



Substantive Change Proposal 2016

SUBSTANTIVE CHANGE PROPOSAL 2016

- Addition of Courses That Constitute 50 Percent or More of a Program Offered Through a Mode of Distance Education
- Addition of a New Degree or Certificate Program That Represents a Significant





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Irvine Valley College
Substantive Change Proposal 2016



Addition of a New Degree or Certificate Program That Represents a Significant Departure from an Institution's Current Programs

Addition of Courses That Constitute 50 Percent or More of a Program Offered Through a Mode of Distance Education

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Section 1

New Degree and Certificate Programs

Addition of a New Degree or Certificate Program That Represents a Significant Departure from an Institution's Current Programs

Adult English as a Second Language

Biotechnology

Global Studies

Substantive Change: New Programs

Adult English as a Second Language

Program Description

The Adult English as a Second Language (AESL) program is an intensive, non-credit English language program that provides non-native English speakers with English language instruction to meet their vocational, community, personal, and academic goals. The curriculum consists of integrated listening, speaking, reading, and writing language skills as well as a focus on US culture, civics, and media literacy. The program is comprised of an organized sequence of five courses, starting with the low beginning level and progressing to the low-advanced level.

[\[Catalog Addendum: August 22, 2016\]](#)

Program Rationale

The program provides students with increased opportunities for successful employment, community engagement, and academic success. Students are also able to seamlessly transition to the academic, credit ESL courses at IVC. The AESL Center in room B 382 supports all future and current ESL students in becoming successful IVC students and learning English for work, with family, in the community, or at school. The AESL Center is a one-stop center that offers student services that specifically address the needs of non-native speakers of English, including assistance with completing the admissions and registration process, ESL assessment, orientation, counseling, and campus and community resource referral. The center has computers and staff available to provide language and digital support for students. The AESL Center is also used as a classroom/lab for ESL classes. (All F-1 visa students should go to the International Student Center for assistance.) [\[Catalog Addendum: August 22, 2016\]](#)

Relationship to College Mission

The Irvine Valley College mission statement commits the college to student success via “exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.” The new AESL program supports student success by providing three certificates, curriculum, and courses that prepare students to progress to credit ESL courses or to enter the workforce. The AESL program uses existing and new faculty to serve the diverse community surrounding Irvine Valley College. The program also supports the college’s strategic goals. The AESL program offers students an opportunity to transfer into the credit ESL program and thus can be viewed as a program that promotes “students’ success by enhancing the teaching and learning environment” (IVC 2014 - 2020 Strategic Goal 2). [\[IVC Vision, Mission and Goals\]](#)

Educational Purpose

In Fall 2016, IVC started offering a full sequence of new ESL non-credit classes designed to meet the Career Development and College Preparation (CDCP) goals of ESL students, some of whom are currently in IVC’s academic, credit ESL courses and others who are in the local community. The need for such a program first came to light during meetings of the AB 86 Adult Education Consortium Planning Grant. The development of a non-credit ESL

program at IVC is specifically denoted in the AB 86 South Orange County Regional Consortium's (SORC) Regional Comprehensive Plan. Furthermore, development of this program is also being supported through IVC's Student Equity Plan (SEP) because ESL students aged 35 years or older have been identified as disproportionately impacted in terms of completion. One of the main reasons for this disproportion is that this student population takes ESL courses not for transfer purposes but for other essential reasons such as getting a job, connecting with the community, preparing for graduate work, developing life skills, and improving overall English fluency. [[IVC Student Equity Plan—2015](#)]

The Adult ESL program provides necessary basic skills instruction as well as current and relevant vocational preparation to meet the needs of the students in our community. This program supports the college's 2014-2020 strategic goal:

- Goal 2: IVC will promote students' success by enhancing the teaching and learning environment.

This program supports the college's 2014-2020 strategic objectives:

- 2.1: Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.
- 3.3: Provide relevant, innovative, and appropriate workforce training.

Program SLOs

The AESL curriculum consists of five (5) levels of noncredit ESL courses (AESL 501, 502, 503, 504, and 505), offered as a practicum, four (4) days per week, three (3) hours each day for a total of twelve (12) hours a week. Three certificates of competency are available (ESL beginning, ESL intermediate, and ESL advanced). Students will take the ESL assessment and meet with an ESL counselor to determine initial placement. The AESL program SLOs are:

- 1) Students will be able to effectively communicate orally in English during conversations, presentations, and other types of oral performance.
- 2) Students will be able to interpret and understand a wide span of authentic written texts
- 3) Students will be able to compose paragraphs, memos, summaries of readings, and emails using appropriate vocabulary, structure, and grammar.

The following are the SLOs for the AESL 501 - 505 sequence and assessment method:

AESL 501 – Beginning Level 1

- At the end of the semester, students will be able to fill out an elementary school emergency form, a school registration form, and a simple rental application. This will be assessed by the readability and completeness of the forms.

AESL 502 – Beginning Level 2

- At the end of the semester, students will be able to interpret warning labels of over-the-counter and prescription medication and ask appropriate questions of clarification to pharmacy staff. This will be assessed by a conversation rubric.

AESL 503 – Intermediate Level 3

- At the end of the semester, in a role-play situation, students will be able to effectively communicate with a teacher in an imagined teacher-parent conference for an elementary school-aged child.

This will be assessed by a conversation rubric.

AESL 504 – Intermediate Level 4

- At the end of the semester, students will be able to write an appropriate cover letter using the appropriate conventions and style of business English for a specific job.

This will be assessed by a writing rubric.

AESL 505 – Advanced Level 5

- At the end of the semester, students will be able to write a two-page personal narrative essay that is well-developed, organized, and coherent.

This will be assessed by a writing rubric.

Following are the course learning objectives as outlined in the Course Outline of Record for the five courses:

Course Learning Objectives	
Upon completion of the course, the student will be able to:	
AESL 501	AESL 502
Respond to simple requests for clarification in a familiar context	Follow simple work and class-related tasks and instructions presented orally.
Use short phrases to give simple commands and express caution.	Converse in daily spoken English using a lexicon of at least 350 words.
Interpret short, simple narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.	Interpret simple narrative and descriptive passages on unfamiliar topics with materials which include visual or other aides to make the context clear.
Write a series of simple sentences on one topic based on previously learned vocabulary and structures.	Compose a loosely organized paragraph of at least 50 words based on a personal narrative using functional topics, vocabulary, and targeted language structures.
Fill out simple forms which require limited biographical or personal information.	Generate simple and compound written declarative, interrogative and negative sentences.
Employ communication strategies to effectively make a purchase transaction using U.S. currency.	Restate and clarify prescription instructions to health care professional.
	Employ listening and speaking strategies to effectively participate in a parent/teacher conference.
AESL 503	AESL 504
Interpret face-to-face conversations using an	Interpret most face-to-face conversations

active lexicon of 1500 words while negotiating some unfamiliar vocabulary.	in standard English and at a normal rate.
Deliver a short and simple oral presentation using simple and compound sentence, modals, and comparative/superlative forms.	Engage in extended conversations on familiar and unfamiliar topics using a lexicon of at least 1600 words.
Infer meaning of new words from context by analysis of prefixes, suffixes, and etymology.	Apply reading strategies to independently identify the main idea of a passage.
Write short sentences and paragraphs on assigned topics incorporating new grammatical structures.	Write: short composition of at least two paragraphs, letters/emails, a business letter, and fill out a job application.
Recognize and correctly use verbs in the following tenses: simple past, present perfect, and future with “will” and “be going to”.	Use modals to express ability, permission, requests, advice, and suggestions; recognize and use correctly: gerunds and infinitives, stative verbs, compound and complex sentences.
Effectively engage in mock parent-teacher conferences.	Communicate with employers, emergency and school personnel, neighbors, and other members of the community.
Effectively engage in mock car leasing/buying/repair conversations and emails.	Recognize legal rights for employees, and tenants.
AESL 505	
Discriminate orally for accurate information while taking notes on a short academic lecture.	
Formulate sentences orally that show correct application of grammatical and verb construction rules related to grammatical topics covered in the course as well as appropriate selection and use of vocabulary.	
Compose a basic essay that demonstrates the selection and usage of appropriate vocabulary as well as the correct application of rules governing sentence construction, paragraph organization, and grammatical forms.	
Identify and paraphrase the main and supporting ideas of a reading passage at a 5th grade level.	
Write a formal e-mail to an elected official about a problem that concerns them or their community.	
Recognize the benefits of enrolling in college, technical school, or a certificate program.	

Program Staffing

The estimated faculty workload during the first full year operating the AESL program is 9.71 FTEF per semester, comprised of existing and new faculty in the ESL department. Because each of the five AESL courses meets for 12 practicum hours a week, each part-time faculty member is assigned one AESL section. Several new faculty members were hired over the summer to start this fall. A part-time coordinator was hired using SEP funds to develop policies and procedures to run the AESL program and center. A full-time discipline expert receives seven LHE reassigned time to oversee the AESL program.

Program Professional Development

Irvine Valley College offers robust support for faculty, staff, and administrative professional development. The Academic Affairs committee, the Academic Senate, and Office of Instruction allocate funding for faculty, staff and administrative training and conference attendance. During the 2015 – 2016 academic year, \$120,000 was allocated in faculty professional development funds and \$20,000 was allocated for faculty, staff and administrator leadership professional development. A two-day training for new and existing AESL faculty was conducted in August 2016 and was funded through the AANAPISI grant.

Curriculum Development & Curriculum Review

Curriculum development at Irvine Valley College takes place through the Curriculum Committee. Faculty discipline experts write and revise curriculum and programs. Materials are written and entered into CurricUNET; vetted and reviewed by area faculty and the area dean; reviewed for compliance with state and ACCJC standards by a technical review committee comprised of faculty, approved by vote of the Curriculum Committee; approved again by vote of the Academic Senate; and then submitted to the Board of Trustees for approval prior to submission to the state Chancellor's office for approval. Five new courses were written for the AESL program: AESL 501 (Beginning Adult ESL Level 1), AESL 502 (Beginning Adult ESL Level 2), AESL 503 (Intermediate Adult ESL Level 3), AESL 504 (Intermediate Adult ESL Level 4), and AESL 505 (Advanced Adult ESL Level 5). Upon approval of the courses, the lead faculty submitted the three certificates for approval. Curriculum is reviewed every five years. Comprehensive program review occurs every six years. The next ESL and AESL program review is scheduled for the 2017-2018 academic year.

Program Course Requirements

Adult ESL program certificate requirements are found in the program narrative and college catalog. [\[Catalog Addendum: August 22, 2016\]](#)

Certificate of Competency Beginning Adult ESL

This sequence of courses is designed to help non-native English language learners acquire basic communication skills and cultural/civic proficiencies used in everyday life situations encountered at home, at school, at work, and in the community. The program prepares students to participate in simple conversations, read and understand basic directions and texts, fill out basic forms, and write simple sentences. It also prepares students for the intermediate level program.

Complete the following courses:

- AESL 501 Beginning Adult ESL Level 1
- AESL 502 Beginning Adult ESL Level 2

Certificate of Competency Intermediate Adult ESL

This sequence of courses is designed to help non-native English language learners strengthen communication skills and cultural/civic proficiencies used in everyday life situations encountered at home, at school, at work, and in the community. The program prepares students to engage in conversations on a variety of subjects beyond that of personal experience, read and understand texts from different genres, and write basic paragraphs. It also prepares students for the advanced level program.

Complete the following courses:

- AESL 503 Intermediate Adult ESL Level 3
- AESL 504 Intermediate Adult ESL Level 4

Certificate of Competency Adult ESL Advanced

This sequence of courses is designed to help non-native English language learners refine communication skills and cultural/civic proficiencies used in everyday life situations they will encounter at home, at school, at work, and in the community. The program prepares students to develop extended oral fluency, read and understand work-specific and simple academic texts, and write extended paragraphs. It prepares students for ESL academic credit courses and oral and written communication needs in the workplace.

Complete the following courses:

- AESL 504 Intermediate Adult ESL Level 4
- AESL 505 Advanced Adult ESL Level 5

Student Support Services

Irvine Valley College has a variety of innovative, student-centered services, including Admissions and Records, the Bookstore, the Bursars office, CalWORKs, the Career Center,

the Child Development Center, Counseling, Disabled Students Program and Services, Extended Opportunity Program and Services, Financial Aid, Guardian Scholars (foster youth), the Health and Wellness Center, the International Student Center, Outreach and Community Relations, Student Life, Student Equity, Student Success and Support Program (Matriculation), the Transfer Center, and the Veterans Services Center. Although the scope and breadth of these services do help AESL students, more specialized student services are needed to accommodate the linguistic and digital literacy needs of this student population. Recently, a center was opened to help AESL students with a specialized admission, assessment, orientation, advising, and registration process. Additionally, bilingual staff was hired to provide in-person assistance to non-English speakers.

As of Fall 2016, Irvine Valley College has 14,919 students (headcount) and 5,098 FTES. The Student Counseling Ratio (Fall 2014) is 619:1. [\[CCC Student Success Scorecard, Irvine Valley College\]](#) The estimated number of Adult ESL students is 1000 per year, including the summer session. At the time of this document's completion, there are 369 students enrolled in the program.

Adult ESL: Program Scope & Impact		
Metric	IVC	Adult ESL
Students (headcount, all sections)	14,919	369
Students (FTES)	5,098	55
Classes (Sections as of End of Term)	1,538	16
Faculty (FTEF as of End of Term)	338.8	9.71

Prerequisites & Admission Requirements

There are no prerequisites or special admission requirements to pursue any of the three AESL certificates. All students, however, need to complete the matriculation process prior to enrolling in one of the five AESL classes. Recommended placement in classes is facilitated through the ESL assessment process.

Labor Market Analysis (if applicable)

Adult ESL is not a vocational program, therefore, a labor market analysis is not applicable.

Needs Assessment

Beginning Fall of 2012, the ESL faculty participated in a series of workshops and meetings to assess the needs of the ESL students. In a survey conducted in the Fall of 2012 to identify education goals for ESL students at IVC, only 53.2 percent of respondents indicated that they planned to transfer to a four-year college, obtain an AA degree, or a certificate. Almost 25 percent of the respondents indicated that they were taking ESL classes for "everyday life" and 9 percent for jobs. [\[ESL Education Goal Survey—Fall 2012\]](#)

Another catalyst for the creation of the new Adult ESL program is the low success rate of credit ESL as outlined in the Student Success Scorecard. Over a six-year period (between the 2009-2010 and 2014-2015 academic years), IVC tracked students that started by enrolling in an ESL course below the transfer level. Within that group, the percentage of students that went on to enroll in a college-level course within the same discipline was 16.3%. Even more alarming was that an even smaller percentage (5.2%) of students over

the age of 40 that started in a non-transferrable ESL course would go on to enroll in a college-level course in the same discipline. [[Student Success Scorecard](#)]

Institutional Planning & New Program Development Process

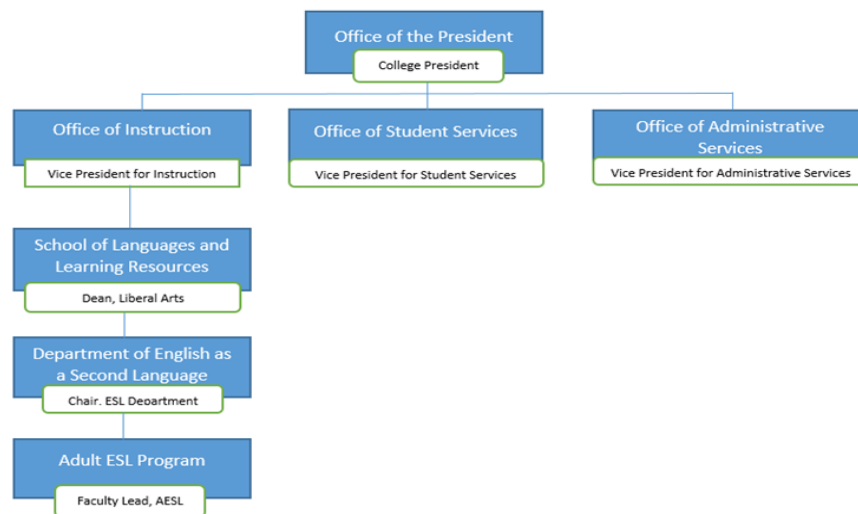
The formal planning and development of the Adult ESL program took place over a two year period, from 2014 to 2016 as a result of AB 86 and the Student Equity Plan. During the 2015-2016 academic year, faculty leads in ESL followed the college's New Program Approval Process. [[New Program Approval Process \(2008\)](#)]

The Adult ESL program was approved by the Board of Trustees in March 2016.

The Adult ESL certificates received CCCCCO approval in July 2016 and appear in the IVC Catalog Addendum. This fall semester, all five AESL courses are being offered for the first time.

Institutional Impact

The Adult ESL program is housed in the School of Languages and Learning Resources within the department of English as a Second Language.



Program Equipment & Facilities

The Adult ESL uses the Adult ESL Center and shares six classrooms with ESL. Additionally, two classes were scheduled at ATEP, an offsite location.

Fiscal Resources & Budget

During its first year, the Adult ESL program was supported by the funding sources outlined below:

Grant	Funding
SEP	\$53,000
AANAPISI	\$39,558
AEBG	\$10,000
BSI	\$16,573
SSSP	20-hr counselors and staff support for student intake

Program Enrollment

In its first semester, Fall 2016, 369 students are enrolled in 16 sections of AESL 501, 502, 503, 504 and 504 with a waitlist of approximately 300 students. These classes are capped at 25. Because the classes are open entry/open exit, students will be enrolled continuously as seats become available; therefore, the number of enrolled students is expected to remain unchanged for the rest of the semester.

