

**SUBSTANTIVE CHANGE PROPOSAL:
DISTANCE EDUCATION PROGRAMS**

San Diego Miramar College
10440 Black Mountain Rd.
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Submitted by:
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To:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Certification of the Substantial Change Proposal

DATE: January 14, 2009

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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Participant List

The following San Diego Miramar College campus community members participated in the research, discussion, and preparation of this proposal. This proposal itself was presented to a variety of shared governance committees and campus constituency groups from October to December 2008. In November 2008, a full initial draft of the proposal was sent to every Miramar College employee and student government representative for comment and was posted to the Miramar College website. Comments were accepted in November and December and final revisions were made in early January 2009. The final version was approved by the College Executive Committee on January 13, 2009.

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A. Description of Proposed Change and Justification

Description

This Substantive Change Proposal is for approval to offer the following Associate Degrees and Certificates of Achievement through the distance education mode:

- *Administration of Justice Investigations Specialization*; Associate in Science and Certificate of Achievement
- *Administration of Justice Law Enforcement Specialization*; Associate in Science and Certificate of Achievement
- *Business Administration*; Associate in Science and Certificate of Achievement
- *Business Management*; Associate in Science and Certificate of Achievement
- *Communication Studies*; Associate in Arts
- *Computer Business Technology Administrative Assistant*; Associate in Science and Certificate of Achievement
- *Computer Business Technology Microcomputer Applications*; Associate in Science and Certificate of Achievement
- *Computer and Information Sciences*; Associate in Science and Certificate of Achievement
- *English/Literature Studies*; Associate in Arts
- *Military Leadership*; Associate in Science and Certificate of Achievement
- *Occupational/Technical Studies*; Associate in Science
- *Psychology*; Associate in Arts
- *Social and Behavioral Sciences*; Associate in Arts

In addition, this proposal is for approval to offer the college's General Education program through the distance education mode.

Relationship to Institutional Mission

The mission of San Diego Miramar College (Miramar) is to “prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity.” (2008-09 Miramar Catalog, p. 10) Based on this mission, the college identified as one of its five primary goals to “...deliver instruction and services in formats and at sites that best meet student needs.” (2008-09 Miramar Catalog, p. 11). Many Miramar students find that the distance education delivery method meets their needs better than on-campus courses, including the college's population of active duty military, other working adults, single parents, and students with physical disabilities limiting their mobility. In order to meet the needs of these student populations, Miramar has offered courses through the distance education mode for over eight years and has also developed a comprehensive array of instructional and student support services available in a distance education format. Concurrently, the college has developed the processes to monitor, evaluate, and improve the quality of distance education instruction and services.

Rationale for Change

As part of Miramar's institutional evaluation, planning, and improvement cycle, the college conducted a review of its course and program offerings in 2007-08, including courses approved to be offered via distance education. This review revealed that the number of courses approved to be offered through this mode had grown from 94 in 2002 to 206 in 2008, which represented approximately 28% of Miramar's 2007-08 course inventory. In spring 2008, Miramar offered 140 individual course sections through the distance education mode, representing approximately 18% of the total number of course sections offered that term. Given these results, it appeared likely that some of Miramar's degree and certificate programs could be completed 50% or more in a distance education mode. More importantly, it was recognized that the provision of degrees and certificates via distance education was the next logical step towards meeting Miramar's strategic goal to "...deliver instruction and services in formats and at sites that best meet student needs."

In light of these considerations, Miramar conducted an analysis of its courses, sections, and programs in respect to distance education offerings using three different 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.

These three data sources were used to generate the following information:

1. The number of distance education sections of each distance education-approved course offered at Miramar during the 2006-07 and 2007-08 academic years.
2. The number of on-campus sections of each distance education-approved course offered at Miramar during the 2006-07 and 2007-08 academic years.
3. The number of distance education sections of each distance education-approved course offered at San Diego City and Mesa colleges during the 2006-07 and 2007-08 academic years.
4. The number of on-campus sections of each distance education-approved course offered at San Diego City and Mesa colleges during the 2006-07 and 2007-08 academic years.

Using this information, 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", which estimated the percentage of a program that would be completed via distance education if a student randomly selected courses from among all restricted elective options and also randomly enrolled in sections from among all distance education and on-campus possibilities throughout the SDCCD. This metric was designed to measure how much of a program would be completed by a student who was neither seeking nor avoiding distance education coursework.

2. A “middle estimate”, which estimated the percentage of a program that would be completed via distance education if a student only selected courses approved to be offered via distance education from among all restricted elective options, “shopped” for distance education sections at all SDCCD colleges, and re-attempted enrollment once if initially unsuccessful in enrolling in a distance education section. This metric was designed to measure how much of a program would be completed by a student who was actively seeking to take distance education coursework.
3. A “theoretically possible estimate”, which estimated the percentage of a program that would be completed via distance education if a student only selected courses approved to be offered via distance education from among all restricted elective options and was able to enroll in any section of any course at any SDCCD college during a the two year period under examination. This metric was designed to measure the maximum proportion of a program that theoretically could be completed via distance education coursework.

The results of this analysis (included as Appendix A) demonstrated that 2 degree/certificate programs could be completed 50% or more via distance education under the “low estimate” metric, 13 under the “middle estimate” metric, and 33 under the “theoretically possible estimate” metric. 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 has not, to date, planned specific degrees or certificates to offer via distance education. However, this analysis indicated that the college does, in fact, offer sufficient coursework via distance education for students to complete most required major or certificate courses in at least 2 and as many as 33 different programs. Moreover, this was recognized as a significant step in improving Miramar’s instructional offerings by providing the opportunity to earn a variety of already-existing Certificates of Achievement and Associate Degrees in a format that best meets the needs of a significant portion of Miramar’s student population.

These results were presented to Miramar’s administrative leadership and the Distance Education Task Force Committee, Academic Affairs Committee, and Academic Senate. After review and discussion, these shared governance bodies agreed that the “middle estimate” metric was the most accurate way to measure the proportion of coursework that could reasonably be completed in a distance education mode. Consequently, the college’s leadership approved submitting this substantive change proposal requesting the 13 programs identified above and Miramar’s general education program to be approved for delivery in the distance education mode.

B. Description of Educational Programs to be Offered

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 addition, Miramar has procedures in place to ensure the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards of those offered in the traditional on-campus mode. Specifically, in accordance with California administrative code and regulation (Title 5), the Miramar Curriculum Review Committee separately reviews and approves each course proposed for delivery via the distance education mode to ensure the following criteria are met:

- 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.

Each certificate and degree program at Miramar, including those proposed to be offered in the distance education mode, consists of the following curricular requirements:

Major courses. Major courses include at least 18 units of required courses and restricted electives. Many of Miramar's transfer-oriented majors have an extensive list of restricted elective courses, in order to best accommodate the varying requirements of baccalaureate degree granting transfer institutions.

