



Substantive Change Proposal

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

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

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Note: This entire document can be accessed electronically at

<http://www.cerrocoso.edu/accreditation/scp2013/cte.asp>

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

Cerro Coso Community College is seeking approval for the addition of five career and technical education (CTE) programs in the area of business office technology, emergency medical technician, and medical assisting:

Program Name	Units	Status	50% or more in DE mode
BSOT Administrative Office Assistant Certificate	18 units	State-approved 2011	✓
Emergency Medical Technician Job Skills Certificate	7 units	Local board-approved 2012	
Administrative Medical Assisting Certificate	20.5 units	Pending state approval	✓
Clinical Medical Assisting Certificate	20.5 units	Pending state approval	✓
Medical Assisting Associate Degree	60 units/32 in major	Pending state approval	✓

All five programs are directly related to the college mission (**ref. 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. In the case of the Office Assistant and Emergency Medical Technician certificates, the programs are wholly new. In the case of medical assisting, the College had prior programs in the area, but they were only locally approved and required significant revision. 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--four of the five 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

Business Office Technology

The new Administrative Office Assistant certificate is part of a step-up series of programs in Business Office Technology which prepare students at different levels to enter the workforce or advance in their careers (**ref. Appendix 1**):

Office Clerk Certificate (12 units):

Required

BSAD C070, Business Mathematics.....	3 units
BSOT C100, Introduction to Business Office Tech	3
BSOT C127, MS PowerPoint.....	1
BSOT C131, Basic Computer Keyboarding	1
CSCI C070, Computer Literacy	1
CSCI C121, Beginning Word	1
CSCI C123, Beginning Excel	1
CSCI C125, Beginning Access.....	1

Administrative Office Assistant Certificate (18 units)

Required

BSAD C070, Business Mathematics.....	3 units
BSAD C072, Introduction to Accounting.....	3
BSAD C145, Business Communication	3
BSOT C100, Introduction to Business Office Tech	3
BSOT C132, Intermediate Computer Keyboarding	1
CSCI C151, Intermediate Word	1
CSCI C153, Intermediate Excel.....	1
CSCI C155, Intermediate Access	1
CSCI C171, Intro to the Internet and World Wide Web....	1
CSCI C129, Microsoft Outlook.....	1
<u>or</u> CSCI C135, Beginning Adobe Acrobat.....	1

Business Office Technology Degree/Certificate (30 units)

Required (26 units)

BSAD C070, Business Mathematics.....	3 units
BSAD C072, Introduction to Accounting.....	3
BSAD C145, Business Communication	3
BSOT C100, Introduction to Business Office Tech	3
BSOT C127, MS PowerPoint.....	1
BSOT C132, Intermediate Computer Keyboarding	1
BSOT C133, Advanced Computer Keyboarding	1

BSOT C154, Office Personnel Seminar	3
CSCI C070, Computer Literacy	1
CSCI C121, Beginning Word	1
CSCI C123, Beginning Excel	1
CSCI C125, Beginning Access.....	1
CSCI C151, Intermediate Word	1
CSCI C153, Intermediate Excel	1
CSCI C155, Intermediate Access	1
CSCI C161, Advanced Word	1
Elective (students select 4 units)	
CSCI C129, Microsoft Outlook.....	1
CSCI C135, Beginning Adobe Acrobat	1
CSCI C163, Advanced Excel	1
CSCI C165, Advanced Access.....	1
CSCI C171, Intro to the Internet and World Wide Web....	1

The design of the program is a stair-stepped approach for students to earn increasingly higher skilled certificates to move up the career ladder. The Office Clerk Certificate assists students to obtain an entry level position. The new Administrative Assistant Certificate is designed to be taken either following the completion of the 12-unit certificate or by incumbent workers coming back to upgrade their skills and move into a higher level position such as bookkeeping clerk or receptionist. The 30-unit Business Office Technology Certificate, particularly when paired with general education courses and achieved as an Associate Degree, further prepares the continuing student or incumbent worker to move towards higher employment. Student completing the 30-unit certificate or degree can qualify for positions as administrative assistants or office managers.