Course ID	Course Title	Current Enrollment
AESL 501	Beginning Adult ESL Level 1	24
AESL 501	Beginning Adult ESL Level 1	25
Course ID: AESL 501 Totals		49
AESL 502	Beginning Adult ESL Level 2	24
AESL 502	Beginning Adult ESL Level 2	Cancelled
AESL 502	Beginning Adult ESL Level 2	23
AESL 502	Beginning Adult ESL Level 2	26
Course ID: AESL 502 Totals		73
AESL 503	Intermediate Adult ESL Level 3	24
AESL 503	Intermediate Adult ESL Level 3	19
AESL 503	Intermediate Adult ESL Level 3	28
AESL 503	Intermediate Adult ESL Level 3	24
Course ID: AESL 503 Totals		95
AESL 504	Intermediate Adult ESL Level 4	26
AESL 504	Intermediate Adult ESL Level 4	23
AESL 504	Intermediate Adult ESL Level 4	28
Course ID: AESL 504 Totals		77
AESL 505	Advanced Adult ESL Level 5	31
AESL 505	Advanced Adult ESL Level 5	21
AESL 505	Advanced Adult ESL Level 5	23
Course ID: AESL 505 Totals		75

Program Review & Evaluation Plan

Each course in the Adult ESL program has defined learning outcomes. Student learning outcomes are entered into a system called TracDat and assessed each semester. Student success in the program will be assessed during a comprehensive program review in the 2017-2018 academic year.

Program Approvals

Key approval steps and approval dates for the Adult ESL certificates may be found in the following chart:

Curriculum Development: Adult ESL		
Action Step	AESL 501, 502, 503, 504, 505	Certificates
School of Languages and Learning Resources Approval	07/14/2015	07/14/2015
Tech Review Approval	08/25/2016	No record
Approved by Curriculum Committee	09/22/2015	1/26/2016
Approved by SOCCCD Board of Trustees	10/26/2015	4/25/2016
Approved by CCCCO	11/24/2015	7/15/2016
Scheduled/Available for students	Fall 2016	Fall 2016

Legal Requirements (if applicable)

There are no special legal requirements or licensures for the AESL program.

Eligibility Requirements

There are 21 eligibility requirements for accreditation. Institutions must meet all eligibility requirements completely to be accredited and must do so continuously. The addition of a new program may impact one or more of these requirements. An assessment of the impact of the Adult ESL program on IVC's eligibility follows:

1. **Authority.** The addition of the Adult ESL program has no impact on IVC's right to operate as a post-secondary institution.
2. **Operational Status.** The addition of the Adult ESL program has no impact on the college's ability to fulfill its operational status as a degree-awarding institution. The Adult ESL program is not a degree. It offers three certificates of competency.
3. **Degrees.** The Adult ESL program does not lead to a degree. It offers three certificates of competency.
4. **Chief Executive Officer.** The addition of the Adult ESL program has no impact on the chief executive officer.
5. **Financial Accountability.** The addition of the Adult ESL program has no impact on the financial accountability of Irvine Valley College.
6. **Mission.** The Adult ESL program is consistent with the college's mission, which has been adopted by the governing board and published on the college's website and states the college's commitment to student learning and achievement.
7. **Governing Board.** The Adult ESL program was approved by the SOCCCD governing board. The adoption of Adult ESL program has no impact on the governing board's responsibilities, accountability and independence.

- 8. Administrative Capacity.** The Adult ESL program has been carefully developed following the college's new program approval process, designed to ensure that administrators are consulted and can ascertain that the institution has the administrative capacity to support the new program.
- 9. Educational Programs.** The Adult ESL program has been carefully developed by discipline experts and reviewed and vetted by faculty and administrators to ensure that the addition of the new program is congruent with the college's mission and meets standards for quality and rigor.
- 10. Academic Credit.** The Adult ESL program is a noncredit program.
- 11. Student Learning & Achievement.** Each course in the Adult ESL program has defined learning outcomes. Student learning outcomes are entered into a system called TracDat and assessed each semester. Student success in the program will be assessed during a comprehensive program review in the 2017-2018 academic year.
- 12. General Education.** The Adult ESL program is a noncredit program.
- 13. Academic Freedom.** The Adult ESL program emerged from an atmosphere of intellectual freedom and creativity. Discipline faculty conceived the idea of introducing Adult ESL program to Irvine Valley College. Once administrative support was granted, faculty drove the process of developing new curriculum to support the certificates.
- 14. Faculty.** The Adult ESL program requires approximately 9.71 FTEF of additional faculty per semester.
- 15. Student Support Services.** The addition of the Adult ESL program requires additional and specialized student support services. Grant funding has been used to supplement the need for these services.
- 16. Admissions.** The addition of the Adult ESL program requires additional and specialized admissions processes and services. Grant funding has been used to supplement the need for these services.
- 17. Information & Learning Support Services.** Library and learning resources at Irvine Valley College have the capacity to serve the Adult ESL program. Thus the addition of these certificates do not in any way adversely impact the ability of the institution to provide long-term access to sufficient information and learning support services to support instructional programs.
- 18. Financial Resources.** The addition of the program does not hinder the institution's ability to assure financial stability.
- 19. Institutional Planning and Evaluation.** The Adult ESL program was created via institutional planning processes and exemplifies how appropriate planning results in the addition of programs to support student learning and achievement. The

institution's program and curriculum review process will assure that the Adult ESL program stays current and engages in continuous improvement.

20. Integrity in Communication with the Public. To provide precise, accurate, and current information to the public, the Adult ESL program (state-approved in July 2016) is included in the college catalog addendum dated August 22, 2016. Marketing materials for the new Adult ESL program are available in five languages: Chinese, Farsi, Vietnamese, Arabic, and Korean.

21. Integrity in Relations with the Accrediting Commission. This substantive change proposal has been carefully researched and prepared to convey accurately the genesis and institutional impacts of the Adult ESL program.

Accreditation Standards

A. Standard I: Mission, Academic Quality, Institutional Effectiveness, Institutional Integrity

The development of the AESL program embodies the best practices and ideals expressed in Standard I.

- 1. Mission:** The program and its development process honor the college's mission, vision, goals and objectives. The program affords IVC's diverse community of students the opportunity to take free English college courses in order for them to develop their English skills for Career Development and College Preparation (CDCP) goals.
- 2. Institutional Effectiveness:** The Adult ESL program was developed and will be evaluated through robust and collaborative college processes, including the curriculum development process, the new program development process, and the program review process. Should resources be needed to support the program in the future, the college has a transparent resource request process that is linked to program review and program objectives. Should faculty wish to pursue professional development to support the Adult ESL program, the college has both a culture of support for professional development and a well-used, well-funded process for requesting funding and reimbursements for professional development activities. These transparent and collaborative processes ensure the academic quality of the AESL program.
- 3. Institutional Integrity:** The policies and procedures that gave rise to the Adult ESL program and that will be used to evaluate its effectiveness in the future are all regularly reviewed for transparency and effectiveness through college oversight committees, such as the Strategic Planning and Accreditation Council (SPAC), the Institutional Effectiveness Committee (IEC), and the Academic Planning and Technology Committee (APTC). The curriculum and new program development processes are subject to regular evaluation by the Academic Senate, Curriculum Committee, and the APTC. The IEC evaluates the college mission and program review processes. The Budget Development and Resource Planning Committee (BDRPC) and SPAC regularly evaluate the resource request process.

B. Standard II: Student Learning Programs and Support Services

- 1. Instructional Programs:** The Adult ESL program adheres to ACCJC standards and best practices in offering instructional programs. Each of the courses in the Adult ESL program has student learning outcomes in the course outline of record that are evaluated each semester with results recorded in IVC's TracDat system. The Adult ESL program is developed and vetted by faculty discipline experts. The quality and appropriate sequencing and scheduling of the Adult ESL courses are assured through the program approval processes as outlined in the Program and Course Approval Handbook (PCAH), which are enforced through both IVC curriculum processes and chancellor's office review. Regular program review (every two years) assures that the Adult ESL program will be continuously evaluated and improved.
- 2. Library & Learning Resources:** The Irvine Valley College library has an extensive selection of books and journals supportive of the Adult ESL curriculum and has reached out to the area dean and department chair to find out if additional resources are necessary to support the program. The library and learning centers work with all disciplines, including Adult ESL, to offer student learning support.
- 3. Student Support Services:** The Student Support Service section of this report (page 13) outlines the wide spectrum of student support services available to students in the Adult ESL program.

C. Standard III: Resources

- 1. Human Resources:** The Adult ESL program utilizes existing and new ESL faculty. The institution supports the professional development of program faculty through conference attendance or other means of improving teaching or enhancing knowledge of the field. The AESL program plans to submit a request to hire a full-time faculty member.
- 2. Physical Resources:** The Adult ESL requires regular lecture classrooms and computer labs. In addition to the Adult ESL Center that opened this fall, four additional computer labs will be assigned to ESL and Adult ESL beginning in summer 2017. Currently, Adult ESL shares six classrooms with ESL and uses available computer labs throughout campus and at ATEP.
- 3. Technology Resources:** IVC has a robust technology planning process that assures regular technology refresh and the installation of classroom technology that supports teaching and learning. The technical support staff is very responsive and effective at keeping the technology running smoothly. District funds support continuous technology improvements. In addition to regular lecture rooms, the Adult ESL program requires use of computer labs. The Adult ESL Center is equipped with twenty-five computers and a projection system. The Adult ESL classes use Burlington English, an English language and digital

literacy software.

4. **Financial Resources:** IVC's strategic planning process integrates budgeting, planning, program review and resource allocation. The college is financially stable and has sufficient resources to support program growth, including the addition of this new Adult ESL program.

D. Standard IV: Leadership and Governance

1. **Decision-Making Roles and Processes:** To ensure that collaboration and communication occur, the college adopted the New Program Development and Approval Policy in 2008. Each proposal must respond to five criteria. The initiator must acquire the approval of the Academic Senate and Chief Instructional Officer (Vice President for Instruction). The originator must also work collaboratively with discipline experts, the Curriculum Chair, and the research and planning office to develop and refine the proposal. The faculty leads followed this process when developing the Adult ESL program. Subsequently, the curriculum approval process for new courses and programs involves the collaboration of several individuals and groups, including discipline experts, the Curriculum Committee, the Academic Senate, the Office of Instruction, and the Board of Trustees. IVC's processes assure that all stakeholders at the college and district were involved in the development of the Adult ESL program.
2. **Chief Executive Officer:** The president is actively involved in the planning and oversight of the three primary units in the college – administrative services, student services, and instruction. The Adult ESL program is an instructional program under the authority delegated by the college president to the Vice President for Instruction. During the new program approval process, the Vice President for Instruction was assured that the Adult ESL program was in line with the mission and strategic goals of the college. Students enrolled in the Adult ESL program will benefit from the president's oversight and support of sufficient staffing, his hiring highly qualified personnel with the appropriate education, training and experience within all academic programs, student support services, and in classified staff positions.
3. **Governing Board:** In keeping with state law and regulations governing curriculum and program development, the governing board of the South Orange County Community College District must approve new courses and programs before the IVC office of instruction submits them to the state. The SOCCCD Board of Trustees approved the new Adult ESL courses and program as follows:

Board of Trustees Approval: Adult ESL		
	AESL 501, 502, 503, 504, 505	AESL Certificates of Competency
Approval Dates	10/26/2015	4/25/16

4. **Multi-College District:** Irvine Valley College and Saddleback College are two colleges within the South Orange County Community College District. In addition, Irvine Valley College has an offsite location known as the Advanced Technology Education Park (ATEP). The two colleges develop curriculum independently of each other. The locations at which the colleges may offer their respective courses are defined in a service area memorandum of understanding. The Adult ESL program was developed by Irvine Valley College and, like other IVC courses and programs, will be offered within IVC's service area. All courses in the Adult ESL program are scheduled on IVC's main campus and ATEP. Future locations may include adjacent community centers.

Biotechnology

Program Description

Biotechnology is the use of microorganisms or biological substances, such as enzymes, to solve problems; develop or make useful products; or perform specific manufacturing processes. The Biotechnology Laboratory Assistant Certificate of Achievement is designed for students who wish to obtain the skills required to gain entry level employment in the biotechnology industry. Upon completion of the Biotechnology Laboratory Assistant Certificate program, students will be eligible to obtain entry level employment as laboratory assistants in biotechnology industries such as pharmaceutical companies or research and development laboratories. There are no prerequisites or enrollment limitations for the program.

Program Rationale

Goals:

- Offer a layered certificate of achievement in biotechnology at Irvine Valley College in collaboration with Santiago Canyon College, Santa Ana College and Fullerton College
- Develop further industry involvement and internship opportunities for students

Objectives:

- Have 20 student completers for each layer by 2017
- Offer the courses for the first layer in the 2016-2017 academic year

Irvine Valley College is proposing an addition to the biology curriculum to incorporate the following:

- Biotechnology Lab Assistant Technician Certificate of Achievement

Irvine Valley College and our collaborators met with a biotechnology advisory committee in June 2012 which recommended developing stackable certificates that would provide new students and incumbent workers with skills to enter and advance in this growing industry. Since that meeting, Irvine Valley College and our collaborators have researched and planned for the implementation of such certificates. The first certificate is comprised of courses intended to develop and ensure proficiency in basic lab-based skills whereas the additional certificates, still under development, will build on the basic skills and incorporate more traditional biology and chemistry courses as well. We have proceeded in developing this program with the support of colleagues at Santiago Canyon College, Santa Ana College, Fullerton College, Wendie Johnson, director of the Pasadena City College LA/OC Biotechnology Economic Workforce Development Program, and Sandra Slivka at CalBiotechcareers.com. Considering the new biotechnology courses, the program will work with the campus articulation officer to determine the course transferability and articulation to CSU/UC.

The certificate comprises a mix of courses that are a blend of skills-intensive biotechnology courses and UC/CSU transferable courses, some of which are required of biology majors. This blend will allow students who are job-oriented to acquire skills and theory-based

knowledge needed to enter a growing and high-wage field but also take courses that can be applied to a science/biology degree should they decide to pursue more education.

The major goal of the biotechnology degree and certificates is to provide students with information and skills which will provide employment and advancement opportunities in the biotechnology sector, which includes many industries from food processing to medical device manufacturing. The first stackable certificate will provide basic laboratory skills and related theory. The middle layer (currently under development) will focus on protein-related work, and the final layer will provide training in the booming field of nucleic acids but also allow the student flexibility in choosing courses that align best with their interests and opportunities in the industry. For example, “Student A” who is completing the final layer must take Biotech C: Nucleic Acids and Upstream Development but may decide to concentrate on chemistry and take the second semester of general chemistry (which would also complete the UC/CSU transfer requirement for general chemistry in the biology and chemistry majors). “Student B” may want to focus on medical devices and take the Medical Devices Quality Assurance course. Internships will be encouraged for all students and IVC will continue to expand and diversify the internship opportunities for students within the program.

The program goals include integrating existing courses and programs (e.g. biology and chemistry) with the biotechnology program to support the industry needs and provide students with multiple opportunities. They may initially choose only to complete the certificate to obtain good-wage employment but may later use the completed coursework in biology and chemistry to complete a pathway to transfer to a University in a STEM major. Similarly, a biology major may decide to take the biotechnology-specific skills courses in order to obtain employment in the field of interest while simultaneously pursuing their degree.

The proposed certificate includes an introductory online course (Intro to Biotechnology 70) which covers the history, scope, and basic theories and processes of the industry as well as an in person introductory survey laboratory course (Biotechnology 70L). The initial certificate also includes a basic laboratory skills course (Biotechnology 273) and a fundamental chemistry course (Chem 3). The intermediate level includes protein work (Biotechnology 274) and quality and regulation compliance (Biotechnology 276). The final and 3rd certificate layer includes nucleic acid manipulation, (Biotechnology 276) and cell/tissue culture. (Biotechnology 277). LA/OC Biotechnology Economic Workforce Development Program Orange County campuses (Irvine Valley College, Santiago Canyon College, Santa Ana College and Fullerton College) [\[OC Trifold\]](#) will offer various specialty courses at the different campuses which will allow students to pursue more focused specialties or more than one specialty as their needs change. Our intention is to offer skills-based training to students to enter or retrain in the biotechnology manufacturing and product development industry for a variety of entry-to mid-level positions. This certificate program is meeting the needs of industry and the desire of students to obtain the training necessary to enter the field.

Students who complete this first certificate will obtain a certificate of achievement in Biotechnology Lab Assistant, will have obtained proficiency in basic laboratory skills, and will have been exposed to various aspects of the industry through school-sponsored events and coursework.

By having a coordinated collaboration between four campuses in Orange County, students will benefit by having multiple opportunities to seek additional specializations within the field of biotechnology. Additionally, they will obtain real-life experience through internship opportunities. This certificate meets the needs of the emerging and growing biotechnology sector in Orange County.

Relationship to College Mission

The Irvine Valley College mission statement commits the college to student success via “exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.” The new Biotechnology Lab Assistant Certificate of Achievement supports student success by preparing students for academic transfer and/or degree completion in biotechnology. The Biotechnology program is both Career Technical Education (CTE) and transfer, using existing faculty, staff and campus resources in an efficient manner that serves the diverse community surrounding Irvine Valley College. The program also supports the college’s strategic goals. The regional alignment biotechnology project supports Goal 2: IVC will promote students' success by enhancing the teaching and learning environment; Goal 3: IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education. [\[IVC Vision, Mission, and Goals\]](#)

Educational Purpose

The skills acquired by students completing this program will enable them to enter a large number of fields. Our interaction with industry indicates that they prefer to hire certified individuals with skills over individuals with bachelor’s degrees without the skill-based training. The Biotechnology program provides rigorous curriculum and technical skills through real- world, hands-on learning that prepares them for the challenges of evolving career environments and opportunities.

Program SLOs: Biotechnology Lab Assistant Technician Certificate of Achievement.

The Biotechnology certificate program is designed for individuals that wish to further their skill set or secure various positions in biotechnology/pharmaceutical companies as entry level laboratory technicians. Topics covered will prepare individuals to design various protocols and perform basic laboratory skills commonly encountered in biotechnology, pharmaceutical and medical device companies. Emphasis is placed on the appropriate use and care of common laboratory equipment such as micropipettes, spectrophotometry, metrology electrophoretic equipment, pH meters, *chromatography*, and thermal-cyclers. In addition, aseptic technique, media and buffer preparation to proper specification, sterilization and storage is taught. Students will learn the design and application of various assays, mathematical analysis and presentation of generated data. Students will be trained to apply industrial standards in recording laboratory procedures and results in a laboratory notebook along with ethical considerations, quality assurance, Standard Operating Procedures (SOP) and Good Manufacturing Practices (GMP). There are no student fees and no prerequisite skills required for the program.