By selecting only among restricted elective courses that have been approved to be offered via distance education, it is possible to complete 82% of the major requirements for the Investigations Specialization and Law Enforcement Specialization degrees and certificates through the distance education mode. Similarly, by selecting only among restricted elective courses that have been approved to be offered via distance education, it is possible to complete 100% of the major requirements for all other degrees and certificates included in this proposal through the distance education mode.

General Education courses (associate degree only). The "core" general education program consists of 18 semester units that are divided into the following four areas: natural sciences, social and behavioral sciences, humanities, and language and rationality. Miramar also requires demonstrated competence in reading, written expression, and mathematics.

As a result of ongoing institutional evaluation, planning, and improvement efforts, Miramar recently modified its degree requirements in order to provide the option for students to complete one of four different general education patterns. This change was intended to better accommodate each student's individual educational goal. Students select an appropriate general education option in consultation with a counselor. All of these options include, at a

minimum, the SDCCD general education “core” and competencies specified above. The options are:

1. the SDCCD General Education Pattern and district requirements in multicultural studies, health education, two courses in physical education or dance activities, and two courses in American Institutions/California Government
2. the California State University General Education Breadth (CSU GE) Pattern
3. the Intersegmental General Education Transfer Curriculum (IGETC) Pattern
4. the SDCCD General Education Pattern (available for transfer-oriented majors only).

All SDCCD general education “core” and competency requirements can be completed via coursework approved to be offered in a distance education mode. In addition, over 50% of the district, CSU GE, and IGETC requirements can be completed via coursework approved to be offered in a distance education mode.

Appendix B lists all Miramar courses approved to be offered in a distance learning format that fulfill requirements for each of the general education pattern options listed above.

C. Planning Process

The plan to offer distance education courses was initially implemented through the creation of a district level department that would support online instruction. This department, SDCCD Online Learning Pathways, was initially housed and managed at Miramar. Originally, it was thought that SDCCD Online Learning Pathways would offer a district level Associate Degree that would be common across all three district colleges, each of which would offer distance education courses that met the requirements for this common degree. This plan did not materialize, but the independent offering of distance education courses by the individual colleges did, with SDCCD Online Learning Pathways providing the technology infrastructure support. Online course delivery began in 2001 and has grown steadily over the past seven years in keeping with Miramar’s mission and strategic goal to “...deliver instruction and services in formats and at sites that best meet student needs.” (2008-09 Miramar Catalog, p. 11). Mirroring the growth of the college’s online course offerings, Miramar’s instructional and student support services gradually expanded to provide the same services to distance education students as are provided to on campus students. Section D of this proposal describes these services in more detail.

Today, distance education planning, including assessments of needs and resources, is within the purview of several shared governance committees: Miramar’s Technology Committee, Miramar’s Distance Education Task Force Committee, and the Districtwide Distance Education Steering Committee. 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. This committee has primarily been involved in planning Miramar’s distance education technology, equipment, and infrastructure needs, including development and improvements to Miramar’s website and online district faculty and student resources.

Miramar's Distance Education Task Force Committee is the shared governance body with primary oversight of the delivery of Miramar's distance education programs. The Distance Education Task Force Committee has primarily been involved in establishing processes to ensure high quality standards in online courses and instructional and student support services (described more fully in section D).

The Districtwide Distance Education Steering Committee is the district-wide oversight body responsible for providing guidance to the district's SDCCD Online Learning Pathways department. SDCCD Online Learning Pathways is responsible for the assessment, planning, development, and implementation of the distance education infrastructure utilized by all colleges in the SDCCD. A Miramar faculty member serves jointly on the Districtwide Distance Education Steering Committee and the Miramar Distance Education Task Force Committee. In addition, an instructional design coordinator from SDCCD Online Learning Pathways serves as a member of Miramar's Distance Education Task Force Committee. This close relationship between Miramar and SDCCD Online Learning Pathways ensures that the organization is responsive to the needs of Miramar's distance education students and instructors. It has also provided the means for Miramar to participate closely in district-wide planning for distance education services. SDCCD Online Learning Pathways' core values are:

1. To provide high-quality instructional services to our teaching-learning community -- the faculty, staff and students of City College, Mesa College, Miramar College, and Continuing Education.
2. To foster instructional leadership in the adoption of best practices for the use of technology to promote educational effectiveness.
3. To promote quality innovative approaches to teaching and learning via technology-mediated instruction.

SDCCD Online Learning Pathways ensures that the needs of distance education students and instructors are met through appropriate technology infrastructure and support, including computer hardware and software as well as training and support services. SDCCD Online Learning Pathways has planned and implemented a comprehensive set of online services to:

- Provide greater access and new pathways for attaining education through alternative instructional delivery approaches: Students are able to access courses from any Internet-connected computer from anywhere in the world.
- Promote lifelong learning: As students change careers, relocate from San Diego, develop new interests throughout their lives, or encounter workforce challenges, online courses provide ongoing connection with SDCCD and a wide range of courses and programs to meet their changing needs.
- Enhance learning effectiveness: Online learning enables students to learn at their own pace, repeat and review course material as needed, communicate readily with their instructor and classmates, and access materials in a variety of formats to meet individual learning styles.

Some highlights of these services are:

- 24 hour a day, 7 days a week, 365 days a year technical assistance for both students and faculty.

- Faculty training, support, and instructional resources for preparing and teaching online courses, including both technological and pedagogical best practices.
- Online student training, support, and resources, including tutorials, online learning readiness assessments, sample online courses, and distance education orientations offered both online and in-person.
- A variety of hardware and software designed to facilitate high-quality instruction in a variety of learning modalities.

Through the planning and implementation processes described above, Miramar 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. This Substantive Change Proposal is the next step in the process. The change is anticipated to significantly improve Miramar’s instructional offerings by providing the opportunity to earn a variety of already-existing Certificates of Achievement and Associate Degrees to students who find it difficult to attend courses on a regular basis on campus. These include, primarily, Miramar’s military, working adult, single parent, and disabled student populations.

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards

D1. Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing

Faculty

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. The minimum standards for hiring are specified by California state regulation and additional discipline-specific minimum standards as designated by the Academic Senate for California Community Colleges. There is, in fact, no distinction between “on-campus” and “distance education” faculty members in policies or practices related to hiring, promotion, or additional faculty duties. Miramar has not attempted to hire faculty members solely for the purpose of increasing the number of distance education courses, but rather has focused on training current contract and adjunct faculty. Faculty members desiring to teach online must demonstrate that they are adequately prepared before being approved to do so. Typically, this preparation is gained through a formal training program provided by SDCCD Online Learning Pathways and further mentoring and assistance provided by the Miramar Online Faculty Mentor. By contract, all full-time faculty members must teach a portion of their course load on-campus. This policy is designed to maintain the cohesiveness of Miramar’s faculty and the continuance of identical quality standards for online and on-campus courses.

