Substantive Change Proposal

A Proposal to Change the Mission Statement

Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, California 93555

Prepared and Submitted by:
Dr. Corey J. Marvin
Vice President, Academic Affairs

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

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Contents

Evidence:

Appendix 1: 2012-2013 Catalog
Appendix 2: 2013-2014 Catalog
Appendix 3: Substantive Change Proposal 2011
Appendix 4: Substantive Change Acceptance Letter, November 2011
Appendix 5: Reaffirmation Letter, Commission February 2013
Appendix 6: College Council Minutes, special meeting February 2012
Appendix 7: Community Focus Group minutes, KRV, March 2012
Appendix 8: Community Focus Group minutes, ESCC, April 2012
Appendix 9: College Council minutes, Dec 6, 2012
Appendix 10: Board of Trustees minutes, Feb 14, 2013
Appendix 11: Distance Education Task Force Report
Appendix 12: Director of Distance Education job description
Appendix 13: Materials from online faculty trainings
Appendix 14: Cerro Coso Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness, 2012
Appendix 15: External Evaluation Report, 2013
Appendix 16: Materials from the SmarterMeasure Pilot Project
Appendix 17: Regular Effective Contact statement
Appendix 18: Proctoring Report, Spring 2012
Appendix 19: Student Authentication Statement
Appendix 20: Annual Unit Plan Template and Examples
Appendix 21: 2012-2015 Strategic Goals

Note: This entire document can be accessed electronically at
http://www.cerrocoso.edu/accreditation/scp2013/mission.asp

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

Cerro Coso Community College is seeking approval for a change to its mission statement.

Old

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

Educate students who seek to transfer for baccalaureate degrees, career and technical education, workforce training, college preparation, and lifelong learning;

Innovate through our instructional processes, delivery systems, and business operations;

Inspire our students to strive for excellence in achieving their aspirations, our employees to deliver quality instruction and learning support, and our communities by supporting economic development and responding to their needs in a timely and professional manner; and

Serve our clients and our communities with relevance, timeliness, and excellence

(ref. Appendix 1)

New

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

(ref. Appendix 2)

This change makes explicit a number of items that were implicit in the prior mission. It was implicit that our local communities are rural in nature. It was implicit that the College demonstrates intentionality toward improving student achievement. It was implicit that our learning opportunities address ethical and effective citizenry. It was implicit that our contract and community education is aligned with the other aspects of the mission. These things are now all directly stated.

The most important new item in the mission is the direct statement that we employ distance education on an equal footing with traditional education as a tool for carrying out student achievement.

The change was a result of a periodic review of the mission statement. As explained and evidenced in the last substantive change proposal and detailed more fully below, Cerro Coso Community College has increased its reliance on distance education as a method for reaching students in our far-flung service area who either find it difficult to come to a campus location or wish to achieve a certificate or degree in a program not locally served. The last substantive change proposal in Fall 2011 sought approval for 49 degrees and certificates offered 50% or more in distance education mode. The College now offers the vast majority of its degrees online, and many in online mode only **(ref. Appendix 3).** It is one of the intents of this proposal to be very clear that the College plans to offer online certificates and degrees in subjects that may reach students primarily outside of our geographical service area so that students *within* our area, who may not number enough to result in fully subscribed classes, will also be served. As the College underwent the most recent periodic review of its mission statement, it was essential to capture this expansion.

In many ways, the revision of the mission and the filing of this proposal seek to close the loop on actions that have already been approved by the Commission. The College's Substantive Change Proposal in 2011 apprised the Commission of the expansion in the College's online program and described the programs being offered in distance education mode, explained the purpose of using the online program to reach remote learners, detailed the planning processes which led to the request for change, and provided evidence that the institution has the organizational means in human, physical, technology, and financial resources to sustain continuous quality improvement (ref. Appendix 3). The proposal was accepted in November 2011 with the following to be verified at a later date:

- The hiring of the Director of Distance Education
- The quality of faculty training for distance education
- The quality of online student support services
- Strategies for student success in the online program **(ref. Appendix 4)**

The conditions were met and verified by the Evaluation Team who visited the College in October 2012. As a result of that visit and the accompanying Institutional Self Evaluation Report, the College was granted reaffirmation of accreditation in January 2013 **(ref. Appendix 5).**

In addition to this proposal, the College is also seeking to add six new CTE programs in onsite and distance education mode, which are being submitted this spring to the Commission for approval under separate cover.

