



Substantive Change Proposal

A Proposal to Add Four New Programs in the Career and Technical Education Area

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

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Evidence:

- Appendix 1 [Cerro Coso Community College Catalog, pg 1](#)
- Appendix 2 [Cerro Coso Community College Catalog, pgs 70 - 71](#)
- Appendix 3 [Cerro Coso Community College Catalog, pg 78](#)
- Appendix 4 [Cerro Coso Community College Catalog Addendum, pg 1](#)
- Appendix 5 [Cerro Coso Community College Catalog Addendum, pg 2](#)
- Appendix 6 [Advisory Board Minutes Cyber Security, Data Analyst I and Information Technology Plus](#)
- Appendix 7 [EMSI data for Cyber Security, Data Analyst I, Information Technology Plus](#)
- Appendix 8 [CRC approval for Data Analyst I](#)
- Appendix 9 [KCCCD Board approval for Data Analyst I](#)
- Appendix 10 [Chancellor’s Office approval Data Analyst I](#)
- Appendix 11 [CRC approval for Information Technology Plus](#)
- Appendix 12 [KCCCD Board approval for Information Technology Plus](#)
- Appendix 13 [Chancellor’s Office approval Information Technology Plus](#)
- Appendix 14 [CRC approval for Cyber Security COA](#)
- Appendix 15 [KCCCD Board approval for Cyber Security COA](#)
- Appendix 16 [Chancellor’s Office approval Cyber Security COA](#)
- Appendix 17 [CRC approval for Cyber Security AS](#)
- Appendix 18 [KCCCD Board approval for Cyber Security AS](#)
- Appendix 19 [Chancellor’s Office approval Cyber Security AS](#)
- Appendix 20 [Cerro Coso Community College Accreditation Homepage](#)
- Appendix 21 [May 2016 Substantive Change Report to ACCJC](#)
- Appendix 22 [2013 Follow Up Report for ACCJC](#)
- Appendix 23 [2014 Follow Up Report for ACCJC](#)

Note: This entire document can be accessed electronically [here](#).

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

Cerro Coso Community College is seeking approval for the addition of four career and technical education (CTE) degrees/certificates including; Data Analyst I, Information Technology Plus and Cyber Security.

Program Name	Units	Status	50% or more in DE mode
Data Analyst I	12 units	State-approved 2016	✓
Information Technology Plus	13 units	State-approved 2016	✓
Cyber Security Technician Certificate	29-30 units	State-approved 2016	✓
Cyber Security Technician, AS Degree	60 units	State-approved 2016	✓

All three programs are directly related to the college mission (**Appendix 1**):

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 of this proposal leads to a CTE certificate or degree. Courses are offered in a combination of traditional and distance delivery. Both programs and courses are supported by comprehensive student and learning support services and will be a part of the institution’s regular cycle of review for improvement of student success and achievement.

These additions are a result of documented needs that were identified through the program review process, appraisal of labor market data, and consultation with advisory committees. Because of the character of the College and its student population--and based on a thorough evaluation of the programs through the curriculum review process--all of the additions were recommended for approval to be offered 50% or more in distance education delivery mode.

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

Data Analyst I – Certificate of Achievement

The Data Analyst I Certificate of Achievement (12 units): The purpose of this certificate is to prepare students for positions in data collection, data processing, and data analysis and to provide a foundation for future training in data science and big data analysis. Courses in the program provide students with the skills to work with others to manage large projects; design and manipulate databases with SQL and database management systems; write computer programs to access and manipulate data files and databases; and work with electronic spreadsheets and database management systems to create models and analyze results.

Students entering the Data Analyst I Certificate program are expected to have completed BSAD 100 (Introduction to Business) and CSCI 101 (Introduction to Computer Information Systems) or the equivalent.

Complete each course to be applied toward the certificate with a “C” or better. Complete a minimum of 12 units in residence at Cerro Coso Community College.

Program Learning Outcomes

Upon successful completion of the program, the student will be able to:

- Manage multiple components, timelines, technology, and people related to data analysis projects.
- Design, create, query, and manage databases for analytic processing using SQL and DBMS applications.

Courses

Complete all the following courses.

BSAD C220	Principles of Project Management.....	3 Units
BSAD C222	Problem Solving, Decision Making, Computer Applications in Business.....	3
CSCI C251	Introduction to Programming Concepts and Methodologies ...	3
CSCI C270	Introduction to Database Design and Management.....	3

(Appendix 2)

Information Technology Plus – Certificate of Achievement

The Information Technology Plus Certificate of Achievement (13 units) is designed for students pursuing professional employment in computer information systems for business. This certificate program provides students with skills to enter the job market as help desk providers, computer support specialists, computer repair technicians, networking technicians, information assurance technicians, and cyber

security technicians. Designed for both full and part-time students, this program is appropriate to both those currently employed and those seeking to enter this field.

