



Substantive Change Proposal

Addition of Three Career Technical Education Programs at Two 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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Appendix 5 [2014-2015 Annual Section Plan, East Kern Center](#)

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Appendix 25	<u>Board of Trustees Meeting Minutes, October 8, 2015, item 11.12</u>
Appendix 26	<u>Cerro Coso Community College Accreditation Homepage</u>
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Note: this entire document, including evidence, can be accessed electronically at:

<http://www.cerrocoso.edu/accreditation/may-2016-addition-three-career-technical-education-program-two-locations>

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

This proposal for change is the addition of three Career Technical Education (CTE) programs in two new locations in Tehachapi, CA:

- The Administrative Medical Assisting Certificate of Achievement program is to be offered during the fall and spring semesters at Tehachapi High School. The proposed program consists of 20.5 units required for completion.
- The majority of classes in the Clinical Medical Assisting Certificate of Achievement program is to be offered during the summer semester at the Tehachapi Education Center. The entire proposed program consists of 20.5 units required for completion. The program's final 11.5 units is to be completed at the Tehachapi Education Center; the program's earlier "core" set of 9 units can be taken either onsite at Tehachapi High School or online through distance education mode. (In addition, students who have satisfactorily completed all Clinical Medical Assisting classes and ALSO all Administrative Medical Assisting classes are eligible for a Medical Assisting Associate in Science degree upon successful completion of general education units.)
- The Emergency Medical Technology job skills certificate program consists of 7 units required for completion and is to be offered at the Tehachapi Education Center.

Expanding these programs to locations in Tehachapi is the result of a deliberate planning effort by Cerro Coso Community College to fulfill its mission (**ref. Appendix 1**):

The mission of Cerro Coso Community College is to provide tailored programs and equitable services 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:

- degrees and certificates in 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

As explained in more detail in section C., each of the CTE certificates in this proposal is part of a planned second phase of serving the rural Tehachapi area. The first phase, begun in fall 2014, was to offer general education courses in a predominantly evening program; the second phase was to develop short-term workforce training. All programs in this proposal are completable within one semester or one year and lead directly to employment. In fulfillment of the mission and as a matter of institutional integrity and quality, all are supported by comprehensive student and learning support services and integrated into the College's regular cycle of review for improvement of student success and achievement.

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

Administrative Medical Assisting (ref. Appendix 2)

Catalog Description

Administrative Medical Assisting Certificate of Achievement (20.5 units) is designed around the Model Curriculum established by the California Community Colleges Chancellor's Office for preparation for the State Exam for Medical Assistants (CCBMA). This program provides the students with the opportunity to develop the necessary administrative skills needed to be an effective medical assistant. This Certificate focuses on the physician's front office including receptionist, office management, billing, and coding.

Each course for this certificate must be completed with a grade of "C" or better, or with a grade of "P" if the course is taken on a pass/no pass basis. This program prepares students for careers in Medical Assisting.

According to the United States Bureau of Labor Statistics, Medical Assisting is one of the nation's fastest growing careers with an expected growth of 34% between 2012 and 2018. Approximately 62 percent of medical assistants work in physician offices; 13 percent work in public and private hospitals including inpatient and outpatient facilities; 11 percent work in other health practitioner settings, such as chiropractor's and optometrist's offices.

Program Learning Outcomes

Upon completion of the Administrative Medical Assisting program students will be able to:

- Research online and traditional reference materials effectively to stay informed about emerging trends and breakthroughs in healthcare issues related to the medical assistant's administrative role.
- Perform Administrative Medical Assisting procedures competently, such as OSHA standards, electronic technologies, and medical records.
- Achieve entry level Administrative Medical Assisting competencies, such as verbal communication, basic banking procedures, and medical insurance which satisfy industry needs.
- Identify State of California regulations that govern the healthcare industry for Medical Assistants.