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

No new educational program is the subject of this proposal

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

The College Council of Cerro Coso Community College began its periodic review of the mission statement and strategic plan in February 2012 **(ref. Appendix 6).** The Council evaluated every aspect of these major planning documents, beginning with a discussion of the current mission. It looked at the foundational charge by the state of California, accreditation standards associated with institutional purpose, and environmental scan data from the recently revised educational master plan. Based on these discussions, College Council made a draft revision to the mission statement.

This draft mission was internally disseminated to constituent groups through their representatives on College Council. Community focus groups were also convened at our Kern River Valley outreach (March) and Eastern Sierra College Center (April) to gain perspective on the perceived purpose of the College by these communities **(ref. Appendices 7 and 8).**

This information was compiled in the fall semester and the planning documents given final form. The new mission statement and strategic plan were approved by College Council on December 6, 2012 **(ref. Appendix 9).** They were subsequently submitted to the Board of the Kern Community College District and approved on February 14, 2013 **(ref. Appendix 10).** Both community groups reiterated the importance of the College for their local communities in providing their sons and daughters with employability skills as well as remediation and transfer opportunities.

One benefit that will result from the proposed change is increased access. Students from our local communities will be able to achieve online certificates and degrees in subjects that would not be feasible if enrollments were limited to just the College's geographical area. 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.

By putting such programs in distance education mode, particularly online, the College can open enrollments to the wider district service area and beyond, and thereby fill the seats that make the difference between providing or not providing additional transfer and workforce opportunities to local students. This is especially important given that the external scan of the last Educational Master Plan forecasts the population of the communities in the geographical service area to stay steady or even decline in the next five to ten years **(ref. Appendix 24).**

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 Vice President of Academic Affairs remains the key administrator overseeing the online program. Since the beginning, this position has provided the leadership and supervision to ensure DE courses are tied to the relevant process of the College and that all appropriate stakeholders are involved. In a like way, the Vice President of Student Services ensures online students are provided the same level of matriculation services that on-campus students receive, including assessment, orientation, advising, and completion of a Student Education Plan.

In Fall 2010, a Distance Education Task Force was convened to recommend improvements in the program. Its first recommendation was the hiring of a full-time educational administrator devoted solely to DE courses and programs **(ref. Appendix 11)**. At the time of the last Substantive Change Proposal in fall 2011, the hiring process was underway, and it was a condition of the acceptance of that proposal by the Commission that the hiring be completed, which happened in January 2012. Under the direct supervision of the Vice President of Academic Affairs, the new director manages and coordinates all distance education activity, including online and interactive television. Primary responsibilities are to facilitate the development, implementation, and evaluation of distance education courses and programs; to market DE courses and programs; and to assist with enrollment management **(ref. Appendix 12)**.

The position is also designed to provide leadership in the area of training, and it was another of the task force's recommendations, which also became a condition of the acceptance of the last substantive change proposal, that the College's very successful online faculty training program be restarted. It had faltered and gone away under previous administrative leadership. Under the new director, this professional development program was resumed, with two comprehensive trainings undertaken in January and May of 2012 **(ref. Appendix 13)**. In May of 2013, a third training is being offered, which includes an introduction to Moodle 2.x, the next generation of the College's course management system.

Physical, Technology, and Financial Resources. No further action was requested or required by the Commission in these areas as it pertains to the nature of the proposed change. As indicated in the College's last Substantive Change Proposal and evidenced in the last Educational Quality and Institutional Effectiveness Review, the College has all the physical, technology, and financial resources to continue to monitor and maintain quality support of student success and achievement through distance delivery.

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

The new mission statement was recommended for approved by College Council on December 6, 2012 **(ref. Appendix 9)**. It was approved by the Board of Trustees of the Kern Community College District on February 14, 2013 **(ref. Appendix 10)**.

