

# Substantive Change Proposal

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*The Addition of Courses that Constitute 50% or More of a Program Offered through a Mode of Distance or Electronic Delivery*

Mt. San Antonio College  
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## A. Description of the Proposed Change

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### Overview

Mt. San Antonio College (Mt. SAC) proposes that students be able to complete the following Certificate Programs through courses offered by means of distance learning (DL). These courses are offered in the traditional online format and/or in the hybrid format that requires students to attend at least some on campus meetings. The programs that offer students the ability to complete them with 50% or more of the courses being taken online are listed below.

The college's distance learning courses are conversions from traditional courses (i.e., face-to-face classroom only); distance learning courses solely offered in online delivery mode do not exist at the college. Our faculty consider the courses for online delivery based on such factors as content currency, alignment with state regulations on lecture/lab hours or to-be-arranged hours, number of faculty certified to teach online courses, and classroom or lab facilities for face-to-face vs. online versions of classes. That students may earn certificates or degrees at least 50% if not 100% online reflects an inductive, course-level approach to creating online pathways for students. This means that from an institutional perspective, there is a need to strengthen the connection between DL course approval and DL class schedule planning to anticipate timelines for when students may take at least 50% of their required courses online toward their certificate or degree.

An internal study of all the certificates that have had students take at least one distance learning course in the last three years shows that while DL courses have been approved in the catalog, they may not necessarily be offered every term. Moreover, the college's schedule planning does not purposefully stem from a desire to offer certificates or degrees at least 50% online. In fact, recent college discourse on how to increase students' awareness of their progress towards certificates and on whether to issue automatic awards of certificates reinforces the college's commitment to more purposefully increase certificate completion. Several concrete solutions have been implemented toward that end: for example, DegreeWorks is a software tool that counselors and students use to work with students' educational plans and shows students' progress towards certificates and degrees. Another example, the college conducts traditional program analysis and tracking statistics to follow student progression toward completion of certificates and degrees.

A collaborative process will occur among the Distance Learning Committee, Educational Design Committee, the Academic Senate, and Instruction Office to monitor the point at which any certificate or degree are within one year away from being offered at least 50% or 100% online. The Distance Learning Committee will include in its deliberation whether a new course proposal will constitute enabling students to earn a certificate or degree at least 50% online. Mt. SAC will also anticipate ACCJC's Substantive Change Proposal approval timeline to inform scheduling and catalog production timelines. Furthermore, Mt. SAC will work on ways in which the college may better inform students of their progress, in traditional and distance learning mode, toward certificates and degrees. On the chart below, certificates that are available 100% online as of 2012-13 are in **bold** text. All of the certificates listed below *are* 50% or more available online.

<b>Certificate Name 2012-13 College Catalog</b>	<b>Total # Courses/ Required Units</b>	<b># of DE Courses</b>	<b>50% or More Online</b>	<b>100% online</b>
Business: Retail Management – Level II	8 courses (22 units)	5	Yes	No
Business: Escrow Management	6 courses (19 units)	3	Yes	No
Business: Marketing Management	8 courses (22 units)	4	Yes	No
<b>CIS Professional Certificate in Networking</b>	<b>4 courses (16 units)</b>	<b>4</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Telecommunications</b>	<b>3 courses (12 units)</b>	<b>3</b>	<b>Yes</b>	<b>Yes</b>
CIS Professional Certificate in Network Security	4 courses (13 units)	3	Yes	No
<b>Information and Operating Systems Security</b>	<b>3 courses (10 units)</b>	<b>3</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Database Management – Microcomputers</b>	<b>4 courses (15 units)</b>	<b>4</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in SQL Server</b>	<b>3 courses (11 units)</b>	<b>3</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in C++ Programming</b>	<b>6 courses (14 units)</b>	<b>6</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Java Programming</b>	<b>6 courses (14 units)</b>	<b>6</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Visual Basic Programming</b>	<b>5 courses (14 units)</b>	<b>5</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Object-Oriented Design &amp; Programming</b>	<b>9 courses (10 units)</b>	<b>9</b>	<b>Yes</b>	<b>Yes</b>
<b>Programming in C++</b>	<b>6 courses (23 units)</b>	<b>6</b>	<b>Yes</b>	<b>Yes</b>
<b>Programming in Visual Basic</b>	<b>5 courses (19 units)</b>	<b>5</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Windows Operating System Administration</b>	<b>2 courses (8 units)</b>	<b>2</b>	<b>Yes</b>	<b>Yes</b>
<b>CIS Professional Certificate in Web Programming</b>	<b>3 courses (12 units)</b>	<b>3</b>	<b>Yes</b>	<b>Yes</b>
Hospitality: Catering	8 courses (20.5 units)	5	Yes	No
<b>Hospitality: Hospitality Management – Level I</b>	<b>4 courses (10 units)</b>	<b>4</b>	<b>Yes</b>	<b>Yes</b>
<b>Hospitality: Hospitality Management – Level II</b>	<b>7 courses (19 units)</b>	<b>7</b>	<b>Yes</b>	<b>Yes</b>
<b>Hospitality: Restaurant Management – Level I</b>	<b>4 courses (8.5 units)</b>	<b>4</b>	<b>Yes</b>	<b>Yes</b>
Hospitality: Restaurant Management – Level II	7 courses (19.5 units)	6	Yes	No
Microcomputer Productivity Software	7 courses (20-22 units)	6	Yes	No
Nutrition Program Assistant – Level 1	6 courses (10.5 units)	4	Yes	No

### **New Certificate Programs 50% or More Available Online, Effective 2013-14**

<b>Certificate Name 2013-14 College Catalog</b>	<b>Total # Courses/ Required Units</b>	<b># of DE Courses</b>	<b>50% or More Online</b>	<b>100% online</b>
<b>Introduction to Computer Information Technology</b>	<b>2 courses (7 units)</b>	<b>2</b>	<b>Yes</b>	<b>Yes</b>
CIS Professional Certificate in Excel and Access	6 courses (13 units)	4	Yes	No
CIS Professional Certificate in LINUX	6 courses (10.5 units)	3	Yes	No
CIS Professional Certificate in Database Management – Microcomputers* (Inactivated effective 2013-14)	0	0	N/A	N/A

### **Relationship of the Proposed Change to the Mission**

The mission of Mt. SAC is “to support students in achieving their educational goals in an environment of academic excellence” (Board approved June 2013).

Mt. SAC is one of the largest of the 112 community colleges in California. It serves nearly twenty communities. The diversity of this large population that is served by the college extends into many areas. In order for the mission of Mt. SAC to be met, all students must be considered, and this diversity must be addressed. Thus, alternatives for those students who cannot come to campus and for those students who want more flexibility in their schedules need to be offered.

This reasoning drives Mt. SAC's decision to allow the prior listed certificates to be earned by means of 50% or more distance learning courses. The population of Mt. SAC's District area as found in the 2010 Census is about 700,000 residents. Because of the traffic on and around the campus during school hours, especially during daytime hours, offering distance learning opportunities for students will allow some more appropriate access to Mt. SAC's instructional programs.

Data in Appendix A separated college-wide credit enrolled students into those who took at least one distance learning class (DL) within the academic year and those took only traditional on-campus classes (RG). For the past three years, the percentage of students who enrolled in at least one distance learning class has increased steadily from 21.9% to 23.6%. Asian and White students were slightly more likely to take distance learning classes. Female students were also more likely than male students to take distance learning classes.

### **Rationale for Change**

As a California Community College, Mt. SAC is an open access institution of higher education. As such, its students are diverse in a variety of ways. Many of the students of this college are members of the workforce, some are raising families while they finish their education, and some have disabilities that prevent them from coming to campus. Giving students the option to complete the prior listed certificates and degrees by taking 50% or more of their courses through distance learning will benefit students, the college, the community, and the workforce. Students will have more options, and this should allow some who cannot earn college credits by traditional attendance to succeed in college. As Mt. SAC serves these students, it continues to provide highly skilled and educated human resources to the community and to the workforce.

The unduplicated credit student population of Mt. SAC was 38,052 in 2010-2011, 36,360 in 2011-2012, and 36,141 in 2012-2013 (See Appendix B). The demand for courses remains high. Because supporting its students' educational goals is central to the mission at Mt. SAC, differing instructional delivery formats must be explored and then offered to students. Mt. SAC ensures that all of its courses, whether traditional or distance learning, are offered with the same quality for its students.

The need for courses, certificates, and programs is established through annual Planning for Institutional Effectiveness processes (program review). Labor Market Information for several of our Career Technical Education (CTE) programs drives growth in skilled and talented students in: Interior Design, Real Estate, Accounting, Human Resources and Management, Child Development, CIS, Culinary Arts, and Fashion Merchandising & Product Design (Business Division PIE 2012-13). Proposals for new programs are evaluated for program needs: facilities, staffing, equipment, and support services, as well as labor market needs for Career and Technical Education (CTE) programs and articulation alignment for transfer programs. Such review allows the college to plan for any new programs to ensure the success of the proposed program and maintain the integrity and high quality standards that appropriately represent the college.

Curriculum proposals are vetted through advisory committees, Educational Design Committee, Curriculum and Instruction Council, and the Academic Senate, prior to submission to the Board

of Trustees for approval. Thereafter, course, certificate and program proposals are sent to the Chancellor's Office for approval. The college's proposals are accompanied by evidence of data analysis of labor market needs, statistical projects of growth in specific jobs by county, advisory committee input, and recent job advertisements, among others (Chancellor's Office Program and Course approval handbook (draft) info regarding AA-T degrees

<http://www.mtsac.edu/governance/committees/eddesign/PCAHrev120512.pdf>). Once formally approved at the state level, new courses, certificates, and programs may be offered.

Subsequently, whether courses are approved to be offered through distance learning mode depends on individual course proposals on the Distance Learning Amendment Form, which are reviewed by the Distance Learning Committee, and then they are forwarded to the Educational Design Committee for local approval. Once locally approved, distance learning courses may be offered without seeking state-level approval.

### Distance Learning Class Offering

In addition to traditional on-campus instruction, Mt. SAC offers distance learning via online and hybrid schedule types. Instruction of online classes are delivered almost entirely via the Internet, while hybrid classes utilize a combination of in-class and online instruction. A summary of Mt. SAC course section offerings by schedule type of the last three years is provided below.

A view on credit course offering by section at Mt. SAC for the past three years shows the impact of budget reduction. While traditional classes were being cut further, except in spring 2013, hybrid or online section offerings were generally maintained or slightly increased in most terms.

