



## **Ventura County Community College District**

### **Substantive Change Proposal**

**Identified Change:** Addition of courses that constitute 50% or more of a program offered through a mode of distance education delivery

**Institution name: Ventura College**  
4667 Telegraph Rd.  
Ventura, California 93003

**Submission Date: March 28, 2016**

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## A. Ventura College Substantive Change Proposal

### A.1 Description of Change

Ventura College, one of the oldest comprehensive community colleges in California founded in 1925, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills and English-language learning; programs for students seeking an Associate’s Degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The College has a dedicated, caring faculty and staff who are committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs.

Ventura College has multiple degrees and certificates of achievement with at least 50 percent of the courses offered via distance education (online), which is consistent with the Substantive Change Proposal, submitted to ACCJC in August of 2009. The purpose of this current proposal is to request approval for the additional degrees and certificates created with 50% or more units available through distance education since Ventura College’s last report. In addition, the College plans to begin increasing online course offerings strategically to meet students’ completion needs while maintaining high quality instruction.

Although some of the degrees do not offer any major requirements via distance education the inclusion of the general education requirements and elective requirements qualify the degree as meeting the 50 percent or above distance education (DE) units possible. The tables below identify the current percentages of Ventura College courses, degrees, and certificates offered through distance education modality.

Table 1: General education requirements offered online

<b>GE Requirement</b>	<b>Courses offered through DE which meet the requirement</b>	<b>Percentage possible through DE</b>
A1. Natural Sciences, biological sciences	ANTH V01, ANTH V01L, BIOL V01, BIOL V12, BIOL V18, PHSO V01, PSY V03	100% (3 units required)
A2. Natural Sciences, physical sciences	AST V01, CHEM V30, GEOG V01, GEOG V05, GEOL V02, GEOL V11, PHSC V01, PHYS V02A, PHYS V02B, PHYS V03A, PHYS V03B, PHYS V04,	100% (3 units required)
B1. Social and Behavior Sciences, American History/Institutions	HIST V07A, HIST V07B, HIST V012, POLS V01, POLS V03	100% (3 units required)

Table 1: General education requirements offered online

<b>GE Requirement</b>	<b>Courses offered through DE which meet the requirement</b>	<b>Percentage possible through DE</b>
B2. Social and Behavior Sciences, Other Social & Behavioral Science	AES V11, AES V22, AES V41, ANTH V02, ANTH V03, BUS V30, CD V02, CD V05, CD V61, CJ V01, CJ V05, COMM V16, ECON V01A, ECON V01B, ESRM V03, GEOG V02, HIST V01A, HIST V01B, HIST V06A, HIST V07B, HIST V08, HIST V012, HIST V013, HIST V018A, POLS V01, POLS V02, POLS V03, POLS V04, POLS V05, POLS V09, POLS V11, POLS V12, POLS V14, PSY V01, PSY V02, PSY V05, PSY V07, PSY V15, PSY V29, PSY V30, SOC V01, SOC V02, SOC V03, SOC V01, SOC V02, SOC V03, SOC V04	100% (3 units required)
C1. Humanities, Fine or Performing Arts	ART V01, ART V02A, ART V02B, DANC V01, MUS V01, MUS V08, PHOT V07, THA V01	100% (3 units required)
C2. Humanities, Other Humanities	ENGL V01B, ENGL V16, ENGL V21B, ENGL V22A, ENGL V35, ENGL V36A, ENGL V135, ENGL 136A, FREN V01, FREN V02, FREN V03, FREN V04, GERM V01, HIST V01A, HIST V01B, HIST V018A, PHIL V01, PHIL V02, PHIL V03A, PHIL V03B, PHIL V06A, PHIL V06B, SPAN V01, SPAN V02, SPAN V03, SPAN V04,	100% (3 units required)
D1. Language & Rationality, English Composition	ENGL V01A,	100% (3 units required)
D2. Language & Rationality, Communication /Analytical Thinking	BUS V17, CS V13, CS V15, CS V17, ENGL V01B, ENGL V01C, ENGL V05, ENGL V06A, MATH V01, MATH V03, MATH V04, MATH V20, MATH V44, MATH V52, PHIL V04, PHIL V05, PSY V04	100% (3 units required)
E1. Heath/Physical Education, Health Education	HED V76, HED V82, HED V87, HED V93, HED V95, HED V97,	100% (3 units required)
E2. Heath/Physical Education, Activity Course	PE V43, PE V55, PE V100	100% (1 course required)
F. Ethnic/Gender Studies	AES V11, AES V22, AES V41, ANTH V02, CD 05, ENGL V35, ENGL V36A, ENGL 135, ENGL 136A, HIST V12, HIST V13, POL V11, PSY V14, PSY V30, SOC V03, SOC V04	100% (3 units required)
<b>TOTAL possible GE through Distance Education</b>		<b>100% (all 28-31 units available)</b>