Complete each course to be applied toward the certificate with a “C” or better. Complete a minimum of 12 units in residence at Cerro Coso Community College.

This program prepares students for careers in Computer Information Systems: Cyber Security, Information Assurance, Computer Repair, Computer Networking, and Computer Operator.

Program Learning Outcomes

Upon successful completion of the program, the student will be able to:

- Interpret and use technical information in communications, to solve common business programs using Information Technology systems and applications.
- Demonstrate the ability to support strategies in client computing and user support, including the ability to configure, install, diagnose, and support hardware and software issues.
- Design, analyze, and support computer networks.
- Implement and evaluate network security solutions, related to servers, storage and virtualization

Courses

CSCI C101	Introduction to Computer Information Systems.....	3 Units
CSCI C142	Information & Communication Technology Essentials	4
CSCI C143	Computer Network Fundamentals	3
CSCI C146	Security+ Fundamentals of Networks	3

(Appendix 3)

Cyber Security Technician AS Degree

The goals of this new degree are to fill a documented need in the area of cyber security, information security and information assurance of our service area employers. The degree is designed for students pursuing professional employment in information security for business. This degree program provides students with skills to enter the job market as information security specialists, information security technicians, information assurance technicians, networking security technicians, and cyber security technicians. Designed for both full and part-time students, this program is appropriate to both those currently employed and those seeking to enter this field. The courses are aligned with industry degree and students are prepared to take the A+ exam, Net+ exam, Security+ and Server+ exam.

Cyber Security Technician Associate of Science degree is designed for students pursuing professional employment in information security for business. This degree program provides students with skills to enter the job market as information assurance technicians, information security analysts, network security professionals and cyber security technicians. Designed for both full-time and part-time students, this program is appropriate to both those currently employed and those seeking to enter the field. This degree program is also transferable to California State University at San Bernardino.

Students exiting this program are prepared to enter the fields of information security, network security, information assurance or cyber security.

Program Learning Outcomes

Upon successful completion of the program, the student will be able to:

- Configure, install, diagnose, and support hardware and software issues.
- Utilize identifying tools and methodologies that hackers use to break into a network computer and defend a computer and local area network against a variety of different types of security attacks using a number of hands-on techniques.
- Design, analyze, and support computer networks.
- Apply problem-solving, programming, and application development including the ability to design, test, debug, and implement complex computer programs.
- Operate servers, storage, and virtualization including implementing and evaluating network security solutions.
- Read and interpret technical information, as well as communicate with and write clearly for wide ranges of audiences.

Courses

Complete all the following courses:

CSCI C101	Introduction to Computer Information Systems.....	3 Units
CSCI C142	Information & Communication Technology Essentials.....	4
CSCI C143	Computer Network Fundamentals.....	3
CSCI C146	Security+ Fundamentals of Networks.....	3
CSCI C251	Introduction to Programming Concepts and Methodologies.....	3
CSCI C190	Introduction to Cyber Security: Ethical Hacking.....	3
CSCI C193	System and Network Administration.....	3
CSCI C195	Introduction to Systems Analysis and Design.....	3

Complete one of the following courses:

MATH C121	Elementary Probability and Statistics	4 Units
or MATH C121H	Elementary Probability and Statistics – Honors	5
MATH C130	Finite Mathematics.....	4
MATH C131	Basic Functions and Calculus for Business.....	4

Complete one of the following general education patterns:

OPTION A	Cerro Coso Local General Education Pattern
OPTION B	CSU General Education Breadth
OPTION C	IGETC - Intersegmental General Education Transfer Curriculum

(Appendix 4)

Cyber Security Technician, Certificate of Achievement

The goals of this new degree are to fill a documented need in the area of cyber security, information security and information assurance of our service area employers. The degree is designed for students pursuing professional employment in information security for business. This degree program provides students with skills to enter the job market as information security specialists, information security technicians, information assurance technicians, networking security technicians, and cyber security technicians. Designed for both full and part-time students, this program is appropriate to both those currently employed and those seeking to enter this field. The courses are aligned with industry degree and students are prepared to take the A+ exam, Net+ exam, Security+ and Server+ exam.