3 Year Credit Section* Count by Schedule Type	Hybrid		Online		Traditional		Total Count
	Count	Percent	Count	Percent	Count	Percent	
Summer 2010	10	2.4%	32	7.5%	383	90.1%	425
Summer 2011	18	4.5%	31	7.8%	351	87.8%	400
Summer 2012	18	4.3%	28	6.7%	369	88.9%	415
<b>Summer 3YR Total</b>	<b>46</b>	<b>3.7%</b>	<b>91</b>	<b>7.3%</b>	<b>1103</b>	<b>89.0%</b>	<b>1240</b>
Winter 2011	20	3.7%	36	6.6%	487	89.7%	543
Winter 2012	27	5.3%	31	6.1%	447	88.5%	505
Winter 2013	24	4.9%	34	7.0%	428	88.1%	486
<b>Winter 3YR Total</b>	<b>71</b>	<b>4.6%</b>	<b>101</b>	<b>6.6%</b>	<b>1362</b>	<b>88.8%</b>	<b>1534</b>
Fall 2010	96	3.3%	74	2.5%	2742	94.2%	2912
Fall 2011	113	4.1%	55	2.0%	2605	93.9%	2773
Fall 2012	112	4.1%	55	2.0%	2598	94.0%	2765
<b>Fall 3YR Total</b>	<b>321</b>	<b>3.8%</b>	<b>184</b>	<b>2.2%</b>	<b>7945</b>	<b>94.0%</b>	<b>8450</b>
Spring 2011	135	4.7%	34	1.2%	2684	94.1%	2853
Spring 2012	104	3.9%	58	2.2%	2490	93.9%	2652
Spring 2013	115	4.1%	66	2.4%	2626	93.6%	2807
<b>Spring 3YR Total</b>	<b>354</b>	<b>4.3%</b>	<b>158</b>	<b>1.9%</b>	<b>7800</b>	<b>93.8%</b>	<b>8312</b>
<b>Overall 3YR Total</b>	<b>792</b>	<b>4.1%</b>	<b>534</b>	<b>2.7%</b>	<b>18210</b>	<b>93.2%</b>	<b>19536</b>

\*sections with enrollment >0 only.

## Certificate Completers

Twenty-four Mt. SAC certificate programs are identified as in need of substantive change approval by ACCJC. The following tables provide a summary and a detailed list on the number of awards earned in these 24 programs (**henceforth called DL24**) over the past three years. A total of 153 students (7% of total students who earned a certificate) completed 306 DL24 certificates (10% of all certificates completed) within the three-year period. Over 91.3% of these completers took at least one distance learning class as part of their certificate pathway at Mt. SAC. In comparison, 2148 students earned 2998 certificates in other certificate programs during the same three-year period. Less than one third (32.6%) of these 'Other' certificate completers had taken at least one distance learning course. Please note that 53 students were in both DL24 and Other certificate completer groups.

<b>DL24 Certificates Completers</b>	<b>YR2010-2011</b>	<b>YR2011-2012</b>	<b>YR2012-2013</b>	<b>3YR Total</b>
Total Awards	62	118	126	306
Unduplicated Head Count	35	67	70	172 (153 <sup>^</sup> )
% Taken at least one DL course	94.3%	88.1%	92.9%	91.3%

<sup>^</sup> Unduplicated across three year count.

<b>Other Cert* Completers</b>	<b>YR2010-2011</b>	<b>YR2011-2012</b>	<b>YR2012-2013</b>	<b>3YR Total</b>
Total Awards	591	1156	1251	2998
Unduplicated Head Count	438	843	867	2148
% Taken at least one DL course	38.1%	31.1%	31.3%	32.6%

\*other certificates are those not part of the 24 programs of substantive changes.

<b>Three Year DL Certificate Award Count(DL24 Programs)</b>						
<b>AWARD TYPE</b>	<b>PROGRAM CODE</b>	<b>PROGRAM TITLE</b>	<b>YR2010-2011</b>	<b>YR2011-2012</b>	<b>YR2012-2013</b>	<b>3YR Total</b>
<b>Certificate 6 to &lt;18 Units (C1)</b>	<b>E0700</b>	CIS Java Programming Cert		4	3	7
	<b>E0713</b>	CIS Web Programming Cert	2			2
	<b>E0714</b>	CIS C++ Programming Cert	2	5	5	12
	<b>E0715</b>	CIS Database Mgmt - Micro Cert	7		3	10
	<b>E0716</b>	CIS Networking Cert	2	3	7	12
	<b>E0718</b>	CIS Telecommunications Cert	2	14	15	31
	<b>E0719</b>	CIS Visual Basic Prog Cert	2	4	3	9
	<b>E0720</b>	CIS Windows Oper Sys Adm Cert		5	4	9
	<b>E0721</b>	CIS Network Security Cert	1	10	11	22
	<b>E0723</b>	CIS Object-Oriented Dsn Cert	4	9	9	22
	<b>E0730</b>	CIS SQL Cert	5	10	3	18
	<b>E0731</b>	Info/Oper Sys Security Cert	1	1	2	4

Three Year DL Certificate Award Count(DL24 Programs)						
AWARD TYPE	PROGRAM CODE	PROGRAM TITLE	YR2010-2011	YR2011-2012	YR2012-2013	3YR Total
	E1331	Nutr Prog Asst I Cert	4	4	8	16
	E1332	Hosp: Hospitality Mgmt I Cert	8	14	15	37
	E1333	Hosp: Restaurant Mgmt I Cert	9	15	14	38
<b>C1 Total</b>			<b>49</b>	<b>98</b>	<b>102</b>	<b>249</b>
<b>Certificate 19 to &lt;30 Units (C2)</b>	L0510	Marketing Management Cert			1	1
	L0511	Business: Escrow Management				
	L0591	Bus: Retail Mgmt II Cert	1		2	3
	L0702	Microcomp Prod Software Cert			1	1
	L0789	Program in Visual Basic Cert		3		3
	L0794	Program in C++ Cert	1	1		2
	L1319	Hosp: Restaurant Mgmt II Cert	3	5	6	14
	L1325	Hosp: Hospitality Mgmt II Cert	6	11	13	30
	L1395	Hosp: Catering Cert	2		1	3
<b>C2 Total</b>			<b>13</b>	<b>20</b>	<b>24</b>	<b>57</b>
<b>Certificate Award Total</b>			<b>62</b>	<b>118</b>	<b>126</b>	<b>306</b>
<b>Unduplicated Certificate Completer Count</b>			<b>35</b>	<b>67</b>	<b>70</b>	<b>153</b>

A comparison of DL24 and Other Certificate completers by demographics shows Asian and White students, proportionally, were more likely to earn certificates in the DL24 programs while Hispanic or Latino students were more likely to earn certificates in the Other certificate programs. Male students were overwhelmingly represented as completers in both DL24 and Other certificate programs than female students, except in the year of 2010-2011 with Other certificate programs.

DL24 Completers	YR2010-2011		YR2011-2012		YR2012-2013		3YR Total	
Ethnicity	#	%	#	%	#	%	#	%
American Indian or Alaska Native								
Asian	13	37.1%	29	43.3%	23	32.9%	65	37.8%
Black or African American		0.0%	3	4.5%	2	2.9%	5	2.9%
Hispanic, Latino	11	31.4%	20	29.9%	20	28.6%	51	29.7%
Native Hawaiian or Other Pacific Islander								
Two or More Races		0.0%	4	6.0%	4	5.7%	8	4.7%
White	9	25.7%	9	13.4%	18	25.7%	36	20.9%
X - Unknown	2	5.7%	2	3.0%	3	4.3%	7	4.1%
<b>Grand Total</b>	<b>35</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>	<b>172</b>	<b>100.0%</b>



<b>Other Cert Completers</b>	<b>YR2010-2011</b>		<b>YR2011-2012</b>		<b>YR2012-2013</b>		<b>3YR Total</b>	
<b>Ethnicity</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
American Indian or Alaska Native	6	1.4%	3	0.4%	3	0.3%	12	0.6%
Asian	87	19.9%	146	17.3%	155	17.9%	388	18.1%
Black or African American	40	9.1%	53	6.3%	47	5.4%	140	6.5%
Hispanic, Latino	176	40.2%	400	47.4%	421	48.6%	997	46.4%
Native Hawaiian or Other Pacific Islander	2	0.5%	3	0.4%	3	0.3%	8	0.4%
Two or More Races	7	1.6%	19	2.3%	24	2.8%	50	2.3%
White	96	21.9%	179	21.2%	185	21.3%	460	21.4%
X - Unknown	24	5.5%	40	4.7%	29	3.3%	93	4.3%
<b>Grand Total</b>	<b>438</b>	<b>100.0%</b>	<b>843</b>	<b>100.0%</b>	<b>867</b>	<b>100.0%</b>	<b>2148</b>	<b>100.0%</b>

<b>DL24 Completers</b>	<b>YR2010-2011</b>		<b>YR2011-2012</b>		<b>YR2012-2013</b>		<b>3YR Total</b>	
<b>Gender</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Female	14	40.0%	17	25.4%	24	34.3%	55	32.0%
Male	20	57.1%	48	71.6%	45	64.3%	113	65.7%
Unknown	1	2.9%	2	3.0%	1	1.4%	4	2.3%
<b>Grand Total</b>	<b>35</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>	<b>172</b>	<b>100.0%</b>

<b>Other Cert Completers</b>	<b>YR2010-2011</b>		<b>YR2011-2012</b>		<b>YR2012-2013</b>		<b>3YR Total</b>	
<b>Gender</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Female	241	55.0%	368	43.7%	406	46.8%	1015	47.3%
Male	191	43.6%	466	55.3%	456	52.6%	1113	51.8%
Unknown	6	1.4%	9	1.1%	5	0.6%	20	0.9%
<b>Grand Total</b>	<b>438</b>	<b>100.0%</b>	<b>843</b>	<b>100.0%</b>	<b>867</b>	<b>100.0%</b>	<b>2148</b>	<b>100.0%</b>

## **B. Description of Program to be offered (if it involves a new educational program, or change in delivery mode)**

The change in mode of delivery does not involve the creation of new educational programs. The programs reflected in this substantive change proposal are existing programs offered at Mt. SAC. The college is requesting approval to teach more than 50% of each of the programs in a distance learning format. The certificates recognize students' satisfactory completion of an organized program of study and are awarded upon satisfying the minimum qualifications for each program of study.

The educational purpose of the change is to allow students more flexibility in how they attain their educational goals by allowing them to take through an online format. With a slow economic

recovery in the state, this type of flexibility is needed for workers, some of whom are employed at two or more jobs. Many students only need a few courses to earn a certificate. Once obtained, certificates allow students to increase their wages and earn promotions, get better jobs, and contribute their knowledge and skills to the workplace.

Descriptions of the programs to be offered in distance mode are noted below. The previous table in the first section (page 4) of this report indicates the number of units for each program.