Ventura College offers many associates degrees in which at least 50% of the degree is offered via distance education (online). Included within these degrees are the following: General Studies (A.A.) Pattern 1 Natural Sciences Emphasis, Social and Behavioral Sciences Emphasis, and Arts and Humanities Emphasis, General Studies (A. A.) Pattern II Natural Sciences or Mathematics Emphasis, Social and Behavioral Sciences Emphasis, Arts and Humanities Emphasis, and Liberal Studies Emphasis, Finally General Studies (A.A.) Pattern III (CSU GE-Breadth and IGETC). In the case of General Studies Pattern I it is possible to complete the A.A. with any of the 3 areas of emphasis, through the Distance Education program (online and hybrid). In the case of General Studies Pattern II, it is possible to complete any of the areas of emphasis through distance education. As with Pattern I the program would include fully online and hybrid courses. In the case of Pattern II Arts and Humanities Emphasis and Pattern III CSU and IGETC only partial units are available through distance education; however since the units include general education this meets and exceeds the 50% required.

Table 2: Associate degrees (A.A.) and Associate transfer degrees (A.D.T.) in which students can complete 50% or more of the degree including General Education online

Type Awarded	Degree Title	Units Required	# Approved for DE		Over 50%
			Degree Course Units	General Education Units	
A.S.	Accounting	60	9	28.5	Yes
A.S.-T	Administration of Justice	60	12	39	Yes
A.S.	Administrative Assistant	60	2.5	28.5	Yes
A.A.-T	Anthropology	60	19	39	Yes
A.S.	Architectural Design	60	10	30	Yes
A.A.-T	Art History	60	6	39	Yes
A.A.	Bilingual/Cross-Cultural Studies	62.5	29	28.5	Yes
A.A.	Biological Sciences	63.5	15	28.5	Yes
A.A.	Biological Sciences: Biotechnology Option	60	10	34	Yes
A.A.	Biological Sciences: Plant Biotechnology Option	60	7	34	Yes
A.S.-T	Business	60	23	39	Yes
A.S.	Business Management	60	12	39	Yes

Table 2: Associate degrees (A.A.) and Associate transfer degrees (A.D.T.) in which students can complete 50% or more of the degree including General Education online

Type Awarded	Degree Title	Units Required	# Approved for DE		Over 50%
			Degree Course Units	General Education Units	
A.A.	Ceramics	61.5	6	28.5	Yes
A.A.	Child Development	60	9	28.5	Yes
A.A.-T	Communication Studies	60	6	39	Yes
A.S.	Construction Technology: Building Inspector Option	60	3	30	Yes
A.S.	Construction Technology: Construction Management Option	60	6	30	Yes
A.S.	Criminal Justice	60	6	38	Yes
A.A.-T	Early Childhood Education	60	9	39	Yes
A.A.-T	English	60	16	39	Yes
A.A.	Fine Art	61.5	6	28.5	Yes
A.S.-T	Geography	60	9	39	Yes
A.S.-T	Geology	60	3	39	Yes
A.A.	Global & International Studies* *Distance Education varies for Specialization Areas	60	12	34	Yes
A.A.-T	History	60	18	39	Yes
A.A.	Human Services	60	28	34	Yes
A.S.-T	Kinesiology	60	10	39	Yes
A.S.	Medical Assistant: Administrative	60	12	30	Yes
A.S.	Medical Assistant: Multi-Skilled	60	6	30	Yes
A.S.-T	Mathematics	60	4	39	Yes
A.S.	Nursing	81	18	38.5	Yes

