CALIFORNIA COMMUNITY COLLEGES
BACCALAUREATE DEGREE SUMMIT

Substantive Change Process

Phyllis Spragge – Foothill College
Michelle Parolise – Santa Ana College
Raymond Hernandez – Skyline College
Tim McGrath – San Diego Mesa College
Background and Introductions

The purpose of this presentation is for the four of us to provide insights into the process that each of us used to prepare and present a successful Substantive Change Report to ACCJC for our respective Baccalaureate Degree Programs.

Foothill College – Dental Hygiene
Santa Ana College – Occupational Studies
Skyline College – Respiratory Care
San Diego Mesa College – Health Information Management

Note: Each of our programs are a little different regarding local and national accreditation requirements and work force needs. The thought is that one of our programs will be similar enough to all of the approved programs so that each college could benefit from this discussion.

Note: All four colleges are willing to share copies of their approved Substantive Change Report to assist other colleges in their work.
Foothill College – Dental Hygiene

• Two separate cohorts
  ➢ AS program will become BS program
    • 186 quarter units (124 semester)
    • Dental Hygiene upper division
    • Accreditation: ACCJC & CODA
  ➢ Bachelor’s completion program
    • Licensed RDH, graduated from accredited community college program
    • One year, hybrid format program
    • Collaborating with West LA on bachelor’s completion degree curriculum
    • Shared substantive change documents
Skyline College – Respiratory Care

➢ Bachelor’s Degree Completion Program
  • AS Degree Track will continue (CoARC Accredited)

  • Licensed RCP, graduate from accredited Respiratory Care program
  • Hybrid format program
  • Collaborating with Merced Jr. College

  • Lower Division Major Coursework  48.5 units
  • Lower Division GE Coursework    39.0 units
  • Upper Division Major Coursework  17.0 units
  • Upper Division GE Coursework     9.0 units
  • Upper Division Major Electives  ??? units
    120 units
General Process Comments

Foothill College – Dental Hygiene
Santa Ana College – Occupational Studies
Skyline College – Respiratory Care
San Diego Mesa College – Health Information Management
Substantive Change Report

- Reports varied in length 41-47 pages
- Attachments accepted
- Proposal followed the “Guide for Preparing an ACCJC Baccalaureate Degree Substantive Change Proposal” with all headings used in our report
Substantive Change Process

A. Concise Description
B. Program Description
C. Planning Process
D. College Capacity for new program
E. Internal/External Approvals/Program Demand
F. ACCJC Eligibility Requirements met
G. ACCJC Accreditation Standards met
H. New Program meets min unit requirement
I. General Education Requirements met
J. Library/Learning resources support program
K. Qualified Faculty meet min qualifications
For this section, Colleges primarily used the Baccalaureate materials that included in our original proposal to the State Chancellor’s Office.
Program Description

Program description was outlined as per the specifics of each program.

One approach was semester by semester and each course was distinguished as to whether it was GE or a Major Course.
Planning Process

• Language used tied in with legislative language that authorized Community Colleges offering Baccalaureate programs.

• Tied in community support and student interest in the program.
College Capacity for new program

- Facilities to offer this program
- Qualified faculty and administrators as well as the FTEF
- Supply/equipment
- Clinical placement, Internships, Employer support
Internal/External Approvals

Internal Support – Board of Trustees approval. The college and district curriculum committees approval.

External Support – College fully accredited by ACCJC and in good standing. Acknowledgement of any program/industry accreditation as well.
Program Demand

- Local labor statistics
- Success of student with associate degrees
- Lack of other colleges in state offering degree
- Local employment demands for Baccalaureate graduates
There are 21 eligibility requirements and for most responses used previously submitted substantive change reports from the college. The section on Institutional Planning and Evaluation was modified to show the current college integrated planning model.
ACCJC Accreditation Standards met

Basically it is a “mini” self study and this section is about 10% of the entire report.

Suggestion would be to get accreditation liaison officer involved in helping you write this section.
New Program meets minimum unit requirement

Each program addressed differently.

- Continuous 4 year degree
- BACC completion degree

Mesa outlined the 60 upper division and GE units consisting of 42 upper division major units and 18 upper division GE units.

Since Mesa has an associate degree in this area, also included the description of lower division major and GE units.
General Education Requirements met

- Upper division GE units
- Units distributed in the major areas of General Education.
Library/Learning resources support program

• General description of the campus library hours of operation, staff and services provided
• Demonstrate ability to meet undergraduate learning resource support needs
Qualified Faculty meet min qualifications

- Outline internal and external accreditation standards for meeting qualifications
- Masters degree and external requirements/certification to teach in specific areas
Attachments

Supporting documentation for every section in the report and this included state approvals, board of trustee approvals, curriculum meeting notes and catalog description.
Conclusion

• Review the ACCJC guidelines with your team to ensure that faculty, staff, administrators and if applicable district staff understand the requirements.

• Develop a calendar for the creation of this report. Know the submittal dates for the report. There is only a fall and spring submittal process so ensuring that you prepared for these dates is critical. Work backwards from this date to ensure that you’ve meet your district and campus review requirements.

• Select a team to work on the report and create initial meeting dates to review each section.

• Keep campus up to date on the progress of the report as well as their involvement in the approval process.

• Select a proof reader and someone to create a professional document that will impact your audience.