

Substantive Change Application Form

New Location

Directions: This application should be submitted *at least* 45 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to ACCJC, 10 Commercial Blvd, Suite 204, Novato, CA 94949

Date of Inquiry: May 18, 2018

Anticipated Start Date: August 13, 2018

Institution Name: Irvine Valley College

Address: 5500 Irvine Center Drive

City: Irvine

State: CA

Zip: 92618

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Title of Application and description of Proposal:

Address Change: Relocation of Programs from a Temporary Site (Former SOCCCD Property) to a New Building and Permanent Site on SOCCCD Property from 15445 Lansdowne Road, Tustin, CA 92782 to 1624 Valencia Avenue, Tustin, CA 92782 ([see map](#)).

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Briefly describe the change, including the planning process.

The South Orange County Community College District (SOCCCD), in collaboration with the City of Tustin, established the Advanced Technology and Education Park (ATEP) in 2004 as a satellite campus on land that formerly housed a Marine Corps Air Station, which was permanently decommissioned in 1999. Irvine Valley College (IVC) began offering education programs and student support services at ATEP in fall 2006 at a temporary/transitional campus located on approximately 1.5 acres of SOCCCD's total 62 acres.

In order to realize the vision for ATEP, SOCCCD exchanged small parcels of land, on opposite sides of Valencia Avenue, with the City of Tustin. The first permanent structure at ATEP is IVC's new Integrated Design, Engineering and Automation (IDEA) building, which was completed in spring 2018. The IDEA building is located [across the street](#) from the transitional campus—now owned by the City of Tustin. As a consequence, the address for IVC's educational programs and services at ATEP changed.

Planning for instructional programs and support services at ATEP is done through IVC's strategic planning committees using a [collaborative decision-making process](#). The Strategic Planning and Accreditation Council (SPAC) assesses programmatic need and evaluates the feasibility and effectiveness of college facilities using input from four participatory governance committees that make recommendations based on program and administrative unit reviews. Long and medium range facilities plans for ATEP site development are created and refined through the District wide participatory governance structure and are outlined in the [South Orange County Community College District's Education and Facilities Master Plan](#) (2011-2031) and annually updated Five-Year Facilities Plans ([2015](#)) and ([2018](#)).

Describe how the change is consistent with the mission and goals of the institution.

ATEP is an integral component of SOCCCD's and IVC's missions. ATEP's mission is to "support the improvement of the competitive position of individuals and of the region through a responsive workforce development strategy." ATEP is a non-traditional campus that seeks to establish collaborative and synergistic partnerships with entities, including businesses, non-profit organizations, and other academic institutions. Established partnerships include those with the University of California Irvine, the Orange County Business Council, the Greater Irvine Chamber of Commerce, and the City of Tustin. These partnerships focus on enhancing educational services to meet the workforce development needs of local and regional businesses. This non-traditional vision and goal for ATEP is anchored in Irvine Valley College's mission and strategic goals. Specifically, Irvine Valley College builds new facilities to support the College's strategic goals and objectives to "provide relevant, innovative and appropriate workforce training" ([Strategic Objective 3.1](#)) and to "improve student career preparation and readiness through experiential learning opportunities that allow students to explore career options, acquire work experience in their chosen field, and develop professional contacts" ([Strategic Objective 3.3](#)). This is consistent with the College [mission](#) to foster "economic and workforce development through strategic partnerships with business, government, and educational networks" and to offer "clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community."

What is the expected impact of this change? What benefits will result from this change?

Irvine Valley College's new building at ATEP aligns with the SOCCCD Board of Trustees' decision described in the [2006 Substantive Change Proposal](#) to prioritize the health and safety of the District's students, faculty, and staff; thus making the need for sustainable, efficient, and environmentally friendly buildings imperative. The new building is constructed to the Leadership in Energy and Environmental Design (LEED) standards to provide high technology instructional space and laboratory equipment to respond to the growing demand for such skills. Also, consistent with the goals outlined in the 2006 Substantive Change Proposal, the new building is designed to offer "high technology education to students interested in acquiring skills in emerging technologies to enter the workforce."

IVC's ATEP-specific community services, and economic and workforce development initiatives are described on the College's ATEP website: <https://atep.ivc.edu/>. Moving some of Irvine Valley College's career education and engineering programs to the new, state-of-the-art facility with up-to-date instructional equipment and larger collaborative learning spaces improves the learning environment for the students in these instructional programs. The classrooms have high-end equipment not normally provided at community colleges, enabling faculty to teach students in a hands-on approach and contribute to their own professional growth. This enhances the student experience in these programs and provides excellent workforce training. Additionally, moving community education and the testing center to the new building provides easier parking access for these programs and services, and improves support for students and the community at large.