Program Learning Objectives	
Upon completion of this program, the student will be able to:	
Apply the scientific method and appropriate experimental design	Demonstrate ability to accurately and safely perform standard lab techniques such as pipetting, metrology, aseptic technique
Maintain an industry standard laboratory notebook	Demonstrate proper use of common lab equipment
Use and describe correct SOPs, GMPs and other required documentation common in a biotechnology laboratory	Demonstrate effective interviewing skills to obtain employment in the biotechnology industry
Follow relevant safety policies, guidelines, protocols and regulations	Maintain a safe, clean contamination-free and clutter-free environment
Document data and results according to established procedures	Communicate information in an appropriate way
Perform calculations relating to work function	

Program Staffing

The estimated faculty workload during the first full year operating the Biotechnology program is 1.7 FTEF per semester, comprised of existing faculty in the biology department assigned to teach BIOT 70, BIOT 70L and BIOT 273 during the fall and spring semesters.

Additionally, we have multiple sections of BIOT 70 being offered as dual enrollment at Dana Hills High School and Northwood High School. Other courses offered in the program are existing classes in the fields of chemistry and biological sciences. Unless demand for this program exceeds the estimated 15 completers per year, there will be no difficulty in staffing the courses with existing faculty in the biological/life sciences.

- [Dual Enrollment MOU](#)
- [IVC and Capistrano USD Partnership Agreement](#)
- [Dual Enrollment Board Approval](#)

Program Professional Development

Irvine Valley College offers robust support for faculty, staff and administrative professional development. The Academic Affairs committee, the Academic Senate and Office of Instruction allocate funding for faculty, staff and administrative training and conference attendance. Additionally, the California Biotech Initiative supports all the colleges with Biotech programs in providing opportunities for professional development. Sandra Slivka at CalBiotechcareers.com is a professional development resource for the biotechnology consortia members.

Curriculum Development & Curriculum Review

Curriculum development at Irvine Valley College takes place through the Curriculum Committee. Faculty discipline experts write and revise curriculum and programs. Materials are written and entered into CurricUNET, vetted and reviewed by area faculty and the area dean, reviewed for compliance with state and ACCJC standards by a technical review committee comprised of faculty, approved by vote of the Curriculum Committee, endorsed by the [Los Angeles/Orange County Regional Consortia \(LAOCRC\)](#) and approved again by vote of the Academic Senate, [[Academic Senate Approval](#)] and then submitted to the Board of Trustees for approval prior to submission to the state Chancellor's office for approval. These courses were developed and authored by the lead faculty leading the Biotechnology Regional Alignment project in Orange County. Upon approval of the courses, the lead faculty submitted the Biotechnology certificates and A.S. degree for approval. Curriculum is reviewed every five years. Biennial review happens every two years and comprehensive program review occurs every six years.

Program Course Requirements

Biotechnology certificate requirements are found in the program narrative and college catalog. In addition, the Biotechnology Associate of Science degree and two additional layered certificates are pending Chancellors Office approval. [[2016 - 2017 Catalog](#)]

Certificate of Achievement: Biotechnology Lab Assistant (Beginning Fall 2016)				
Requirements	Dept./Name#	Name	Units	Sequence
Required Core (12 units)	Biot 70	Introduction to Biotechnology	3	Yr. 1
	Biot 70L	Introduction to Biotechnology Lab	1	Fall/Spring
	Biot 273	Biotechnology A: Basic Lab Skills	4	Yr. 1
	Chem 3	Biotechnology	4	Fall/Spring
		Fundamental Chemistry		Yr. 1

Student Support Services

Irvine Valley College has a variety of innovative, student-centered services, including Admissions and Records, the Bookstore, the Bursars office, CalWORKs, the Career Center, the Child Development Center, Counseling, Disabled Students Program and Services, Extended Opportunity Program and Services, Financial Aid, Guardian Scholars (foster youth), the Health and Wellness Center, International Students Program, Outreach and Community Relations, Student Life, Student Equity, Student Success and Support Program (Matriculation), the Transfer Center, and the Veterans Services Center. The scope and breadth of these services is sufficient to accommodate the needs of students in the Biotechnology program. In Fall 2016, Irvine Valley College has 14,919 students (headcount) and 5,098 FTES. The Student Counseling Ratio (Fall 2014) is 619:1. Since this is a new program, we do not anticipate completers until Spring 2017.

Prerequisites & Admission Requirements

There are no prerequisites or special admission requirements to pursue the Biotechnology certificate or AS degree.

Labor Market Analysis (if applicable)

According to the Labor Market Information of Estimated Employment and Projected

Growth for industries who would employ completers of this program, the Net Annual Labor Demand is 377. This information was provided by the Center of Excellence and validated by the Los Angeles/Orange County Regional Consortium.

- [Biotechnology Minutes October 9, 2015](#)
- [COE Labor Market Information Biotechnology LAOC](#)

Top Employers

An analysis of job posting data revealed which biotechnology firms are conducting the greatest amount of hiring in the Los Angeles/Orange County region. The top employer in the region was DaVita Incorporated, a health care services company, which had 185 postings. The University of Southern California had 105 postings, and Providence Health & Services, a non-profit health care system, had 71. Quest Diagnostics, a diagnostics testing information and services company, had 69 postings in the region. Only half of all the job postings identified for the study included the name of an employer.

Top Employers for Middle Skills Biotechnology Occupations (n=8,818)	
Employer	Job Postings, Full Year 2015
DaVita Incorporated	185
University of Southern California	105
Providence Health & Services	71
Quest Diagnostics Incorporated	69
Medtekcorp	63
Cedars-Sinai	58
SpaceX	52
Kaiser Permanente	49
Accountable	46
Baxter International Incorporated	46
Johnson & Johnson	44
Laboratory Corporation of America	38
University of California, Irvine	38
Dignity Health	36
Medtronic	34

Source: Burning Glass

In-demand Skills & Certificates

Specific requirements included in job postings signaled certain hiring trends in the region. To get a clearer picture of which skills and credentials employers most desire in middle-skill biotechnology job applicants, the study looked at technical/specialized skills and fundamental/baseline skills. The most sought after technical/specialized skill in the region is inspection. Nearly 30% of job postings listed inspection as a specialized skill. Other skills in high demand include filing, chemistry, mathematics and patient care.

Top Technical/Specialized Skills (n=8,818)	
Technical/Specialized Skill	Number of Job Postings
Inspection	2,385
Filing	888
Chemistry	741
Mathematics	672
Patient Care	621
Repair	591
Micrometers	585
Phlebotomy	574
Scheduling	572
Good Manufacturing Practices (GMP)	560
Calipers	551
Calibration	546
Data Entry	532
Labeling	499
Test Equipment	469
Cleaning	453
Telemetry	446
Packaging	428
Validation	409
Microbiology	394

Source: Burning Glass

Regarding fundamental/baseline skills, nearly 40% of postings listed quality assurance and control as a required skill. Other fundamental skills that are in high demand include communication skills (2,284 job postings), writing (1,515) and Microsoft Excel (1,434).

Needs Assessment

The initial Biotechnology Advisory Committee meeting was held in June 2012 to investigate the need and interest in developing a program to train students for employment in the industries related to biotechnology in Orange County. The meeting was attended by 14 individuals, nine of whom represented local biotechnology employers and five from academic programs at Santiago Canyon College, Irvine Valley College, Santa Ana College, Fullerton College, and Pasadena City College. Since the initial meeting the Biotechnology Consortium (IVC, SCC, FCC and SAC) has held advisory meetings every year. Since the last advisory committee meeting, we have made additional industry contacts and have sought their input. The consensus is that students graduating with baccalaureate degree in a STEM major have a good grasp of scientific theory but lack the skills necessary for even basic employment. In addition, there is a lack of training opportunities in biotechnology for students in the Orange County area.

In a June 2013 report by Jonathan Rothwell of the Brookings Institution on the “Sub-Bachelor STEM Economy” several points were made regarding the wide availability of sub-

bachelor STEM jobs in every major metropolitan area. He states, “health care, or construction industries. Installation, maintenance, and repair occupations constitute 12 percent of all STEM jobs, one of the largest occupational categories.” [\[Brookings 2013 Annual Report\]](#)

Recommendations for developing a stackable certificate that included theory in biology and chemistry as well as basic laboratory skills proficiency were made for students seeking entry into the industry as well as incumbent workers seeking opportunities for career advancement. The goal was to provide industry with a skilled and knowledgeable workforce and achieve student success by offering stackable certificates that would enhance students’ career options as they progressed through the layers to the final certificate of achievement. Additionally, completion of the certificate would also provide for the opportunity to complete a few science major courses, which would provide a bridge to an associates or baccalaureate degree. For example, students pursuing a biology major could simultaneously complete the certificate courses and thus opportunities for employment in the field, or students wishing mainly to obtain high-wage employment could gain entry to a high wage industry by pursuing the certificate and simultaneously complete key courses that may encourage them to continue and pursue the baccalaureate degree. The cooperation between campuses in Orange County will allow students to specialize even further as they pursue training in this diverse technology-oriented field.

Institutional Planning & New Program Development Process

The Irvine Valley College biology faculty members began discussing the concept of biotechnology programs as early as 2012. These discussions broadened to include fellow community college faculty across Southern California. In June 2012, November 2013, and January 2015 a local consortium of community college biology faculty met with biotechnology industry experts to discuss the concept, labor market needs, and curriculum. The committee was comprised of local area industry and university representatives. They recommended developing stackable certificates that would provide new students and incumbent workers with skills to enter and advance in this growing industry. Since that meeting, local area community colleges have worked together to research and plan for the implementation of such a certificate. The certificates will be comprised of courses intended to develop and ensure proficiency in specific lab-based skills as well as more traditional basic biology and chemistry courses.

Our faculty conducted research through the BioLink website and Salt Lake Community College (SLCC) was identified as having a program that was of interest. Their model is one where students master Biotechnology Lab Assistant competencies by preparing products for high school and college biology and biotechnology programs. Internally, the courses were approved by the Curriculum Committee (IVC CC Minutes) and the proposed courses were forwarded to the Board of Trustees where they were approved in April 2016. [\[Board Approval - Curricular Revisions\]](#)

In January 2016, SB288 [\[Legal Opinion - Dual Enrollment\]](#) was added to the Education Code section 76004 enabling governing boards of the community college districts to enter into a College and Career Access Pathways (CCAP) partnership with a governing board of a high school district. The South Orange County Community College District – Irvine Valley College entered into a CCAP with Capistrano Unified School District – Dana Hills High School [\[Biotechnology Partnership Agreement I\]](#) and the Irvine Unified School District – Northwood High School [\[Biotechnology Partnership Agreement II\]](#) to deliver two IVC

courses in biotechnology to students at both high schools. This is in partnership with the Orange County California Career Pathways Partnership Trust for Biotechnology.

Institutional Impact

Students completing each level of coursework will obtain a degree or certificate in Biotechnology. They will have obtained proficiency in basic and more advanced laboratory skills, and will have been exposed to various aspects of the industry through school-sponsored events and coursework. Additionally, students will have the opportunity to obtain real-life experience through internship opportunities. The certificates meet the need of the emerging and growing biotechnology sector in Orange County.

Program Equipment & Facilities

Classroom and laboratory space may require some minor modification to host the biotechnology certificate program which can be accommodated in the life sciences building. These facilities will provide all the necessary lecture and laboratory space to host the program appropriately. Because of the specific nature and high cost of the equipment needed to run such a program, IVC's faculty have worked hard to acquire all the equipment to date from industry donations or from grants funding, including Perkins, Mentor Links, SB1070 Summer Bridge and California Career Partnership Pathways Trust, and Career Enhancement Funding. [\[Funding Matrix\]](#) The college will continue to pursue other grant sources as well as industry contributions to enhance the basic equipment acquired for the program.

Irvine Valley College - Summary of Biotechnology Program Funding Support			
Funding Source	Period	\$ Amount	Activities & Items Funded
CTE EF Local	01/01/2015-10/31/2016	\$81,898	Biotechnology Equipment (capital outlay), supplies, NBU classified support/lab tech
CTE EF Regional	01/01/2015-10/31/2016	\$49,671	Biotechnology Equipment (capital outlay) and supplies
OCDE Pathways Grant	07/01/2014-6/30/2018	\$83,426	Biotechnology Coordinator stipends, professional development, instructional supplies, STEM showcase, Pathway Day, equipment/capital outlay
Perkins	07/01/2014-06/30/2015	\$28,000	Biotechnology Equipment (capital outlay) and supplies
Perkins	07/01/2016-06/30/2017	\$69,359	Biotechnology Coordinator stipends, NBU classified support/lab tech, instructional supplies and materials for dual enrollment and courses, equipment/capital outlay, and professional development
CTE Summer Bridges: Biotech	06/01/2015-10/02/2016	\$7,000	Provide Orange County high school students with 30-hour CTE Summer Bridges Program-Biotechnology (pay for faculty stipends and instructional supplies)

Irvine Valley College - Summary of Biotechnology Program Funding Support			
Funding Source	Period	\$ Amount	Activities & Items Funded
CTE Summer Bridges: Biotech	05/18/2016-09/09/2016	\$7,655	Provide Orange County high school students with 30-hour CTE Summer Bridges Program-Biotechnology (pay for faculty stipends and instructional supplies)
Mentor Links	10/01/2014-10/31/2016	\$20,000	Professional Development, mentoring and guidance to train IVC faculty in the latest tissue culture techniques to develop a tissue culture course and to complete the curriculum for a biotechnology certificate and A.S. transfer degree program at IVC
Total IVC Biotechnology Support Through Grants		\$347,009	

As the program develops and grows existing equipment and facilities may be supplemented with successful applications to the college Resource Allocation Process. Here, all college faculty make requests through their departments based on program reviews and student learning outcomes assessment results. Requests are refined and prioritized at the division level and then forwarded to their respective Vice Presidents for review before being forwarded for ranking to the college Strategic Planning and Accreditation Council (SPAC). Ultimately, the President's cabinet determines what can and will be funded in accordance with college budget priorities, the college mission and connectivity to department and division goals and objectives. Separate categories are created for facilities, equipment, technology and personnel, all of which are aligned with the college mission and strategic plan.

Fiscal Resources & Budget

The biology department staff members and college administration have worked diligently to procure grant-sourced funding in support of the biotechnology degree and certificate programs. As a result, the department has received several grants and funding from various sources to purchase equipment and supplies, fund instructional support, professional development, conference attendance, training, and curriculum development. The grants funding this initiative are Perkins, Mentor Links, SB1070 Summer Bridge and California Career Partnership Pathways Trust, and Career Enhancement Funding. [[Funding Matrix](#)]

Program Enrollment

Because this is a new program, the estimated program enrollment and completer projections were submitted to the CCCCCO in the certificate and degree Biotechnology program narrative. The college estimates that approximately 15 students per year will complete the Biotechnology certificate and programs.

Biotechnology Program Data								
TERM	TOT SEC	TOT FTEF	C1 ENR	CEN WSCH	CEN FTES	WSCH FTEF	ENRL SEC	CRS FILL RATE
Fa 16	8	1.31	59	204	7	156	7	19.1
Sp 16	1	0.20	19	57	2	285	19	42.2
Fa 15	2	0.57	27	108	4	189	14	37.0

Program Review & Evaluation Plan

The Irvine Valley College Program Review Process is supervised by the college's Institutional Effectiveness Committee. Every six years, all programs and administrative units undertake a comprehensive self-evaluation addressing the program's consistency with the college mission, the program's scheduling pattern, its relationship to student activities, clubs and co-curricular, program-related professional development activities, program effectiveness, service to students/SWOT analysis, student learning outcomes, and program objectives, strategies and action steps. [\[Irvine Valley College Academic Program Review Process\]](#) Every two years, programs re-evaluate objectives, strategies and action steps in a program review update. The South Orange County Community College District's InFORM Data Warehouse provides comprehensive program statistics for use in program review. The Program Review Report provides six years of data on section counts, enrollment counts, weekly student contact hours, full time equivalent students (FTES), full time equivalent faculty (FTEF), productivity, fill rates, retention rates, success rates, passing grades, degrees awarded, and student counts by total, gender, ethnicity, and educational goal. Thus, the college provides sufficient data and a robust program review process that will allow the Biotechnology program to evaluate its effectiveness during its comprehensive program review in December 2018.

Program Approvals

Key approval steps and approval dates for the Biotechnology Lab Assistant Certificate of Achievement may be found in the following chart:

Action Step	CoA
Approved by Curriculum Committee	4/26/2016
Approved by SOCCCD Board of Trustees	6/27/2016
Approved by CCCCCO	2016
Scheduled/Available for students	Fall 2016

Legal Requirements

There are no special legal requirements or licensures for the Biotechnology Lab Assistant Certificate of Achievement program.

Eligibility Requirements

There are 21 eligibility requirements for accreditation. Institutions must completely meet all eligibility requirements to be accredited and must do so continuously. The addition of a new program may impact one or more of these requirements. An assessment of the impact of the Biotechnology Lab Assistant Certificate of Achievement on IVC's eligibility follows.

1. **Authority.** The addition of The Biotechnology Lab Assistant Certificate of Achievement has no impact on IVC's right to operate as a post-secondary institution.
2. **Operational Status.** The addition of The Biotechnology Lab Assistant Certificate of Achievement helps IVC fulfill its operational status as a degree-awarding institution by acting as a bridge to further study in the sciences.
3. **Degrees.** The Biotechnology Lab Assistant Certificate of Achievement takes two semesters to complete. It will be offered in Fall 2016.
4. **Chief Executive Officer.** The addition of The Biotechnology Lab Assistant Certificate of Achievement has no impact on the chief executive officer.
5. **Financial Accountability.** The addition of the Biotechnology Lab Assistant Certificate of Achievement has no impact on the financial accountability of Irvine Valley College.
6. **Mission.** The Biotechnology certificates and degrees is consistent with the college's mission, which has been adopted by the governing board and published on the college's website and states the college's commitment to student learning and achievement.
7. **Governing Board.** The Biotechnology Lab Assistant Certificate of Achievement was approved by the SOCCCD governing board. The adoption of the Biotechnology certificates and degree has no impact on the governing board's responsibilities, accountability and independence.
8. **Administrative Capacity.** The Biotechnology Lab Assistant Certificate of Achievement has been carefully developed following the college's new program approval process, designed to ensure that administrators are consulted and can ascertain that the institution has the administrative capacity to support the new program.
9. **Educational Programs.** The Biotechnology Lab Assistant Certificate of Achievement has been carefully developed by discipline experts and reviewed and vetted by faculty and administrators to ensure that addition of the new program is congruent with the college's mission, and contains appropriate quality and rigor.
10. **Academic Credit.** Academic credit is awarded in the Biotechnology Lab Assistant certificate is consistent with that of all the college's degree programs. Information about academic credit in the certificates of proficiency and achievement are published in the college catalog and the certificate/degree of biotechnology will

appear in the Fall 2017 catalog.