Historically, the Administrative Office Assistant certificate has been listed in the college catalog since 2006 but only as a locally approved program not sanctioned by the Chancellor’s Office. It is unclear whether or not the Commission was ever apprised of the local certificate. In the last Substantive Change Proposal--filed in September 2011 for programs offered 50% or more in distance education (DE) mode--the Office Clerk and the Business Office Technology Degree and Certificate were listed, but not the Administrative Office Assistant (**ref. Appendix 2**). Now that the program has been officially submitted to and approved by the Chancellor’s Office (**ref. Appendix 3**), the College is closing the loop with this proposal that the program is state-approved and that it is offered 50% or more in DE mode.

Need for the program is well established through college data and planning documents. Labor market data for all three levels demonstrate sufficient annual job openings (**ref. Appendix 4**). An Advisory Committee comprised of employers in the service area meets regularly to review the program for relevancy, need, appropriateness, and currency (**ref. Appendix 5**). A two-year occupational supplement required by the California State Chancellor’s Office was vetted through the College and presented and approved at the Kern Community College District Board of Trustees in Spring 2011 (**ref. Appendix 6**). The last comprehensive six year program review was completed in Spring of 2010 (**ref. Appendix 7**). This

program review was vetted through the advisory committee, the College’s curriculum committee (Curriculum and Instruction Council), the Academic Senate, and College Council.

Consistent with the 12- and 30-unit programs, the Administrative Office Assistance is offered in a combination of online and onsite courses. The program is not achievable in its entirety in traditional mode; students have to take some online courses to complete the 18 units. This is due to the rural area that the College serves, the difficulty of running low-subscribed classes, and the nature of the program. Because of the large service area of the College (18,500 square miles) and the relatively low population (approx. 85,000), running courses on-ground at each campus location has shown to generate small enrollments. Offering the courses through distance education allows seats to be filled. And since the program is computer-oriented, online courses are more effective than an option like interactive television for delivering course content and reinforcing skills. It is a programmatic expectation that students should be able to operate in the online environment.

A number of traditional courses for the program are offered through the Owens Valley Career Development Center, an educational organization that serves the Bishop Paiute tribe. These meet the needs of this special population and the college works closely with the tribe to coordinate schedules.

All necessary personnel, facilities, funding, and technology resources are allocated through the same college governance, planning, and budgetary cycles that apply to all instructional programs. The program has no extenuating needs in any of these areas.

Emergency Medical Technology

The Emergency Medical Technology (EMT) is a wholly new program designed to provide career pathways into the job market for such fields as paramedic and nursing or into pre-medicine preparation for a physician assistant or even medical doctor (**ref. Appendix 1**).

Emergency Medical Technician (7 units):

Required

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

Historically, these two courses have been long-standing options for students at Cerro Coso Community College. They were just never put together as a job skills certificate even though EMTC C070 is a prerequisite for C105. Upon successful completion of the two courses (7 units total), students can sit for the National Registry of Emergency Medical Technicians. Once they pass the exam, they are credentialed to enter the workforce. As a program of less than 12 units, the certificate does not qualify for state Chancellor’s Office approval. It was approved by the Board of Trustees as a local job skills certificate in June 2012 (**ref. Appendix 8**). The local certificate provides students with documentation of completion, along with their license, for employment with such organizations as paramedics, security agencies, fire and law enforcement, and rural clinics.

The program has an advisory committee comprised of employers in the service area that meets regularly to review the program (**ref. Appendices 9**). The Emergency Medical Technician course (EMTC C105) was revised in March 2012 to reflect an increase in hours from 127 to 171 to keep current with requirements of the national certifying body. A two-year occupational supplement required by the California State Chancellor’s Office was vetted through the College and presented and approved at the Kern Community College District Board of Trustees in Spring 2011 (**ref. Appendix 10**). The most recent labor market data (2010-2011) demonstrates an ongoing need with 64 regional openings (**ref. Appendix 11**).

