



Substantive Change Proposal

A Proposal to Add or Expand Four Programs to Four Campus Locations

*Cerro Coso Community College
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To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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Contents

A. Description of Change and Rationale 1

B. Descriptions of the Programs To Be Offered 3

C. Description of the Planning Process 8

D. Evidence of Institutional Provisions for Human, Administrative, Financial, and Physical Resources and Processes..... 10

E. Evidence of Internal and External Approvals 12

F. Evidence of Fulfilling Eligibility Requirements 12

G. Evidence of Fulfilling Accreditation Standards 16

Evidence

- [Document 1: 2013-14 Catalog](#)
- [Document 2: English Degree Program Outline/Application to the CCCC](#)
- [Document 3: CCCC Approval Notification, Psychology AA-T Degree](#)
- [Document 4: CCCC Approval Notification, Kinesiology AA-T Degree](#)
- [Document 5: ACCJC Approval Notification, Kinesiology and Studio Arts for Transfer](#)
- [Document 6: CCCC Approval Notification, Studio Arts AA-T Degree](#)
- [Document 7: Map of Service Area](#)
- [Document 8: Transfers to UC and CSU by Campus Ten-year Trend, 2003-04 to 2012-13](#)
- [Document 9: Substantive Change Proposal, Spring 2013: Mission Statement](#)
- [Document 10: General Education Program Review, 2013](#)
- [Document 11: Substantive Change Proposal, Fall 2011: Online Programs](#)
- [Document 12: Psychology Degree Program Outline/Application to the CCCC](#)
- [Document 13: Kinesiology Degree Program Outline/Application to the CCCC](#)
- [Document 14: Department of Physical Education and Health Annual Unit Plan, 2014-15](#)
- [Document 15: 2013-14 Catalog Addendum](#)
- [Document 16: Art Program Review, 2012](#)
- [Document 17: Department of Visual and Performing Arts Annual Unit Plan, 2014-15](#)
- [Document 18: Eastern Sierra College Center Annual Section Plan, 2013-14](#)
- [Document 19: Eastern Sierra College Center Annual Section Plan, 2014-15](#)
- [Document 20: Physical Education Program Review, 2012](#)
- [Document 21: Department of Social Sciences Annual Unit Plan, 2013-14](#)
- [Document 22: Department of English and Foreign Languages Annual Unit Plan, 2014-15](#)
- [Document 23: Program Pathways](#)

English at the Indian Wells Valley Main Campus

English Online
Psychology at the Indian Wells Valley Main Campus
Psychology at the Eastern Sierra College Center
Psychology at the Kern River Valley Outreach
Psychology Online
Studio Arts at the Eastern Sierra College Center
Kinesiology at the Eastern Sierra College Center

[Document 24: Dean of Liberal Arts and Sciences Job Description and Recruitment Materials](#)

[Document 25: Revised Organizational Charts showing Dean of Liberal Arts and Sciences](#)

[Document 26: Mammoth Lakes Measure C Bond Approval for Art Remodel](#)

[Document 27: Curriculum and Instruction Council Minutes](#)

April 20, 2012

May 4, 2012

November 15, 2013

[Document 28: KCCD Board of Trustees Minutes](#)

June 14, 2012

December 20, 2012

February 6, 2014

[Document 29: ACCJC Reaffirmation Letter, February 2013](#)

[Document 30: Cerro Coso Community College Follow Up Report, 2013](#)

[Document 31: Commission Action Letter, February 2014](#)

[Document 32: Cerro Coso Community College Report of Educational Quality and Institutional Effectiveness, 2012](#)

[Document 33: KCCD Board of Trustees Minutes, Feb 14, 2013](#)

[Document 34: Commission Action Letter, May 2013](#)

[Document 35: Follow Up Visit Evaluation Report, November 2013](#)

[Document 36: Academic-Senate Established Regular Effective Contact and Student Authentication Practices](#)

[Document 37: Materials from Online Faculty Training](#)

[Document 38: Materials from 2.4 Moodle Upgrade](#)

[Document 39: Flex Day Agendas Spring 2013-Spring 2014](#)

Note: This entire document can be accessed electronically at

<http://www.cerrocoso.edu/accreditation/substantive-change-proposals>

A. Concise Description of the Proposed Change and the Reasons for It:

Cerro Coso Community College is seeking approval for the addition of two new degree programs and the expansion of two already-approved degree programs to extension sites. Of the two new degree programs, both are seeking approval to be offered 50% or more in distance education mode and one at two of the College’s two extension sites. All changes represent a significant departure from the institution’s current programs or curriculum:

1. **English Associate in Arts Degree for Transfer (AA-T)** – This is an entirely new program for the College. As the college catalog shows, Cerro Coso Community College has a degree in Liberal Arts: Arts and Humanities (**doc. 1, pg. 71**), but this is a new stand-alone degree program specifically in English. The program aligns with the SB 1440 Transfer Model Curriculum (TMC) and is currently awaiting approval at the State Chancellor’s Office (CCCCO), to which it was submitted in February (**doc. 2**). The program is to be offered at the **main campus** in Ridgecrest, CA and **50% or more in Distance Education mode**.
2. **Psychology Associate in Arts Degree for Transfer (AA-T)** – This is an entirely new program. The College has a degree in Liberal Arts: Social and Behavioral Sciences, but this is a new stand-alone degree aligned with the TMC (**doc. 1, pg. 74**). The program was approved by the CCCC in 2013 (**doc. 3**). It is proposed to be offered at the **main campus**, the extension site of the **Eastern Sierra College Center (ESCC)** in Bishop and Mammoth, CA; the extension site of the **Kern River Valley outreach (KRV)** in Lake Isabella, CA; and **50% or more in Distance Education mode**.
3. **Kinesiology Associate in Arts Degree for Transfer (AA-T)** – This degree program based on the TMC was approved by the CCCC in 2013 (**doc. 4**). It had been revised from a prior local program in Physical Education and was accepted in its new status as an AA-T degree by ACCJC in 2013 (**doc. 5**). The change is to offer the program at the **Eastern Sierra College Center**.
4. **Studio Arts Associate in Arts Degree for Transfer (AA-T)** – This degree program based on the TMC was approved by the CCCC in 2013 (**doc. 6**). It had been revised from a local program in Art and was accepted as an AA-T degree by ACCJC in 2013 (**doc. 5**). The change is to offer the program at the **Eastern Sierra College Center**.