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 **(ref. Appendix 5)**. The College submitted its last Institutional Self Evaluation Report in August 2012 **(ref. Appendix 14)**. The College submitted its last Substantive Change Proposal in September 2011, which was to offer 50% or more of degree requirements through distance education for 49 programs **(ref. Appendix 13)**. 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 revision does not affect this eligibility requirement.

2. Mission

The previous Cerro Coso Community College mission statement was approved by the Board of Trustees of the Kern Community College District at its June 2007 meeting and was first included in the College's 2007 Progress Report to ACCJC/WASC. 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 **(ref. Appendix 10)**. That change is the subject of this proposal.

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. The proposed revision does not affect this requirement **(ref. Appendix 14, standard IV.B.1)**.

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 **(ref. Appendix 14, standard IV.B.2)**. The proposed revision does not affect this requirement.

5. Administrative Capacity

As explained in more detail above, the institution has sufficient administrative staff to support its new mission. The new Director of Distance Education position is devoted solely to developing and overseeing the DE program. The College is better prepared administratively than it has ever been to employ distance education on an equal footing with traditional education as a tool for carrying out student achievement **(ref. Appendix 12)**.

6. Operational Status

Cerro Coso Community College is operational, with students actively pursuing degree programs. The proposed revision does 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 them. Since the general education pattern at Cerro Coso can be satisfied entirely in distance education mode, a very high percentage of Cerro Coso's AA and AS degrees can be considered DE degrees **(ref. Appendix 14, II.A.1)**. The proposed revision does 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 **(ref. Appendix 14, standard II.A.1)**.

9. Academic Credit

Cerro Coso Community College awards academic credit based on generally accepted practices in degree-granting institutions of higher education **(ref. Appendix 14, standard II.A.2.h)**. The proposed revision does 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 mode of delivery. The

College has the infrastructure to gather, assess, identify gaps, and make improvements in SLO's in all modes **(ref. Appendix 14, standard II.A.1.c).**

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 **(ref. Appendix 14, standard II.A.3)**. A substantial number of DE courses offered by the College satisfy a general education requirement. The proposed revision does 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 **(ref. Appendix 14, standard II.A.7)**. The proposed revision does 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 **(ref. Appendix 14, standard III.A.2)**. Full-time faculty are represented in virtually every DE program—in fact, have been the main drivers of DE courses and programs in order to provide educational opportunities for students in the College's remote and sparsely populated rural areas.

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 **(ref. Appendix 14, standard II.B)**. Cerro Coso was one of the first colleges in California to pioneer a comprehensive array of matriculation services online back in1999-2000, and the most recent external evaluation resulted in a commendation of the College's "strong student-centered atmosphere," including online **(ref. Appendix 15)**.

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 **(ref. Appendix 14, standard II.B)**. The proposed revision does 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 **(ref. Appendix 14, standard II.C)**. The proposed revision does not affect this requirement.

17. Financial Resources

Cerro Coso Community College operates within the KCCD funding allocation formula to adequately support its mission and to ensure financial stability **(ref. Appendix 14, standard III.D)**. The proposed revision does 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 **(ref. Appendix 14, standard III.D.2)**. The proposed revision does 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 **(ref. Appendix 14, 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 and the college budget **(ref. Appendix 14, standard I.B)**. The proposed revision does 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 18 bullet points required **(ref. Appendices 2 and 14, standard II.A.6)**. The proposed revision does 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 **(ref. Appendix 14, standard IV.A.4)**. The proposed revision does 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.*

As explained above, the vast majority of the operational side of this change has been accomplished and already approved through prior Substantive Change Proposals and vetted by the most recent External Evaluation Process. The following represents summary comments from previous documents submitted to the Commission, including updates in those areas where further action was taken.

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. In fact, the new mission was informed by precisely the most recent discussions among key internal and external constituents regarding the relevance of the mission statement to student learning.

The mission statement will remain central to planning and decision-making. As explained immediately below, the College's annual planning cycle begins with a connection to the mission statement: all instructional and non-instructional unit plans state how the department is directly tied to the mission **(ref. Appendix 20)**. In respect of the revision that is the subject of this proposal, the units are also asked to specifically address their distance education relevance: what operational components take place through a distance and how the department delivers and/or supports distance education.