Certificate Name	Description of Program
Business: Retail Management – Level II	This intermediate certificate builds upon the Level I Certificate to expose students to the various functions of managers in retail positions. Fundamentals of business organization, retail marketing and staffing provides the student a solid foundation from which to build a career in retail management.
Business: Marketing Management	Students completing this Marketing Management certificate will have gained practical world business knowledge and experience. In addition, completers of the certificate will have learned to use some of the latest business computer software.
CIS Professional Certificate in Networking	The CIS Professional Certificate in Networking program is designed to prepare students for a career in the computer networking industry. The certificate offers a balanced set of classes that prepare students to design, implement, and manage the heterogeneous corporate network. The network administration courses emphasize network operating systems, network infrastructure and data communications. Student will acquire the skills to install and administer a Windows network, Virtualization, Active Directory, group policy, file system security, DNS, DHCP, Linux Networking, Cisco routers, switches, network infra-structure, access control list, Virtual LAN (VLAN) and VLAN routing. Individual courses will help students prepare for related industry certification exams such as Network+, Microsoft MCITP, Cisco CCNA and Red Hat RHCSA. Opportunities available upon completion of this certificate include entry-level and mid-management positions in Network Administration.
CIS Professional Certificate in Telecommunications	The CIS Professional Certificate in Telecommunications program is designed to prepare students for a career in the computer networking industry. The certificate offers a balanced set of classes that prepare students to design, implement and manage the heterogeneous corporate network. The network administration courses emphasize network operating systems, network infrastructure and data communications. Students will acquire the skills to install and administer a Windows network, Virtualization, Active Directory, group policy, file system security, DNS, DHCP, Cisco routers, switches, network infrastructure, access control list, Virtual LAN (VLAN) and VLAN routing. Individual courses will assist students in preparing for industry certification exams such as Network+, Microsoft MCITP and Cisco CCNA. Opportunities available upon completion of the certificate program include entry-level and mid-management positions in Network Administration.
CIS Professional Certificate in Network	The CIS Professional Certificate in Network Security

Certificate Name	Description of Program
Security	<p>program is designed to prepare students for a career in the computer network security industry. The certificate offers a balanced set of classes that prepare students to design, implement, manage and secure the heterogeneous corporate network. The security management courses emphasize firewall security appliances, network protocol analysis, Linux network, Snort intrusion detection, intrusion prevention, and vulnerability management. Students will acquire the skills to utilize network protocol analyzers, to troubleshoot network problems, deploy intrusion prevention systems, configure firewall security appliances and Virtual Private Network (VPN), and assess network vulnerabilities and implement countermeasures. Individual courses will help students prepare for industry certification exams such as Certify Ethical Hacker (CEH), Cisco Firewall Specialist, and Cisco IPS Specialist. Opportunities available upon completion of the certificate program include Network Security Analyst, Junior Network Security Engineer, Network Vulnerability Management, and Network Security Architect.</p>
Information and Operating Systems Security	<p>The Information and Operating Systems Security certificate provides students the skills to analyze security risks to a computer network and select and deploy countermeasures to reduce the network's exposure to such risks. The certificate offers a balanced set of classes that provides students the skills to identify network threats and protect the system against them. Students will demonstrate the ability to create a secure computer system and utilize security tools to protect it from security threats. Although this certificate, by itself, may not qualify a student for a career in network security, it would ideally compliment other network security certificates and/or degrees within the CIS program.</p>
CIS Professional Certificate in SQL Server	<p>The SQL Server certificate is designed to prepare students for a career in database administration using SQL Server. The certificate offers a balanced set of classes that provides students skills in database design, data retrieval and database programming. Emphasis is placed on building databases; retrieving data; creating and maintaining database objects; writing stored procedures, functions and triggers for reusable software components. Students will demonstrate the ability to view and update databases and develop programs to automate database functions. Opportunities available after the completion of this certificate include SQL Server report writer, SQL Server developer and software engineer.</p>
CIS Professional Certificate in C++ Programming	<p>The CIS Professional Certificate in C++ Programming prepares students for a career in computer programming. It is intended for returning CIS professionals with several years of experience or current students who have completed several CIS courses. Emphasis is placed on object-oriented programming, database programming and developing a graphical user interface. Students will demonstrate the ability to create business-oriented applications using both the C++ and Visual C++ programming languages; demonstrate effective object-oriented design techniques; write effective program documentation, and demonstrate program troubleshooting skills. Opportunities available after the completion of this certificate include programming for stand-alone applications, games and databases.</p>

Certificate Name	Description of Program
<p>CIS Professional Certificate in Java Programming</p>	<p>The Java programming certificate is designed to prepare students for a career in computer programming. The certificate offers a balanced set of classes that provides students with client, server, and database programming skills required by industry. Emphasis is placed on object-oriented programming applications Web-based applets configuring an Apache Tomcat servlet, implementing JavaServer Pages, JavaBeans, and NetBeans for reusable software components. Student will demonstrate the ability to design and implement a Java application that will contain the front end user interface and back end database. Opportunities available after the completion of this certificate include programming for systems, mobile devices, device drivers and software engineering.</p>
<p>CIS Professional Certificate in Visual Basic Programming</p>	<p>The CIS Professional Certificate in Visual Basic Programming is designed to prepare students for a career in computer programming. The certificate offers a balanced set of classes that provides students client, server and database programming skills required by industry. Emphasis is placed on object-oriented programming applications, web based applications and implementing ASP.NET, ADO.NET and .NET Framework for reusable software components. Students will demonstrate the ability to design and implement a Visual Basic application that contains the client interface, the server implementation and the database. Opportunities available after the completion of this certificate include programming for systems, mobile applications, integration of systems and web applications.</p>
<p>CIS Professional Certificate in Object-Oriented Design &amp; Programming</p>	<p>The CIS Professional Certificate in Object-Oriented Design and Programming prepares students for a career in computer programming. The certificate offers a balanced set of classes that provides students the skills to design and develop business applications using the Unified Modeling Language (UML) and an object-oriented programming language. Students will demonstrate the ability to design and implement business environment applications that will contain the front end user interface and back end database. Students in this program select one of the following three programming language concentrations: Visual Basic.NET, Java or C++. Career opportunities available after the completion of this certificate include programming for systems, mobile devices, device drivers and software engineering.</p>
<p>Programming in C++</p>	<p>The Programming in C++ Certificate prepares students for a career in computer programming. The certificate offers a balanced set of classes that provides students the skills to create business-oriented applications in C++, maintain a Microsoft Access database, and learn the tools and techniques required of a systems analyst. Emphasis is placed on object-oriented programming techniques; creating database tables, forms, reports and queries; and implementing a computer system using the system development life cycle methodology. Students will demonstrate the ability to create business applications; write effective program documentation; demonstrate program trouble-shooting skills; and build a computer system using the steps of the system development life cycle. Career opportunities after the completion of this certificate include programmer and systems analyst.</p>

Certificate Name	Description of Program
Programming in Visual Basic	<p>The Programming in Visual Basic Certificate is designed to prepare students for a career in computer programming. The certificate offers a balanced set of classes that provides students the client, server and database programming skills required by industry. Emphasis is placed on object-oriented programming applications, web based applications, and implementing ASP.NET, ADO.NET and .NET Framework for reusable software components. Students will demonstrate the ability to design and implement a Visual Basic application that contains the client interface, the server implementation and the database.</p> <p>Opportunities available after the completion of this certificate include programming for systems, mobile applications, integration of systems and web applications.</p>
CIS Professional Certificate in Windows Operating System Administration	<p>The CIS Professional Certificate in Windows Operating System Administration is designed for returning CIS professionals with several years of experience or current students who have completed several CIS courses. This certificate will prepare students for technical support jobs for companies using Windows operating systems. The certificate will provide students the skills to install, manage/administer and troubleshoot Microsoft Windows workstations and Microsoft server operating systems. The courses in this certificate cover the major topics of industry standard certification exams.</p> <p>Opportunities available upon completion of the certificate program include entry-level and mid-level help desk and Windows Administrative positions.</p>
CIS Professional Certificate in Web Programming	<p>The CIS Certificate in Web Programming provides students the programming skills to create effective web pages and web sites. The certificate offers a balanced set of classes that prepares students to design, debug and implement both client-side and server-side web programs. Emphasis is placed on acquiring programming skills in various web programming, scripting or markup languages such as JavaScript, HTML, DHTML, XHTML, XML, CSS, ASP, JSP, SQL and Perl. Students will also learn to configure and install an Apache web server in a Linux system to access a MySQL database using PHP programs. Opportunities available after the completion of this certificate include web programming or web and database server administration.</p>
Hospitality: Catering	<p>The Catering Certificate prepares students for entry-level positions in catering companies, banquets facilities, hotels, convention centers, fair grounds and event planning companies. Students gain practical and management training in: food safety and sanitation, food production, menu development, developing catering business plans, client meeting techniques, contract creation and banquet event order development. Students who successfully complete the requirements for this certificate will also earn the Food Protection Manager Certification from the National Restaurant Association upon passing the ServSafe Exam.</p>
Hospitality: Hospitality Management – Level I	<p>The Hospitality: Hospitality Management - Level I Certificate prepares students for entry-level positions in the hospitality industry. Students receive training in dining room service</p>

Certificate Name	Description of Program
	management and lodging operations. Students who successfully complete the requirements for this certificate will also be required to complete a minimum of 60 non-paid or 75 paid hours of work experience in the hospitality industry.
Hospitality: Hospitality Management – Level II	Students completing this Marketing Management certificate will have gained practical world business knowledge and experience. In addition, completers of the certificate will have learned to use some of the latest business computer software.
Hospitality: Restaurant Management – Level I	The Hospitality: Restaurant Management - Level I Certificate prepares the holder for an entry-level position within a restaurant.
Hospitality: Restaurant Management – Level II	The Restaurant Management - Level II Certificate prepares students for mid-level or Manager-In-Training positions in restaurants, catering, hotel food and beverage outlets, theme parks and other food service businesses. Students gain practical and management training in: food safety and sanitation, food production, dining room service management, menu development, and cost volume analysis. Students who successfully complete the requirements for this certificate will also earn the Food Protection Manager Certification from the National Restaurant Association upon passing the ServSafe Exam.
Microcomputer Productivity Software	The Microcomputer Productivity Software certificate is designed to prepare students for careers that require extensive knowledge of business-related productivity software. The certificate offers a balanced set of classes that enables students to maintain and troubleshoot a Windows operating system, learn advanced features of Excel, Access and PowerPoint software; and create commercial Web sites. Emphasis is placed on customizing, optimizing and securing a Windows-based computer; developing spreadsheet pivot tables and macros; using Access to create and maintain database tables, forms, reports and queries; creating and manipulating PowerPoint slide shows with multimedia content; and using HTML and web page editors to create and publish Web sites. Students will demonstrate the ability to use software to store and retrieve data, solve business problems and create commercial Web sites. Opportunities available after the completion of this certificate include systems analyst, administrative assistant and office manager.
Nutrition	This certificate is designed to give students basic knowledge and skills in nutrition science, food science, food preparation, and food safety and sanitation. These core courses provide the necessary skills for those seeking entry-level employment as nutrition assistants or dietary service workers in hospital or school food service or with community agencies such as The Federal Supplemental Nutrition Program for Women, Infants, and Children (W.I.C.) and Head Start. Students desiring a Bachelor of Science Degree in Nutrition (transfer program) should consult with a counselor or advisor to discuss transferability of courses.