SDCCD Online Learning Pathways provides a comprehensive distance education faculty support and training program. This includes formal training programs, workshops, conferences, and technical support. Training sessions focus upon effective online teaching practices. Faculty are taught how to utilize various CMS tools such as the discussion board, the e-mail system, chat rooms, “live” classroom, and the assignments tool to design online courses that foster interaction between faculty and students. The faculty training program

incorporates discussions and application of effective distance education teaching practices, technological tools, accessibility, and best practices.

Additional one-on-one mentoring and training are also provided on campus by the Miramar Online Faculty Mentor. This is a full-time faculty member, certified by SDCCD Online Learning Pathways, with significant online teaching experience, who provides training and support to all faculty members teaching via distance education. The Online Faculty Mentor works with individual faculty members to develop online resources for their courses, utilizing the district's course management system, WebCT/Blackboard Vista. The Online Faculty Mentor has also established regular monthly in-service workshops to assist faculty members who already teach courses via distance education.

In addition, the SDCCD Online Learning Pathways "Faculty Resources" webpage includes a variety of resources designed to assist faculty members in designing high quality distance education courses that promote timely and effective interaction between and among students and faculty. These include:

- course information templates
- WebCT/Blackboard Vista 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.

SDCCD Online Learning Pathways also offers one-on-one instructional design support appointments to faculty members designing or improving distance education courses.

Faculty evaluation criteria are the same for distance education courses as for other courses. In the 2007-08 academic year, an evaluation tool specific to distance education instruction was implemented. This evaluation tool is now an integral part of the faculty evaluation process, ensuring that online instructors are evaluated and provided feedback in the same manner as instructors of on-campus courses. In addition, the instructor and student tracking features built within the course management system provide data that can be used within the faculty evaluation process to indicate satisfactory levels of faculty-student interaction.

As in on-campus courses, Miramar faculty members are responsible for ensuring the currency of materials, courses, and programs, including the course content, rigor, and quality of instruction. This oversight is conducted through several methods. First, as described earlier, Miramar faculty members intending to offer a course via distance education must first obtain the approval of the Miramar Curriculum Review Committee, which screens each course to ensure regular effective interaction among students and instructor, use of appropriate technology, use of appropriate pedagogical techniques, multiple measures of evaluation, and accessibility. Second, faculty members observe and evaluate each others' performance in online instruction through the faculty evaluation peer review process. Third,

faculty members review student evaluations from online courses through the faculty evaluation peer review process. Fourth, all courses and programs are required to be assessed by faculty on a regular basis through the Student Learning Outcome Assessment Cycle. This process is identical for all sections of a course, whether offered on campus or via distance education. Fifth, all courses and programs, including those offered via distance education, are reviewed and re-approved by the departmental faculty, the Curriculum Review Committee, and the District's Curriculum and Instructional Council on a periodic basis (usually every six years).

SDCCD policies regarding ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from distance education products are specified in the SDCCD – AFT faculty contract. For example, the contract specifies the faculty compensation for each course (whether distance education or on-campus) and contains a full article on intellectual property rights of faculty members, including those related to ownership of syllabi, lectures, lecture notes, student exercises, multimedia products, tests, and other course materials. The contract also requires negotiation between SDCCD and the faculty member regarding the terms of rebroadcasting any distance education course for which a faculty member provided the primary means of instruction.

Management

Management support for distance education is provided at both the college and the district level. Miramar's Dean of Library and Technology Services is responsible for campus-wide instructional and administrative technology. This includes computers and other technology resources used by distance education instructors. Management support for instructional and student services programs offered via distance education is identical to that provided for the on-campus version of these programs.

District support is provided by SDCCD Online Learning Pathways, led by a Dean of Online and Distributed Learning who reports to the Vice Chancellor for Instructional Services and Planning. As detailed above, SDCCD Online Learning Pathways services include:

- technical infrastructure of the distance education program
- a 24/7 Help Desk for students and faculty
- training and one-on-one assistance to faculty developing online courses
- collaboration, through the Online Faculty Mentors, to provide district-wide and campus specific training.

There is a close and effective working relationship between the administrators at Miramar and SDCCD Online Learning Pathways. This is due to the historical connection between the two organizations, Miramar's ongoing commitment to high-quality distance education programs, and the SDCCD Online Learning Pathway department's physical housing on the Miramar College campus.

Support Staffing

Primary support for the technology infrastructure and training of the distance education program provided by SDCCD Online Learning Pathways staffed by a Dean of Online and Distributed Learning, two full-time and two part-time Instructional Design Coordinators, an Information Assistant and a Senior Secretary. SDCCD Online Learning Pathways supports all three colleges and Continuing Education in the SDCCD.

Miramar has an Online Faculty Mentor (20% reassigned time position) and access to the two full time instructional designers at the SDCCD Online Learning Pathways. The college is also currently in the recruitment process for a newly created web designer position. This position will assist Miramar faculty and staff in maintaining and expanding the college's web presence and will ensure that the campus websites continue to be XHTML, Americans with Disabilities Act (ADA) and Section 508 compliant. In addition, the Miramar Technology Plan includes a request for an Educational Technology faculty member to support the campus instructional design team.

D2. Evidence of Appropriate Equipment and Facilities, including Adequate Control over any Off-campus Site

SDCCD Online Learning Pathways offers a wide variety of technology and services designed to support faculty and students participating in distance education courses. Examples include the WebCT/Blackboard Vista course management system, Wimba, Breeze technology, appropriate software for creating interactivity (Camtasia for example), and DSPS technological accommodations. Miramar College has full control of its courses, since the district licenses the software used in the distance education program and SDCCD Online Learning Pathways ensures that only Miramar faculty members have access to Miramar course development and administration.

All Miramar faculty members also have access to the Professional Development Center, which is a computer lab 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 ADA and Section 508 compliance. Technical support is available onsite to assist instructors.

Miramar is fully committed to comprehensive use of technology throughout the college's services; not just for distance education courses and students. The 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. These are summarized below:

Independent Learning Center

Distance education students have access to the Independent Learning Center (ILC)'s state of the art student computer lab as well as additional computers available in the Library. The services in the ILC are available to students from 8:00am to 8:00pm Monday through Thursday and from 8:00am to 2:00pm on Fridays. The ILC provides 110 PC computers, 2 Macintosh computers, and 3 scanning stations for student use. Each of the computers is

equipped with the full Microsoft Office suite, in addition to other software as needed for specific course applications. There are a minimum of two Instructional Assistants on duty to offer assistance during all hours of operation. This lab is open to all registered SDCCD students to use for both class and personal work. After the ILC moves to the new LLRC (projected spring 2011), the lab will increase to 150 computers, including 4 group project rooms and wireless capabilities.

Library

The library has had an extensive web presence in support of online learning. The library website serves as a portal to information for book, periodical, and internet resources. Fully online access to book resources is offered through the library's eBook collection. The library provides access to 19,591 eBooks, with another 3,000 books to be added by the end of the year. Miramar subscribes to several article databases: ProQuest, NewsBank InfoWeb, and SIRS Knowledge Source; as well as six research databases: College Source, Country Watch, Facts.com, CQ Researcher, Literature Resource Center, and Gale Virtual Reference Center. Upon registering for classes, distance education students are given an ID number, password and instructions on how to access these resources, which are available 24/7. Distance education students can also telephone a reference librarian five days a week from 8:00am to 8:30pm Monday through Thursday and from 8:00am to 3:30pm on Fridays when classes are in session.