Courses

Core

CSCI C070, Computer Literacy	1 unit
HCRS C130, Communications in Healthcare	2
HCRS C131, Medical Law and Ethics for Medical Assistants.....	1.5
HCRS C132, Electronic Health Records	1.5

HCRS C150, Medical Terminology for the Health	3
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Required

BSOT C121, Beginning Word.....	1 unit
BSOT C123, Beginning Excel.....	1
HCRS C133, Medical Office Procedures	3
HCRS C134, Medical Insurance and Billing	3
HCRS C135, Basic ICD and CPT Coding	2
HCRS C142, Medical Asst. Administrative Externship.....	1.5

Clinical Medical Assisting Certificate (ref. Appendix 3)

Catalog Description

The Clinical Medical Assisting Certificate of Achievement (20.5 units) is an integral multi-skilled member of the health care team, working under the supervision of the health care provider. The Clinical Medical Assisting has an interdependent role acting as an agent for the health care provider and a consumer advocate by providing professional and technical support in an empathetic and caring manner. This Certificate focuses on the physician’s back office including patient assessment, physician’s laboratory, and medication administration. It is designed around the Model Curriculum established by the California Community Colleges Chancellor’s Office for preparation for the State Exam for Medical Assistants (CCBMA). This program provides the students with the opportunity to develop the necessary clinical skills needed to be an effective medical assistant.

Each course for this certificate must be completed with a grade of “C” or better, or with a grade of “P” if the course is taken on a pass/no pass basis. This program prepares students for careers in Medical Assisting.

According to the United States Bureau of Labor Statistics, Medical Assisting is one of the nation’s fastest growing careers with an expected growth of 34% between 2012 and 2018. Approximately 62 percent of medical assistants work in physician offices; 13 percent work in public and private hospitals including inpatient and outpatient facilities; 11 percent work in other health practitioner settings, such as a chiropractor’s or optometrist’s office.

Program Learning Outcomes

Upon completion of the Clinical Medical Assisting program students will be able to:

- Research online and traditional reference materials effectively to stay informed about emerging trends and breakthroughs in healthcare issues related to the medical assistant's clinical role.
- Perform Clinical Medical Assisting procedures competently, such as OSHA standards, electronic technologies, and medical records.
- Achieve entry level Clinical Medical Assisting competencies, such as verbal communication, medical and surgical aseptic technique, and physical assessments which satisfy industry needs.

- Identify State of California regulations that govern the healthcare industry for Medical Assistants.

Courses

Core

CSCI C070, Computer Literacy	1 unit
HCRS C130, Communications in Healthcare	2
HCRS C131, Medical Law and Ethics for Medical Assistants.....	1.5
HCRS C132, Electronic Health Records	1.5
HCRS C150, Medical Terminology for the Health	3

Required

HCRS C136, Clinical Medical Assisting I.....	3 units
HCRS C137, Clinical Medical Assisting II.....	3
HCRS C138, Medication Administration for Medical Assistants.....	2
HCRS C139, Laboratory Procedures.....	2
HCRS C142, Clinical Medical Assistant Externship	1.5

Emergency Medical Technology (ref. Appendix 4)

Catalog Description

The Emergency Medical Technician job certificate (7 units) is designed to provide career pathways into Emergency Medical Services through pre-hospital and clinical education from basic body systems to the intricate and often changing emergent medical care provided to the sick and injured. Successful completion of this job certificate provides a wide range of components for those interested in entering the job market directly or progressing to Paramedic, nursing or moving into pre-medicine to become a Physician Assistant or Medical Doctor.

Complete each course to be applied toward the certificate with a grade of “C” or better.

Program Learning Outcomes

Upon completion of this program students will be able to:

- Identify the correct sequence of assessments and treatments for patients experiencing cardiopulmonary arrest.
- Identify the etiology, pathophysiology and signs and symptoms of disorders of all body systems.
- Identify critical medical patient conditions using standardized medical patient assessments.
- Identify critical traumatic patient conditions using standardized trauma patient assessments.
- Demonstrate leadership during the management of critical patient conditions.
- Demonstrate the ability to utilize resources to resolve medical and trauma patient conditions.

Courses

Required

EMTC C070, CPR for the Health Care Provider	0.5 units
EMTC C105, Emergency Medical Technician	6.5

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

Expanding programs to Tehachapi was identified as a formal goal for the college in 2013. Cerro Coso Community College has a multi-tiered integrated planning process, in which lower level “unit” plans (e.g. Allied Health department) are aggregated at higher “section” levels (e.g., Career Technical Education), which are then aggregated once more at “division” levels (e.g. Academic Affairs). At each level, gaps are identified, planning is designed to address the gaps, and resources are requested to carry out the planning. As this process moves outward, gaps, planning, and resources are scrutinized with the goal of tying resource allocation directly to the gaps and areas of improvement identified at the successive levels.