The changes are summarized in the chart below:

	Units	Current ACCJC Approvals	Seeking Approvals For
English AA-T	60 units/19-21 in major	[none, new program]	Main campus, distance education
Psychology AA-T	60 units/19-23 in major	[none, new program]	Main campus, ESCC, KRV, distance education
Kinesiology AA-T	60 units/23-24 in major	Main campus, distance education (2011)	ESCC
Studio Arts AA-T	60 units/24 in major	Main campus, distance education (2011)	ESCC

All programs are directly related to the college mission (**doc. 1, pg. 2**):

The mission of Cerro Coso Community College is to provide outstanding educational programs and services tailored to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.

To accomplish this mission, we will provide:

- Transfer and career technical education
- Remedial instruction
- Comprehensive support services
- Learning opportunities that develop ethical and effective citizenry, and
- Continuing education that is compatible with the institution's primary mission

Each of the programs in this report leads to a degree and to transfer eligibility. Each addresses ethical and effective citizenry through a required general education component. All programs at the College, whether offered through traditional or distance delivery, are supported by comprehensive student and learning support services and are a part of the institution's regular cycle of program review and annual integrated planning for improvement of student learning and achievement.

The substantive changes in this report are opportunities afforded by the SB 1440 transfer degrees to a rural community college such as ours. Previously, there was no demonstrated need or incentive for the College to create degrees in many transfer-oriented disciplines. Given its location in a narrow strip along the eastern side of the Sierra Nevadas (**doc. 7**), Cerro Coso Community College has several 'home' transfer institutions. Over the last 10 years, CSU Bakersfield, the College's closest Cal State campus, has garnered fewer than 30% of all the College's CSU transfers. In some years, students are almost as likely to go to Northridge or even Chico as they are to Bakersfield (**doc. 8**). It was impractical to fashion a single degree when the Cal State schools varied so widely in lower division requirements.

But with the SB 1440 legislation, the College can now adopt a stable core of courses that counts as lower division preparation. This enabled the English and psychology degrees to be created. The College already had the essential coursework in place and was actively offering as general ed/liberal arts classes what turned out to be the major classes. They just awaited matching up with the TMC. As for Kinesiology and Studio Arts, these programs had been previously created as local programs, and transitioning them to TMC's made them more viable to offer at the Eastern Sierra College Center, which, because of its smaller size and greater distance from urban centers, graduates even fewer students going to the same target institution.

This opportunity represents an equity issue for Cerro Coso Community College. As said to the Commission in 2012 when the College submitted its substantive change proposal to change its mission statement, "Cerro Coso Community College's service area is the largest in California (18,500 square miles) but with one of the smallest populations served (approx. 85,000). Many students are too remote from any one of the College's physical campus locations to attend traditional instruction. Even when

they can attend, the smaller campus locations do not offer all the same programs as the main campus because of resource limitations in faculty expertise or facilities” (**doc. 9, pg. 3**).

The changes in this report continue the College’s commitment to its mission of offering outstanding programs and services to the rural communities we serve. And while not all programs can be offered at all sites, the transfer degrees in this proposal are a way to expand opportunities and continue to level the playing field for students throughout our service area.

B. Description of the Program to be Offered if the Substantive Change Involves a New Educational Program, or Change in Delivery Mode

English

The Associate in Arts Degree in English for Transfer AA-T (60 units total, 19-21 units in major) is proposed to be offered at the main campus in Ridgecrest and 50% or more in distance education mode. The degree provides students with effective learning opportunities that help them acquire the knowledge, skills, and experiences required of an educated, literate citizen (**doc. 2**). It creates a pathway for students who plan to complete a Bachelor of Arts in English at a California State University. With the completion of the degree, students will possess foundational knowledge and skills that comprise the core content of the first two years of a four-year program in English.

This is an entirely new program. The curriculum was already in place and no new courses had to be created. The degree adheres to the TMC, and all program courses have been reviewed and revised to align with C-ID descriptors. One course, English C102 Critical Thinking Through Literature, required an increase from 3.0 to 4.0 units due to the alignment.

The Associate in Arts Degree in English for Transfer AA-T

Select one of the following courses (4-5 units)

- ENGL C102 Critical Thinking Through Literature4 units
- or ENGL C102H Critical Thinking Through Literature - Honors5

List A: Select two of the following courses (6 units):

- ENGL C221 World Literature I3 units
- ENGL C222 World Literature II3
- ENGL C231 Survey of British Literature: Beginning-1785.....3
- ENGL C232 Survey of British Literature: 1785-Present3
- ENGL C241 Survey of American Literature: Beginning-1865.....3
- ENGL C242 Survey of American Literature: 1865-Present3

List B: Select one course not already used from List A and one of the following courses; or two of the following courses if no additional course is selected from List A (6-7 units):

- ENGL C141 Introduction to Creative Writing3 units

ENGL C235	Introduction to Shakespeare	3
or ENGL C235H	Introduction to Shakespeare – Honors	4
ENGL C245	Women’s Literature	3
ENGL C249	Multi-Ethnic American Literature	3

List C: Select any course not already used from List A or B (3 units)

Complete one of the following general education patterns:

Option B – CSU General Education Breadth

Option C – IGETC (Intersegmental General Education Transfer Curriculum)

Total: 60 units, 19-21 in the major

The College has the operational means and resources necessary to offer the program. At the **main campus**, one literature class is already being offered each semester as a general education option. With the new degree, this will be a degree course, one each semester in a six-semester rotation. When combined with English C102, a class that is offered every semester at Ridgecrest, students can complete, over a two year period, five of the six major courses in the physical classroom. Currently, the remaining course can be completed either online if the student is seeking to graduate in two years or in the classroom if his or her educational plan stretches beyond the two-year mark. The campus is planning to begin offering Creative Writing onsite—it has a new faculty member with an MFA who can do so—and the regular scheduling of it once every two years will allow students to complete the degree entirely onsite within expected time.

In the **online** environment, all six courses are currently offered every two years. Moreover, at least one online literature class is offered during the summer intersession. This provides both online and onsite students with numerous options for completing the degree in a timely manner. All degree courses have been separately approved for online delivery by the College’s curriculum committee. The major classes in the online environment require no special support or enhanced resources.

