SUBSTANTIVE CHANGE PROPOSAL:
Distance Education

San Diego Miramar College
10440 Black Mountain Rd.
San Diego, CA 92126
March 31, 2016

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

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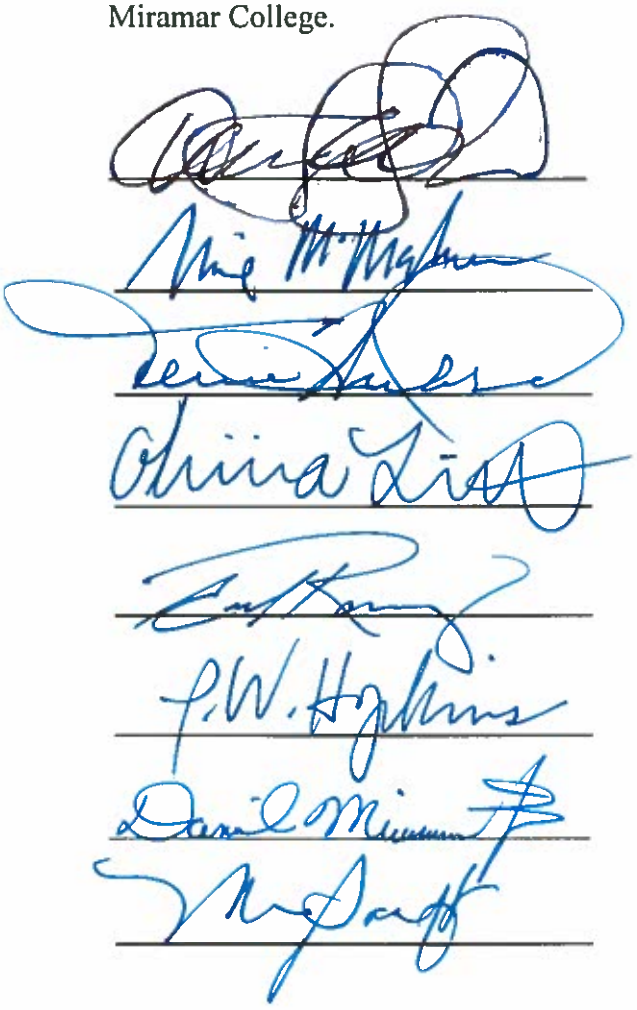
Certification of the Substantive Change Proposal

DATE: March 31, 2016

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

FROM: San Diego Miramar College

This Substantive Change Proposal is submitted in accordance with guidelines set by the Accrediting Commission for Community Colleges and Junior Colleges, Western Association of Schools and Colleges. We certify that there was broad participation by the campus community, and we believe this Substantive Change Proposal accurately reflects the status of Distance Education at San Diego Miramar College.



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San Diego Miramar College
Substantive Change Proposal: Distance Education

Introduction

San Diego Miramar College is one of three colleges of the San Diego Community College District (SDCCD). The SDCCD is comprised of San Diego Miramar College, San Diego City College, San Diego Mesa College, and 7 Continuing Education (CE) campuses. The SDCCD is California's second largest community college district and serves over 140,000 students annually. As a multi-college district, the planning process is shared. As such, Miramar College participates in both institutional and in districtwide planning. Respectively, operations and services at Miramar College and each of its sister institutions are conducted independently; however, the central district office provides support to its 4 institutions on collective districtwide priorities, services, operations, and needs.

A. Distance Education Description & Evidence of Need

A.1. Description of the Proposed Change and the Reasons for the Change

Miramar College has expanded its offerings of distance education as an option for 50% or more of the required coursework in 10 additional Certificates of Achievement and 32 additional Associate Degrees including Associate Degrees for Transfer (ADTs). The purpose of the ADTs, which were developed in response to the Student Transfer Achievement Reform Act (SB 1440) of 2010, are to facilitate transfer between San Diego Miramar College and the California State Universities. This Substantive Change Proposal is to request approval to offer the additional Associate Degrees and Certificates of Achievement with the option of the distance education mode which are listed in Table 1 below and included as Appendix A:

Table 1. Additional Certificates of Achievement and Associate Degrees with at Least 50% of Units Approved for Online Delivery

Certificates of Achievement	Associate Degrees
Accountancy Associate Teacher Aviation Operations Management Business Administration Business Management Fire Officer Certification	Accountancy Administration of Justice Anthropology Applied Biology Track Art History Aviation Business Administration Biology: Allied Health Track Combined Drawing/Painting Communication Studies

Mortgage Brokerage & Banking Open Water Lifeguard Professional Paralegal Professional Piloting	Contemporary Police Technologies Craft Skills Economics English Fire Officer Certification Fire Prevention Fire Technology Graphics History Kinesiology Mathematics Mortgage Brokerage & Banking Open Water Lifeguard Professional Paralegal Philosophy Physics Pilot Studies	Political Science Professional Aeronautics Psychology Sociology Spanish Studio Arts World Language Studies

As a note, the College received ACCJC approval to offer courses in the college's General Education program through the distance education mode in 2010. This list is also included in this proposal as Appendix B.

Further expanding Miramar's distance education offerings will allow students more flexibility with their scheduling options, use and application of skills in technology in preparation for today's labor market requirements, and greater access to degree completion.

A.2. Evidence of a Clear Relationship to the Institution's Stated Mission

The mission of San Diego Miramar College (Miramar) is to "prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career advancement. Based on this mission, the college identified as one of its five Strategic Goals to, "Deliver educational programs and services in formats and at locations that meet student needs." The College's mission statement and strategic goals can be viewed on page 11 of the 2015-16 college catalog.

Miramar has a diverse student population that includes active duty military, other working adults, single parents, and students with limited mobility due to physical disabilities who find that the distance education delivery better meets their needs and allows them to complete courses and programs that they may not otherwise have access to. In order to meet the needs of these student populations, Miramar began offering a limited number of courses through the distance education mode in 2001 and has since then continued to expand its offerings and enhance the comprehensive array of instructional and student support services, some of which are available in a distance education format. A full list and detailed description of the services are described in section I .17. of this proposal. Providing additional course and program offerings through distance education will allow Miramar to meet the growing demand for college graduates and thus respond to state and national completion priorities; and local labor market needs.

A. 3. Rationale for the change

Miramar College believes online instruction is an effective strategy in meeting two of the College's priorities: 1) increasing access for students, particularly those that are working (including deployed military personnel) and/or considered nontraditional and 2) certificate and degree completion.

In 2010 San Diego Miramar College received ACCJC/WASC approval to offer 13 associate degrees and certificates; and the college's General Education program through the distance education mode. The ACCJC letter of approval is included in this proposal as Appendix C. As part of Miramar's institutional evaluation, planning, and improvement cycle, the college conducted a review of its courses and program offerings in 2014-15, including courses approved to be offered via distance education. Using a similar method as in the 2010 review, each Miramar degree and certificate program was analyzed to determine if 50% or more of the program could be completed using coursework taken in a distance education format. Specifically, three different metrics were calculated: 1) a low estimate 2) a middle estimate and 3) a theoretically possible estimate. This review revealed that the number of courses approved to be offered through this mode had grown from 178 to 241 since 2010. Given the results, it appeared likely that additional Miramar degrees and certificate programs could be completed 50% or more in a distance education mode. The additional degrees and certificates offered via distance education support Miramar's strategic goal to "Deliver educational programs and services in formats and at locations that meet student needs."

Appendix D lists the number of units required to complete each program, the number of units that have been approved for online delivery among core, elective, and General Education courses (including local degree/graduation requirements), and the proportion of units that can be completed online for the proposed programs.

B. Distance Education Description, Requirements, Eligibility, & Accreditation

B.1. Description of the Program to be Offered if the Substantive Change Involves a New Educational Program or Change in Delivery Mode

All programs proposed to be offered through the distance education mode are already offered through the traditional on-campus mode of instruction. There are no differences in the general education, major, or graduation requirements between the distance education and on-campus versions of the programs. In offering courses in the distance education mode students are afforded alternate options that lead them to achievement and completion in their programs. Miramar affirms that the education purpose is clear and appropriate having reviewed and approved each course proposed for distance education delivery mode using the following criteria:

- Regular effective contact is maintained between instructor and students through group or individual meetings, orientation and review sessions, study sessions, field trips, library

workshops, threaded conferencing, chat rooms, telephone contact, email, or other activities.

- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments and multiple evaluation measures.
- All delivery methods used are accessible to individuals with disabilities, in accordance with state and federal law.

B.2. The Proposed Program Meets Eligibility Requirements, Accreditation Standards, and Commission Policies Related to Student Learning Programs and Services, and Resources

Miramar College's online courses and programs meet Eligibility Requirements, Accreditation Standards, and Commission Policies related to student learning programs and services, and resources. The Eligibility Requirements and Accreditation Standards are addressed separately and in detail in section F (Eligibility Requirements) and section G (Accreditation Standards) of this proposal. Miramar's practices addressing each element of the Commission Policy on Distance Education and on Correspondence Education are described below:

✓ **Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.**

As with courses and programs offered in a traditional mode of delivery, Miramar's courses and programs offered through distance education align with the College's Mission as discussed in section A.2. of this proposal. Courses and programs regardless of delivery mode, were developed through the College's established curriculum review processes and are evaluated regularly through college's program review process. All of the college's courses and programs, including distance education, adhere to general college guidelines and policies on academic requirements which can be found in the college catalog beginning on page 79. Each of Miramar's certificate and degree programs including those offered with distance education options, consist of curricular requirements of at least 18 units of required major preparation courses and restricted electives as well as general education courses (for associate degree programs only) consisting of natural sciences; social and behavioral science; humanities; and language and rationality. Students pursuing an associate degree or transfer oriented associate degree must complete one of four different general education patterns that best meets their individual educational goal.

✓ **Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.**

Miramar College courses and programs, regardless of delivery mode, are developed, implemented and evaluated by faculty via the established processes including curriculum and review, program review, and scheduling processes which provides for institutional control.

- ✓ **Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.**

  All Miramar courses, regardless of delivery mode, have identified student learning outcomes which are recorded on the course syllabi and the course outline of record. Additionally, all programs have identified program learning outcomes which identify skills that students will obtain across courses and awards in the program. The program-level outcomes are documented in the college's Taskstream assessment and evaluation web application.

- ✓ **Institutions are expected to provide the resources and structure needed to accomplish these outcomes and demonstrate that their students achieve these outcomes through application of appropriate assessment.**

  Resources and structure needs for online course offerings are considered during the curriculum review and scheduling processes. Resources required for distance education are discussed in detail in Sections C and D of this proposal. Additionally, student learning outcomes are assessed and evaluated during the College's program review cycle, described in sections D.7., F.19., and I.3 of this proposal.

- ✓ **Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process.**

  San Diego Miramar College submitted a Substantive Change Proposal for Distance Education in 2010, which was approved by the Commission. The approval letter is included in this proposal as Appendix C. The current proposal includes additional programs with 50% or more of courses offered through the distance education mode of delivery and is intended to meet this policy requirement.

- ✓ **Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.**

  The College has identified additional programs with 50% or more of courses offered through the distance education mode of delivery and the current proposal is intended to meet this policy requirement. Appendix D of this proposal lists the percentage of units in each program that may be offered through distance education.

- ✓ **Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in**

class or coursework by using, at the institution's discretion, such methods as a secure login and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.

Students enroll in online courses using the same registration process as traditional face-to-face courses using the district's Reg-e system. Student identities are verified through various formal and informal strategies at the beginning of the course and throughout the semester.

All course work is submitted to instructors via Blackboard using the secure connection, username, and password. Miramar's instructors have integrated best practices and opportunities to foster regular interaction with their students that are included in the grading structure. Examples include detailed participation requirements and policies, drop policies for non-participation, requiring midterm and final exams to be done on campus, attendance at an on campus orientation, connecting student support services and other campus resources. These policies and practices are included in great detail on the course syllabi.

Student privacy is protected using a secure connection to Blackboard and access is restricted to enrolled students.

C. Description of the planning process which led to the request for the change, including:

C.1. The change's relationship to the institution's planning, evaluation and stated mission

In keeping with Miramar's mission and strategic goal to "Deliver educational programs and services in formats and at locations that meet student needs," the College has expanded its distance education course offerings since initial approval of its substantive change for distance education proposal in 2010. The expansion of online offerings included in this proposal is intended to increase access and meet student needs by providing options to them for enrolling and completing courses, ultimately resulting in certificate and/or degree completion.

As the college's online course offerings continue to grow, needs, capacity, resources, scheduling, demand, and processes related to expanding the college's distance education offerings are reviewed on an on-going basis through the program review cycle with annual updates and through the related college governance committees described in section C.2. below.

C.2. The assessment of needs and resources which has taken place

Needs assessment and planning for distance education course and program offerings is determined at the program level during the college's adopted program review cycle and during each annual

program review update. In order to assess whether or not distance education meets the needs of a particular discipline, the college defers to faculty subject matter experts. Results of a biannual Student Satisfaction Survey that is administered to all online students by the district Office of Institutional Research may also be considered as needs are assessed and analyzed. Capacity and resource planning for distance education is also done on a broader level through the college's shared governance committees, as are all college priorities. A full list and description of each committee can be found on the governance page of the College's website. Distance education planning is within the purview of Miramar's Curriculum Committee, Miramar's Distance Education subcommittee, and the Districtwide Distance Education Steering Committee. Miramar's Curriculum Review Committee is the campus approval authority for all Miramar College curriculum proposals. The committee reviews and approves new curriculum as well as revisions of current curriculum such as courses, programs, certificates, and degrees, including distance education components in collaboration with discipline experts. Miramar's Technology Committee is responsible for updating the three-year Instructional Technology Plan, providing technology infrastructure for the college in support of instruction and student services, and coordinating technology training efforts. Specifically, it is involved in prioritizing Miramar's distance education technology, and equipment. Miramar's Distance Education Subcommittee has primary oversight of the delivery of Miramar's distance education programs. The Distance Education Subcommittee monitors state and district distance education policy matters; reviews and discusses instructional issues; assists instructors with best practices and guidelines; and assists Student Services faculty and staff with best practices for their online services.The Districtwide Distance Education Steering Committee is the district-wide oversight body responsible for providing guidance to the district's Online and Distributed Learning department. The Online and Distributed Learning department is responsible for the assessment, planning, development, and implementation of the distance education infrastructure utilized by all colleges in the SDCCD.

C.3. The anticipated effect of the proposed change on the rest of the institution

Through Miramar's planning and implementation processes, the college has already developed the infrastructure and support services necessary to successfully deliver a variety of Certificates of Achievement and Associate Degrees in a distance education format. The anticipated effect of expanding Miramar's distance education offerings would provide opportunities to earn a variety of already existing Certificates of Achievement and Associate Degrees for students who find it difficult to attend courses on a regular basis on campus. These include the student populations mentioned earlier- Miramar's military, working adult, single parent, and disabled student populations.

Additionally, upon program level review and campus-wide review through the shared governance committees, it has been determined that since there are no differences between the distance education and on-campus versions of the courses and programs in the general education, major, or graduation requirements that resources including additional hiring of specialized faculty, classrooms, equipment, supplies, and training sites are not required and therefore have no significant financial effect on the college's resources at this time.

C.4. A clear statement of the intended benefits that will result from the change

The college expects the following overall benefits and impacts to students and the institution at

large by expanding our distance education course and program offerings:

- Greater access and new pathways for attaining education and career goals.
- Encouraging continued education; personal and professional development; and lifelong learning in academics and technology.
- Enhancing effective learning and teaching practices to meet individual learning styles including enabling students to learn at their own pace; repeat and review course material as needed; communicate readily with their instructor and classmates; and accessibility to materials in a variety of formats (i.e. online books and journals, videos, simulations).

Each of the above stated benefits are expected to facilitate an increase in student completion. The college has existing processes to monitor, evaluate, and improve the quality of distance education instruction and services and they are reviewed regularly through the Miramar's institutional program review and curriculum review cycles. As discussed in section C.2 of this proposal, Miramar College has successfully offered distance education for several years and already has well established implementation processes.

C.5. A description of the preparation and planning process for the change

The College has been offering courses in a distance education delivery mode for several years and received initial approval from the Commission in 2010. The process for distance education planning, implementation and improvement is initiated at the program level and fully vetted through several shared governance as described in section C.2 of this proposal.

The majority of online courses and programs are supported by general funds. Since there is no financial distinction between traditional face-to-face courses and programs and courses and programs offered online, the college does not anticipate significant changes to its campus human, technology, nor facilities resource.

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

D.1. Adequate and accessible student support services; enumerate services as detailed as possible; provide electronic links where available

Miramar College offers a wide array of instructional support and student services directed to meet the needs of all students in both on-campus and distance education formats:

- Independent Learning Center (ILC) - Distance education students have access to the ILC's state of the art student computer lab as well as additional computers available in the Library.
- Library - The library provides support for online learning through its website with information for book, periodical, and internet resources. Fully online access to book resources is offered through the library's eBook collection. The library website also offers online tutorials and Internet searching tips and techniques.
- Course/Program Information, Admissions, and Registration - Miramar College publicizes clear and accurate information about its on-campus and distance education courses, programs, and services in a variety of media, including the college catalog, course schedule, college website, and district website. The admissions process is available online via Reg-e. The college website and college catalog include information on assessment, grading policies, fee and tuition, information, active military duty certification, academic calendar and deadlines, petition for graduation, prerequisite information, nonresident tuition exemption request form, and veterans and active duty service member information.
- Financial Aid - Miramar provides extensive financial aid information online including general information, specifics about different aid programs, deadlines, tips on applying for aid, notifications, and forms and documents.
- Academic Advising and Counseling - Online academic advising and in-person counseling is available for students through the College's counseling department. Services include academic advising, career planning, transfer, and disability management.
- Delivery of Course Material - Books and other required course materials are available for online purchase via the Online Miramar College Bookstore.
- Assessment and Placement - The SDCCD Online Learning Pathways student website offers various assessment and orientation services to assist students in making informed decisions about enrolling in online courses.
- Tutoring - Miramar offers online tutoring for some of its distance education courses through the Personal Learning Assistance Center (the PLACe).