Table 2: Associate degrees (A.A.) and Associate transfer degrees (A.D.T.) in which students can complete 50% or more of the degree including General Education online

Type Awarded	Degree Title	Units Required	# Approved for DE		Over 50%
			Degree Course Units	General Education Units	
A.A.-T	Philosophy	60	15	39	Yes
A.S.	Physical Science: Engineering Technology	60	9	35	Yes
A.S.-T	Political Science	60	15	39	Yes
A.S.-T	Psychology	60	19	39	Yes
A.A.-T	Sociology	60	15	39	Yes
A.A.-T	Studio Arts for Transfer	60	6	39	Yes
A.A.	Supervision	60	9	32	Yes
A.A.-T	Theatre Arts	60	6	39	Yes

Ventura College (VC) has 16 Certificate programs in which 8 certificates have at least 50 percent of the courses are offered via distance education (online). The 16 programs include CSU GE-Breadth, IGETC, and others (see Table 3). The CSU and IGETC patterns are specific to the General Education requirements and allow the students who are not seeking the associates degree to get recognized for the units acquired towards transfer in these areas.

Table 3: Certificate programs with at least 50 percent online units

Certificate Title	Units Required	Approve for DE	
		Cert. Course Units	Over 50%
Bilingual/Cross Cultural Studies	34	20	Yes
Business Management	21	15	Yes
CSU General Education Breadth	45	39	Yes
Human Services	24	19	Yes
IGETC: CSU	43	43	Yes
IGETC: UC	43	43	Yes

Table 3: Certificate programs with at least 50 percent online units

Certificate Title	Units Required	Approve for DE	
		Cert. Course Units	Over 50%
Medical Assistant: Administrative	18	12	Yes
Supervision	18	9	Yes

## A.2 Relationship of Change to Mission:

### 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.*

Ventura College's dedication to meeting the needs of a diverse student body through a varied selection of disciplines, learning approaches and teaching methods is reflected in the multiple modalities employed to deliver course offerings. Courses can be taken online, hybrid (combination of online and in class), and face-to-face in a classroom (day, evenings and Saturdays). The online program continues to grow and expand to meet the demands of the community, thus supporting the mission with accessible instruction and informed citizenry. As one of the pilot colleges involved in the California Community College Chancellor's Office Online Education Initiative, Ventura College advances our mission further by demonstrating a commitment to innovative instruction and student support. Student success is emphasized and measurable outcomes are a key component of both the online and face-to-face courses.

## A.3 Rationale for Change

Student demand for distance education courses is evident during each enrollment period. The online courses are generally the first ones to fill with enrollment. Students' choices in enrollment demonstrate a demand to continue to increase our offerings of online courses. Additionally, Ventura College has limited physical space in which to house the classrooms, labs, service areas, employee offices and other support services. Enrollment growth for the College peaked in 2010 with a [14,754](#) headcount and slowly declined for a multitude of reasons to 13,085 in 2015. However, distance education enrollments are at an all-time high this spring 2016 with 101 classes and a seat count of 4,723.

Ventura College has a district enrollment target of a 1.8% growth in full-time equivalent students (FTES) for the 2016 academic year. In order to meet our target number and grow at a steady rate comparable to the state, the College has explored options available including increased offerings online. The College's online education program has been developing at a very conservative and strategic rate to allow for evaluation and quality control. Additionally, distance education offerings increase access for our non-traditional students to complete courses, degrees, and certificates to meet their educational goals.



## **B. Description of Program Distance Education Delivery Method to be offered**

Ventura College initiated an expansion in its service to students with the first distance education (DE) courses in 1995. The college initially focused on offering satellite and video courses for a few general education sections. These early beginnings led to a much greater development push in 2002 when the school received the Title V grant specifically for outreach and expansion of educational opportunities to non-traditional and Hispanic students. The grant funded a license for online course management software, training, travel, hardware and a position for a Distance Education Coordinator. The growth was slow to come initially, but once the coordinator was hired in 2004 the program became more focused. The DE Coordinator position led a small group of faculty and staff in addressing distance education planning. The unofficial group later became the Distance Education Coordination Council. The Coordinator also acted as a member of the Campus Technology committee. These two groups along with the activities outlined in the Title V grant were responsible for the growth and Direction of Distance Education.

