

# Distance Education Summit

A District-Wide Gathering

Of

Distance Education Faculty and Staff

Hosted by  
Ventura College

Friday, February 19, 2016  
8:30 a.m. to 2:30 p.m.

VC Applied Science  
Center (ASC Building)

4667 Telegraph Rd.  
Ventura CA, 93003



**“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”**

**- Martin Luther King, Jr.**

# AGENDA

- 8:30 - 9:00 a.m. Sign in, Name Tags, Continental Breakfast, and Mingle (Lobby)
- 9:00 - 9:15 a.m. Welcome, presented by Oxnard College Dean, Dr. Art Sandford
- President of Ventura College, Dr. Greg Gillespie
  - Chancellor, Dr. Bernie Luskin
  - Greetings from Vice Chancellor Michael Shanahan, Presidents, Vice Presidents in attendance
- 9:15 - 9:30 a.m. Associate Vice Chancellor of Technology, Dave Fuhrmann
- 9:30 - 9:45 a.m. Distance Education chairs introduce their committees
- 9:45 - 10:30 a.m. OEI exchange and the new Distance Education Rubric Design  
Presented by Moorpark College's Joanna Miller
- OEI Exchange Plan (Ventura College's Andrea Horrigan and Dean Dr. Gwendolyn Lewis Huddleston)
  - Learn and discuss how the Rubric developed by @One and the Online Education Initiative can help our Accreditation approval, and more so, help students achieve greater success in online classes
- 10:30 - 10:45 a.m. Break
- 10:45 - 11:00 a.m. Presentations by Online Education Initiative Pilot Program Faculty at Ventura College (Allison Jones and Mark Pauley)
- See examples of the Canvas classroom and hear the experience of the transition from D2L to Canvas
- 11:00 - 11:15 a.m. Faculty certification training  
Presented by Ventura College's Instructional Technologist/Designers Matt Moore, and Sharon Oxford, and Distance Education Co-Chair Andrea Horigan
- A quick review of Ventura College's Canvas Teaching Certification, fully online, training program while it is still being developed for the transition from D2L to Canvas LMS
- 11:15 - 11:50 a.m. Faculty Showcase of Great Distance Education features, techniques or practices
- 11:50 - 11:55 a.m. Vice Chancellor of Educational Services, Rick Post, JD

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|--------------------|--|
| 11:55 - Noon       | Travel to Lunch  |
| Noon - 12:30 p.m.  | Lunch (provided in the lobby)  |
| 12:30 - 12:45 p.m. | Mindful Moment presented by Moorpark College Health Educator Allison Case Barton MPH, RN <ul style="list-style-type: none"> <li>• Learn and practice a mindful moment that you can use in your online classes to help your students de-stress and focus</li> </ul>   |
| 12:45 – 12:48 p.m. | Introduction of our Instructional Technologist/Designers at each of our colleges   |
| 12:48 - 1:00 p.m.  | Introduction to the afternoon breakout group discussions presented by Oxnard College Dean, Dr. Art Sandford  |
| 1:00 - 1:55 p.m.   | Breakout sessions to discuss assigned topics <ul style="list-style-type: none"> <li>• Identifying common communication strategies for Schedules, CRN notes, and Catalogs ( ASC 140)</li> <li>• More in-depth review and feedback on the Faculty Certification Training and how it might be utilized at your campus (ASC 150)</li> <li>• More in-depth review of Distance Education Web sites, student handbooks, and student support for Distance Education Students ( ASC 130)</li> </ul> |
| 1:55 - 2:20 p.m.   | Reconvene in main auditorium. Breakout groups report out to all attendees with question and answers/discussions  |
| 2:20 - 2:25 p.m.   | Complete Summit Evaluation Forms   |
| 2:25 - 2:30 p.m.   | Closing remarks and recognition of Summit Organizers and Presenters  |
| 2:30 p.m.          | Thank you for attending the first District-Wide Distance Education Summit  |

# Our Missions

## District Mission



Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success.

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## Ventura College Mission



At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills.

We are committed to the sustainable continuous improvement of our college and its services.

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## Oxnard College Mission



Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success

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## Moorpark College Mission







With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

# Instructional Technologist/Designers

## Meet the Instructional Technologist Designers

Instructional Technologists/ Designers at each of the (colleges) support Distance Education, (online, hybrid, and web-enhancing teaching methods) and classroom technology design by providing support to faculty in the form of consultations, trainings, and faculty support for Distance Education classes.