D.2. Sufficient and qualified faculty, management, and support staffing

Miramar College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience. The College relies upon program review plans to determine faculty, management, and support staffing needs based upon program and service area plans aligned to Miramar's mission, and strategic goals and plan. Hiring priorities are determined through the College's appropriate governance committees including the Contract Faculty Hiring Committee. The minimum standards for hiring are specified by California state regulation[1] and

[1] 5 CCR **§ 53410. Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians.** The minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements: (a) Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment. (b) Possession of a master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment. (c) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either: (1) a bachelor's degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree plus two years of professional

additional discipline specific minimum standards as designated by the Academic Senate for California Community Colleges. As such, Miramar's faculty members who teach distance education courses are subject to the same standards and scrutiny in hiring and evaluation as all other faculty members. There is no distinction between "on-campus" and "distance education" faculty members in policies or practices related to hiring, promotion, or additional faculty duties. Faculty members desiring to teach online must demonstrate that they are adequately prepared before being approved to do so. Faculty can typically demonstrate preparation by completing a formal Online Faculty Certification Program through the SDCCD Online Learning Pathways. The training provided in the certification program ensures that all online course instructors are aware of and comply with State and Federal regulations and ACCJC accreditation distance education guidelines and are proficient in the tools and techniques for effective online teaching. The course outline for the certification program can be accessed by clicking the link http://online2.sdccd.edu/bblearntrain/2015_2016/outline.pdf. Below are specific modules included in the program:

- Distance Education Guidelines for CA Community Colleges
- ACCJC/WASC Guide to Evaluating Distance Education
- Federal Financial Aid in Distance Education
- Student Success and Retention Strategies
- Student Authentication and Authentic Assessment
- Copyright
- Accessibility
- Open Educational Resources (OER)

In addition to completing the formal certification, faculty may pursue further mentoring and assistance provided by the Miramar College Online Faculty Mentor.

D.3. Professional development for faculty and staff to effect the change

SDCCD Online Learning Pathways, a unit under the District's Online and Distributed Learning Department, provides a comprehensive distance education faculty support and training program. SDCCDs formal training programs, workshops, conferences, and technical support components are well established and serve as a throughout the state of California. Training sessions focus upon effective online teaching practices. Faculty are taught how to utilize various tools such as the discussion board, the e-mail system, chat rooms, "live" classroom, and the assignments tool to design online courses that foster discussions and interaction between faculty and students. Mentoring and support is also provided on campus by the Miramar Online Faculty Mentor. The Online Faculty Mentor provides individualized,

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experience directly related to the faculty member's teaching assignment; or (2) an associate degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment. (d) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either: (1) any bachelor's degree or equivalent foreign degree plus two years of professional experience directly related to the faculty member's teaching assignment; or (2) any associate degree or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment.

dedicated, technical assistance as well as best practices and support in instructional delivery. In addition, the SDCCD Online Learning Pathways "Faculty Resources" webpage includes a variety of resources to assist faculty members in designing high quality distance education courses that promote timely and effective interaction between and among students and faculty including course information templates, the SDCCD Online Learning Pathways Distance Education Handbook, Blackboard proficiency checklist, online teaching proficiency checklist, checklist of course readiness, California Community Colleges distance education guidelines, course accessibility information, features of the online course reference guide, learning objects library, recommended components of a learning module and others. Additionally, all Miramar faculty members also have access to the Professional Development Center (PDC), which is a computer lab with PCs, Macs, scanners, and printers for faculty use. There are 10 PC computers, 3 IMacs, 2 scanners and 2 printers. Each computer is equipped with full Microsoft Office Suite and other software needed to develop and administer course materials for online instruction, including software to test for compliance with Section 508 of the Rehabilitation Act[2]. All Miramar faculty members have access to a small video production room for faculty to record, edit, and upload videos into their online courses. Technical support is available onsite to assist instructors.

D.4. Appropriate equipment and facilities, including adequate control over any off-campus site

The District provides and maintains the cost for the Blackboard platform for all 3 of its colleges delivering online courses. The College provides existing computer labs, classrooms, equipment and other facilities (i.e. student services etc.) for on-campus students that are also available to distance education students.

Additionally, the College maintains control over off-site facilities in order to ensure their quality by utilizing the same standards as used on campus. Off-campus sites' safety and sufficiency are determined through the same internal processes as campus sites.

D.5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

Funding for distance education at Miramar is provided in two distinct areas: distance education infrastructure and support, and course and program offerings.

Distance education infrastructure and support is provided by the District's Online and Distributed Learning department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the SDCCD Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education such as upgrades of Blackboard , instructional software, the district Online and Distributed Learning department with a dean and staff; reassigned time for Online Faculty Mentor positions at each college; and a 24/7 help desk. Infrastructure and support services offered by the SDCCD Online Learning Pathways are available to Miramar at no additional cost to the college, regardless of the number of distance education courses offered. Funding for course offerings is provided for in the

[2] The purpose for Section 508 is to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals.

Miramar College operating budget. There is no financial distinction between courses offered on-campus or through distance education. Therefore, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are essentially the same regardless of the mode of delivery. Thus, the long term amount and sources of funding required for the change being proposed are the same as the long term amount and sources of funding for all of the college's course and program offerings.

Accordingly, campus decision-making about the appropriate mix of course delivery methods is based entirely on the needs of Miramar's student population and the pedagogical issues associated with delivering high-quality instruction in a distance education format. Ongoing analysis and future planning for distance education programs and services is integrated in Miramar's college-wide master planning process. Technological support and coordination is addressed and prioritized through the Technology Committee and the Districtwide Distance Education Steering Committee. Practices to ensure quality online instruction and student services are addressed in the campus Distance Education subcommittee. Miramar's Institutional Effectiveness Committee brings together the long range planning components of strategy and policy development to provide annual priorities as guidance for these and other shared governance committees.

D.6. A comparative analysis of the budget, enrollment and resources; identify new or reallocated funds

Resources for instruction including human, physical, equipment, and technology, regardless of the mode of delivery are supported by the College's General Fund and allocated to each school, department, and program. Online classes are budgeted for and scheduled as part of the College's overall enrollment management planning with input provided by the departments and programs through the program review process. Academic departments and support services plan for curricular and program changes relevant to online and face-to-face offerings, analyze student achievement and enrollment data trends, and identify the need for new or replacement equipment and technology in their annual program review. Table 6 below contains information on sections offered and enrollments by mode of instruction for the fall semesters from 2010-2014 and can be found in the district wide Facts on File data reports.

Table 6. Number and Proportion of Sections and Enrollments For On-Campus and Online Courses

Semester	Mode of Instruction	Sections Offered by Mode of Instruction		Enrollments by Mode of Instruction	
Fall 2014	On-Campus	784	85%	20,941	81%
	Online	143	15%	4,878	19%
	Total	927	100%	25,819	100%
Fall 2013	On-Campus	744	85%	20,769	80%
	Online	135	15%	4,799	20%
	Total	879	100%	25,568	100%

Fall 2012	On-Campus	661	84%	19,891	81%
	Online	130	16%	4,793	19%
	Total	791	100%	24,684	100%
Fall 2011	On-Campus	706	83%	20,218	80%
	Online	141	17%	5,180	20%
	Total	847	100%	25,398	100%
Fall 2010	On-Campus	695	83%	20,354	80%
	Online	139	17%	5,207	20%
	Total	847	100%	25,398	100%

As noted in D.5. above, there is no financial distinction between courses offered on-campus or through distance education. Therefore, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are the same, regardless of the mode of delivery.

D.7. A plan for monitoring achievement of the desired outcomes of the proposed change

The College's comprehensive assessment and planning processes are used to monitor, plan, and improve all of the college's course and program offerings, including distance education courses.

Outcomes are monitored and assessed by an integrated two tiered process. On a broad college level, Institutional Student Learning Outcomes (ISLOs) are assessed annually across the college. With the College Mission and Strategic Plan as overarching priorities, the College's Educational Master Plan includes each of the division's plans and the operational plans. An illustration of the College's Integrated Planning Process is available on the college website and is included in this proposal as Appendix F. All planning documents can be found on the college website. At the course and program level, student learning outcome (SLO) and assessment cycles are completed in all courses regularly, regardless of method of delivery. Faculty are responsible for assessing learning outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. As part of the program review and planning processes, the campus Institutional Research Office and the District Office of Institutional Research compile data sets for each department and its programs. For example, the *Miramar College Fact Book* includes measures of student enrollment in on-campus and distance education courses. The data sets also include course success and retention rates for both traditional on-campus and distance education modes of delivery to more accurately monitor student achievement and planning. Changes are considered based on data analysis and SLO assessments; and results of each department's program review. The results of these assessments are used to monitor and improve student success and also feed into the college's master planning and resource allocation process. Additionally, the faculty evaluation process for all faculty, is designed and conducted to monitor the quality of teaching, appropriate use of technology, and appropriate pedagogy in the delivery of distance education programs as appropriate. The faculty evaluation process, as required in the faculty collective

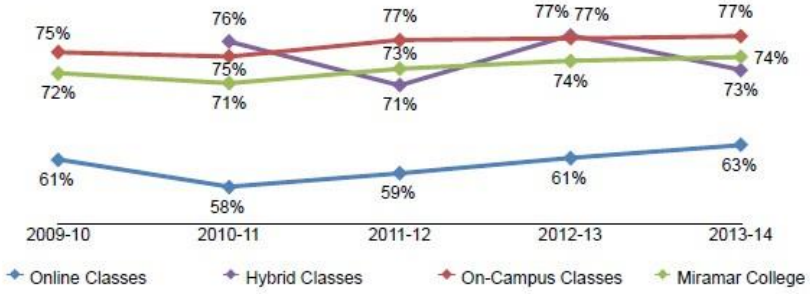
bargaining agreement[3], incorporates input from students, peers, administrators, and the evaluated faculty member. Lastly, instructional support and student services areas also monitor student use of their distance education services.

D.8. Evaluation and assessment of student success, retention and completion

The SDCCD Office of Institutional Research aggregates various data and summarizes student success in an annual report called the Online Student Success & Retention Report. The report for 2015 assisted the college with evaluating, assessing and comparing student success, retention and course completion rates of distance education students.

Figure 1 below shows the success rates for different modalities. The success rates for Online classes have increased between 2009/10 and 2013/14. The success rates for On-campus classes have remained stable, whereas, the success rates for hybrid classes have fluctuated over the same period of time.

Figure 1. Miramar College Success Rates by Course Modality

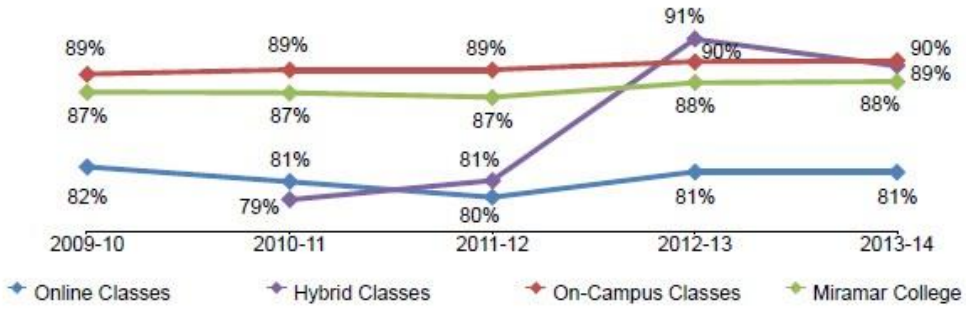


Source: Success and Retention Rates of Online Students 2009/10 to 2013/14

Figure 2 shows the retention rates for different modalities. Both the retention rates for online classes and on-campus classes have remained stable between 2009/10 and 2013/14. The retention rates for Hybrid classes have increased noticeably between 2010/11 and 2013/14 over the same period of time.

[3] ARTICLE XV - EVALUATION OF FACULTY 15.1 TENURED AND TENURE-TRACK COLLEGE FACULTY All tenured, tenure-track, adjunct, and restricted college faculty are to be evaluated according to the procedures outlined in this Article. 15.1.1 Purposes The purposes of administrative, peer, and student evaluation of faculty shall be to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement whenever appropriate.

Figure 2. Miramar College Retention Rates by Course Modality



Source: Success and Retention Rates of Online Students 2009/10 to 2013/14

Additionally, a district wide student satisfaction survey was disseminated in the Fall 2014 semester and measured students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning. 29% of respondents were Miramar College students. Some highlights from the survey are below:

Student Preparation for Online Course

- The majority of students had some college-level experience with online courses during the past two years: 72% had taken a course at SDCCD (down from 73% in 2011 and up from 66% in 2012) and 25% had taken a course at another college.
- Most online students (75%) felt they had sufficient information about online course requirements prior to enrolling.

Student Experience in Online Course

- Nearly three quarters of the students (73%) enrolled in one or two online courses during Fall 2014. Most of the students (54%) visited their online course(s) at least a few times a week, and close to two thirds of the students (65%) spent four or more hours logged into their online course per week.
- When asked the reason why they took their online course, students reported a desire to apply the course toward their AA/AS degree (33%) or an intention to transfer to a four-year university (33%).

Technical Support

- Over three quarters of the students (78%) agreed that they had a positive experience using the online course tools. Fewer than half of the students (49%) felt they were able to obtain help from the 24/7 Blackboard Helpdesk (down from 60% in 2011 and 53% in 2012).

Classroom Support and Communication

- Most online students (88%) referenced the course syllabus for information about course requirements.
- When asked if their instructor responded to their questions within the timeframe stated in the course syllabus, 69% of the online students agreed or strongly agreed.
- Three out of four online students preferred that instructors respond to their questions within 12 hours (24%) or within 24 hours (52%).

- Most online students felt that they could communicate effectively with classmates (69%) and instructors (73%).

All Colleges Online Course Satisfaction Survey Report

- The top methods of communication with instructors were email (80%), course messages (36%), the discussion board (36%), and announcements (35%).

Perception of Online Learning and Future Services

- Many of the online students (69%) felt that the number of students in the course was appropriate (down from 76% in 2011 and 72% in 2012).
- Given the choice, more than half of the online students (61%) felt it would be likely that they would take another online course rather than a traditional on-campus course (down from 66% in 2011 and 2012). Moreover, three out of four online students (74%) felt that the online format was an effective way to learn.

E. Evidence that the institution has received all necessary internal or external approvals, including:

E.1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

All courses, degrees, and certificates offered by Miramar College have been approved by the Miramar Curriculum Review Committee, the San Diego Community College District Curriculum and Instructional Council, the SDCCD Board of Trustees, the California Community Colleges Chancellor's Office and ACCJC as appropriate. Documentation of approval for each course, program, and distance education delivery method is available through the district's CurricUNET database and upon request.

E.2. Legal requirements have been met

All courses taught in a distance education mode have been reviewed for quality standards and approved by the Miramar Curriculum Review Committee in accordance with California administrative code and regulation[4].

[4] 5 CCR **§ 55202. Course Quality Standards -** The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

E.3. Governing board action to approve the change and any budget detail supporting the change

The SDCCD Board of Trustees approves programs on a regular basis at monthly public meetings and have approved the programs in this proposal as part of the college curriculum review process. A need for additional resources to offer the distance education component of the programs is not anticipated at this time and does not require a budget change. Should a budget change become necessary, needs will be addressed via the College's institutional planning and program review processes.

F. Eligibility Requirements

F.1. Authority: The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

San Diego Miramar College is authorized to operate as an educational institution and award degrees by: (1) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (2) the California Community College's Chancellor's Office, and (3) the locally-elected Board of Trustees of the San Diego Community College District (SDCCD). The College's certification of accreditation by ACCJC can be viewed on the college website.

F.2. Operational Status: The institution is operational, with students actively pursuing its degree programs.

San Diego Miramar College is fully operational, with most students actively pursuing the College's degree programs. The College served approximately 8043.31 full time equivalent students (FTES), excluding nonresidents, during the 2014-2015 academic year. Of that number, 1190.93 were online FTES. An annual FTES and 5 year enrollment history report for the College can be viewed on the district website. Data on the number and percentage of Miramar College awards conferred over a 5-year period can be viewed in the Miramar College Awards Conferred Report. This report represents all programs and courses, including the distance education mode of delivery.