The conversion of the aforementioned certificates in distance learning mode complies with all Eligibility Requirements, Standards, and Policies. The college's governing board approved [Administrative Procedure 4105 Distance Learning](#) to clearly reflect the college's compliance

with distance learning regulations. The courses follow strict curriculum development and approval process specifically required of distance learning courses. The faculty authors obtain departmental approval to convert courses into distance learning mode. The course amendment forms are reviewed and approved by the Distance Learning Committee and Educational Design Committee, Curriculum and Instruction Council, Academic Senate, and Board of Trustees. The approval process for traditional certificates and degrees is the same. The college's curriculum approval process has not yet seen proposals for fully online delivery of certificates or degrees. All course, certificate, and degree proposals reflect planning through program review and outcomes assessment.

### **C. Description of Planning Processes that Led to this Change**

Through the college's program review process (affectionately known as Planning for Institutional Effectiveness, or PIE), the college supports programs in deciding their best course of action. Through this alignment of the needs of the programs with a direct relationship to the college's mission, each area creates its plans and actions, monitors the outcomes, and systematically uses these outcomes for improvement. As the college's mission statement includes helping students to achieve their educational goals, it is clear that allowing for distance learning course opportunities is important.

Based on the enrollment trends and the Skills and Pedagogy for Online Teaching (SPOT) program (<http://www.mtsac.edu/instruction/learning/dlc/spot/>), there is an identified need for both distance learning course offerings as well as for specialized training of faculty who teach those courses. The resources available to students and to faculty for these courses are numerous (e.g., library resources, contact with the professor, and technical resources).

The proposed change does not negatively impact the college in any way; it allows for more flexible scheduling for students while providing them with the same quality of services available to those who are on campus.

Students at Mt. SAC represent all walks of life, from those who are fresh from high school to those who have come back to school in mid-life while raising their children. Allowing for this change for more distance learning in the college's course offerings will allow Mt. SAC's students more opportunities to achieve their educational goals and to achieve academic excellence—yet another part of Mt. SAC's mission statement.

Numerous areas have been working on course-level conversion of traditional courses into distance learning courses although not intentionally offering certificates and degrees at least 50% online. At that course by course level, the college is working toward this proposed change. In fact, through the Distance Learning Plan, the college will explore offering fully online certificates and degrees. Through the curriculum and program review process (Planning for Institutional Effectiveness, PIE), all programs are required to review their programs and work on student learning outcomes (SLOs) and administrative unit objectives (AUOs). It is through these planning endeavors that the programs to look critically at their respective program and the courses within it to assess the level of student learning and satisfaction. The use of the findings provides an evaluation loop from which the programs make changes to improve. It is through

this systematic and integrated planning effort that the programs are sure that they are prepared for and planning for the change. The SPOT training program for teaching of distance learning courses provides an in-depth and multifaceted avenue for student-centered learning (See Appendix C). A final demonstration of the preparation and planning process for the change is evident in the research study that is done concerning all distance learning courses (See Appendix D). It is through this research that the distance learning coordinators learn of the success and retention rates of all courses. These data are shared with the Academic Senate, and resolutions to continue distance learning course offerings and other outcomes based on these findings are enacted.

#### **D. Evidence of Human, Administrative, Financial, and Physical Resource Support for the Proposed Change**

Mt. SAC has an Online Learning Support Center (<http://www.mtsac.edu/instruction/learning/dlc/spot/>), established in 1999, that supports faculty who teach traditional and distance learning courses. This center is overseen by the Dean of Library and Learning Resources and houses two classified employees, the Teaching and Learning Technology Specialist and the Learning Resources Computer Technician, and two faculty members with reassigned time: the Distance Learning Faculty Coordinator, the Assistant Distance Learning Faculty Coordinator. Additionally, the Distance Learning/Electronic Reference Librarian and Librarian for Online Learning ensure students taking distance learning courses have access to library resources. Moreover, the Information Technology Department works closely with the Online Learning Support Center staff to assist students and faculty involved in distance learning.

Mt. SAC's Distance Learning Faculty Coordinator provides guidance and support to faculty who are interested in converting their traditional courses to distance learning delivery by coaching faculty through the Distance Learning Course Amendment and committee approval process. Besides co-chairing the Distance Learning Committee, the Faculty Coordinator is also a member of the Curriculum and Instruction Council which reviews and approves traditional and distance learning course proposals. The Assistant Distance Learning Faculty Coordinator facilitates the faculty certification process called Skills and Pedagogy for Online Teaching (SPOT) for distance learning courses. SPOT's content is designed to train faculty on how to deliver instruction effectively online and to comply with regulations concerning distance learning. SPOT is offered as a self-paced, online program. This Assistant Faculty Coordinator works with a team of faculty verifiers whose role is to review and provide feedback to the faculty on their meeting the standards prescribed in the SPOT program. Once faculty completes the SPOT program, they are eligible for distance learning course assignments.

In addition to SPOT certification, all faculty who want to use the Moodlerooms (MR) learning management system are required to complete training in MR Basics 1 and 2 in traditional or online formats prior to being issued course shells for course content development. This local requirement has been established so that the college may assure standards for implementing the Distance Learning Amendment Form the online course outline of record are met. Compliance



with this requirement also helps the college appropriately respond to support issues from faculty and students.

To ensure authentication, Mt. SAC uses single-sign-on credentials of faculty and students to enter into the college's portal and Moodlerooms (MR) learning management system (<http://www.mtsac.edu/instruction/learning/olsc/moodlerooms/selfhelp.html>). Mt. SAC pays fees for the license and it supports an ongoing subscription to MR. Additionally, the College pays for 24-hour, seven-day-per-week support for both student and faculty users. Screen casts of sample distance learning courses in Moodlerooms, Nutrition & Food 10, Hospitality & Restaurant Management 52, and Computer Information System 21 exemplify course design that meet established standards (Appendix E).

Prospective students may apply to Mt. SAC online or through CCCApply ([http://www.cccapply.org/applications/CCCApply/apply/Mt\\_San\\_Antonio\\_College.html](http://www.cccapply.org/applications/CCCApply/apply/Mt_San_Antonio_College.html)). Once admitted, they can register for classes online after they set-up their account in the student portal ([https://my.mtsac.edu/activation\\_instructions.pdf](https://my.mtsac.edu/activation_instructions.pdf)). All students may purchase books online, and online counseling is available for all students, as is online information about financial aid, including the application for student financial aid (FAFSA <http://www.mtsac.edu/financialaid/index.html>). Library resources are available online to all students, including the library catalog, student library accounts, an array of databases, video clips and full-length films, information tutorials and guides, and reference through phone and email contact with a librarian on duty.

The distance learning courses at Mt. SAC are taught by both full-time and adjunct faculty. Each Division Dean manages the courses in his/her Division, and the Vice President of Instruction oversees all of the programs. All academic faculty are hired based on the minimum qualifications for each discipline. Those faculty members who teach distance learning courses have been certified to do so through the SPOT. In addition, those faculty members who use MR have been certified to do so ([http://www.mtsac.edu/instruction/learning/olsc/moodlerooms/mtsac\\_mr\\_workshops.html](http://www.mtsac.edu/instruction/learning/olsc/moodlerooms/mtsac_mr_workshops.html)). Mt. SAC online training programs address both pedagogical concerns with distance learning as well as the technical aspects of teaching online. All of the courses that are taught via distance learning have been approved by the Educational Design Committee ([http://www.mtsac.edu/governance/committees/a\\_sub-committee\\_of\\_the\\_Curriculum\\_and\\_Instruction\\_Council](http://www.mtsac.edu/governance/committees/a_sub-committee_of_the_Curriculum_and_Instruction_Council)) (<http://inside.mtsac.edu/organization/committees/curriculum/>). Each of these courses is part of the traditional four-year course review process.

Because the courses for which the college is seeking approval to offer through distance learning delivery are existing courses, there is no new demand on academic personnel or physical space. The college's current planning and budgeting process accounts for the licenses and contracts with Moodlerooms, the campus portal, Banner Enterprise Application System, and OCLC WorldShare Management System, the college's newly implemented integrated library system. Moreover, to continue to strengthen the college's ability to ensure authentication, Mt. SAC is investigating tools such as Respondus and Turnitin for adoption to better support multiple assessment measures, student authentication, and the academic integrity policy. The need for these tools derived from unit-level planning (Distance Learning/Online Learning Support Center PIE 2011-12 and 2012-13; Distance Learning Plan April 2013), cross-team planning with Information Technology Department, and at the institutional level through Institutional

Effectiveness Committee. Specifically, the resource needs section of team level PIE are sorted and reviewed with the teams responsible for the identified needs, e.g., Information Technology on software and equipment. In terms of hardware and facilities, the Online Learning Support Center (OLSC) has a dedicated training and learning space with 13 computers that are five years old. Using the existing planning and budgeting process, a plan is in place for replacement of aging equipment in order to meet performance demands of new software.

In terms of enrollment, in 2012-13, 16% of enrollment at census date were in online courses while 12% at the same time were in hybrid courses (percentage includes possible duplicate counts because students may be enrolled in at least one online and one hybrid class). The resources for Distance Learning includes dedicated personnel and supplies and institutional support provided by the Library & Learning Resources Division, Instruction Office, and Information Technology Department (Appendix F). Distance Learning and Online Learning Support Center have support by two 100% time employees: Teaching and Learning Technology Specialist and Learning Resources Computer Technician. Additionally, two faculty on reassigned time are faculty leaders on distance learning, including oversight for the distance learning curriculum development, faculty certification program Skills and Pedagogy for Online Teaching (SPOT). A third faculty, Distance Learning/Electronic Reference Librarian also provides support ensuring that students taking distance learning courses have access to library resources. A fourth faculty, Librarian for Online Learning has just been recently hired to strengthen online learning connections to the library. This team also plans faculty development training sessions with the college's Professional and Organizational Development office and the Professional Development Council.