B. Improving Institutional Effectiveness

The College has a well-established process for setting, assessing, reviewing, dialoguing about, and revising Strategic Goals that will not be affected by the subject of this proposal. The last revision of the Strategic Goals took place at the same time as the revision of the mission statement. The Strategic Goals were last approved by the Board in February 2013 **(ref. Appendices 10 and 21)**.

The College has made significant progress within the last two years in developing an overall integrated planning cycle. The process 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, which are then collected and aggregated into more comprehensive section and division plans due in November and December. Resource requests in 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. This process accounts for feedback in DE areas at every step, from SLO assessment and program reviews, to the annual plans, to the resource analyses, to budget building. This cycle is evaluated every year and an institutional Report Card produced **(ref. Appendix 14, standard I.B.4).**

Standard II

A. Instructional Programs.

The College will continue to demonstrate that all instructional programs address and meet the new mission. Instructional programs are assessed through SLO assessment and a six-year program review cycle. Each program review begins with a statement of the program's relation to the educational purposes outlined in the mission.

The new mission makes clear that Cerro Coso serves the purposes of transfer education, career and technical education, remedial education, learning opportunities that develop effective citizenship, and

continuing education compatible with the other elements of the mission. The first three of these derive from the foundational charge of community colleges in California's Education Code. The fourth comes from ACCJC's own general education standards (not covered in the first three). And the last from the College's conviction that in a rural area like ours the opportunities for continuing education are limited and that the College has the ability in contract and community service classes to provide these opportunities that would otherwise be lacking.

The new mission will have no effect on the College's ability to gather data on student needs through 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 continue to 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.

The College will continue to assure 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. In the area of distance education, the College has in place curriculum approval and review processes to ensure all online and iTV offerings are of equivalent quality, accountability, and focus on student learning outcomes as traditional offerings.

Since the last Substantive Change Proposal, the College has adopted a number of student success strategies to improve student achievement in the online environment.

> Student preparedness. Students in distance education programs have different needs, expectations, and priorities than traditional students. Recognizing that these impact student achievement and looking to close the gap in success between onsite and online students, Cerro Coso recently piloted the SmarterMeasure assessment during enrollment for the 2013 Spring semester. SmarterMeasure is a web-based voluntary assessment that measures the readiness of a student to take online courses using research that is nationally recognized and documented. Cerro Coso measured five variables: Individual Attributes, Learning Styles, Life Factors, Technical Competency, and Technical Knowledge. From the data, the College is able to pull reports on individual student readiness, as well as mean, median and mode analysis for all test takers not just at Cerro Coso but from all SmarterMeasure data nationally **(ref. Appendix 16)**.

> The assessment itself is placed on the college website as a normal part of matriculation, and students are guided to take it just as they are guided to take other placements test. When fully implemented during the registration of any given semester, staff can pull daily reports and identify students who have low scores on or not completed the assessment. With this knowledge, appropriate action can be taken and intervention designed, such as guiding students to take Personal Development C052, How to Be a Successful Online Student.

> Three hundred and sixty-one students took SmarterMeasure during enrollment for Spring 2013 **(ref. Appendix 16)**. At the end of the semester, the College will set baseline measures for retention, success, and the effectiveness of interventions for future improvement.

Regular Effective Contact. In April 2013, a "regular effective contact" statement was adopted by the Cerro Coso Academic Senate that firmly established the College's adherence to Title 5 section 55211 and beyond that to DOE expectations expressed in the HEOA. The statement sets a minimum level of expectations in the areas of contact hours, interaction format, responsiveness, and grading turn-around time **(ref. Appendices 14, standard II.A.1.b, and 17)**. Regular effective contact standards are now employed in the evaluation of all full- and part-time faculty members with an online assignment; evidence that regular effective contact is happening is expected as part of the sample assignments and assessments required by the evaluation process.