F.3. Degrees: A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Miramar College offers 146 Associate Degrees and Certificate Programs and 800 courses that are either required or restricted electives of its degrees. Of these numbers, 241 courses have an online option. The majority of students attending San Diego Miramar College are enrolled in programs that lead to degrees and/or transfer to the university. Information about degrees, course credit requirements, length of study

for each degree program, general education courses and requirements for each degree offered, and catalog designation of college-level courses for which degree credit is granted is found in the college catalog. As mentioned in F.2. above, data on the number and percentage of Miramar College awards conferred over a 5-year period can be viewed in the Miramar College Awards Conferred Report which represents all programs and courses, both online and on-campus.

F.4. Chief Executive Officer: The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

San Diego Miramar College's Chief Executive Officer (CEO) is Dr. Patricia Hsieh. The Board of Trustees appointed Dr. Hsieh to be the fulltime president of the College, with full responsibility for the College and authority to administer board policies. Neither the district Chancellor nor the college President may serve as the chair of the Board of Trustees. If a change in the institutional CEO occurs, the College assures that it will inform the Commission immediately.

F.5. Financial Accountability: The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As required by law and in accordance with Government Auditing Standards[5], San Diego Miramar College undergoes regular financial audits as part of the San Diego Community College District. The audits are conducted by a certified public accountant that has no other relationship to the District or the College. The SDCCD Annual Audit Reports can be viewed on the district's Business and Technology Services Department website. The College meets this eligibility requirement by ensuring it has a balanced budget that supports all modes of instruction.

F.6. Mission: The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

San Diego Miramar College's mission statement is clearly defined, adopted, and published by its Board of Trustees for the San Diego Community College District and is appropriate to a degree-granting institution of higher education. The mission statement supports the institution's commitment to

[5] The Generally Accepted Government Auditing Standards, also known as the Yellow Book, provide a framework for conducting high quality audits with competence, integrity, objectivity, and independence. The Yellow Book is for use by auditors of government entities, entities that receive government awards, and other audit organizations performing Yellow Book audits.

achieving student learning: *"San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career advancement."* The mission statement is published on the college website and in the catalog. The online delivery method of instruction meets Miramar's overarching college mission, vision, and strategic goals by providing students with instruction that is high quality, innovative, accessible, flexible, and responsive to change.

F.7. Governing Board: The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The five members of the San Diego Community College District Board of Trustees are elected to represent specific areas of San Diego. The Board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The membership is sufficient in size and composition to fulfill all board responsibilities. The Board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. Board members do not have employment, family, ownership, or other personal financial interest in the institution. The Board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The Board of Trustees goals can be viewed on the district website.

F.8. Administrative Capacity: The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

San Diego Miramar College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support the College mission and purpose. The administrative capacity of San Diego Miramar College is documented in the College's organizational chart and is included in this proposal as Appendix G. The College's Administrators are hired through an open, competitive employment process and are evaluated according to district policies. The administrators have full-time responsibility to provide leadership for their assigned areas which include courses and programs with a distance education mode of delivery. Administrators of each of the College's three divisions (Administrative Services, Instructional Services, and Student Services) participate in the College's shared governance process by serving on various governance committees and advisory

councils.

F.9. Educational Programs: The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

San Diego Miramar College's degree programs are congruent with its mission as reviewed and certified by the College Curriculum Committee. Programs are based on recognized higher education field(s) of study, including Associate Degrees for Transfer to the California State University. In accordance with Title 5 of the California Code of Regulations[6], all of Miramar's degree programs are of sufficient content and length, requiring a minimum of 60 units. Programs are conducted at levels of quality and rigor appropriate to degrees offered, and have received all necessary local, state and ACCJC approvals. The additional existing degrees with 50% or more of the courses available online is included in this proposal as Appendix A and will not affect the College's ability to meet this eligibility requirement.

F.10. Academic Credit: The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit.

San Diego Miramar College awards academic credits in accordance with Section 51002, Standards in Scholarship, of Title 5 of the California Code of Regulations[7]. The College provides appropriate information about the awarding of academic credit in the college catalog, including institutional policies on transfer and award of credit. The standard for one unit of credit is 16-18 hours for lecture and 48-54 hours for laboratory, clinical, or other learning configurations as noted in the California Community College Chancellor's Office Program and Course Approval Handbook on page 80. The same standards are applied to courses offered via distance education.

F.11. Student Learning and Student Achievement: The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program, the program's expected student learning and any program-specific achievement

[6]California Community Colleges may award associate degrees to students based on the philosophy and requirements for the degrees in Title 5 § 55061-55063 (5 CCR § 55061- 55063 **Philosophy and Criteria for Associate Degree and General Education**; 5 CCR § 55062 **Types of Courses Appropriate to the Associate Degree.;** 5 CCR § 55063 **Minimum Requirements for the Associate Degree)**. Associate degrees should be more than an accumulation of any degree applicable courses and must contain a minimum of 60 degree applicable units, which include general education units, at least 18 units in the major or area of emphasis, and electives. Colleges may award either an Associate in Arts or an Associate in Science degree.

[7] 5 CCR **§ 51002. Standards of Scholarship.** The governing board of a community college district shall: (a) adopt regulations consistent with the standards of scholarship contained in articles 2 through 5 (commencing with section 55020) of subchapter 1 of chapter 6; (b) file a copy of its regulations, and any amendments thereto, with the Chancellor; and (c) substantially comply with its regulations and the regulations of the Board of Governors pertaining to standards of scholarship. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, that the standards for student achievement are met.

San Diego Miramar College defines each degree and certificate program and its student learning outcomes (SLOs) in the college catalog. Student learning outcome and achievement measures are consistent for all courses regardless of the mode of delivery. Additionally, faculty state SLOs on all course syllabi. The College regularly and systematically assesses that students who complete programs, in all modalities, achieve the College's stated requirements and outcomes. SLO data is being collected in the Taskstream database, accessible by department chairs and faculty members to input data. Longitudinal student achievement data is tracked and published in Miramar's Annual Fact Book, available on the SDCCD website.

F.12. General Education: The institution 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. The general education component includes an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

San Diego Miramar College's associate degrees require a substantial component of general education courses. Courses are developed in accordance with SDCCD Board Policy 5025 which defines criteria for general education including an introduction to some of the major areas of knowledge cited in Title 5 Section 55063[8] for California community college general education. San Diego Miramar College has developed learning outcomes for students who complete general education courses that are consistent with levels of quality and rigor appropriate to higher education. The course outlines of record demonstrating quantitative reasoning, rigor, and quality, can be viewed on the district's CurricUNET course and program inventory database or upon request. As noted in section A.1. of this proposal, the College received ACCJC approval to offer courses in the college's General Education program through the distance education mode in 2010. This list is included as appendix B.

[8] 5 CCR § 55061. Philosophy and Criteria for Associate Degree and General Education. (a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors: The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.

F.13. Academic Freedom: The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

SDCCD Board Policy 4030 defines academic freedom and freedom of expression for students, faculty and staff. In addition, it is aligned with the district's faculty collective bargaining agreement (CBA)[9]. The current CBA reflects the commitment to the free pursuit and dissemination of knowledge, and its advocacy for an atmosphere in which intellectual freedom exists for both faculty and students. This statement asserts that both faculty and students are free to examine and test all knowledge appropriate to their discipline or area of study. San Diego Miramar College supports and maintains an atmosphere in which intellectual freedom and independence exist. The Academic Freedom Policy is the same for on-campus and online instruction and does not affect the College's ability to meet this eligibility requirement.

F.14. Faculty: The institution has a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

San Diego Miramar College has 102 full-time/contract faculty members and approximately 327 adjunct faculty members who are qualified and support the College's mission and purposes. Tenured and tenure-track faculty are responsible for conducting program review, curriculum development and review, and assessment of learning as part of their responsibilities as indicated in the faculty collective bargaining agreement (CBA)[10]. These responsibilities are required by faculty teaching on-campus and/or online courses.

F.15. Student Services: The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

San Diego Miramar College provides appropriate services to students that support student development and learning within the context of the College's mission. The College has comprehensive range of programs that meet the educational support needs of its diverse student population and are available to online and on-campus students. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of San Diego Miramar College. The list and description of student support services can be found in sections I.17. and I.24. Student support services are available to all students, on-campus and online.

[9] AFT CBA ARTICLE XII - RIGHTS OF PARTIES 12.1 FACULTY RIGHTS 12.1.1 The Board and the Guild agree to work cooperatively to promote and maintain a climate of free, impartial, and responsible inquiry and discussion. 12.1.2 The Pursuit of Truth. The District and the AFT Guild agree that academic freedom is essential to the teaching-learning process. The fundamental need is acknowledged to protect faculty from any censorship or restraint which might interfere with their obligation to pursue truth in the performance of their teaching function.

[10] ARTICLE VII - WORK LOAD The professional obligation of academic employees comprises both scheduled and non-scheduled activities. The Guild and the District recognize that it is part of the professional responsibility of faculty to carry out their duties in an appropriate manner and place. As part of this responsibility faculty are expected to play an important role in the recruitment and retention of students, campus and departmental governance, program review, accreditation, planning and mentoring.

F.16. Admissions: The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

San Diego Miramar College's admissions policies are consistent with its mission and conform to California Title 5 regulations and SDCCD Board Policy 3000. These policies, including student qualifications for admission are published in the college catalog (beginning on page 27), the schedule of classes, and on the College's website. The same admissions policies apply to qualified students both on-campus and online students.

F.17. Information and Learning Resources: The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered.

San Diego Miramar College provides a comprehensive collection of information and learning resources to support the College's mission and educational programs. The library owns or licenses a sufficient collection of print and electronic resources (including full-text books and journals) and web-accessible materials. All instructional programs, regardless of format and location, including online, may access these resources. Resources are also available via the campus wireless network and in a number of computer labs.

F.18. Financial Resources: The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

San Diego Miramar College has sufficient financial resources to support student-learning programs and services and to improve institutional effectiveness as shown in the SDCCD 2015-2016 Adopted Budget. Planning takes place at both the college and the district level and is evaluated and modified as changes require. The College uses budget management models that provide for fiscal stability, with an ending balance in compliance with the state minimum requirement.

Planning and budgeting practices for on-campus and online classes are not independent of each other. Instead, online courses are integrated in the college's overall financial resource planning.

F. 19. Institutional Planning and Evaluation: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

San Diego Miramar College evaluates its progress and accomplishments toward meeting its mission and purpose using integrated methods that include development and measurement of student learning outcomes (SLOs) and an annual process of evaluation and planning. All courses and programs, both traditional and the online mode of delivery, are included in the College planning and assessment model.

The San Diego Miramar College Strategic Plan is used as a basis of assessing progress in meeting institutional goals. The annual reports on achievement of goals and objectives to assess attainment of the college-wide ranked priorities by the three divisions of the College are prepared for each divisional Vice President of the College. These reports detail the institutional and programmatic changes made in the prior year in advancing the College to achieving its institutional goals. These reports are chapters of the College-Wide Master Plan and are the direct result of the San Diego Miramar College Planning Cycle.

The full integrated planning cycle occurs on a timeline developed by Miramar's Planning and Institutional Effectiveness Committee. During the Fall semester, programs within each division on campus conduct their annual program reviews based on the student learning outcomes (SLO) /service outcome, environmental scan, and program specific data as it relates to each program. The Instructional Services Division has defined SLOs for the associate degree and has adopted this definition through the College's participatory governance process. The College has assigned a faculty member to facilitate assessment of SLOs at the course and program level and track college progress. Programs in the Student Services Division conduct annual program reviews and have established departmental SLOs. The Administrative Services Division engages in assessing administrative service outcomes that best serve the college overall while integrating instructional program review needs and goals. The results of program review identify goals and needs to plan for program improvements. These elements are further integrated into the campus planning processes in order to make decisions and allocations that most accurately reflect needs; these needs are verified by evidence. Program review results are also used in updating the Strategic Plan and Educational Master Plan, which includes the 3-year Division Plans, Facilities Master Plan, 3-year Rolling Technology Plan, and Human Resources Plan and the 2014-2020 Educational Master Plan.

F. 20. Integrity in Communication with the Public: The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Representation of accredited status with ACCJC and with programmatic accreditors, if any**
- **Course, Program, and Degree Offering**
- **Student Learning Outcomes for Programs and Degrees**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Transcripts**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

San Diego Miramar College revises and publishes its catalog annually. To ensure accuracy and currency, both college and district personnel implement procedures for review of the entire catalog by the appropriate contributors. The catalog is offered in a printed format and is also available on the College's web site. The catalog contains general information such as: the official name, address, telephone number(s), and website address of the College; mission statement; representation of accredited status with ACCJC and with programmatic accreditors; course, program, and degree offerings; student learning outcomes for programs and degrees; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; names of members of the Board of Trustees; admissions requirements; student fees and other financial obligations; degrees, certificates, graduation, and transfer; academic regulations including academic honesty, nondiscrimination, acceptance of transfer credits, transcripts; grievance and complaint procedures; sexual harassment; and refund of fees information. The catalog also states where all SDCCD policies and procedures can be accessed. The comprehensive information in the catalog applies to all programs, regardless of mode of delivery. Much of this information is also published in the class schedules. The class schedule also identifies which course sections are online. Additionally, the College provides information and reminders about various activities including college events or important deadlines such as late registration and financial aid by direct mail, e-mail, and several other media. The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars.

F. 21. Integrity in Relations with the Accrediting Commission: The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, 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 achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The SDCCD Board of Trustees affirms that San Diego Miramar College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies. San Diego Miramar College complies with Commission requests, directives, decisions, and policies; and makes complete, accurate, and honest disclosures at all times. It is understood that failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke the College's accreditation. College accreditation status is reported in the catalog and on its web site.

G. Accreditation Standards

G.1. Standard I: Institutional Mission and Effectiveness - The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

As discussed in section A.2. of this proposal, the mission of San Diego Miramar College is written to convey the College's top priority of preparing students for success. Based on this mission, distance education has been identified as an integral part the college's five strategic goals in order to, "Deliver educational programs and services in formats and at locations that meet student needs." The College's mission statement and strategic goals can be viewed on page 11 of the 2015-16 college catalog.

San Diego Miramar College defines and supports its mission through the application of integrated institutional planning, as seen in the 2013-2019 Strategic Plan, 2014-2020 Educational Master Plan, and Division Plans that can be accessed by clicking on each link below:

- Administrative Services Plan
- Instructional Services Plan
- Student Services Plan

Additionally, the College conducts an annual campus-wide planning summit to review its annual Strategic Plan Assessment Scorecard in order to inform the next cycle of annual planning and resource allocation.

G.2. Standard II: Student Learning Programs and Services - The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

San Diego Miramar College offers high quality, comprehensive instructional programs, student services programs, and library and learning support services that facilitate and demonstrate achievement of its student learning outcomes. All students are afforded these programs and services, whether they are taking classes on-campus or online. Each of these programs support student access, learning, and success; develops and enriches student understanding and appreciation of diversity; and fosters personal and civic responsibility. Each of these priorities are represented by the strategic goals and Educational Master Plan themes established within our planning processes and documents.

Instructional Programs

San Diego Miramar College's standards of educational quality are the same for all of its courses and programs regardless of their instructional delivery mode. As described in detail in section I.21. of this proposal, all courses and programs undergo the same rigorous development, review, and approval process to ensure their educational integrity. The program review processes, which are used to examine annual progress towards achieving college and program strategic goals, review 5-year trends in student achievement data, and discuss student learning outcomes. Program review strengthens and informs the annual planning process by identifying gaps that require consultation and resources. Distance education is designed to support existing strategic goals, strategies, and objectives that define San Diego Miramar College. Miramar is already successfully offering courses in distance education and expansion of its online offerings strengthens the College's ability to serve students while meeting its mission.

Student Support Services

As described and listed in sections F.15., I.8., I.17., and I.24. of this proposal, San Diego Miramar College provides appropriate services to students that support student development and learning within the context of the college's mission. The College has a comprehensive array of programs that meet the educational support needs of its diverse student population and are available to online and on-campus students. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution. Student support services are available to all students, on campus and online. All student support services programs are evaluated through regular service area program review to improve their services to students.

Library and Learning Support Services

As described in detail in section F.17. of this proposal, Miramar College provides all students with extensive online and on-campus library and learning support services for students enrolled in distance education classes as well as those enrolled in face-to-face classes. The College provides a vast collection of information and learning resources to support the College's mission and educational programs. The library owns or licenses a sufficient collection of print and electronic resources (including full-text books and journals) and web-accessible materials. All instructional programs, including online, may access these resources, which are also available via the campus wireless network and in a number of computer labs. The library conducts regular service area program review to improve its services to students.

The College is committed to cultivating an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. It is the policy of San Diego Miramar College and the San Diego Community College District to foster an environment which maximizes student learning and employee performance, and a climate of civility among all employees and students of the District. Board policy 7150 states that all members of the San Diego Community College District community are expected to treat other community members with civility and respect, recognizing that disagreement and informed debate are valued in an academic community.

G.3 Standard III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

San Diego Miramar College is effective and efficient in using its resources to facilitate and achieve its mission and educational purposes, and student learning outcomes as evidenced by data collected in the college Fact Book and annual Scorecard. Based on the premise that there is no financial and resource distinction between courses through traditional modes versus a distance learning mode, special consideration for additional human, physical, technology and financial resources is not required solely for courses offered as distance education at this time. Instead, all resources are considered in the overall planning and budgeting for instructional services, learning support services, and student support services.