Institutional support for Distance Learning includes the Library and Learning Resources Division (LLR) in which it resides, Instruction Office, and Information Technology. The dean of LLR's responsibilities include Distance Learning, as do the LLR Administrative Secretary and the Accounts Clerk. The Library offers a plethora of resources designed for print and electronic access for all students. The Instruction Office supports curriculum processing, planning, resources prioritization, and communication. The Information Technology Department provides support for equipment maintenance, learning management systems, training, and technical support to faculty and students. It is difficult to calculate and quantify the amount of time these institutional areas provide to supporting Distance Learning.

The college's planning and budgeting for distance learning are incorporated within existing processes since distance learning courses are conversions of existing curriculum. The college currently has 129 distance learning courses, or 8.74% of 1475 active courses in the catalog. The college's resources for instruction and student services are expended to support all students regardless of mode of instructional and service delivery as described above. Online access is offered through the following: application for admission, financial aid, orientation to college, counseling, registration for classes, library resources, campus portal, tutoring in English, math and science courses, and of course, learning management systems such as Moodlerooms and Luminus Course Studio. The Distance Learning Committee developed a draft Distance Learning Plan (see Appendix G) in response to Academic Senate Resolution 2011-16 Distance Learning Plan and Support ([Academic Senate Resolution 11-16 Distance Learning Plan and Support](#)) in support of development of Mt. SAC's distance learning program. Since 1997, distance learning has grown by 600%, but resource allocation has not kept pace. Recently approved by the Academic Senate in June 2013, the draft plan will be reviewed by the President's Advisory Council and President's Cabinet for approval. The Plan details the need to strengthen planning for online certificates and degrees and appropriate support toward the college's efforts to meet state and federal regulations for distance learning. Once approved, the plan will inform unit level and cross-team planning and budgeting in our respective PIE.

A research study of the success and retention rates of the distance learning courses is completed every year (See Appendix D). The Research and Institutional Effectiveness department set up an on-demand report. This report provides success and retention (staying enrolled past first census in a course) data to the distance learning team. The team reviews it, decides its implications, and provides feedback to the Dean of the Library and Learning Resources Center. Depending on the recommendations, the appropriate actions are taken whether it is to change the curriculum in SPOT, to ask a committee to review a specific element, or to create an Academic Senate Resolution. Each August, the Dean presents the report to the Board of Trustees. At the August 22, 2012 meeting the minutes read as follows:

Meghan Chen, Dean, Library & Learning Resources reported on the College's Distance Learning Program. During 2011-12, nearly 6,400 students took an online course, while nearly 7,900 enrolled in a hybrid class. Both types saw a modest increase from 2010-11. Mt. SAC's student success rates mirror state and national statistics in distance learning courses. In 2011-12, the overall average success rates in online and hybrid classes was 61%, lower than the average of 74% in traditional classes. Dean Chen also told the Board that library databases are very popular with students, and e-books were accessed more than 20,000 times. Online tutoring in math and chemistry grew from 279 students in 2010-11 to 405 students this year. Dean Chen highlighted the results of a student survey and two focus groups she held regarding distance learning. Students said online classes are not easier and, in some cases, more difficult than traditional classes. Students also said having strong reading and time management skills are very helpful in online classes. Lastly, the students want more online offerings, including 100% online certificates and degrees.

## **E. Evidence that the Institution has Received Internal or External Approvals**

At Mt. SAC, the Board of Trustees primarily relies upon the faculty for curriculum. The Mt. SAC Educational Design Committee, a sub-committee of the Curriculum and Instruction Council, approves all traditional and distance learning courses. The council reports its recommendations directly to the Academic Senate through the Council and Committee Reporting Structure. The college recommends courses and programs to the Board of Trustees and Chancellor's Office for approval. As required by state regulations concerning distance learning, the Dean of Library and Learning Resources provides an annual report to the Board of Trustees on the status of distance learning courses, enrollment, student success, resources and services for students and faculty (Distance Learning Report to the Board August 2012 and 2013, see Appendix H).

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The Board of Trustees approves curriculum proposals and changes and budgets through the college's shared governance processes. These processes have internal controls that assure proposals for changes and budgets are based on data analysis and collegial input before they are vetted through appropriate campus groups. The Educational Design Committee and Distance Learning Committee review and recommend for approval all curriculum proposals, and recommendations are forwarded to Curriculum and Instruction Council, Academic Senate, and Board of Trustees for approval. The PIE and budget planning processes also require data analysis, back-up documentation, unit- and team-level input, and campus approval processes. The college budget development process reflects institutional PIE, assumptions of revenues and expenditures, data review of previous' years' financial statements and expenditure history, and anticipation of future financial obligations. This process is vetted by the Budget Committee, President's Advisory Council, President's Cabinet, and budgets are approved by the Board of Trustees. The above processes account for distance learning courses and resources necessary to support the current courses. Mt.

SAC will continue to use these processes to connect planning to resources allocations for any developments in distance learning.

## **F. Evidence that the Eligibility Requirements will be Fulfilled**

### **1. Authority**

The authority for Mt. San Antonio College (Mt. SAC) is the Board of Trustees. The Board derives its authority from California Education Code 70902 and governs on behalf of the citizens of the Mt. SAC Community College District (See [Board Policy](#)—BP 2200). Mt. SAC is evaluated and accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Accreditation authorizes the College to offer and receive Title IV federal funding (i.e., financial aid for students and other federal grants and contracts) and to offer educational courses and programs including awarding of degrees and certificates (See [College Catalog](#) (page 3)). The scope of the authority covers the development and the offering of distance learning course.

### **2. Mission**

Mt. SAC's mission is defined and adopted in [Board Policy](#) 1200 and is published in the current Catalog and Schedule of Classes. The mission supports the population served by the College, and it clarifies Mt. SAC's commitment to student learning: *The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.* The Board of Trustees reviews these statements annually at its winter two-day study session. The College's vision and core values serve to support the intent of the mission as well (See [Board Policy](#)—BP 1200; [College Mission, Vision and Core Values](#)). The offering of distance learning courses allows Mt. SAC to fulfill this mission for its students.

### **3. Governing Board**

Mt. SAC's governing board is responsible for guaranteeing the quality, the integrity, and the financial stability of the institution as it ensures the achievement of the College mission. The membership of the board is appropriate for it to fulfill all board responsibilities and reflects the interest of its constituents and the public in its activities and in its decisions. None of the board members has ownership or other personal financial interest in the College. The Board adheres to its conflict of interest policy as it dutifully ensures the academic and fiscal integrity of the College (See [Board Policies](#)—BP 2010, 2210, and 2715; [Administrative Procedure](#) 2710). The Board of Trustees determined that under California Law the College is required to move from at-large to zoned-area representation. The number of Board members will be increased from five to seven in January 2014 in order to appropriately represent the Mt. SAC District

constituents. The Board engages in discussion about distance learning each year and is supportive of the program and services.

4. Chief Executive Officer

Mt. SAC has a Chief Executive Officer (CEO) who has been appointed by the governing board per Board Policy 2430 (See [Board Policies—BP2430](#)). The CEO has full-time responsibility, administers board policies, and does not serve as the chair of the governing board. The President/CEO fully supports distance learning courses.

5. Administrative Capacity

Mt. SAC has 67 administrative staff (Fall 2012 IPEDS) to support the services necessary to carry out the College's mission. Their preparation and experience is scrutinized through rigorous Management Employee Selection Procedures delineated in Administrative Procedure 7122 (See [Administrative Procedures- AP7122](#)). The administrative staff is sufficient to support distance learning courses.

6. Operational Status

Mt. SAC serves students who are actively pursuing its degree and certificate programs, as well as life-long learning goals. Distance learning courses are part of the degree and certificate programs of the college.

7. Degrees

Mt. SAC offers a wide range of educational programs, 91 of which lead to Associate Degrees. 27,160 of Mt. SAC students are enrolled in degree-applicable courses (See [College Catalog – see Associate Degrees on pages 61-95](#)). Mt. SAC offers a wide range of educational programs. The degrees and certificates that students can earn by taking distance learning courses are of the same quality of education as those earned by students taking traditional courses.

8. Educational Programs

Mt. SAC's degree programs fit its mission and are based on recognized higher education fields of study. These programs are sufficient in their content and length of study required (See [Educational Design Committee; Curriculum and Instruction Council](#)). Instructors are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record, both of which ensure that courses focus on identified student outcomes and are conducted with quality and rigor (See [Agreement-- Mt. San Antonio College District and Faculty Association Article 18.B., Teaching Faculty Performance Expectancies](#)) 91 degree programs are two academic years in length (See [College Catalog](#)). In 2012, the College added language to the Administrative Procedures and Board Policies on prerequisites that mandate discipline faculty follow the course

outline of record. Courses offered via distance learning are of the same quality and rigor as those offered through traditional instruction. All faculty teaching distance learning courses have been certified to do so through completion of the college's Skills and Pedagogy for Online Teaching (SPOT) program.

#### 9. Academic Credit

Mt. SAC awards academic credit based on accepted practices of higher education per Administrative Procedures 4020, 4070, and 4080 Catalog Section Three: Credits and Grades (pages 12-14) (See [Administrative Procedures—AP 4020, 4070, and 4080; College Catalog](#)). Courses offered via distance learning are of the same quality as traditional courses, thus credit earned is comparable.

#### 10. Student Learning and Achievement

Mt. SAC defines student learning outcomes (SLOs) for all of its courses and programs. SLOs are documented in the electronic hosting system, TracDat. Course, program, and general education outcomes information is also available in the College Catalog. The assessment of these outcomes is documented in the annual program review process which ensures that students completing the College's courses and programs (i.e., degrees and certificates) are achieving these expected outcomes (See [College Catalog; Outcomes Web page](#)). The measurable objectives for courses offered via distance learning are the same as those for courses offered through traditional instruction.

#### 11. General Education

Mt. SAC's degree programs feature a component of general education that ensures breadth of knowledge and promotes the academic inquiry of its students per [Administrative Procedures](#) 4070 and 4080 (See [College Catalog--Section Eight: General Education Requirements and Philosophy \(page 62\); College Schedule of Classes--Graduation Requirements \(pages 41-42\)](#)). Mathematics, Reading, Writing, and Speaking Competency requirements are also stipulated in the above documents. The College has learning outcomes for the students who complete its general education pattern. These outcomes apply to both traditional and DL courses. The College's General Education program is scrutinized for rigor and quality by the Curriculum Committee (See [Educational Design Committee; Curriculum and Instruction Council](#)).

#### 12. Academic Freedom

At Mt. SAC, both intellectual freedom and independence are guaranteed for all instruction, regardless of mode of delivery per Board Policy 4030 and Administrative Procedure 4030 (See [Board Policies; Administrative Procedures; College Catalog--Section Three: Attendance and Enrollment](#)).