Miramar library faculty members teach a one unit Library Science 101 course, *Information Literacy and Research Skills*, which is offered in a distance education format. This course offers an overview of information resources – both online and on-campus – and the skills required to use them effectively. The library website also offers online tutorials and Internet searching tips and techniques.

Advertising, Recruiting, Admissions and Registration

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 viewbook, college website, and district website. If this Substantive Change Proposal is approved, the college plans to publicize information about programs offered through distance education via the following means:

- press release announcement(s)
- college catalog
- class schedules (3x per year)
- college viewbook and transfer publications
- college website
- program brochures, rack cards, and posters
- communications publications: eNews, WE SDCCD newsletter, and annual reports.

The entire admissions process is already available online via Reg-e, an online application and registration portal. Upon completion of the application, students automatically receive an email message containing their student ID, registration information, course enrollment

instructions, and a signature confirmation page that must be mailed or hand-delivered to Miramar or the SDCCD district office. After the application process is complete, students receive an appointment to register online using Reg-e. By using the online schedule of classes and Reg-e, a student can enroll in any available course offered at any SDCCD campus. Reg-e also provides online access to the following information and services:

- a record of the student's class schedule, fees, and payment deadlines
- cancellation of registration
- adding and dropping classes
- academic deadlines and calendar
- grade information
- academic history
- purchase of an Associated Students college membership.

In addition, the SDCCD Student Web Services webpage provides online access to the following information and services:

- assessment information and sample tests
- grading policies
- fee and tuition information
- active military duty certification
- academic calendar and deadlines
- petition for graduation
- prerequisite information
- nonresident tuition exemption request form
- veterans and service member information.

Financial Aid

Miramar provides extensive financial aid information online via the college website, including general information, specifics about each of 11 different aid programs, deadlines, tips on applying for aid, notifications, and forms and documents. Federal and state financial aid applications, forms, and brochures are available on the website.

Academic Advising and Counseling

Fully online academic advising and counseling is available for all SDCCD students through San Diego City College's counseling department. This service provides live counseling and advising to students enrolled in both online and on campus classes. The Live e-Workshops and Live e-Appointment services utilize the WebEx powered meeting center, which allows students to meet with a counselor online to receive educational, career, and personal counseling as it pertains to their academic success. Live individual appointments, live group workshops, email questions, and online frequently asked questions (FAQ) are all available to enrolled Miramar students through this service.

Miramar has already implemented academic advising services for distance education and on-campus students through email and telephone contact. These services include access to

counselors in the general counseling, Disability Support Programs and Services (DSPS), Educational Opportunity Programs and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), and TRIO/Student Support Services programs.

Miramar is also developing an additional live online academic advising service. This is planned to be available to students on a trial / pilot basis in spring 2009 utilizing three trained online counselors (one generalist, one transfer counselor, and one from DSPS). Counseling services to be offered online will include academic advising, career planning, transfer, and disability management. The plan for the implementation of the pilot includes the following components: standards for the ethical practice of online counseling; the online counseling relationship; confidentiality in online counseling; scheduling and access to online counseling; features of the online counseling environment (CCC Confer); and counseling references/resources. This effort is being coordinated through the Distance Education Task Force Committee. As currently planned, the service would utilize technology that is already in use at Miramar and fully funded and supported by the California Community Colleges (CCC) System Office. Miramar counseling faculty members have already conducted an initial trial of this system in conjunction with SDCCD Online Learning Pathways staff and in preparation for the spring 2009 pilot.

In addition to the live advising and counseling services described above, Miramar offers a variety of “self-help” academic advising services via the college website. These include:

- the Miramar catalog, including degree and certificate program information and requirements
- university transfer information, including information about the Transfer Center, transfer admission guarantee programs, dates and deadlines, workshops, university options, and links
- university articulation information, including minimum transfer admission requirements, recommended transfer coursework, university application information, and university contacts and links
- an online “virtual orientation” developed by counseling faculty
- email and phone contacts to all student services offices, instructional services centers, and academic departments.
- a calendar of campus events, including transfer and career fairs.

Delivery of Course Material

Books and other required course materials are available for online purchase via the Online Miramar College Bookstore. A direct link is available from the student information page of the SDCCD Online Learning Pathways website. Students also have freedom and the ability to purchase books and course materials from other sources. Books, articles, and other library resources are available to all registered Miramar students online via the library services described above.

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. These services include:

- an online learning readiness assessment
- a list of technical requirements for online learning
- a WebCT/Blackboard Vista student tutorial
- a WebCT/Blackboard Vista sample online course
- login and troubleshooting instructions
- netiquette guidelines for online students
- accessibility training for DSPS students
- self-paced online WebCT/Blackboard Vista orientations
- face-to-face WebCT/Blackboard Vista orientation
- sample guest accounts for online courses.

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 line
- in-person one-on-one assistance in the ILC
- faculty office hours via email, phone, discussion board, or chat room
- course information webpages
- frequently asked questions webpages.

English and math placement exams are currently administered on campus using Accuplacer software. Online versions of the tests are not available at this time. However, 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.

Tutoring

Miramar has offered fully online tutoring through the Personal Learning Assistance Center (the PLACe) since 2006 using CCC Confer software provided free of charge by the CCC System Office. Using CCC Confer, the tutor and student(s) can see, hear, text chat, present and share information in a collaborative manner over the Internet using e-conferencing technologies. Content can also be presented using a form of slide show presentation, white board drawing, Web-based chat, or streaming audio and/or video. Students communicate with the tutor either through their phones or through e-based chat. This format offers real-time viewing and/or modification of shared documents and files through the Internet. No special software is required for any number of users to view a shared document.

CCC Confer is fully ADA and Section 508 compliant: the tutor/presenter simply requests captioning when needed. Tutoring sessions can be archived for later review by students, tutors, or others for training or program evaluation purposes. CCC Confer offers the following types of online tutoring services:

- on-demand scheduling – individual sessions as needed
- office hours – posted for a semester (tutor could be there the entire time or as needed)
- private room – set up pass code and provide link for a class. Tutor can be embedded into the course.

From its inception, Miramar’s online tutoring program was developed to ensure that online services were offered at a level comparable to in-person services. To accomplish this, experienced face-to-face tutors are selected to train as online tutors with CCC Confer, tutoring hardware (such as Mimio interactive white boards, Wacom laptop tablets, and the Quartet Portable IdeaShare mini-white board) and pedagogical approaches to online tutoring. By fall 2007, the PLACe offered online tutoring for all math and most English courses. In addition, the PLACe offered online tutoring outside of normal hours of operation via the use of laptops and portable equipment which the tutors could check out and take off-campus.