In November 2013, the annual plan developed by the East Kern Center identified “Expand Class Offerings into Tehachapi” as its most important goal for the succeeding academic year, with actions specified in the areas of meeting with community members, considering staffing requirements, selecting class offerings, determining equipment and furniture needs, and marketing (**ref. Appendix 5**). Minutes from the Faculty Chair Working Group at this time indicate that dialogue concerning Tehachapi was just beginning about who we are going to serve, where, what we offer, “or even if we offer anything at all” (**ref. Appendix 6**). In December 2013, the division level plan noted that any expansion to Tehachapi would require facilities first and foremost as well as a baseline of technology infrastructure, equipment, and supplies—but that the first step was a needs-analysis to be conducted in the spring (**ref. Appendix 7**).

A needs assessment was carried out in spring 2014. A group of college faculty and administrators traveled to Tehachapi in February to meet with faculty and staff at the high school to get a feel for how the college could build on the area’s secondary education. That meeting was combined with a community forum held the same evening at the school district offices. The forum was attended by approximately sixty potential students, parents, employers, and community members (**ref. Appendix 8**). At the same time, a survey of Tehachapi high school students was conducted to their interest in attending community college locally if classes were offered, what types of classes they would like to see offered (vocational/general ed), in what delivery mode they would like to take classes, and what particular disciplines they would like to take classes in (**ref. Appendix 9**).

The results indicated the college should provide a phased approach to developing programs in Tehachapi. Step one was to offer a predominantly general education program delivered in the evening. This was started in fall 2014, with the initial roll out of four courses. The second step was to offer short-term work force training, which is the subject of this proposal.

Medical Assisting

Using the data acquired from the needs assessment, and at the request and desire of the high school, the decision was initially made to offer both medical assisting programs in the high school. The medical assisting programs at Cerro Coso Community College share a common core. After the core, students can either complete one or both of the Administrative Medical Assisting and Clinical Medical Assisting certificates and immediately go to work, or they can obtain both certificates and earn the degree once they complete general education requirements. The program is designed around state and national standards. Students who complete the degree are eligible to sit for the State Exam for Medical Assistants (CCBMA) exam and become a certified Medical Assistant.

The plan to offer both certificates at the high school seemed feasible initially because Tehachapi high school has had a long-standing medical assistant ROP program and employed a dedicated teacher. Job prospects for medical assistants in Kern, Inyo, and Mono counties are excellent: Labor market reports show 1,885 jobs available in Kern county in 2015 alone (**ref. Appendix 10**). Credit hours lined up exactly with the high school term and curriculum was nearly identical, as ascertained by the College's nursing instructors. Although classes were to be offered in the high school as dual enrollment, the high number of hours required to complete the core, the AMA classes, and the CMA classes within the high school year caused concern for Kern Community College District's legal counsel, who advised against assigning the high school teacher to a load in excess of .667 load per semester.

The result of this analysis was the decision to offer the core courses and the administrative medical courses on ground at Tehachapi High School in the fall and spring terms. Since these courses are theory courses with no specialized equipment and technology needs, the necessary resources are in place to offer this program. The high school instructor meets minimum qualifications for the health careers courses and has completed paperwork to become an adjunct instructor; she was, pursuant to college procedures, evaluated in her first term (**ref. Appendix 11**).

The courses specific to Clinical Medical Assisting are to be offered in a traditional on ground format during the summer semester. Theory courses with no specialized equipment and technology needs will be offered at the Tehachapi Education Center. Clinical rotations are to be done in health care facilities and clinics in the local communities: Tehachapi Valley Healthcare District, Terrio Fitness, and Tehachapi Unified School District Nurse's Office. With all three organizations, the College established allied health agreements in spring 2016 that have been ratified by the board (**ref. Appendix 12, Appendix 13, Appendix 14**). All required equipment, supplies, and technology for the clinical portion of the program—gloves, needles, iPads, laptops, simulations, etc.—are currently being purchased and will be stored in a locked facility in the Education Center.

Cerro Coso Community College Allied Health faculty and administration will assess the effectiveness of the program during the program review process. Student attrition and retention rates, student program satisfaction, job placement rates, and successful completion of course-level learning outcomes and program-level learning outcomes are all important factors in program review. Since the program began

in 2012, the first scheduled program review for medical assisting is not due until spring 2018 (**ref. Appendix 15**).