Student Authentication. The College employs several strategies to verify student identity and enforce academic honesty in online courses. These efforts are meant to systematically address the Higher Education Opportunity Act'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. A plagiarism detection website, Turnitin.com, is used by instructors in several departments. Proctoring is required in many courses and has been an area of intentional improvement for the College. Since the beginning of the online program, the logistics of implementation had fallen on individual faculty members who often did not have time and/or the expertise to create and run a secure procedure. Not required and not supported, proctoring was mostly abandoned. Identified as a serious gap in the Task Force Report **(ref. Appendices 11 and 14, standard II.A.7.b)**, the College committed resources to the hiring of a Learning Center Technician in Fall 2011 part of whose responsibility was to develop and implement a proctoring system. A pilot project was implemented with a handful of math and English sections in Spring 2012. A report was produced that concluded wider implementation of the program was feasible **(ref. Appendix 18)**. By Spring 2013, the number of sections supported has grown to 16.

Finally, in Spring 2012, the Cerro Coso Community College Academic Senate approved a set of expectations for controlling cheating and plagiarism in the online environment **(ref. Appendices 14, standard II.A.7.b, and 19)**. These recommendations 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. The College provides training in the above 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 **(ref. Appendix 13)**.

The College will continue to require a general education component for all degrees, and this component will continue to be based on a clearly stated philosophy and faculty-driven process for determining

appropriate courses. The College is currently completing its first general education program review, an action item to come out from 2012's Educational Quality and Institutional Effectiveness Review **(ref. Appendix 14, standard II.A.3).**

One of the clarifications in the new mission statement is to foreground the learning opportunities the College provides for developing ethical and effective citizenry. This is another action item to have come out of the last accreditation process. As explained in the last Self Evaluation Report:

> Other topics in this Standard are addressed by daily classroom interaction and of students being members of the college community: civility, interpersonal skills, and an appreciation of ethical principles. These are expressed as expectations of student behavior in the student conduct policy and made available in the catalog, on the College website, and through orientation workshops and classes. But they are not systematically taught or assessed. Formal instruction in what it means to be an effective citizen and assume civic, political, and social responsibilities is not required of every student. In the College's review of its mission begun in Spring 2012, this gap was discussed and the preliminary revision of the mission statement (to be discussed and vetted more thoroughly by all stakeholders in 2012-2013) includes a commitment to developing the ethical understanding and effective citizenship of students.

> The College recognizes this as a shortcoming and has plans to move ahead in the 2012-2013 school year with a vetting and the potential approval of a new mission statement as well as a review of our Institutional Learning Outcomes for inclusion of language concerning ethics and effective citizenship **(ref. Appendix 14, standard II.A.3.c).**

The revision of the mission statement in this proposal is therefore in fulfillment of this self-identified deficiency. In 2013-2014, the College plans to undertake a review of its institutional learning outcomes (ILO's) as part of a strategy to address a recommendation from the last Educational Quality and Institutional Effectiveness Review that all programs complete systematic reviews and all assessment results be integrated into college planning **(ref. Appendix 15)**. The expectation is that ILO's will be simplified and reduced in number, and that developing ethical understanding and effective citizenship will become one of the three or four new revised ILO's. This outcome would be embedded throughout the College, likely in some combination of instructional and non-instructional activities such as courses, student government, and volunteer work. Degree-seekers who are completing general education requirements, for instance, must take two courses in the social sciences, which have the GE learning outcome at Cerro Coso Community College of evaluating how societies and social groups operate. Assessing this outcome might also be done in the same manner as other ILO's: through data derived from a Community College Survey of Student Engagement **(ref. Appendix 14, standard II.A.1.c)**. All this is pending further conversation in 2013-2014, but the first step is approval from the Commission for the mission change.

Finally, the College will continue to provide CTE programs that meet professional competencies, continue to provide the public and prospective students with accurate information about educational courses and programs and policies that affect their ability to complete programs and transfer, and

continue to represent itself clearly, accurately, and consistently to prospective and current students, the public, and its own personnel. The revision of the mission will have no effect on these practices.

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 **(ref. Appendix 14, standard II.B)**.

While not entirely because of its high quality online student services but certainly in part, the College received a commendation from the external evaluation team in October for its "strong, student centered atmosphere particularly for the active involvement of students in governance, for the large number of student support services and programs that enhance student learning, for its focus on student clubs and activities that tie students more closely to the institution, and for the open door policy that enables students to communicate with members of the College staff" **(ref. Appendix 15)**. In particular, the External Evaluation Report noted that the College values its distance education student services support and that constantly improving its online services is a major focus through SLO assessments, department assessments, and student satisfaction surveys **(ref. Appendix 15)**.