Standard II: Student Learning Programs and Support Services

<p>Describe the impact of this change on the programs, services, and activities which will support students.</p>
<p>The move from the temporary/transitional site to the new building will improve student services, as dedicated on-site space is now provided for the campus testing center, financial aid, counseling, and admissions and records. In addition, students will continue to have access to online services for registration, financial aid, veteran’s affairs, and counseling. Students enrolled at ATEP also have access to extended opportunity programs and services (EOPS), disabled student programs and services (DSPS), learning disabilities services, CalWORKs, career and job placement, matriculation, counseling, health services, student development, financial aid and scholarships, and library services at Irvine Valley College.</p> <p>A dedicated financial aid and supportive services specialist has been assigned to ATEP since the fall of 2010. This position remains at the new building and continues to provide on-site support services to students. In addition, the College will continue to offer high quality student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of the services.</p> <p>Irvine Valley College recently partnered with the University of California, Irvine (UCI) to offer an engineering pathway to Orange County students beginning in the fall 2018 semester. These students who complete the IVC engineering program will receive guaranteed transfer admission to UCI’s Samueli School of Engineering to complete their bachelor’s degree. The courses offered in this pathway are largely unavailable at other local community colleges and will primarily be offered at ATEP.</p>
<p>Other:</p>
<p>Description of any legal or compliance requirements regarding this change.</p>
<p>There are no new legal or compliance requirements associated with moving the programs from the transitional campus to the new building. The move is consistent with the South Orange County Community College District Education and Facilities Master Plan (2011–2031) Phase 3A of the ATEP site development (p. 79).</p>

Standard III: Resources

Human Resources:
Please describe the staffing plan to support this change.
<p>There is no significant staffing change with the move from the transitional campus to the new building. Presently, ATEP has five full-time faculty members; eight permanent classified staff members (community education, the testing center, and IDEA support staff); two managers; and an additional eleven permanent staff members (rotating) from counseling services and admission and records. Courses offered at ATEP are taught by full-time and adjunct faculty. A full-time addition to the institutional technology staff has been approved for hire during the 2018-2019 year to support the technology needs of the IDEA building. There are no changes to the campus safety staffing necessitated by the move (ATEP Organizational Chart).</p> <p>Faculty, staff, and administration at the new building are part of Irvine Valley College's governance structure. Irvine Valley College has appointed the dean of economic and workforce development and integrated design, engineering and automation, who reports to the vice president for instruction, to be in charge of site operations. An executive director of public and private partnership development has been appointed to expand economic and workforce development efforts by increasing the College's presence in the community among local organizations and industries to further develop partnerships that support the ATEP mission.</p>
Financial Resources:
Impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.
<p>Irvine Valley College's 2018-2019 adopted budget is \$95,893,508, which includes \$68,449,650 in unrestricted general funds. The total 2018-2019 adopted budget for South Orange County Community College District for all funds totals over \$935 million, which is comprised of \$479 million in beginning fund balances and \$457 million in revenue. The College and the District provide sufficient revenues to support the programs and services offered at ATEP.</p> <p>The South Orange County Community College District is a community supported district. As a community supported institution, 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 Allocation Committee (DRAC). The operational budget for ATEP remains part of the IVC budget. In addition, SOCCCD has pledged \$750,000 per year of additional funding for three years to support program development at ATEP.</p>

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness is maintained and sustained through this transition?

The move from the transitional campus to the new building has not warranted modifications to the governance structure and efforts to ensure institutional effectiveness. As outlined in the 2017 [Institutional Self-Evaluation Report](#) (ISER), “Irvine Valley College and the South Orange County Community College District support the rights of faculty, staff, students, managers, and administrators to participate effectively in District and College governance processes in accordance with Education Code §70902(b)(7).” Additionally, IVC has adopted policies and a governance structure that encourage participation from individuals at all levels of the institution and promotes the sharing of ideas and suggestions for improving institutional effectiveness, including student performance and outcomes, fiscal stability, and academic quality. The [Irvine Valley College Planning and Decision-Making Manual](#), and the [Participatory Governance Decision-Making Flowchart](#) outline IVC’s formal committee structure.

The governance structure and culture at IVC and throughout the District endorse individual involvement and responsibility for promoting best practices that enhance programs and services regardless of the individual’s title, constituent group membership, or level in the organization. Employees and students are encouraged to voice concerns, share ideas, and communicate freely about College and District programs and services. The interface between District wide and College committees and representation on these committees is reviewed annually, and recommendations for improvements are quickly implemented. The faculty, staff, and managers at ATEP remain active participants on governance committees, including the Academic Senate, Classified Senate, Career Technical Education (CTE) Taskforce, the Academic Planning and Technology Committee (APTC), the Institutional Effectiveness Committee (IEC), SPAC and the Instructional Council. Additionally, ATEP remains a standing agenda item at SPAC, APTC, and PEC, and there are additional bi-weekly ATEP meetings with the president, dean of IDEA and economic and workforce development, director of marketing and creative services, vice president for instruction, and the executive director of public and private partnership development.

Evidence

2006 Substantive Change Proposal
ATEP Location Satellite Image
ATEP Organizational Chart
Five-Year Facilities Plan (2015)
Five-Year Facilities Plan (2018)
Institutional Self-Evaluation Report
Irvine Valley College Planning and Decision-Making Manual
IVC ATEP Website
IVC Mission Statement
Participatory Governance Decision-Making Process Flowchart
Phase 3A of ATEP Site Development
SOCCCD Education and Facilities Master Plan
Strategic Objective 3.1
Strategic Objective 3.3