Emergency Medical Technology

Even when serving Tehachapi was in dialogue phase, the College considered EMT to be one of the first workforce training programs to be offered. It is ideal for the purpose: short-term, flexible enough to be scheduled at nights or on weekends, and ending in concrete certification as students sit for the National Registry of Emergency Medical Technicians. Its prospects of employment are particularly good. Labor market data demonstrates approximately 287 job openings in Kern, Inyo, and Mono counties (**ref. Appendix 16**). Moreover, the urban centers of the Antelope Valley and Bakersfield are each less than an hour away.

No specialized facility is needed to offer the two courses of the program at this location. The supplies, equipment, and technology needed—blood pressure cuffs, epi-pen trainers, pen lights, exam gloves, bandaging materials, backboards, and laptops/iPads—will either be transported to the site for each class session by the instructor from the main campus or housed in locked storage at the Education Center.

In terms of ongoing planning, Cerro Coso Community College already offers the EMT program once a year at California City, approx. 30 miles from Tehachapi—an offering that approved by ACCJC in a 2013 substantive change proposal (**ref. Appendix 17, pg. 5**). The College has known for years that students from Tehachapi drive to take the class (14 out of the 37 students in the last two years had Tehachapi zip codes); it is the intent going forward to alternate California City and Tehachapi offerings year by year.

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.

Adequate and accessible administrative and student support services were taken into account in the addition of the three certificate programs. There is sufficient and qualified management and support staff at the Tehachapi Education Center. The institution recently carried out a reorganization in the East Kern area to ensure that it has sufficient administrative staff to support course and program offerings at Tehachapi. Previously, the East Kern Center had been overseen by a classified campus manager reporting to the vice president of instruction. Recognizing the growth potential in the area, the College moved in 2015 to expand the coverage of the Kern River Valley outreach director into East Kern. This means the Tehachapi location is now overseen by a full-time campus manager and a full-time director that it shares with the Kern River Valley Outreach (**ref. Appendix 18**).

Additionally, In the fall of 2015 a full-time (11 month) department assistant was hired in addition to a full-time (11 month) educational advisor (**ref. Appendix 19**). These personnel moves were planned and carried out as a direct result of the anticipated increase program expansion and work load at Tehachapi. In addition, while a part-time counselor position of 25 hours per week had always been attached to the

East Kern Center, it was augmented in 2015 by a full-time counselor from the main campus assigned one day a week to Tehachapi (9 hours). When needed, the College provides support help from the main campus at particular times or during particular activities—for example, Admissions and Records clerks and Financial Aid assistants during outreach events.

In terms of instruction, the College has adequate faculty to offer the programs. As mentioned above, the high school teacher for the administrative medical assisting courses has become a fully-qualified college adjunct instructor; in the summer semester at the Tehachapi Education Center, she will share instruction with and be supported by and one of the College's full-time nursing instructors from the main campus. For EMT, the program is to be entirely delivered by the College's full-time EMT faculty member.

In terms of physical resources and information technology, the Tehachapi Education Center provides a student centered learning environment that promotes student success. Classrooms are outfitted with white boards and have access to portable media carts with computer, internet access, and projector. One of the classrooms has a lockable back room that is of adequate size to store supplies and equipment for the clinical assisting class and the EMT class. Tehachapi high school provides sufficient physical resources for the administrative medical assisting program with all the same technologies indicated above; as mentioned in section C., the facility has housed an ROP program in medical assisting for many years. For the specialized physical resources are required for the clinical medical assisting program, clinical rotations will be done in health care facilities and clinics in the Tehachapi area as explained and evidence above. During the summer session, a nursing skills classroom will be required for clinical skills development at the Tehachapi Education Center prior to the students going to a facility, and this is to be set up in the classroom with the lockable back room.

Technology needs are otherwise limited for the programs being proposed. Aside from the classroom technology noted above, laptops/iPads will be transported by the EMT instructor so that students have the right medium for examinations and some classroom assignments. No additional technology resources are necessary.

Financially, the Administrative Medical Assisting certificate, Clinical Medical Assisting certificate, and Emergency Medical Technology job skills certificate generate revenue based on student enrollment, like any program. But as CTE certificates, they also have access to alternative state and federal monies such as VTEA/Perkins and CTE Enhancement funds for instructional equipment and (until established) personnel and supplies. Given that these new programs in Tehachapi are expansions to the College's programs to more fully provide workforce training in its service area, the use of these funds are appropriate.