Ventura College currently uses Desired2Learn as an online platform. However as part of the Online Education Initiative (OEI), the College is piloting Canvas and is moving to the full implementation in fall 2016.

### **B.1 Educational Purposes Are Clear and Appropriate**

The Academic Senate at Ventura College exercises review of all courses being offered in the Distance Education format through the curriculum review process. The process includes review by [the Curriculum Sub Committee](#) of all Course Outlines of Record with regards to alignment with mission, purpose, student learning outcomes, and types of teaching modalities: face-to-face, completely online classes, and hybrid classes that combine one or both of these methods with some in class hours. All classes have some form of orientation, most of them through a fully online readiness for distance education program, and a fully online student orientation program; in addition, many classes have on-campus proctored exams for midterm and final.

### **B.2 Eligibility Requirements, Accreditation Standards, and Commission Policies Related to Student Learning Programs and Services**

Included in this proposal are the revised Eligibility Requirements and Accreditation Standards (2014 version) related to increases in distance education offerings. The Eligibility Requirements and Accreditation Standards are covered separately in Sections E and F. This section of the proposal addresses the Commission Policy on Distance Education and on correspondence Education.

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

The chart below highlights the process of curriculum development, implementation, and evaluation of courses at Ventura College.

<b>Responsible Party</b>	<b>Process</b>
Faculty Member	Initiates new course, course revision, new program, program revision and submits additional distance
Department and Division Review	All members of the department/discipline and the Division Dean, are given an opportunity to review and make suggestions for the proposed new course, course revision, new program, or program revision
Technical Review Workgroup	This workgroup of the Curriculum Committee meets twice a month to review submitted curriculum. Membership includes the following individuals: <ul style="list-style-type: none"> <li>• Curriculum Committee Tech Review Faculty</li> <li>• Curriculum Faculty Co-Chair</li> <li>• Vice President of Academic Affairs</li> <li>• Articulation Officer</li> <li>• Instructional Data Specialist</li> <li>• Curriculum Technician</li> <li>• Curriculum proposing faculty lead as necessary</li> </ul>
Curriculum Committee	The Curriculum Committee meets semi-monthly to review and approve new course proposals, course revisions, new program proposals, program revisions, and graduation requirements. The committee is co-chaired by a faculty member appointed by the Academic Senate and by the Vice President of Academic Affairs.  Courses and components such as distance education are placed separately and discussed on the agenda for approval. Also, online courses have additional information to complete for the Course Outline of Record (Appendix E and F).
<a href="#"><u>District Technical Review Workgroup (DTRW-I)</u></a>	Approved Curriculum from the campus is submitted to the District-wide Technical Review for ensuring technical and legal accuracy. Membership includes: <ul style="list-style-type: none"> <li>• Chancellor's Representative</li> <li>• One of the following from each college: <ul style="list-style-type: none"> <li>○ Faculty Curriculum Chair</li> <li>○ Academic Senate President or designee</li> <li>○ Vice President of Academic Affairs</li> <li>○ Articulation Officer</li> </ul> </li> </ul>
Chancellor's Cabinet	Following review from DTRW-I, curricula is verified and placement on Board of Trustees Meeting Agenda
Consultation Council	District-wide review of the Board of Trustees Agenda, in which curriculum to be presented to the Trustees is reviewed.
Board of Trustees	Curriculum is reviewed and approved at the monthly meetings.
State Chancellor's Office	Items for which authority is not delegated locally to the Board of Trustees are submitted to the State Chancellor's Office for approval.

The programs described in this proposal were developed using the above described curriculum review processes. All courses are evaluated regularly through College's program review process.

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

Ventura College faculty members determine the professional development, implementation and evaluation of all courses including those using distance education as a mode of delivery. Refer to section D for additional details.