- 11. Student Learning & Achievement.** Each course in the Biotechnology Lab Assistant certificate program has defined learning outcomes. Student learning outcomes are entered into a system called TracDat and assessed each semester. Student success in the program will be assessed during comprehensive program review in 2020.
- 12. General Education.** The Biotechnology Lab Assistant Certificate of Achievement may be completed in two semesters, following either the CSU-GE or IGETC patterns.
- 13. Academic Freedom.** The Biotechnology Lab Assistant Certificate of Achievement emerged from an atmosphere of intellectual freedom and creativity. Discipline faculty at four community colleges with the validation and confirmation from industry of a regional biotech collaborative. Once administrative support was granted, faculty drove the process of developing new curriculum to support the certificates and degree core and identifying cross disciplinary courses to include in the program.
- 14. Faculty.** As described earlier, the Biotechnology Lab Assistant Certificate of Achievement is a small program, requiring 1.7 FTEF of additional faculty per semester, a number that puts no strain on the Biology/Biotechnology department.
- 15. Student Support Services.** Addition of the Biotechnology Lab Assistant Certificate of Achievement does not adversely impact student support services.
- 16. Admissions.** Because the Biotechnology Lab Assistant Certificate of Achievement does include prerequisites, there is no adverse impact or pressure placed on the institution's admissions process.
- 17. Information & Learning Support Services.** Library and learning resources at Irvine Valley College have the capacity to serve the all the Biotechnology Lab Assistant Certificate of Achievement students. Thus the addition of this degree does not in any way adversely impact the ability of the institution to provide long-term access to sufficient information and learning support services to support instructional programs.
- 18. Financial Resources.** The fiscal impact of the Biotechnology Lab Assistant Certificate of Achievement is minimal, constituting 1.7 FTEF and some possible additional department chair compensation. The additional of this program does not hinder the institution's ability to assure financial stability.
- 19. Institutional Planning and Evaluation.** IVC's shared governance framework of various committees and councils contributes to a highly successful planning and evaluation mechanism. All facility, faculty, department, program and course needs are evaluated and updated on an annual basis through the college's Educational Master Plan. This document is analyzed, revised and updated as appropriate to determine progress towards achieving stated goals that support the mission.

The institution assesses progress toward achieving its stated goals in biology through an ongoing and systematic cycle of evaluation as evidenced by its quadrennial review process (every four years) at the curriculum level, program review, student learning outcomes assessment and their application to the Resource Allocation Process. As such, the certificates and degree in biotechnology would be included in the biology department's participation in this shared governance process.

- 20. Integrity in Communication with the Public.** To provide precise, accurate and current information to the public, the Biotechnology Lab Assistant Certificate of Achievement, state-approved in spring 2016, is included in the college catalog dated August 22, 2016.
- 21. Integrity in Relations with the Accrediting Commission.** This substantive change proposal has been carefully researched and prepared to convey accurately the genesis and institutional impacts of the Biotechnology Lab Assistant Certificate of Achievement.

Accreditation Standards

- A. Standard I: Mission, Academic Quality, Institutional Effectiveness, and Institutional Integrity:** IVC has embraced the accreditation process as an ongoing method of demonstrating institutional improvement. The institution provides assurance that it complies fully with the eligibility requirements, accreditation standards and policies of the Commission and demonstrates honesty and integrity in representations to all constituencies and the public, and in relationships with the accreditation association and other external agencies. The submission of this substantive change report demonstrates a commitment to complying with the Commission's standards.
- 1. Mission:** The program and its development process honor the college's mission, vision, goals and objectives. The program affords IVC's diverse community of students an opportunity to gain hands-on practical skills, preparing students for a transfer of learning to the workplace as well as the UC's/CSU while earning a certificate, and/or degree (IVC 2014-2020 Strategic Goal 3). Enhances IVC's teaching and learning environment (IVC 2014-2020 Strategic Goal 2), and was developed through a collaborative process among the schools of four Orange County Community Colleges for a regional alignment collaborative (college goal 1 and college strategic objective 1.1, 3.1, 3.2, & 3.3).
 - 2. Institutional Effectiveness:** The college has an institutional planning and evaluation cycle in place that includes a program review process for all instructional programs as well as an annual educational master plan process that includes assessment of course student learning outcomes. The results from these assessments inform the planning process at Irvine Valley College to promote the improvement of institutional effectiveness. The effectiveness of the biotechnology certificate programs will be assessed through these processes. Academic and student support services also have an established program review cycle that includes review of services within their regular review processes.
 - 3. Institutional Integrity:** The policies and procedures that gave rise to the Global Studies program and that will be used to evaluate its effectiveness in the future

are all regularly reviewed for transparency and effectiveness through college oversight committees, such as the Strategic Planning and Accreditation Council (SPAC), the Institutional Effectiveness Committee (IEC), and the Academic Planning and Technology Committee (APTC). The curriculum and new program development processes are subject to regular evaluation by the Academic Senate, Curriculum Committee, and the APTC. The IEC evaluates the college mission and program review processes. The Budget Development and Resource Planning Committee (BDRPC) and SPAC regularly evaluate the resource request process.

B. Standard II: Student Learning Programs and Support Services

- 1. Instructional Programs:** The Biotechnology certificates and degree program adheres to ACCJC standards and best practices in offering instructional programs. All faculty members engage in the formation of Student Learning Outcomes and assessment at the course, program and institutional levels. Program and course learning outcomes for the degree and certificate programs have been established and subsequently approved through the curriculum approval process, and assessment will occur regularly through the program review and educational master plan processes. Program student learning outcomes are listed in the college catalog.

[\[Catalog\]](#) The IVC faculty recognizes the relationship between outcomes, assessment, planning, resource allocation and their impact upon the student learning process. As such, they are fully invested in a participatory governance structure which seeks to enhance the quality of the college's educational programs in line with its mission. The biology faculty has been fully invested in this collegiate process during the establishment and development of the certificate programs. The depth, rigor and appropriate sequencing and scheduling of the Biotechnology certificates and degree program are assured through the program approval processes as outlined in the Program and Course Approval Handbook (PCAH), which are enforced through both IVC curriculum processes and chancellor's office review. This assures appropriate breadth and depth, and that the certificates can be completed in two semesters and the degree can be completed in two years, including following the CSU-GE or IGETC general education patterns. Regular program review (every two years) assures that the Biotechnology certificates and degree program will be continuously evaluated and improved.
- 2. Library & Learning Resources:** The Irvine Valley College library has an extensive selection of books and journals supportive of the Biotechnology curriculum and has reached out to the area dean and department chair to find out if additional resources are necessary to support the program. The library and tutoring centers work with all disciplines, including Biotechnology, to offer student learning support.
- 3. Student Support Services:** The [Student Resources](#) guide outlines the wide spectrum of student support services available to students in the Biotechnology program. The Biotechnology program will begin with a small program, and will

have no undue impact on the ability of student supportive services to continue offering high quality supportive services to IVC's students.

C. Standard III: Resources

- 1. Human Resources:** The Biotechnology Lab Assistant Certificate of Achievement is both Career Technical Education as well as transfer that utilizes human resources already available on campus. Currently, there are sufficient qualified faculty in the Biotechnology to staff courses in the certificates and degree program. The institution supports the professional development of program faculty through conference attendance or other means of improving teaching or enhancing knowledge of the field.
- 2. Physical Resources:** The Biotechnology Lab Assistant curriculum requires both lecture and laboratory classroom and will solicit donations as well as grant funds to secure the necessary classroom equipment. To date the program has been allocated funding from Carl D. Perkins IV, 2006, California Career Pathway Partnership Trust (CCPPT) and the Career Enhancement funds for special equipment or supplies, thus there is minimal impact on the ability of the college to provide safe and sufficient space to support student learning.
- 3. Technology Resources:** IVC has a robust technology planning process that assures regular technology refresh and the installation of classroom technology that supports teaching and learning. The technical support staff are very responsive and effective at keeping the technology running smoothly. District funds support continuous technology improvement. The Biotechnology program does not require special technology beyond what is already available in a standard lecture classroom.
- 4. Financial Resources:** IVC's strategic planning process integrates budgeting, planning, program review and resource allocation. The college is financially stable and has sufficient resources to support program growth, including the addition of the new Biotechnology certificates program.

D. Standard IV: Leadership and Governance

- 1. Decision-Making Roles and Processes:** To ensure that collaboration and communication about new programs occurs the college adopted the New Program Development and Approval Policy in 2008. Each proposal must respond to five criteria. The initiator must acquire the approval of the Academic Senate and Chief Instructional Officer (Vice President for Instruction). The originator must also work collaboratively with discipline experts, the curriculum chair, and the research and planning office to develop and refine the proposal. The faculty leads followed this process when developing the Global Studies program. Subsequently, the curriculum approval process for new courses and programs involves the collaboration of several individuals and groups, including discipline experts, the Curriculum Committee, the Academic Senate, the Office of Instruction, and the Board of Trustees. IVC's processes assure that all

stakeholders at the college and district were involved in the development of the Biotechnology certificates.

2. **Chief Executive Officer:** The president is actively involved in the planning and oversight of the three primary units in the college – administrative services, student services, and instruction. The Biotechnology certificate is an instructional program under the authority delegated by the college president to the Vice President for Instruction. During the new program approval process, the Vice President for Instruction assured the Biotechnology certificate was in line with the mission and strategic goals of the college. Students pursuing a certificate in Biotechnology will benefit from the president's oversight and support of sufficient staffing, his hiring highly qualified personnel with the appropriate education, training and experience within all academic programs, student support services, and in classified staff positions.
3. **Governing Board:** In keeping with state law and regulations governing curriculum and program development, the governing board of the South Orange County Community College District must approve new courses and programs before the IVC office of instruction submits them to the state. The SOCCCD Board of Trustees approved the new Biotechnology program as follows:

Biotechnology Lab Assistant	
SOCCCD Board Approval Date	06/27/2016

[Biotechnology Board Approval](#)

4. **Multi-College District:** Irvine Valley College and Saddleback College are two colleges within the South Orange County Community College District. In addition, Irvine Valley College has an offsite location known as the Advanced Technology Education Park (ATEP). The two colleges develop curriculum independently of each other. The locations at which the colleges may offer their respective courses are defined in a service area memorandum of understanding. The Biotechnology Lab Assistant Certificate of Achievement was developed by a Biotech Regional Consortium made up of four colleges, Santiago Canyon College, Santa Ana College, Irvine Valley College and Fullerton College. IVC courses and programs will be offered within IVC's service area.

Global Studies

Program Description

Global Studies is an interdisciplinary program designed to enhance student knowledge and understanding of global processes and their implications for societies, markets, governments, cultures, and environments around the world. The program also introduces students to the study of global issues and perspectives while providing the methodological tools and techniques necessary to analyze them at multiple (local, regional, and international) levels. Students will learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect the international community as a whole. [\[Catalog Addendum: August 22, 2016\]](#)

Program Rationale

An understanding of the world's social, economic, political, cultural, and natural systems and their growing interdependence will not only enable students to think globally, but prepare them to live, work, and participate in an increasingly globalized world as well. The goal of the Global Studies Program at Irvine Valley College is to prepare students for further work in international studies and world affairs through the study of other cultures, social, economic, and political systems, world history and geography. The program is designed to encourage students to think beyond local perspectives and to think globally. [\[Catalog Addendum: August 22, 2016\]](#)

Relationship to College Mission

The Irvine Valley College mission statement commits the college to student success via “exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.” [\[Mission, Goals, and Objectives\]](#) The new Global Studies program supports student success by providing an AA degree, curriculum, and courses that prepare students for academic transfer and/or degree completion in global studies. The Global Studies program is interdisciplinary and integrative, using existing faculty, staff and campus resources in an efficient manner that serves the diverse community surrounding Irvine Valley College. The program also supports the college's strategic goals. The interdisciplinary nature of the Global Studies program encourages respectful interactions and collaboration among faculty in the schools of Social and Behavioral Sciences and Humanities (IVC 2014-2020 Strategic Goal 1). The Global Studies program offers students an opportunity to transfer into Global Studies or International Studies baccalaureate degree programs and thus can be viewed as a program that promotes “students' success by enhancing the teaching and learning environment” (IVC 2014-2020 Strategic Goal 2). [IVC Vision, Mission and goals]

Educational Purpose

The Global Studies program supports student success through coursework that provides students with knowledge sensitive to the demands of an increasingly globalized work environment. The Global Studies program promotes global awareness and diversity through an interdisciplinary curriculum designed to expose students to global processes, issues, and perspectives. The Global Studies program encourages academic innovation by designing curriculum and courses that introduce students to a broad and inclusive understanding of social science methods. The Global Studies fosters leadership and

accountability and supports and enhances student involvement in the Irvine Valley College Model United Nations program.

Program SLOs

The Global Studies program explores the phenomenon of globalization, tracing its presence and impacts in a variety of arenas, including economics, society, and politics.

The Program Student Learning Outcomes for Global Studies are:

1. Describe key developments in the ongoing process of globalization.
2. Analyze key characteristics of economic, political, cultural and ecological dimensions of globalization.
3. Evaluate the roles of states, organizations and individuals in global issues.
4. Demonstrate critical thinking skills, and formulate and defend an argument on global issues in a written and/or oral format.
5. Demonstrate knowledge of contemporary global issues and be able to present differing perspectives.
6. Demonstrate an understanding of global citizenship.
7. Demonstrate a critical understanding of global awareness through participation in Model United Nations and/or internships.

Two new core courses were written to support the Global Studies program, Global Studies 1 (GLBL 1): Introduction to Global Studies and Global Studies 2 (GLBL 2): Introduction to Global Issues. The learning objectives for these courses appear in the following chart.

Course Learning Objectives Upon completion of the course, students will be able to:	
GLBL 1(Intro to Global Studies)	GLBL 2 (Intro to Global Issues)
Describe different meanings of globalization	Define globalization and global issues.
Analyze the history of globalization, including the role information and communication technologies have played in globalization	Identify global issues and classify them by type.
Describe and analyze key developments and characteristics of the different dimensions of globalization, i.e., economic, political, cultural and ecological.	Identify and choose appropriate methods of studying and understanding global issues.
Analyze how each dimension illustrates international conflict and cooperation	Discuss and evaluate the role of states, organizations, and individuals in global issues.
Connect current developments in globalization from contemporary news to different dimensions of globalization.	Identify interdependence and linkages among social/cultural, political and economic global issues.
	Understand the role of conflict and cooperation in global issues.
	Identify causes, consequences and possible solutions to specific social/cultural, political, and economic global issues.

Course Learning Objectives	
Upon completion of the course, students will be able to:	
GLBL 1(Intro to Global Studies)	GLBL 2 (Intro to Global Issues)
	Identify similarities and differences among social/cultural, political, and economic global issues.
	Assess the prospects for a satisfactory resolution of specific social/cultural, political and economic global issues in the future.

Student Learning Outcomes and assessment results for all IVC courses and programs are tracked and regularly updated in TracDat and attached to the Course Outline of Record in CurricUNET. The Student Learning Outcome for GLBL 1 and GLBL 2 are:

Student Learning Outcomes	
Upon completion of the course, students will be able to:	
GLBL 1(Intro to Global Studies)	GLBL 2 (Intro to Global Issues)
Explain key events and institutions that have contributed to globalization.	Evaluate the roles of states, organizations and individuals in global issues.
Analyze key characteristics of economic, political, cultural and ecological dimensions of globalization.	Evaluate the role of conflict and cooperation in global issues.
Evaluate how current developments in globalization in contemporary news relate to different dimensions of globalization.	Identify causes, consequences and possible solutions of specific social/cultural, political, and economic global issues.

Program Staffing

The estimated faculty workload during the first full year operating the Global Studies program is .20 FTEF per semester, comprised of existing faculty in the political science department assigned to teach GLBL1 (Introduction to Global Studies) during the Fall semester and GLBL 2 (Introduction to Global Issues) during the Spring semester. Other courses offered in the program are existing classes in the fields of economics, geography, anthropology, sociology, history and political science. Unless demand for this program exceeds the estimated 10 completers per year, there will be no difficulty in staffing the courses with existing faculty in the social sciences and humanities.

Program Professional Development

Irvine Valley College offers robust support for faculty, staff and administrative professional development. The Academic Affairs committee, the Academic Senate and Office of Instruction allocate funding for faculty, staff and administrative training and conference attendance. During 2015-2016, \$120,000 was allocated in faculty professional development funds. During 2015-2016, \$20,000 was allocated for faculty, staff and administrator leadership professional development. Lead Global Studies faculty attended the southern area DIG meeting on Global Studies on October 18, 2014 to work with community college and CSU colleagues to define core concepts and theories within the discipline of Global Studies.

Curriculum Development & Curriculum Review

Curriculum development at Irvine Valley College takes place through the Curriculum Committee. Faculty discipline experts write and revise curriculum and programs. Materials are written and entered into CurricUNET, vetted and reviewed by area faculty and the area dean, reviewed for compliance with state and ACCJC standards by a technical review committee comprised of faculty, approved by vote of the Curriculum Committee, approved again by vote of the Academic Senate, and then submitted to the Board of Trustees for approval prior to submission to the state Chancellor's office for approval. Two new courses were written for the Global Studies program: GLBL 1 (Introduction to Global Studies) and GLBL 2 (Introduction to Global Issues). These courses were authored by lead faculty in the department of political science. Upon approval of the courses, the lead faculty submitted the Global Studies A.A. degree for approval. Curriculum is reviewed every five years. Comprehensive program review occurs every six years.