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

- The medical assisting programs were approved by the college curriculum committee in May 2012, by the Region 5 Consortium in October 2012 (**ref. Appendix 20**), by the KCCD Board of

Trustees in December 2012 (**ref. Appendix 21**), and by the state Chancellor's Office in May and June 2013 (**ref. Appendix 22**). They were part of the College's substantive change proposal in April 2013 (**ref. Appendix 17**).

- The Emergency Medical Technology Job Skills Certificate was approved by the college curriculum committee in February 2012, by the KCCD Board of Trustees in June 2012 (**ref. Appendix 23**). As a local jobs skills certificate but not a program of more than 12 units, the EMT certificate does not require regional or Chancellor's Office approval. The program was part of the April 2013 substantive change proposal (**ref. Appendix 17**).
- A Memorandum of Understanding with the Tehachapi Unified School District to provide dual enrollment instruction was approved by the KCCD board of trustees in July 2015 (**ref. Appendix 24**)
- The last Lease Agreement with Tehachapi Unified School District to provide administrative and student services office facilities at the Tehachapi Education Center was ratified by the KCCD board of trustees in October 2015 (**ref. Appendix 25**).

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

As evidenced on its Accreditation web page, 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. The College submitted this Follow-up Report in October 2013 and then another Follow Up Report in October 2014. It submitted its Mid-Term Report in October 2015. All documents were accepted by the Commission (**ref. Appendix 26**). The College submitted its last Substantive Change Proposal in May 2014: a proposal to add four new programs at four campus locations (**ref. Appendix 27**).

The College will continue to meet its eligibility requirements in the following areas. (Note on evidence: except where indicated, documentation to support the Eligibility Requirements is the same as that used in the last Self Evaluation)

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 additional programs for Tehachapi do not affect this requirement.

2. Operational Status

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

3. 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. The degree in Liberal Arts: Social and Behavioral Sciences degree is at least two academic years in length for a full-time student. The proposed additional programs for Tehachapi 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. The proposed additional programs for Tehachapi do not affect this requirement.

5. Financial Accountability

KCCD annually undergoes and makes available to the public an external financial audit by a certified public accountant on each of the colleges within the district. The proposed additional programs for Tehachapi do not affect this requirement.

6. Mission

The mission statement is reviewed by the college for relevance, appropriateness, and currency every three years. It was last reviewed in spring 2015 and approved by the board of trustees in June 2015. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning and achievement. The proposed additional programs for Tehachapi do not affect this requirement.

7. 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. The proposed additional programs for Tehachapi do not affect this requirement.

8. Administrative Capacity

As mentioned above in section D., the institution recently carried out a reorganization in the East Kern area to ensure that it has sufficient administrative staff to support course and program offerings at Tehachapi. The East Kern Center is now overseen by a full-time campus manager and a full-time director that it shares with the Kern River Valley Outreach. The director reports directly to the College's vice president of academic affairs. The proposed additional programs for Tehachapi do not affect this requirement.

9. Educational Programs

The proposed certificate programs are congruent with the College's 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.

10. Academic Credit

Cerro Coso Community College awards academic credit based on generally accepted practices in degree-granting institutions of higher education. The proposed additional programs for Tehachapi do not affect this requirement.

11. Student Learning and Achievement

Cerro Coso is actively engaged in the process of publishing, implementing, and assessing student learning outcomes (SLO's) at the course, program, and institutional levels. The College has the infrastructure to gather, assess, identify gaps, and make improvements in SLO's regardless of location. The courses and programs at Tehachapi will be incorporated into college SLO assessment and program review processes according to established practices.

12. General Education

Cerro Coso Community College defines and incorporates into all of its degree and certificate programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The proposed additional programs for Tehachapi do not affect this requirement.

13. 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. The proposed additional programs for Tehachapi do not affect this requirement.

14. 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. As explained above, sufficient faculty—drawn from both the full-time and adjunct ranks—are available to teach the proposed programs at Tehachapi.

15. Student Support Services

Cerro Coso provides a wide range of student services that support student learning and development within the context of its mission. The College has the organizational means and resources ensure that students at the Tehachapi location will receive all the same services as students at any other college site, from intake guidance to assessment, orientation, advisement, and educational planning. The Tehachapi

location has increased counseling and support hours within the last year to provide for improved capacity to serve all new courses and programs at Tehachapi, including the three that are the subject of this proposal.

16. 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. The proposed additional programs for Tehachapi do not affect this requirement.