This is an entirely on-ground program that has no online courses. The EMT course sequence is offered at the campus locations of the Indian Wells Valley (Ridgecrest), Kern River Valley (Lake Isabella) and Eastern Sierra College Center (Mammoth/Bishop). Resources include instructional personnel, supplies, equipment, and technology (laptops, iPads) and are available at all sites. iPads were recently piloted at the IWV campus in 2012 and are now being deployed at the other sites so that students have an equal learning environment.

In addition, the sequence is also offered 100% at an off-campus site, California City High School in California City, California. 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—are transported to the site for each class session.

Medical Assisting

The Medical Assisting programs are comprised of three certificates which prepare students to have the necessary administrative and clinical skills needed to be an effective medical assistant. The programs are designed around the model curriculum for preparation for the California state exam for Medical Assistants (CCBMA) (**ref. Appendix 12**). The programs have been locally approved and are currently at the California Chancellor’s Office awaiting state approval.

Administrative Medical Assisting Certificate (20.5 units)

Required (Core)

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

Required (AMA)

- CSCI C121, Beginning Word 1
- CSCI 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 (20.5 units)

Required (Core)

CSCI C070, Computer Literacy 1 unit

HCRS C130, Communications in Healthcare 2

HCRS C131, Medical Law and Ethics for Med. Assts. 1.5

HCRS C132, Electronic Health Records 1.5

HCRS C150, Medical Terminology for the Health Pro..... 3

Required (CMA)

HCRS C136, Clinical Medical Assisting I..... 3

HCRS C137, Clinical Medical Assisting II..... 3

HCRS C138, Medication Administration for Med Assist ... 2

HCRS C139, Laboratory Procedures 2

HCRS C143, Clinical Medical Assistant Externship 1.5

Medical Assisting Certificate Associate in Science Degree (60 units/32 units in the major)

Required (Core)

CSCI C070, Computer Literacy 1 unit

HCRS C130, Communications in Healthcare 2

HCRS C131, Medical Law and Ethics for Med. Assts. 1.5

HCRS C132, Electronic Health Records 1.5

HCRS C150, Medical Terminology for the Health Pro..... 3

Required (AMA)

CSCI C121, Beginning Word 1

CSCI 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

Required (CMA)

HCRS C136, Clinical Medical Assisting I..... 3

HCRS C137, Clinical Medical Assisting II..... 3

HCRS C138, Medication Administration for Med Assist ... 2

HCRS C139, Laboratory Procedures 2

HCRS C143, Clinical Medical Assistant Externship 1.5

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

All four programs share a common core and significant coursework. 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. If a student completes a degree, they are eligible to sit for the State Exam for Medical Assistants (CCBMA) exam and become a certified Medical Assistant.

Historically, Cerro Coso offered a previous medical assisting program entirely comprised of small-unit local certificates: Administrative Medical Assisting Certificate of Proficiency (9 units), Clinical Medical Assisting Certificate of Proficiency (10 units) and Medical Assisting Externship Certificate of Proficiency (3 units). There was also a larger certificate, Medical Assistant, that would be awarded to students who completed all five courses contained in the previous smaller certificate. There was no degree. While these certificates had value and provided students with training for employment, they were not aligned with a state or national standard for medical assisting, and none was a state-recognized approved program. It is also likely that none of these programs was submitted to ACCJC for approval.

Need for the new programs is well established in college planning documents. The renovation of the programs coincided with the application of a Department of Labor (TAACCCT) grant, and research was completed to ensure a documented labor market need was evident (**ref. Appendix 13**). Mandated electronic health records requirements for all health care facilities, doctors' offices, and clinics have caused the industry to retool and retrain incumbent workers and hire additional employees to meet the federal mandates. These mandates and federal regulations will go into effect in 2014. Advisory Committees were reformed to include all constituencies in the health care industry at all sites the college serves (**ref. Appendix 14**).

The medical assisting programs are offered in a combination of traditional and distance delivery. The core courses and the courses specific to Administrative Medical Assisting are offered primarily online. The Kern River Valley campus is the only campus location planned to offer the program entirely on the ground. Since these courses are theory courses with no specialized equipment and technology needs, the necessary resources are in place to offer this program. Adjunct and full-time faculty online and at the Kern River Valley outreach site have the necessary training and experience to provide students with excellent instruction.