C. Library and Learning Support Services

The mission change that is the subject of this proposal will have no effect on library and learning support services. As verified by the site team in the last External Evaluation Report, library and learning services have adequate resources for students and faculty and are relying progressively on electronic materials to meet the needs of its diverse student population **(ref. Appendix 15)**. The College has not only added a 24/7 online "chat with a Librarian" to assist distance students with research but is also piloting "embedded librarianship" in online classes, in which librarians carry out direct instruction and discussion inside select online courses to more effectively guide research. Tutoring and proctoring services are also provided by the College to distance students on an equal footing with traditional students.

Standard III

A. Human Resources

Several of the components of Standard III are addressed above in section D. The College will continue to have sufficient personnel resources to monitor and maintain quality support of student success and achievement after the change. Filling the director position in 2012 has given balance and oversight to the distance education unit. In addition, the recent go-ahead to hire a new department assistant for the distance education office, even in these tough budget times, will provide much-needed clerical support to the director and instructional design specialist in order to increase effectiveness in data gathering, planning, and day to day operations **(ref. Appendix 22)**. As mentioned above, professional development has been improved. The College's very successful online faculty training program has been restarted. Flex day workshops, mid-semester webinars, "lunch and learns," and a developing online resources page have also been provided to put distance education professional development on the same footing as that of traditional education **(ref. Appendix 23)**.

One of the Commission's recommendations in response to the Educational Quality and Institutional Effectiveness Review of 2012 is for the College to develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process that includes adjunct faculty and others directly responsible for student progress toward achieving student learning outcomes **(ref. Appendix 15)**. Plans are already underway to revise contract language so that adjunct instructors will provide, as part of their evaluation process, the same brief narrative summarizing SLO assessment strategies as full-time instructors provide in theirs. For the purposes of this substantive change proposal, the new language would apply equally to adjunct instructors in all delivery modes.

B. Physical Resources

The revised mission will have no effect on physical resources.

C. Technological Resources

As part of a multi-college district, Cerro Coso Community College shares purchasing and maintenance of much of its instructional technology—physical hardware, applications, and training—with the district office and the other two colleges. This provides for efficiencies of scale and support not possible for a single small college. Direct technical problem solving continues to be provided to students, faculty, and staff 24 hours a day, seven days a week through the District's centralized help desk service. These technology services will not change as a result of the mission change.

D. Financial Resources

Cerro Coso Community College has all the revenues and financial stability it needs to support its DE courses and programs. Having been grown successfully for many years, the College's distance learning program is strong, viable, and self-sustaining. The change in the mission statement will integrate

distance education even more strongly into financial decision-making since it will be an explicit part of the institution's mission and a guide for allocation of resources.

The College will continue to assure financial integrity through appropriate control mechanisms. A concern raised in the last substantive change proposal was that the various parts of distance education were distributed into different departments, making it difficult to bring all the pieces together, both in terms of budget and personnel oversight. Hiring a dedicated Director of Distance Education has allowed the personnel and expenses to be pulled together for the first time with the upcoming 2013-2014 budget.

Standard IV

A. Decision Making Process

With the new mission statement, 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. As noted in the External Evaluation Report, there is a high level of satisfaction with the College's Participatory Governance Model **(ref. Appendix 15)**.

In many ways, decision-making regarding distance education will be enhanced by this change because distance education delivery will no longer be an "innovation," as suggested by the prior mission, but an explicit and ongoing part of the College's purpose, character, and student populations. This will make it not just easier but imperative for distance education to be kept in the forefront of all dialogue about institutional improvements, as it has been informally for years. As part of the mission, distance education will be at the head of the yearly planning cycle, central to institutional planning and decision-making, and fundamental to the defining and assessment of strategic goals.

To support this change, 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 **(ref. Appendix 14, standard IV.A.2)**.

After the change, all constituents will still be involved, they will still work together through established processes for the good of the institution, honest relations with external agencies will still be maintained, and decision-making processes will continue to be evaluated and improved on a regular cycle.

B. Board and Administrative Organization

No changes will result in this area from the revision of the mission.