To reach one of your Instructional Technologists or Designers use the following contact information.

| Moorpark College   |  | Oxnard College  |  |
|--|--|---|--|
|   | Tracie Bosket  |   | Ashley Chelonis  |
|  | 805-553-4107   |   | 805-678-5148   |
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| Ventura College  |  |   |  |
|  | Matthew Moore  |  | Sharon Oxford  |
|  | (805)289-6183  |   | 805-289-6233   |
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# Oxnard College DE Committee

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| Cabral       | Robert     | <a href="mailto:RCabral@vcccd.edu">RCabral@vcccd.edu</a>         | Management  |
| Chelonis     | Ashley     | <a href="mailto:achelonis@vcccd.edu">achelonis@vcccd.edu</a>     | Instructional Technologist  |
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| Gonzalez     | Luis       | <a href="mailto:lgonzalez@vcccd.edu">lgonzalez@vcccd.edu</a>     | Assistant Dean - Transitional Studies,<br>Academic Support & Library Services |
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| Orozco       | Andres     | <a href="mailto:AOrzco@vcccd.edu">AOrzco@vcccd.edu</a>           | Visual & Performing Arts  |
| Sanchez      | Gema       | <a href="mailto:gemasanchez@vcccd.edu">gemasanchez@vcccd.edu</a> | Counseling  |
| Sanchez      | Mati       | <a href="mailto:MSanchez@vcccd.edu">MSanchez@vcccd.edu</a>       | Transitional Studies  |
| Sandford     | Art        | <a href="mailto:ASandford@vcccd.edu">ASandford@vcccd.edu</a>     | Co-Chair,<br>Dean - Liberal Studies   |

## Moorpark College DE Committee

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## Ventura College DE Committee

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## VCCCD Online Instructors

Fall 2015 - Spring 2016

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| Yahr             | Trevelyn     | <a href="mailto:tyahr@vcccd.edu">tyahr@vcccd.edu</a>                       | Dance   | Ventura College                     |
| Yi               | Peter        | <a href="mailto:pyi@vcccd.edu">pyi@vcccd.edu</a>                           | Mathematics   | Ventura College                     |
| Young            | Brian P.     | <a href="mailto:bpyoung@vcccd.edu">bpyoung@vcccd.edu</a>                   | English   | Moorpark College                    |
| Zhang            | Rui R.       | <a href="mailto:rzhang@vcccd.edu">rzhang@vcccd.edu</a>                     | Economics   | Moorpark College                    |
| Zoraster         | Katherine E. | <a href="mailto:kzoraster@vcccd.edu">kzoraster@vcccd.edu</a>               | Art History   | Moorpark College                    |
| Zsarnay          | Lois         | <a href="mailto:lois_zsarnay1@vcccd.edu">lois_zsarnay1@vcccd.edu</a>       | Addictive Disorders   | Oxnard College                      |
| Zuniga Olea      | Juan         | <a href="mailto:jzuniga@vcccd.edu">jzuniga@vcccd.edu</a>                   | Mathematics   | Oxnard College                      |

# Free Resources for use by all California Community Colleges

## Online Student Readiness Tutorials

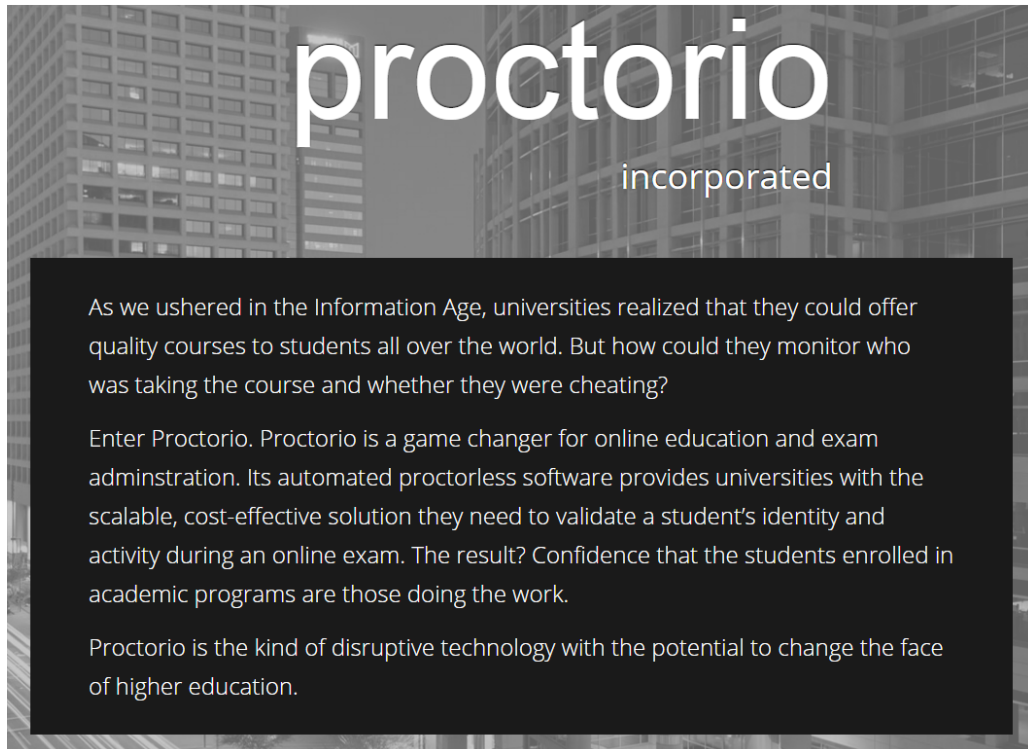


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### Interactive Tutorials

- 01-Introduction to Online Learning [View](#)
- 02-Getting Tech Ready [View](#)
- 03-Organizing for Online Success [View](#)
- 04-Online Study Skills and Managing Time [View](#)
- 05-Communication Skills for Online Learning [View](#)
- 06-Online Reading Strategies [View](#)
- 07-Career Planning [View](#)
- 08-Educational Planning [View](#)
- 09-Instructional Support [View](#)
- 10-Personal Support [View](#)
- 11-Financial Planning [View](#)

## Ventura College OEI Pilot Free Resource for Online Classes



**proctorio**  
incorporated

As we ushered in the Information Age, universities realized that they could offer quality courses to students all over the world. But how could they monitor who was taking the course and whether they were cheating?

Enter Proctorio. Proctorio is a game changer for online education and exam administration. Its automated proctorless software provides universities with the scalable, cost-effective solution they need to validate a student's identity and activity during an online exam. The result? Confidence that the students enrolled in academic programs are those doing the work.

Proctorio is the kind of disruptive technology with the potential to change the face of higher education.

### Online Tutoring



@ Ventura College

#### FREE ONLINE TUTORING FOR VENTURA COLLEGE STUDENTS

3 Modes of Online Tutoring are Available to Students:

- **Ask NetTutor:** Connect to a live tutor for immediate assistance.
- **NetTutor Q&A Center:** Drop off a question and receive feedback from a tutor.
- **NetTutor Paper Center:** Submit your paper, lab report, or technical writing for review.

#### Access NetTutor via D2L

1. [Login to Desire2Learn](#)
2. Navigate to your course
3. Click the NetTutor icon



The OTTCC is the Online Teacher Training Course in Canvas that prepares instructors to teach online by combining best practices in online education, current trends in educational technologies, and modular design in Canvas.



**Competency Based :** This is a competency based course that allows expert online instructors to receive credit for imported work from a previous online course while helping new instructors and instructors new to Ventura College understand the best practices and learning management skills necessary in succeeding in online instruction at Ventura College.

**Time Commitment:** For the instructor who is new to teaching online, this course is a four week course with roughly 8 to 10 hours a week of learning, participation, and course design; however, an experienced instructor in online education at Ventura College or elsewhere will find that after importing from a Desire 2 Learn course or another course management system that he or she can demonstrate competency in a variety of topics in this course to proceed through the entire course at a faster pace.

**What is in the course?** This course is comprised of timely and relevant information as well as consistent best practices for Ventura College and the Online Education Initiative. The course focuses upon the concepts and the goals from the OEI Course Rubric for Online Course Design, the Introduction to Online Teaching and Learning from @One, and the Introduction to Teaching in Canvas Courses from the OEI Project.

We are also using best practices that we developed from our usage of Desire 2 Learn, the previous Online Teaching and Learning Course in Desire 2 Learn, and the Distance Education Committee recommendations from these past several years. This course will introduce a variety of best practices in online teaching, some teaching strategies, some management techniques to improve student success, and course design needs in Canvas. Welcome to the OTTCC! There is something for everyone.

**When?** Wednesday March 2<sup>nd</sup> – Monday March 30<sup>th</sup>

**Kick Off Start Date:** Wednesday March 2<sup>nd</sup> (Live at the LRC Training Studio and via a web conference) (Optional)

Each Friday from 10:00 AM – 11:00 AM – Live training sessions in the LRC Training Studio, Ventura College (Optional)

Each Monday from 5:30 PM – 6:30 PM – Live web conferences that will be recorded (Optional)

**Course End Date:** March 30<sup>th</sup>, 2016

Title 5 Distance Education Guidelines were developed to describe best practices for quality distance education in the California community college system.

### **Section 55200: Definition & Application**

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).

### **Section 55202: Course Quality Standards**

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

### **Section 55204: Instructor Contact**

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governor

# Ventura College Distance Education

## Regular Effective Contact

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Title 5 regulations do not make a distinction between face-to-face and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. *DE Courses are considered the "virtual equivalent" of face-to-face courses.* Therefore, the frequency of contact will be at least the same as it would be in an equivalent face-to-face course. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular and substantive interaction between the students and instructor."

As per Title V, section 55211(a), all distance learning courses, whether hybrid, fully online, or telecourse, will include "regular effective contact" which Ventura Community College Distance Education defines as follows:

### ***1. Initiated interaction -***

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course activities. At the very least, the number of instructor initiated contact hours per week available for face-to-face students will also be available in asynchronous and/or synchronous mode with students in the DE format. *The Ventura College Distance Education Committee has approved a standard of instructors establishing a minimum of 1 hour of synchronous interaction per week in addition to regularly scheduled office hours.*

The following list is intended to be a guide for instructors to ensure that their online courses fulfill the requirements for regular effective contact.

#### *Student-Initiated Contact:*

**Asynchronous Communication:** When contacted via voicemail or e-mail by a student, the instructor responds in a timely manner clearly outlined in the class syllabus, so the contact with the student is reasonably prompt, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students.

**Moderating a Discussion Forum:** When a student posts a message in an open, public space in an online class the instructor responds in a timely manner clearly outlined in the class syllabus, so the contact is reasonably prompt, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students, yet the responses are shared in a public arena, so all students can benefit from the question of one student.

**Synchronous Office Hours:** Faculty must include in their syllabi a specific hour(s) of specific days when a student can interact with an instructor. These can be physical synchronous office hours where the

instructor is present on campus in a specific office. These synchronous office hours can also be times when the instructor is available via various technologies, including but not limited to telephone, e-mail, audio conferencing (i.e., CCCConfer), video conferencing, and chat rooms. This contact is effective because it responds to specific concerns and questions of individual students.

### *Instructor-Initiated Contact:*

**Announcements:** These are posts that update students on the content or the processes of the class. They can be in written, audio, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of individual students and the class as a whole. This type of contact is regular – at a minimum, these announcements will happen at least once a week.

**Individual Contact with Students via e-mail or phone:** This type of contact is effective because it provides an opportunity for one-on-one interaction between student and instructor

**Leading Threaded Discussions:** Leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific learning objectives. This kind of interaction is effective because it directly links the subject matter of the class with the individual students in the class. Usually there are time limits to these discussions so the responses should be timely and regular within those time constraints as identified by the individual instructor.

**Feedback on Student Work:** Instructors are responsible for verifying the participation of students and giving them feedback on their performance on assignments. This type of contact is effective and substantive because it provides opportunities for students to adjust their performance and their understanding (or misunderstanding) of the material. Guidelines for grading/feedback on assignment should be stated in the syllabi and best practices suggests a response time for assignments of no more than a week.

**Posting Prepared Instructional Material:** These materials, combined with publisher-produced material or material found on the Internet, create the functional equivalent of the content of the class. The timing of posting these materials depends on the schedule of the course and should be regular within the parameters of the rhythm of the course. This is also a mode of effective contact between the instructor and the student.

### *Student-to-Student Contact:*

**Facilitating Student to Student Contact:** Instructors may facilitate conversations between students. This contact can be synchronous or asynchronous. This type of communication is very effective in providing opportunities for collaborative learning among students

Examples (but not limited to) of tools that may be used to implement regular effective contact.

- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback

Discussion Boards (e.g., question and answer forums, VoiceThread)  
Videoconferencing (e.g., Skype, CCC Confer)  
Collaborative Projects (e.g., group blogs, group discussions, wikis)  
Instructor-Created Modules  
Lectures (e.g., recorded, streaming, slides with audio narration)  
Podcasts  
Webinars  
Screencasts  
Virtual Office Hours  
Email (district provided course email must be used)  
Private Messaging through district provided Learning Management System or Phone systems  
Chat

## 2. Frequency –

Contact shall be distributed in a manner that ensures that regular contact is maintained over the course of a week and should occur as often as appropriate for the course. *The Ventura College Distance Education Committee has approved a standard of instructors logging into each course a minimum of 3 times per week.*

## 3. Expectations -

The instructor's specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

## 4. Instructor absences -

If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor will inform students and their division office when regular contact stops and is likely to resume. Protocols for cancelling class, substitutes, doctor's notes for absence, etc. will follow the guidelines of face-to-face courses.

## 5. Timely contact -

Online instructors are responsible to respond to students in a timely fashion. *The Ventura College Distance Education Committee has approved a standard of instructors generally responding to students emails within 24 hours of an established 5 day work week.*

ACCJC  
Accrediting Commission for Community and Junior Colleges  
DISTANCE EDUCATION EVALUATION ITEMS

The evaluation team will review the manner in which the institution determines if a course is offered by distance education or correspondence education. The team will examine the delivery mode of a sampling of courses where students are separated from the instructors.

The team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing exams, and interaction with the instructor is initiated by the student as needed).

Use of a learning management system alone will not determine whether the mode is distance education; course syllabi, grading policy, and actual instructional delivery determine how the mode is characterized for USDE purposes. The team will describe its findings and the team's judgment of the appropriateness of institutional application of the USDE delivery mode definitions.

The evaluation team will examine the efficacy of methods that the institution uses to verify the identity of students enrolled in distance education and correspondence education classes.

The evaluation team will describe whether the institution uses the secure log in and password for its distance education classes. If the institution uses other methods for its distance education classes or correspondence classes, the evaluation team will describe those methods and the team's judgment of their efficacy in preserving the integrity of the credits and grades awarded.

Page 68 of the ACCJC Manual for Institutional Self Evaluation holds the checklist for institutions that are being evaluated:

[http://www.accjc.org/wp-content/uploads/2015/10/Manual\\_for\\_Institutional\\_Self-Evaluation\\_Oct\\_2015\\_Revised\\_Edition.pdf](http://www.accjc.org/wp-content/uploads/2015/10/Manual_for_Institutional_Self-Evaluation_Oct_2015_Revised_Edition.pdf)

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## Distance Education and Correspondence Education

### Evaluation Items:

- \_\_\_\_\_ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- \_\_\_\_\_ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- \_\_\_\_\_ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- \_\_\_\_\_ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- \_\_\_\_\_ The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

### Conclusion Check-Off (mark one):

- \_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- \_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- \_\_\_\_\_ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### Narrative (add space as needed):

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## VCCCD Leadership 2016

| VCCCD Board of Trustees  |                 |
|--------------------------|-----------------|
| Mr. Stephen P. Blum, Esq | Trustee         |
| Ms. Dianne McKay         | Trustee         |
| Mr. Larry Kenedy         | Chair           |
| Mr. Bernardo M. Perez    | Vice Chair      |
| Mr. Aruturo D. Hernandez | Trustee         |
| Ms. Lise Maymes          | Student Trustee |

| Chancellors & Vice Chancellors |   |
|--------------------------------|---|
| Dr. Bernard Luskin             | Chancellor<br>Ventura County Community College District |
| Rick Post, JD                  | Vice Chancellor Educational Services                    |
| Dave Keebler                   | Vice Chancellor Business & Administrative Services      |
| Michael Shanahan               | Vice Chancellor Human Resources                         |
| Dave Furhman                   | Associate Vice Chancellor, Information Technology       |

| Presidents                |                            |
|---------------------------|----------------------------|
| Mr. Luis Sanchez, JD, LLM | Moorpark College President |
| Dr. James Limbaugh        | Oxnard College President   |
| Dr. Greg Gillespie        | Ventura College President  |

| Vice Presidents/ EVPS |   |                  |
|-----------------------|---|------------------|
| Dr. Lori Bennett      | Executive Vice President Student Learning                         | Moorpark College |
| Ms. Sylvia Barajas    | Vice President Business Services                                  | Moorpark College |
| Mr. Kenneth Sherwood  | Vice President Academic Affairs<br>Student Learning               | Oxnard College   |
| Dr. Oscar Cobian      | Vice President Student Development                                | Oxnard College   |
| Dr. Michael Bush      | Vice President Business Services                                  | Oxnard College   |
| Dr. Kim Hoffmans      | Interim Vice President Academic Affairs<br>Student Learning       | Ventura College  |
| Ms. Patricia Ewins    | Interim Vice President Student Development                        | Ventura College  |
| Dr. Tim Harrison      | Interim Vice President of Business and<br>Administrative Services | Ventura College  |

| Deans of Distance Education    |                  |  |
|--------------------------------|------------------|--|
| Dr. Jennifer Kalfsbeek         | Moorpark College | <a href="mailto:jkgoetz@vccd.edu">jkgoetz@vccd.edu</a>                     |
| Dr. Gwendolyn Lewis Huddleston | Ventura College  | <a href="mailto:gklewishuddleston@vccd.edu">gklewishuddleston@vccd.edu</a> |
| Dr. Art Sandford               | Oxnard College   | <a href="mailto:asandford@vccd.edu">asandford@vccd.edu</a>                 |