The courses specific to Clinical Medical Assisting will be offered traditional format only, with the exception of HCRS C138, which has been approved for hybrid and interactive television delivery. This program will be offered only in those locations that already have nursing skills laboratories and clinical facilities in place for the College's current LVN and CNA courses: the Indian Wells Valley main campus at Ridgecrest, the Kern River Valley outreach, and the Eastern Sierra College Center. Clinical rotations are to be done in health care facilities and clinics in the local communities: at Ridgecrest Regional Hospital (IWV), Northern Inyo Hospital and Mammoth Hospital (ESCC), and the Kern Valley Healthcare District (KRV). Beginning clinical skills will be developed at the nursing skills laboratories currently existing at each one of the above campuses. All required equipment, supplies and technology (iPads, laptops, and simulations) are present at all locations. Even though the majority of Clinical Medical Assisting courses are on-ground only, the program still qualifies as 50% or more in DE mode since the core courses together with HCRS C138 total over half the offerings.

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 (**ref. Appendix 15**). In addition, regular consultation with CTE advisory committees (**ref. Appendices 5, 9, and 14**) and the requirements of professional organizations and external licensing agencies are additional catalysts to program change.

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 (**ref. Appendix 16**). 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 the state application. The letter (**ref. Appendix 17**) and the minutes (**ref. Appendix 18**) that reflect the approval accompany the program's submission to the Chancellor's Office for state approval. (The College has the letter and minutes only for the medical assisting programs since the Region's procedure for reviewing changes in addition to new programs is more recent than the submission of the Office Assistant program in 2011, and the Emergency Medical Technician program, being only a locally approved certificate, did not require approval by the state.)

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 Academic Affairs 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 Administrative Office Assistant Certificate is comprised of courses already being offered for the Business Office Technology Degree. The same goes for EMT. In both disciplines no new faculty resources are needed or anticipated. For medical assisting, additional faculty resources will be needed, but as the program is delivered 50% or more in distance education mode, it can recruit and draw the best qualified instructors from outside as well as inside the immediate service area. For the clinical coursework, the College already partners with local hospitals as necessary to provide faculty instructors for clinical instruction in the LVN and CNA programs, and this practice would continue.

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 the business office technology, emergency medical technology, and medical assisting programs, 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 (**ref. Appendix 15**) and ends with resource allocation in the college budget (**ref. Appendix 19**).

Financially, some sections of the medical assisting courses are currently being supported by a Department of Labor grant, but enrollment in the introductory sections is strong across the board--particularly in the online environment--and there is no anticipated problem with sustainability.

		Fall 2012			Spring 2013		
		Sections	First Day Enroll	Fill Rate	Sections	First-Day Enroll	Fill Rate
HCRSC130	Communication in Healthcare	2	94	104%	3	119	108%
HCRSC131	Med Law/Ethics for Med Assts	2	76	84%	3	96	87%
HCRSC132	Electronic Health Record	3	104	95%	3	85	77%
HCRSC150	Med. Terminology for Health	5	217	114%	4	170	97%
Sum		12	491	102.3%	13	470	93.1%

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

The Business Office Technology Administrative Office Assistant Certificate was locally approved by the Kern Community College District Board of Trustees on June 9, 2011 (**ref. Appendix 20**) and state approved by the Chancellor’s Office on January 9, 2012 (**ref. Appendix 3**).

The Emergency Medical Technology Job Skills Certificate was locally approved by the Kern Community College District Board of Trustees on June 14, 2012 (**ref. Appendix 8**).

The medical assisting programs were regionally approved by Region 9 Consortium on October 1, 2012 (**ref. Appendix 17**) and locally approved by the Kern Community College District Board of Trustees on December 20, 2012 (**ref. Appendix 21**).

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 22**). The College submitted its last Institutional Self Evaluation Report in August 2012 (**ref. Appendix 23**). 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. Appendices 2 and 24**). 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 additional programs do 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 25**). The proposed additional programs do not affect this requirement.

