



Substantive Change Proposal

A Proposal to Offer Fifty Percent or More of Degree Requirements
Through Distance Education

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To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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A. Concise description of the proposed change and the reasons for it

Since the last Substantive Change Proposal filed by Cerro Coso Community College in 1998, the College has increased its number of online degree and certificate programs by 47, with three additional programs proposed to begin Fall 2011. Each of these programs represents a change in the delivery mode that involves a significant departure from prior practice--in particular, 50% or more of each program is now offered through a mode of distance or electronic delivery.

With this proposal, we mean to apprise the Commission of these changes and get Cerro Coso Community College back into compliance with the spirit and letter of Commission policies. We are therefore requesting permission to continue offering the courses and programs described below.

The number 50 is deliberately broad and represents the widest possible interpretation of 'substantive change.' Many of the programs in this category, a total of 11, are located here because the general education pattern at Cerro Coso can be satisfied online. At Cerro Coso, the general education (GE) requirement amounts to a minimum of 9 courses (ref. Appendix 1). When combined with a degree's core courses and restricted electives, a program that is not otherwise achievable in distance education (DE) mode falls into the 50% or more category. Welding Technology, for example, has 8 courses in the major, but only one of them is approved for DE delivery ("Technical Math for Trades"). But when combined with 8 of 8 GE requirements (one course double-counts) that can be taken online, the result is 9 of 16 required courses, or 56%.

This *may* represent a substantive change from 1998. In the 1998 Substantive Change Proposal, Cerro Coso reported that we were planning to offer a General Education/Liberal Studies degree. This degree included a total of 87 units of courses spread out among the various general education areas and was designed not only for acquiring the AA in General Education/Liberal Studies but also "for satisfying general education requirements for graduation" (ref. Appendix 2). However, those courses were listed as part of a single degree and not specifically as a stand-alone GE pattern. So to be on the safe side we are reporting this as a change that affects 11 programs, even if just to clarify the distinction.

The remaining programs fall into this category in the more traditional manner. They were majors and certificates that the College undertook to offer in one or more DE formats for specific reasons based on specific planning: identified as appropriate for distance education delivery through labor market or other analysis, proposed in various strategic planning documents, and vetted through established curriculum, financial, human, administrative, and physical-plant committees, task forces, and senates.

Because all 50 programs are either 1) transfer degrees or 2) career and technical education degrees or certificates and because each program helps us respond to our communities'

needs in a relevant and innovative way, they fulfill the College's stated mission to educate, innovate, inspire, and serve:

Our mission is to educate, innovate, inspire, and serve. We demonstrate our commitment to student learning and accomplish our mission as we:

- **Educate** students who seek transfer to baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning
- **Innovate** through our instructional process, delivery systems, and business operations;
- **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and
- **Serve** our clients and communities with relevance, timeliness, and excellence.

These program changes are the continued result of the major recommendation made by the visiting Commission team in 1995: "the College should consider various modes of providing distance learning to its centers in light of the district's ambitious plans in this [i.e., distance learning] area."

Since 1998, the College has been offering distance education in order to meet this goal: to effectively address the needs of its unique demographics and the student population it is committed to serve. Cerro Coso Community College serves a geographically vast population (85,000 persons living over approximately 18,000 square miles) with five on-ground instructional sites (ref. Appendix 3). Many students are too remote to be able to benefit fully from traditional classes offered on-site, and because of the lack of population density, the College employs distance learning strategies to maximize the availability of its programs and courses. The College has developed and maintained a robust online program for many years in response to the demonstrated need that significant numbers of students enrolling in these courses delivered via distance learning would not otherwise be served. Offering a structured and complete set of programs leading to Associate Degrees and to state-recognized Certificates of Achievement is the logical extension of this strategy to make online courses available to any student anywhere who can benefit from this type of instruction. The business plans of both our Eastern Sierra College Center (with on-ground sites at Bishop and Mammoth) and our South Kern Center (with sites at Lake Isabella and Edwards Air Force Base) emphasize the centrally important role online courses play in allowing students to get degrees or certificates in areas they would not otherwise be able to. Our Eastern Sierra College Center, for instance, offers only two career and technical education (CTE) programs on-site (LVN and Business Office Technologies) but is able to offer fourteen additional CTE degrees and certificates in online or hybrid mode (including programs in Paralegal, Website Design, Child Development, and others) (ref. Appendix 4).

Although online is the predominant DE mode used at the College, we also offer remote synchronous instruction through two technologies: Interactive Television (iTV) and Adobe Connect. Doing so enables sections of a distance learning course to be synchronously delivered to multiple locations with a single instructor. In addition to enabling courses and programs at the smaller campuses that would not otherwise be possible, it also provides options for students who prefer classroom learning over online learning.

Our DE offerings are not capricious but have been developed to respond to demonstrated needs in the areas of transfer and workforce development. In terms of workforce need, the College advertises and offers only those degrees and certificates that have been approved by the California Community College Chancellor’s Office. The State Chancellor’s Office form requires all new CTE programs to submit a detailed labor market analysis. Additionally, every two years a supplemental occupational review is required of all CTE programs which updates the labor market picture and reaffirms the local need for the program (ref. Appendix 5).

Growth

Distance education at Cerro Coso Community College has approximately doubled in the ten years from Fall 2001 to Fall 2011. Table 1 shows the growth in courses approved for DE delivery, sections, enrollment, and FTES. Data prior to Fall 2008 should be approached with caution. Hybrid and iTV courses were not tracked separately until Spring 2009 and Spring 2010. Data for Fall 2004 is not available due to miscoding.

Table 2 shows sections offered in DE mode compared to traditional delivery as a percentage of total sections offered at the College. The missing data for Fall 2004 skews results for the 2004-2005 academic year.

Table 1:

		Courses	Sections	Enrollment	FTES
S11	iTV	15	34	429	48.8
	Hybrid	5	11	120	12.6
	On-line	135	195	6,936	679.3
	Sum	144	240	7,485	740.7
F10	iTV	15	38	540	65.7
	Hybrid	9	19	243	33.9
	On-line	139	213	7,055	721.9
	Sum	145	270	7,838	821.5
S10	iTV	16	39	494	52.3
	Hybrid	5	9	155	22.6
	On-line	142	198	6,817	696.7
	Sum	151	252	7,534	778.7

		Courses	Sections	Enrollment	FTEs
F09	iTV	17	43	538	60.5
	On-line	142	191	6,091	628.9
	Sum	146	234	6,629	689.4
S09	iTV	13	32	437	45.6
	On-line	143	200	6,017	596.2
	Sum	148	232	6,454	641.7
F08	On-line	111	134	4,157	408.8
	Sum	111	134	4,157	408.8
S08	On-line	142	179	5,373	534.1
	Sum	142	179	5,373	534.1
F07	On-line	129	160	4,751	478.4
	Sum	129	160	4,751	478.4
S07	On-line	128	164	5,106	435.6
	Sum	128	164	5,106	435.6
F06	On-line	122	160	5,032	423.9
	Sum	122	160	5,032	423.9
S06	On-line	114	158	4,921	415.6
	Sum	114	158	4,921	415.6
F05	On-line	103	139	4,255	372.3
	Sum	103	139	4,255	372.3
S05	On-line	103	139	4,255	380.4
	Sum	103	139	4,255	380.4
F04	On-line	*	*	*	*
	Sum	*	*	*	*
S04	On-line	96	137	4,534	330.8
	Sum	96	137	4,534	330.8
F03	On-line	87	126	3,944	317.7
	Sum	87	126	3,944	317.7
S03	On-line	85	122	3,807	292.7
	Sum	85	122	3,807	292.7
F02	On-line	77	120	3,555	220.4
	Sum	77	120	3,555	220.4
S02	On-line	73	106	3,172	273.4
	Sum	73	106	3,172	273.4
F01	On-line	73	130	3,540	300.9
	Sum	73	130	3,540	300.9

Table 2:

		Courses	Sections	% of Total
2010-2011	Dist Ed	192	652	46%
	Traditional	245	769	54%
	Annual Yr Sum	353	1,421	
2009-2010	Dist Ed	190	603	40%
	Traditional	298	906	60%
	Annual Yr Sum	414	1,509	
2008-2009	Dist Ed	184	436	27%
	Traditional	386	1,193	73%
	Annual Yr Sum	467	1,629	
2007-2008	Dist Ed	193	434	27%
	Traditional	381	1,202	73%
	Annual Yr Sum	487	1,636	
2006-2007	Dist Ed	170	419	27%
	Traditional	365	1,135	73%
	Annual Yr Sum	452	1,554	
2005-2006	Dist Ed	159	395	27%
	Traditional	361	1,050	73%
	Annual Yr Sum	446	1,445	
2004-2005	Dist Ed	109*	222*	16%*
	Traditional	395*	1,191*	84%*
	Annual Yr Sum	425	1,413	
2003-2004	Dist Ed	126	333	24%
	Traditional	359	1,084	76%
	Annual Yr Sum	408	1,417	
2002-2003	Dist Ed	112	272	17%
	Traditional	441	1,374	83%
	Annual Yr Sum	486	1,646	
2001-2002	Dist Ed	95	269	15%
	Traditional	478	1,551	85%
	Annual Yr Sum	510	1,820	

B. Description of the program to be offered if the substantive change involves a new educational program, or change in delivery mode

A complete list of College degrees and certificates is provided in the appendix (ref. Appendix 6).