Program Course Requirements

Global Studies A.A. degree requirements are found in the program narrative and college catalog. [\[Catalog Addendum: August 22, 2016\]](#)

Global Studies, A.A. Degree (Program Narrative)						
Identify (Core or Elective)	Course (ex., ANTH 1)	Title	Units	CSU: GE AREA	IGETC AREA	Sequence (Year and Semester)
Core	GLBL 1	Intro to Global Studies	3	TBD	TBD	Year 1, Fall
Core	GLBL 2	Global Issues	3	TBD	TBD	Year 1, Spring
Core	PS14 or 14H	International Relations	3	D8	4H	Year 1, Fall or Spring
Elective List A (Choose 2)						
Elective A	GEOG 3 or 3H	World Regional	3	D5	4E	Year 1 , Fall or Spring
Elective A	ECON 2 or 2H	Macroeconomic s	3	D2	4B	Year 1, Fall or Spring
Elective A	ANTH 2 or 2H	Cultural Anthropology	3	D1	4A	Year 1, Fall or Spring
Elective A	SOC 3	Global Sociology	3	D0	4J	Year 1, Fall or Spring
Elective List B (Choose 2)						
Elective B	PS12 or 12H	Comparative Politics	3	D8	4H	Year 2, Fall or Spring
Elective B	ECON 6	Environmental Economics	3	D2	4B	Year 2, Fall or Spring
Elective B	ECON 13	Global Economics	3	D2	4B	Year 2, Fall or Spring
Elective B	HIST 2	World Civ Since1500	3	C2 or D6	4F or 3B	Year 2, Fall or Spring
Elective B	GEOG 2	Cultural Geography	3	D5	4E	Year 2, Fall or Spring

Global Studies, A.A. Degree (Program Narrative)						
Identify (Core or Elective)	Course (ex., ANTH 1)	Title	Units	CSU: GE AREA	IGETC AREA	Sequence (Year and Semester)
Elective B	GEOG 20	Global Environmental Problems	3	D5	4E	Year 2, Fall or Spring
Experiential Learning List C (Choose 1)						
Elective C	PS21	Model United Nations	3	D8	n/a	Year 1 or 2, Fall
Elective C	PS 167	Cooperative Work Experience Political Science	1-3	n/a	n/a	Year 1 or 2, Fall
Elective C	ECON 167	Cooperative Work Experience Economics	1-3	n/a	n/a	Year 1 or 2, Fall

Global Studies A.A. Degree	Units
Required Core Total:	9
Total Degree Units	22-24
Year 1, Fall	27
Year 1, Spring	18
Year 1, Summer	0
Year 2, Fall	27
Year 2, Spring	18
Year 2, Summer	0
Required Major Total	22-24
Completion of CSU-GE or IGETC pattern	37-39
Possible double counting	9
Transfer electives (as needed to reach 60 units)	6-10

Student Support Services

Irvine Valley College has a variety of innovative, student-centered services, including Admissions and Records, the Bookstore, the Bursars office, CalWORKs, the Career Center, the Child Development Center, Counseling, Disabled Students Program and Services, Extended Opportunity Program and Services, Financial Aid, Guardian Scholars (foster youth), the Health and Wellness Center, International Students Program, Outreach and Community Relations, Student Life, Student Equity, Student Success and Support Program (Matriculation), the Transfer Center, and the Veterans Services Center. The scope and breadth of these services is sufficient to accommodate the needs of students in the Global Studies program. In Fall 2016, Irvine Valley College has 14,919 students (headcount) and

5,098 FTES. The Student Counseling Ratio (Fall 2014) is 619:1. [\[CCC Student Success Scorecard, Irvine Valley College\]](#) The estimated number of Global Studies program completers is 10 per year.

Global Studies: Program Scope & Impact		
Metric	IVC	Global Studies
Students (headcount, all sections)	14,919	13
Students (FTES)	5,098	1.3
Classes (Sections as of End of Term)	1,538	1
Faculty (FTEF as of End of Term)	338.8	.20

Prerequisites & Admission Requirements

There are no prerequisites or special admission requirements to pursue the Global Studies A.A. degree.

Labor Market Analysis

As a degree intended to prepare students for transfer to a four-year institution, the Global Studies program does not require labor market analysis, wage data, salary data, or employment opportunities analysis. The Global Studies program articulates to UC Santa Barbara. [\[Articulation Agreement\]](#)

Needs Assessment

Global studies programs across the United States have developed largely as a response to globalization and its implications for social science research and the professional development of students. Given the growing reality of globalization and interconnectedness of communities throughout the world, student success is, now more than ever, increasingly dependent upon courses of instruction and student services that enable them to think, work, and participate in a global environment. What makes global studies unique and has helped encourage its rapid growth as an academic discipline is its interdisciplinary approach to the study of global processes, issues, and perspectives. These programs have also grown as a result of the steady increase in international student populations. At Irvine Valley College, the number of students who have earned a foreign secondary diploma or certificate has risen from 1,284 in Fall 2014 to 1,631 in Fall 2016. The popularity of the Model United Nations program has also grown, with enrollments rising from 26 in 2013-2014 to 44 in 2014-2015.

Institutional Planning & New Program Development Process

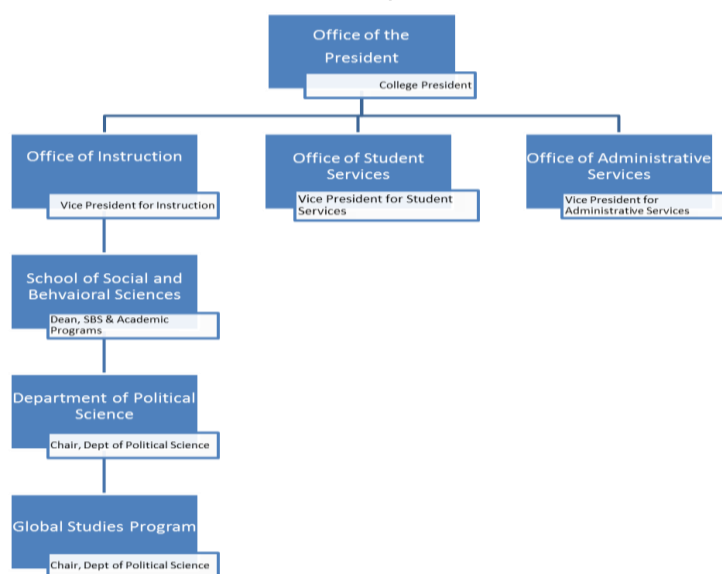
The planning and development of the Global Studies program took place over a two year period, from 2014 to 2016. During the 2014-2015 academic year, faculty leads in political science followed the college's New Program Approval Process. They formed an advisory committee of faculty from global studies disciplines, including history, sociology, economics, anthropology and geography. The committee consulted with the area dean about available resources, and with the dean's support, wrote the core curriculum (GLBL 1, GLBL 2) and the program. The proposed Global Studies program was reviewed and vetted within the college's curriculum process during the 2015-2016 academic year, submitted to the state in Spring 2016, and approved in August 2016. Lead faculty attended the southern area DIG

meeting on Global Studies on October 18, 2014 to work with community college and CSU colleagues to define core concepts and theories within the discipline of Global Studies. This discussion informed the content of the program core courses (GLBL 1 & GLBL 2), as well as the interdisciplinary electives offered within the degree.

The Global Studies A.A. degree received CCCCCO approval in August 2016 and appears in the IVC Catalog Addendum. Prior to the program's state approval, the college scheduled GLBL 1 in Fall 2016 and GLBL 2 in Spring 2017 as stand-alone courses.

Institutional Impact

The Global Studies A.A. degree offers an additional transfer degree for Irvine Valley College students at very low cost to the institution (.20 FTEF). The program is housed in the School of Social and Behavioral Sciences within the department of Political Science.



Program Equipment & Facilities

The Global Studies A.A. degree is taught in standard lecture classrooms. There are no special equipment or facilities required for this program.

Fiscal Resources & Budget

The budgetary impact of the Global Studies A.A. degree is minimal. Teaching the two new core courses, GLBL 1 and GLBL 2, requires only .20 LHE per semester. The program requires no special equipment or facilities, as classes take place in standard lecture classrooms. The Global Studies program is housed within the Political Science program under a single faculty chair. The faculty chair receives a stipend for chair duties per contractual formula. In the future, there may be a small increase in chair compensation as the Global Studies program gains enrollment or results in additional adjunct hiring. The Global Studies program will also require a separate program review from political science, which will result in an increase in chair workload.

Program Enrollment

Estimated program enrollment and completer projections were submitted to the CCCCCO in the AA in Global Studies program narrative. The college estimates that approximately 10 students per year will complete the Global Studies A.A. degree.

Enrollment and Completer Projections Analysis: Global Studies A.A. Degree Program Narrative					
		Year 1 (2013-2014)		Year 2 (2014-2015)	
Course Number	Course Title	# Sections	Enrollment (Final)	# Sections	Enrollment (Final)
ANTH 2	Cultural Anthropology	16	619	15	485
ANTH 2H	Cultural Anthropology (Honors)	0	0	1	24
ECON 13	Global Economics	1	31	0	0
ECON 167	Cooperative Work Experience: Economics	0	0	12	3
ECON 2	Macroeconomics	21	812	28	817
ECON 2H	Macroeconomics (Honors)	0	0	1	19
ECON 6	Environmental Economics	1	14	1	15
GEOG 2	Cultural Geography	6	232	9	273
GEOG 20	Global Environmental Problems	2	60	2	38
GEOG 3	World Regional	5	122	3	76
GEOG 3H	World Regional (Honors)	0	0	1	15
GLBL 1	Introduction to Global Studies	0	0	0	0
GLBL 2	Global Issues	0	0	0	0
HIST 2	World Civilization Since 1500	6	265	7	254
PS 12	Comparative Politics	2	46	1	19
PS 12H	Comparative Politics (Honors)	0	0	1	12
PS 14	International Relations	1	39	1	24
PS 14H	International Relations (Honors)	1	16	1	5
PS 167	Cooperative Work Experience: Political Science	12	5	12	4
PS 21	Model United Nations	2	26	2	44
SOC 3	Global Sociology	1	22	1	15

Program Review & Evaluation Plan

The Irvine Valley College Program Review Process is supervised by the college's Institutional Effectiveness Committee. Every six years, all programs and administrative units undertake a comprehensive self-evaluation addressing the program's consistency with the college mission, the program's scheduling pattern, its relationship to student activities, clubs and co-curriculars, program-related professional development activities, program effectiveness, service to students/SWOT analysis, student learning outcomes, and program objectives, strategies and action steps. [\[Irvine Valley College Academic Program Review Process\]](#) Every two years, programs re-evaluate program objectives, strategies and action steps in a program review update. Global Studies is scheduled to submit its first comprehensive program review in December 2018. The South Orange County Community College District's InFORM Data Warehouse provides comprehensive program statistics for use in program review. The Program Review Report provides six years of data on section counts, enrollment counts, weekly student contact hours, full time equivalent students, full time equivalent faculty, productivity, fill rates, retention rates, success rates, passing grades, degrees awarded, and student counts by total, gender, ethnicity, and educational goal. Thus, the college provides sufficient data and a robust program review process that will allow Global Studies to evaluate its effectiveness during its comprehensive program review in December 2018.

Program Approvals

Key approval steps and approval dates for the Global Studies A.A. degree may be found in the following chart:

Curriculum Development: Global Studies			
Action Step	GLBL 1	GLBL 2	Global Studies A.A. Degree
School of Social & Behavioral Sciences Approval	12/1/2014	12/1/2014	10/14/2015
Tech Review Approval	4/16/2015	4/16/2015	no record
Approved by Curriculum Committee	4/28/2015	4/28/2015	3/8/2016
Approved by SOCCCD Board of Trustees	5/18/2015	5/18/2015	4/25/2016
Approved by CCCCCO	7/29/2015	7/29/2015	7/30/2016
Scheduled/Available for students	Fall 2016	Spring 2016	Fall 2016

Legal Requirements

There are no special legal requirements or licensures for the Global Studies program.

Eligibility Requirements

There are 21 eligibility requirements for accreditation. Institutions must completely meet all eligibility requirements to be accredited and must do so continuously. The addition of a new program may impact one or more of these requirements. An assessment of the impact of the Global Studies A.A. degree on IVC's eligibility follows.

1. **Authority.** The addition of the Global Studies A.A. degree has no impact on IVC's right to operate as a post-secondary institution.

2. **Operational Status.** The addition of the Global Studies A.A. degree helps IVC fulfill its operational status as a degree-awarding institution.
3. **Degrees.** The Global Studies A.A. program takes two years to complete. It is one of 39 Associate of Arts degrees offered at Irvine Valley College.
4. **Chief Executive Officer.** The addition of the Global Studies A.A. degree has no impact on the chief executive officer.
5. **Financial Accountability.** The addition of the Global Studies A.A. degree has no impact on the financial accountability of Irvine Valley College.
6. **Mission.** The Global Studies A.A. degree is consistent with the college's mission, which has been adopted by the governing board and published on the college's website and states the college's commitment to student learning and achievement.
7. **Governing Board.** The Global Studies A.A. degree was approved by the SOCCCD governing board. The adoption of the Global Studies A.A. degree has no impact on the governing board's responsibilities, accountability and independence.
8. **Administrative Capacity.** The Global Studies A.A. degree has been carefully developed following the college's new program approval process, designed to ensure that administrators are consulted and can ascertain that the institution has the administrative capacity to support the new program.
9. **Educational Programs.** The Global Studies A.A. degree has been carefully developed by discipline experts and reviewed and vetted by faculty and administrators to ensure that addition of the new program is congruent with the college's mission, and contains appropriate quality and rigor.
10. **Academic Credit.** Academic credit is awarded in the Global Studies A.A. degree consistent with that of all the college's degree programs. Information about academic credit in the Global Studies A.A. degree is published in the college catalog addendum.
11. **Student Learning & Achievement.** Each course in the Global Studies program has defined learning outcomes. Student learning outcomes are entered into a system called TracDat and assessed each semester. Student success in the program will be assessed during comprehensive program review in 2018.
12. **General Education.** The Global Studies degree may be completed in two years, following either the CSU-GE or IGETC patterns.
13. **Academic Freedom.** The Global Studies program emerged from an atmosphere of intellectual freedom and creativity. Discipline faculty conceived the idea of introducing Global Studies to Irvine Valley College. Once administrative support was granted, faculty drove the process of developing new curriculum to support the degree core and identifying cross disciplinary courses to include in the program.

- 14. Faculty.** As described earlier, the Global Studies program is a small program, requiring .20 FTEF of additional faculty per semester, a number that puts no strain on the political science department.
- 15. Student Support Services.** Addition of the Global Studies program does not adversely impact student support services.
- 16. Admissions.** Because the Global Studies program does include prerequisites, there is no adverse impact or pressure placed on the institution's admissions process.
- 17. Information & Learning Support Services.** Library and learning resources at Irvine Valley College have the capacity to serve the Global Studies program. Thus the addition of this degree does not in any way adversely impact the ability of the institution to provide long-term access to sufficient information and learning support services to support instructional programs.
- 18. Financial Resources.** The fiscal impact of the Global Studies program is minimal, constituting .20 FTEF and some possible additional department chair compensation. The additional of this degree program does not hinder the institution's ability to assure financial stability.
- 19. Institutional Planning and Evaluation.** The Global Studies program was created via institutional planning processes and exemplifies how appropriate planning results in the addition of programs to support student learning and achievement. The institution's program and curriculum review process will assure that the Global Studies program stays current and engages in continuous improvement.
- 20. Integrity in Communication with the Public.** To provide precise, accurate and current information to the public, the Global Studies degree, state-approved in August 2016, is included in the college catalog addendum dated August 22, 2016.
- 21. Integrity in Relations with the Accrediting Commission.** This substantive change proposal has been carefully researched and prepared to convey accurately the genesis and institutional impacts of the Global Studies A.A. degree.

Accreditation Standards

A. Standard I: Mission, Academic Quality, Institutional Effectiveness, Institutional Integrity

The development of the Global Studies A.A. degree embodies the best practices and ideals expressed in Standard I.

- 1. Mission:** The program and its development process honor the college's mission, vision, goals and objectives. The program affords IVC's diverse community of students a globally relevant opportunity to earn a transfer degree (college mission), enhances IVC's teaching and learning environment (college strategic goal 2), and was developed through a collaborative process among the schools of Humanities and Social & Behavioral Sciences (college goal 1 and college strategic objective 1.1). The Global Studies program will encourage

student engagement with the community via cooperative work experience (college strategic objective 3.4) and/or co-curricular programs, such as the Model United Nations (college strategic objective 2.3)

2. **Institutional Effectiveness:** The Global Studies A.A. degree was developed and will be evaluated through robust and collaborative college processes, including the curriculum development process, the new program development process, and the program review process. Should resources be needed to support the program in the future, the college has a transparent resource request process that closes the loop with program review and program objectives. Should faculty wish to pursue professional development to support the Global Studies program, the college has both a culture of support for professional development and a well-used and funded process for requesting funding and reimbursements for professional development activities. These transparent and collaborative processes ensure the academic quality of the Global Studies program.
3. **Institutional Integrity:** The policies and procedures that gave rise to the Global Studies program and that will be used to evaluate its effectiveness in the future are all regularly reviewed for transparency and effectiveness through college oversight committees, such as the Strategic Planning and Accreditation Council (SPAC), the Institutional Effectiveness Committee (IEC), and the Academic Planning and Technology Committee (APTC). The curriculum and new program development processes are subject to regular evaluation by the Academic Senate, Curriculum Committee, and the APTC. The IEC evaluates the college mission and program review processes. The Budget Development and Resource Planning Committee (BDRPC) and SPAC regularly evaluate the resource request process.

B. Standard II: Student Learning Programs and Support Services

1. **Instructional Programs:** The Global Studies program adheres to ACCJC standards and best practices in offering instructional programs. Each of the courses in the Global Studies A.A. degree have student learning outcomes in the course outline of record that are evaluated each semester with results recorded in IVC's TracDat system. The Global Studies A.A. degree is academically rigorous, developed and vetted by faculty discipline experts, and articulates to U.C. Santa Barbara. The depth, rigor and appropriate sequencing and scheduling of the Global Studies program are assured through the program approval processes as outlined in the Program and Course Approval Handbook (PCAH), which are enforced through both IVC curriculum processes and chancellor's office review. This assures appropriate breadth and depth, and that the degree can be completed in two years, including following the CSU-GE or IGETC general education patterns. Regular program review (every two years) assures that the Global Studies program will be continuously evaluated and improved.
2. **Library & Learning Resources:** The Irvine Valley College library has an extensive selection of books and journals supportive of the Global Studies

curriculum and has reached out to the area dean and department chair to find out if additional resources are necessary to support the program. The library and tutoring centers work with all disciplines, including Global Studies, to offer student learning support.