In addition to the major courses, the College offers a full slate of general education options for students. At the main campus, general education courses are offered throughout the day in all time slots. Online, numerous general education courses are scheduled every semester. The general education pattern last underwent a program review in 2013 (**doc. 10**). It was approved for distance delivery by the Commission in 2011 (**doc. 11**).

At the time of the writing of this report, the English AA-T degree has all the necessary internal approvals but is still awaiting CCCC acceptance.

Psychology

The Associate in Arts Degree in Psychology for transfer AA-T (60 units total, 19-23 units in major) is proposed to be offered at the main campus in Ridgecrest, at the ESCC site in Bishop and Mammoth, at the KRV outreach in Lake Isabella, and 50% or more in distance education mode. It prepares students for transfer to the CSU System to earn a baccalaureate in applied or basic psychology (**doc. 12**). Upon

successful completion, students will be able to apply psychological principles to the development of interpersonal, social and occupational skills, compare and contrast major theoretical perspectives in psychology and evaluate psychological and social and cultural data using the scientific method. Baccalaureate options for students include basic psychology, applied psychology, elementary and secondary education, human resources, and social work.

Like English, this is an entirely new program even though all of the curriculum was already in place. No new courses had to be created. All program courses have been reviewed and revised to align with C-ID descriptors. The program adheres to the TMC and has been approved by the CCCC (doc. 3).

The Associate in Arts Degree in Psychology for Transfer AA-T

Required Core (10-12 units)

PSYC C101	General Psychology	3 units
or PSYC C101H	General Psychology - Honors	4
MATH C121	Elementary Probability and Statistics	4
or MATH C121H	Elementary Probability and Statistics - Honors	5
PSYC C271	Research Methods in the Social and Behavioral Sciences	3

List A: Select one (3-5 units):

PSYC C220	Physiological Psychology	3 units
BIOL C105	Concepts of Biology.....	4
or BIOL C105H	Concepts of Biology - Honors.....	5

List B: Select one course or any list A course not used above (3 units)

PSYC C211	Lifespan Development	3 units
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List C: Select one course or any list A course not used above (3 units)

PSYC C241	Abnormal Psychology.....	3 units
PSYC C251	Human Sexuality	3
SOCI C101	Introduction to Sociology.....	3

Complete one of the following general education patterns:

- Option B – CSU General Education Breadth
- Option C – IGETC (Intersegmental General Education Transfer Curriculum)

Total: 60 units, 19-23 in the major

Most of the major courses are already offered onsite at the **main campus, ESCC, and KRV**. PSYC C101, MATH C121, BIOL C105, PSYC C211, PSYC C241, PSYC C251, and SOCI C101 are standard general education electives in active rotation at all three campus locations. Of the two remaining classes, PSYC C220 is only an option in list A, and since BIOL C105 is regularly scheduled at the campuses, it is likely PSYC C220 will be offered in distance education format only; it has been approved for online and iTV delivery. PSYC C271 Research Methods has also been approved for distance ed delivery and will be offered online or by interactive television.

All classes are available in the **online** environment except the laboratory class Biology C105. Online students will either have to come to a physical campus location to complete that requirement or take the option of PSYC C220.

As with English, numerous general education options are available to students at the main campus and online. Because of their smaller sizes, the ESCC and KRV sites offer fewer gen ed courses but for exactly this reason, their scheduling is more carefully planned and delivered using a mix of traditional instruction and interactive television.

Kinesiology

The Associate in Arts Degree in Kinesiology for Transfer AA-T (60 units total, 23-4 units in the major) is proposed to be offered at ESCC. The program is already approved by the CCCC and by ACCJC for the Ridgecrest main campus and in distance education format (**doc. 4, doc. 5**). The degree prepares students for transfer to baccalaureate institutions, where they may complete a Bachelor’s degree in Kinesiology or related disciplines. This program is designed to provide students with an introduction to the academic discipline dealing with the art and science contained in human movement (**doc. 13**).

The Associate in Arts Degree in Kinesiology for Transfer AA-T

Complete the following courses (11 units)

BIOL C251	Human Anatomy	4 units
BIOL C255	Human Physiology	4
PHED C101	Introduction to Kinesiology	3

Area A – Movement Based Courses: select a maximum of one (1) course from any three (3) of the following areas for a maximum of three units (3 units)

Fitness

PHED C103	Aerobic Dancing I	1 unit
PHED C104	Aerobic Dancing II	1
PHED C105	Weight Training I	1
PHED C106	Weight Training II	1
PHED C107	General Conditioning I	1
PHED C108	General Conditioning II	1

Individual Sports

PHED C109	Gold I	1
PHED C110	Golf II	1
PHED C113	Tennis I	1
PHED C114	Tennis II	1

Team Sports

PHED C115	Volleyball I	1
PHED C116	Volleyball II	1
PHED C123	Softball I	1
PHED C124	Softball II	1

Area B – Additional Program Requirements: Select two courses from the following (9-10 units):

CHEM C111	General Inorganic Chemistry I	5 units
CHEM C221	Organic Chemistry I.....	3
MATH C121	Elementary Probability and Statistics	4
or MATH C121H	Elementary Probability and Statistics - Honors	5
PHYS C111	Mechanics.....	3

Complete one of the following general education patterns:

Option B – CSU General Education Breadth

Option C – IGETC (Intersegmental General Education Transfer Curriculum)

Total: 60 units

The ESCC site already offers BIOL C251, BIOL C255, PHED C105, PHED C106, PHED C107, PHED C108, PHED C109, PHED C110 and MATH C121. All of these courses are offered in a traditional delivery mode on an active and ongoing basis. PHED C101 will be a new class offered once a year either in traditional delivery mode or through interactive television (it is a straight lecture course). The team sports option (volleyball or softball) will initially be offered once every two years because of an anticipated low number of students enrolling—which is the same case at the Ridgecrest campus—but will be reassessed for more frequent offerings after the initial cycle. And finally CHEM C111 will be newly offered at ESCC once every two years, both in support of this program and for general education reasons. Facilities, equipment, and supply questions are addressed below in section D.

Because of ESCC’s unique geographical situation in and around the Mammoth mountains resort area, the department plans to develop one or more activity courses for this degree (Area A) that better fits the campus’s local nature, such as cross-country skiing (**doc. 14, pg. 7**).

This program is ready to be offered at the ESCC site as early as fall 2014.