Students book an online appointment via phone or email using an identical process to that of booking an in-person appointment. The student’s appointment is then scheduled through CCC Confer, which in turn sends two automated e-mails, one with presenter (tutor) information and the other with instructions for the participant (student). The latter email is forwarded to the student. CCC Confer provides the ability to simultaneously interact with students visually by computer and verbally by phone. The “sharing” feature facilitates the use of the additional instructional equipment listed above, allowing the student to see what is presented on computers or whiteboards at the PLACe or on the tutor’s laptop (for after hours tutoring).

Since the inception of the program in spring 2006, 32 tutors have received training in online tutoring. Tutoring has been provided to 59 distance education students in 190 different sessions totaling 1,080 hours. An expansion of the online tutoring program to encompass additional subject areas and larger numbers of students is expected following the relocation of the PLACe to the new LLRC in 2011.

The PLACe has been invited to present about its online tutoring program to other community colleges and at the SDCCD Online Learning Pathways Best Practices conference. In addition, CCC Confer has requested permission to use the archived math tutoring sessions as examples of how high-quality tutoring services can be employed online.

Career Services

Basic career services such as resume review and practice interviewing are currently available to distance education students via telephone and email. The college is currently in the process of establishing an online job placement posting board for use by students (both distance education and on-campus) and employers. Software for this service has been purchased, customized, and assigned to a dedicated server. Initial launch of this service is planned for the 2009-2010 academic year.

Disability Support Programs and Services (DSPS)

All courses and services offered in a distance education format are ADA and Section 508 compliant. Courses that are newly proposed to be offered via distance education are screened by the Miramar Curriculum Review Committee to ensure compliance with these standards. The Miramar and SDCCD Online Learning Pathways websites are also ADA and Section 508 compliant.

Miramar currently offers services to disabled distance education students through a combination of email, U.S. mail, and telephone advising appointments. In addition, DSPS counseling is planned to be provided via the live online academic advising service currently under development. As described above, the CCC Confer system planned for use with this service offers free live captioning and ADA and Section 508 compliant.

Miramar also has a full-time Access Technology Specialist faculty member who is responsible for ensuring the accessibility and usability of all technology at Miramar, including distance education courses. The Access Technology Specialist provides training to students and instructors in online accessibility, accessibility features in WebCT/Blackboard Vista and other instructional software, and developing accessible and usable online course content.

D3. Evidence of Fiscal Resources including the Initial and Long Term Amount and Sources of Funding for the Proposed Change

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 SDCCD Online Learning Pathways department. Both the initial and long term funding of this department are already fully integrated as a continuing expense through the SDCCD District Offices Operating Budget (see Appendix C). This funding is sufficient to provide ongoing investment in technology and staffing to support online education. For example, existing SDCCD Online Learning Pathways funding has supported an upgrade of WebCT/Blackboard Vista (over a half million dollars); the support of the district Online Learning Pathways department with a dean and staff; the creation of reassigned time Online Faculty Mentor positions at each college; and a contract for 24/7 help desks (over \$70,000 per year). Infrastructure and support services offered by the SDCCD Online Learning Pathways department are available to Miramar at no additional cost to the college, regardless of the number of distance education courses offered.

In contrast, funding for course offerings is provided by Miramar itself. However, the amount and sources of funding for distance education course offerings are identical to those for on-campus course offerings. Student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are essentially identical regardless of the mode of delivery for a course. Therefore, 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 (see Appendix D for Miramar's 2008-09 Operating Budget). Because there is essentially no financial distinction between courses offered on-campus or via distance education, 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 are provided via Miramar's college-wide master planning process. Technological support and coordination is addressed 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 Task Force Committee. The Institutional Effectiveness Committee brings together the long range planning components of budgeting and policy development to provide annual priorities as guidance for these and other shared governance committees.

D4. A Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change

Miramar has implemented several processes for monitoring achievement of the desired outcomes of the college's distance education program. First, the online faculty evaluation process described above facilitates the college's monitoring of quality teaching, appropriate use of technology, and appropriate pedagogy in the delivery of distance education programs. The faculty evaluation process incorporates input from students, peers, administrators, and the evaluated faculty member. Second, instructional support and student services areas monitor student use of their distance education services. For example, the library has a tracking system in place to monitor student remote access to online books and periodicals. Third, each course and program has developed, or is in the process of developing, student learning outcomes. In accordance with Miramar's Student Learning Outcome Assessment Cycle, these are regularly assessed for all sections of a course, including those sections offered in a distance education mode. 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. Fourth, the SDCCD Institutional Research department regularly reports on student enrollment, success, retention, and other factors. For example, the *Miramar College Fact Book* includes measures of student enrollment in on-campus and distance education course sections (see example in Appendix E). These reports are made available to the public via the SDCCD website (<http://research.sdccd.edu>) and are used to monitor, plan, and improve the college's course and program offerings, including distance education courses.

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals

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 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. Documentation of approval for each course, program, and distance education delivery method is available upon request.

F. Evidence that Each Eligibility Requirement Will Still be Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority (no change since last accreditation visit in 2004)

Miramar College is authorized to operate as a public educational institution and to award degrees by the State of California. Title 5 of the Administrative code prescribes the structure for offering Associate degrees, Certificates of Achievement, and Certificates of Completion.

2. Mission

Miramar College's educational mission statement is clearly defined, adopted, and published by its Board of Trustees and is appropriate to a degree-granting institution of higher education. Miramar's mission supports its commitment to achieve student learning: "Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity."

3. Governing Board (no change since last accreditation visit in 2004)

SDCCD Board of Trustees is responsible for the quality, integrity, and financial stability of Miramar College and for ensuring that the college's mission is being carried out. The board is ultimately responsible for ensuring that the financial resources of Miramar are used to provide a sound educational program. The SDCCD Board of Trustees is of adequate size and composition to fulfill all board responsibilities. The board is an independent policy-making body and is capable of reflecting constituents and public interest in board activities and decisions. The board members adhere to the 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.

4. Chief Executive Officer

Miramar College's chief executive officer is Dr. Patricia Hsieh, who commenced her position in 2005. The chief executive officer is appointed to her role as president by the board and her primary responsibility is to the institution. The board delegates to the president the authority to administer board policies for the college. Neither the college president nor the district chancellor serves as chair of the board.

5. Administrative Capacity (no change since last accreditation visit in 2004)

Miramar College has sufficient staff with appropriate preparation and experience to provide administrative services necessary to support its mission and purpose.

6. Operational Status (no change since last accreditation visit in 2004)

Miramar College is fully operational, with most students actively pursuing the college's degree programs.

7. Degrees (no change since last accreditation visit in 2004)

The majority of students attending Miramar College are enrolled in educational offerings that lead to degrees. The college assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements.

8. Educational Programs (no change since last accreditation visit in 2004)

Miramar College's academic and vocational degree programs are congruent with its mission, are established from recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The college's degree programs are a minimum of 60 units and two years in length.