17. Information and Learning Resources

Cerro Coso is committed to providing long-term access to sufficient information and learning resources and services to support its mission. In fact, for a College its size the institution is particularly well situated for this requirement: it has two full-time librarians and a dedicated full-time learning assistance center coordinator—all of whom are faculty. The proposed additional programs for Tehachapi do not affect this requirement.

18. Financial Resources

Cerro Coso Community College operates within the KCCD funding allocation formula to adequately support its mission and to ensure financial stability. The proposed additional programs for Tehachapi 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. As explained and evidenced in the 2013 Follow Up Report, the College now has a fully 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 (**ref. Appendix 28, pgs 4-9**). As explained and evidenced in the 2014 Follow Up Report, the college now has a comprehensive evaluation process in place to assess the effectiveness of the planning cycle (**ref. Appendix 29, pg 3**). The East Kern Center, which is the administrative unit over Tehachapi, has a clearly identified place in this institutional planning and evaluation cycle. The proposed additional programs for Tehachapi do not affect this requirement.

20. Integrity in Communication 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 21 bullet points required. The proposed additional programs for Tehachapi 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. The proposed additional program does not affect this requirement. The proposed additional programs for Tehachapi 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.

Standard I

Standard 1.A. Mission

All standards in this section will be continue to be fulfilled. The proposed additional programs show the College continues its strong commitment to its mission, that programs and services are aligned with its mission, and that the mission guides institutional decision-making, planning, and resource allocation. The proposed additional programs for Tehachapi not only address the College’s mission to provide tailored programs and services to its rural communities but are a fulfillment of it.

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

The institution will continue to establish student learning programs and services that are aligned with its purposes, character, and student population. It will continue to emphasize student learning and student achievement. It will continue to define and assess student learning outcomes and establish institution-set standards. It will still carry out program review, regularly evaluate its policies and practices, and communicate its assessment results. The proposed change does not affect any of that.

In terms of using data to determine how effectively the institution is accomplishing its mission (Standard I.A.2) , the East Kern Center is included in the same Banner infrastructure that informs the rest of the College. Data on student demographics, performance, and achievement are available for the programs at Tehachapi just as they are for other students and other courses across the College (**ref. Appendix 30**). Tehachapi, as part of the East Kern Center, has a clearly defined place within the College’s continuous, broad based, systematic evaluation and planning process (Standard I.B.9). The location itself, as part of the East Kern Center, is included in East Kern’s “section plan,” where gaps are identified, goals for improvement designed, and assessments planned (**ref. Appendix 31**). Educational programs are assessed through periodic program reviews that touch on the performance of the program at all campus locations—EMT’s was last submitted in spring 2016 (**ref. Appendix 32**), medical assisting’s is due in spring 2018.

Standard I.C. Institutional Integrity

The College's commitment to the Standards dealing with institutional integrity is not affected by this change.

Standard II

Standard II.A. Instructional Programs

A majority of Standard II is not impacted by the proposed change. The College will continue to assess its educational quality through methods accepted in higher education, it will still make the results of its assessments known to the public, it still uses program review and the assessment of student learning outcomes to improve educational quality and institutional effectiveness, it still ensures that degrees contain a general education component and a focused area of inquiry, it still evaluates the quality of its student support services, it still provides for co-curricular and athletic programs suitable to its mission, it regularly evaluates admission and placement instruments, it still maintains student records, and so on.

On the matter of scheduling courses so that students can complete certificate and degree programs within a period of time consistent with established expectations in higher education (Standard II.A.6), the College has worked with its high school partner to assure that the medical assisting program takes no longer than it does at any other location. Students always have the option at Cerro Coso Community College of taking courses online to supplement and complete their educational plans, with the institution offering over 160 online courses each semester—including all medical assisting core and administrative medical assisting classes in sixteen- or eight-week formats. The EMT program is only one semester in length.

The College will continue to monitor CTE programs for relevant and current professional competencies (Standard II.B.14). All programs in this review have regular advisory committee meetings that guide the departments on meeting technical and professional standards (**ref. Appendix 33, Appendix 34**).

Standard II.B. Library and Learning Support Services

When it comes to library and learning support services (Standard II.B), medical assisting and EMT are not programs that utilize a lot of library and tutoring support. Nevertheless, plans are in the works for improving access at the Tehachapi location generally. The 2016-2017 annual plans in Learning Assistance Center and in Library call for equipment needs (locking cabinets, computers) as well as tutoring and library reference support (four hours per week), which are reflected in the budgets (**ref. Appendix 35**).