Human Resources

As described in section G.2. of this proposal, Miramar College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience. The College relies upon program review plans to determine personnel needs based upon program and service area plans aligned to Miramar's mission, and strategic goals and plan. The minimum standards for hiring are specified by California state regulation and additional discipline specific minimum standards and qualifications as designated by the Academic Senate for California Community Colleges. As such, Miramar's faculty members who teach distance education courses are subject to the same standards and scrutiny in hiring and evaluation as all other faculty members. There is no distinction between "on-campus" and "distance education" faculty members in policies or practices related to hiring, promotion, or additional faculty duties. Faculty members desiring to teach online must demonstrate that they are adequately prepared before being approved to do so and must teach a portion of their course load on-campus. All faculty are formally evaluated regularly and all instructional faculty are evaluated using the same criteria. The faculty appraisal sheets that include the criteria are included in this proposal as appendix J. Administrative and classified support staff directly responsible for the support of the DE program and services are hired according to the District's established human resources policies and procedures and meet minimum qualifications for their job functions. An annual evaluation cycle ensures performance feedback and goal setting for all administrative and classified support employees. Professional development opportunities are provided for administrators, faculty and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility.

Physical Resources

Also discussed later in section I.25. of this proposal, students enrolled in distance education courses generally complete their coursework requirements remotely/off campus. However, the use of campus laboratories and other performance based instructional environments is available. The College offers 17 computer classrooms, six labs, and hundreds of laptops used in classroom situations totaling approximately 1,600 systems. All systems are protected with antivirus and Deepfreeze software, which helps to ensure systems are secure, safe and reliable.

Technology Resources

As discussed in sections D.5. and I.6. of this proposal, distance education infrastructure and

support is provided by the district's Online and Distributed Learning department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the SDCCD Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education such as upgrades of Blackboard, instructional software, the district Online and Distributed Learning department with a dean and staff; reassigned time for Online Faculty Mentor positions at each college; and a 24/7 help desk. Infrastructure and support services offered by the SDCCD Online Learning Pathways are available to Miramar at no additional cost to the college, regardless of the number of distance education courses offered.

Financial Resources

As discussed in section F.18. of this proposal, San Diego Miramar College has sufficient financial resources to support student-learning programs and services and to improve institutional effectiveness as shown in the SDCCD 2015-2016 Adopted Budget. Planning takes place at both the college and the district level and is evaluated and modified as changes require. The College uses budget management models that provide for fiscal stability, with an ending balance in compliance with the state minimum requirement.

Planning and budgeting practices for on-campus and online classes are not independent of each other. Instead, online courses are integrated in the college's overall financial resource planning.

G.4. Standard IV: Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

San Diego Miramar College utilizes participatory governance to guide decision making, along with data to inform planning as seen in agendas and minutes created by the Academic Senate and College Executive Committee (CEC). Miramar's participatory governance committees report and forward recommendations to the CEC, thus certifying broad participation decisions, procedures, and policies affecting the College. Participation by the President at district level governance groups further assures the effectiveness of the college and its alignment with district policies and procedures while meeting the college's mission, strategic goals and objectives. Proper governance practices were followed, along with state education code and law, in the expansion of the distance education course inventory here at San Diego Miramar College.

H. Federal Regulations for Distance Education

H.1. The college must be knowledgeable about current federal regulations related to Distance Education and Correspondence Education (DE/CE).

The San Diego Community College District Administrative Procedure (AP) 5105 on distance education establishes that each of its three oversight entities requirements, federal, state and accrediting agency/ ACCJC are ensured. AP 5105 ensures compliance with 34 Code of Federal Regulations Part 602.17 which requires institutions to strictly adhere to federal financial aid program integrity, authenticate student identity, inform students that their privacy is protected, and inform students of any additional charges associated with verification of student identity, if any. The district's procedure explicitly states, "Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates/verifies that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

H. 2. There must be a policy that defines "regular and substantive interaction" for DE courses (34 C.F.R. § 602.3).

As mentioned in section H.1. above, the San Diego Community College District's Administrative Procedure 5105 on distance education ensures that each section of the course that is delivered through distance education will include regular effective contact between instructor and student, thus ensuring compliance with California Title 5 regulations section 55204[11] and federal regulation 34 C.F.R. section 602.3.

The College is committed to helping students achieve success in courses and programs offered through an online mode of delivery. Courses proposed for distance education are scrutinized during the curriculum approval process to ensure that distance education requirements, including regular and substantive interaction, are addressed. Additionally, faculty are trained and tooled to initiate and maintain interactions with their online students to encourage engagement in the course, encourage motivation to stick with it, motivate students to achieve success of the learning outcomes and practice good teaching overall. The district Office of Online Learning Pathways offers support to faculty with guidelines, best practices, and free web tools to faculty on its webpage entitled Social Presence through

[11] 5 CCR § 55204. Instructor Contact. DHE In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

Instructional Media Production. Some specific examples of best practices used by Miramar's faculty for student engagement activities that foster substantive interaction in online courses include: requiring students to physically attend an orientation, class or exam; completing and submitting the graded assignments for the class (homework, discussion, quizzes), and participating in discussion forums (introductions/students sharing information about themselves, sharing solutions to homework, posting questions about course topics to the instructor).

H. 3. The college's policy on academic freedom applies to DE/CE and is monitored.

While the course outline of record found in CurricUNet provides the content of each course, academic freedom in instruction of courses, regardless of delivery mode, is conducted in accordance with Title 5 regulations section 51023[12] of the CA Education Code and the district's Board Policy 4030, also discussed in section F.13. of this proposal. Additionally, it is guided by the district's faculty collective bargaining agreement (CBA)[13]. The current CBA reflects the commitment to the free pursuit and dissemination of knowledge, and its advocacy for an atmosphere in which intellectual freedom exists for both faculty and students. The monitoring of the practice of academic freedom takes place during departmental discussion, through student learning outcomes assessment, and during the faculty evaluation process that is described fully in section I.28. of this proposal. The College maintains an atmosphere respectful of intellectual freedom and independence. Miramar's Academic Freedom Policy protects the selection of textbooks and all teaching material, diverse speakers in the classroom, and the right of teachers and students to inquire freely into any area of human thought, appropriate to course content. The College's academic freedom policy and the College's statement on academic freedom also appear in the College catalog and are applicable regardless of location or method of instruction.

H.4. New HEOA regulations require institutions which offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates each time, completes the course or program, and receives the academic credit. The requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying students' identity.

Miramar College and the SDCCD are in compliance with the Higher Education Opportunity Act (HEOA), Section 496[14]. All colleges of the district use a plagiarism detection tool, requires written work from students, uses various assessments, and provides unique student logins.

[12] Title 5 CCR § 51023 Faculty. The governing board of a community college district shall: (a) adopt a policy statement on academic freedom which shall be made available to faculty; (b) adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils; (c) substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b). Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

[13] AFT CBA ARTICLE XII - RIGHTS OF PARTIES 12.1 FACULTY RIGHTS 12.1.1 The Board and the Guild agree to work cooperatively to promote and maintain a climate of free, impartial, and responsible inquiry and discussion. 12.1.2 The Pursuit of Truth. The District and the AFT Guild agree that academic freedom is essential to the teaching-learning process. The fundamental need is acknowledged to protect faculty from any censorship or restraint which might interfere with their obligation to pursue truth in the performance of their teaching function.

[14] Accrediting agencies must require institutions that offer DE to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit.

H. 5. The institution must also publish for its students the policies to the effect that, in achieving these outcomes, it ensures the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.

As described in section H.1. above, the San Diego Community College District Administrative Procedure 5105 on distance education ensures compliance with 34 Code of Federal Regulations Part 602.17 and explicitly informs students that their privacy is protected and will inform them of any additional charges associated with verification of student identity, if any.

I. Instructional Delivery Mode

I.1. Develop an inventory of online and/or correspondence education if more than 50% or 100%, then provide a list of programs, degrees, and certificates offered in the new delivery mode.

Miramar College's inventory of online education offered more than 50% or 100% of programs, degrees, and certificates is listed in Appendix A and D of this proposal.

I.2. Description of the analysis undertaken to determine need for the new instructional delivery mode; recent history (2-5 year span) of distance learning on the campus

Using the method established when the 2010 Substantive Change Proposal was submitted, Miramar conducted an analysis of its courses, sections, and programs with respect to distance education offerings using the following sources of data:

1. The Miramar Catalog, which details all curricular requirements for Miramar's certificate and degree programs;
2. The San Diego Community College District (SDCCD) CurricUNET database, which lists all active Miramar courses approved to be offered through the distance education mode, and;
3. The SDCCD ISIS database, which includes a historical record of all on-campus and distance education course section offerings at all three SDCCD colleges.

The results of the data analysis demonstrated that 10 additional Certificates of Achievement and 32 additional Associate Degrees could be completed 50% or more via distance education. In addition, it was found that sufficient courses were available throughout SDCCD to complete well over 50% of the SDCCD general education pattern and district requirements. Miramar does not, to date, offer specific degrees or certificates via distance education. However, this analysis indicated that the college does, in fact, offer sufficient coursework via distance education for students to complete a bulk of the required major or certificate courses online in each of the additional proposed programs.

Further expanding the inventory of distance education courses is one way Miramar continues to improve its instructional offerings in already-existing Certificates of Achievement and Associate

Degrees and best meeting the needs of a significant portion of Miramar's student population.

I.3 Most recent program review if change is conversion from face-to-face program to an online program

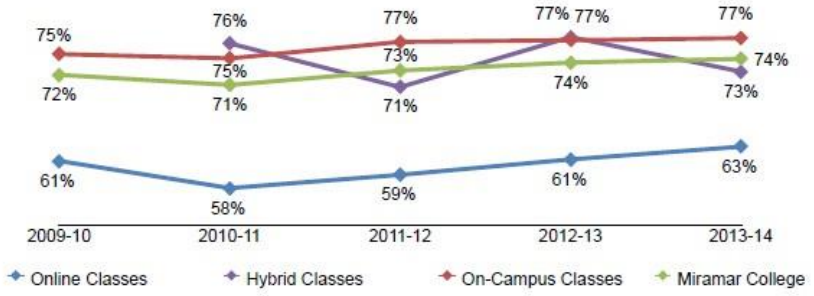
The most recent college-wide full instructional program review was completed in fall 2015 using the Taskstream application tool. The Taskstream tool was implemented by the college in 2014 and provides the ability to link goals in program reviews directly to the College's strategic goals. Instructional program review occurs on a three-year cycle with interim annual updates, and serves as the primary mechanism for identifying goals and improvement strategies at the program and department level. The program and department-level goals are updated, assessed and analyzed during the following years' program review cycles, at which time impact and needs associated with expanding distance education offerings are also addressed. All goals are aligned directly with the college's Strategic Plan.

I.4 Evidence of student success, retention, and achievement data; comparability with face-to-face delivery student success, retention, and student achievement data

As described in section D.8. of this proposal, the SDCCD Office of Institutional Research aggregates various data and summarizes in an annual report called the Online Student Success & Retention Report. The report for 2015 assisted the college with evaluating, assessing and comparing student success, retention and course completion rates of distance education students:

Also, displayed in section D.8. of this proposal, figure 1 below shows the success rates for different modalities. The success rates for Online classes have increased between 2009/10 and 2013/14. The success rates for On-campus classes have remained stable, whereas, the success rates for Hybrid classes have fluctuated over the same period of time.

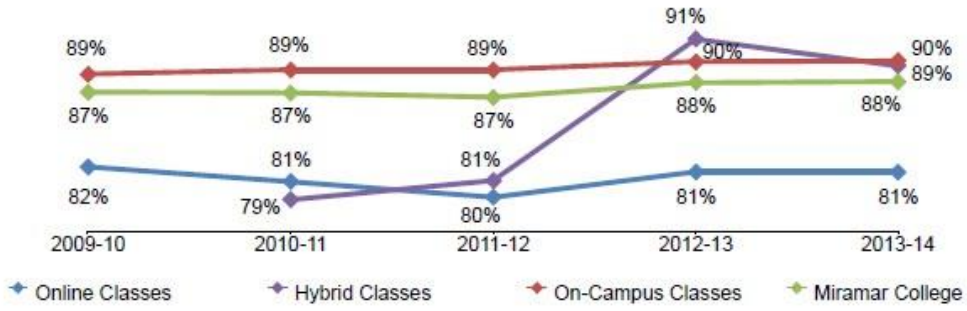
Figure 1. Miramar College Success Rates by Course Modality



Source: Success and Retention Rates of Online Students 2009/10 to 2013/14

Also displayed in D.8., figure 2 shows the retention rates for different modalities. Both the success rates for online classes and on-campus classes have remained stable between 2009/10 and 2013/14. The retention rates for Hybrid classes have increased noticeably between 2010/11 and 2013/14 over the same period of time.

Figure 2. Miramar College Retention Rates by Course Modality



Source: Success and Retention Rates of Online Students 2009/10 to 2013/14

I.5. Evidence of official approval by the governing board

All courses, degrees, and certificates offered by Miramar College have been approved at each level of the curriculum approval process which includes the Miramar Curriculum Review Committee, The San Diego Community College District Curriculum and Instructional Council (CIC), the Board of Trustees, and the CCC System Office. All courses taught in a distance education mode have been reviewed for quality standards and approved by the Miramar Curriculum Review Committee in accordance with California administrative code and regulation[15]. Documentation of approval for each course, program, and distance education delivery method is available upon request.

I.6. Evidence of sufficient fiscal and physical resources to support and sustain the new delivery mode and an analysis of fiscal impact on the institution's budget

As described in section D.5. of this proposal, funding for distance education at Miramar is provided in two distinct areas: distance education infrastructure and support, and course and program offerings.

Distance education infrastructure and support is provided by the district's Online and Distributed Learning department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the SDCCD Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education such as upgrades of Blackboard , instructional software, the district Online and Distributed Learning department with a dean and staff; reassigned time for Online Faculty Mentor positions at each college; and a 24/7 help desk. Infrastructure and support services offered by the SDCCD Online Learning Pathways are available to Miramar at no additional cost to the college, regardless of the

[15] 5 CCR **§ 55202. Course Quality Standards -** The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

number of distance education courses offered.

Funding for course offerings is provided for in the Miramar College operating budget. There is no financial distinction between courses offered on-campus or through distance education. Therefore, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are essentially the same regardless of the mode of delivery. Thus, the long term amount and sources of funding required for the change being proposed are the same as the long term amount and sources of funding for all of the college's course and program offerings.

I.7. Evidence that delivery systems and modes of instruction are designed to, and do in fact, meet student needs and align with the college mission

As discussed in section A and throughout this proposal, San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career advancement. The College mission statement can be viewed in the 2015-16 Catalog page 11 and on the President's page of the college website. The College mission statement is updated and reviewed regularly for relevance and an accurate representation of the College's priorities.

The College uses the following processes to review instructional programs; and their modes of instruction and delivery systems to ensure that they meet student needs and align with the college mission:

- Regular Program Reviews that include course and program outcomes data analysis to serve as self-reflection and evaluation.

- Course and program curricula reviews and updates as required by campus and district curriculum committees, including distance education delivery.

Faculty members complete a comprehensive program review, also discussed in F.19 and I.3 of this proposal on a 3year cycle with program updates each year to assess and analyze program outcomes and to certify that programs are regularly evaluated for the following: whether they meet student needs; whether they meet the mission of the college; and their effectiveness relative to learning outcomes; degrees and certificates; transfer; and employment. Impact and needs associated with expanding distance education offerings are also addressed during the program review cycle. The program review reports, including retention and success data, have been housed on college's shared network drive up to the 2014-2015 academic year. Effective Fall 2015, such data and reports have been migrated to storage within the Taskstream system.

The Curriculum Committee also plays a major role in reviewing all proposed instructional offerings, including distance education proposals, against criteria established by the California Community Colleges Chancellor's Office (CCCCO). The criteria consist of alignment with the institutional mission and meeting student need such as degree or certificate attainment, employment preparation, or transfer. Additionally, the criteria addresses include alignment to student learning outcomes and other attributes of the course. The course must go through a separate screening and approval process where the Curriculum

Committee reviews the proposed online methods of instruction and frequency of contact, instructional techniques, SLO evaluation, and additional resources. All courses regardless of the method of delivery must meet appropriate levels of quality and rigor, online courses are held to the same standards. There is no distinction between online and face-to face instruction in terms of course integration into programs. A course will apply to a degree or certificate whether it is taken via distance education or face-to face instruction.

Miramar's procedures above certify that all instructional programs, regardless of location or means of delivery, including distance education, are designed to meet student needs and align with the college mission.

I.8. Evidence that student readiness has been addressed

Students considering enrolling in distance education courses are highly encouraged to first take an online education learning assessment offered through SDCCD Online. Online learning assessment and support practices and guidelines have been developed across the three colleges within the San Diego Community College District. Housed within the district office for the three colleges of the district, the SDCCD Online Learning Pathways student website offers various assessment and orientation services to assist students in making informed decisions about enrolling in online courses. The following services are offered and can be viewed by clicking the links below:

- Online Learning Readiness Assessment
- Technical Requirements
- Registration Directions
- Course Information Pages
- Tips for Success in an Online Class
- Netiquette Guidelines
- Student Code of Conduct
- SDCCD Honest Academic Conduct Administrative Procedure
- SDCCD Copyright Guidelines
- Technical Support Services
- State Authorization Complaint Process
- Bookstore
- Libraries: City, Mesa, Miramar
- Student Services: City, Mesa, Miramar, Continuing Ed.
- Sample Online Course
- Online Student Tutorials

Faculty participate in training opportunities and incorporate a variety of techniques and pedagogical approaches to address multiple student learning styles and needs. Additionally, faculty set clear and detailed expectations on the first day of classes so that students are prepared and understand the criteria for being successful in the online class. Examples may include: participation in orientations, completion of an online readiness survey, participation in an introductions forum, course format, navigation, participation requirements, drop policies and etc.