- 3. Student Support Services:** Section X in this report outlines the wide spectrum of student support services available to students in the Global Studies program. The Global Studies program is a small program, and will have no undue impact on the ability of student supportive services to continue offering high quality supportive services to IVC's students.

C. Standard III: Resources

- 1. Human Resources:** The Global Studies A.A. degree is an interdisciplinary degree that utilizes human resources already available on campus. Currently, there are sufficient qualified faculty in the social sciences and humanities to staff courses in the Global Studies degree. The institution supports the professional development of program faculty through conference attendance or other means of improving teaching or enhancing knowledge of the field.
- 2. Physical Resources:** The Global Studies curriculum requires regular lecture classrooms and no special equipment or supplies, thus there is minimal impact on the ability of the college to provide safe and sufficient space to support student learning.
- 3. Technology Resources:** IVC has a robust technology planning process that assures regular technology refresh and the installation of classroom technology that supports teaching and learning. The technical support staff are very responsive and effective at keeping the technology running smoothly. District funds support continuous technology improvement. The Global Studies program does not require special technology beyond what is already available in a standard lecture classroom.
- 4. Financial Resources:** IVC's strategic planning process integrates budgeting, planning, program review and resource allocation. The college is financially stable and has sufficient resources to support program growth, including the addition of the new Global Studies program.

D. Standard IV: Leadership and Governance

- 1. Decision-Making Roles and Processes:** To ensure that collaboration and communication about new programs occurs the college adopted the New Program Development and Approval Policy in 2008. Each proposal must respond to five criteria. The initiator must acquire the approval of the Academic Senate and Chief Instructional Officer (Vice President for Instruction). The originator must also work collaboratively with discipline experts, the Curriculum Chair, and the research and planning office to develop and refine the proposal. The faculty leads followed this process when developing the Global Studies program. Subsequently, the curriculum approval process for new courses and

programs involves the collaboration of several individuals and groups, including discipline experts, the Curriculum Committee, the Academic Senate, the Office of Instruction, and the Board of Trustees. IVC's processes assure that all stakeholders at the college and district were involved in the development of the Global Studies program.

2. **Chief Executive Officer:** The president is actively involved in the planning and oversight of the three primary units in the college – administrative services, student services, and instruction. The Global Studies A.A. degree is an instructional program under the authority delegated by the college president to the Vice President for Instruction. During the new program approval process, the Vice President for Instruction assured the Global Studies A.A. degree was in line with the mission and strategic goals of the college. Students pursuing the Global Studies A.A. degree will benefit from the president's oversight and support of sufficient staffing, his hiring highly qualified personnel with the appropriate education, training and experience within all academic programs, student support services, and in classified staff positions.
3. **Governing Board:** In keeping with state law and regulations governing curriculum and program development, the governing board of the South Orange County Community College District must approve new courses and programs before the IVC office of instruction submits them to the state. The SOCCCD Board of Trustees approved the new Global Studies courses and program as follows:

Board of Trustees Approval: Global Studies			
	GLBL 1	GLBL 2	Global Studies A.A. Degree
Approval Dates	5/18/2015	5/18/2015	4/25/2016

4. **Multi-College District:** Irvine Valley College and Saddleback College are two colleges within the South Orange County Community College District. In addition, Irvine Valley College has an offsite location known as the Advanced Technology Education Park (ATEP). The two colleges develop curriculum independently of each other. The locations at which the colleges may offer their respective courses are defined in a service area memorandum of understanding. The Global Studies A.A. degree was developed by Irvine Valley College and, like other IVC courses and programs, will be offered within IVC's service area. All courses in the Global Studies program are scheduled on IVC's main campus.

Section 2

Distance Education

Addition of Courses That Constitute 50 Percent or More of a Program Offered Through a Mode of Distance Education

Online Education



Substantive Change: Distance Education

Online Education

Proposed Change

The purpose of the Distance Education section of the substantive change proposal is to request approval for South Orange County Community College District, Irvine Valley College to offer general education courses via the online education modality. Given the volume and variety of courses that are offered online, it is possible for a student to fulfill most or all GE requirements via online education. The district is thus requesting substantive change approval for the programs listed below. A chart with all of the details is provided in the evidence.

Brief Description of the Change

In 2003, Irvine Valley College began offering our first online classes; our distance and online education offerings, which include 100% online and hybrid offerings, have been expanding every year since that time to meet student demand. In Fall 2015, we offered a total of 174 online sections of 125 courses [inFORM Distance Education Report (Appendix A) and Online Courses offered since Fall 2009 (Appendix E)]. The growth of our distance education offerings over the past six years is documented in Table 1:

Table 1. Online Courses Offered Comparing 2009 and 2015

	Fall 2009	Fall 2015	% Change
Courses	69	125	81%
Sections	89	174	96%
Enrollment	3,339	5,948	78%
FTES	351	607	73%

Source: inFORM Distance Education Report (Appendix A) and Online Courses offered since Fall 2009 (Appendix E).

A full listing of 100% online and hybrid courses offered since 2009 can be found at: [IVC Credit and Degree Applicable Distance Education Courses 2009-2015](#). To plan for anticipated student demand, the faculty consider a variety of factors including, but not limited to, pedagogy, managed growth, accessibility, and access to successful completion. In a number of programs, due to the increase in the courses offered, students who plan carefully can now complete the majority of their certificates or degrees online. As of Fall 2015, IVC offered 17 Certificates of Achievement and Proficiency that could be earned 100% online, as shown in Table 2.

Table 2. IVC Certificates that can be earned 100% online

Certificates of Achievement

Department	Certificate
1. Accounting	Accounting
2. Real Estate	Real Estate
3. Administration of Justice	Supervision

Certificates of Proficiency

Department	Certificate
1. Computer Information Management	A+, Network+, Linux+
2. Accounting	Computerized Accounting
3. Computer Information Management	Digital Graphic Applications
4. Human Development	Early Childhood Assistant Teacher
5. Business	Entrepreneurial Skills
6. Business	Entrepreneurial Planning & Presentation
7. Accounting	Financial Accounting
8. Accounting	Financial / Managerial Accounting
9. Business	Idea Development & Opportunity Rec.
10. Real Estate	Real Estate Sales
11. Business	Research Tools for Entrepreneurs
12. Computer Information Management	Spreadsheets
13. Business	Understanding Entrepreneurial Operations
14. Computer Information Management	Web Page Authoring

As of Fall 2015, we have 38 certificates and 74 degrees in which 50% or more of the curriculum can be taken online, as shown in Table 3.

Table 3: IVC Certificates and Degrees with 50% or More Online

Award Type: COP: Certificate of Proficiency
 COA: Certificate of Achievement
 AS-T: Associate of Science Transfer
 AS-T: Associate of Science
 AA-T: Associate of Arts Transfer
 AA-T: Associate of Arts

Department	Degree/Certificate	Award Type
Accounting	Income Tax	COP
Accounting	Payroll	COP
Accounting	Computerized Accounting	COP
Accounting	Financial Accounting	COP
Accounting	Financial/Managerial Accounting	COP
Accounting	Accounting	COA

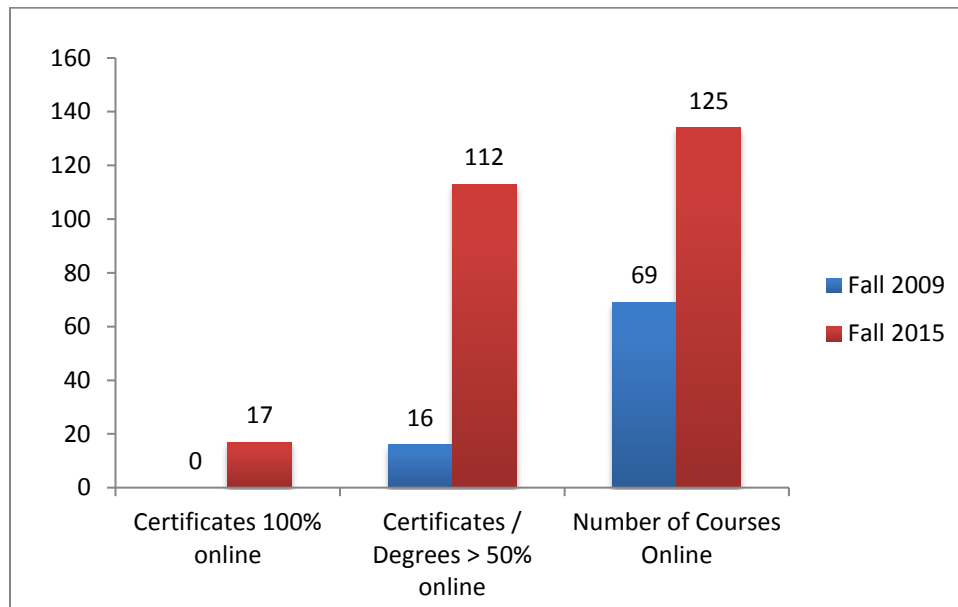
Department	Degree/Certificate	Award Type
Accounting	Accounting	AS
Administration of Justice	Law Enforcement	COA
Administration of Justice	Supervision	COA
Administration of Justice	Administration of Justice	AS-T
Administration of Justice	Law Enforcement	AS
Administration of Justice	Supervision	AS
Anthropology	Anthropology for Transfer	AA- T
Anthropology	Anthropology	AA
Art	Studio Art for Transfer	AA-T
Art	Art	AA
Art History	Art History for Transfer	AA- T
Art History	Art History	AA
Biological Sciences	Biology	AA
Biological Sciences	Health Science (Biology)	AA
Business	Entrepreneurial Skills	COP
Business	Entrepreneurial Planning & Presentation	COP
Business	Idea Development & Opportunity Rec.	COP
Business	Research Tools for Entrepreneurs	COP
Business	Understanding Entrepreneurial Operations	COP
Business	Manufacturing Assistant (Management)	COA
Business	Retail Management	COA
Business	Supervision (Management)	COA
Business	Business Management	COA
Business	Business Administration	AS-T
Business	Manufacturing Assistant (Management)	AS
Business	Supervision (Management)	AS
Business	Business Management	AS
Business	Business Administration	AA
Chemistry	Chemistry	AA
Communication Studies	Communication Studies	AA-T
Communication Studies	Communication Studies	AA
Computer Information Management	Office Assistant	COP
Computer Information Management	A+, Network+, Linux+	COP
Computer Information Management	Digital Graphic Applications	COP
Computer Information Management	Spreadsheets	COP
Computer Information Management	Web Page Authoring	COP
Computer Information Management	Administrative Assistant	COA
Computer Information Management	Computer Applications	COA

Department	Degree/Certificate	Award Type
Computer Information Management	Administrative Assistant	AS
Computer Information Management	Local Area Networks: Cisco	AS
Computer Information Management	Web Authoring	AS
Computer Information Management	Computer Applications	AS
Computer Information Management/Digital Media Art	Digital Photography	COP
Computer Science	Computer Languages	COA
Computer Science	Computer Languages	AS
Design Model Making & Rapid Prototyping	Design Model Making & Rapid Prototyping	AS
Digital Media Art	Digital Media Art	AA
Drafting Technology and Engineering	Computer Aided Design	AS
Economics	Economics	AA- T
Economics	Economics	AA
Electronic Technology	Electronic Technology	AS
English	English for Transfer	AA- T
English	English: Writing	AA
English	English: Literature	AA
Fine Arts	Fine Arts	AA
General Education	Intersegmental General Education (IGETC)	COA
General Education	CSU Gen Ed Breadth (CSUGE)	COA
General Education	Emphasis in Natural Sciences and Mathematics	AA
General Education	Emphasis in Fine Arts Appreciation	AA
General Education	Emphasis in Business	AA
General Education	Emphasis in Humanities & Language	AA
General Education	Emphasis in Liberal Studies and Teacher Education	AA
General Education	Emphasis in Social and Behavioral Sciences	AA
Geography	Geography	AA-T
Geography	Geography	AA
Geology	Geology	AS-T
Geology	Geology	AA
History	History	AA-T
History	European History	AA
History	American History	AA
Human Development	Early Childhood Associate Teacher	COP
Human Development	Early Childhood Assistant Teacher	COP
Human Development	School-Age Child (Human Development)	COA

Department	Degree/Certificate	Award Type
Human Development	Child Development (HD)	COA
Human Development	Infant/Toddler (Human Development)	COA
Human Development	Early Childhood Education for Transfer	AS- T
Human Development	School-Age Child (Human Development)	AS
Human Development	Child Development (HD)	AS
Human Development	Infant/Toddler (Human Development)	AS
Humanities	Humanities	AA
Kinesiology	Fitness Professional	COA
Kinesiology	Kinesiology	AA-T
Languages	Spanish	AA- T
Languages	French	AA
Languages	Japanese	AA
Languages	Spanish	AA
Mathematics	Mathematics	AS-T
Mathematics	Mathematics	AS
Paralegal Studies	Pre-Law	COP
Paralegal Studies	Paralegal Studies	COA
Paralegal Studies	Paralegal Studies	AS
Philosophy	Philosophy for Transfer	AA-T
Philosophy	Philosophy	AA
Physical Science	Physics	AS-T
Physical Science	Physical Science	AA
Political Science	Political Science	AA-T
Political Science	Political Science	AA
Psychology	Psychology	AA-T
Psychology	Psychology	AA
Real Estate	Real Estate Sales	COP
Real Estate	Real Estate	COA
Real Estate	Real Estate	AS
Sociology	Sociology	AA-T
Sociology	Sociology	AA
Theatre Arts	Theatre Arts	AA-T
Theatre Arts	Acting	AA
Theatre Arts	Technical Theatre	AA

The changes in Online Education since 2009 are summarized in Figure 1.

Figure 1. Change in Online Education Offerings from Fall 2009 to Fall 2015



No degrees are offered 100% online, largely because some core competency courses are not offered online. However, 17 certificates can be earned fully online as compared to 2009, when no certificates were offered online.

Relationship to the Institution's Stated Mission

The Mission Statement of Irvine Valley College is the following [\[Mission, Vision, and Goals\]](#):

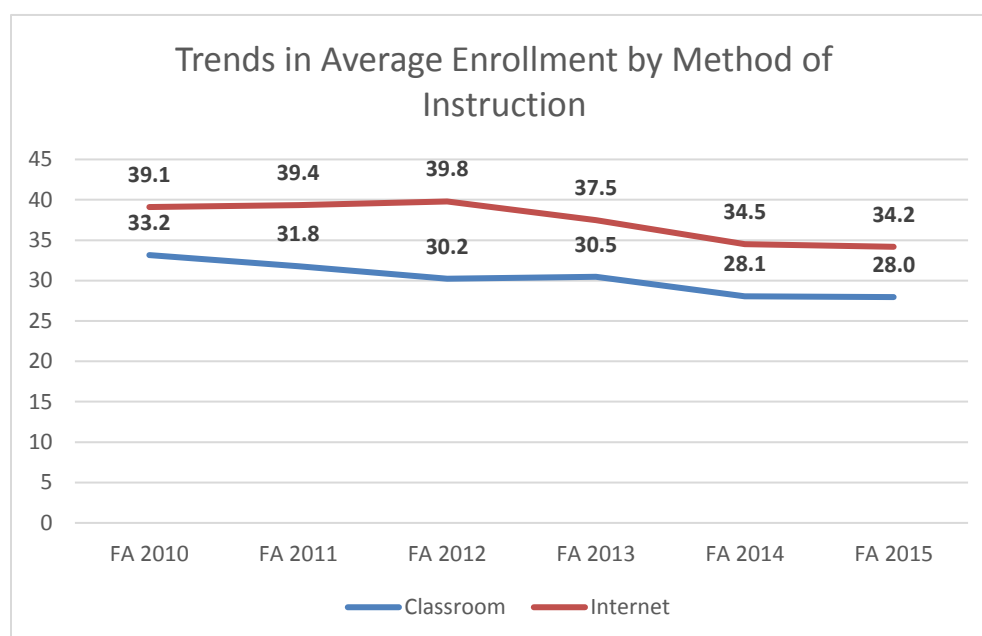
Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.

Irvine Valley College thus attempts to provide student success to its diverse community through a broad variety of instructional methods as they seek certificates, degrees, transfer, improvement of basic skills, and lifelong learning. The distance and online education program allows the college to extend educational opportunities to students who might otherwise be unable to attend college: those whose full-time work schedule makes it difficult to attend the on-campus class offerings; those caring for children and are unable to afford childcare; and those who are unable to leave their homes due to disabilities. By expanding our online offerings so that the majority of a certificate or degree can be earned online, students with limited access to our on-campus schedule will be able to earn their certificates or associate degrees, and enter the job market or transfer to four-year institutions.

Enrollments in our online classes are high, and they are often the first classes to fill each semester. Figure 2 shows the enrollment trends from Fall 2010 to Fall 2015. Average

section size for online courses in Fall 2015 was 34.2 students, while average section size for face-to-face courses was 28.0. Because the scheduling of online classes is flexible, and we are not affected by the availability of rooms, we can schedule additional sections for those students who were not able to enroll before the classes filled. In addition to the regular 16-week semester-length classes, we also offer 12-week and 8-week courses during the semester.