Administration of Justice

Administration of Justice AS Degree	100% - 15 of 15 of required courses
Administration of Justice Certificate of Achievement	100% - 7 of 7 required courses
Administration of Justice AS-T Degree	100% - 14 of 14 required courses

Following the first wave of three programs identified in our 1998 report, Administration of Justice was in the second wave of CTE programs, together with Child Development, to be migrated online. This was basically to bring these courses and programs to our rural areas to better serve students. The program has grown and developed successfully from running 2-3 courses per semester when first offered to the current 6-8 per semester it has come to sustain. The last comprehensive, 6-year program review for Administration of Justice was submitted in Spring 2011; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

The Administration of Justice AS-T degree is a transfer program recently approved that fulfills the California state-mandated requirement of Senate Bill 1440. The program is our local version of a Transfer Model Curriculum adopted statewide by the Academic Senate of the California Community Colleges in Spring 2011. Student need for the program is identical to the one for Administration of Justice—they share identical courses. Its first comprehensive 6-year program review will be due Spring 2017; its first 2-year Occupational Supplement Spring 2013.

Art

Art AA Degree	53% - 9 of 17 required courses
Fine Arts AA Degree	94% - 17 of 18 required courses

The Art degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode.

The Fine Arts degree was first approved in 1970. Mostly this degree qualifies for inclusion in this report because of the general education pattern. However, computer graphics courses were added as options prior to Fall 2000 in order to broaden the degree's appeal and

embrace new technology, and if students choose to take the full complement of such courses, they can achieve the major in DE mode; the much more traditional options of art, theatre, and music remain on-ground only.

Although the next comprehensive, 6-year program review for both Art programs is due in Spring 2012, the department is currently evaluating whether to adopt one of the SB1440 transfer degrees in the place of one or both of the current programs.

Business

Business AA Degree	100% - 18 of 18 required courses
Business Certificate of Achievement	100% - 9 of 9 required courses
Management AS Degree	100% - 19 of 19 required courses
Management Certificate of Achievement	100% - 10 of 10 required courses
Small Business Management/Entrepreneurship AS Degree	100% - 19 of 19 required courses
Small Business Management/Entrepreneurship Certificate of Achievement	100% - 10 of 10 required courses

The Business and Business Management programs have been long-stand programs at Cerro Coso first approved in 1970. Small Business Management/ Entrepreneurship was approved and first offered in 2003. All courses for the Business degrees and certificates are offered online to meet the needs of students in the communities that Cerro Coso serves. Students in these communities that desire degrees and certificates in Business are often working adults that are constrained by work schedules, family, and distance and find it difficult to earn a Business degree by taking courses at one of our campuses. Workforce and enrollment data show Business degrees and certificates are in high demand in our service area. Cerro Coso faculty and administration first recognized the need to reach these students in 1998 by offering a degree in Business Administration online—it was one of the first three programs submitted in the 1998 Substantive Change Proposal. Additional degrees grew as a natural extension of this first degree since they share many classes. They have been routinely and successfully run based on input from advisory groups, students, faculty, administration, and enrollment management processes.

The last comprehensive, 6-year program review for all Business programs (completed together) was submitted in Fall 2010; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Business Office Technology

Business Office Technology AS Degree	100% - 31 of 31 required courses
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Business Office Technology Certificate of Achievement	100% - 22 of 22 required courses
Office Clerk Certificate of Proficiency	100% - 8 of 8 required courses

The Business Office Technology degree and certificate were first approved in 1970. As a combination of business and computer information courses, they moved into DE mode soon after 2000 as the courses migrated online—a typical pattern at Cerro Coso. The Office Clerk certificate is a local program only (though application was made to the State for approval as a Certificate of Achievement in Fall 2011). As a mix of keyboarding, business, and applications courses, it is a tailored configuration of courses already approved in DE mode.

The last comprehensive, 6-year program review for the Business Office Technology programs (completed together) was in Fall 2010; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Child Development

Child Development AA Degree	100% - 20 of 20 required courses
Child Development Certificate of Achievement	100% - 10 of 10 required courses
Assistant Teacher Job Skills Certificate	100% - 2 of 2 required courses
Associate Teacher Certificate of Proficiency	100% - 4 of 4 required courses
Child Development Teacher Certificate of Achievement	100% - 8 of 8 required courses
Master Teacher Certificate of Achievement	100% - 11 of 11 required courses
Site Supervisor Certificate of Achievement	100% - 23 of 23 required courses

With the full involvement and advisement of the Child Development advisory committee, Child Development embraced distance education and non-traditional on-ground course offerings in order to meet the diverse needs of the College's students who are mostly working in the field while continuing their education and to offer the full program to all students in our vast, rural service area. The first online classes were offered in 2000, the same year that the department received a 3-year, 'First 5' Kern grant to develop and implement a 100% online program option. The department successfully built the online program that is recognized as one of the best in California and that is reflective of best practices and current trends in the field. All courses have been offered online since 2002. The iTV option has allowed the department to expand course offerings at the physical sites. A low enrolled course at one physical site can now be combined with up to 3 other sites that, in combination, constitute a fully enrolled class.

The last comprehensive, 6-year program review for the Child Development programs (completed together) was submitted in Spring 2006; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Computer Technology and Computer Information Systems

Computer Information Systems Intermediate Programming Certificate of Proficiency	100% - 8 of 8 required courses
Computer Technology AS Degree	88% - 14 of 16 required courses
Computer Technology Certificate of Achievement	71% - 5 of 7 required courses

First approved and offered in 1970, Computer Technology grew into a DE program as a result of its core computer science and math courses being approved piecemeal for online delivery. The next comprehensive, 6-year program review for Computer Technology is due in Spring 2012.

Computer Information Systems Intermediate Programming Certificate has been approved for local delivery by the governing board starting in 2009. It was designed intentionally for distance learning as it shares both core courses and restricted electives with the Computer Information Science degree and certificate programs that were submitted in our 1998 Substantive Change report.

Engineering

Engineering AA Degree	65% - 15 of 23 required courses
Engineering Drafting Technology AS Degree	71% - 12 of 17 required courses
Engineering Technology AS Degree	65% - 11 of 17 required courses

All three degrees qualify for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The last comprehensive, 6-year program review for the Engineering AA degree was submitted in Spring 2009; the last 2-year Occupational Supplements for the Engineering Drafting Technology and Engineering Technology programs were submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Fire Technology

Fire Technology AS Degree	71% - 15 of 21 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The degree was not offered for many years and was only recently begun again in Fall 2010. It is due for a comprehensive program review in Spring 2012; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

General Sciences

General Sciences AA Degree (Liberal Studies emphasis only)	93% - 13 of 14 required courses
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Only one emphasis within this degree qualifies for this report: liberal studies. The other five cannot be completed 50% or more in DE mode because they require onsite laboratories. The appropriateness of DE labs has been a specific concern in the design of the program. As stated in the most recent program review, some of the classes (such as PHSC C111 and PHSC C112) can be taken online. But laboratory-based courses must be taken on-site. In particular, the professional societies in the fields of Geology, Biology, Astronomy, Physics, Physical Science, Geography, and Chemistry have very strict guidelines about hands-on laboratory work. Furthermore, transfer institutions will not accept certain courses (all lab courses in the Chemistry discipline, for example) if the lab component is not hands-on. Virtual labs for the great majority of classes in the science discipline are meant to be used as additions and complements to hands-on work, and also must be used only after discussion with discipline area experts. Online versions of some classes and labs may be added, if they meet professional society and transfer institution guidelines for rigor and appropriateness.

The last comprehensive, 6-year program review for General Sciences was completed in Spring 2008.

Health Careers

Administrative Medical Assisting Job Skills Certificate	100% - 2 of 2 required courses
Clinical Medical Assisting Job Skills Certificate	100% - 2 of 2 required courses
Medical Assistant Certificate of Proficiency	100% - 4 of 5 required courses

Each one of these programs has been approved by the local governing board only as local certificates. With advisory committee encouragement, HCRS C061 and HCRS C062 were first offered online in Fall 2006 in order to give students the opportunity to take the courses and gain or enhance their skills in these areas with the flexibility of schedule. Many of our students do not live near a campus and work full time. Based on this success, the courses were then first offered in iTV mode at the Bishop and Mammoth campuses starting in Fall 2010. By offering the course by iTV the department is providing on-ground access to the communities in the Eastern Sierra area without incurring any additional costs.

The online courses have been extremely successful in terms of enrollment. They are usually full with a waitlist, whereas the iTV courses have shown less demand to this point. It is likely students prefer the flexibility of the online environment over the on-ground courses which can interfere with work schedules, as most health care facilities are on 12-hour shifts with varying schedules.

The last comprehensive, 6-year program review for Health Careers was submitted in Spring 2010; the last 2-year Occupational Supplement was submitted to the KCCD Board of Trustees and approved in Spring 2011.

Human Services

Human Services AS Degree	100% - 18 of 18 required courses
Human Services Certificate of Achievement	100% - 9 of 9 required courses

The program was approved and began offering classes in 2008. In contrast to other DE programs at Cerro Coso, Human Services was designed to be delivered primarily by iTV. A program of intense personal interaction, both in content and in pedagogy, it was meant to take run classes of sufficient size that would not be possible on each campus alone. This program offers several of the most consistently requested training opportunities for employees and potential employees in the College service area. The public and non-profit sector partners are very supportive of the program as indicated in a recent survey that 90% believe the program would qualify students for human services positions, 90% said they would be willing to take an intern from this program, and 70% said that a student with this certificate could be considered preferentially. Cerro Coso has two new facilities in Bishop and Mammoth that are equipped with state of the art classrooms which can be used to televise classes to other sites. The KRV Cerro Coso Campus also has iTV capacity. This program could utilize those facilities and reach potential students in areas where there is insufficient population to fill classes.