3. Governing Board

Cerro Coso Community College is governed by the KCCD Board of Trustees who ensures that the institution adheres to and carries out its mission (**ref. Appendix 23, standard IV.B.1**). 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 (**ref. Appendix 23, standard IV.B.2**). The proposed additional programs do not affect this requirement.

5. Administrative Capacity

As explained in more detail above, the institution has sufficient administrative staff to support its new mission. In support of distance education, a new Director of Distance Education position is devoted solely to developing and overseeing the DE program (**ref. Appendix 23, standard III.A.2**). The College is better prepared administratively than it has ever been to employ distance education as a method for offering programs such as business office technology and medical assisting. The proposed additional programs do not affect this requirement.

6. Operational Status

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

7. Degrees

A substantial portion of Cerro Coso Community College's educational offerings lead to degrees, and a significant portion of its students are enrolled in 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, such as the Medical Assisting Associate in Science Degree (**ref. Appendix 23, II.A.1**). The proposed additional programs do not affect this requirement.

8. Educational Programs

All of Cerro Coso's principal degree programs are congruent with its expanded mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to degrees offered, are regularly reviewed for quality assurance, and culminate in identified student learning outcomes that are continually being assessed (**ref. Appendix 23, standard II.A.1**). The proposed additional programs show the College's ability to respond to community needs and expand workforce training into viable employment areas.

9. Academic Credit

Cerro Coso Community College awards academic credit based on generally accepted practices in degree-granting institutions of higher education (**ref. Appendix 23, standard II.A.2.h**). The proposed additional programs do not affect this requirement.

10. Student Learning and Achievement

Cerro Coso is actively engaged in the process of publishing, implementing, and assessing student learning outcomes at the course, program, and institutional levels. As evidenced at length in the College's most recent Self Evaluation Report and as verified by the external evaluation team, the same

student learning outcomes for courses and programs are in place regardless of 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 23, standard II.A.3**). A substantial number of DE courses offered by the College satisfy a general education requirement. The proposed additional programs do not affect this requirement.

12. Academic Freedom

The faculty and students at Cerro Coso Community College are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/education community in general (**ref. Appendix 23, standard II.A.7**). The proposed additional programs do not affect this requirement.

13. Faculty

Cerro Coso has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs, including those in clinical as well as distance education mode (**ref. Appendix 23, standard III.A.2**). The proposed additional programs do not affect this requirement.

14. Student Services

As explained more at length below, Cerro Coso provides a wide range of student services that support student learning and development within the context of its mission. Online students receive all the same services and types of services as students on campus, from initial counseling contacts to tutoring services (**ref. Appendix 23, standard II.B**). Cerro Coso was one of the first colleges in California to pioneer a comprehensive array of matriculation services online back in 1999-2000, and the most recent external evaluation resulted in a commendation of the College's "strong student-centered atmosphere," including online (**ref. Appendix 26**). The proposed additional programs do not affect this requirement.

15. Admissions

Cerro Coso Community College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate to its programs (**ref. Appendix 23, standard II.B**). The proposed additional programs do not affect this requirement.

16. Information and Learning Resources

As explained in more detail below, Cerro Coso provides long-term access to sufficient information and learning resources and services to support its mission (**ref. Appendix 23, standard II.C**). The proposed additional programs do 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 23, standard III.D**). The proposed additional programs do not affect this requirement.

18. Financial Accountability

KCCD annually undergoes and makes available an external financial audit by a certified public accountant on each of the colleges within the district. The audit includes the expenses of and income generated by online courses (**ref. Appendix 23, standard III.D.2**). 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. The institution revisits its measurable Strategic Goals once every three years and has a process in place for annually assessing, reviewing, and discussing progress on these goals (**ref. Appendix 23, 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 23, standard I.B**). The proposed additional programs do not affect this requirement.

20. Integrity in Communications with Public

Cerro Coso provides an online copy of its catalog, available on the College's website, with precise, accurate, and current information concerning the 18 bullet points required (**ref. Appendices 1 and 23, standard II.A.6**). Two of the proposed new programs are in the 2013-2014 catalog recently approved by the Board of Trustees: the Administrative Office Assistant Certificate and the Emergency Medical Technician Job Skills Certificate. The medical assisting programs are not included since they are still pending Chancellor's Office approval (**ref. Appendix 1**). When they are approved, they will become part of a catalog addendum planned for later in the year.