For English and math readiness, placement exams are currently administered on campus using Accuplacer software. Additionally, there are various other ways to clear placement and/or prerequisite requirements available to distance education students. These include mailing or faxing records of previous coursework or scores from other assessments, ACT, SAT, or AP tests. All placements and prerequisite overrides using these methods must be cleared by a counselor, and may be accomplished via phone or email contact.

Students experiencing technical or other difficulties in distance education courses can access the following services for assistance:

- 24/7/365 toll free technical support help online at or by phone (866) 271-8794
- in-person one-on-one assistance in the Independent Learning Center (ILC)
- faculty office hours via email, phone, discussion board, or chat room
- course information webpages
- frequently asked questions webpages on Online Learning Pathways website

I.9. Description of how outcomes of the need will be assessed and evaluated.

Outcomes of the need for distance education course and program offerings are assessed and evaluated at the program level during the college's adopted program review cycle and during each annual program review update as described in sections F.19 and I.3 of this proposal. Faculty within each instructional program determine whether or not distance education outcomes satisfy the goals and objectives of a particular discipline; and Miramar College's mission and strategic goals. The latter two, are also assessed and evaluated on a broader level through the following shared governance committees of the college: Miramar's Curriculum Committee, Miramar's Technology Committee, Miramar's Distance Education subcommittee, and the Districtwide Distance Education Steering Committee described in section C.2. of this proposal.

I.10. Description of how effectiveness, including SLOs and assessment of the delivery mode, will be evaluated; how the delivery mode will be reviewed compared with other modes of instruction.

As noted earlier in this proposal, all college faculty and departments conduct regular program reviews that include course and program outcomes analysis to serve as self-reflection and evaluation. Additionally, as required by campus and district curriculum committees, course and program curricula reviews and updates including distance education delivery occur every two years for Career Technical Education (CTE) and every six years for non CTE courses. Courses offered via distance education are assessed in the same way that face-to face courses are assessed in terms of student learning outcomes (SLO). Some departments, such as the math department, compare SLOs and other forms of assessment between sections offered online versus sections offered face to face. Through the college and district research offices, data is also collected and analyzed to measure success rates in online courses vs. face-to-face courses as shown in the Miramar College Fact Book 2015.

Additionally, the College as a whole assesses students' perceptions and opinions about the effectiveness of the online delivery method for courses. An Online Course Satisfaction Survey Report is compiled by the college and the district Office of Institutional Research and Planning is comprised of the following five dimensions: 1) preparation 2) experiences in the course 3) technical support 4) classroom support and communication and 4) students' perception of online learning and future services.

I.11. Evidence that DE/CE student attendance in courses/programs is monitored

Miramar College faculty ensure and monitor distance education student attendance using the following practices: 1) stating clear and detailed attendance policies and expectations in their course syllabi, 2) stating clear drop policies in their course syllabi, and 3) frequent substantive interaction with students. Examples of course requirements and activities to validate attendance include: requiring students to physically attend a class or orientation; completing and submitting the graded assignments for the class (homework, discussion, quizzes, and exams); participating in study sessions and tutoring; participating in discussion forums (introductions/students sharing information about themselves; sharing solutions to homework; and posting questions about course topics to the instructor. Appendix H includes sample communications to students about course attendance, participation and drop policies. Adopting such policies and practices not only validates student attendance, it provides the structure for ensuring student retention and success in the course.

I.12. Evidence of a policy that defines "regular and substantive interaction" (34 C.F.R. § 602.3)

As discussed in section H.2. of this proposal, SDCCDs Administrative Procedure (AP) 5105 for Distance Education establishes that, in accordance with CA Title 5[16] regulations, "*Each section of the course that is delivered through distance education will include regular effective contact between instructor and students."* Faculty state clear and detailed policies and activities for regularly engaging students in their course syllabi. As previously discussed in section H.2 of this proposal, Miramar College is committed to helping students achieve success in courses and programs offered through an online mode of delivery. To do so, faculty are trained and tooled to initiate and maintain interactions with their online students to encourage engagement in the course, encourage motivation to stick with it, motivate students to achieve success of the learning outcomes, and practice good teaching overall. The district's Online and Distributed Learning Department offers guidelines, best practices, and free web tools for faculty on its webpage entitled Social Presence through Instructional Media Production.

I.13. Evidence of policies that dictate satisfactory progress in DE/CE courses and programs

All students follow the same policy for satisfactory progress regardless of delivery mode. Students are in good academic standing when they have a 2.0 grade point average or higher and have completed at least

[16] 5 CCR § 55204. Instructor Contact. DHE In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code

67% of the units they have attempted. There are two kinds of probation and disqualification, one based upon GPA (academic performance) and the other based upon the number of units completed (progress performance). The district-wide Standards of Academic Progress[17] can be found on Page 30 of Miramar College's catalog.

I.14. Evidence that the college prepares and monitors DE/CE students to be successful

Miramar College prepares and monitors distance education students to be successful using a variety of strategies including:

- Conducting an online education learning readiness assessment thorough the SDCCD Office of Online Learning Pathways as described in I.8 above.
- Providing student orientation, support services, and resources that can be accessed on the following links:
  - http://www.sdccdonline.net/students/training/
  - http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=4216
  - http://www.sdccdonline.net/students/resources/
- Ensuring regular and substantive interaction between faculty and students. Best practices and guidelines are provided to faculty on the following link: (http://online2.sdccd.edu/instructional_media_production/index.html).
- Providing in-service training opportunities for faculty and staff about student learning needs and pedagogical approaches through the SDCCD Office of Online Learning Pathways.

Improvements are made to pedagogical approaches in distance education based on program review data; student learning outcomes and research data; and surveys that measure success rates, retention rates and student perceptions of delivery modes such as presentation of course materials, preparation, experiences in the course, technical support, classroom support and communication, student's perception of learning.

I.15. Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes

As discussed in section D.8. and I.10. of this proposal, the college and district research offices collect and analyze data to measure success rates in online courses vs. face to face courses as shown in the Online Student Success and Retention Report. Results of the report indicate that the success rates for online classes increased between 2009/10 and 2013/14. The success rates for on-campus classes have remained stable, whereas, the success rates for hybrid classes have fluctuated over the same period of time. As it pertains to retention, rates for online classes and on-campus classes have remained stable between 2009/10 and 2013/14. The retention rates for Hybrid classes have increased noticeably between 2010/11 and 2013/14 over the same period of time. As mentioned in sections D.8 and I.10, students' perceptions and opinions about the effectiveness of the online delivery method for courses is also collected and analyzed in the Online Course Satisfaction Survey Report which surveys the

[17] Standards of Academic Progress Students are in good academic standing when they have a 2.0 grade point average or higher and have completed at least 61% of the units they have attempted. There are two kinds of probation and disqualification, one based upon GPA (Academic Performance) and the other based upon the number of units completed (Progress Performance).

following five dimensions: 1) preparation 2) experiences in the course 3) technical support 4) classroom support and communication and 4) students' perception of online learning and future services. Results of the survey indicate that overall, students have been very satisfied with the quality of instruction. Most online students felt they had sufficient information about online course requirements prior to enrolling. Indicating that they were prepared for learning in this the format. Students also indicated they felt that the online format was an effective way to learn.

I.16. Evidence that proctored sites for DE/CE examinations are approved

Proctored sites for distance education examinations are approved by the faculty teaching the class. In DE classes where students are not taking their examinations remotely, faculty approve and monitor the exam on campus. For example, the math department requires online students to take their midterm and final examinations on campus in the math lab. The exams are monitored by math faculty and lab staff. Another example allows faculty arranged and approved proctored sites for Miramar's active duty military students with deployment or training obligations. Faculty follow a formal protocol when considering proctored sites for distance education exams that includes completing a standard proctor form and administering the exam using a secured or password protected PDF file.

I.17. Evidence that student support services, i.e. counseling, tutoring, etc., are comparable to face-to-face services and adequate to meet student needs

Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center offer online advising and available when appropriate through the use of enhanced computer hardware. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing. Transfer Center workshops are also provided online and in-person. The chart below lists the College's student support services and their accessibility in-person and/or online:

Student Support Service	Information available in person	Information available online	Service available in person	Service available online
Admissions & Records	X	X	X	X
Assessment	X	X		X
Bookstore	X	X	X	X
Career & Job Placement Services	X	X	X	
Counseling	X	X	X	X
DSPS	X	X	X	X
EOPS/CalWORKs/CARE	X	X	X	X
Financial Aid	X	X	X	X
Health Services	X	X		X
International Students	X	X	X	X
Mental Health Services	X	X	X	
Orientation	X	X	X	X

Transfer Center	X	X	X	X
Veterans	X	X	X	X

The following information and resources are also available to students online:

- College catalog
- Class schedule
- Policies and procedures
- Academic calendars
- College application,
- Class registration (including class add/drop and waitlist features)
- Financial aid application (FAFSA)
- Board of Governor's Waiver (BOGW)
- Assessments and schedule
- Transfer workshops
- Counseling workshops
- EOPS/CARE/CalWORKs/Mental Health workshops (Lists/Facebook). Same list item?
- Department Webpages/Facebook
- Course materials via Blackboard for face-to-face classes
- CCC Confer webinars
- Tutoring

I.18. Description of faculty resources and technical support for the mode of delivery

Prior to teaching online courses, faculty are referred to the Online and Distributed Learning Department to complete the Online Faculty Training Certification. Faculty resources and technical support for distance education are provided via the SDCCD Online and Distributed Learning Department and on campus by the Online Faculty Mentor. Faculty are provided with online teaching guides, tutorials and best practices (http://www.sdccdonline.net/faculty/resources/index.htm). Below is a complete list and weblinks:

Resources
• Accessibility Resources and Tools • Blackboard Learn 9.1 Proficiency Checklist • Checklist of Course Readiness p. 28 • Copyright Guidelines • Distance Education Guidelines CCC State Chancellor's Office • Faculty Web Services and Blackboard Learn 9.1 • Features of the Online Course - Blackboard Learn 9.1 • Instructional Design to Meet Distance Education Guidelines • Instructional Materials Guidelines • Intellectual Property Agreement • SDCCD Honest Academic Conduct Administrative Procedures (pdf)

- Student Code of Conduct Violation Procedures (pdf)
- Online Syllabus Checklist and Sample Syllabus (.doc)
- Online Teaching Proficiency Checklist
- Open Educational Resources – OpenOnDemand@SDCCD
- Recommended Components of a Learning Module(.doc)
- Rubric for Quality Online Courses
- SDCCD Distance Education Handbook
- Social Presence for Online Instruction
- Online Course Types

Tutorials

- Blackboard Learn 9.1
- Blackboard Drive Help (.docx)
- Camtasia Relay
- Captioning
- EduStream
- Elluminate Tutorials
- Mobile Learning
- SafeAssign Help Page

Personalized Assistance with Course Design & Teaching Online

- **Course Information Page for Online Courses -** Create your page using the web-based system at the Blackboard Faculty Gateway.
- **Online Faculty Collaborative Community** is set up on Blackboard Learn 9.1. This site includes a discussion area for sharing tips, questions and answers about online teaching.
- **Open OnDemand @ SDCCD** is a site with shareable teaching and learning resources created by faculty and staff at the SDCCD. Faculty may also contribute a tutorial, learning object, or other instructional content to the site, please contact support@sdccdonline.net.
- **Mobile Multimedia Studio** is a set of equipment for online faculty to use to develop accessible multimedia for their online courses.

I.19. Description of faculty training implementation that includes content, pedagogy, and instructional technology

As described in I.18 above, the SDCCD Online and Distributed Learning Department - Online Learning Pathways provides robust training in the latest technologies used in distance education as well as instructional design. Additionally, faculty participate in campus in-service and flex activities focused on online course content and pedagogy. Appendix I is a sample in-service presentation on distance education instructional delivery methods.

I.20. Plan for equipment acquisition and maintenance.

Planning for equipment acquisition and maintenance is an important part of Miramar's 3 Year Rolling Technology Plan that integrates program review and college planning processes. The college technology support services are a shared responsibility between campus support services and the San Diego Community College District (SDCCD) Office of Information Technology which provide hardware, software, and infrastructure to support learning, teaching, college-wide communications, research, and operational systems. Any specialized, program-specific equipment and technologies must be included in instructional and/or support services program review planning processes. Following identification of equipment and technology needs in the annual program review reports, requests for funding (RFFs) with clear justification are submitted to the college's Budget and Resource Development Subcommittee (BRDS). Technology resources are designed to enhance instruction for all modes of delivery including supporting the needs and success of the distance education program offered to Miramar's student community and enhance college services and business processes for students, faculty, administrators, and staff.

I.21. Description of how delivery mode is considered in curriculum development process; how student learning outcomes (SLOs) data is collected, assessed, and used for improvement.

The Curriculum Committee plays a major role in reviewing all proposed instructional offerings, including distance education proposals, against the "five criteria" established by the CCCCO. These include alignment with the institutional mission and meeting student need such as degree or certificate attainment, employment preparation, or transfer. They also include alignment to student learning outcomes and other attributes of the course. The Curriculum Committee receives training in this process annually as noted in the minutes of the first meeting of the semester.

Before a course can be offered in distance education mode, the course must go through a separate screening and approval process where the Curriculum Committee reviews the proposed distance education methods of instruction and frequency of contact, instructional techniques, SLO evaluation, and additional resources. When reviewing the proposal, the reviewers look at the appropriateness of the delivery mode for the curriculum and the student population being served. All courses regardless of the method of delivery must meet appropriate levels of quality and rigor, distance education courses are held to the same standards. Therefore, there is no distinction between distance education and face-to face instruction in terms of course integration into programs. A course will apply to a degree or certificate whether it is taken via distance education or face-to face instruction. Programs that can theoretically be completed by 50% or more of courses taken distance education are separately reviewed and approved for distance education delivery by ACCJC. Miramar received approval in 2010 to offer the distance education option and the current proposal seeks to request approval for expanding its inventory of courses offered through distance education in programs.

Courses offered via distance education are assessed in the same way that other courses are assessed in terms of student learning outcomes. That is, SLOs are measured in sections offered via distance education as well as in sections offered face-to-face. Results of the outcomes assessment allows program faculty members to evaluate learner needs, identify areas for improvement, and implement change as appropriate to meet the mission of the college. SLO assessment allows departments to easily

compare success and retention rates of distance education and non-distance education class sections to examine and plan for improvements.

I.22. Evaluation of marketing efforts and evidence of their integrity; evidence that the college knows where its DE/CE students are located; adherence to state authorization regulations if appropriate

Miramar College publicizes clear and accurate information about its courses, programs, and services in a variety of media, including the college catalog, course schedule, college website, and district website. Policies and scheduling information about courses sections offered with an online option is also published in each of the media sources. To ensure accuracy and currency, both college and district personnel implement procedures for review of the entire catalog by the appropriate contributors. The course schedule is prepared and reviewed by each college department with support from the district office, as is the college website. The district website encompasses information applicable to all of its colleges and continuing education sites within the SDCCD and is managed by the district offices.

Information provided to students about online courses and the preparation and support for taking courses online is evaluated by faculty/departments who offer courses online and the College's distance education subcommittee. In addition to student outcomes, student perception survey data is examined. As mentioned in section D.8., a district wide student satisfaction survey was disseminated in the Fall 2014 semester and measured students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning. A sample of the related survey results are as follows:

Student Preparation for Online Course
• The majority of students had some college-level experience with online courses during the past two years: 72% had taken a course at SDCCD (down from 73% in 2011 and up from 66% in 2012) and 25% had taken a course at another college. • Most online students (75%) felt they had sufficient information about online course requirements prior to enrolling.
Technical Support
• Over three quarters of the students (78%) agreed that they had a positive experience using the online course tools. Fewer than half of the students (49%) felt they were able to obtain help from the 24/7 Blackboard Helpdesk (down from 60% in 2011 and 53% in 2012).
Classroom Support and Communication
• Most online students (88%) referenced the course syllabus for information about course requirements. • When asked if their instructor responded to their questions within the timeframe stated in the course syllabus, 69% of the online students agreed or strongly agreed. • Three out of four online students preferred that instructors respond to their questions within 12 hours (24%) or within 24 hours (52%).

• Most online students felt that they could communicate effectively with classmates (69%) and instructors (73%).
All Colleges Online Course Satisfaction Survey Report
• The top methods of communication with instructors were email (80%), course messages (36%), the discussion board (36%), and announcements (35%).

Additionally, the SDCCD's student information system tracks students who are out-of-state residents as well as where its distance education students are located. The SDCCD has state authorization for 37 states and one U.S. territory. Students who register from states not authorized are notified. A State Authorization statement is also posted on the web at: https://studentweb.sdccd.edu/index.cfm?action=news#130.