Cyber Security Technician Certificate of Achievement is designed for students pursuing professional employment in information security for business. This certificate program provides students with skills to enter the job market as information assurance technicians, information security analysts, network security professionals and cyber security technicians. Designed for both full-time and part-time students, this program is appropriate to both those currently employed and those seeking to enter the field.

Students exiting this program are prepared to enter the fields of information security, network security, information assurance or cyber security. Students entering this program develop all the skills necessary to be successful are taught in the first course in the career pathway (CSCI C101). Jobs in information security and cyber security are in high demand.

Program Learning Outcomes

Upon successful completion of the program, the student will be able to:

- Configure, install, diagnose, and support hardware and software issues.
- Utilize identifying tools and methodologies that hackers use to break into a network computer and defend a computer and local area network against a variety of different types of security attacks using a number of hands-on techniques.
- Design, analyze, and support computer networks.
- Apply problem-solving, programming, and application development including the ability to design, test, debug, and implement complex computer programs.
- Operate servers, storage, and virtualization including implementing and evaluating network security solutions.
- Read and interpret technical information, as well as communicate with and write clearly for wide ranges of audiences

Courses

Complete all the following courses:

CSCI C101	Introduction to Computer Information Systems.....	3 Units
CSCI C142	Information & Communication Technology Essentials.....	4
CSCI C143	Computer Network Fundamentals.....	3
CSCI C146	Security+ Fundamentals of Networks.....	3
CSCI C251	Introduction to Programming Concepts and Methodologies.....	3
CSCI C190	Introduction to Cyber Security: Ethical Hacking.....	3

CSCI C193	System and Network Administration.....	3
CSCI C195	Introduction to Systems Analysis and Design.....	3

Complete one of the following courses:

MATH C121	Elementary Probability and Statistics	4 Units
or MATH C121H	Elementary Probability and Statistics – Honors	5
MATH C130	Finite Mathematics.....	4
MATH C131	Basic Functions and Calculus for Business.....	4

(Appendix 5)

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

The process of developing and/or redeveloping certificates and degrees begin with the faculty evaluating their programs. This is a continuous process and occurs at several levels. All instructional departments complete an annual unit plan that requires evaluating their connection to the college mission and strategic goals and reflecting on the most recent evidence of student achievement in program review and student learning outcomes. In addition, regular consultation with CTE advisory committees and the requirements of professional organizations and external licensing agencies are additional catalysts to program change. **(Appendix 6).**

Once a change is apparent, the faculty member, in consultation with other faculty or experts in the field, re-develop or develop courses, certificates, and/or degrees to meet industry needs. This revised curriculum is vetted through the College’s Curriculum Instruction Council where it is evaluated for student learning outcomes, program learning outcomes, subject matter content, instructional methods, delivery mode, and alignment with the college mission, strategic planning, and labor market need **(Appendix 7)**. CIC requires two readings for each course and certificate or degree addition or revision. In the case of new programs, faculty present their proposals to the Academic Senate. The Senate members review the labor market data, and program proposal, and are given the opportunity to inquire about the evidence of and need for a new program.

In California, new or substantially changed CTE certificates and degrees are presented at the Regional Consortium Deans’ meeting for consideration and approval. At these meetings, faculty present their programs and the supporting labor market data. A new proposal requires two readings at the Region; a substantial change requires one. After the approval of the regional consortium, a formal letter of approval is prepared and attached to the state application.

All along this pathway for certificate/degree program approval, signatures of representatives from each level are received verifying that the program has been reviewed and vetted. Each of the CTE certificate and degree programs that were identified in the previous section went through this vetting and approval pathway.

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 Dean of Career Technical Education and the Vice President of Instruction are the responsible administrators overseeing the programs in this report. These positions have provided the leadership and supervision to ensure CTE courses and programs adhere to all relevant planning and assessment processes of the college and that all appropriate stakeholders are involved.

The College has more than enough faculty resources to address the changes in this proposal. The programs proposed can all be taught by existing full and part-time faculty in the Business and Information Technology department. There is also a large pool of potential instructors at the nearby China Lake Naval Air facility which houses a large number of technical staff in the computer and information sciences.

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 success and achievement in CTE programs. There are existing resources in Business and Information Technology including equipment, supplies, technology, and software. Ongoing needs are processed through the College's integrated planning and budget allocation processes that begins with the annual unit plans and ends with resource allocation in the college budget. Additional financial resources exist to support the enhancement of our CTE programs through our Perkins/VTEA funding as well as the State of California's Strong Workforce Programs initiative that will bring significant dollars to the college over the next five years specifically for the purpose of program creation and expansion.