9. Academic Credit

Miramar College awards academic credits in accordance with Division 6, Chapter 6 (California Community Colleges: Curriculum and Instruction), of Title 5 of the California Code of Regulations.

10. Student Learning and Achievement (no change since last accreditation visit in 2004)

Miramar College defines each degree and certificate program in the college catalog. This definition includes expected student learning and achievement outcomes. The college regularly and systematically assesses that students who complete programs, no matter where or how long they are offered, achieve the college's stated requirements and outcomes.

11. General Education

Miramar College's associate degrees require a substantial component of general education courses. SDCCD Policy 5300.2 defines the general education requirements and was developed in accordance with Title 5, Section 55063 (Minimum Requirements for the Associate Degree). The general education program consists of 18 semester units that are divided into the following four areas: natural sciences, social and behavioral sciences, humanities, and language and rationality. Miramar also requires demonstrated competence in reading, written expression, and mathematics.

Miramar provides the option for students to complete one of four different general education patterns, in order to best accommodate each student's individual educational goal. All of these options include, at a minimum, the SDCCD general education core and competencies specified above. These options are:

1. the SDCCD General Education Pattern and district requirements in multicultural studies, health education, two courses in physical education or dance activities, and two courses in American Institutions/California Government
2. the California State University General Education Breadth Pattern
3. the Intersegmental General Education Transfer Curriculum Pattern
4. the SDCCD General Education Pattern (available for transfer-oriented majors only).

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.

12. Academic Freedom (no change since last accreditation visit in 2004)

The District-AFT contract has a statement that describes faculty ethical behavior and academic freedom. This statement asserts that both faculty and students are free to examine and test all knowledge appropriate to their discipline or area of study. In addition, the Miramar College Catalog has a section describing faculty rights and responsibilities, including those related to academic freedom. Miramar supports and maintains an atmosphere in which intellectual freedom and independence exist.

13. Faculty

Miramar College has an adequate core of qualified faculty with full-time responsibility to support the college's educational programs. This number of full-time qualified faculty has increased significantly since the last accreditation visit in 2004, and now numbers over 100. The faculty AFT contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes.

14. Student Services (no change since last accreditation visit in 2004)

Miramar College provides a comprehensive range of student support services that support student development and learning within the context of the college's mission. Student support services are regularly assessed and improved to meet the needs of all students.

15. Admissions (no change since last accreditation visit in 2004)

Miramar College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the college catalog and specify the qualifications appropriate for the college's institutional programs.

16. Information and Learning Resources (no change since last accreditation visit in 2004)

Miramar College provides a comprehensive collection of information and learning resources through ownership or contractual agreements, specific long-term access to sufficient information and learning resources, and service to support the college's mission and instructional programs regardless of format or location.

17. Financial Resources (no change since last accreditation visit in 2004)

Miramar College has sufficient financial resources and plans for financial development to support student learning programs and services. The goal and mission of the college is to improve the institution's effectiveness and to assure financial stability.

18. Financial Accountability (no change since last accreditation visit in 2004)

As required by law, Miramar College undergoes regular financial audits in concert with the rest of the San Diego Community College District. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the district or college.

19. Institutional Planning and Evaluation

Miramar incorporates an annual process of evaluation and planning into its institutional practices. The college utilizes the Miramar College Strategic Plan as a basis of assessing progress toward meeting long-term institutional goals. The college's mission statement and goals are reviewed annually by the College Executive Committee, the institution's shared governance oversight committee. Any recommended changes are shared with the entire college community through the Academic Senate, Classified Senate, and Associated Students Organization. In addition, annual Reports on Accomplishments are prepared for each goal and strategy addressed in the Strategic Plan. These reports detail the institutional and programmatic changes made in the prior year that have enabled the college to make progress toward achieving its institutional goals.

Integrated planning and coordination is carried out by the college's Institutional Effectiveness committee through an annual cycle of planning and prioritization. This cycle consists of four stages: 1) Assessment/Data Gathering, which includes internal program review and student learning outcomes assessment, an external "environmental scan" of the college's students and community, and a review of the college's budget and resource development opportunities; 2) Planning, which includes the establishment and integration of goals and objectives by the college's operating units; 3) Prioritization, which is the establishment of annual college-wide priorities directed to achieving the college's strategic goals; and 4) Implementation, in which college operating units and shared governance bodies use the college-wide priorities as guidance for decision-making and the allocation of college resources.

A variety of evaluative information is used in the Assessment/Data Gathering stage of the integrated planning cycle. This includes data derived from several different sources. First, "internal" evaluative data is provided by the SDCCD Institutional Research office, including survey results; comprehensive reports of student demographics and academic progress; data relating to access such as course availability and prerequisite eligibility; and data relating to success such as student retention, persistence, graduation, and transfer rates (see example in Appendix E). The college also generates its own "internal" data through the program review and student learning outcome assessment cycles, in which courses and programs, including student services and administrative services programs, are regularly assessed. Second, "external" evaluative data is generated through an environmental scan, in which the college determines community, employer, and transfer institution needs; prospective student populations; new educational delivery methods; and educational trends. Third, "budget and resource development" evaluative data is determined by an annual review of the college's current and expected budget, grants and contracts, and prospective funding sources.

20. Public Information (no change since last accreditation visit in 2004)

The Miramar College catalog is published annually. The catalog is offered in a printed

format and is also available to students on the college's web site. The catalog includes all pertinent general information, such as the college's mission; its course, program, and degree offerings; the academic calendar and program length; and policy statements for academic freedom, sexual harassment, and nondiscrimination. The availability of financial aid, learning resources, and the names and degrees of administrators, faculty members, and members of the Board of Trustees are also included in the catalog. The catalog also describes the requirements for admission, student fees and other financial obligations, degrees, certificates, graduation, and transfer. The catalog also includes specific major policies affecting students, such as academic regulations, academic honesty, acceptance of transfer credit, grievances and complaints, and refunds of fees. The catalog also states where all SDCCD policies can be accessed.

21. Relations with the Accrediting Commission (no change since last accreditation visit in 2004)

The Board of Trustees assures that Miramar College adheres to the eligibility requirements, accreditation standards, and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. In addition, Miramar College will comply with Commission requests, directives, decisions, and policies and will make 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.

G. Evidence that Each Accreditation Standard Will Still be Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

Miramar College continues to meet or exceed all of the standards of accreditation. Miramar's last accreditation visit was in 2004 and resulted in the reaffirmation of accreditation with a focused midterm report due in 2007. The focused midterm report was accepted in January 2008 with no visit required. The college's next accreditation visit is scheduled for 2010.

Accreditation standards that are particularly impacted by the proposed change are discussed in detail below.

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.

This proposal is a direct outcome of Miramar College's commitment to its institutional mission and ongoing analysis and improvement of its institutional offerings. Specifically, the

mission of San Diego Miramar College (Miramar) is to “prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity.” (2008-09 Miramar Catalog, p. 10) Based on this mission, the college identified as one of its five primary goals to “...deliver instruction and services in formats and at sites that best meet student needs” (2008-09 Miramar Catalog, p. 11). Miramar has offered courses through the distance education mode for over eight years in order to meet the needs of Miramar’s varied student populations, including active duty military, other working adults, single parents, and students with physical disabilities. Miramar has also developed a comprehensive array of instructional and student support services available in a distance education format. Concurrently, the college has developed the processes to monitor, evaluate, and improve the quality of distance education instruction and services that parallels the processes used to improve the quality of on-campus instruction and services.

As part of Miramar’s institutional evaluation, planning, and improvement cycle, the college conducted a review of its course and program offerings in 2007-08, including courses approved to be offered via distance education. This review revealed that the number of courses approved to be offered through distance education has grown from 94 in 2002 to 206 in 2008, representing approximately 28% of Miramar’s 2007-08 course inventory. Further quantitative and qualitative analysis resulted in a campus-wide decision to request the 13 programs identified above and Miramar’s general education program to be approved for delivery in the distance education mode.

The implementation of distance education programs is fully in keeping with Miramar’s mission and strategic goals, and has been planned and executed as a direct result of the college’s work in achieving those goals. All Miramar courses and programs undergo a regular cycle of evaluation and improvement, regardless of location or mode of delivery. All programs proposed to be offered via distance education are already offered on-campus and already participate in the program review process. The results of program review are used to drive and integrate Miramar’s planning, resource allocation, and institutional improvement processes; a cycle that will continue with the integration of distance education program offerings.

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.

A. Instructional Programs: As described earlier, Miramar College’s strategic plan identifies five goals that are critical to the achievement of student learning. These five goals establish parameters and priorities for all decision-making processes. The second goal is to deliver instruction and services in formats and at sites that best meet students’ needs. The proposed change will significantly advance the college’s progress toward meeting this goal, as it will

allow the college to offer a variety of instructional programs through the distance education mode in order to best meet the needs of Miramar's diverse student population. This change is particularly expected to positively impact Miramar's large active duty military population as well as other working adults, single parents, and students with limited mobility or other disabilities.

All programs and courses are required to undergo Miramar's program review and student learning outcome assessment cycle processes regardless of location or mode of delivery. The results of these processes are used to drive program improvement and enhance student learning.

B. Student Support Services: Miramar already has a robust set of student support services designed to provide the same level and quality of support to distance education students as the college provides to on-campus students. This change is expected to reinforce campus-wide awareness of the student populations served via distance education and the need for continued support of quality student services. In particular, this change is expected to result in the implementation of live online individual academic advising and counseling services (currently in the pilot stage). Other student support services, such as admissions, registration, and disability support services, are already in place for distance education students and are expected to expand and improve as a result of this change.

C. Library and Learning Support Services: Miramar's library and learning support services are already fully in place for distance education students: The library provides online access to almost 20,000 e-books, three article databases, and six research databases. Librarians are available for one-on-one assistance to distance education students during normal working hours. Librarians also teach research skills in a course offered via distance education and through workshops and tutorials. Miramar's tutoring program is fully available to distance education students in a live one-on-one online format. Students can schedule tutoring appointments for any time, even after hours, due to Miramar's investment in portable online tutoring systems. These services, while already comprehensive, are expected to expand and improve as a result of this change.

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.

Miramar has already dedicated a significant and sustainable proportion of its human, physical, technology, and financial resources to deliver its courses via the distance education mode in response to the needs of its student population and in keeping with the college's goal to "...deliver instruction and services in formats and at sites that best meet student needs." (2008-09 Miramar Catalog, p. 11). This is evidenced by the growing number of Miramar courses approved to be offered through distance education; an increase of 219% over a six-year period. In spring 2008, Miramar offered 140 individual course sections through the distance education mode, representing approximately 18% of the total number of course sections offered that term.

The SDCCD District Office has also made a significant investment in technology and staffing to support online education. This includes the cost of upgrading WebCT/Blackboard Vista (over a half million dollars); the creation of the district Online Learning Pathways group with a dean and staff; the creation of reassigned time Online Faculty Mentor positions at each college; the contract for 24/7 help desks (over \$70,000 per year).

At Miramar College, significant human, physical, technological, and financial resources are directed to distance education students via the various instructional and student services offices described in Section D2 above. In addition, the Miramar College Professional Development Center serves as a focal point for the provision of these resources to faculty members. The Center provides technological resources in the form of computers and telecommunications equipment, physical resources in the form of available work space, and human resources in the form of distance education specialists. These specialists include the campus' Online Faculty Mentor, funded by SDCCD Online Learning Pathways, and interns drawn from a pool of Master's degree candidates in the Educational Technology Program at San Diego State University.

Miramar expects to continue investing institutional resources in the expansion and improvement of its distance education programs and services as a result of this change.

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.

All of Miramar's distance education courses and services – culminating with this proposal – have been planned, developed, and implemented with the full participation and support of Miramar's shared governance and leadership bodies. This process includes the development and approval of courses, programs, and this Substantive Change Proposal.

In accordance with California administrative code and regulation (Title 5), all courses and programs, regardless of delivery method, are approved by the Miramar Curriculum Review Committee and the SDCCD Curriculum Instructional Council prior to submission to the SDCCD Board of Governors and the CCC System Office. These shared governance bodies ensure that all Miramar courses and programs are appropriate to the mission of Miramar College; serve a demonstrable student need; meet quality standards, are feasible to offer with the college's resources; and are compliant with all applicable laws and regulations. The Miramar Curriculum Review Committee and the SDCCD Curriculum Instructional Council include designated representatives from all Miramar College stakeholder groups, including faculty, staff, administration, and students. Members of the community are also welcome to attend and comment on pending curricular decisions at all meetings. These shared governance committees are also responsible for separately approving each course proposed for delivery via the distance education mode. This approval is contingent on the

demonstration of high quality standards for each distance education course, as described in Section B above. Documentation of approval for each course, program, and distance education delivery method is available upon request.

This Substantive Change Proposal has also been developed in accordance with Miramar College's shared governance process, structure, and principles. The proposal was presented to a variety of shared governance committees and campus constituency groups from October to December 2008. In November 2008, a full initial draft of the proposal was sent to every Miramar College employee and student government officer for comment and was posted to the Miramar College website. Comments were accepted in November and December and final revisions were made in early January 2009. The final version was approved by the College Executive Committee on January 13, 2009.