I.24. Description of college accommodations for students in distance learning courses when required to come to campus or availability of accommodations online that impact students access and completion: ***Admissions; Orientation; Registration; Counseling/Advising; Financial aid; Course delivery; Institutional resources available; Communication with students; Tutoring services; Graduation applications; Transcript requests; Student survey collection and analysis***

San Diego Miramar College has a broad spectrum of student support services to ensure equal access to learning opportunities, resources, and tools for success for all students regardless of the location or means of delivery. These include specialized services for targeted student populations such as students with disabilities, veterans, first generation students, English for Speakers of Other Languages (ESOL) students, economically challenged students, and academically underprepared students. Descriptions of each of the college's core student support services are as follows:

Admissions and Records is responsible for supporting students through the enrollment process and maintaining student records. The Admissions Office is often the first point of contact for students. They provide students with complete and comprehensive information about the College with forms available in various languages. While most students now enroll online, one-on-one assistance is available in person.

The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) Programs are both state-funded programs that provide financial and academic support services for first generation, low-income, and educationally disadvantaged students. CARE also provides assistance with childcare, support activities, and other college costs.

Financial Aid services are available to help students meet their educational costs. The College participates in the Federal Pell Grant Program, the Federal Supplemental Education Opportunity Grant Program (SEOG), the Federal College-Work Study Program, student loan programs, Cal-Grants, and the Board of Governors Fee Waiver Program. Information about Financial Aid is presented as part of the mandatory college orientation. Students may also visit the Financial Aid

webpage on the Miramar College website to get further information or arrange to speak with a Financial Aid Technician at the College. Through the website or by coming in the office students can apply for Financial Aid, get help with understanding the FAFSA, and find out about loans, grants, and scholarships. The Financial Aid Office assists students in understanding and accessing the array of resources available to fund their college education. Comprehensive information is provided to students through the web site, in person office contacts, and other in- reach and outreach events.

The Counseling Department offers services through a variety of delivery methods. During peak registration, students meet with a counselor for a fifteen minute drop-in session. After peak registration, students can call, e-mail or come in person to schedule an appointment with a Counselor. A variety of counseling services is available online.

The Career Center assists all students at the College. It hosts an annual Career Fair in March or April. The Job Placement Office assists students who are undecided about a career direction or looking for a job. Students can obtain assistance with job searches, resume writing, interview skills, and upcoming job fairs.

The Transfer Center offers assistance to students planning to transfer to four-year universities and organizes transfer fairs, workshops, connections to college representatives, and campus tours.

The Veterans Affairs Office provides guidance to veterans and assists them in the selection of educational programs that qualify for veterans' benefits programs.

The Disability Support Programs and Services (DSPS Office) offers a variety of services, accommodations and assistance for students with verified disabilities in order to facilitate achievement of their educational goals. To ensure equal access for students with disabilities to Miramar's programs and activities, Miramar DSPS offers a variety of accommodations, as prescribed by DSPS counselors, based on their reviews of students' individual needs. Services are provided in compliance with state and federal legislation, including Section 504 of the Rehabilitation Act of 1973 [18] and the Americans with Disabilities Act (ADA) [19]. Student participation in the program is voluntary. Services include counseling, accommodations, development of a student education plan, disability management strategies, and helping students understand their legal rights and responsibilities. The DSPS Office also serves students with disabilities who are taking courses offered through SDCCD Online.

The Assessment Office serves matriculating students with orientation and assessment. Students who have geographical limitations, such as distance education students, can submit their assessment placement results from any community college assessment center if they have not completed English/ESOL and/or mathematics courses at another college, as long as the community college testing center administers one of the assessment instruments approved by

[18] Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

[19] The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.

CCCCO. Students can also bring in, fax or scan unofficial transcripts.

The Student Health Services Office oversees students' health needs and provides information and education on important health topics. Mental health counseling information and issues are addressed by a full-time contract counselor specially trained in mental and psychological health issues. Services provided by the office can be found on the website while access to student health services is limited to on-campus service at this time.

I.25. Description of laboratories and other performance based instructional environments

As discussed in section G.3., students enrolled in distance education courses generally complete their coursework requirements remotely/off campus. However, in cases where students prefer, are able, and have a need, use of campus laboratories and other performance based instructional environments is available. The College offers 17 computer classrooms, six labs, and hundreds of laptops used in classroom situations totaling approximately 1,600 systems. All systems are protected with antivirus and Deepfreeze software, which helps to ensure systems are secure, safe and reliable. Furthermore, nearly all technology related purchases are routed to the appropriate technology and computing services department for review to ensure adherence to standards.

I.26. Evidence of growth projections and planning for sustainability, including online courses, class size, faculty, students, and student support services, for the next 2–5 years.

Projections indicate that Miramar College will face a growing student population over the next decade. The College predicts that it will surpass 10,000 FTES and will serve 16,430 students by the 2019 academic year. The state economy is improving, and it appears that the campus has more potential and room for growth than other district units. The College has developed an aggressive, yet realistic, growth plan based upon review of past performance and estimates of future capacity (2015 – 2019). The plan targets growth at 5% over the base year, 2013-14. Growth during the subsequent four years of the plan is targeted at 6% per year. Pages 23-24 of the following link discuss the College's growth projections and plan: San Diego Miramar College Educational Master Plan, Fall 2014 –Spring 2020. Pages 11-12 of this plan discuss the strategies, measures and activities for online instruction and related student support services needed.

Additionally, the San Diego Community College District maintains a fiscally sound operating budget and ensures a minimum 5% reserve. As such, the College is committed to providing the fiscal resources necessary to support its courses and programs, regardless of the mode of delivery. Distance education at Miramar College and all its necessary management, faculty, and staff, support services, and operational expenses are funded through the college's General Fund and included in the annual adopted budget. Just as traditional face-to-face on campus courses, online classes are considered a part of the College's operations as they generate full-time equivalent student (FTES) revenue and contribute to Miramar's achievement of its state FTES target. Miramar College's online courses are supported by the same process as the traditional face-to-face courses as discussed in section C.2, D.5., and I.21. of this proposal. Program Review and annual updates are the processes for requesting additional resource allocation for staffing, equipment, and material for all programs regardless of the mode of delivery.

Through the process, Miramar continues to budget and sustain the resources necessary to support distance education courses and student success in the courses. The College's careful planning, sound budget, and additional revenue from California's Proposition 30 of 2012, has resulted in a number of accomplishments including being able to increase the number of available class sections, hiring of 9 new faculty starting in 2013-14 as well as offer summer session to students beginning in the summer of 2014. A significant accomplishment overall was a 35% increase in conferred degrees. Furthermore, the College's Student Success and Support Program (SSSP) funds provide core services such as orientation, assessment, and counseling/advising to assist students in developing education plans, to all students-traditional and online. Two examples related to distance education out of the many accomplishments achieved by the Student Success and Support Program (SSSP) include: allocation of SSSP funds specifically to support online counseling; and implementation of an enhanced online orientation software.

Miramar's planning documents including the Strategic Plan, Educational Master Plan, Division Plans, Operational Plans, Planning Models, and Division Updates can be found on the College website http://www.sdmiramar.edu/institution/plan.

I .27. Organizational chart showing management structure for the new delivery mode

Distance education is managed in two ways. First, all of the college's instructional programs, including distance education, are overseen by the Office of the Vice President of Instruction. The Vice President of Instruction manages each instructional school Dean, who manages his/her respective academic departments. Additionally, the Academic Senate has primary responsibility for academic and professional matters and leads the college's work relevant to distance education through the Campus Curriculum Committee, and Distance Education Subcommittee. Each of these committees are described in detail in section C.2 of this proposal. Planning and evaluation of technology and online education is integrated within the participatory governance structures and planning processes of the college. As such, the Vice President of Instruction and the Academic Senate President work together to develop and implement the college's instructional programs, including distance education. The College's Organization Chart is included in this proposal as appendix G.

Additionally, the District's Online and Distributed Learning Department provides the infrastructure and support for distance education. This includes system administration for Blackboard, assisting faculty with the operation of Blackboard, and providing training on how to use Blackboard and other software related to distance education as well as formal training programs, workshops, conferences on online pedagogy.

I.28. Evidence of evaluation of faculty, course and program effectiveness, and quality

The process for evaluating faculty teaching distance education courses is the same as is for traditional face-to-face classroom faculty since there is no distinction between the two within the college and district. The formalized evaluation of faculty is governed and guided by district policies and procedures, the SDCCD Human Resources procedures, and criteria listed in the faculty collective bargaining agreement. Evaluations focus on performance effectiveness and encourage improvement. Faculty are

evaluated on a cycle based on steps leading to tenure and rank. Tenure track faculty are evaluated annually during their probationary period (four years in most cases) while tenured faculty are evaluated every two years after the award of tenure. The faculty with the rank of professor are evaluated every three years. Adjunct faculty are evaluated during their first year of employment and then at least once every six semesters thereafter. The process includes the standardized faculty appraisal form (included as Appendix J) which has fifteen criteria within five domains (subject matter mastery, preparation for teaching, teaching, coaching and counseling skills, and SDCCD knowledge and involvement) used to evaluate instructional faculty. The Teaching domain includes the criteria of presentation skills, adaptability/flexibility, facilitation skills, testing and measurement; assessment of student learning skills; skill in creating the learning environment, skill in managing class time, and skill in making content relevant. Evidence of effectiveness is determined through class visits and observation; careful reading and evaluation of current syllabi; updated vita; self-evaluation; statistical profiles; and written comment sheets from student evaluations. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, the course outline, syllabus, classroom observations, sample assignments, student evaluations, faculty self-appraisals, and description of professional, and public service activities. Faculty are evaluated by administrators, peers, and students to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement. The actions taken are based on the outcomes of the evaluation. The faculty evaluation process measures criteria that encourage good teaching and student learning; and it ensures discussion of all aspects of faculty work.

Distance education course and program effectiveness is considered along with overall, general course and program effectiveness during the program review cycle. Miramar is committed to and has engaged in campus-wide discussion of student learning outcomes under the leadership of our Institutional Program Review (IPR)/Student Learning Outcomes Assessment Cycle (SLOAC) subcommittee for several years and has recently updated its mechanism for capturing the data with the implementation of the Taskstream application tool. Integration of student learning outcomes has further elicited deep thinking and curriculum, program, and learning improvement considerations. The College has had rigorous discussions of SLOs campus-wide as well as within departments and at the course level. These discussions have led to a culture of a faculty-driven SLOAC for courses and programs both online and through traditional modes of delivery.

Appendices

Appendix A

Table 1. Additional Certificates of Achievement and Associate Degrees with At Least 50% of Units Approved for Online Delivery

Certificates of Achievement	Associate Degrees	
Accountancy Associate Teacher Aviation Operations Management Business Administration Business Management Fire Officer Certification Mortgage Brokerage & Banking Open Water Lifeguard Professional Paralegal Professional Piloting	Accountancy Administration of Justice Anthropology Applied Biology Track Art History Aviation Business Administration Biology: Allied Health Track Combined Drawing/Painting Communication Studies Contemporary Police Technologies Craft Skills Economics English Fire Officer Certification Fire Prevention Fire Technology Graphics History Kinesiology Mathematics Mortgage Brokerage & Banking Open Water Lifeguard Professional Paralegal Philosophy Physics	Pilot Studies Political Science Professional Aeronautics Psychology Sociology Spanish Studio Arts World Language Studies

Appendix B

Miramar Courses Offered via Distance Education that Fulfill General Education Requirements

General Education Option 1: SDCCD General Education and District Requirements

Area A1: English Composition (minimum 3 units)

BUSE 119
ENGL 101

Area A2: Communication and Analytical Thinking (minimum 3 units)

BUSE 101
CISC 181
MATH 095
MATH 096
MATH 104
MATH 116
MATH 118
MATH 119
MATH 121
MATH 122
MATH 141
MATH 150
SPEE 180*

Area B: Natural Sciences (minimum 3 units)

ANTH 102
BIOL 107
BIOL 130
NUTR 150
CHEM 100
CHEM 130
CHEM 100L
GEOG 101
PHYN 120

Area C: Humanities (minimum 3 units)

ARTF 100
ARTF 110
ARTF 111
HIST 100
HIST 101

HIST 105
HIST 106
HIST 120
MUSI 100

Area D: Social and Behavioral Sciences (minimum 3 units)

ADJU 101
ADJU 106
ANTH 103
BUSE 100
BUSE 140
CHIL 101
CHIL 103
CHIL 141
ECON 120
ECON 121
GEOG 102
GEOG 104
HIST 105
HIST 106
HIST 109
HIST 110
JOUR 202
POLI 101
POLI 102
POLI 140
PSYC 101
PSYC 133
PSYC 135
PSYC 137
PSYC 245
SOCO 101
SOCO 223

District Requirement 1: Competence in Reading and Written Expression

BUSE 119
ENGL 101

District Requirement 2: Competence in Mathematics (may also be fulfilled by examination)

BUSE 101
MATH 095
MATH 096
MATH 104

MATH 116
MATH 118
MATH 119
MATH 121
MATH 122
MATH 141
MATH 150
PSYC 258

District Requirement 3: American Institutions / California Government (two courses)

HIST 109
HIST 110
POLI 102

District Requirement 4: Health Education (one course)

HEAL 101

District Requirement 5: Physical Education (two courses)

No Miramar courses that meet this requirement are available via distance education.
PHYE 123 is available via distance education at Mesa.

District Requirement 6: Multicultural Studies (one course)

ADJU 106
ANTH 103
CHIL 141
GEOG 102
HIST 120
POLI 140
SOCO 101
SOCO 223
SPEE 180*

General Education Option 2: CSU General Education Breadth Pattern

Area A: Communication in the English Language and Critical Thinking (minimum 9 units)

Area A1: Oral Communication (one course)

No Miramar courses that meet this requirement are available via distance education.

Area A2: Written Communication (one course)

ENGL 101

Area A3: Critical Thinking (one course)

ENGL 205

Area B: Physical Universe and its Life Forms; Mathematics / Quantitative Reasoning (minimum 9 units, including one lab component)

Area B1: Physical Science (one course)

CHEM 100
CHEM 130
GEOG 101
PHYN 120

Area B2: Life Science (one course)

ANTH 102
BIOL 107 (includes lab)
BIOL 130

Area B3: Laboratory Activity (one course if not completed in area B1 or B2)

CHEM 100L

Area B4: Mathematics / Quantitative Reasoning (one course)

MATH 104
MATH 116
MATH 118
MATH 119
MATH 121
MATH 122
MATH 141
MATH 150

Area C: Arts, Literature, Philosophy, and Foreign Language (minimum 9 units including at least one course in each area)

Area C1: Art (at least one course)

ARTF 100
ARTF 110
ARTF 111
MUSI 100

Area C2: Humanities (at least one course)

HIST 100
HIST 101
HIST 105
HIST 106

Area D: Social, Political, and Economic Institutions and Behavior: Historical Background (minimum 9 units including courses in at least two disciplines)

ANTH 103
CHIL 101
CHIL 103
CHIL 141
ECON 120
ECON 121
GEOG 102
GEOG 104
HIST 100
HIST 101
HIST 105
HIST 106
HIST 109
HIST 110
JOUR 202
POLI 101
POLI 102
POLI 140
PSYC 101
PSYC 133
PSYC 135
PSYC 137
PSYC 245
SOCO 101
SOCO 223

Area E: Lifelong Understanding and Self-Development (minimum 3 units)

CHIL 101
CHIL 103
HEAL 101
NUTR 150
PERG 130
PERG 140
PSYC 135

PSYC 137
SPEE 180*

General Education Option 3: Intersegmental General Education Transfer Curriculum

Area 1: English Communication (minimum 6-9 units)

Area 1A: English Composition (one course)

ENGL 101

Area 1B: Critical Thinking – English Composition (one course)

ENGL 205

Area 1C: Oral Communication (one course / not required for UC system)

No Miramar courses that meet this requirement are available via distance education.

Area 2: Mathematical Concepts and Quantitative Reasoning (minimum 3 units)

MATH 116
MATH 119
MATH 121
MATH 122
MATH 141
MATH 150

Area 3: Arts and Humanities (minimum 9 units including at least one course in each area)

Area 3A: Arts (at least one course)

ARTF 100
ARTF 110
ARTF 111
MUSI 100

Area 3B: Humanities (at least one course)

HIST 100
HIST 101
HIST 105
HIST 106

Area 4: Social and Behavioral Sciences (minimum 9 units including courses in at least two disciplines)

ANTH 103
CHIL 101
CHIL 103
ECON 120
ECON 121
GEOG 102
GEOG 104
HIST 100
HIST 101
HIST 105
HIST 106
HIST 109
HIST 110
JOUR 202
POLI 101
POLI 102
POLI 140
PSYC 101
PSYC 133
PSYC 135
PSYC 137
PSYC 245
SOCO 101
SOCO 223

Area 5: Physical and Biological Sciences (minimum 7 units, including one lab component)

Area 5A: Physical Science (one course)

CHEM 100
CHEM 100L (lab)
CHEM 130
GEOG 101
PHYN 120

Area 5B: Life Science (one course)

ANTH 102
BIOL 107 (includes lab)
BIOL 130

Area 6: Languages Other than English (UC requirement only / may be satisfied via high school coursework, proficiency testing, or other means)

No Miramar courses that meet this requirement are available via distance education.