### 13. Faculty

Mt. SAC has 406 full-time faculty members (Fall 2012 IPEDS) who have met California State mandated minimum qualifications and thus are qualified to conduct the institution's programs. Faculty duties and responsibilities are clearly outlined in the Faculty Contract Article 18.B. - Teaching Faculty Performance Expectancies (See [Agreement--Mt. San Antonio College District and Faculty Association](#)). Distance learning courses are developed and taught by faculty who meet the minimum qualifications to teach the discipline and who have completed the Skills and Pedagogy for Online Teaching (SPOT) training program.

### 14. Student Services

Mt. SAC provides student services that are supportive of student learning for all of its students per Board Policies 5010-5560 and Administrative Procedures 5010-5550 in alignment with its institutional mission (See [Board Policies](#); [Administrative Procedures](#); [College Catalog--Section Two: Matriculation and Section Four: Student Services and Student Life](#)). Comparable services are provided for distance learning students with online services are accessible by all Mt. SAC students whether they take traditional or distance learning courses.

Prospective students may apply to Mt. SAC online or through CCCApply ([http://www.cccapply.org/applications/CCCApply/apply/Mt\\_San\\_Antonio\\_College.html](http://www.cccapply.org/applications/CCCApply/apply/Mt_San_Antonio_College.html)). Once admitted, they can register for classes online after they set-up their account in the student portal ([https://my.mtsac.edu/activation\\_instructions.pdf](https://my.mtsac.edu/activation_instructions.pdf)). They pay for their classes and fees online; they add or drop classes online. All students may purchase books online. Online orientation, counseling, and success workshops are available for all students, as is online information about financial aid, including the application for student financial aid (FAFSA <http://www.mtsac.edu/financialaid/index.html>).

Library resources are available online to all students, including the library catalog, student library accounts, an array of databases, video clips and full-length films, information tutorials and guides, and reference through phone and email contact with a librarian on duty. Library information science courses LIBR 1 and 1A are now also available online. Furthermore, students may use online tutoring in English, Math, Chemistry, and Physics. Students may make appointments with counselors and tutors through an online appointment booking tool, and students may reserve study rooms using LibCal an online tool for self-service.

Students may take the Online Learning Readiness Survey to gauge their readiness to take distance learning courses including technological readiness <http://www.mtsac.edu/distancelearning/quiz/>. This resource is shared traditionally with



all faculty who teach distance learning courses and all counselors to support their efforts in raising students' awareness about succeeding in distance learning courses. Moreover, students who are considering taking distance learning courses may prepare for them by taking Study Techniques and Skills for Online Learning, a one-unit hybrid course designed to teach students how to learn online.

#### 15. Admissions

Mt. SAC adheres to admission policies (per Board Policy 5010 and Administrative Procedure 5010-5012) in support of its mission that identifies the qualifications of students who are suitable for its programs (See [Board Policies; Administrative Procedures](#)). There are no special admissions requirements, registration, fee structure or payment processes for distance learning students (<http://www.mtsac.edu/instruction/learning/distlearn/>).

#### 16. Information and Learning Resources

Mt. SAC provides to its students sufficient information and learning resources and services in support of its mission and all educational programs (See [College Catalog-- Section 5: Instruction and Learning Resources \(page 23\)](#), and [College Schedule of Classes: Campus Services \(page 34\)](#)).

These resources are also available to support students taking courses via distance learning (<http://www.mtsac.edu/instruction/learning/library/>).

#### 17. Financial Resources

Mt. SAC budgets and financial statements document financial resources which adequately support its student learning programs and services, assure financial stability, and provides for ongoing improvement in institutional effectiveness (See [Board Policies--BP 6200](#)). Ongoing budget cuts are done primarily through reductions in status quo line items, not filling vacant positions, and gaining efficiency. For efficiencies, President's Cabinet evaluates College practices in areas like copying and printing and operation of units like the Wellness Center and the Child Development Center. One-time or limited duration budget cuts were for big ticket items such as paying retiree health premiums out of the trust and doing without technology or scheduled maintenance projects until Measure RR funds become available. The financial support of distance learning courses is equal to that of those taught through traditional instruction.

#### 18. Financial Accountability

On April 1<sup>st</sup> of each year, Mt. SAC contracts with an independent Certified Public Auditor. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board Statements Numbers 34 and 35 using the Business Type Activity Model recommended by the Chancellor's Office

committee on Fiscal and Accountability Standards, and it follows the guidelines and requirements as set forth in the California Community Colleges "Contracted District Audit Manual" (See [Audit Reports](#)). The distance learning program is held to the same high standards as other programs of study at the college regarding fiscal accountability. The distance learning/Online Learning Support Center team participates in program review and the allocation of resources as part of the campus-wide process.

#### 19. Institutional Planning and Evaluation

Mt. SAC evaluates and publicizes how well it is accomplishing its purposes via its mission statement. It has evidence of planning for improvement in all areas. The institution assesses the progress it has made in achieving its goals and uses an evaluation cycle and planning tied to resource allocation to make decisions for improvement (See *Planning for Institutional Effectiveness; Annual Report; College News and Press Releases; Student Learning Outcomes progress reports*). The College engages in campus-wide assessment of student learning outcomes with results used for program improvement (See *Mt. SAC Status Report on Student Learning Outcomes Implementation*). The development of distance learning courses is included in the planning cycle of the college.

#### 20. Public Information

Mt. SAC publishes its catalog and schedule, and uploads on its website, precise and up-to-date information on the following:

- Official name, address, telephone number(s), and website address of the institution (See [College Catalog \(page 30\)](#))
- Educational mission (See [College Catalog--Section One: The College](#))
- Course, program, and degree offerings (See [College Catalog--Section Seven: Programs of Study Leading to a Certificate \(page 28\)](#); [College Catalog--Section Eight: Programs of Study Leading to an Associate Degree \(page 61\)](#); [College Catalog--Section Ten: Course Descriptions \(page 108\)](#))
- Academic calendar and program length (See [College Catalog--College Calendar \(page vi\)](#))
- Academic freedom statement (See [College Catalog--Section 3: Academic Policies and Requirements \(page 11\)](#))
- Available student financial aid (See [College Catalog--Section Four: Student Services and Student Life \(page 19\)](#))
- Available learning resources (See [College Catalog--Section Five: Instruction and Learning Resources \(page 23\)](#))
- Names and degrees of administrators and faculty (See [College Catalog--Section Thirteen: Faculty and Academic Administrators \(page 251\)](#))
- Names of governing board members (See [College Catalog--Section One: The College \(page 2\)](#))

- Admission requirements (See [College Catalog--Section Two: Matriculation](#) (page 6))
- Student fees and other financial obligations (See [College Catalog--Section Two: Matriculation](#) (page 6))
- Degrees, certificates, graduation, and transfer requirements (See [College Catalog--Section Seven: Programs of Study Leading to a Certificate](#) (See page 28); [College Catalog--Section Eight: Programs of Study Leading to an Associate Degree](#) (See page 61); [College Catalog--Section Nine: Transferring to California Colleges and Universities](#) (See page 97))
- Academic regulations, including academic honesty (See [College Catalog--Section Twelve: College Policies and Notices](#) (See page 245))
- Nondiscrimination policy (See [College Catalog--Section Twelve: College Policies and Notices](#) (See page 246))
- Acceptance of transfer credits (See [College Catalog--Section Two: Matriculation](#))
- Grievance and complaint procedures (See [College Catalog--Section Twelve: College Policies and Notices](#) (See page 245))
- Sexual harassment policy (See [College Catalog--Section Twelve: College Policies and Notices](#) (See page 246))
- Refund of fees (See [College Catalog--Section Two: Matriculation](#) (See page 8))
- Student Learning Outcomes (See [SLO by Certificate / Degree / Discipline](#))
- Distance Learning webpages with information and resources for faculty and students. <http://www.mtsac.edu/instruction/learning/distlearn/>
- Distance Learning Plan

## 21. Relations with Accrediting Commission

Mt. SAC adheres to the eligibility requirements, the accreditation standards, and the policies of the Commission. The College fully agrees to disclose any and all information required by the Commission (See [Board Policies--BP 3200](#)). The disclosure of the College to the Commission is always honest, timely, and accurate in accordance with Commission policy. The submission of this Substantive Change Proposal and the one in 2009 illustrate the college's adherence to the policies of the Commission.

## G. Evidence that the Accreditation Standards will be Fulfilled and Policies

Mt. SAC continually complies with the standards set by the Commission.

### Standard I: Institutional Mission and Effectiveness

- A. Mission: Offering distance learning to its students supports the mission of Mt. to support students in achieving their educational goals in an environment of academic excellence" (Board approved June 2013). Because of the diversity of the service area of Mt. SAC, distance learning opportunities will allow those who cannot come to campus traditionally

the chance to attend college. Because of Mt. SAC's commitment to ensure that all distance learning courses meet the same high standards as traditional courses, academic excellence is maintained.

- B. Improving Institutional Effectiveness: Mt. SAC supports student learning, and this change reflects that continued and focused support. Appropriate resources have been and will continue to be allocated to distance learning to achieve the high quality of education that is provided by the college to those in its service area.

## **Standard II: Student Learning Programs and Services**

- A. Instructional Programs: Offering instruction via distance learning allows flexibility in scheduling for students who are members of the workforce, are raising families while they continue their education, or have disabilities that prevent them from coming to campus. The quality of the programs offering courses via distance learning remains at the high standards of all of the programs at Mt. SAC. Discipline faculty are responsible for creating student learning outcomes for all courses at Mt. SAC, including those offered through distance learning, and for assessing those outcomes. The Course Outline of Record for a distance learning course is the same for the traditional offering of the same course. Thus, SLOs for a distance learning course are the same as those for the traditional offering of the same course. In addition, the distance learning program includes in its program review SLOs.

- B. Student Support Services: The following student services are offered online at Mt. SAC:

*Application*

[http://www.cccapply.org/applications/CCCApply/apply/Mt\\_San\\_Antonio\\_College.html](http://www.cccapply.org/applications/CCCApply/apply/Mt_San_Antonio_College.html)

*Registration* <https://myportal.mtsac.edu/cp/home/loginf>

*The purchasing of textbooks* <http://bookstore.mtsac.edu/SiteText.aspx?id=6592>

*Counseling* <https://my.mtsac.edu/OnlineCounseling/Welcome.aspx>

*Assistance with Moodlerooms (MR)*

<http://www.mtsac.edu/instruction/learning/olsc/moodlerooms/selfhelp.html>

*The College Catalog* <http://www.mtsac.edu/catalog/>

*The Schedule of Classes* <http://www.mtsac.edu/schedule/index.html>

*Financial Aid Information* <http://www.mtsac.edu/financialaid/>

- C. Library and Academic Support Services: The Mt. SAC Library offers a variety of services online to all of the students at the college. Via the Library's homepage, <http://www.mtsac.edu/instruction/learning/library/>, library resources are available online

to all students, including the library catalog, student library accounts, 100 databases, 27,000 e-books, video clips and over 3,000 captioned streaming media, information tutorials and guides, and reference through phone and email contact with a librarian on duty. Library information science courses LIBR 1 and 1A are now also available online. Furthermore, students may use online tutoring in English, Math, Chemistry, and Physics. Students may make appointments with tutors through an online appointment booking tool, and students may reserve study rooms using LibCal an online tool for self-service. The Library's homepage and websites are updated traditionally, and all of the services that can be accessed through the Library's homepage are available to all Mt. SAC students twenty-four hours per day, seven days a week.

Further, students may take the Online Learning Readiness Survey to gauge their readiness to take distance learning courses including technological readiness <http://www.mtsac.edu/distancelearning/quiz/>. This resource is shared traditionally with all faculty who teach distance learning courses and all counselors to support their efforts in raising students' awareness about succeeding in distance learning courses. Moreover, students who are considering taking distance learning courses may prepare for them by taking Study Techniques and Skills for Online Learning, a one-unit hybrid designed to teach students how to learn online.

### **Standard III: Resources**

- A. Human Resources: Faculty teaching distance learning courses in any discipline must meet the minimum qualifications to teach in that discipline. In addition, all faculty members who teach distance learning must be certified by completing the college's SPOT program: Skills and Pedagogy for Online Teaching. Those who use Moodlerooms must obtain additional training in the use of this course management system. Through the office of Professional and Organizational Development, the Online Learning Support Center (OLSC) offers additional professional development workshops for distance learning faculty. The Online Learning Support Center houses two classified employees, the Teaching and Learning Technology Specialist and the Learning Resources Computer Technician, and two faculty members with reassigned time: the Distance Learning Faculty Coordinator, the Assistant Distance Learning Faculty Coordinator. Additionally, the Distance Learning/Electronic Reference Librarian ensures students taking distance learning courses have access to library resources. Moreover, the Information Technology Department works closely with the Online Learning Support Center staff to assist students and faculty involved in distance learning.
- B. Physical Resources: The Online Learning Support Center is a lab available for faculty to use when requiring assistance with distance learning. The Learning Resources Center is a lab for students to use when requiring on campus assistance with distance learning.
- C. Technology Resources: Mt. SAC transitioned to its new student information system, Banner, in summer 2009. This system integrated fully with the Blackboard Learning Management System in use at that time and now integrates with Moodlerooms the new

system adopted in 2012-13. Distance learning is included in the Educational Master Plan, Distance Learning Plan, and Technology Master Plan and the college's institutional plan.

- D. Financial Resources: Mt. SAC has committed itself to supporting distance learning as it achieves its mission. The cost of distance learning faculty is not differentiated from that of faculty teaching traditional courses. The Library has a wide array of electronic resources that are searchable for students on-and off-campus, and these documents do tend to have the full, electronic article. It is through this electronic financial resource that Mt. SAC excels in offering students on-demand library research services. There are other, numerous, areas in which Mt. SAC uses its financial resources to support distance learning students including CCC Apply, on-line registration, on-line purchasing of textbooks, on-line counseling services, assistance with Moodlerooms, and other on-line information sources and services such as the college Catalog, the Schedule of Classes and Financial Aid Information. Finally, the OLSC has an ongoing budget that indicates Mt. SAC's commitment to the Distance Learning Program (See Appendix F).

#### **Standard IV: Leadership and Governance**

The Mt. SAC Board of Trustees serves to guide and to direct the operations of the college. The President/CEO of Mt. SAC is appointed by the Board of Trustees. The Mt. San Antonio College District supports distance learning as is evident by the variety of resources that have been dedicated to distance learning. The faculty participates in governance through the Academic Senate which appoints the Online Learning Faculty Coordinator and the Assistant Online Learning Faculty Coordinator to their roles. In addition, the Academic Senate appoints faculty to the Educational Design Committee and appoints the Curriculum Liaison. The Academic Senate receives reports from its governance committees, and it makes recommendations for action.

#### **Commission Policies**

Overall, the College operates under the guise of many internal policies and procedures and maintains its alignment with all state and federal policies. The previous section reviews the ACCJC standards pertaining to the following ACCJC policies:

1. *Policy on Distance learning and on Correspondence Education (Standards II.A.1, II.A.1b, II.A.2, II.A.2.d, II.B.1, II.B.3.a, II.C.1, II.C.1.c)*
2. (not applicable) *Policy on Good Practice in Overseas International Education Programs for Non-U.S. Nationals*
3. *Policy on Transfer of Credit; Policy on Award of Credit (Standards II.A.2.h, II.A.6, II.A.6.a, III.A.1.a)*
4. *Policy on Closing an Institution (Standards II.A.6.b)*
5. *Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status (Standards II.A.6.c)*
6. *Policy on Contractual Relations with Non-Regionally Accredited Organizations (Standards III.D.3.g)*

7. (not applicable) *Policy and procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems*

Per ACCJC requirements, the following policies must be addressed outside of the narrative directed at the standards.

**Policy on Institutional Compliance with Title IV**

The College complies with all Title IV requirements under the Higher Education Opportunities Act (HEOA). Its loan default rates are reasonable and are being tracked closely and measures taken to decrease them (e.g., Aid Like a Pay Check research project). The college established processes to assure compliance with provisions on accessibility, traditional and substantive contact, credit hours, student authentication, and state authorization. The college's curriculum approval process for distance learning courses is reflected in the Distance Learning Course Amendment Forms which requires faculty to describe in detail how they intend to deliver instruction from a distance, the tools and resources they will use, the amount of traditional contact time with each required task, faculty feedback and student-to-student communication, accessibility features, and links to library and student support services. Counseling faculty, one from Disabled Students Programs and Services, are ongoing members of the Distance Learning Committee to assure courses are accessible. The college's Distance Learning Classroom Visitation and Distance Learning Student Evaluation procedures support compliance with regulations and local curriculum standards for academic rigor and regular and substantive contact. Students taking distance learning courses must use their Mt. SAC credentials to log into Moodlerooms, and Testing Services provides a monitored setting for students who take in-person exams as required by distance learning faculty. Additionally, the college has taken steps to secure authorization from states in which a few of Mt. SAC students retain a residential address, and the college is identifying these students by their enrollment solely in 100% online courses. In 2012-13, there were 8 students who meet that criterion. The college continues to refine its methods for identifying students who are de facto not physically present on campus and to obtain authorization to offer distance learning courses to these students. The college will meet the federal deadline of July 2014 in fully securing authorization from states in which students retain a residential address and are identified to have no physical presence on campus.

**Policy on Institutional Degrees and Credits**

The College has many processes in place to review the content, length, and breadth of its degrees and credits. The Education Design Committee evaluates all courses and programs using a rigorous method. It takes into consideration the measurable objectives and how they are aligned with what is needed for a graduate of a course or program. The process is required for all distance learning courses, and the committee recommends these course proposals for approval through the governance process including Academic Senate and Board of Trustees approval.

**Policy on Institutional Integrity and Ethics**

Multiple College [Board Policies](#) and [Administrative Procedures](#) address the integrity and ethics of employees as well as students. The College complies with Title IV program responsibilities, and it closely monitors information it makes available to its constituents to ensure that it is accurate. The College's programs and courses information are available online through WebCMS as well as through the College's schedule of classes and its catalog. Employees and



the general public are able to anonymously contact the College to notify it of possible illegal activities.

The standing of the College is evident in many areas. For example, the confidence that the College’s District constituents have in it is evident with the passing of the last two bond campaigns. Mt. SAC has such a prestigious reputation as indicated by the fact that it is asked to apply for and is awarded major research grants from the Federal Government (e.g., Cybersecurity).

## Appendix A: Mt. San Antonio College Distance Learning Participant Demographics

The following table separated college-wide credit enrolled students into those who took at least one distance learning class (DL) within the academic year and those who took only traditional on-campus classes (RG). For the past three years, the percentage of students who enrolled in at least one distance learning class has increased steadily from 21.9% to 23.6%. Asian and White students were slightly more likely to take distance learning classes. Female students were also more likely than male students to take distance learning classes.

College Wide Unduplicated Credit Enrollment Count	ACADYR2010-2011				ACADYR 2011-2012				ACADYR 2012-2013				Three YR Total	
	N=38052				N=36360				N=36141					
	DL^		RG^^		DL		RG		DL		RG		#	%
	#	%	#	%	#	%	#	%	#	%	#	%		
<b>Enrollment</b>	<b>8328</b>	<b>21.9%</b>	<b>29724</b>	<b>78.1%</b>	<b>8354</b>	<b>23.0%</b>	<b>28006</b>	<b>77.0%</b>	<b>8521</b>	<b>23.6%</b>	<b>27620</b>	<b>76.4%</b>	<b>110553</b>	<b>100.0%</b>
American Indian or Alaska Native	26	0.3%	88	0.3%	28	0.3%	62	0.2%	15	0.2%	58	0.2%	277	0.3%
Asian	2273	27.3%	5831	19.6%	2148	25.7%	5272	18.8%	2134	25.0%	5057	18.3%	22715	20.5%
Black or African American	482	5.8%	1692	5.7%	449	5.4%	1533	5.5%	481	5.6%	1432	5.2%	6069	5.5%
Hispanic, Latino	3514	42.2%	15581	52.4%	3802	45.5%	15454	55.2%	4175	49.0%	15987	57.9%	58513	52.9%
Native Hawaiian or Other Pacific Islander	50	0.6%	157	0.5%	47	0.6%	128	0.5%	29	0.3%	121	0.4%	532	0.5%
Two or More Races	207	2.5%	622	2.1%	228	2.7%	686	2.4%	245	2.9%	721	2.6%	2709	2.5%
White	1409	16.9%	4503	15.1%	1355	16.2%	4016	14.3%	1221	14.3%	3669	13.3%	16173	14.6%
Ethnicity Unknown	367	4.4%	1250	4.2%	297	3.6%	855	3.1%	221	2.6%	575	2.1%	3565	3.2%
Female	4339	52.1%	14760	49.7%	4443	53.2%	13801	49.3%	4555	53.5%	13758	49.8%	55656	50.3%
Male	3914	47.0%	14701	49.5%	3833	45.9%	13963	49.9%	3889	45.6%	13635	49.4%	53935	48.8%
Gender Unknown	75	0.9%	263	0.9%	78	0.9%	242	0.9%	77	0.9%	227	0.8%	962	0.9%

^ Students with at least one Distance Learning class enrolled ^^ Students enrolled in traditional on-campus classes only



## Appendix B: Mt. San Antonio College Enrollment Figures

### Mt. San Antonio College Overall College-wide and Distance Learning Credit Enrollment

By academic year, Mt. San Antonio College (Mt. SAC) served between 36141 to 38052 credit students annually for the past three year. An academic year is composed of in the sequence of summer, fall, winter, and spring terms. A summary of the three-year credit enrollment aggregated by ethnicity and gender is provided below. College wide credit enrollment at has decrease slightly over the last three years. Latino students remain the largest ethnic group of our college enrollment and the number continues to grow. Asian and White students are the second and third largest ethnic groups and are decreasing in numbers. Female students continue to outnumbered male students in enrollment during this period.

College Wide Unduplicated Credit Enrollment Count (End of Term)	Academic Year 2010-2011		Academic Year 2011-2012		Academic Year 2012-2013	
	Count	Percent	Count	Percent	Count	Percent
<b>Total Enrollment</b>	<b>38052</b>	<b>100.0%</b>	<b>36360</b>	<b>100.0%</b>	<b>36141</b>	<b>100.0%</b>
American Indian or Alaska Native	114	0.3%	90	0.2%	73	0.2%
Asian	8104	21.3%	7420	20.4%	7191	19.9%
Black or African American	2174	5.7%	1982	5.5%	1913	5.3%
Hispanic, Latino	19095	50.2%	19256	53.0%	20162	55.8%
Native Hawaiian or Other Pacific Islander	207	0.5%	175	0.5%	150	0.4%
Two or More Races	829	2.2%	914	2.5%	966	2.7%
White	5912	15.5%	5371	14.8%	4890	13.5%
Ethnicity Unknown	1617	4.2%	1152	3.2%	796	2.2%
Female	19099	50.2%	18244	50.2%	18313	50.7%
Male	18615	48.9%	17796	48.9%	17524	48.5%
Gender Unknown	338	0.9%	320	0.9%	304	0.8%

## Appendix C: Skills and Pedagogy for Online Teaching (SPOT) Documentation

<http://www.mtsac.edu/instruction/learning/dlc/spot/>

## Appendix D: Mt. San Antonio College Distance Learning Student Achievement Data

### Course Success and Retention Rates by Schedule Type

The following tables show the three-year retention and success rates of hybrid and online classes in Distance Learning in comparison with the traditional on-campus class sections. Adopting from the California Community College Chancellor’s Office Data Mart definitions, retention is defined here as the number of students who stayed enrolled through the end of term out of the total enrollment count of a class by census date. Success is defined as the number of students who received passing grades of ‘A’, ‘B’, ‘C’, or ‘P’ out of the total enrollment count of a class by census date.

A summary of the retention and success rates of Distance Learning and of traditional on-campus classes from academic years of 2010-2011, 2011-2012, and 2012-2013 is provided below, aggregated by class schedule type and by academic year. More detailed retention and success rate data by term within each academic year and by class schedule type are also provided. Additionally, percentage of course enrollment with a “W” grade by class schedule type is also provided. A “W” grade is assigned when a student withdraws from a course passed the deadline to withdraw without notation on his/her academic record which occurs by the end of the third week of a traditional term class or 20% of a short term section.

Course success and retention rates of hybrid and online classes within the period being examined continue to be lower than that of the on-campus traditional classes. This trend is consistent with historic data. Percentages of students receiving “W” grades by schedule type indicate that students enrolled in hybrid or online classes were more likely to withdraw late into the semester. However, there is indication of an upward trend: in 2012-13, student success rate in hybrid and online classes inched up by 1.5% compared to the previous year. Results from two student focus groups and an online survey show that students find online courses to demand much more time than they expected, and students find strong reading, writing, and time-management skills are very helpful to succeeding in online courses.

Academic YR	Schedule Type	Total Credit Course Enrollment	Success Rate	Retention Rate	% with “W” Grade
2010-2011	Hybrid	7971	62.0%	81.2%	14.5%
2010-2011	Online	6368	59.8%	81.5%	12.4%
2010-2011	Traditional	187163	71.5%	87.6%	10.0%
YR2010-2011	Total	201502	70.7%	87.1%	10.2%
2011-2012	Hybrid	7897	61.7%	79.6%	15.0%
2011-2012	Online	6392	56.0%	78.0%	14.3%
2011-2012	Traditional	176030	71.2%	87.0%	10.2%
YR2011-2012	Total	190316	70.3%	86.4%	10.6%

Academic YR	Schedule Type	Total Credit Course Enrollment	Success Rate	Retention Rate	% with "W" Grade
2012-2013	Hybrid	7990	63.0%	81.5%	17.1%
2012-2013	Online	6194	58.4%	79.8%	18.4%
2012-2013	Traditional	174991	71.6%	88.0%	11.5%
YR2012-2013	Total	189175	70.8%	87.5%	12.0%

In general, regardless of class schedule type, students who attended short terms such as summer and winter were more likely to retain and succeed than those attended the longer terms such as fall and spring. This tendency is observed across all three years being examined.

YR2010-2011 Course Success and Retention Rates by Schedule Type by Term	Total Course Enrollment	Retention Rate	Success Rate	% with "W" Grade
<b>Hybrid</b>	<b>7971</b>	<b>81.2%</b>	<b>62.0%</b>	<b>14.5%</b>
2010 Summer	295	84.7%	75.3%	7.8%
2010 Fall	2816	81.7%	61.4%	15.2%
2011 Winter	598	89.8%	80.3%	6.9%
2011 Spring	4262	79.5%	59.0%	15.5%
<b>Online</b>	<b>6368</b>	<b>81.5%</b>	<b>59.8%</b>	<b>12.4%</b>
2010 Summer	1147	81.2%	63.5%	10.2%
2010 Fall	2745	81.2%	55.8%	14.0%
2011 Winter	1194	84.3%	68.8%	9.1%
2011 Spring	1282	79.8%	56.6%	14.0%
<b>Traditional</b>	<b>187163</b>	<b>87.6%</b>	<b>71.5%</b>	<b>10.0%</b>
2010 Summer	11152	90.3%	80.0%	5.5%
2010 Fall	82162	87.7%	70.1%	10.7%
2011 Winter	14713	91.4%	81.5%	5.1%
2011 Spring	79136	86.3%	69.8%	10.7%
<b>Grand Total</b>	<b>201502</b>	<b>87.1%</b>	<b>70.7%</b>	<b>10.2%</b>

YR2011-2012 Course Success and Retention Rates by Schedule Type by Term	Total Course Enrollment	Retention Rate	Success Rate	% with "W" Grade
<b>Hybrid</b>	<b>7897</b>	<b>79.6%</b>	<b>61.7%</b>	<b>15.0%</b>
2011 Summer	573	84.1%	69.3%	9.8%
2011 Fall	3454	78.1%	58.3%	17.4%
2012 Winter	778	83.3%	71.7%	8.1%
2012 Spring	3092	79.5%	61.6%	15.0%

<b>YR2011-2012 Course Success and Retention Rates by Schedule Type by Term</b>	<b>Total Course Enrollment</b>	<b>Retention Rate</b>	<b>Success Rate</b>	<b>% with "W" Grade</b>
<b>Online</b>	<b>6392</b>	<b>78.0%</b>	<b>56.0%</b>	<b>14.3%</b>
2011 Summer	1059	81.8%	63.5%	10.2%
2011 Fall	2027	76.4%	50.9%	15.4%
2012 Winter	1065	78.9%	63.8%	13.9%
2012 Spring	2241	77.3%	53.5%	15.6%
<b>Traditional</b>	<b>176030</b>	<b>87.0%</b>	<b>71.2%</b>	<b>10.2%</b>
2011 Summer	9973	91.1%	81.8%	5.4%
2011 Fall	79737	86.6%	69.7%	10.9%
2012 Winter	12743	90.7%	80.9%	5.2%
2012 Spring	73577	86.1%	69.8%	11.0%
<b>Grand Total</b>	<b>190319</b>	<b>86.4%</b>	<b>70.3%</b>	<b>10.6%</b>

<b>YR2012-2013 Course Success and Retention Rates by Schedule Type by Term</b>	<b>Total Course Enrollment</b>	<b>Retention Rate</b>	<b>Success Rate</b>	<b>% with "W" Grade</b>
<b>Hybrid</b>	<b>7990</b>	<b>81.5%</b>	<b>63.0%</b>	<b>17.1%</b>
2012 Summer	569	80.8%	67.3%	15.1%
2012 Fall	3464	80.2%	60.2%	17.3%
2013 Winter	663	87.6%	75.1%	12.4%
2013 Spring	3294	81.8%	62.6%	18.2%
<b>Online</b>	<b>6194</b>	<b>79.8%</b>	<b>58.4%</b>	<b>18.4%</b>
2012 Summer	974	78.7%	60.6%	17.4%
2012 Fall	1933	79.3%	55.6%	17.0%
2013 Winter	1079	83.9%	68.1%	15.8%
2013 Spring	2208	78.6%	55.3%	21.4%
<b>Traditional</b>	<b>174991</b>	<b>88.0%</b>	<b>71.6%</b>	<b>11.5%</b>
2012 Summer	10608	90.9%	80.8%	7.6%
2012 Fall	77578	87.4%	70.1%	11.6%
2013 Winter	11745	93.2%	83.4%	6.7%
2013 Spring	75060	87.4%	70.1%	12.6%
<b>Grand Total</b>	<b>189175</b>	<b>87.5%</b>	<b>70.8%</b>	<b>12.0%</b>

## **Appendix E: Screen Shots of Sample Distance Learning Courses in Moodlerooms**

See separate PDF files: Nutrition & Food 10, Hospitality Restaurant Management 52, and Computer Information System Programming 21

## **Appendix F: Budget for Distance Learning/Online Learning Support Center**

See separate Excel file for Distance Learning/Online Learning Support Center 2013-14

## **Appendix G: Distance Learning Plan**

[Distance Learning Plan](#)– draft as approved by Academic Senate June 6, 2013

[http://www.mtsac.edu/administration/senates/academic/Distance\\_Learning\\_Master\\_Plan\\_%205\\_15\\_2013.pdf](http://www.mtsac.edu/administration/senates/academic/Distance_Learning_Master_Plan_%205_15_2013.pdf)

## **Appendix H: Distance Learning Report to the Board of Trustees 2012 and 2013**

Distance Learning Report August 2012 (pages 21-23)

[http://www.mtsac.edu/governance/trustees/meetings/2012-13/BOT\\_Agenda\\_Packet-8.22.12.pdf](http://www.mtsac.edu/governance/trustees/meetings/2012-13/BOT_Agenda_Packet-8.22.12.pdf)

Distance Learning Report August 2013 (page 21)

<http://www.mtsac.edu/governance/trustees/BOTAgendaPacket-8.28.13.pdf>