Standard II.C. Student Support Services

The institution assures equitable access by providing appropriate, comprehensive, and reliable student services regardless of the service location (Standard II.C.3). At Tehachapi, intake, admissions, financial aid, assessment, orientation, advising, and educational planning services are provided by the East Kern Center team of campus manager, department assistant, educational advisor, full-time counselor from the main campus one day a week, and part-time counselor. In some cases, the services are provided directly by the team members, such as intake, assessment, counseling, and advising; in others, the team assists student in getting connected with support services at the main campus, such as financial aid and

special services. In addition, visits are made by personnel from the main campus for targeted events such as Open Houses, College Nights, and Financial Aid Workshops.

Standard III

Much of the impact of the proposed change on areas of Standard III—human resources, physical resources, technology resources, and financial resources—is covered above in sections B. and C. Below are some additional considerations.

Standard III.A. Human Resources

All faculty, staff, and managers are evaluated systematically and at stated intervals (Standard III.A.5). Cerro Coso Community College is comprised of several extension centers and outreach locations and has developed a well-grooved practice for assessing personnel at sites away from the main campus. Within the last year, full-time faculty, adjunct faculty, and classified staff working at the Tehachapi location have been evaluated according to this practice (**ref. Appendix 11**).

All personnel are provided with orientation, oversight, and professional development (Standard III.A.8 and III.A.14). The Allied Health faculty chair working with the nursing discipline experts provides orientation for new adjunct instructors. Oversight is provided by the East Kern/Kern River Valley director and East Kern campus manager at the Tehachapi location and by the Tehachapi High School principal and staff at the high school. Professional development is offered in the same mode to adjunct faculty at Tehachapi as it is to all other faculty college-wide: lunch and learn webinars, flex days, and the College's annual Adjunct Professional Development Day (**ref. Appendix 36**).

Standard III.B. Physical Resources

The institution has the capacity to assure safe and sufficient physical resources (Standard III.B.1). Although the College rents its facility at the Education Center, issues of safety and disrepair are reportable through the institution's SchoolDude system. As detailed in the 2013 Follow Up Report, SchoolDude is an online program used college-wide that accessible to all students and staff and brings issues immediately to the attention of the College's maintenance and operations department (**ref. Appendix 28, pgs. 16-18**). At the high school, the Tehachapi Unified School District assures safe and sufficient physical resources as established in the Memorandum of Understanding between the school district and KCCD (**ref. Appendix 24**). Adequate control is maintained at the off-campus site through constant communication by the East Kern director and the campus manager with the Tehachapi High School principal, staff, and Tehachapi School District personnel.

Standard III.C. Technology Resources

Technological services and professional support are appropriate and adequate to support the classes being offered at the Tehachapi location (Standard III.C.1). Tehachapi is served on demand. Much of the work, such as carrying out program installations or troubleshooting staff account issues, is done remotely from the main campus. More thorough work, such as hardware installations or major updates,

are scheduled for visits. Just as with other college locations away from the main campus, any on-site issue critical enough to result in a work stoppage triggers a visit.

Standard III.D. Financial Resources

The College has the budget planning infrastructure it needs to support the proposed change (Standard III.D.1). As indicated above, the budget allocation for all courses, programs, and campus locations is part of a deliberative planning process that begins with a review of the mission, strategic goals, program reviews, and student achievement as reflected in SLO assessment results and ends in resource allocation. Aside from the general fund, the institution has a number of federal, state, and grant funding sources available to support operations at each location: EOPS, CalWORKS, DSPS, Student Success and Support Program, Student Equity, Basic Skills Initiative, Carl Perkins (VTEA), Career and Technical Education Enhancement Fund, and others.

Standard IV

Decision-Making Roles and Processes

The Tehachapi locations are administered through the East Kern Center, part of a clearly delineated organizational structure. Systematic participative process will continue to be used to assure effective discussion, planning, and implementation of improvements in practice, programs, and services at this location. Career Technical Education programs not only have their own divisional meetings on a regular basis (**ref. Appendix 37**), but also faculty chairs in the Career Technical Education areas are a part of the Faculty Chair Committee, a working group whose purpose is to make recommendations involving instructional matters to the Vice President of Academic Affairs (**ref. Appendix 38**).

Board and Administrative Organization

The roles or responsibilities of the CEO and the governing board are not affected by the change.