General Education Option 4: SDCCD General Education Requirements
(available for selected transfer-oriented majors only / also includes District competency requirements in English and mathematics)

Area A1: English Composition (minimum 3 units)

BUSE 119
ENGL 101

Area A2: Communication and Analytical Thinking (minimum 3 units)

BUSE 101
CISC 181
MATH 095
MATH 096
MATH 104
MATH 116
MATH 118
MATH 119
MATH 121
MATH 122
MATH 141
MATH 150
SPEE 180*

Area B: Natural Sciences (minimum 3 units)

ANTH 102
BIOL 107
BIOL 130
NUTR 150
CHEM 100
CHEM 130
CHEM 100L
GEOG 101
PHYN 120

Area C: Humanities (minimum 3 units)

ARTF 100
ARTF 110
ARTF 111
HIST 100
HIST 101
HIST 105

HIST 106
HIST 120
MUSI 100

Area D: Social and Behavioral Sciences (minimum 3 units)

ADJU 101
ADJU 106
ANTH 103
BUSE 100
BUSE 140
CHIL 101
CHIL 103
CHIL 141
ECON 120
ECON 121
GEOG 102
GEOG 104
HIST 105
HIST 106
HIST 109
HIST 110
JOUR 202
POLI 101
POLI 102
POLI 140
PSYC 101
PSYC 133
PSYC 135
PSYC 137
PSYC 245
SOCO 101
SOCO 223

District Requirement 1: Competence in Reading and Written Expression

BUSE 119
ENGL 101

District Requirement 2: Competence in Mathematics (may also be fulfilled by examination)

BUSE 101
MATH 095
MATH 096
MATH 104
MATH 116

MATH 118
MATH 119
MATH 121
MATH 122
MATH 141
MATH 150
PSYC 258

*SPEE subject indicator is now COMS

Appendix C

ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
LURELEAN B. GAINES
East Los Angeles College

Vice Chairperson
FLOYD K. TAKEUCHI
Public Member

President
BARBARA A. BENO

Vice President
SUSAN B. CLIFFORD

Vice President
STEVE MARADIAN

Vice President
GARMAN JACK POND

Associate Vice President
LILY OWYANG

Business Officer
DEANNE WILBURN

ITAS
TOM LANE

Administrative Assistant
WHITNEY SPARKS

March 18, 2009

Dr. Patricia Hsieh
President
San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

Dear President Hsieh:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges met on February 20th, 2009 to review the proposal request submitted by San Diego Miramar College for Distance Learning. The Committee acted to:

Approve the proposal to offer 50% or more of 44 programs through a mode of distance or electronic delivery (attached).

The Committee appreciated the information provided in the proposal, and the clarifications offered during the conference call by institutional colleagues were helpful to the Committee deliberation.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. It remains the College's responsibility to inform the Commission of any program change. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Barbara A Beno

Barbara A. Beno, Ph.D.
President

BAB/tl

Cc: Dr. Susan B. Clifford, Vice President Operations,
Dr. William Vincent, Vice President, Instruction,
Ms. Linda Henderson, USDE

Appendix B: Distance Education Analysis of Miramar Degrees and Certificates

Program	Low Estimate	Middle Estimate	Theoret. Possible
CA: Correctional Technologies	23%	40%	55%
CA: Investigations Specialization	41%	64%	82%
CA: Law Enforcement Specialization	34%	63%	82%
AS: Correctional Technologies	23%	40%	55%
AS: Investigations Specialization	41%	64%	82%
AS: Law Enforcement Specialization	34%	63%	82%
CA: Aviation Operations: Management	25%	48%	60%
AS: Aviation Operations: Management	25%	48%	60%
AS: Art/Visual Studies	7%	34%	100%
AS: Biology Studies	8%	38%	78%
CA: Business Administration	40%	81%	100%
AS: Business Administration	37%	77%	100%
CA: Business Management	35%	84%	100%
AS: Business Management	37%	91%	100%
AS: Chemistry Studies	4%	16%	61%
CA: Child Development: Associate Teacher	14%	29%	67%
CA: Child Development: Teacher	11%	27%	58%
CA: Child Development: Master Teacher	10%	32%	51%
AS: Child Development	11%	27%	58%
AS: Child Development: Site Supervisor	11%	22%	51%
AA: Human Development Studies	13%	39%	100%
AA: Communication Studies	13%	58%	100%
CA: Computer Bus Tech: Administrative Assistant	60%	99%	100%
AS: Computer Bus Tech: Administrative Assistant	60%	100%	100%
CA: Computer Bus Tech: Microcomputer Applications	65%	100%	100%
AS: Computer Bus Tech: Microcomputer Applications	67%	100%	100%
CA: Computer and Information Sciences	44%	77%	100%
AS: Computer and Information Sciences	44%	77%	100%
AA: Elementary Education	8%	47%	83%
AA: English	3%	9%	50%
AA: English/Literature Studies	10%	52%	100%
CA: Fire Prevention	11%	21%	59%
AS: Fire Prevention	11%	21%	59%
AA: Humanities Studies	6%	34%	83%
AA: Mathematics	15%	32%	55%
CA: Military Leadership	25%	67%	100%
AS: Military Leadership	25%	66%	100%
AA: Music Studies	9%	39%	100%
AS: Occupational/Technical Studies	20%	89%	100%
AS: Health and Physical Education Studies	7%	28%	77%
AS: Earth Science Studies	10%	28%	61%
AS: Pre-Engineering Studies	16%	45%	100%
AA: Psychology	15%	61%	100%
AA: Social and Behavioral Sciences	23%	72%	100%

Appendix D

Proportion of Units That Can Be Completed Online for the Proposed Programs

Associate of Science (A.S.)	Major Requirements	Degree Core Offered Online	Restricted Electives Offered Online	General Education and Graduation Requirements Offered Online	Percentage Online
Accountancy	37	37		28	100%
Allied Health Track	21	8		28	60%
Applied Biology Track	35	12		28	63%
Aviation Business Administration	30	30		28	97%
Contemporary Police Technologies	34.5		9	28	59%
Fire Officer Certification	27.5	11.5		28	66%
Fire Prevention	21.5	21.5		28	83%
Fire Technology	36.2	34		28	97%
Mortgage Brokerage & Banking	27	27		28	91%
Open Water Lifeguard Professional	24	12		28	67%
Paralegal	30	30		28	97%
Pilot Studies	21	9		28	62%
Professional Aeronautics	33	26		28	89%

Associate of Arts (A.A.)	Units Required	Major Requirements	Degree Core Offered Online	Restricted Electives Offered Online	General Education and Graduation Requirements	Percentage Online
Combined Drawing/Painting	60	27		6	39	75%
Craft Skills	60	27		6	39	75%
Graphics	60	36		6	39	75%
Music Studies	60	18	3	15	39	95%
Studio Arts	60	48	3	6	39	80%
World Language Studies	60	20	5	13	39	95%

Associate Degree for Transfer	Units Required	Degree Core Offered Online	Restricted Electives Offered Online	General Education Requirements Online	Percentage Online
Psychology	60	6	10	35	85%
Administration of Justice	60	6	12	35	88%
Anthropology	60	12	9	35	93%
Art History	60	9	3	35	78%
Studio Arts	60	6		35	68%
Communication Studies	60	6	16	35	95%
Economics	60	18	6	35	98%
English	60	12	6	35	88%
Kinesiology	60		6	35	68%
History	60	12	8	35	92%
Philosophy	60	6	6	35	78%
Mathematics	60	15		35	83%
Physics	60	14		35	82%
Political Science	60	12	6	35	88%
Sociology	60	9	3	35	78%
Spanish	60	20	3	35	97%

Certificate of Achievement	Units Required	Certificate Units Available Online	Core	Percentage Online
Accountancy	22	22		100%
Associate Teacher	19	12		63%
Aviation Operations Management	18	18		100%
Business Administration	29	29		100%
Business Management	35	35		100%
Fire Officer Certification	27.5	11.5		42%
Mortgage Brokerage & Banking	18	18		100%
Open Water Lifeguard Professional	28	11.5		41%
Paralegal	30	30		100%
Professional Piloting	21	15		71%

Appendix E

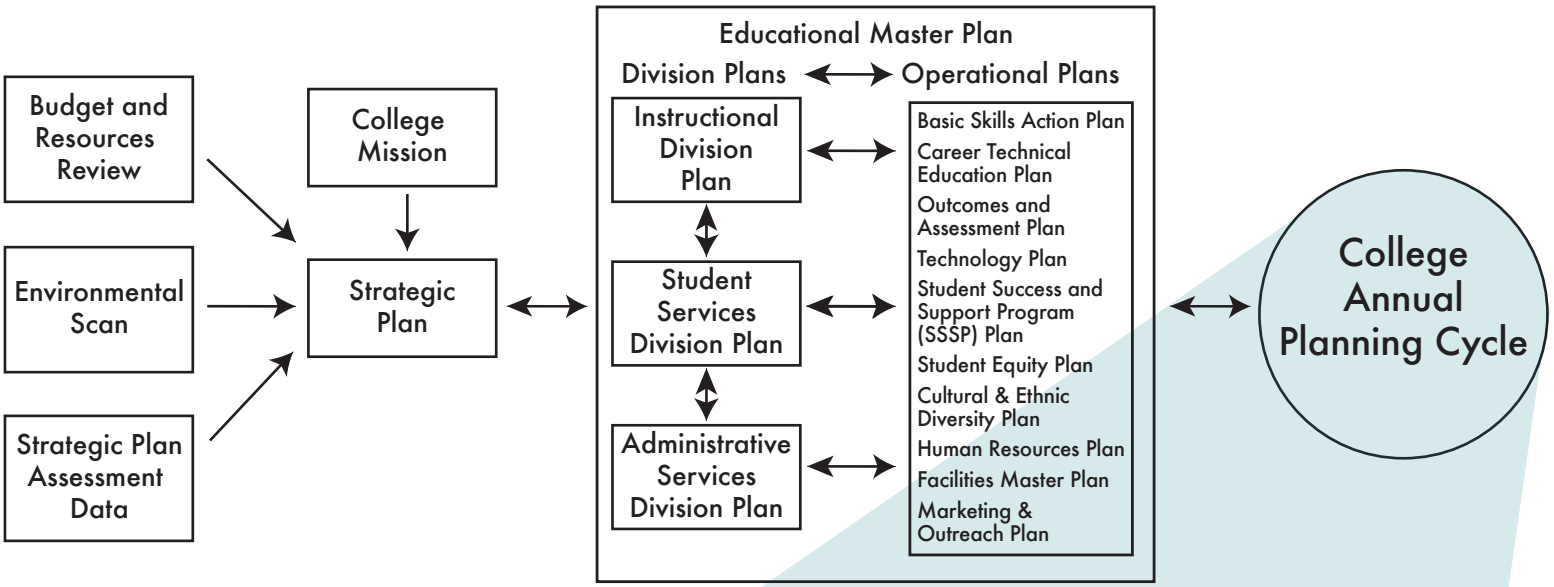
Table 6. Number and Proportion of Sections and Enrollments For On-Campus and Online Courses

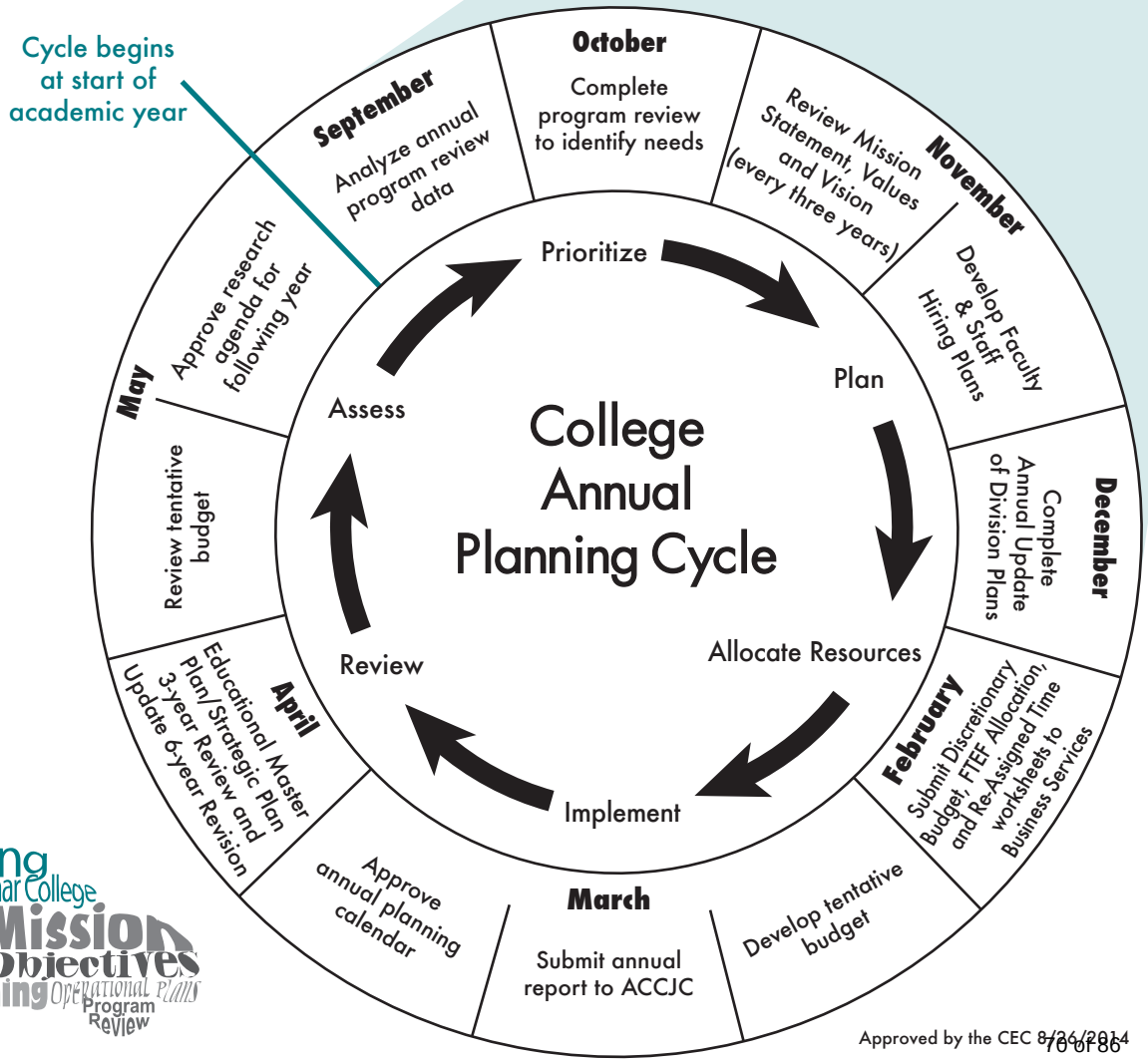
Semester	Mode of Instruction	Sections Offered by Mode of Instruction		Enrollments by Mode of Instruction	
Fall 2014	On-Campus	784	85%	20,941	81%
	Online	143	15%	4,878	19%
	Total	927	100%	25,819	100%
Fall 2013	On-Campus	744	85%	20,769	80%
	Online	135	15%	4,799	20%
	Total	879	100%	25,568	100%
Fall 2012	On-Campus	661	84%	19,891	81%
	Online	130	16%	4,793	19%
	Total	791	100%	24,684	100%
Fall 2011	On-Campus	706	83%	20,218	80%
	Online	141	17%	5,180	20%
	Total	847	100%	25,398	100%
Fall 2010	On-Campus	695	83%	20,354	80%
	Online	139	17%	5,207	20%
	Total	847	100%	25,398	100%

Appendix F

SAN DIEGO MIRAMAR COLLEGE

Integrated Planning Process Fall 2013 - Spring 2019





Approved by the CEC 8/26/2014

Appendix G

MIRAMAR COLLEGE
Organizational Chart

PRESIDENT
Patricia Hsieh

INSTRUCTION
Vice President
Paulette Hopkins (Interim)

ACADEMIC SENATE
Marie McMahon (AS President)

ARTICULATION
Articulation Officer
Mara Sanft

SCHOOL OF LIBERAL ARTS
Dean
Lou Ascione

DEPARTMENT OF LIBERAL ARTS

DEPARTMENT OF ENGLISH/COMMUNICATIONS

DEPARTMENT OF SOCIAL/BEHAVIORAL SCIENCE

THE PLACE
Instructor (Coordinator)
VACANT

INSTR LEARNING CTR (ILC)
Instr Support Sprvsr
Francine McCorkell

SCHOOL OF PUBLIC SAFETY
Dean
George Beitey

DEPARTMENT OF ADMIN OF JUSTICE

DEPARTMENT OF FIRE TECHNOLOGY/EMT

SCHOOL OF MATH & SCIENCES
Dean
Fred Garces (Interim)

Program Activity Manager
Gloria Banuelos

DEPARTMENT OF NATURAL SCIENCE
Instr Support Sprvsr
Vuong Nguyen

DEPARTMENT OF EXERCISE SCIENCE, HEALTH & NUTRITION

DEPARTMENT OF MATHEMATICS

SCHOOL OF BUSINESS & TECHNICAL CAREERS
Dean
Lynn Ornelas

DEPARTMENT OF AVIATION TECHNOLOGY

DEPARTMENT OF BUSINESS

DEPARTMENT OF CHILD DEVELOPMENT

ADV TRANSPORTATION TECHNOLOGY
Associate Dean
Greg Newhouse
Special Projects Manager
Peter Davis