Studio Arts

The Associate in Arts Degree in Studio Arts for Transfer AA-T (60 units total, 24 units in the major) is proposed to be offered at ESCC. The program is already approved by the CCCCO and by ACCJC for the Ridgecrest main campus and in distance education format (**doc. 6, doc. 5**). The degree prepares students for transfer to complete work for a baccalaureate degree in Arts, Studio Arts, Fine Arts, Art History, or Art Education (**doc. 15, pg. 4**).

The Associate in Arts Degree in Psychology for Transfer AA-T

Complete all of the following courses (12 units)

ART C106	History of Western Art II.....	3 units
ART C111	Two Dimensional Design.....	3
ART C115	Three Dimensional Design	3
ART C121	Drawing I.....	3

Select 3 units from the following (3 units)

- ART C105 History of Western Art I.....3 units
- ART C101 Introduction to Art.....3

Select 9 units from the following courses (9 units)

- ART C131 Painting I3 units
- ART C141 Ceramics I.....3
- ART C151 Sculpture I.....3
- ART C221 Drawing II.....3
- ART C231 Painting II3
- ART C240 Ceramics II.....3

Complete one of the following general education patterns:

- Option B – CSU General Education Breadth
- Option C – IGETC (Intersegmental General Education Transfer Curriculum)

Total: 60 units, 24 units in the major

The ESCC site already offers all of the required courses except ART C101, which is one of two options for that area. The campus also already offers five of the six elective courses: ART C131, C141, C221, C231, and C240. With the renovation of the art lab facilities at both Mammoth and Bishop, the ESCC site may be able to offer ART C151 and ART C101 as options in the future. All of the required and elective studio courses at ESCC are delivered in traditional delivery mode and offered on an active and ongoing basis. As lecture courses and humanities electives that are popular with a wider audience, ART C105 and C106 may be offered at the site through interactive television. As lecture courses, they are also each offered once a year in online mode, so students have this option for enhanced access. Facilities, equipment, and supply details are addressed below in section D.

This program is ready to be offered at the ESCC site as early as fall 2014.

C. Description of the Planning Process which Led to the Request for the Change

The process of developing certificates and degrees begins with identification of student need. In all four cases, student demand is amply shown by the number of enrollments in the major classes at each location in the last two academic years:

	Main Campus	ESCC	KRV	Online
English AA-T	299			715
Psychology AA-T	759	341	75	3,355
Kinesiology AA-T		332		
Studio Arts AA-T		272		

Enrollments in in major courses by campus , 2011-12, 2012-13

While not all students enrolled in these classes intend to pursue the degree, the cost of running any of the programs is so small that the opportunity provided students far outweighs the expense of offering one or two additional sections a year. As evidenced in the paperwork for the two new programs, both English and psychology expect 10 completers a year **(doc. 2, doc. 12)**.

Development or expansion of a program is captured in the college planning process, particularly in program reviews and annual unit plans. This is a continuous process and occurs at several levels. All instructional departments complete comprehensive six-year program reviews for the certificates and degrees they are responsible for, as well as an annual unit plan that sets yearly goals and that ties resource requests to evidence of student learning and achievement. Both types of documents evaluate the department's performance in light of the college mission and strategic goals.

The expansion of the Studio Art program to the Eastern Sierra College Center was identified in the program's most recent comprehensive program review in 2012. That document discusses the department's recent adoption of the Studio Arts for transfer degree and the logistics and operational planning concerns with expanding the program to the Eastern Sierra College Center, including the need for a thorough renovation of the art labs **(doc. 16, pgs. 12 and 18)**. The department's 2013-14 annual unit plan discusses implementation details of the Studio Arts degree **(doc. 17, unpaginated, pg. 4 of the pdf)**, as does the 2013-14 annual unit of the Eastern Sierra College Center **(doc. 18, pgs. 5 and 8)**—as well as the 2014-15 plan, in which working with departments to support the implementation of the new transfer degrees is identified as a site-wide strategy **(doc. 19, pg. 4)**.

Likewise, the Physical Education and Health Science Department completed a program review in 2012 which also discusses the transition to the TMC degree **(doc. 20, throughout)**. While not especially well highlighted, the reviews demonstrates a plan to offer the degree at ESCC as well as the main campus, as can be seen under "Part 2—Appropriateness" in sections such as 1, "Connection to the College Mission" **(doc. 20, unpaginated, pg. 29 of the pdf)** and Section 8, "Methods of Delivery" **(doc. 20, pg. 96)**. The department's most recent annual unit plan (for 2014-15) states the goal of developing new Kinesiology activity courses for the ESCC campus **(doc 14, pg. 7)**. The two most recent annual plans of the Eastern Sierra College Center likewise discuss the degree **(doc. 18, pg. 5; doc. 19, pg. 4)**.

In the case of English and psychology, since no programs existed beforehand, no program reviews could be used to evaluate and analyze the need for new degrees. Discussion and planning appear in the 2013-14 unit plan for psychology **(doc. 21, pgs. 4-5)** and the 2014-15 unit plan for English **(doc. 22, pg. 7)**.

For an entirely new program, such as with English and psychology, once student need is demonstrated, faculty members in the department develop curriculum to align with commonly expected standards in higher education. In both English and psychology, the coursework and curriculum had already been created and only needed to be 'packaged' into the structure required by the TMC. Some courses had to be brought in line with C-ID descriptors, and this revised curriculum was vetted through the College's curriculum committee, where it was evaluated for student learning outcomes, subject matter content, instructional methods, delivery mode, sufficiency of work to credit hours, and soon. The curriculum review process requires two readings for courses and programs, whether new or revised.

Once the courses were approved, the programs themselves were brought through the curriculum committee for approval. The proposal form for new programs requires analysis of a number of areas for operational planning, including projected annual completers, projected estimated full-time equivalent faculty workload (FTEF), cost of new equipment required, facilities costs, library costs, and other resources and needs (**doc. 2, doc. 12**). This assures that adequate analysis and planning has been provided. Once both courses and programs were approved by the curriculum committee, they were vetted through administration and sent to the board of trustees for formal adoption—and from there onto the CCCCCO.

The final step in planning is the creation of program pathways for every campus location at which the program is to be offered. Pathways are arranged in the form of table showing what classes in the degree are being offered at the campus in which semesters. They are graphical representation of when the College commits to offering the classes in the program so that students can do long-term educational planning. The College has pathways for every program at every location and has tentatively drafted pathways for the programs in this report. Once approval is granted by the Commission, they can be shared with students, posted on the college website, and used for counseling and advising (**doc. 23**).