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 23, standard IV.A.4**). 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.

As indicated above, in the last two years Cerro Coso Community College has completed two major evaluative documents related to this proposal. In Fall 2011, the College submitted a Substantive Change Proposal to offer 49 programs 50% or more in distance education mode. This proposal provided assurances that each accreditation standard was still fulfilled related to the change and that all relevant commission policies were addressed. That proposal included the Business Office Technology 12-unit certificate and the Business Office Technology 30-unit degree and certificate (**ref. Appendix 2**).

In Fall 2012, the College underwent its most recent Review of Educational Quality and Institutional Effectiveness Review. In fulfillment of that Review, the College prepared an extensive Institutional Self Evaluation Report (**ref. Appendix 23**).

In writing this proposal, it was unclear to the preparers how much information the Commission wanted on the heels of those two more comprehensive documents, particularly in ensuring the institution has the organizational means and resources to offer programs 50% or more in distance education mode. The following therefore largely contains summary comments from the previous reports, except where evidence specifically related to the change is appropriate.

Standard I

A. Mission

The institution will continue to establish student learning programs and services that are aligned with its purposes, character, and student population (**ref. Appendix 1**):

Mission

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

To accomplish this mission, we will provide:

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

All programs in this proposal apply directly to the board-approved mission of providing career technical education as well as indirectly to providing learning opportunities that develop ethical and effective

citizenry. The Business Office Technology Assistant certificate and the Medical Assisting programs are delivered through distance delivery.

The mission statement will remain central to planning and decision-making. The college's annual planning cycle begins with a connection to the mission statement: all instructional and non-instructional unit plans state how each department is directly tied to the mission, including those of Business and Information Technology, Emergency Medical Technology, and Allied Health (**ref. Appendix 15**).

B. Improving Institutional Effectiveness

As explained more at length above in Section C, the development of new programs at Cerro Coso Community College is a result of ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. In particular, all of the programs of this proposal were developed during the years of 2010-2012 in fulfillment the College's then-strategic goal of

- Improving our response to community needs through customized educational opportunities transfer programs, area workforce development, and quality student services (Goal 1) (**ref. Appendix 27**)

All programs have been and are subject to the annual integrated planning process that begins with a review of the college mission, strategic goals, and student achievement in SLO assessment and program reviews. Annual unit plans are due by mid-October. Resource requests in the annual unit plans for physical resources, IT, marketing, professional development, and staffing are separately reviewed and analyzed, and a budget and student success plan developed that tie all allocations and success goals firmly back to the mission, strategic goals, and evidence of student achievement (**ref. Appendix 15**). These processes provide for dialogue concerning distance education at several points: SLO assessment and program reviews, annual unit plan development, resource analysis, and budget building.

Standard II

A. Instructional Programs.

The College will continue to demonstrate that all instructional programs address and meet its mission. Instructional programs are assessed through 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 College will continue 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 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 SLO Committee maintains a Course Assessment Matrix that shows the institution's progress on SLO definition and assessment. This Matrix is linked on the college website for review by prospective students, current students, the public, and the institution's own

personnel (**ref. Appendix 28**). The results show the following for the courses in the programs of this proposal:

Subject	Title	Last Offered	Assessment Completed	Active Course	Notes
BSOT OFFICE ASSISTANT					
BSAD C070	Business Mathematics	201270	x	x	
BSAD C072	Introduction to Accounting	201330	x	x	
BSAD C145	Business Communication	201270	x	x	
BSOT C100	Introduction to Business Office Technology	201270	pend. 5/13	x	new in Fall 2012
BSOT C132	Inter Computer Keyboarding	201230	x	x	
CSCI C129	Microsoft Outlook	201330	x	x	
CSCI C135	Beginning Adobe Acrobat	201230	x	x	
CSCI C151	Intermediate Word	201330	x	x	
CSCI C153	Intermediate Excel	201330	x	x	
CSCI C155	Intermediate Access	201330	x	x	
CSCI C171	Into to Internet/www	201170	x	x	
EMT					
EMTC C070	CPR for the Healthcare Provide	201330		x	
EMTC C105	Emergency Medical Technician I	201330		x	
MEDICAL ASSISTING					
CSCI C070	Computer Literacy	201330	x	x	
CSCI C121	Beginning Word	201330	x	x	
CSCI C123	Beginning Excel	201330	x	x	
HCRS C130	Communication in Healthcare	201330	pend. 5/13	x	new in Fall 2012
HCRS C131	Medical Law and Ethics for Med Assistants	201330	pend. 5/13	x	new in Fall 2012
HCRS C132	Electronic Health Record	201330	pend. 5/13	x	new in Fall 2012
HCRS C133	Medical Office Procedures	201330	pend. 10/13	x	new in Spring 2013
HCRS C134	Medical Insurance and Billing	201330	pend. 10/13	x	new in Spring 2013
HCRS C135	Basic ICD and CPT Coding	201330	pend. 10/13	x	new in Spring 2012
HCRS C136	Clinical Medical Assisting I	new		x	first offering Fall 2013
HCRS C137	Clinical Medical Assisting II	new		x	first offering Fall 2013
HCRS C138	Medication Admin for Medical Assisting	new		x	first offering Fall 2013
HCRS C139	Laboratory Procedures	new		x	first offering Fall 2013
HCRS C142	Medical Assistant Administrative Externship	new		x	first offering Fall 2013
HCRS C143	Clinical Medical Assistant Externship	new		x	first offering Fall 2013
HCRS C150	Med. Terminology for Health	201330	x	x	

The College ensures the quality of all instructional programs in a way that relies on established curriculum-approval procedures, determination of student and community needs, reliance on faculty expertise, and the assistance of advisory committees as appropriate (**Appendix 23, standard II.A.2**). 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.

Within the last two years, the College has adopted a number of student success strategies to improve student achievement in the distance education 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 29**).

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 29**). 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 23, standard II.A.1.b, and 30**). 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 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. Proctoring is required in many courses and has been an area of intentional improvement for the College. Identified as a serious gap in the Distance Education Task Force Report (**ref. Appendix 31**), 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 undertaken with a handful of math and English sections in Spring 2012 and a follow-up report produced that concluded wider implementation of the program was feasible (**ref. Appendix 32**). 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 23, standard II.A.7.b, and 33**). These include making use of multiple assessment types, using anti-plagiarism techniques, becoming familiar with students through their writing styles, employing test banks and timed test delivery, and raising awareness among students about what constitutes appropriate academic behavior. The college provides training in these practices and technologies through its own online faculty training certification process (**ref. Appendix 34**), in professional development workshops, and by means of regular electronic communications from the Director of Distance Education.

The College will continue to provide CTE programs that meet professional competencies. All programs in this review have regular advisory committee meetings. One innovation for quality control is the impending adoption in the CTE area of an Advisory Committee Handbook for best practices (**ref. Appendix 35**). This handbook provides for guidance and standards in such areas as expectations, appropriate membership, size, quorum, orientation of new members, term limits, meeting frequency, member recognition, and faculty/staff responsibility to the advisory committee. The handbook has had two readings and in a final version for approval by the CTE division.

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 23, standard II.B**).

The College employs a job development specialist, whose main responsibility is to work closely with CTE departments and students to facilitate employment. This position also tracks employment statistics. As a part of the Department of Labor grant (2012), the College has increased the hours of this function and implemented the best practice of embedding it directly in the classroom. Rather than students seeking out the job development specialist in the student services offices, she actually attends the classes on a set schedule. Besides bringing the service directly to students, this allows the specialist to make time at the beginning, middle, and end of the semester to better keep employment considerations in front of students and on track.