Figure 2. Trends in Average Enrollment by Method of Instruction



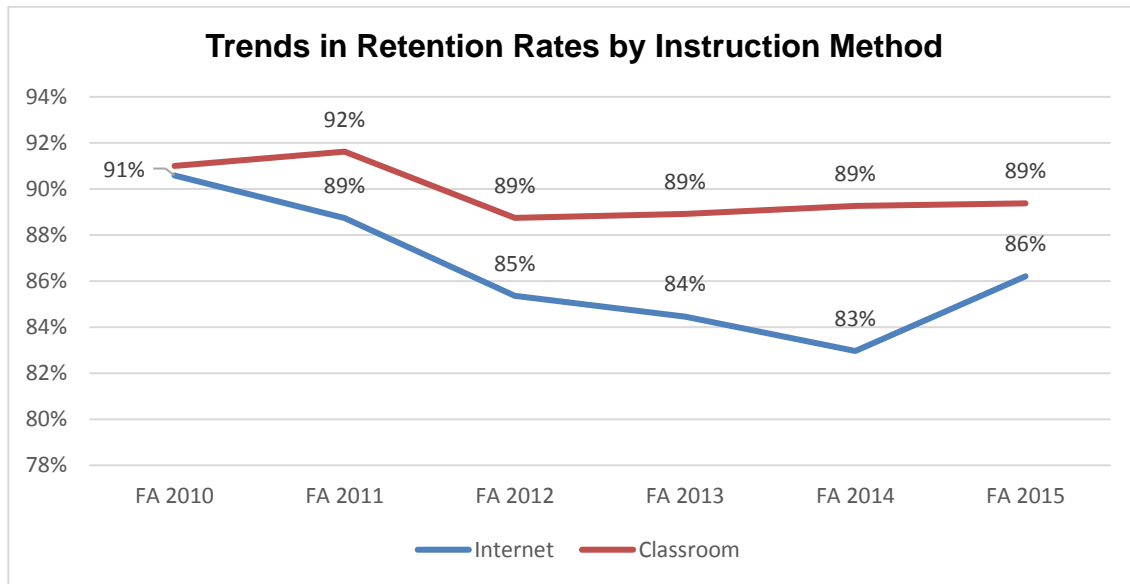
Distance education also provides students the opportunity to continue taking courses when they are away from home, due to the need to travel for work or take care of family obligations; students can continue to meet the obligations of their coursework during times when work or family make additional demands on their time.

Rationale for the Change

As the demand for online courses continues to grow, students are finding that much of the certificate or degree they are pursuing can be achieved online. Online education certificates and degrees, when pursued carefully, can provide an education that is the equivalent of one earned through traditional, face-to-face, courses. Irvine Valley College has established distance and online education offerings that have evolved in response to student needs and provide high-quality instruction and student services.

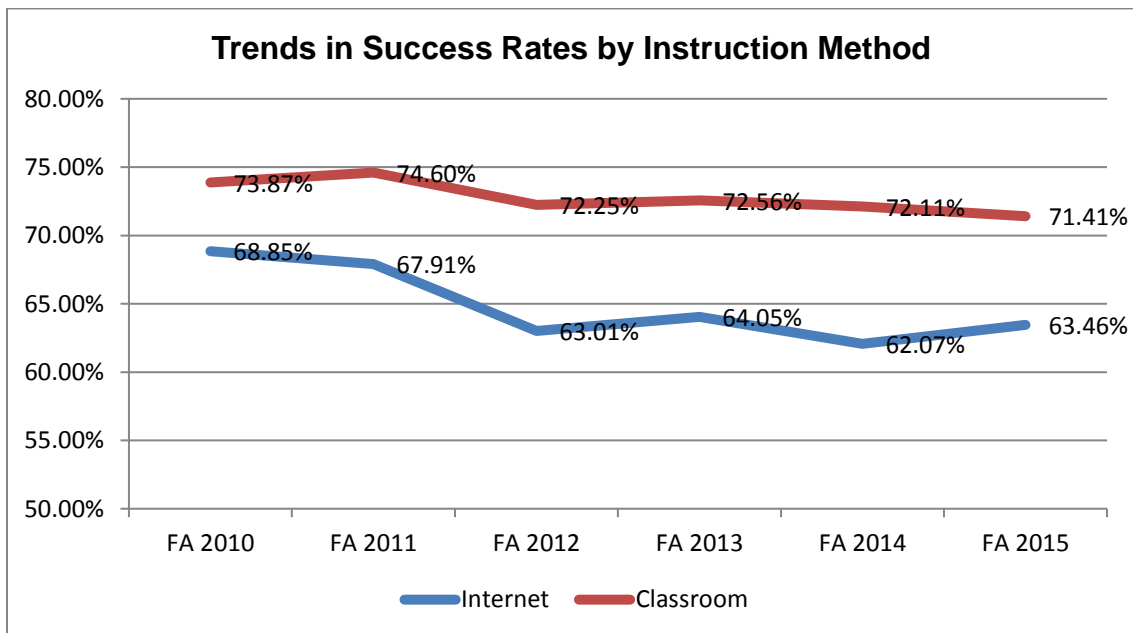
The quality of our online program is shown in the data collected both at the college and the district levels. The retention rates in online (100% online and hybrid) classes are very close to the retention rates in classroom (face-to-face) classes, as shown in Figure 3. In Fall 2015, the retention rate in 100% online and hybrid classes was 86% while the retention rate in face-to-face classes was 89%, a difference of only 3%.

Figure 3. Retention Rates by Method of Instruction



Success rates pertain to the number of students who receive a grade of A, B, C or CR (credit). Figure 4 illustrates the trends in Success Rates from Fall 2010 to Fall 2015.

Figure 4. Trends in Success Rates by Instruction Method



In Fall 2015, the success rate for online (100% online and hybrid) classes was 63.46% while the success rate for classroom (face-to-face) classes was 71.14%, a difference of

approximately 8%. Online success was at approximately 69% as of Fall 2010 and then decreased to 63% in Fall 2012 where it has held steady through Fall 2015. Traditional classroom success was at approximately 74% but has subsequently declined to 71% as of Fall 2015. IVC's Fall 2015 online success rate continues to be comparable to the state-wide online success rate for delayed interaction, internet-based classes of 62% (source: CCCCO Data Mart). The Online Education Task Force discusses and makes recommendations based on these reports to minimize the gap between Classroom and online success rates. Recent examples in 2014-2015 include developing a Distance Education Faculty Handbook, which lists best practices, a DE Strategic Plan, an Administrative Unit Review, and analyzing student surveys. In 2015-2016, in addition to updating all of the above documents, faculty professional development training including @ONE Intro to Online Teaching and Learning.

Educational Programs: Online Education and the College

The College recognizes many advantages to distance learning including fostering a creative learning environment that is technologically as well as academically challenging, recognizing students as individuals who require diverse and flexible learning opportunities, challenging the professional development of faculty, staff, and support functions within the institution to meet the needs of a rigorous distance learning program, providing more opportunities to keep curricula current and available on and off campus, and providing flexibility and greater access to a college education

Purpose of the Educational Change

The purpose of the Distance Learning program at IVC includes expanding educational opportunities that address alternative methods of course delivery for students who are seeking achievement of their educational goals, maintaining learner-centered distance education programs that address student success by providing support in curriculum and instruction, evaluation and assessment, technology, accessibility, infrastructure, and academic support services. Other purposes include communicating effectively with campus stakeholders regarding Distance Education policies and procedures, providing support for faculty development in the areas of pedagogy and technology to ensure that faculty who teach distance education courses meet standards of good practice and accreditation guidelines

Planning and Assessment of Needs

The number of online education courses offered grew gradually, in response to student and faculty interest in additional methods of instruction. In 2006, recognizing the need for online education efforts to be planned and coordinated, the college faculty and administration created the College Technology and Distance Education Committee (CTDEC). By 2010, the CTDEC was transformed into a Distance Education Committee and a separate Technology Advisory Committee. In 2015-2016, both of these committees were designated "task forces" and are co-chaired by a faculty Distance Education Coordinator, the Dean of Business Science, Online and Extended Education, and the Director of Technology Services. The memberships of both committees include faculty representatives from each academic school and a student representative. In the college strategic planning process, both the Online Education Task Force and the Technology Advisory Task Force make recommendations to the Academic, Planning, and Technology Committee, as well as the Academic Senate.

IVC does not have a target number of online course offerings; rather, online education growth has been organic. The faculty consider a variety of factors including, but not limited

to, pedagogy, managed growth, accessibility, and access to successful completion.

Recent examples in 2014-2015 include developing a Distance Education Faculty Handbook, which lists best practices, a DE Strategic Plan, an Administrative Unit Review, and analyzing student surveys. In 2015-2016, in addition to updating all of the above documents, faculty professional development training including @ONE Intro to Online Teaching and Learning.

- Program Reviews – analysis of the comparison between online and face-to-face offerings. For example, the Accounting Program Review includes analysis and detailed information regarding use of online engagement and effective contact. [[2015 Accounting Program Review](#)]
- Strategic Plan Objectives – Professional Development is directly linked to the College Strategic plan. The Online Education Strategic plan is linked below and see reference page three (3). [[IVC Strategic Plan](#)]
- DE Student Surveys – the Online Education Task Force has been a regular semester based activity surveying all DE/OE students. The most recent example, Spring 2016, is attached. The OETF analyzes, discusses and uses the results in prioritizing following year goals and shares via task force representatives. [[Online Education Student Survey Results](#)]
- DE Faculty Coordinator – went to the School Meetings – best practices for DE and hybrid courses [[Online Education Task Force Minutes](#)]

Anticipated Effect on the College

The college expects that the over-all effect of this change will be minimal. Students, staff, and faculty continue to expand their use of technology in relation to teaching and learning. The awarding of online certificates and degrees is a natural outgrowth of the increasing use of technology inside and outside of college life. The college has added staffing and infrastructure necessary to meet the needs of students in these programs and is continuing to monitor the need for additional changes.

Intended Benefits

Through the awarding of online certificates and degrees, Irvine Valley College will be able to serve our students more completely as they pursue their educational goals. Students whose work schedules or life circumstances make it difficult to participate in traditional on-campus classes are given an additional mode of access through online education. Online education provides added instructional flexibility, and offers the opportunity for instructors to explore additional student-centered approaches as they engage students in the learning process through tools that match the changing technological environment.

Planning for the Future of Online Education

As we have increased our Online Education (OE) offerings, we have focused on our using the OEC on pedagogy, student/teacher regular effective contact, analyzing student surveys, student readiness, student orientations for both the courses and the LMS.

Both the Online Education Administrative Unit Review (AUR) and OE Strategic Plan are

reviewed and updated annually. See links Spring 2016 approved OE Strategic Plan update, a process that also included reviewing the AURs, which were also reviewed and approved.

- [IVC Strategic Plan](#)
- [Distance Education Administrative Unit Review](#)

Instructional programs are developed and reviewed as part of the college program review process (program review data looks at OE offerings and comparing success rate for each program e.g., Accounting Program Review, see link above). In response to faculty program planning and student demand, both online and face-to-face courses are scheduled. Based on enrollment patterns, the college allocates resources to support both online (100% online and hybrid) and face-to-face courses.

The college's Distance and Online Education website [[ED Website](#)] is updated to provide access to all the information a student needs to get started with online courses, including necessary system requirements, LMS tutorials, and planning for online certificates or degrees. In addition, a faculty resources section provides information on the LMS, and other instructional technology [[Faculty Resources](#)].

The distance education website includes a series of questions and assistance for students interested in taking an online course. The section, "Is Distance Education Right for You," provides the student an opportunity to assess readiness for online education. The site also provides "Tips to help you avoid potential pitfalls when taking an online course," and "5 Qualities of Successful Distance Learners."

A robust set of student support services are now offered online in an effort to better serve both our distance and traditional students. These services include:

- Fully online application and registration process
- Comprehensive college website
- Online orientation for new students [[Online Orientation](#)]
- Online advisement (this is done through MySite) [[Admissions](#)]
- Online financial aid assistance and application [[Financial Aid](#)]
- Virtual office hours by our online faculty
- Online technical support center [[Support Center](#)]
- Online catalog [[Worldcat Library Database](#)]
- Online databases [[Libguides Library Database](#)]
- Extensive e-book collection

Evidence of Preparations

Staffing and Training

Irvine Valley College has over 150 full-time faculty members and over 340 part-time faculty members. As more faculty members recognize the need for these courses within their programs and seek training in online instruction, the number of faculty continues to grow.

Faculty hired to teach online must demonstrate qualifications for online instruction through prior training and/or work experience as determined by the departments in which they are being hired. To assist in preparing instructors for teaching online, the college offers various workshops through our Technology Services instructor training. These workshops have

included training in the LMS, accessibility, Camtasia for video creation, Mediasite for video conferencing and course content supplementation, the use of MS Office Suite software to create content for online courses, and Photoshop for website design.

The instructor training provided for Online Education instructors includes workshops related to online pedagogies and best practices. For example:

@ONE (Online Education) Training

An outline of three levels of certification: Basic, Intermediate, and Advanced. In each level, a series of workshops is listed, that once completed, would result in awarding the appropriate certificate (See Appendix H).

The college also has a number of staff members to support our distance and online education program. Technology Services, with a staff of one director and six network administrators and application specialists, is responsible for ensuring that all technological needs are met. Media Services, part of Technology Services, employs two web masters who assist in designing and maintaining websites, including the online education website. Marketing (not Media Services)

As of Fall 2015, IVC has a Dean of the Business Sciences, Online and Extended Education who reports to the Vice President for Instruction. This Dean is also a co-chair of the Online Education Task Force (OETF), which makes recommendations to the Academic Planning and Technology Committee (APTC) and the Academic Senate.

Equipment and Facilities

Training for IVC distance education faculty is provided through Technology Services using various classrooms and computer labs. All full-time faculty have access to their office computers; part-time faculty has access to some computers on campus.

Currently, Blackboard is the SOCCCD-supported Learning Management System (LMS). In Fall 2016, the college is piloting Canvas, a result of planning, an outcome of the consultation and decision-making process held throughout the last academic year.

The college purchased an annual license for Turn-it-In anti-plagiarism services, to assist faculty in maintaining the integrity of online student submissions. To assist students and faculty beyond the regular staff support hours, the college uses Presidium support services, to provide 24/7 help-desk assistance.

Campus Technology Services provides all faculty and staff on campus with up-to-date computers on a three-year refresh cycle. Software is available to support faculty who teach online, such as Camtasia for video creation, and faculty may request access to additional accessories such as a webcam or computer tablet.

Most students who take online classes have their own computers, per our survey results (see above). However, several computer labs are available on campus for students who do not have a computer or internet access. Through the laboratory, students may receive tutoring or assistance in using tools connected with online education.

Fiscal Resources

Both online and face-to-face courses are supported through the college strategic planning process. The need for course development or modification in course offerings in both online and face-to-face modes is identified through the program review process. Courses are scheduled, and depending on enrollment patterns, resources are allocated to support courses in both modes.

Funds are made available in the college budget to support the cost of the LMS and other annual contracts, staffing, and miscellaneous expenditures, as well as hardware and infrastructure to support online education. The salaries of district employees supporting online education are paid from district funds. As the program grows, additional fiscal resources will be allocated as needed through our strategic planning and decision-making processes.

Monitoring of Achievements

The distance and online education program is currently monitored by the Technology Advisory Task Force (TATF) and Online Education Task Force (OETF), the Dean of Online Education, and the Vice President for Instruction.

The indicators used to evaluate the program include the enrollment patterns, and data on retention and pass rates. These statistics are available through our inFORM database in the Institutional Effectiveness Annual Report produced by the district research office.

In addition, courses and programs offered online follow the same guidelines for student learning outcomes (SLOs) assessment and program review as our face-to-face courses and programs. The SLO assessment and program review processes are monitored by the Institutional Effectiveness Committee (IEC) and the Student Learning Outcomes Task Force (SLOTF).

Evidence of Necessary Approvals

As noted in the IV Distance Education (OE) Faculty Handbook: Pursuant to Title 5 of the California Code of Regulations, Section 55206, “if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.” Therefore, all online and hybrid courses are developed by faculty and approved by the Curriculum Committee and the Academic Senate in alignment with Board Policy 2100.1. The form utilized for the approval of online and hybrid courses is linked here: [Distance Education Proposal Form](#)

Maintenance of Eligibility Requirements

The Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC) have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements and the impact of this substantive change proposal (if any) on the eligibility requirements follows. Documentation is either included in this substantive change proposal or referenced for each requirement. In keeping with the 2014 Eligibility Requirements documentation,

ERs one through five are addressed separately below, while ERs six through twenty-one are addressed in the following section on the Accreditation Standards.

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Irvine Valley College is accredited by the national Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. Irvine Valley College has been accredited since 1988. Accreditation visits are made every six years, in which the college curriculum, including distance education, is reviewed.

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Irvine Valley College has been continuously operational as an accredited institution of higher education since 1988. In the current academic year (2015-2016), Irvine Valley College has enrolled over 21,000 students. Students are currently enrolled in a variety of Irvine Valley College courses through distance and online education that can be used to complete an associate degree or certificate of achievement, transfer, and for lifelong learning. Recently, students have been able to earn 50% or more of some degrees and certificates and 100% of some certificates through distance and online education, necessitating this substantive change proposal.

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Irvine Valley College offers over 60 Associate Degree programs that are of at least two-years in length. These programs are enumerated in the College's catalog along with approximately 80 shorter-term certificate programs. Virtually all of the College's credit course offerings are either core courses that are required for one or more Associate Degree programs or electives. Just the core, required areas of English, ESL, and Math together represent approximately 30% of the total full-time equivalent student enrollment in any given term.

Students are provided with several options for fulfilling the requirements for an associate degree at Irvine Valley College. Each is designed to meet specific educational goals. Through careful course scheduling and enrollment management strategies, course enrollments meet the strategic goals of the College while meeting student needs through traditional and distance education instruction modes, related to course and degree completion.

Students may complete a program of study in any of the career and technical areas as well as several general areas (such as Fine Arts, Health Sciences, Humanities, Languages, Life Sciences, or Social and Behavioral Sciences) by completing a minimum number of units (as specified in the college catalog) and upon completion of general education requirements specified for a specific area. Degree opportunities, transfer courses and certificates of achievement are clearly identified in the college catalog.

The names of the degrees offered at Irvine Valley College reflect the institution's mission statement. Degree and course descriptions are found in the catalog. Each semester's Schedule of Classes identifies the method of instruction. The college's Curriculum Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor regardless of the site where sections are offered or whether sections are offered online.

Successful completion of approved programs at Irvine Valley College may lead to an Associate of Arts or Associate of Science Degree; a Certificate of Achievement or Proficiency in a specified career or technical field; or completion of lower division (freshman and sophomore) requirements for transfer to upper division (junior) standing at a four-year college or university.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Glenn R. Roquemoire, President of Irvine Valley College, has primary responsibility to the college, including its instructional/distance education programs, and has executive responsibilities for administering Board policies. Board Policy 2101, Delegation of Authority to the College President, outlines Dr. Roquemoire's responsibility as the Chief Executive Officer of Irvine Valley College.

5. Financial Accountability

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The district and the college are audited on an annual basis by a certified public accounting firm. The auditing procedures comply with auditing standards and government regulations. The auditing firm is selected by evaluating the experience, size, and ability to provide timely and quality services. The governing board reviews the certified audit reports, findings, exceptions, letters to management, and recommendations made by the contracted auditing firm. These reports are available to the public. Within the past five years, the annual audit reports for the South Orange County Community College District and Irvine Valley College have been unqualified with no audit exceptions and no material weaknesses. The district and the college

have not received negative reviews within five years.

6. Operational Status

The institution must be operational, with students actively pursuing its degree programs.

The Online Education programs and courses assist IVC fulfill its operational status as a degree-awarding institution.

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them. The Online Education programs and courses provide access to students and assist them in completing their degrees and certificates in a timely fashion.

8. Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The Online Education programs and courses have been carefully developed by discipline experts and reviewed and vetted by faculty and administrators to ensure that addition of the updated programs and courses are congruent with the college's mission, and contains appropriate quality and rigor.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Institutional policies on transfer and awarding of credit are specified in the college catalog. The educational programs offered at Irvine Valley College, whether through traditional or online methods, are consistent with its mission to promote student learning and success; to offer a variety of traditional and innovative teaching methods; and to provide access to state-of-the-art technologies and facilities. These programs and courses have sufficient content and length and are based on Title 5, section 55002.5 of the California Administrative Code. Credit is assigned to courses based on the "Carnegie unit" which expects students to complete 18 hours of work for one unit of credit.

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

At the course and institutional levels, Irvine Valley College faculty have integrated SLO assessment into the course development and review processes for both traditional and online courses using its curriculum management database system: CurricUNET. At the program level, SLOs are completed on an annual basis and the Program Review process includes a strong emphasis on SLO assessment. Overseen by the Institutional Effectiveness Committee and the SLO Task Force, programs have established learning outcomes and assessment plans.

11. General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

Irvine Valley College has three patterns of General Education courses (Irvine Valley College GE, CSU GE and IGETC) that promote the student's personal, cultural and intellectual growth. Students who successfully complete the general education requirements are better able to imagine, evaluate, and respond in a wide variety of ways and in a plurality of contexts. Successful completion of the courses will contribute to a better understanding of the broad range of disciplines in which the human search for knowledge is carried out (Irvine Valley College [2016-2017 Catalog](#))

General education courses are listed in the college catalog. All course descriptions are found in the catalog and verification of their quality and rigor is provided. The college's Curriculum Committee approves all courses to be included in general education sequence. Many of the general education courses are taught through distance education. The courses are taught in accordance with course outlines of record, with assessment of approved SLOs, regardless of the method of instruction.

12. Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The college's academic freedom policy for faculty and students is set forth in [Board Policy 6120](#). District's academic freedom policy is applicable regardless of method of instruction, and the CTDEC Committee ensures that all distance and online courses are afforded the same rights of academic freedom as face-to-face courses.

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference and that academic freedom encourages the flow of

ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law.

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Irvine Valley College employs over 150 full-time faculty members and more than 340 part-time faculty members. Information about fulltime faculty, including name, title, and degrees, is listed in the college catalog. Information regarding part-time faculty is kept in the academic division offices and in the SOCCCD Human Resources Department office. The Irvine Valley College faculty handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning. Faculty who meet minimum qualifications according to the California State Chancellor's Office and demonstrate a knowledge of online teaching skills, are assigned to teach online courses.

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Irvine Valley College provides services and programs that enhance a student's use of college offerings and facilitate progress towards academic, career, personal, and social goals. Irvine Valley College's staff is committed to each student's success and growth as a person. Student services include the following areas: Admission and Records, Athletics, Bookstore, Campus Activities, Campus Police and Security Services, Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services (EOPS), Financial Aid, Student Health Center, Student Success Center, Tutoring Services and Veterans' Educational Benefits. Many of these services are available online such as the application process, the registration process, orientation for new students, advisement, financial aid assistance and application, distance education technical support, and many library resources. The Irvine Valley College Vice President for Student Services serves as administrator for student services.

An online listing of all student services departments is available on the Irvine Valley College website at: [Students](#).

15. Admissions

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The college's admissions policy is included in the college catalog. A copy of the enrollment application and a statement of student qualifications for admission are included in the current class schedule. Admissions policies are applicable to all

students regardless of the method of instruction.

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The IVC Library holdings are available online at: [IVC Library](#). The Library's major contract is with OCLC, a bibliographic utility supplier of cataloging records. Other collaborations include working with the University of California, Irvine and California State University, Fullerton for interlibrary loan borrowing and requisition services with EBSCO, a bibliographic listing of periodical journal titles, for the library's magazine and journal needs, and Midwest Library Services for book and media purchases. The Library maintains agreements with online database providers through the Council of Chief Librarians membership. The Library provides access to more than 15 online databases that cover all disciplines.

The Learning Center has recently started a pilot program for both English and Math online tutoring to students needing help with their courses. This online tutoring program uses the CCC Confer program, funded by a grant from the California Community Colleges Chancellor's Office. With the CCC Confer system, IVC online tutoring provides both visual and audio features to facilitate the distance learning student tutoring sessions.

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The SOCCCD is one of the basic-aid districts in the state of California. As a basic aid district, the district does not receive state apportionment because the local property tax revenues exceed the state apportionment formula. Therefore, the district retains the local property tax revenues. Irvine Valley College receives a local budget set by the District Resource Allocations Council (DRAC) based on the district budget model. All funds received by the college are monitored, audited, and documented, and are used to support both traditional and online courses. The district and the college undergo an external audit on an annual basis by a certified public accounting firm. The district and the college maintain adequate reserves for contingencies. The college offers financial aid services and the financial aid program is audited on a regular basis.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date

of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

All audited financial statements of the SOCCCD are found at: [Fiscal Audits](#)

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

The Online Education programs and courses are created via institutional planning processes and exemplifies how appropriate planning results in the addition of programs to support student learning and achievement. The institution's program and curriculum review process will assure that the Online Education programs and courses stay current and engage in continuous improvement.

20. Public Information

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

To provide precise, accurate and current information to the public, the Global Studies degree, state-approved in August 2016, is included in the college catalog addendum dated August 22, 2016.

Irvine Valley College provides a print and online catalog with current information regarding the college mission statement, course, program, and degree offerings as well as the academic calendar and length of programs, acceptance of transfer credits, and requirements regarding the refund of fees. Other pertinent information contained in the college catalog includes student financial aid, available learning resources, names and degrees of faculty, administrators, and the governing board. Admission requirements, board policies and administrative regulations affecting students such as [AR 5401](#) (Student Conduct) and student grading policies ([BP 5300](#)), and complaint procedures, prohibition of harassment and discrimination ([BP 4000.6](#)) are included in the catalog. The college catalog is reviewed annually and updated as college and district policies and regulations are revised. Some of the aforementioned information is also provided in print and online form in the schedule of classes.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

This substantive change proposal has been carefully researched and prepared to convey accurately the genesis and institutional impacts of the Online Education programs and courses.

The SOCCCD Board of Trustees affirms that Irvine Valley College adheres to the commission eligibility requirements, accreditation standards, and commission regulations as specified in [Board Policy 5520](#) (Accreditation). The accreditation status of the college is in the college catalog and on the college website. Irvine Valley College represents itself consistently, accurately, and honestly to all accrediting agencies.

Fulfillment of Accreditation Standards

Irvine Valley College will continue to fulfill all of the accreditation standards with the addition of online courses that constitute 50% or more of the affected programs. Moreover, we believe that the change is a benefit to our students and will enhance our abilities to foster student learning and success.

Standard I

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

As discussed above, the mission of Irvine Valley College is “serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning.” Our distance education program helps us to achieve this mission by extending the educational opportunities of the college to students who might otherwise be unable to attend college.

All of our online courses and programs are held to the same rigorous approval and evaluation process as our face-to-face courses and programs, which includes special review by our Curriculum Committee [[Distance Education Mode of Instruction Proposal Form](#)], the assessment of SLOs in all courses and programs, and program review. Additional evaluation is provided by the oversight of our College Technology and Distance Education Committee, which formulates and reviews processes in relation to distance education.

Standard II

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

All of the courses and programs offered online are of the same high quality as our face-to-face courses and programs. Each of the programs in which 50% or more of a degree or certificate can be earned online must undergo program review on a regular basis.

Reviews are required every two years for vocational programs and every five years for non-vocational programs. These reviews are based on a systematic analysis of data sets on student success and student learning outcome assessments.

Student services have evolved over the past five years to accommodate the demand for online access to these services. Most of our student services are now available online to meet the needs of all students. Student services offers a robust set of online services, including admissions, orientation, counseling, and financial aid. All of our student service units participate in the program review process, along with academic departments. In addition, an annual general student satisfaction survey is conducted that is used to evaluate our student support services.

To ensure integrity in online education, it is essential that the identity of online students is verified. Irvine Valley College uses the Blackboard course management system, which requires student authentication through the use of unique user IDs and passwords. When students access the Blackboard system, they must authenticate using their student user ID and password. Their student user ID is unique and has the format of first initial of the student's name followed by their last name and a numeric value. The numeric value insures that each student ID is unique. Student ID's are never recycled. The student password is created at registration time and is managed by the student. When a student logs in, the Blackboard LMS system accesses SOCCCD hosted directory infrastructure to verify the student user ID and password using an encrypted connection. Once the authentication is successful, the student is logged into Blackboard.

Standard III

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

The college has demonstrated a strong commitment to distance and online education through the allocation of human, physical, technology, and financial resources.

Faculty for distance and online courses are hired using the same criteria as for face-to-face courses, and most of our online courses are taught by regular fulltime faculty members who also teach face-to-face courses in the same discipline. All faculty must meet the minimum qualifications in their respective disciplines. Additionally, faculty hired to teach online must demonstrate qualifications for online instruction through prior training and/or

work experience as determined by the departments in which they are being hired. The evaluation process for online faculty is the same as that for face-to-face classes. According to the master agreement, faculty, both fulltime and part-time, are evaluated every two years.

The college recognizes the need for adequate personnel to manage the distance and online education program. In 2009, a Dean of Online Education was hired to oversee online educational offerings and to coordinate with college and district technology services.

Substantial fiscal resources have gone to the physical and technology requirements of distance and online education, many of them ongoing expenses. These expenditures are monitored by the College President, the Director of Fiscal Services, the Director of Technology Services, the Vice President of Instruction, and the College Technology and Distance Education Committee, as part of our strategic planning process.

Standard IV

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The distance and online education program at Irvine Valley College is a joint effort of all constituent groups on campus. The Online Education Task Force (OETF) is part of the college strategic planning and decision making process, and reports to the Academic Planning, and Technology Committee (APTC). OETF is composed of faculty, academic administrators, and classified staff from across the campus, as well as student representatives.

Deans oversee the evaluation process for faculty within the disciplines in their schools. The Dean of Online Education reports to the Vice President of Instruction, and coordinates with the VPI on management of the program as a whole.

Irvine Valley College has followed all written policies and procedures in the development of its distance and online education offerings including curriculum development and revision, program development, hiring, faculty evaluation, student learning outcomes assessment, and program review.

Appendices

Appendix A: inFORM Distance Education Report

Table 1: IVC Distance Education Student Headcount, Retention, and Success Rates, Fall 2010 - Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classroom						
Student Headcount (Unduplicated)	14,061	13,281	12,929	12,930	12,265	12,491
Percent Retention	91.00%	91.62%	88.75%	88.92%	89.27%	89.37%
Percent Success	73.87%	74.60%	72.25%	72.56%	72.11%	71.45%
Internet						
Student Headcount (Unduplicated)	3,432	3,365	3,336	3,278	3,537	4,183
Percent Retention	90.59%	88.73%	85.36%	84.46%	82.96%	86.19%
Percent Success	68.85%	67.91%	63.01%	64.05%	62.07%	63.46%
Other						
Student Headcount (Unduplicated)	146	153	75	56	67	79
Percent Retention	91.13%	86.88%	93.88%	93.62%	89.87%	89.89%
Percent Success	84.68%	80.63%	76.53%	85.11%	83.54%	84.27%
Total Student Headcount (Unduplicated)	15,473	14,566	14,161	14,152	13,472	13,828
Total Percent Retention	90.95%	91.24%	88.32%	88.40%	88.46%	88.87%
Total Percent Success	73.28%	73.79%	71.06%	71.58%	70.84%	70.23%

Note: The retention rate represents those IVC students who did not withdraw from the course. The success rate presents the proportion of students who earned a grade of "C" or better (including "Credit").

Table 2: IVC Distance Education Section and Enrollment Counts, Fall 2010 - Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classroom						
Section Count	1,092	1,097	1,179	1,213	1,273	1,271
Student Enrollment (Duplicated)	36,206	34,869	35,634	36,978	35,710	35,533
Average Section Size	33.16	31.79	30.22	30.48	28.05	27.96
Internet						
Section Count	122	120	122	121	144	174
Student Enrollment (Duplicated)	4,769	4,722	4,855	4,536	4,969	5,948
Average Section Size	39.09	39.35	39.80	37.49	34.51	34.18
Other						
Section Count	12	15	12	12	13	19
Student Enrollment (Duplicated)	146	173	99	92	82	91
Average Section Size	12.17	11.53	8.25	7.67	6.31	4.79
Total Section Count	1,226	1,232	1,313	1,346	1,430	1,464
Total Student Enrollment (Duplicated)	41,121	39,764	40,588	41,606	40,761	41,572
Average Section Size	33.54	32.28	30.91	30.91	28.50	28.40

Note: Student enrollment figures include all students enrolled at section census. Average section size is simply enrollment divided by section count.

Appendix B: Evidence for the Adult English as a Second Language Program

- [AB86 South Orange County Regional Consortium \(SORC\) Regional Comprehensive Plan](#)
- [Adult ESL Website](#)
- [Catalog Addendum: August 22, 2016](#)
- [CCC Student Success Scorecard, Irvine Valley College](#)
- [Beginning AESL Certificate of Competency: Narrative](#)
- [Advanced AESL Certificate of Competency: Narrative](#)
- [Intermediate AESL Certificate of Competency: Narrative](#)
- [Course Outline of Record: AESL 501](#)
- [Course Outline of Record: AESL 502](#)
- [Course Outline of Record: AESL 503](#)
- [Course Outline of Record: AESL 504](#)
- [Course Outline of Record: AESL 505](#)
- [ESL Education Goal Survey—Fall 2012](#)
- [Curriculum Committee Ballot: AESL certificates approval](#)
- [Curriculum Committee Ballot: AESL 501, 502, 503, 504, and 505 course approval](#)
- [Irvine Valley College Vision, Mission, and Goals](#)
- [Irvine Valley College Academic Program Review Process](#)
- [Irvine Valley College Student Equity Plan—2015](#)



- [New Program Approval Process \(2008\)](#)
- [SOCCCD Board of Trustees Agenda](#): AESL certificates approval (Item 5.8, [Exhibit A](#))
- [SOCCCD Board of Trustees Agenda](#): AESL 501, 502, 503, 504, and 505 course approval (Item 5.7, [Exhibit A](#))

Appendix C: Evidence for the Biotechnology Program

- [Academic Senate Approval](#) – Biotechnology Program
- Biological Sciences Programs and Majors: [2016 - 2017 Catalog](#)
- [Biotechnology Board Approval](#)
- [Biotechnology Minutes October 9, 2015](#)
- [Biotechnology Occupations LAOC](#)
- Biotechnology Training Programs - [OC Trifold](#)
- [Brookings 2013 Annual Report](#)
- [Dual Enrollment Board Approval](#)
- [Dual Enrollment MOU](#)
- [Funding Matrix](#)
- [IVC Academic Program Review Process](#)
- [IVC and Capistrano USD Partnership Agreement](#)
- [IVC Student Resources Guide](#)
- [IVC Vision, Mission, and Goals](#)
- [Los Angeles/Orange County Regional Consortia \(LAOCRC\)](#) Program Approval

Appendix D: Evidence for the Global Studies Program

- [AA in Global Studies: Program Award Master](#)
- [AA in Global Studies: Narrative](#)
- [AA in Global Studies: Articulation Agreement](#)
- [Catalog Addendum, 8-22-2016](#)
- [Course Outline of Record: Global Studies 1](#)
- [Course Outline of Record: Global Studies 2](#)
- [CCC Student Success Scorecard, Irvine Valley College](#)
- [Curriculum Committee Ballot: Global Studies A.A. degree approval](#)
- [Curriculum Committee Minutes: Global Studies A.A. degree approval](#)
- [Curriculum Committee Ballot: GLBL 1 & GLBL 2 course approvals](#)
- [Irvine Valley College Vision, Mission, and Goals](#)
- [Irvine Valley College Academic Program Review Process](#)
- [New Program Approval Process \(2008\)](#)
- [SOCCCD Board of Trustees Minutes: Global Studies A.A. degree approval](#)
- [SOCCCD Board of Trustees Minutes: GLBL 1 & GLBL 2 course approvals](#)
- [SOCCCD Board of Trustees Agenda: GLBL 1 & GLBL 2 course approvals](#)

Appendix E: Evidence for the Online Education Proposal

- [Accounting Department Program Review](#)
- [Board Policy 5520 \(Accreditation\)](#)
- [Distance Education Administrative Unit Review](#)
- [Distance Education Faculty Technical Competencies](#)
- [Distance Education Faculty Technical Certification](#)
- [Distance Education Mode of Instruction Proposal Form](#)
- [Distance and Online Education Website](#)
- [Distance Education Proposal Form](#)
- [District Fiscal Audits](#)
- [Faculty Resources](#)
- [IVC Credit and Degree Applicable Distance Education Courses 2009-2015](#)
- [IVC Mission, Vision, and Goals](#)
- [IVC Strategic Plan](#)
- [IVC 2016-2017 Catalog](#)
- [Libguides Library Database](#)
- [Online Education Student Survey Results](#)
- [Online Education Task Force Minutes](#)
- [Online Advisement](#)
- [Online Orientation](#)
- [Online Financial Aid](#)
- [Online Technical Support Center](#)
- [Worldcat Library Database](#)
- [Student Resources](#)
- [Technical Workshops to Support Distance Education Faculty](#)



Substantive Change Proposal 2016



Irvine Valley College

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