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

Human

The institution has enough faculty resources to offer the programs identified in this proposal. As indicated above, the College already runs the vast majority of these courses as general education/liberal arts options. Existing faculty will be assigned to the one additional course per year required in psychology and the two additional courses required in kinesiology at ESCC. For the two entirely new programs of English and psychology, an analysis of the total FTEF required to offer the program was a component of a program proposal to the curriculum committee (**doc. 2, doc. 12**).

The responsible administrators overseeing the programs are the Director of the Eastern Sierra College Center site, the Campus Manager of the Kern River Valley outreach, the Director of Distance Education, and the Vice President of Academic Affairs. These positions have provided the leadership and supervision to ensure courses and programs adhere to all relevant planning and assessment processes of the College and that all appropriate stakeholders are involved. At the time of writing of this report, the College has additionally planned for the hiring of a Dean of Liberal Arts and Sciences—a new dean position for the College—designed to become the immediate educational administrator of the liberal arts division and therefore of all the programs in this proposal (**doc. 24, doc. 25**).

Physical, Technology, and Financial Resources

The College has all the physical, technology, and financial resources to continue to monitor and maintain quality support of student learning and achievement in these programs. Two of the programs, English and psychology, require no special physical, technology, or financial resources. Aside from physical classroom space for the onsite classes and server space for the online ones, the programs have no needs in these areas.

For Studio Arts, specialized facilities have had to be renovated and/or created at ESCC. Although the Bishop campus does not have an art-specific facility, a multi-purpose room has been dedicated to art courses since the campus was opened, supporting classes in drawing, painting, ceramics, printmaking, silk screening and other community education art courses. The room contains utility sinks, clay trap drains, large storage area, art display space, pottery wheels, drawing tables, painting easels, and full audio visual capabilities. The Bishop campus does have a kiln, but it has been off-line for several semesters pending a move outside, which includes wiring for the kiln and an art yard. This project was planned for in the last two ESCC unit plans (**doc. 18, pgs. 5 and 8; doc. 19, pgs. 4 and 6**) and completed in spring 2014. The art yard also contains a storage shed for drying racks, clay and other art supplies. The art yard is a fenced area outside of the art room which enables students to work outside and to access the kiln. Also during the spring 2014 semester, the carpet in the multi-purpose room was removed and the concrete flooring was sealed to facilitate clean up in the art room. The Bishop art room meets the requirements of all the required Studio Art AA-T courses, all Area A courses, and 15 of 24 units to meet the 9 units required in Area B.

The Mammoth campus used a similar multi-purpose room for many years to offer drawing, painting, printmaking, silk screening and other community education art courses, but during planning for the transfer degree, it was determined that the facility could not effectively support 3-D Design, ceramics, or sculpture. Planning for a thorough renovation to this space has been in the last two ESCC unit plans and is on track to take place this summer to create a dedicated art room (**doc. 18, pgs. 5 and 8; doc. 19, pgs. 4 and 6**). Two existing classrooms will be combined to create a large art room that will have utility sinks, art display, storage areas, a kiln, pottery wheels, drawing tables and other amenities. Mammoth Lakes Measure C bond funds are to be used to complete the construction (**doc. 26**). The Mammoth art room after completion of the remodel will meet the requirements of all the required Studio Art AA-T courses, all Area A courses, and 15 of 24 optional units in Area B (9 required).

As for Kinesiology, ESCC currently uses a combination of college-owned and community facilities to offer all but two of the major courses. The weight training and general conditioning courses are held in a multipurpose room on the Bishop and Mammoth campuses, in the Bishop Senior Center and in the fitness room of the South Gateway Student Apartments. Together these spaces provide full audio visual capabilities for lecture and demonstration, access to weight training equipment, and space to work out. The golf classes are offered at the Bishop Country Club, which has an 18-hole golf course and a room for demonstration and lectures. These are all classes that are already running on an ongoing basis. For the team sports classes that are yet to run, volleyball is slated to be held in the Bishop High School and

Mammoth High School gymnasiums and softball either on the high school campuses or at Bishop and Mammoth town facilities.

E. Evidence that the institution has Received All Necessary Internal and External Approvals.

The Associate in Arts Degree in English for Transfer (AA-T) was locally approved by the curriculum committee on November 15, 2013 **(doc. 27)**. It was approved by the Kern Community College District Board of Trustees on February 6, 2014 **(doc. 28)**. It is pending approval at the State Chancellor's Office.

The Associate in Arts Degree in Psychology for Transfer (AA-T) was locally approved by the curriculum committee on May 4, 2012 **(doc. 27)**. It was approved by the Kern Community College District Board of Trustees on December 20, 2012 **(doc. 28)**. It was approved by the State Chancellor's Office on October 23, 2013 **(doc. 3)**.

The Associate in Arts Degree in Kinesiology for Transfer (AA-T) was locally approved by the curriculum committee on April 20, 2012 **(doc. 27)**. It was approved by the Kern Community College District Board of Trustees on June 14, 2012 **(doc. 28)**. It was approved by the State Chancellor's Office on January 23, 2013 **(doc. 4)**.

The Associate in Arts Degree in Studio Arts for Transfer (AA-T) was locally approved by the curriculum committee on April 20, 2012 **(doc. 27)**. It was approved by the Kern Community College District Board of Trustees on June 14, 2012 **(doc. 28)**. It was approved by the State Chancellor's Office on August 17, 2012 **(doc. 6)**.

F. Evidence that each Eligibility Requirement Will Still be Fulfilled Specifically Related to the Change

Cerro Coso Community College was last awarded reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) in January 2013 with a requirement that it complete a Follow-up Report by October 15, 2013 **(doc. 29)**. This report was submitted and accepted, with one outstanding recommendation to be completed in a second follow-up report due October 15, 2014 **(doc. 30, doc. 31)**. The College submitted its last Institutional Self Evaluation Report in August 2012 **(doc. 32)**. The College submitted its last Substantive Change Proposal in October 2013, which was to offer the LVN at the Kern River Valley outreach. The College 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 proposed program changes in this report do not affect this eligibility requirement.

