwide or district capacity and help meet statewide and regional enrollment demand • For a new community college campus, enrollment projected for the district proposing the college should exceed the planned enrollment capacity of existing district colleges and centers • Compelling regional or local need must be demonstrated if the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or centers • If existing District Colleges & Centers enrollments do not exceed planned enrollments, justification of regional or local need for the new campus
	<p>1.3 Alternative Discussion covers the following (CCR title 5, § 55184):</p> <ul style="list-style-type: none"> • Expansion of existing institutions (more space) • Increased utilization of existing institutions (longer hours, weekends) • Shared use of facilities with other postsecondary institutions • Use of non-traditional instructional delivery • Private fund raising or donations of land or facilities • Alternate sites considered • Cost-benefit analysis on all alternatives and sites, strong sole sourcing justification if property already owned, discussion on cost-benefit of selling owned site & purchase of another site • The proposed operation must be most effective and equitable for providing the intended programs and services based on the selection criteria of: <ul style="list-style-type: none"> ○ Accessibility of programs and services to the individuals to be served ○ Content, quality and cost of programs and services

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1.4	<p>Academic Planning & Program Justification (Ed. Code, § 70901-70902; CCR title 5, § 51008, 55180, 55183)</p> <ul style="list-style-type: none"> • Incorporate district education master plan that includes proposed campus and academic programs that have been approved by the Chancellor’s Office • Identify preferences for community college programs on the part of individuals in the service area • Description of proposed academic degree and certificate programs and objectives for meeting the educational needs and preferences • Description of the range of Basic Skills and ESL courses to be offered (as appropriate) • List of all course offerings (Degree and non-degree) • Description of center academic and occupational organization • Show evidence of process leading to full institutional accreditation by the Western Association of Schools and Colleges (WASC) • Include estimated timeline for attaining accreditation by WASC
1.5	<p>Student Services and Outreach (CCR title 5, § 55180, 55182, 55183)</p> <ul style="list-style-type: none"> • Identify preferences and need for community college student services on the part of individuals in the service area • Description of how the services provided match the needs of the student population • Description of how support services are planned, staffed, and evaluated at the campus • Description of each of the services planned, including but not limited to: orientation; assessment; counseling, advising and other education planning services; admissions and records; financial aid; California Work Opportunity and Responsibility to Kids (CalWORKs); Cooperative Agency Resources for Education (CARE); Disabled Students Programs and Services (DSPS); Extended Opportunity Programs and Services (EOPS)); supports for foster youth; health and student mental health services; library services; tutoring; transfer and articulation services; and veterans services • Description of support service staffing for each of the services planned, in relation to the projected number of students to be served • Description of expected hours of operation for each of the services to be offered • Description of the plans for student outreach, ADA services accessibility of facilities, and outreach student confidentiality and record keeping for services offered

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	<p>1.6 Support & Capital Outlay Projections (CCR title 5, § 55180, 55181)</p> <ul style="list-style-type: none"> • Describe plan to continue center operation for 10 years or more • Include district facilities master plan that incorporates the proposed campus • Include a 10-Year Capital Outlay Projection for the campus that includes total ASF for each year of the projection with estimated cost per ASF • Include a 5 year support budget including administration, academic, academic support, student services administration, and other site related costs • Number of Personnel Years required for each year projected • Include organizational chart that identifies campus leadership structure
	<p>1.7 Geographic & Physical Accessibility (CCR title 5, § 51008, 55181, 55182, 55184)</p> <ul style="list-style-type: none"> • Include a transportation plan (bus service, parking, etc.) that complies with American Disability Act • Estimated commute times for service area • Plans for residential housing facility if appropriate
	<p>1.8 Effects on Other Institutions (CCR title 5, § 55180, 55181, 55182, 55183, 55184)</p> <ul style="list-style-type: none"> • Provide evidence that other systems, institutions, and the community in which the new institution is to be located were consulted during the planning process, especially at the time that alternatives to expansion were explored • Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals • Letters of support from the community, postsecondary institutions • Letters of support from the adjacent Community College Districts (CCD) • Justification that the new college will not impact enrollment projections for adjacent CCDs that would cause negative financial impacts • Demonstrate significant community support and identify possible community opposition • Ensure projections justify regional demand for college status, taking neighboring districts and their excess capacity into account • The conversion of an educational center to a community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new community college, or in adjacent districts, to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs

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	1.9 Environmental Impact (CCR title 5, § 55181, 55184) <ul style="list-style-type: none">• Include copy of Final EIR for site
	1.10 Economic Efficiency (CCR title 5, § 55181, 55184) <ul style="list-style-type: none">• Priority given to campuses that create no financial burden for the State• A similar priority is given to campuses that engage in collaborative efforts with other segments to expand educational access in underserved regions of the State