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

The Certificate for Data Analyst I was approved by the Central Regional Consortium in July, 2015 (**Appendix 8**), the KCCD Board of Trustees in June, 2015 (**Appendix 9**) and the California Community College Chancellor's Office in December, 2015 (**Appendix 10**).

The Information Technology Plus certificate was approved by the Central Regional Consortium in April, 2016 (**Appendix 11**), the KCCD Board of Trustees in November, 2015 (**Appendix 12**) and the California Community College Chancellor's Office in February, 2016 (**Appendix 13**).

The Cyber Security certificate was approved by the Central Regional Consortium in May, 2016 (**Appendix 14**), the KCCD Board of Trustees in June, 2016 (**Appendix 15**) and the California Community College Chancellor's Office in September, 2016 (**Appendix 16**).

The Cyber Security Associates Degree was approved by the Central Regional Consortium in May, 2016 (**Appendix 17**), the KCCD Board of Trustees in June, 2016 (**Appendix 18**) and the California Community College Chancellor's Office in July, 2016 (**Appendix 19**).

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 (**Appendix 20**). The College submitted its last Substantive Change Proposal in May 2016: a proposal to add three new career technical education programs at two campus locations (**Appendix 21**).

The 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 do not affect this requirement.

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 do not affect this requirement.

2. Operational Status

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

8. Administrative Capacity

The institution has sufficient administrative staff to support its mission. As indicated above, the College has the right administrative capacity to initiate, sustain and monitor the changes in this report. The proposed additional programs 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, and 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 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 new courses and programs 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 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 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.

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 in the new programs will receive all of the same services as students at any other college site, from intake guidance to assessment, orientation, advisement, and educational planning.

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 do not affect this requirement.

17. Information and Learning Support Services

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 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 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 (**Appendix 22**). 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 (**Appendix 23**). The proposed additional programs 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 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 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 that 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 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 colleges uses a Banner infrastructure that informs the College decision making processes. Data on student demographics, performance, and achievement will be available for the new courses/programs in the same manner as other courses across the College. The new programs will have a clearly defined place within the College’s continuous, broad based, systematic evaluation and planning process (Standard I.B.9). Educational programs are assessed through periodic program reviews that touch on the performance of the program at all campus locations.

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 as the new programs will be evaluated and assessed according to standard procedure. 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 will assure that these programs will be scheduled in a manner that allows for timely completion. 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.

The College will continue to monitor CTE programs for relevant and current professional competencies (Standard II.B.14). All programs in this review complete program reviews on a two year cycle related to

their Perkins/VTEA funding as well as being evaluated as part of the college's program review cycle.

Standard II.B. Library and Learning Support Services

When it comes to library and learning support services (Standard II.B), the computer information systems programs do not utilize library and tutoring support. The Library and Learning Resources center at Cerro Coso is well positioned to meet the needs of students in the programs may have as they will be mainly related to internet resources.

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). Intake, admissions, financial aid, assessment, orientation, advising, and educational planning services are provided by our student services departments. In addition, events such as Open Houses, College Nights, and Financial Aid Workshops are regularly provided. The college also employs a job development specialist to assist students with developing job search, resume and interview skills while also assisting with internship and job placement.

Standard III

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.

All personnel are provided with orientation, oversight, and professional development (Standard III.A.8 and III.A.14). The Business and Information Technology faculty chair provides orientation for new adjunct instructors. Oversight is provided by the department chair and Dean of Career Technical Education. Professional development is offered in the same mode to adjunct faculty as it is to all other faculty college-wide: lunch and learn webinars, flex days, and the College's annual Adjunct Professional Development Day.

Standard III.B. Physical Resources

The institution has the capacity to assure safe and sufficient physical resources (Standard III.B.1). The primary resources needed for these programs are the availability of computer classrooms and the associated computer hardware. The college has space for the on ground sections that will be taught in that delivery mode. The online courses will utilize campus servers as well as virtual server resources provided by San Joaquin Delta College as part of regional cooperation related to the Strong Workforce Program initiative.

Standard III.C. Technology Resources

Technological services and professional support are appropriate and adequate to support the classes

being offered at Cerro Coso (Standard III.C.1). The work, such as carrying out program installations or troubleshooting staff account issues, is done remotely from the main campus or on location by our college IT staff. More thorough work, such as hardware installations or major updates, are handled college IT staff on an as needed basis.

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), and Strong Workforce Program initiative funds.

Standard IV

Decision-Making Roles and Processes

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 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.

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.

Board and Administrative Organization

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