All the Human Services core courses (HMSV C101, HMSV C102, HMSV C103, HMSV C104 and HMSV C116) are offered by iTV so that four campuses can be reached to ensure maximum access for students and employers. The program’s restricted elective classes for are approved for online delivery.

The Human Services degree and certificate are due for their first comprehensive, 6-year program review in Spring 2014; the last 2-year Occupational Supplement was submitted to the KCCD Board of Trustees and approved in Spring 2011.

Industrial Technology

Industrial Technology AS Degree	75% - 12 of 16 of required courses
Industrial Technology Certificate of Achievement	56% - 5 of 9 required courses
Electronics Technician Certificate of Achievement	67% - 4 of 6 required courses

The Industrial Technology program was approved and first offered in 2009. At the core of the program are general education courses such as math, English, computer literacy, and office application courses, and this is the reason the degree and certificate qualify for 50% or more in DE mode. The Electronics Technician certificate is one of four emphases designed in a stair-stepped mode to give students hands-on classes first so they can go to work, with the idea that students can then finish the degree by taking the core and general education courses online while they are working. While the program's other three emphases do not qualify for 50% or more in DE mode, the Electronics Technician Certificate does because the microelectronics courses and the drafting courses are computer-based and are approved for distance delivery.

A new program, Industrial Technology is due up for its first comprehensive 6-year review in Spring 2015.

Machine Tool Technology

Machine Tool Technology AS Degree	59% - 10 of 17 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The degree was not offered for many years and has only recently been revised and reoffered. It is due for a comprehensive program review in Spring 2012; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Mathematics

Mathematics AA Degree	100% - 17 of 17 required courses
Mathematics AS-T Degree	100% - 13 of 13 required courses

This degree was created and first offered in 2010. The major courses themselves were designed from the start to be completed through distance education, particularly online. Almost all mathematics courses at Cerro Coso use Course Compass, so this program was a natural extension of pedagogical modes already employed within the department. As a supplement to class content delivered by lecture, Course Compass is a dynamic, interactive online learning environment. Its choice is ideal for Cerro Coso since it not only provides an opportunity for remote students to take the higher level math courses but also establishes consistency of delivery across our five sites and in the online environment.

The Mathematics AS-T degree was very recently approved by the State Chancellor's office in fulfillment of the California state-mandated requirement of Senate Bill 1440. The program is our local version of a Transfer Model Curriculum adopted statewide by the Academic Senate of the California Community Colleges in Spring 2011. Student need for the program is identical to the one for Mathematics—they share identical courses—and since the

courses have been previously approved for DE delivery, it qualifies as a 50%-or-more DE program.

Paralegal Studies

Paralegal AS Degree	100% - 21 of 21 required courses
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The Paralegal major was originally designed as an entirely online program. It was approved by the governing board in 2003 and began offering its first courses in Spring 2006. The program was originally meant to appeal to all interested students state-wide. It was designed at a time when there were just over thirty Associate degree programs in all of California for paralegal or legal assistant studies, but not all of these were ABA approved and none of them could be completed online. The College recognizes that this original design exceeded our mission and is taking steps in the next program review (due Spring 2012) to limit the scope more appropriately. Nevertheless, the program has had and continues to have strong enrollments of students within our service area.

The Paralegal AS Degree is due up for its first comprehensive, 6-year program review in Spring 2012; the last 2-year Occupational Supplement was submitted to the KCCD Board of Trustees and approved in Spring 2011. A Paralegal Certificate aligned with the degree was recommended for approval by the College's curriculum committee in Spring 2010 and is currently awaiting State approval.

Physical Education

Physical Education AA Degree	57% - 12 of 21 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The program is due to be substantially revised into a Kinesiology SB1440 transfer degree in Fall 2011.

Theatre: Acting

Theatre: Acting AA Degree	65% - 11 of 17 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The program was first created in Spring 2006 and would be due up for its next program review in Spring 2012, but it will likely be discontinued in Fall 2011.

Trades Practices

Trades Practices AA Degree	79% - 11 of 14 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. This outdated program has not been offered in several years and is scheduled to be discontinued in Fall 2011.

Vocational Nursing

Vocational Nursing AS Degree	63% - 10 of 16 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The last comprehensive, 6-year program review for Nursing was completed in Fall 2009; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Web Design

Web Design AS Degree	100% - 21 of 21 required courses
Web Design Certificate	100% - 11 of 11 required courses
Digital Media Skills Certificate of Proficiency	100% - 7 of 7 required courses

Beginning in 1999, a growing labor market demand was identified for digital animation and web design. From its inception, both the Web Design program was a 100% online program because it was recognized that online delivery was the best environment in which to train web designers. The program was initially grant-funded, and the online delivery mode for the Web Design program was described in the grant application and was a specific required outcome of the grant. Early on, Macromedia Breeze was adopted to bring equivalency of onsite classroom instruction to the online classroom. When Adobe acquired Macromedia, this product was renamed Connect.

Over the years, certain entry-level courses in the program have been offered on-ground, but the students who enroll tend not to be degree seekers. They want specific software skills to improve general digital literacy. The rationale to offer courses on ground has been to meet local popular interest, but does not serve program objectives of degree completion and gainful employment or self-employment.

The last comprehensive, 6-year program review for Web Design was completed in Spring 2011; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

Welding Technology

Welding Technology AS Degree	56% - 9 of 16 required courses
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The degree qualifies for inclusion in this report only because of the general education pattern. The major courses by themselves are not offered 50% or more in DE mode. The next comprehensive, 6-year program review for Welding Technology is due to be completed in Spring 2012; the last 2-year Occupational Supplement was submitted in Spring 2011 and approved by the KCCD Board of Trustees.

C. Description of the planning process which led to the request for the change

Planning for DE courses and programs at Cerro Coso Community College is comprehensive and on-going. All DE courses and programs are built on the same pedagogical and theoretical foundations as their face-to-face counterparts, beginning with ensuring they directly meet the mission of the College. New programs specifically state their appropriateness to the mission through a description of the program's goals and objectives, catalog description, course requirements, and justification for proposal. These have been required fields on the California Community College Chancellor's Office approved forms for years, and are now mirrored directly within our district's curriculum management system, CurricUNET (ref. Appendix 7).

CTE programs, in addition, are established based on labor market and student demand. The College uses the services of Economic Modeling Specialists, Inc. to obtain data on employment trends in the region. Employer summits are also held to solicit direct input from local business and industry about workforce needs. Perkins and VTEA core indicators measure skill attainment, completions, persistence and transfer, employment, non-traditional participation, and non-traditional completion among CTE programs. The performance of programs at the College is compared with District and State-negotiated levels for comparable programs.

Faculty members are directly involved in the process at every point. New programs are approved by the College's curriculum committee, the Curriculum and Instruction Council (CIC). This approval adheres to the guidelines established in the Chancellor's Office *Program and Course Approval Handbook*. To ensure a quality curriculum consistent with internal and external requirements, new and revised programs are reviewed by a wide variety of stakeholders during the approval process: advisory committees, department faculty, area dean, curriculum committee, Academic Senate, Vice President of Academic Affairs, the College President, Vice Chancellor of Educational Services, and Board of Trustees. New and revised programs are formally recommended for approval by the Academic Senate and formally approved by the Board of Trustees (ref. Appendix 8).

Consistent with Title 5 regulations, the College maintains a complete course outline of record (COR) for each course approved by the local governing board (ref Appendix 9).

The appropriateness of the delivery system for any particular class is determined at the time a course is proposed and is assessed continually thereafter. A Distance Education Addendum is required of every course outline of record, even if just to indicate face-to-face as the only option. This form captures how the course maintains the same high quality instruction comparable to face-to-face offerings, the reason it is being offered in the DE mode, any departures in methods of instruction required by the DE mode, and any special software or hardware requirements (ref. Appendices 10 and 11).

In addition to the effective review and approval processes in place for new distance education courses and programs, established courses and programs are periodically evaluated through program reviews (once every six years), 2-Year occupational supplements (once every two years, CTE programs only), and annual unit plans (every year). These documents assess the health and viability of programs in every delivery mode from both the programmatic point of view through program reviews and occupational supplements and from the internal operational point of view through our annual unit plans (ref. Appendices 12 and 13). Every year, for example, CC-Online writes an annual unit plan and, like the other campuses, analyzes its student data, establishes goals, assesses the results, contributes to staffing and facilities plans, and completes an annual budget. (Last year, in the middle of a reorganization, this was not completed, so the latest annual unit plan is from 2009 for the 2010-2011 academic year when we had a different template: ref. Appendix 14).

When it comes to the quality of DE instruction in the classroom, the same mechanism is applied to offerings in the DE mode as to all College offerings: the faculty evaluation process. However, so important was it for us to get at the specific nature and needs of the DE environment that separate forms were developed and implemented for evaluating online sections (ref. Appendix 15).

Departments seeking to create a new DE program or to move a traditional program into DE mode generally state their intentions within a program review or annual unit plan. For this reason, anticipated effects are considered well in advance—impacts that affect operations as well as curriculum. Annual unit plans, for instance, are drafted and completed in the academic year prior to their implementation. The annual unit plan template just approved in Fall 2011 requires sub-headings for distance education precisely so that the needs, gaps, and anticipated effects of distance learning will not only be kept continually in front of us but also used as the basis for resource allocation in the areas of staffing, facilities, technology needs, marketing, professional development, and budget (ref. Appendix 16).

Benefits that result from the change are anticipated in a similar manner. It bears repeating that Cerro Coso's investment in distance education is primarily driven by the unique challenge of our small population spread out over a vast geographical service area. For this reason, the single most important 'driver' of distance learning that we see over and over again is giving students access to courses and programs they would not otherwise have access to.

Due to the fact that Cerro Coso has been offering these courses and programs via distance or electronic delivery for a number of years with significant success, including a substantial increase in the number of students served, positive responses from the College's constituencies, and a demonstrated ability to maintain the status quo with respect to the courses and programs offered by the college, there are no anticipated negative effects to the proposed change.

Research and Data Collection

The monitoring of acceptable quality through data is ongoing and getting always more sophisticated. One of the bright spots for the College in the last three years was the hiring of a full-time institutional researcher who acts as a focal point for meaningful data collection and dissemination. All section offerings are now tracked as traditional or DE, and the College's data warehouse allows this data to be viewed in a multitude of ways—everything from success and completion to FTES to productivity to student demographics to distribution of DE students by zip code. This data is available to faculty chairs through the data warehouse and is routinely made available and discussed in advisory, department, and faculty chair meetings. A sample of the reports available are provided in the Appendix (ref. Appendix 17).

Distance Education Task Force

However, the College also understands that continual review and renewal are needed. In the last few years, it has become apparent that despite our strong start the investment, focus and support for distance education at the College had eroded in a period roughly beginning Fall 2008. During that time, decisions were made for a growth in online class offerings without the evaluation of data to support the decisions and follow-up assessment of the effectiveness of these practices. The previous focus on student preparation and support services, faculty preparation, and ongoing classroom support that characterized the program from 1998 to 2008 also declined due to a lack of leadership and oversight for the program. This lack of planning, evaluation and support resulted in instability in the program that impacted student success.

The College president therefore appointed a Distance Education Task Force in Fall 2010 to review these issues and make recommendations by Spring 2011. The task force examined existing guidelines, reviewed prior and current practices, and made 20 recommendations in the following areas:

- A. Staffing and Organization Structure
- B. Student Preparation and Services
- C. Faculty Preparation and Ongoing Training
- D. Ongoing Course/Classroom Support
- E. Faculty Assignment and Load
- F. Distance Education Committees and Reporting

The task force's report and recommendations have been included in the appendix. Several of the recommendations are far-reaching and are designed to remedy the structural and operational problems that have plagued the program in recent years and therefore to put it back on a very solid planning basis consistent with best practices (ref. Appendices 18 and 19).

D. Evidence that the Institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality

The intention of the College all along, even as early as 1998 when we first sought Commission approval for putting programs and courses online, was to consider our distance education program as a unique “campus.” It’s the only way the College can reach our remote students on the scale necessary to provide the educational opportunities encouraged by the Commission’s proposal in 1995. For that reason, the online program, or “CC-Online,” was established and treated as an operational entity parallel to our other, physical sites in terms of human, administrative, financial, and physical resources.

The Vice President of Academic Affairs is the key administrator overseeing CC-Online. Since the beginning, this position has provided the leadership and supervision to ensure DE courses are tied to the relevant process of the College and that all appropriate stakeholders are involved. In a like way, the Vice President of Student Services ensures online students are provided the same level of matriculation services that on-campus students receive, including assessment, orientation, advising, and completion of a Student Education Plan (SEP). In CTE areas, the CTE Dean provides another layer of administrative oversight, just as she does with more traditional course offerings (ref. Appendix 20).

However, direct operational supervision over distance learning has varied widely over the last 13 years as the College has tried to find the right fit for the evolving size and importance of not just CC-Online but all DE college-wide. From 1998 to 2005, the College used a faculty director with nominal release time. From 2006-2010, the DE program (including iTV) was assigned to a full-time educational administrator, but one who also supervised Information Technology, the Library, and the Tutoring Center—an impossible task.

Neither of these proved satisfactory, and the College’s recent report by its DE Task Force recommended the hire of a full-time educational administrator devoted solely to DE courses and programs. This job position was recently finalized and is proposed to begin January 2012. Under the direct supervision of the Vice President of Academic Affairs, the new Director of Distance Education is to manage and coordinate distance education. Primary responsibilities are to facilitate the development, implementation, and evaluation of distance education courses and programs; to market DE courses and programs; and to assist with enrollment management. The position is also designed to provide leadership in the area of training—and while this means training in general to faculty and staff in terms of ongoing professional development, it also means to work specifically with the Academic Senate to rebuild the faculty training certificate that was cut off so abruptly in Fall 2010. It is time for us to have a point person specifically focused on DE who can bring a vision and focus as well as a unity of effort (ref. Appendix 21).

The College has otherwise provided ample support staff for its DE program. CC-Online currently employs a program manager and an instructional design specialist, in addition to the supervisor. These support positions help students and faculty address issues related to enrollment, course set-up and maintenance, access, authentication, and general troubleshooting. The College employs a general help line that is the point of contact for all troubleshooting. For iTV, the College uses a cadre of instructional assistants to help in the iTV classrooms, at least one at each of our on-ground locations with iTV service. The Institutional Researcher is called on frequently to provide student success data, as well as operational data that allows those involved with distance education to understand the effectiveness of the program. Data comparisons between DE and traditional modes of delivery are the subject of frequent and numerous research reports.

Students have equitable access to services, regardless of location and mode of delivery. All matriculation components can be completed at a distance through a combination of the web enabled management information system (myBanWeb), college website, or third-party product. These matriculation components include: admissions, orientation (including components and services focused on preparing students for taking classes in the online environment), assessment, counseling/advising, student educational planning, registration, and follow-up services. Additionally, distance students have access to assistance with the Financial Aid information and processes, are included in student government decisions, provided access to the student body card (which includes benefits to distance students), and provided student activities information and activities where possible. These services are provided through a combination of web content, online interaction, email, and telephone. Whenever possible, services are provided through multiple modes to best meet the varied needs and preferences of students. All student services staff and faculty are trained and provided ongoing professional development in offering services at a distance, to students who may never physically attend one of our campuses (ref. Appendix 22).

Learning support help, in particular, is provided by our library and Learning Assistance Centers. It is part of the mission of the library to serve DE students and this has been carried out by providing an ever expanding catalog of eBooks, along with more than a dozen subscription databases for student research, all of which can be accessed from any Web connected computer. Online reference help is offered 24 hours a day through an out-sourced service (ref. Appendix 23). Tutoring is currently being provided for DE students through a combination of on-campus tutoring in the College's Learning Assistance Center (at our Indian Wells Valley Mammoth, Bishop, and Kern River Valley sites) and by requesting online tutoring appointments (ref. Appendix 24).

Financially, the budget for DE at Cerro Coso is not contained in one location but spread out internally over several units, departments, divisions, and other operational entities. Nevertheless, when pulled together it shows a sound financial picture for equipment and supplies, contract and non-contract labor, benefits, and licensing (ref. Appendix 25). It is the intent that the filling of the Director of Distance Education position will allow us to centralize most aspects of this budget under one location.

E. Evidence that the institution has received all necessary internal and external approvals.

Cerro Coso has obtained all necessary internal and external approvals for courses delivered in DE modes. All courses have received official recommendation for approval from the Academic Senate through its official curriculum body, the Curriculum and Instruction Council (ref. Appendix 26). All courses are formally approved by the Kern Community College Board of Trustees (ref. Appendix 27). All courses have also been approved by the California Community College Chancellor's Office according to the processes delineated in Ed Code and Title 5 (ref. Appendix 28). All courses have met legal requirements.

All programs offered in distance education mode receive the same set of approvals: the local curriculum committee, the KCCCD Board of Trustees, and the California Community College Chancellor's Office in the case of degrees and Certificates of Achievement, just the curriculum committee and governing board in the case of local 'Certificates of Proficiency' and 'Job Skills Certificates'. In addition to these approvals, new programs at Cerro Coso are also reviewed and recommended for approval by the Academic Senate (ref. Appendix 29).

All proper state licensing requirements have been obtained for the programs for which they are required. The College budget is approved annually as required by regulation.

F. Evidence that each eligibility requirement will still be fulfilled specifically related to the change

Cerro Coso Community College was awarded reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) in Fall 2006. The College completed its self-evaluation in October 2006 (ref. Appendix 30). It filed a progress report in February 2007 (ref. Appendix 31). It completed a mid-term report in October 2009 (ref. Appendix 32). It will undergo its next comprehensive site visit in Fall 2012. Cerro Coso will continue to meet its eligibility requirements in the following areas.

1. Authority

Cerro Coso Community College is authorized to operate as a degree granting institution by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates. The College is accredited by ACCJC/WASC and is part of the California Community College system. The inclusion of online course offerings from the College is within the scope of this authorization. Cerro Coso last submitted a Substantive Change Proposal for its new DE programs in 1998, when three Associate degree programs were accepted for online delivery (ref. Appendix 2).

2. Mission

The Cerro Coso Community College mission statement was last approved by the KCCCD Board of Trustees at their June 2007 meeting (ref. Appendix 33) and was also included in the College's 2007 Progress Report to ACCJC/WASC. Because of the importance of distance education in addressing the College's geographic diversity, it significantly includes a provision for innovation in instructional processes and delivery systems:

Our mission is to educate, innovate, inspire, and serve. We demonstrate our commitment to student learning and accomplish our mission as we:

- **Educate** students who seek transfer to baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning
- **Innovate** through our instructional process, delivery systems, and business operations;
- **Inspire** our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and
- **Serve** our clients and communities with relevance, timeliness, and excellence.

3. Governing Board

Cerro Coso Community College is governed by the KCCD Board of Trustees who ensure that the institution adheres to and carries out its mission. All online courses, and the programs of which they are a part, have gone through appropriate approval processes by the KCCD Board of Trustees.

4. Chief Executive Officer

A Chief Executive Officer (CEO), who has a full-time responsibility to the institution, is appointed by the KCCD Board of Trustees. The current CEO and Cerro Coso Community College president is Ms. Jill Board, approved by the Board in May 2011. As the college leader, the President is responsible for maintaining policies, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and the general laws of California and of the United States. These responsibilities include compliance to all appropriate policies, rules, regulations, and laws concerning distance education delivery. The president also sets the college vision and the strategic goals of which distance learning is such an integral part at Cerro Coso.

5. Administrative Capacity

As explained in more detail above, the institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. Direct operational supervision has varied widely over the last 13 years as the College has tried to find the right fit for the evolving size and importance of its DE program, from a faculty director with release time to a full-time educational administrator in an IT/Distance Education/Learning Resources combination. Since neither of these proved satisfactory, the College's recent report by its DE Task Force has recommended the hire of a full-time educational administrator devoted solely to DE courses and programs. This job position has been completed at the time of this filing and is proposed to begin January 2012 (ref. Appendix 21).

6. Operational Status

Cerro Coso Community College is operational, with students actively pursuing degree programs, including those comprised of courses in distance education mode.

7. Degrees

A substantial portion of Cerro Coso Community College's educational offerings lead to degrees, and a significant portion of its students are enrolled in them. Since the general education pattern at Cerro Coso can be satisfied entirely in distance education mode, a very

high percentage of Cerro Coso's AA or AS degrees can be considered DE degrees of greater or lesser intensity.

8. Educational Programs

All of Cerro Coso's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to degrees offered, and culminate in identified student learning outcomes that are continually being assessed. Online courses and programs follow the same approval and evaluation processes as other courses and programs offered by the College, and therefore they conform to these principles.

9. Academic Credit

Cerro Coso Community College awards academic credit based on generally accepted practices in degree-granting institutions of higher education. Online courses are no different than other courses in this regard; as demonstrated by the course outlines of record, all courses at Cerro Coso have student learning outcomes to be achieved regardless of delivery method and have workload expectations that adhere to the Carnegie Unit.

10. Student Learning and Achievement

Cerro Coso is actively engaged in the process of publishing, implementing, and assessing student learning outcomes at the course, program, and institutional levels. The same student learning outcomes for courses and programs are in place regardless of mode of delivery.

11. General Education

Cerro Coso Community College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. A substantial number of the DE courses offered by the College satisfy a general education requirement. Our general education pattern was one of the first programs offered by the College in DE format and was submitted to and accepted by the Commission in our Substantive Change Proposal of 1998 (ref. Appendix 2).

12. Academic Freedom

The faculty and students at Cerro Coso Community College are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/education community in general (ref. Appendix 34). Online instruction does not restrict the exercise of these freedoms. Nor does it expand them unreservedly or inappropriately by providing, an opportunity for inflammatory anonymous postings to class message boards. In the Moodle environment, all students are authenticated through the

use of a unique login and password and always identified to the instructor and other class students by their official college name (ref. Appendix 35).

13. Faculty

Cerro Coso has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. Full-time faculty are represented in virtually every DE program—in fact, have been the main drivers of DE courses and programs in order to provide educational opportunities for our students in our remote and sparsely populated rural areas.

14. Student Services

As explained above, Cerro Coso provides a wide range of student services that support student learning and development within the context of its mission. Online students receive all the same services and types of services as students on campus, from initial counseling contacts to tutoring services (ref. Appendix 21). We were one of the first colleges in California to pioneer a comprehensive array of matriculation services online as far back as 1999-2000.

15. Admissions

Cerro Coso Community College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate to its programs. Online courses follow the same policies and procedures as other courses in regard to student admission.

16. Information and Learning Resources

As explained in more detail below, Cerro Coso provides long-term access to sufficient information and learning resources and services to support its mission. Given the number of DE students we serve, the library has taken it as its mission to provide as many services as possible to students in DE mode (ref. Appendix 22).

17. Financial Resources

Cerro Coso Community College operates within the KCCD funding allocation formula to adequately support its mission and to ensure financial stability. For many years, the College has allocated adequate financial resources to support the immediate and potential growth needs of its DE courses and programs.

18. Financial Accountability

KCCD annually undergoes and makes available an external financial audit by a certified public accountant on each of the colleges within the district. The audit includes the expenses of and income generated by online courses.

19. Institutional Planning and Evaluation

Cerro Coso Community College has utilized an extensive program review process that is currently under evaluation. To better operationalize and support institutional planning, the College recently formed an Institutional Effectiveness Committee whose main charge is to provide oversight to the planning and assessment processes for sustainable continuous quality improvement. Institutional planning and review are also part of the ongoing evaluative responsibilities of College Council. The development of institutional, program, and course learning outcomes have all been completed; they are currently undergoing assessment and the information being made public. Because it provides access to education for around half of our students, distance education is key part of this institutional effectiveness planning.

20. Public Information

Cerro Coso provides an online copy of its catalog, available on the College's website, with precise, accurate, and current information.

21. Relations with the Accrediting Commission:

The KCCD Board of Trustees provides assurance that Cerro Coso Community College 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.

G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

Standard I: Institutional Mission and Effectiveness

A. Mission

Cerro Coso provides educational services to a widely diverse student population of approximately 85,000 distributed over a service area of 18,000 square miles – the largest community college service area in California. Such a large area requires multiple physical sites in order to provide quality learning. Cerro Coso has met this requirement by offering instruction and services to an approximate FTES of 3,470 students at five campus locations at Indian Wells Valley, Eastern Sierra College Centers in Mammoth and Bishop, Kern River Valley in Lake Isabella and Edwards Air Force Base at California City.

Additionally, and in an effort to respond to the needs of individuals who cannot attend classes at one of the College's five physical locations, the College created and utilizes a significant distance education delivery system commonly known as CC Online. CC Online provides degree and certificate programs and online courses with complete online student support services, including matriculation and textbook purchasing.

In order to determine the relevance of the College's mission statement to student learning in general but also in a way that concerns distance education in particular, the College began a dialogue as part of its educational master planning process in September of 2006 to update and revise the mission statement. The members of the committee were sensitive to the learning needs of both its local and distance education students. Input was gathered through a series of community focus groups with the primary objective of determining the perceived needs of the community in terms of educational programs, services and facilities. An internal assessment of the mission statement by faculty was also conducted. Each instructional department and the counseling department reviewed, evaluated, and proposed changes to the College's mission statement.

While the College's mission statement reflects the primary mission of California Community Colleges as defined by Article 2, section 66010.4. of the Education Code, it is even more significant that the mission statement address the College's geographic diversity by including a provision for innovation in instructional processes, delivery systems, and business operations (ref. Appendix 32).

Cerro Coso's mission provides a framework for identifying college strategic goals as well as planning. The mission statement is used as a reference point when substantial new college ventures are identified and as a basis of academic program review. All new programs,

technology-supported learning, and the online degree curricula support the College's mission.

In addition to the mission, the College has a set of strategic goals that were approved by the governing board in August 2009 and are in place for the two year period 2010-2012. Many of these goals directly address distance education concerns (ref. Appendix 36).

Goal 1: *Improve our response to community needs through customized educational opportunities, transfer program, area workforce development, and quality student services.*

- C. Improve support for Distance Education
 - Develop and implement a comprehensive Distance Education Plan
 - Stabilize learning support services that support Distance Education
 - Replace outdated equipment
 - Review and update training certificate and best practices for online instructors
 - Develop a training program and best practices for iTV instruction
 - Analyze and improve student success rates for Distance Education
- D. Evaluate strategies to maintain or improve the scope and quality of Student Services college-wide
 - Expand student life activities to all campuses, including online

Goal 3: *Seek opportunities to enhance the acquisition and use of resources*

- D. Develop affordable textbook alternatives and funding streams to support textbook scholarships
 - Review textbook alternatives, like open-source e-textbooks

Other strategic goals expect in-depth conversation about DE modalities even if not specifically stated as such, including:

Goal 1: *Improve our response to community needs through customized educational opportunities, transfer program, area workforce development, and quality student services.*

- A. Strengthen instructional programs and services.
 - Maintain availability of comprehensive quality associate degrees and transfer program
 - Maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012 (Defined by ACCJC)
- B. Stabilize career and technical education and workforce development in our diverse service area.
 - Continue to assess the needs of our communities
 - Improve student success rates and productivity numbers in CTE programs and classes.

Goal 2: Improve service to under-prepared students and increase their success rates.

- A. Implement best practices in Basic Skills
 - Address the holistic learning needs of developmental students
 - Integrate instruction and advising services
 - Provide a comprehensive basic skills program serving all communities
 - Utilize data to drive decisions to improve the program
 - Analyze the needs of under-prepared students in our communities
 - Create a program which meets those needs
- B. Train all faculty and staff to understand and effectively teach developmental students
 - Institute professional development activities that support the success of developmental students across the curriculum
 - Establish a developmental faculty training program for all instructors in the program

B. Improving Institutional Effectiveness

The College uses documented assessment results to communicate matters of quality assurance in the area of distance education. Student success and retention rates in individual courses and disciplines as well as traditional versus distance education courses are collected and used by faculty chairs when completing Program Reviews in their areas. The success and retention data is available to all faculty and staff members through the office of the Institutional Researcher and the Vice President of Academic Affairs, as well as continuously available in our data warehouse (ref. Appendix 17). Each year a Distance Education Report is created, approved by the KCCD Board of Trustees, and filed with the State. This report identifies DE courses approved, DE enrollment and success data, and DE demographics (ref. Appendix 38).

Table 3:

College	Course Type	Retention		Success	
		2009-2010	2010-2011	2009-2010	2010-2011
Cerro Coso	Dist. Ed.	77.1%	78.2%	58.3%	58.6%
	Traditional	87.9%	89.0%	73.7%	74.1%

At the College, the Program Review process is the primary method for evaluating and improving the effectiveness of instructional programs, student support services, the library, and other learning support services. Our Program Review template specifically culls out distance education as an area for evaluation and assessment, and each program is expected to assess its viability and success in this area using benchmarks that are appropriate for its individual type of service (ref. Appendix 12).

In 2008 a report was commissioned by the Vice Chancellor for Educational Services to look into the distance education practices of all three colleges in the district. The report was completed and delivered in the fall of that year with the purpose of providing “a comprehensive and detailed overview of each of the college’s online efforts, identifying organization, resources and services from institutional, faculty and student perspectives.” The report was accepted and provided the district and the colleges with a wealth of information about growth trends, organizational redundancies, and student and faculty satisfaction (ref. Appendix 37).

Just this past spring and summer, Cerro Coso participated in a pilot survey by the Center for Community College Student Engagement (CCSSE) to measure student engagement in the online environment. We were privileged and excited to be part of the initial roll-out of the Survey for Student Online Engagement (SOSE) designed for students in online-only classes. We very recently received the results of that survey. Because it was a pilot project, polished reports were not delivered, but a slew of raw data was provided and is currently in the process of being analyzed. Our first preliminary look has already led to some insights into online student attitudes, needs, and academic and social engagement. For example, 66% of respondents reported that often or very often they received prompt feedback (written or oral) from instructors on performance, but 43% did not participate in an orientation to illustrate how online classes work at this college. Further analysis will shed more light on online student experiences, needs, and successes.

Standard II: Student Learning Programs and Services

A. Instructional Programs

Following California Community College Chancellor’s Office guidelines, the governing board does not approve a program’s delivery mode *per se*. Rather, it approves individual courses. And since programs are the completion of a sequence of individual courses, it has been the College’s philosophy that the availability of programs in the DE form is driven by the availability of courses. Simply put, if the major courses required for a program cannot be completed in DE format, then the program cannot be offered in DE format.

Where the viability of a program’s delivery mode is assessed is primarily through the Program Review process. Our current Program Review template has narrative sections for currency, teaching and learning strategies, student learning outcomes and distance education strategies. Just as with face-to-face programs, supporting documentation (student success, demonstrated by rates of awarding degrees, certification, etc.) provides evidence that the program is upholding the mission of the College in an effective way, DE or otherwise.

For this reason, the institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its

students. In delivering distance education courses and programs, Cerro Coso employs several systems, including:

- traditional face-to-face instruction
- asynchronous distance instruction
- synchronous distance instruction
- hybrids of any of the above

A large percentage of Cerro Coso's distance education offerings are delivered online asynchronously through the learning management system Moodle. Moodle is adaptable to a wide variety of methods of instruction and evaluation, including lecture, discussions, assignments, chats, choices (polls), databases, forums, glossaries, journals, lessons, quizzes, surveys, wikis, and workshops.

Cerro Coso also offers remote synchronous instruction through two technologies: Interactive Television (iTV) and Adobe Connect. Doing so enables sections of a course to be synchronously delivered to multiple locations with a single instructor. This accommodates students at the smaller campuses, where there may not be sufficient enrollment to offer a traditional class. It also accommodates students who prefer classroom learning over online learning.

Course offerings may also take a hybrid form, such as a traditional face-to-face course or an iTV course supported by a Moodle.

The appropriateness of the delivery system for any particular class is determined at the time a course is proposed and it is assessed continually thereafter. As explained above, a DE Addendum is required of every course outline of record. This form captures how the course maintains the same high quality instruction comparable to face-to-face offerings, the reason it is being offered in the DE mode, departures in methods of instruction required by the DE mode, and any special software or hardware requirements (ref. Appendix 11).

Moreover, the institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The approval of curriculum in DE mode is taken one course at a time with the understanding that course content, student learning outcomes, and instructional rigor must be identical for *all* offerings of a course, whether in DE mode or otherwise. For these reasons, faculty expertise and common sense are the main touchstones for approval. Courses are approved by the curriculum committee. The College has found that any attempt to distill this expertise and common sense into a fixed set of criteria has been singularly ineffective.

Nevertheless, some trends do stand out. Transfer-level lecture-type courses without extenuating circumstances, for example, are seen as generally safe for DE delivery. Activity courses, laboratory courses, low-level basic skills courses, and courses with obvious extenuating circumstances (e.g., Introduction to American Sign Language) are not. Some

courses fall in the middle, such as higher level basic skills or a class like Introduction to Art—and these are approved on a case-by-case basis according to the whole of the course design shown in the COR and to the rationale in the DE addendum. Some programs, such as Honors, have made an internal decision to not seek DE approval for any of their courses; the Science department has determined that no labs except for Environmental Studies and Physical Science are appropriate for online delivery and that no labs at all are appropriate for iTV.

As explained above, when it comes to the quality of DE instruction in the virtual classroom, the College uses the faculty evaluation process that now includes separate forms tailored specifically to the DE mode (ref. Appendix 15).

Faculty play the central role in determining DE procedures not only through the curriculum committee but also through the Academic Senate's sub-committee on technology: the Pedagogy and Technology Committee. This group is charged with advising the senate on all "10 plus 1" issues related to and affected by the use of technology. The Distance Education Task Force has specifically recommended that this committee write down the set of guidelines for effective practices in DE education that the College has been following informally, including guiding principles for

- effective student contact
- practices to promote academic integrity and address student authentication
- faculty preparation
- effective use of instructional technology
- minimum course requirements
- ADA compliance

In terms of continual program improvement, the College recognizes that this ultimately rests with a knowledgeable and trained faculty. In previous years, Cerro Coso had had a robust in-house faculty training certification process that required the successful completion of five courses. Required topics included pedagogical strategies in the online environment, introduction to the Moodle course management system, accessibility requirements and compliance, and multimedia engagement strategies (ref. Appendix 39).

However, the series was terminated abruptly in Fall 2010 as the dwindling economy and consequent budget pressures forced the district to eliminate stand-alone courses. In response, the College contracted with @One to guarantee the teach-out of students in the middle of the program. At this moment, it is one of the recommendations of the Distance Education Task Force that the College immediately look for alternate avenues to provide this training that has been such a hallmark of our program (ref. Appendix 19).

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Cerro Coso uses a variety of delivery modes and

methodologies in an effort to accommodate our diverse population. Cerro Coso's service area is the largest in California, and students have a variety of economic and ethnic backgrounds, including students who live and work in full service townships, those who come from small rural communities, Native American students who live on reservations, and military personnel.

To address the learning needs of these different students, Cerro Coso offers traditional face-to-face, online, hybrid, and iTV courses. Of Cerro Coso's degree programs, 13 can be completed entirely in DE mode, while an additional 18 certificates can also be completed. Over 100 courses are offered online each semester—with recent semesters being closer to 200. This provides access to students in remote locations, as well as students that have professional or domestic demands that make attending classes in a physical classroom difficult. Four of the five sites offer courses by iTV, further enhancing options for students who prefer on-ground instruction (ref. Appendix 40).

As for learning styles, faculty who teach online at Cerro Coso were required to complete an online learning certificate, and part of this training is focused on using technology to accommodate students of varied learning styles and disabilities. One course focuses on Section 508 requirements of the Rehabilitation Act and what makes a course accessible. The faculty evaluation instrument contains several questions that focus on how effective the evaluatee is in using a variety of instructional strategies to create a rich and varied learning environment (ref. Appendix 15).

No ongoing formal research is conducted to inform the College what specific student learning needs are for programs delivered in DE format. Faculty expertise is used primarily to identify and address these needs. Cerro Coso provides a series of resources for students to evaluate preparedness for the online program. These include online self-assessment tools for both student and technical skills, an online orientation that includes information specific to the requirements of online classes, and a 0.5 unit orientation course designed to prepare new students for taking classes online (ref. Appendix 41). This course is not required, though it is encouraged for new students, who are referred to this course through advisement and a self-assessment process (ref. Appendix 42). The College clearly recognizes that it can do more in this area and is working to enhance its efforts as part of the work plan delivered from last year's Distance Education Task Force (ref. Appendix 19).

Finally, the institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty. The College employs several strategies to verify student identity and enforce academic honesty in the DE mode, particularly for online courses.

For example, the College's Moodle course management system, as well as textbook companion sites, require a secure login and password. Moodle also has a number of options in its Quiz settings to discourage cheating, including the following:

- The quiz/exam can be timed.
- Questions and answers can be randomly shuffled so the order differs between students.
- Moodle accommodates the creation of a large test bank, and unique quizzes/exams can be constructed by the random addition of questions from the test bank.
- The quiz/exam can be set up to require a separate password.
- It can also be configured to restrict access to approved IP (Internet Protocol) network addresses. Used in combination with proctored examination, this establishes a fairly reliable identity authentication. The student is authenticated by the proctor, and the proctor is authenticated by the IP address.

Moodle quizzes have several additional security options. There is an option to display it in a pop up window that fills the monitor, does not allow navigation to other web pages, and does not permit copying and pasting. A more robust browser lock down option is the use of Safe Exam Browser, which includes features like not being able to close the window until the test is submitted, shortcut keys being disabled, and switching to other applications prohibited.

Moodle also has a TurnItIn.com plugin for in-course use of originality checking.

In the iTV mode, instructional TAs are on hand to proctor in-class exams and quizzes.

As for ongoing training for faculty in these strategies, the College provides training in the above practices and technologies through professional development workshops, referral to the @One training certification, and electronic communications.

Despite these safeguards, the College recognizes that it needs to do more to provide a wider array of authentication strategies if the DE mode is to remain viable. One of the recommendations of the Distance Education Task Force for implementation in 2011-2012 is a greatly enhanced proctoring system supported with dedicated clerical assistance and more expansive use of originality-checking services such as TurnItIn.com (ref. Appendix 19). Services like these can must be more fully integrated into DE course design and even into the Moodle course management system itself as a standard, required feature. It is also recommended that teaching assistants be made more available in the iTV classrooms and that DE staff be trained to better inform faculty of their authentication options. It is also one of the primary responsibilities of the new Director of Distance Education position to spearhead the development and maintenance of a comprehensive College response to validating student identity (ref. Appendix 21).

B. Student Services

Through our web enabled MIS system, My BanWeb, students are able to complete the application, update, and registration processes entirely online. Additional, major admissions and records services can be completed at a distance via online information, services, forms, and through email and telephone interaction. The complete college catalog and schedule of courses are available online (ref. Appendix 43). The forms necessary to conduct business with the College are available online in .PDF, Word, or as web forms. A step-by-step online process leads students through the steps of matriculation, the application for financial aid, and to registration (ref. Appendix 44).

The Orientation process is available online through use of a third-party tool. Students click through the online orientation which includes text, images, video, and quizzes to check for understanding. Students have to complete a final quiz with a score of 70% or better to be considered to have completed orientation. The online orientation is aligned with the onsite orientation. Both online and onsite orientation important concepts, information, and skills associated with distance education (ref. Appendix 45). Extended orientation courses are available online including “Becoming a Successful Online Student” and “Becoming a Master Student” (ref. Appendices 42 and 46).

Assessment is available at a distance through a proctor approval process for the administration of Accuplacer online. Students can submit a proposed proctor who, if approved, can administer the online version of Accuplacer in a secure environment and employing a defined student authentication process. Students review assessment results with a counselor or educational advisor who advises them according to the same cut-scores as traditional students (ref. Appendix 46 and 47).

Students access counseling/advising services via an online intake form, email, and telephone. Students at a distance are given equal priority in accessing counseling/advising services. Counselors and educational advisors receive training and ongoing professional development in serving students at a distance. Student education plans are developed via .pdf documents sent to students via email. Previous transcripts are mailed and/or faxed for inclusion in course evaluations. Cerro Coso supports several online major and career exploration tools and provides account access to all distance education students. We offer two courses online in the areas of career exploration and transfer preparation: “Career Alternatives” and “Making Transfer Easy” (ref. Appendix 48).

Faculty have access to providing early feedback on all students via an online Early Alert system, available through our web-enabled management information system (ref. Appendix 49). This system is a communication tool sent directly to the student providing notification of concerns about the students’ performance and providing appropriate referral to resources. These alerts are also received in Counseling and the Learning Assistance Center to follow up with communication regarding counseling/advising services and tutorial support.

Important policies and procedures are provided online in the college catalog, student handbook, and in a forms/documents section of the website. Both the complete Student Complaint and Student Conduct policies are available in several locations on the college website (ref. Appendix 50). All forms and policy information can also be emailed to a student. Both Student Complaint and Student Conduct proceedings are conducted via email and telephone for non-local, distance education students. All forms and steps for the graduation application process are available online and through interaction with counseling and admissions and records (ref. Appendix 51). All students are invited to participate in the graduation ceremony.

Communication tools are used to keep all students informed of important information and updates regarding college policies, procedures, and activities. These communication tools include an alert system which is programmed to send messages to students via email, telephone, and text and a student portal. Students access online classes through the portal, providing an ongoing venue for communication to distance education students. Distance education students can purchase an associated student card at a distance. The photo is sent electronically and the card is mailed to the student. Distance education students are included in the votes for the associated students via an online voting system.

Tutorials on how to use Moodle are available to online students as is a wealth of other information on the CC-Online Resource page, which includes links for everything from student self-assessment (“Are You Ready to Learn Online?” “Online Class Checklist,” etc.) to frequently asked questions (distance learning in general, Moodle specifically) to tips with troubleshooting (“Troubleshooting Class Access,” “Upgrade Programs,” etc.) to learning support services (Library, Student Success Center) (ref. Appendix 52).

C. Library Services

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery (ref. Appendix 22).

The library web site has been designed to help students easily find library materials in specific formats which can be accessed at any college site, off campus or in homes. The library web site highlights several major information formats: encyclopedias, books, articles, and Internet Resources. Not only can students use the library catalog to find books and audiovisual materials, they can also access the full-text of 27,000 electronic books through the catalog. The library’s full-text databases give students access to thousands of articles, book chapters, images, and primary source documents. The library maintains the Learning Resource Center web page where students have access to web sites that have been evaluated by librarians and information professionals.

In Spring 2010, the library added a 24/7 “Chat with a Librarian” widget on the library web page, a service that expands library reference services to all students regardless of location.

Reference questions can be submitted and answered via chat with a live librarian, or students can choose to email or phone the librarian with a reference question.

The Cerro Coso Library uses a web-based catalog called Horizon, a product of the SIRSI corporation. With Horizon, services include online “holds” and the ability to look up patron account information. Horizon contains records for all holdings of the library collection: books—circulating, reference, reserves, electronic books—audiovisual titles, and “for loan” laptops. The main library collection is expanded through the “distance delivery” and interlibrary loan services. Students at the distant sites or taking classes online can request any Cerro Coso book to be delivered to their local campus, free of charge. Document delivery generally takes a couple of days. All students, regardless of location, can click on the “Other Libraries” link or the “FirstSearch” link located on the Library web site to look for items in other libraries. They can then request those items, using an online form, and the library will process an interlibrary loan. Policies on document delivery and interlibrary loan are located on the library web site.

The Library subscribes to 20 electronic databases that can be accessed from the library’s web site under “Subject Resources” and “Indexes”. Students, faculty, and staff may access these resources on campus, as well as from remote locations. Database titles include, Expanded Academic ASAP, Infotrac Onfile, Access World News, Health and Wellness Resource Center, Opposing Viewpoints Resource Center, Contemporary Authors, Scientific American Archive, and Literature Resource Center. The library web site also features a number of links for research help and instruction, such as citation guides, the research process, and Library Workshop schedules. The library web site also has information about library policies and procedures as well as information about the Learning Resource Centers at each of the site campuses. Faculty can use the library web site to request instructional equipment and audiovisual resources.

Standard III: Resources

A: Human Resources

As part of the Program Review process for each individual instructional and operational unit, human resources are evaluated for adequate support for DE courses, programs, and learning support services.

This evaluation begins at the time College and academic units hire personnel to fill certificated positions. Screening committees consider a number of factors when evaluating candidates for faculty positions. Questions about prior experience and willingness to teach in DE modes are a routine part of faculty interview questions, as are questions about familiarity with distance learning and the candidate’s knowledge of the difference between onsite and online learning. This is true for educational administrator positions just as much as for faculty positions.

Some full-time faculty members have specifically defined assignments in the online mode (such as a 50-50 split on-ground/online). And many more routinely teach most of their loads in the online or other DE environment. In fact, one current issue for discussion at the College is making sure instructors have balanced onsite/online teaching assignments because there are easily enough full-time DE loads to meet student demand for instructors to teach entirely in that mode if they wanted to. So the College is in dialogue about the appropriateness of 100% online assignments. One recommendation of the Distance Education Task Force is that a process be developed and made available so that a 100% online load can be evaluated on a defined set of criteria rather than personal preference (ref. Appendix 19).

As for professional development, the College currently provides workshops to train faculty in the effective use of Moodle. This is a supplemental tool only. As explained above, the College recognizes that continual program improvement resides with a knowledgeable and trained faculty. In previous years, Cerro Coso had had a robust in-house faculty training certification process that required the successful completion of five courses. For many years, CC Online ran its own Online Faculty Training Certificate Program in order to train CC Online faculty, but also to provide online faculty training outside of the College. Cerro Coso required completion of four courses of the certificate program in order to teach online for the College; eight units were required to earn the certificate. Offered entirely online, the Certificate Program requirements are as follows:

Table 4:

A total of 8 units are required for the Certificate Program. Four courses are required to teach for CC Online - INST C261, EDUC C262, EDUC C263 and INST C269.		
Required Courses 20 Weeks - 8 Units		
Course Name	Length	Units
Faculty Orientation to Online Learning (INST C261)	2 weeks	1
Fundamentals of Online Teaching (EDUC C262)	4 weeks	1.5
Technology and Online Design (EDUC C263)	4 weeks	1.5
Introduction To The Development/Management of Moodle (INST C269)	5 weeks	1.5
Accessibility for Web Course Development (INST C268)	2 weeks	1

Introduction to Multimedia for Online Teaching (INST C267)	3 weeks	1.5
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The Faculty Training Certificate Program was very successful as a program with 1,273 faculty participants from across the US from the period 2001-2008, with 658 of them earning certificates: a completion rate of 51% (ref. Appendix 37).

However, the series was terminated abruptly in Fall 2010 as the dwindling economy and consequent budget pressures forced the district to eliminate stand-alone courses. In response, the College contracted with @One to guarantee the teach-out of students in the middle of the program since @One offers a very similar set of courses.

For the current semester, we made do with new faculty members being trained individually by mentors within their departments. The faculty chairs of Humanities and of Social Sciences, both of whom are long-time online instructors, have been meeting one-on-one with our two new full time people in these areas and sharing practices, strategies, and insights. The Director of Nursing is working with our only new instructor to the iTV mode, a Health Careers adjunct. Luckily, the College has little turn-over in the area of distance learning instruction—each new semester sees fewer than a half-dozen new instructors at a time—so this is has been manageable.

But it is not a long-term strategy, particularly in the area of consistency, and it was one of the recommendations of the Distance Education Task Force that the College determine in Fall 2011 how to move ahead with this vital training that has been such a hallmark of our successful program (ref. Appendix 19). In fact, the new Vice President of Academic Affairs recently asked the Academic Senate to give priority consideration to restarting the training certification. The College can run it as contract or community ed or deliver it free of charge as professional development without the expectation of apportionment.

B. Physical Resources

The College has dedicated a portion of its general fund budget to maintain the physical needs of its distance education program.

The maintenance of our Moodle servers is now outsourced. KCCD recently selected a hosted implementation of Moodle by Remote-Learner rather than continuing to try to do it ourselves, as has been the case in the past. This has provided KCCD with 99.9% uptime, responsive tech support, upgrades and maintenance, along with local system administration.

The eight interactive television classrooms at Cerro Coso--one at the Kern River Valley campus, two at the campus in Ridgecrest, and two each at Bishop and Mammoth—were recently upgraded. As the result of a joint decision made by the colleges and the district

office, the iTV classroom equipment, previously outfitted with Tanberg systems, was replaced district-wide with Polycom systems. This standardization led to a dramatic improvement of picture and sound quality as well as broadcast up-time. The upgrade included all of the equipment in the classrooms, from the codecs and cameras to monitors, audio equipment, and projectors. In addition to the equipment, the project also upgraded each of the iTV classrooms network connection to 922 Kilobits of dedicated bandwidth. For ongoing support, we carry a maintenance agreement with Providea.

C. Technology Resources

Cerro Coso Community College supports its distance learning program in ways that enhance student learning and institutional effectiveness. The College has two committees for addressing distance learning needs. The Pedagogy and Technology Committee is a standing sub-committee of the Academic Senate that advises the Technology Resource Team (TRT) in the area of classroom technology. TRT itself is a subcommittee of College Council “that serves as [College Council’s] primary recommending body for all information and educational technology as well as with distance education in the areas of practices, procedures, equipment standards, and training.” This structure allows for direct but balanced faculty input into the technology conversations at the College (ref. Appendix 53).

In practice, recommendations concerning distance education technology also inform and are informed by the District Wide Information Technology Plan (ITP). For support reasons, the Kern Community College District has streamlined and centralized certain support functions in the last few years, such as the Help Desk, the Luminis portal service, the Polycom videoconference equipment, and the online course management system Moodle. The decision to move all three colleges to the Moodle platform, for example, was the result of multi-year negotiations with all three colleges. These negotiations--initiated by KCCD’s Technology Leadership Council, which has representation from faculty, staff, and administration from all three colleges—held numerous meetings and sought involvement from all campus constituents and stakeholders (ref. Appendix 54).

Cerro Coso Community College has taken a two-step approach to providing support and stability. The first was providing a user friendly interface via InsideCC. InsideCC is a portal that provides both students and faculty single sign-on to all their online classes--in addition to email, campus announcements, system announcements, and the College’s enrollment management system, BanWeb. InsideCC is a Luminis Portal solution by SunGard which is hosted and maintained by the KCCD District office and allows for integration into Banner.

The second is to continue to offer technology training for distance learning to both faculty and students. Tutorials on how to use Moodle are available online to students (ref. Appendix 52). In addition, at the start of each term, several sections of an online student success course called “How to Be a Successful Online Student” are offered. For faculty, The College currently provides workshops to train faculty in the effective use of Moodle and Luminis (ref. Appendix 55). As explained above, the College’s in-house faculty training

certification was eliminated, and it is one of the recommendations of the Distance Education Task Force that the College determine in Fall 2011 how to move ahead with its equivalent.

Direct technical problem solving is provided to students, faculty, and staff 24 hours a day, seven days a week through the College's centralized help desk service (ref. Appendix 56).

D. Financial Resources

The College has all the revenues it needs to support its DE courses and programs. Having been grown successfully for many years, our distance learning program is strong, viable, and self-sustaining.

Funding for distance learning comes from a number of areas of the College's budget. As explained above, DE expenditures are spread out internally over departments, divisions and other operational entities. Full-time faculty labor, for example, is applied to the budgets of individual departments. But part-time and overload assignments are located within the budget of the Vice President of Academic Affairs. The one full-time employee dedicated to support CC-Online, a website design specialist, is located under the budget and supervision of the site director at our Eastern Sierra College Center because that is the campus she lives closest to. Meanwhile the iTV teaching assistants are applied to budgets at their local centers and, therefore, to the supervision of the directors there. The picture is similar to equipment and other physical resources. The online program itself has few ongoing expenditures, and these are mostly centralized within a dedicated CC-Online org account. Interactive television expenses are applied against the Information Technology budget. Maintenance for the College's Moodle servers is paid by the district as a whole, with each individual college being charged back its share of the cost of this maintenance. Other expenses supporting DE courses and programs—marketing, professional development, postage—are paid out of other central accounts. A fuller picture of the costs of DE is contained in the appendix (ref. Appendix 25).

This specific financial picture has developed over the years because of the changes in operational supervision and the accrual of individual decisions that seemed logical at the time. While it is workable in its current form—indeed, has to work in some of these ways for supervisory reasons—it is less effective than pulling these disparate pieces together under one budget and one supervisor. That is why the first recommendation of the DE Task Force is to establish a dedicated director for the program to give it operational and budgetary unity (ref. Appendix 19).

Nevertheless, the resource allocation for distance education courses and programs—even if distributed—is the part of a deliberative planning process that begins with Program Reviews, student learning outcomes assessment, and the College's Strategic Plan. At Cerro Coso, distance education is a specific part of every annual unit plan of every operational unit, whether in the area of instruction, student services, or administrative services (ref.

Appendix 13). In the process newly revised at the College, each year, every operational unit has to summarize its relation and contribution to distance education. This is part of the ground-floor assessment each unit undertakes every year based on the data gathered in the prior year from Program Reviews or SLO assessments and/or on the results of how the unit did in achieving its prior year goals. Because DE is so important to our mission and is a part of every conversation we have about who we are and whom we serve, it has this up-front piece in the annual unit plan.

The annual unit plans are due each October 31st, and these are used to drive in turn the first draft of our Educational Master Plan by December 15th. This first draft captures the most important instructional and operational needs and initiatives for the upcoming year. At this point—now that we know where we are going, so to speak—the various second-level plans are ready to be written: facilities, staffing, professional development, marketing, instructional technology, and budget. It is likely that these pieces have a DE component based on the gaps identified in the annual unit plans and summarized in the Educational Master Plan. These second-level plans are due by March 15th, at which point the budget is finalized, and the finished Master Plan compiled for approval by our College Council and the KCCD Board of Trustees. At that point, the entire year’s planning cycle is reviewed for bumps and bruises, and tweaks or changes made as necessary (ref. Appendix 57).

In this way, the College relies upon its mission, goals, and program assessments as the foundation for financial planning and resource allocation, it carries out an integrated planning process, and it assesses the viability of the process itself as the basis for ongoing improvement.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

In 2006, the Accreditation team recommended some improvements to the leadership and governance structures at the College, and progress on these recommendations were evaluated in the 2009 Mid-Term Report (ref. Appendix 31). Specifically, they suggested that the College identify the roles, scope of authority, and responsibilities of faculty, staff, students, administrators, and committees in the decision-making processes. The College was also encouraged to establish a staffing model that includes minimum staffing levels by functional area, and criteria for the establishment of high-quality instructional programs that culminate in identified student outcomes. As part of this restructuring, the College is taking a careful look at how students, faculty and staff are able to support, be supported by, and provide input for DE.

As a result of this planning, the College is moving ahead with hiring a Director of Distance Education. This leadership position is designed to create an environment for focused decision making, innovation, and institutional excellence. The director will coordinate the overall distance education program by facilitating the development, implementation, and

evaluation of distance education courses. As written and advertised, the position will provide training to assist faculty and staff with incorporating instructional design principles that reflect current learning theory and employ effective technology. It will also supervise a staff whose focus is providing training and support for faculty and students; it will collaborate with IT to manage connections between the College's information technology unit and the various modes of distance education delivery, and it will work with the marketing director to promote enrollment in distance education programs and classes (ref. Appendix 21).

B. Board and Administrative Organization

In 2006, the accreditation team recommended that the three colleges along with appropriate district leaders, develop an organizational map that clearly defines roles and responsibilities and establishes an evaluation procedure to help with ongoing improvement. The district, with input from all the colleges, has developed a document titled *KCCD Functional Decision Making* (ref. Appendix 58). This document, which continues to be evaluated and updated, is utilized for improving the organizational structure and responsibilities and for revising board policies and procedures.

The KCCD Board of Trustees has adopted policies that support academic integrity and quality in the offering of DE courses (ref. Appendix 34). Included in the board policies are mandates to ensure that evaluation of DE course quality is equivalent to that of traditional courses, that adequate student-to-teacher contact is provided in DE courses, that separate review processes are in effect when a course is offered in any amount via DE. These are just a few of the many policies that are in place for DE courses within the District.