A wide variety of Miramar College faculty, staff, and administrators directly contributed to the development of this proposal. Primary contributors were:

Rick Cassar *Counseling Department Chair*

Michael Charles *Mathematics Department Chair / Distance Education Task Force Committee member / online instructor*

Diana Fink *The PLACe Director (tutorial services)*

Peter Fong *Vice President of Student Services*

Robert Fritsch *Arts and Humanities Department Chair / Academic Affairs Committee Chair / Distance Education Task Force Committee member / online instructor*

David Giberson *Districtwide Distance Education Steering Committee member / Distance Education Task Force Committee member / Instructional Design Coordinator*

Wahid Hamidy *Distance Education Task Force Committee member / online instructor*

Joseph Hankinson *Career/Placement Officer*

Mary Hart *Library Science Department Chair*

Terrie Hubbard *Instructional Services Administrative Technician*

Adela Jacobson *Dean of Student Affairs and Matriculation*

Francine McCorkell *Independent Learning Center Supervisor*

Rechelle Mojica *Distance Education Task Force Committee Chair / DSPS Access Technology Specialist / online instructor*

Carol Murphy *Curriculum Review Committee Chair / Distance Education Task Force Committee member / online instructor*

Alice Nelson *Counseling, EOPS, Evaluations, and DSPS Supervisor*

Crystal Rust *Online Faculty Mentor / online instructor*

Thomas Schilz *Distance Education Task Force Committee member / online instructor*

Susan Schwarz *Dean of Library and Technology*

Duane Short *Lead writer for proposal / Distance Education Task Force Committee member / Articulation Officer*

Dana Stack *Admissions and Records Officer*

Wendy Stewart *Transfer Center Coordinator*

Sandi Trevisan *Public Information Officer*

William Vincent *Vice President of Instruction*

This list represents over 10% of all full-time Miramar College faculty members, over 5% of all Miramar College classified staff members, and over 35% of all Miramar College administrators. Additional suggestions and comments were received from a number of other college and district stakeholders.

Appendix A: 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 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

Appendix C: SDCCD District Offices General Fund Unrestricted Operating Budget

SAN DIEGO COMMUNITY COLLEGE DISTRICT

2008-2009 ADOPTED BUDGET

OPERATING BUDGET

COMPARISON OF 2007-2008 BUDGET TO 2008-2009 ADOPTED BUDGET

DISTRICT OFFICES - GENERAL FUND UNRESTRICTED

	2007-2008		2007-2008		2008-2009	
	ADOPTED	PCT	ADJUSTED	PCT	ADOPTED	PCT
	BUDGET	TOTAL	BUDGET	TOTAL	BUDGET	TOTAL
	\$	%	\$	%	\$	%
1100 Contract Classroom	0	0.00	8,251	0.04	0	0.00
1200 Contract Non-Classroom	1,745,783	9.88	1,809,635	9.33	1,719,355	9.33
1300 Hourly Classroom	0	0.00	(15,251)	-0.08	0	0.00
1400 Hourly Non-Classroom	12,000	0.07	12,000	0.06	12,000	0.07
TOTAL ACADEMIC SALARIES	1,757,783	9.95	1,814,635	9.36	1,731,355	9.39
2100 Contract Non-Classroom	10,379,303	58.74	10,786,490	55.63	10,794,371	58.55
2200 Contract Classroom	0	0.00	0	0.00	0	0.00
2300 Hourly Non-Classroom	194,500	1.10	235,650	1.22	195,165	1.06
2400 Hourly Classroom	0	0.00	0	0.00	0	0.00
TOTAL NON-ACADEMIC SALARIES	10,573,803	59.84	11,022,140	56.84	10,989,536	59.61
3000 Employee Benefits	4,024,385	22.77	4,196,554	21.64	4,233,487	22.96
4000 Supplies & Materials	308,104	1.74	479,348	2.47	419,592	2.28
5000 Other Operating Expenses	617,514	3.49	1,269,344	6.55	632,354	3.43
6300 Capital Outlay	389,291	2.20	608,116	3.14	428,323	2.32
7200 Intrafund Transfer Out	0	0.00	0	0.00	0	0.00
7300 Interfund Transfer Out	0	0.00	0	0.00	0	0.00
7900 Contingencies	0	0.00	0	0.00	0	0.00
TOTAL NON SALARY ACCOUNTS	5,339,294	30.22	6,553,362	33.80	5,713,756	30.99
TOTAL ADOPTED BUDGET	17,670,880	100.00	19,390,137	100.00	18,434,647	100.00

Appendix D: Miramar College General Fund Unrestricted Operating Budget

SAN DIEGO COMMUNITY COLLEGE DISTRICT

2008-2009 ADOPTED BUDGET

OPERATING BUDGET

COMPARISON OF 2007-2008 BUDGET TO 2008-2009 ADOPTED BUDGET

MIRAMAR COLLEGE - GENERAL FUND UNRESTRICTED

	2007-2008		2007-2008		2008-2009	
	ADOPTED	PCT	ADJUSTED	PCT	ADOPTED	PCT
	BUDGET	TOTAL	BUDGET	TOTAL	BUDGET	TOTAL
	\$	%	\$	%	\$	%
1100 Contract Classroom	6,810,039	26.13	7,251,973	26.87	6,128,221	23.23
1200 Contract Non-Classroom	2,938,353	11.27	3,026,381	11.21	3,127,374	11.85
1300 Hourly Classroom	5,751,420	22.07	5,793,861	21.47	5,899,906	22.36
1400 Hourly Non-Classroom	127,272	0.49	82,997	0.31	202,044	0.77
TOTAL ACADEMIC SALARIES	15,627,084	59.96	16,155,212	59.87	15,357,545	58.21
2100 Contract Non-Classroom	3,556,833	13.65	3,664,038	13.58	3,612,869	13.69
2200 Contract Classroom	1,118,783	4.29	1,143,325	4.24	1,168,876	4.43
2300 Hourly Non-Classroom	57,200	0.22	49,645	0.18	128,920	0.49
2400 Hourly Classroom	198,415	0.76	200,415	0.74	191,640	0.73
TOTAL NON-ACADEMIC SALARIES	4,931,231	18.92	5,057,423	18.74	5,102,305	19.34
3000 Employee Benefits	4,409,964	16.92	4,521,642	16.76	4,605,279	17.46
4000 Supplies & Materials	190,024	0.73	190,574	0.71	200,015	0.76
5000 Other Operating Expenses	721,037	2.77	875,827	3.25	1,031,893	3.91
6300 Capital Outlay	184,554	0.71	184,554	0.68	86,013	0.33
7200 Intrafund Transfer	0	0.00	0	0.00	0	0.00
7300 Interfund Transfer	0	0.00	0	0.00	0	0.00
TOTAL NON SALARY ACCOUNTS	5,505,579	21.12	5,772,597	21.39	5,923,200	22.45
SUB TOTAL BUDGET	26,063,894	100.00	26,985,232	100.00	26,383,050	100.00
TOTAL ADOPTED BUDGET					26,383,050	100.00

Appendix E: Example SDCCD Institutional Research Office Report

Enrollments: The enrollment trend for the online mode of instruction increased tremendously for summer (420%), fall (106%) and spring (108%) cohorts between 2003/04 and 2007/08. With the exception of the spring cohort, the on campus mode of instruction enrollment increased between 2003/04 and 2007/08 for the summer (13%), and fall (5%) cohorts. The online mode of instruction enrollment trend for all colleges in the district was consistent with the online mode of instruction enrollment trend for Miramar College.

Figure 4.2.1: Miramar College Enrollments