2. Mission

Based on a periodic review of college planning documents begun in 2012, the mission statement was revised and subsequently approved by the Board of Trustees in February 2013 (**doc. 33**). A substantive change proposal for a change in the mission statement was submitted to ACCJC/WASC in April 2013 and accepted by the Commission (**doc. 9, doc. 34**). The proposed program changes do not affect this requirement.

3. Governing Board

Cerro Coso Community College is governed by the KCCD Board of Trustees who ensures that the institution adheres to and carries out its mission (**doc. 32, Standard IV.B.1**). The proposed program changes do not affect this requirement.

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 2010. 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 (**doc. 32, Standard IV.B.2**). The proposed program changes do not affect this requirement.

5. Administrative Capacity

The institution has sufficient administrative staff to support its mission (**doc. 32, Standard III.A.2**). As indicated above in section C, the College has the right administrative capacity to initiate, sustain and monitor the changes in this report.

6. Operational Status

Cerro Coso Community College is operational, with students actively pursuing degree programs. The proposed program changes do not affect this requirement.

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 those offerings. Aside from expanding the access of our rural communities to additional degree opportunities, the proposed program changes do not affect this requirement.

8. Educational Programs

All of Cerro Coso's principal degree programs are congruent with its expanded 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, are regularly reviewed for quality assurance, and culminate in identified student learning outcomes that are continually being assessed (**doc. 32, Standard II.A.1**). The proposed program changes show the College's ability to achieve its mission by responding to the community needs at our sites.

9. Academic Credit

Cerro Coso Community College awards academic credit based on generally accepted practices in degree-granting institutions of higher education (**doc. 32, Standard II.A.2.h**). The proposed program changes do not affect this requirement.

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. As evidenced at length in the College's most recent Self Evaluation Report and as verified by the external evaluation team, the same student learning outcomes for courses and programs are in place regardless of site location or mode of delivery. The College has the infrastructure to gather, assess, identify gaps, and make improvements in SLO's in all modes (**doc. 32, Standard II.A.1.c**). The proposed program changes do not affect this requirement.

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 (**doc. 32, Standard II.A.3**). The proposed program changes do not affect this requirement.

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 (**doc. 32, Standard II.A.7**). The proposed program changes do not affect this requirement.

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, including those in studio, laboratory as well as distance education mode (**doc. 32, Standard III.A.2**). The proposed program changes do not affect this requirement.

14. Student Services

As explained more at length below, 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 (**doc. 32, Standard II.B**). The proposed program changes do not affect this requirement.

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 (**doc. 32, Standard II.B**). The proposed program changes do not affect this requirement.

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 (**doc. 32, Standard II.C**). The proposed program changes do not affect this requirement but will certainly be able to take advantage of it.

17. Financial Resources

Cerro Coso Community College operates within the KCCD funding allocation formula to adequately support its mission and to ensure financial stability (**doc. 32, Standard III.D**). The proposed program changes do not affect this requirement.

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 (**doc. 32, Standard III.D.2**). The proposed program changes do not affect this requirement.

19. Institutional Planning and Evaluation

The College has an annual integrated planning cycle that promotes ongoing, collegial, and self-reflective dialogue about continuous improvement of student learning and institutional processes. The institution revisits its measureable Strategic Goals once every three years and has a process in place for annually assessing, reviewing, and discussing progress on these goals (**doc. 32, Standard I.B.2**). The College has an annual integrated planning cycle that starts with a review of the mission and evidence of student achievement in program reviews and SLO results and ends with resource allocation in the college budget (**doc. 32, Standard I.B**). The proposed program changes do not affect this requirement.

20. Integrity in Communications with Public

Cerro Coso provides an online copy of its catalog, available on the College's website, with precise, accurate, and current information concerning the 18 bullet points required (**doc. 1; doc. 32, Standard**

II.A.6). Programs are not listed in the college catalog or any addenda until they have been approved by the State Chancellor’s Office. The proposed program changes do not affect this requirement.

21. Integrity in 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 (**doc. 32, Standard IV.A.4**). The proposed program changes do not affect this requirement.

G. Evidence that Each Accreditation Standard Will Still be Fulfilled Specifically Related to the Change and that All Relevant Commission Policies are Addressed.

In fall 2012, the College underwent its most recent Review of Educational Quality and Institutional Effectiveness Review. In fulfillment of that Review, the College prepared an extensive Institutional Self Evaluation Report (**doc. 32**). In October 2013, the College completed and submitted a Follow-Up Report that addressed six college and four district recommendations.

In writing this proposal, it was unclear to the preparers how much information the Commission wanted on the heels of those more comprehensive documents. The following therefore largely contains summary comments from the previous reports, except where evidence specifically related to the change is appropriate.

Standard I

A. Mission

The institution will continue to establish student learning programs and services that are aligned with its purposes, character, and student population:

Mission

The mission of Cerro Coso Community College is to provide outstanding educational programs and services tailored to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.

To accomplish this mission, we will provide:

- Transfer and career technical education
- Remedial instruction
- Comprehensive support services
- Learning opportunities that develop ethical and effective citizenry, and

- Continuing education that is compatible with the institution’s primary mission

All programs in this proposal apply directly to the board-approved mission of providing educational programs and services tailored to the students in the communities and rural areas we serve by providing transfer and degree education and comprehensive support services. That the English and psychology degrees are made available to students through both traditional and distance education modes demonstrates the extent to which the College is guided by its mission.

The mission statement will remain central to planning and decision-making. The College’s evaluation and planning processes regularly touch back to the mission statement: all program reviews and instructional and non-instructional unit plans state how each program and department is directly tied to the mission **(for example, doc. 14, doc. 17, doc. 18, doc. 19, doc. 21, doc. 22)**.

B. Improving Institutional Effectiveness

As explained more at length above in Section C, the development of new programs at Cerro Coso Community College is a result of ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. In particular, the programs of this proposal relate directly to college strategic goal #3:

- Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities. **(doc. 1, pg. 2)**

All programs have been and are subject to the annual integrated planning process that begins with a review of the college mission, strategic goals, and student achievement in SLO assessment and program reviews. Annual unit plans are due by mid-October and begin the planning cycle. Resource requests in the annual unit plans for physical resources, IT, marketing, professional development, and staffing are separately reviewed and analyzed, and a budget and student success plan developed that tie all allocations and success goals firmly back to the mission, strategic goals, and evidence of student achievement. At every step, the annual cycle prompts dialogue about campus performance results and improvement strategies for instructional programs, learning support services, and administrative services. Every extension site also completes an annual plan separate from the plans of instructional departments.

Dialogue concerning distance education is evident at several points: SLO assessment and program reviews, annual unit plan development, resource analysis, and budget building. At Cerro Coso Community College, the distance education program is considered a sixth ‘campus’ with operational and programmatic needs on par with those of physical campuses. It has its own dedicated administrator who is responsible for unit planning, assessment, and continual operational improvement.

Standard II

A. Instructional Programs

The College will continue to demonstrate that all instructional programs address and meet its mission. Instructional programs are assessed through a six-year program review cycle and through regular and ongoing SLO assessment. Each program review begins with a statement of the program's relation to the educational purposes outlined in the mission and requires the department to analyze student learning and achievement not just

The College will continue to gather data on student needs through student demand data, external scans, workforce surveys, community forums, student readiness assessments, and student achievement analyses. The college will continue to define, align, and assess, student learning outcomes; it will use the results to identify gaps in achievement, make improvements, reassess, and keep the public and prospective students informed on the College's progress in this area. Results are the following for the courses in the programs of this proposal:

		Last Offered	SLO's Defined	SLO's Assessed
ENGLISH				
ENGL C102/H	Critical Thinking Through Literature	Spring 2014	✓	✓
ENGL C141	Creative Writing	Fall 2012	✓	✓
ENGL C221	World Literature I	Spring 2014	✓	✓
ENGL C222	World Literature II	Spring 2011	✓	
ENGL C231	Survey of British Literature I	Spring 2011	✓	
ENGL C232	Survey of British Literature II	Fall 2007	✓	
ENGL C241	Survey of American Literature I	never offered	✓	
ENGL C242	Survey of American Literature II	never offered	✓	
ENGL C235	Introduction to Shakespeare	Spring 2013	✓	✓
ENGL C245	Women's Literature	Fall 2013	✓	✓
ENGL C249	Multi-Ethnic American Literature	Spring 2014	✓	✓
PSYCHOLOGY				
BIOL C105/H	Concepts of Biology	Spring 2014	✓	✓
MATH C121/H	Elementary Stats and Probability	Spring 2014	✓	✓
PSYC C101/H	General Psychology	Spring 2014	✓	✓
PSYC C211	Lifespan Development	Spring 2014	✓	✓
PSYC C220	Physiological Psychology	Fall 2003	✓	
PSYC C241	Abnormal Psychology	Spring 2014	✓	✓
PSYC C251	Human Sexuality	Spring 2014	✓	✓
PSYC C271	Research Methods in Soc Science	Spring 2004*	✓	
SOCI C101	Introduction to Sociology	Spring 2014	✓	✓
KINESIOLOGY				
BIOL C251	Human Anatomy	Spring 2014	✓	✓
BIOL C255	Human Physiology	Spring 2014	✓	
CHEM C111	General Inorganic Chemistry I	Fall 2013	✓	✓
CHEM C221	Organic Chemistry I	Fall 2013	✓	✓
MATH C121/H	Elementary Stats and Probability	Spring 2014	✓	✓
PHED C101	Introduction to Kinesiology	Spring 2014	✓	

PHED C103	Aerobic Dancing I	Fall 2012	✓	✓
PHED C104	Aerobic Dancing II	Fall 2012	✓	✓
PHED C105	Weight Training I	Spring 2014	✓	✓
PHED C106	Weight Training II	Spring 2014	✓	✓
PHED C107	General Conditioning I	Spring 2014	✓	✓
PHED C108	General Conditioning II	Spring 2014	✓	✓
PHED C109	Golf I	Fall 2013	✓	
PHED C110	Golf II	Fall 2013	✓	
PHED C113	Tennis I	Spring 2014	✓	✓
PHED C114	Tennis II	Spring 2014	✓	✓
PHED C115	Volleyball I	Spring 2012	✓	✓
PHED C116	Volleyball II	Spring 2012	✓	✓
PHED C123	Softball I	Spring 2008	✓	
PHED C124	Softball II	Spring 2008	✓	
PHYS C111	Mechanics	Spring 2014	✓	✓
STUDIO ARTS				
ART C101	Introduction to Art	Spring 2014	✓	✓
ART C105	History of Western Art I	Spring 2014	✓	
ART C106	History of Western Art II	Spring 2014	✓	
ART C111	Two Dimensional Design	Spring 2014	✓	✓
ART C115	Three Dimensional Design	Spring 2014	✓	✓
ART C121	Drawing I	Spring 2014	✓	✓
ART C131	Painting I	Spring 2014	✓	✓
ART C141	Ceramics I	Spring 2014	✓	✓
ART C151	Sculpture I	Fall 2013	✓	✓
ART C221	Drawing II	Spring 2013	✓	
ART C231	Painting II	Spring 2013	✓	✓
ART C240	Ceramics II	Fall 2011	✓	✓

Ongoing Assessment of SLO's in Major Classes

*not a typo

The College ensures the quality of all instructional programs in a way that relies on established curriculum-approval procedures, determination of student and community needs, reliance on faculty expertise, and the assistance of advisory committees as appropriate (**doc. 32, Standard II.A.2**). All programs have defined program learning outcomes that the departments are required to assess and analyze as part of the program review process.

One of the recommendations from the last institutional review was for the College to ensure that the ongoing systematic review of student learning and achievement was in place for all courses and programs. The steps the College took to address this recommendation, such as more fully integrating SLO information with program reviews and annual unit plans, was listed in the Follow-Up Report submitted in October 2013 (**doc. 30, pgs. 9-11**). In its report, the external evaluation team noted that

the College has demonstrated that learning outcomes are being fully integrated into the planning and allocation process and the College now fully meets the Standard (**doc. 35, pg. 5**).

Courses and programs proposed to be offered in distance education format—online or by interactive television—undergo an additional level of scrutiny in the curriculum approval process to assure the relevance of distance education delivery to course content and outcomes. The College has a policy and a set of practices in place to ensure it complies with the Higher Education Opportunity Act (HEOA) for regular and effective contact as well as for establishing that the student who registers in a distance education course or program is the same person who participates each time, completes the course or program, and receives credit (**doc. 36**).

In April 2012, a regular and effective contact statement was adopted by the Academic Senate that firmly established the College's adherence to the requirements of the HEOA. The statement sets a minimum level of expectations in the areas of contact hours, interaction format, responsiveness, and grading turnaround time. Regular effective contact standards are now employed in the evaluation of all full- and part-time faculty members teaching in the online environment through an evaluation of the instructor's sample assignments and assessments required by the evaluation process.