DEPARTMENT OF AUTO/DIESEL TECHNOLOGY

SCHOOL OF PRIE, LIBRARY & TECHNOLOGY
Dean
Daniel Miramontez

PLANNING, RESEARCH, INSTITUTIONAL EFFECTIVENESS

FACULTY RESOURCE CENTER

LIBRARY/LRC
Instr Support Sprvsr
Glenn Magpuri
Librarians
Mary Hart
Roger Olson
VACANT

INSTRUCTIONAL COMPUTER TECHNICAL SUPPORT
Micro Specialist Sprvsr
Kurt Hill

WEB SUPPORT SERVICES

COMMUNICATIONS
Information Officer
Steve Quis
Graphic Artist/Photographer
Joan Mize

ADMINISTRATIVE SRVS
Vice President
Brett Bell

ADMIN BUDGET/ ACQUISITIONS SUPP SRVS
Accounting Supervisor
Denise Kapitzke

ADMIN PERSONNEL/ PAYROLL SUPP SRVS
Senior Office Manager
Elaine Vega

STUDENT ACCOUNTING
Accounting Supervisor
Carmen Coniglio
Accounting Specialist
Virgil Afan

HOURGLASS PARK & AQUATIC CENTER
Admin Services Supervisor
Dan Gutowski
HGP Supervisor
Anna Liza Soriano

REPROGRAPHICS
Digital Print Prod & Mail Services Supervisor
Stephen Um

STOCKROOM/ RECEIVING

STUDENT SERVICES
Vice President
Gerald Ramsey

DISTRICT IT CAMPUS LIAISON
Vacant

STUDENT AFFAIRS
Dean
Adela Jacobson

ASSOCIATED STUDENTS

FINANCIAL AID
Financial Aid Officer
Vacant

STUDENT HEALTH SERVICES
Nursing Ctr Supervisor
Lezlie Davenport-Allen

MENATL HEALTH
Counselor
Judy Patacsil

ADMISSIONS & RECORDS
Student Srvs Supervisor II
Dana Stack
Student Srvs Supervisor I
Karen Furman

EVALUATIONS

VETERANS

MATRICULATION & STUDENT DEV
Dean
Howard Irvin

CAREER SERVICES/ JOB PLACEMENT & ASSESSMENT
Placement Officer
Joseph Hankinson

COUNSELING
EOPS/CARE/CALWORKS
MENTAL HEALTH
Student Srvs Supervisor I
Alice Nelson
Counselors
Rick Cassar
Lisa Clark
Isabella Feldman
Maryann Guevarra
Marc Hollman
Martin Moss
Erica Murrietta
David Navarro
Joan Thompson
Kirk Webley
Patricia Parker
My-Linh Nguyen
Kevin Gallagher

DISABLED SUPPORT PROGRAMS & SRVS (DSPS)
Program Activity Manager
VACANT
Counselors
Kandice Brandt
Jeffrey Higginbotham
Rechelle Mojica
VACANT

TRANSFER CENTER
Counselor
Naomi Grishim
Clerical Supervisor
VACANT

OUTREACH
Outreach Coordinator
Truongson (Sonny) Nguyen

Appendix H

Sample Faculty Communications to Students About Course Attendance, Participation and Drop Policies

Discussion Participation Guidelines

Use the discussion forums to introduce yourself, post questions and share solutions to homework and quiz problems, help each other study for the tests and give feedback on the course. You earn **2 participation points** for each substantive post.

Examples of posts that score high are:

- moves the discussion along,
- contributes to solving the problem at hand,
- opens up new ways of thinking about a concept,
- questions the validity of the solution posted by other students in a friendly and constructive manner
- etc.

Examples of posts that score low are:

- good job
- I don't get it
- I like that

These posts are great because it is nice to encourage each other and I urge you to use positive comments as much as you can. However they will not earn many points.

There are certain types of posts that are never allowed.

- negative and discouraging posts
- flaming other students
- anything that can be perceived as harassment
- offensive language

If I notice any of these kinds of posts, I will remove them from the discussion board and contact the student responsible via email. If you notice these kinds of posts please bring them to my attention via email.

Drop Policy

I get concerned and I will contact you if you have not participated in the class for a week. I will drop you from the class for the following reasons **unless you contact me within a week of the due date for the assignment with a valid reason:**

You are not registered for Webassign by 1/31
You miss an on-campus test
You miss an online quiz
You have not completed homework assignments for two weeks
You have not earned participation points for two weeks

I understand that all of us have personal and professional obligations outside this class but you need to be a good communicator and let me know if you are having issues that are preventing you from completing assignments on time

Appendix I

Engaging Online Students

Anne Gloag

Why Online Classes?

- Online classes open educational doors for students who are not able to take traditional classes.
- The online class format offers and extra challenge to students

miramar\Anne board mtg.docx

Before class starts

- Course set-up
- Schedule available for the semester
- Assignments/Due dates/Instructions available
- Welcome email
- Dive-in workshops

Start of the Semester

- On-Campus orientations
- Survey for online readiness
  - SDCCD Online Learning Pathways
  - Oasis

miramar\math104\SelfAssessment.docx

- Introductions Forum
- Announcements
  - Course format, navigation,
  - Participation requirements
  - Drop policies

During the Semester

- On-campus opportunities
  - Orientations
  - Test-prep
  - Project sessions
  - Practice tests
  - Office hours
  - Recreational Math

Course Components that encourage participation

- Discussion forums
- Groups Assignments
- Online Office Hours
  - Blackboard
  - CCCConfer

continued

- Project showcases
- Quiz Reflections
- On-campus practice tests
- Recreational Math
- Student choice for participation

Expectations

- Clear expectations for participation
- Drop policy

Drop policy:

I get concerned and I will contact you if you have not participated in the class for a week. I will drop you from the class for the following reasons **unless you contact me within a week of the due date for the assignment with a valid reason:**

You are not registered for Webassign by 1/31
You miss an on-campus test
You miss an online quiz
You have not completed homework assignments for two weeks
You have not earned participation points for two weeks

I understand that all of us have personal and professional obligations outside this class but you need to be a good communicator and let me know if you are having issues that are preventing you from completing assignments on time

Participation and extra credit

- Participation is 10% of the grade
- Student have several ways to accumulate participation points
- Participation grade is updated every three weeks (five times during the semester)
- syllabus

Introductions

Hello everyone,
Please use this forum to introduce yourself to the class. Share your story, something interesting and amusing about yourself, your education and career goals, a secret wish, etc ...
Feel free to include (class appropriate) pictures.
Anne

Chapter Discussions

- Use this forum to post questions and share solutions about problems you encounter on the Chapter 1 Homework.
- You can post a solution to a homework problem.
- You can ask questions about problems on which you are stuck.
- You can share a resource (website) that you find useful when studying for this class.
- You can share an application of these concepts to real life

Discussions expectations

- In Blackboard
- miramar\math104\Discussion Participation Guidelines.docx

Groups assignment example

- Exploring sinusoidal functions
  - Individual
  - Group
  - Individual

miramar\math104\Group5ExploringSinusoidalFunctions.docx

Quiz Reflection

- The purpose of the quiz reflection is for you to look at the problems that you got incorrect on the quiz and comment on your work.
- Open the file below and type your comments in this document. Save the file to your computer.
- miramar\math104\Quiz Reflection.docx

Mid-semester course survey

This is an anonymous survey of how the course is going so far. If you want your name not be revealed to me or anyone else, make sure that you click on the Anonymous button at the bottom of the post before you click Submit.

I would like to know your thoughts on different aspects of the course in order to make any necessary changes that will improve your experience. Please comment on each of the topics bellow. Please let me know what is working for you in each of these areas and what is not working for you. If something is not working for you, give suggestions for changes that will improve that area of the course.

1. Course Materials (Lecture slides, examples, Videos, etc):
2. Instructor availability/participation/feedback:
3. Discussions:
4. Homework:
5. Tests:
6. Quizzes:

Course Conclusions

- Describe how this course went for you. Did you achieve your goals?
- What suggestions do you have for other students taking this course?
- What suggestion do you have for the design of the course?

Expectation for Instructors

- Spend as much time on online course as for a face to face course (5 hr + 1 office hr for 3cr course)
- Provides models and examples of good participation
- Actively participates in communication
- Provides regular feedback to students
- Uses communication tools to provide regular updates, reminders, special announcements

continued

- Follows up with students that are not performing well or that drop-off from the course
- Refers students to online/on campus tutoring resources
- Offers opportunities for on-campus interaction (orientations, test prep, project sessions, office hours)

continued

- Instructor is available to students through multiple means
  - Email, chat, phone, office hours
  - Expected response time for replies is clearly stated
  - Methods for collecting are returning work, grading policies are clearly state.
- Students have the opportunity to give feedback to the instructor regarding course design/content/instruction quality both during the course delivery and after the course completion.
- Students are provides with means to give feedback anonymously

Assessment

- Multiple types of assessment are used
  - Online homework and quizzes
  - On-campus tests
  - Discussions, activities and projects that engage students in higher level thinking
  - Real-world connections
  - Assignments that require synthesis and analysis

continued

  - Assignments that offers opportunities for collaboration
  - Opportunities for students to share prior knowledge/experience/resources
- Assessment occur frequently throughout the duration of the course
- Students are offered choice
- Students are offered opportunities for self-assessment. Instructor provides models and examples of self-assessment

Appendix J

San Diego Community College District College Faculty Appraisal Form

For: _____
(Evaluee's Name)

DOMAINS/ Criteria	Needs Development		Competent		Exceeds Standards
SUBJECT MATTER MASTERY					
1. Current Subject Area Knowledge/Professional Development	[ ]	[ ]	[ ]	[ ]	[ ]
2. Knowledge of Learning Theory	[ ]	[ ]	[ ]	[ ]	[ ]
PREPARING FOR TEACHING					
3. Course Conceptualization/Integration	[ ]	[ ]	[ ]	[ ]	[ ]
4. Organizing/Planning	[ ]	[ ]	[ ]	[ ]	[ ]
5. Innovation/Resourcefulness	[ ]	[ ]	[ ]	[ ]	[ ]
TEACHING (IN THE CLASSROOM)					
6. Presentation Skills	[ ]	[ ]	[ ]	[ ]	[ ]
7. Adaptability/Flexibility	[ ]	[ ]	[ ]	[ ]	[ ]
8. Facilitation Skills	[ ]	[ ]	[ ]	[ ]	[ ]
9. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]
10. Feedback Skills	[ ]	[ ]	[ ]	[ ]	[ ]
11. Skill in Creating the Learning Environment	[ ]	[ ]	[ ]	[ ]	[ ]
12. Skill in Managing Class Time	[ ]	[ ]	[ ]	[ ]	[ ]
13. Skill in Making Content Relevant	[ ]	[ ]	[ ]	[ ]	[ ]
COACHING & COUNSELING SKILLS					
14. Skill in Establishing Rapport/Trust	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE & INVOLVEMENT					
15. Department/College/District Knowledge & Involvement	[ ]	[ ]	[ ]	[ ]	[ ]
16. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[ ]	[ ]	[ ]	[ ]	[ ]
17. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of their ~~teaching~~ profession	[ ]	[ ]	[ ]	[ ]	[ ]
18. Demonstrated sensitivity to the issues of diversity	[ ]	[ ]	[ ]	[ ]	[ ]

OVERALL RATING:	Needs Development		Competent		Exceeds Standards
	[ ]	[ ]	[ ]	[ ]	[ ]

SIGNATURES:	DATES:	SIGNATURES:	DATES:
_____ PEER EVALUATOR	_____	_____ DEAN	_____
_____ PEER EVALUATOR (if applicable)	_____	_____ EVALUEE	_____
_____ DEPARTMENT CHAIR	_____	_____ COLLEGE PRESIDENT	_____
_____ VICE PRESIDENT	_____		

San Diego Community College District College Faculty Appraisal Form
COUNSELOR

For: _____
(*Evaluee's Name*)

DOMAINS/ Criteria	**Needs Development**		**Competent**	**Exceeds Standards**	
DEVELOPMENT, COORDINATION, & IMPLEMENTATION OF STUDENT SERVICES ACTIVITIES					
1. Keeping Reports, Records, Ed Plans, & other documentation	[ ]	[ ]	[ ]	[ ]	[ ]
2. Special Functions	[ ]	[ ]	[ ]	[ ]	[ ]
3. Organizing & Planning	[ ]	[ ]	[ ]	[ ]	[ ]
PROFESSIONAL COUNSELING SKILLS					
4. Individual Counseling	[ ]	[ ]	[ ]	[ ]	[ ]
5. Group Counseling	[ ]	[ ]	[ ]	[ ]	[ ]
6. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]
7. Group Presentation	[ ]	[ ]	[ ]	[ ]	[ ]
COUNSELING-SPECIFIC SUBJECT MASTERY					
8. Knowledge & Utilization of Academic Programs and Curricula, Transfer Information, resources, & District Procedure	[ ]	[ ]	[ ]	[ ]	[ ]
9. Professional Growth & Ongoing Preparation	[ ]	[ ]	[ ]	[ ]	[ ]
INTERPERSONAL-PERSONAL SKILLS					
10. Communication	[ ]	[ ]	[ ]	[ ]	[ ]
11. Leadership/Influence	[ ]	[ ]	[ ]	[ ]	[ ]
12. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	[ ]	[ ]	[ ]	[ ]	[ ]
13. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of their ~~teaching~~ profession	[ ]	[ ]	[ ]	[ ]	[ ]
14. Demonstrated sensitivity to the issues of diversity	[ ]	[ ]	[ ]	[ ]	[ ]

OVERALL RATING:	**Needs Development**		**Competent**	**Exceeds Standards**	
	[ ]	**[ ]**	**[ ]**	**[ ]**	**[ ]**

SIGNATURES:	**DATES:**	**SIGNATURES:**	**DATES:**
_____ PEER EVALUATOR	_____	_____ DEAN	_____
_____ PEER EVALUATOR (if applicable)	_____	_____ EVALUEE	_____
_____ DEPARTMENT CHAIR	_____	_____ COLLEGE PRESIDENT	_____
_____ VICE PRESIDENT	_____		

Appendix K

Development Criteria for Credit and Noncredit Programs

There are five criteria listed below that are used by the Chancellor's Office to approve credit and noncredit programs and courses that are subject to Chancellor's Office review. They are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design and development.

These criteria have been endorsed by SACC as an integral part of the best practice for curriculum development, and they must be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office approval. Proposals submitted without these criteria are considered incomplete and will be returned to the community college.

Criteria A. Appropriateness to Mission
Criteria B. Need
Criteria C. Curriculum Standards
Criteria D. Adequate Resources
Criteria E. Compliance

Criteria A. Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-for-credit fee-based community services. State approval is required for credit programs and for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students; community services curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college.
- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.
- Programs and courses must also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment.

Criteria B. Need

The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause undue competition with an existing program at another college.

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements and course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education has been documented. The proposal for approval must include evidence that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for general education requirements at the baccalaureate institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student demand for a noncredit program or course and its transition to credit work has been documented.

For both credit and noncredit, CTE programs, or those that respond to economic development interests, need for the program must be documented through current labor market information

within the local service area of the individual college and/or a recent employer survey. In addition, a current job market analysis, or other comparable information, must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges merits it, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit explanation of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium[1]. The community colleges in California are organized into 10 economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services
- Develop and coordinate staff development
- Increase the knowledge of programs and services in the region, and to disseminate best practices

The following evidence of labor market needs and trends is required:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Recent employer surveys
- Industry studies
- Regional economic studies
- Letters from employers attesting to the service area need
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college's service area
- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

[1] The composition of the regions for vocational education, economic development, and workforce preparation purposes may be viewed online at http://www.cccaoe.org/Colleges/consortia.html.

Table 5. Suggested Areas of Discussion for Labor Market Analysis

Labor Market Area	Discussion Points for Labor Market Analysis
Net Job Market	• Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? • Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?
Earning Potential	• What is the average initial salary? • What is the average percentage of salary increase in two years? Five years?
Program Credibility / Career Potential	• If advanced degrees are typically needed for career advancement, will the courses required for this program transfer toward completion of the requirements for those degrees? • Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career? • Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? • Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global market?
Emerging Occupations	When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. A carefully designed employer survey (see instructions for **Employer Survey/Other Evidence of Need** in form instructions) can elicit documentation demonstrating that employers: • share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees • recognize the value of the proposed degree or certificate in the hiring or promoting of staff

Competitive Fields	Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations—often in the arts and entertainment—it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.
Career Technical Education Skills	Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.
Small Businesses or Cottage Industries	Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

Criteria C. Curriculum Standards

Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to chapter 6, subchapter *2*, beginning with section 55100). Title 5, section 55130(b)(8)E, also requires that credit programs must be reviewed by Career Technical Education Regional Consortia when applicable. The proposed program or course must also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to meet the program goals and objectives.
- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Course outlines of record for all courses meet all the requirements of title 5, section 55002, for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information about best practices for curriculum development that faculty originators and college curriculum committees will find useful. Links for curriculum resources are available at http://www.ccccurriculum.info.

Criteria D. Adequate Resources

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

Criteria E. Compliance

The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the title 5 sections to note are the following:

- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040–55046 and 58161)
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168–58172)
- Regulations regarding open-entry open-exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (Cal. Code Regs., tit. 16)

Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses.