



Irvine Valley College Saddleback College

Joint Addendum: Substantive Change Advanced Technology and Education Park

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A.

Introduction

Irvine Valley College and Saddleback College: Substantive Change Proposals

On February 11, 2010 Irvine Valley College and Saddleback College submitted Substantive Change Proposals notifying the Commission that the Colleges “will transport, transfer, or duplicate at least half of the courses required for an associate’s degree or vocational certificate” at an off-site location, the Advanced Technology Education Park (ATEP). (Substantive Change Manual, Section IV. C. Change in the Location or Geographical Area Served; August 2009, p. 7)

In April of 2010, Irvine Valley College and Saddleback College received notification from the Commission requesting that the Colleges prepare a joint addendum to respond to the following questions:

- 1) How the Colleges plan, decide, and allocate resources for student support services for the programs offered at ATEP
- 2) How the Colleges collect data about the programs and student support services, and use that data for improvement;
- 3) What are the Colleges’ decision-making processes and defined roles and responsibilities related to the programs developed, offered and evaluated for student success at ATEP. (Exhibit 1)

In accordance with the Commission’s request, Irvine Valley College and Saddleback College submits this joint addendum, which addresses each of the aforementioned items identified by the Commission.

Irvine Valley College & Saddleback College: Student Support Services at ATEP

1) How the Colleges plan, decide, and allocate resources for student support services for the programs offered at ATEP

Resource Allocation: Currently, there are no line item budgets for student support services at ATEP within the budgets of either Irvine Valley College or Saddleback College. Expenditures incurred by the colleges for counseling hours or supportive services staff time are expended from college line items for the generalized categories. The Colleges provide the needed support services to their students regardless of the site location.

Student Support Services: Planning and Decision-Making: As reported in the Saddleback College Substantive Change Proposal (2-11-10) and the Irvine Valley College Substantive Change Proposal (2-11-10), the students enrolled at ATEP have access to student support services online and through both Colleges.

Online Services: Online services include the admissions process, which is available through CCCApply (an internet based application and registration process). This process allows students to register for classes and make fee payments online. Information about online services related to financial aid and veterans' affairs are available on the Irvine Valley College and Saddleback College websites. Additionally, the ATEP website includes a link to the "Ask a Counselor", which is an online counseling service. Student questions are directed to the student's College of Record for service. An online virtual library is also available to students. (Exhibit 2)

College Services: Students enrolled at ATEP have access to Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), Learning Disabilities Services, Cal Works, Career and Job Placement, Child Development Center, Matriculation, financial aid, health services, and library services at Irvine Valley College and/or Saddleback College. (Exhibit 2)

On-site: The Colleges provide financial aid and EOPS workshops at ATEP as needed. College staff also work individually with students at ATEP to ensure that their student service needs are met. This is particularly true for DSPS students as College staff meet with students needing assistance at the ATEP site.

Student Support Services provided at the ATEP site include a part-time learning center instructor. Initially, this instructor was employed to provide counseling services at ATEP; however, later it was determined that the instructor did not meet the minimum qualifications in counseling pursuant to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Because of this, the instructor was assigned to the ATEP Student Resource Center to provide students with general information about careers, transfer requirements, and academic choices. Counseling services for ATEP are provided by the Colleges as described above.

Planning: Planning for student support services at ATEP is developing as the full-time equivalent students increase and needs are identified. The Irvine Valley College Student Services Council reviews the student supportive services needs at ATEP and has identified needs such as staffing in financial aid, supportive services, and counseling. (Exhibit 3)

The Colleges plan to appoint an adjunct counselor who will be assigned to work with DSPS and EOPS students at ATEP in the fall of 2010. A joint task force, the Ancillary Support Services at the ATEP Facility, is developing procedures and processes for the delivery of DSPS services at ATEP. A Financial Aid and Supportive Services Specialist will be assigned to ATEP in the fall of 2010. Additionally, the Colleges plan to install conferencing webcams on dedicated computers at ATEP which would give students an opportunity to communicate in real time directly with the Colleges' offices of Admissions and Records, Counseling, Financial Aid, Matriculation, and Supportive Services.

For the future development of student support services at ATEP, student support services faculty, staff, and administration at the Colleges in collaboration with the ATEP administration will develop a strategic plan for on-site student support services at ATEP commensurate with the growth in full-time equivalent students.

Irvine Valley College & Saddleback College: Data Collection and Improvement

2. How the Colleges collect data about the programs and student support services, and use that data for improvement.

Data Collection: Data for student support services at ATEP is collected through the established eligibility processes at the Colleges, student self identification, and student information maintained in the District data warehouse (inFORM). Reports from the data warehouse also provide data about the enrollment and the programs offered at ATEP.

College Daily Term Comparison Report: This report provides data in the following areas.

- Students: Student headcount for all sections
- Classes: Sections as of end of term
- Faculty: Full-Time Equivalent Faculty (FTEF) as of end of term
- Current Weekly Student Contact Hours (WSCH)
- Actual vs. Estimated FTES
- Total Current WSCH per FTEF
- Percent Closed Classes

The data points for ATEP can be included within or excluded from the Colleges' Comparison Reports for enrollment management purposes. The College Daily Term Comparison Reports are reviewed by ATEP and College administration for scheduling purposes. The College Term Comparison Report is attached as Exhibit 4.

Detail Section Report: Another report available through the data warehouse is the Detail Section Report which provides data regarding maximum enrollment, room capacity, enrollment at census, current enrollment, and full-time equivalent students per section for all courses, including courses scheduled at ATEP. A sample Detail Section Report for the Accounting Department is included as Exhibit 5.

Class Roster Profile: The Class Roster Profile is available for all courses scheduled at the Colleges as well as at ATEP. The Class Roster Profile contains information on the profile of the students enrolled in each course, including percentage of students who have passed college-level English, the average class grade point average, gender, enrollment status, educational goal, course repetition, educational status, age group, employment hours, and number of units enrolled. Attached as Exhibit 6 is a sample Class Roster Profile for Accounting 1A.

ATEP Student Enrollment Demographics: ATEP student enrollment demographics were prepared for this joint addendum. The enrollment demographics include:

- The College of Record
- Educational Status
- Educational Goal
- Employment Status
- Student Status (Continuing, First Time, Concurrently Enrolled Students)
- Number of DSPS and EOPS Students

The ATEP Student Enrollment Demographics are included as Exhibit 7.

Improvements: The data collected for student support services through the established eligibility processes have been used for improvement in student support services by providing services such as financial aid and DSPS/EOPS counseling discussed in the previous section. The data collected for programs are used by the Colleges in consultation with the ATEP administration for enrollment management and scheduling.

Irvine Valley College & Saddleback College: Decision-Making Processes and Defined Roles and Responsibilities

3. What are the Colleges' decision-making processes and defined roles and responsibilities related to the programs developed, offered and evaluated for student success at ATEP.

Decision-Making Processes and Defined Roles: According to the District organizational chart, produced by the District administration, the ATEP Provost reports directly to the District Chancellor with an indirect reporting role to the College Presidents. The District organizational chart states that the ATEP Provost “meets regularly with college presidents to plan academic and student services programs at ATEP”. (Exhibit 8) The ATEP organizational chart, produced by ATEP administration, mirrors the District chart with the ATEP Provost reporting directly to the District Chancellor. (Exhibit 9) In addition, the Provost is a member of the College Council at Irvine Valley College and Consultation Council at Saddleback College.

Student Support Services: Within student support services, the roles and responsibilities are to provide the needed services for students regardless of the site location.

Academic Programs: The development and evaluation of academic programs occurs at the operational level of the Vice President of Instruction and the Deans at the Colleges. However, the roles, responsibilities, and decision-making processes of the District/ATEP administration in relation to the Colleges' administration are not clearly defined and vary significantly at the operational level depending on the College.

The Colleges schedule courses at ATEP in ways similar to other off-site locations. The exception here is that the ATEP administration confers with either the College's Office of Instruction or division/school offices to coordinate lecture/laboratory space allocation, equipment, dates and time, and other scheduling requirements. A uniform, consistent communication process and development timeline must be established in order to improve the operational relationship between the Colleges and ATEP in this matter.

Funding for academic offerings at ATEP is provided from basic aid revenue. SOCCCD is a basic aid district which means that the local property tax revenue equals or exceeds the amount the District would receive in state apportionment. Under these conditions, the District is permitted to retain local property tax revenue and does not receive state apportionment. The local property tax revenue above state apportionment is referred to as basic aid. In 2006, the SOCCCD Board of Trustees allocated \$9 million of basic aid revenue in initial funding for the development of ATEP and additional basic aid funding has been allocated to ATEP since 2006.

On August 31, 2009, the Board of Trustees adopted the final district budget for the 2009-2010 fiscal year which included \$2.5 million for the operational budget of the current site, maintenance of the 68-acres as required by the land conveyance agreement with the City of Tustin, and for the development of staff at ATEP. (Exhibit 10) Occasionally, one-time funds are made available for classroom and laboratory improvements. For example, in the current academic year (2009-2010), \$30,000 was made available to the Irvine Valley College Design Model Making and Rapid Prototyping program for laboratory equipment upgrades and replacement. In addition, \$100,000 was allocated for classroom and laboratory improvements to prepare for the expansion of the Saddleback College Rapid Digital Manufacturing and Prototyping program at ATEP.

Program development by the Colleges for the ATEP site is in the initial stages. The Irvine Valley College programs presently offered at ATEP were relocated (Design Model Making and Rapid Prototyping) or were expanded (Retail Management) at ATEP. As explained above, ATEP facilities are being renovated to accommodate the expansion of the Saddleback College Rapid Digital Manufacturing and Prototyping program at the ATEP site.

Evaluation for Student Success: The programs and/or courses offered at ATEP are either Irvine Valley College or Saddleback College programs and/or courses which are developed by faculty at the Colleges. General education course outlines of record are evaluated, reviewed, and revised to ensure student success pursuant to the Colleges' curriculum review and program review processes. Career Technology courses and programs are evaluated, reviewed, and revised to ensure student success pursuant to a two-year cycle as required by Education Code Section 78016.

Planning: The Colleges, in collaboration with the District and ATEP, plan to develop and implement guidelines and a procedure manual that clearly delineate the roles and responsibilities and decision-making processes of the District and ATEP in relation to the Colleges. The roles, responsibilities, and processes will be reviewed, evaluated regularly, and updated as the ATEP site develops and needs are identified.

4-22-10: Draft Reviewed by IVC & SC

4-23-10: Draft Revised & Reviewed by IVC & SC