As for student authentication, the College employs several strategies to verify student identity and enforce academic honesty in online courses. These efforts systematically address the HEOA's directive for colleges to have processes in place that verify that the student who registers in a course or program is the same one who participates in and completes it and receives the academic credit—as well as the Commission's own Policy on Distance Education and on Correspondence Education. A unique login and password is required to access online courses. Many instructors use textbook companion sites that require an additional unique username and password. Proctoring is a required component of some departments—notably math, science, and psychology—and is electively chosen by many instructors in other areas. In spring 2012, the Senate approved a set of expectations for controlling cheating and plagiarism in the online environment. These include making use of multiple assessment types, using anti-plagiarism techniques, becoming familiar with students through their writing styles, employing test banks and timed test delivery, and raising awareness among students about what constitutes appropriate academic behavior (**doc. 36**). The college provides training in these practices and technologies through its own online faculty training certification process, in professional development workshops, and by means of regular electronic communications from the director of distance education.

A statement of academic freedom is contained in the catalog (**doc. 1, pg. 28**) that applies to all courses and educational opportunities supplied by the College, including distance education. Student privacy obligations and the confidentiality of student records are also addressed in the catalog, and no distinction is made between online and onsite students (**doc. 1, pg. 5**). Finally, students are provided a number of opportunities to improve internet self-efficacy skills prior to and while enrolling in distance education courses, most notably through the personal development course PDEV C052 How to Become a Successful Online Student (2 units, 36 hours), which the college runs numerous sections of every year (12 in 2011-12, 12 in 2012-13, and 10 in 2013-14). Over the summer, the College will be developing an

online-specific orientation that will be required of every student enrolling in a distance education class starting spring 2015.

B. Student Support Services

As stated in prior documents, 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, are provided access to the student body card (which includes benefits to distance students), and are informed about student 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 (**doc. 32, Standard II.B**).

C. Library and Learning Support Services

The library supports all programs with texts and supplementary books at the request of faculty members in the department. The proposal for a new program such as that submitted by English and psychology requires departments to analyze the library and learning resource needs (ref. program proposals). The library supports both onground and online programs through extensive online data bases that provides full-text academic and peer review journals. This resource is available to students 24/7 as an online resource and accessible to all students enrolled in both distance and on-campus classes. The Academic Search Complete resource contains indexing and abstracts for more than 8,500 journals, with full text for more than 4,600 of those titles. Tutoring and proctoring services are provided to students both onsite and online (**doc. 32, Standard II.C.1**).

Standard III

A. Human Resources

The college will continue to have sufficient personnel to monitor and maintain quality support of the new programs. No new faculty resources are needed for any of the programs in this report.

The College continues to have the organizational means and resources to provide for quality training of distance education instructors. One of the conditions for the acceptance of the Substantive Change Proposal in fall 2011, when the College was catching up on a decade's worth of distance education approvals, was that the Cerro Coso Community College's one-time successful online faculty training program be restarted, which had gone away under previous administrative leadership. Under the new

director of distance education, this professional development program has been resumed, with two comprehensive trainings undertaken in January and May of 2012 (**doc. 37**). In May of 2013, a third training was offered, which included an introduction to Moodle 2.4, the next generation of the College’s course management system. Indeed, throughout 2013, **all** online instructors—no matter how seasoned or practiced—were required to undergo training in the newest system, whether through this local program, through a district-wide training, or through an online course delivered by Lynda.com. This was required by December 2013 or, on recommendation of the Academic Senate, no spring 2014 assignment was given. The College recertified over 100 instructors during this time (**doc. 38**).

Overall, this continues an emphasis on professional development for distance education that is having a positive effect on student success in the online environment. Several recent flex-day activities have focused on online training, including a wildly successful session in spring 2013 devoted to best practices in the online environment (**doc. 39**). This continued focus on improvement has resulted in a steady rise in distance education success:

		Sections	Retention	Success
2012-2013	Traditional	505	90.0%	75.9%
	Distance Ed	519	78.5%	61.0%
		1,024	83.0%	66.8%
2011-2012	Traditional	686	89.1%	73.5%
	Distance Ed	575	79.4%	58.7%
		1,261	83.2%	64.5%
2010-2011	Traditional	760	89.1%	74.2%
	Distance Ed	652	78.2%	58.6%
		1,412	82.4%	64.7%
2009-2010	Traditional	894	87.9%	73.7%
	Distance Ed	603	77.1%	58.3%
		1,497	82.0%	65.2%

Distance vs. Traditional Ed, 2009-2013

B. Physical Resources

As detailed above, two of the programs in this proposal do not require any additional or more specialized facilities than the College already provides for general education use, and for Kinesiology and Studio Arts at ESCC, the College already has adequate facilities, is currently renovating facilities to support the program, or has access to adequate facilities through community partners.

C. Technology Resources

No additional technology resources are necessary.

D. Financial Resources

Cerro Coso Community College has all the revenues its needs to support the courses and programs of this proposal. Ongoingly, the College has a deliberative resource allocation process that begins with the

department's review of the mission, strategic goals, program reviews, and student achievement as reflected in SLO assessment results (**doc. 32, Standard III.D**).

Standard IV

A. Decision Making Process

The College will continue to embrace collegial consultation and participatory decision-making. Systematic participative process will continue to be used to assure effective discussion, planning, and implementation of improvements in practice, programs, and services. Informed decision-making is a shared responsibility of faculty, faculty chairs, site directors, campus managers, deans, vice presidents, and the president. Most of the dialogue for decisions concerning program policy, practice, and improvement takes place within the Faculty Chair Committee, a working group whose purpose is to make recommendations involving instructional matters to the Vice President of Academic Affairs.

In regards to distance education, the College has in place a participatory governance committee, the Technology Resource Team, charged with serving as College Council's primary recommending body for technology practices, procedures, standards, and training in the area of instructional technology. This group, in turn, relies on a faculty sub-committee of the Academic Senate, the Pedagogy and Technology Committee, to make recommendations about instructional technology, distance education, and other technology related to curriculum, teaching, and learning for the College (**doc. 32, Standard IV.A.2a-b**).

B. Board and Administrative Organization

No changes will result in this area from the added programs.