C. Library and Learning Support Services

Library and learning support services are mostly unaffected by this proposal. The library supports all programs with texts and supplementary books at the request of faculty members in the department. A call goes out several times a year soliciting book requests. The Allied Health Careers Department has always been one of the most active departments in making use of this service. Tutoring and proctoring services are provided to students both onsite and online (**ref. Appendix 23, standard II.C.1**). Another part of the Department of Labor grant referred to above is embedded remediation; tutors and supplemental instructors work very closely with the instructor and students both in- and outside the classroom to provide necessary support in shoring up reading, writing, and math skills needed for success. Both embedded remediation and embedded job development are being implemented in a limited number of piloting classes in Spring 2013, with expectations that successful practices are to be scaled up across the CTE division.

Standard III

A. Human Resources

The college will continue to have sufficient personnel to monitor and maintain quality support of the new programs. No new faculty resources are needed for the Office Assistant certificate, which is comprised of courses already required for the Business Office Technology degree. The same goes for the EMT program: the college has successfully run these courses on an ongoing basis for many years. For Medical Assisting, additional faculty resources are needed and will be arranged for by adjunct and overload assignments. As a program delivered 50% or more in distance education mode, it can recruit and draw the best qualified instructors from outside as well as within the immediate service area.

The College has the organizational means and resources to provide for quality training of distance education instructors. One of the conditions for the acceptance of the last Substantive Change Proposal (Fall 2011) was that the College's one-time successful online faculty training program be restarted. It had faltered and gone away under previous administrative leadership. Under the new director of distance education, however, this professional development program has been resumed, with two comprehensive trainings undertaken in January and May of 2012 (**ref. Appendix 34**). 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. This training includes not just a technical introduction to the Moodle environment but also a primer on online learning—why students take classes online, what their needs are, and what strategies are proven to be effective in increasing engagement and student achievement. The College is well positioned to provide instructors with comprehensive and quality preparation for teaching in the online mode.

B. Physical Resources

As indicated in Section B. above, specialized physical resources are required for the Clinical Medical Assisting program. The Clinical Medical Assisting specific courses will be offered on-ground as the clinical requirements necessitate. This program will be offered at the Indian Well Valley (Ridgecrest), Kern River Valley (Lake Isabella), and Eastern Sierra College Center (Bishop) sites. Clinical rotations will be done in health care facilities and clinics in the communities that they serve. Skills laboratories that will be required for the clinical skills development prior to going to a facility will be done at the existing skills laboratories at all the campuses. These skills labs are a part of the ongoing LVN, CNA, and Home Health Aide courses and have been approved by the state's nursing governing body for those programs.

As indicated above, the EMT job skills certificate is offered 100% at the off-campus location of California City High School in California City, California. No specialized facility is needed to offer the two courses of the program. The supplies, equipment, and technology needed—blood pressure cuffs, epi-pen trainers, pen lights, exam gloves, bandaging materials, backboards, and laptops/iPads—are transported to the site for each class session.

C. Technology Resources

Technology needs are limited. As indicated above, laptops and iPads are available at all campus locations for the on-ground courses when classroom instruction and testing are required. When the EMT program is offered at California City, laptops/iPads are transported by the instructor so that students have an equal learning environment. The online courses require space on specialized Moodle servers, which the College already has in possession. No additional technology resources are necessary.

D. Financial Resources

The College has all the revenues it needs to support the courses and programs of this proposal. As indicated above, some sections of the medical assisting courses are currently being supported by a Department of Labor grant, but enrollment in the introductory sections is strong across the board--particularly in the online environment--and there is no anticipated problem with sustainability. A five-year Department of Labor grant currently provides funding to enhance equipment and supply needs for the medical assisting programs. And finally, as CTE programs, all three disciplines are also available to be assisted by VTEA monies if there is a demonstrated deficiency in one or more of the core indicators.

As indicated above under Standard I and as demonstrated in our most recent Institutional Self Evaluation Report, the resource allocation for all courses and programs 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 (**ref. Appendix 23, standard III.D**).

Standard IV

A. Decision Making Process

In light of this proposal, 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. CTE programs not only have their own divisional meetings on a regular basis (**ref. Appendix 36**), but also faculty chairs in the CTE 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 37**).

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 (**ref. Appendix 23, IV.A.2a-b**).

B. Board and Administrative Organization

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