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

All courses at Ventura College have identified student-learning outcomes regardless of the teaching modality. [Student learning outcomes are available on the college web pages](#), in syllabi and in CurricUNET (program for maintaining official course outline information). Results of ongoing evaluation and closing the loop for learning outcomes can be found in TracDat (Student Learning Outcome software program repository).

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

Ventura College provides the necessary resources to accomplish high quality online course offerings with effective student achievement and outcomes. Refer to section D for additional details.

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

Although distance education is not a new mode of delivery, Ventura College through this Substantive Change Proposal is notifying ACCJC of the plan to increase online course offerings.

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

Ventura College through this Substantive Change Proposal is notifying ACCJC of programs, degrees and certificates in which 50% or more of the courses are offered via distance education.

- 7. Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers*

*in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identify of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure login and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.*

Ventura College is in compliance by using of unique user ID's, password protected user accounts, and proctored exams for hybrid classes. Additionally, students are forced to change passwords at regular intervals to further protect user accounts.

## **C. Description of the Planning Process**

### **C.1 Change's relationship to the institution's planning, evaluation and stated mission**

The proposed change does not affect the relationship of Ventura College's planning, evaluation and stated mission; expect to enhance our ability to provide greater student access and support through this innovative teaching modality.

### **C.2 Assessment of Needs and Resources That Has Taken Place**

In spring 2009, the changes in the Higher Education Opportunity Act prompted a report produced by all three colleges with the status of their respective programs and delivered to the VCCCD district. This report had the added benefit of summarizing how much distance education has grown at Ventura College and highlighting the need to further develop the processes by which students are authenticated and tracked. In addition, Ventura College reviewed its compliance in the authentication and security of students taking online classes currently done through the use of unique user ID's, password protected user accounts, and proctored exams. Since this time Ventura College has adopted a new student portal and learning management system which has increased security of student identification by use of student identity through district issued 900 numbers. This practice maintains student identity protection thus, creating a secure environment. At this time Ventura College is meeting the requirements of the HEOA; however, this is an area that continues to be monitored and improved as the technology improves.

In addition to security, and authentication in distance education, program development has been a focus. General education courses have been the primary growth in Ventura College's distance education offerings and specifically those that provide a reasonable option for students who are unable to attend the on-campus courses due to work or family obligations, but would like to get pursue a degree or transfer program. At present, the College is developing more courses in program areas to be offered in an online format.

Distance education has become significant in terms of classes offered at Ventura College. The College currently offers over 100 courses online each semester. There are two classified employees (Instructional Technology and Designers) at Ventura College whose primary responsibilities are to support online learning. In addition, a full-time faculty member is given 20% or more release of teaching responsibilities to support the DE faculty and program. The

Dean of Distance Education who reports to the Vice President of Academic Affairs handles oversight and support of distance education. Through program review, a request for an additional full-time classified staff was requested to support noncredit distance education offerings and will be considered for hire after determining budget implication. The position was prioritized as a high hiring recommendation to the President by the Classified Hiring Priorities Advisory Group.

### C.3 Anticipated Effect of the Proposed Change on the Institution

Ventura College anticipates an increase of student enrollment in online course offerings while maintaining high quality instruction to support student success.

### C.4 Description of the Preparation and Planning Process for the Change

#### Enrollments and Sections

Seat count enrollments in distance education classes increased steadily from fall 2006 through fall 2009. However, starting in spring 2010, seat count enrollments began *decreasing* from the **high** of **4,588** in fall 2009. This term, **spring 2015**, seat count enrollments reached a new high at **4,723**. The number of sections (CRNs) in distance education increased from **45** in fall 2006 to a high of **101** in **spring 2015**.

In the tables below, seat count enrollment and the number of sections in distance education courses are indicated for each semester. The “method of instruction codes” for distance education classes are **Q** (Dist Ed: Internet delayed) and **V** (Dist Ed: One-way video (TV/Video)).

D/E Code	Fall 2009		Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Seats	Prcent	Seats	Prcent	Seats	Prcent	Seats	Prcent	Seats	Prcent	Seats	Prcent
<b>Q</b>	4,588	100%	4,424	100%	3,711	100%	3,711	100%	3,711	100%	4,168	100%
<b>V</b>	---	---	---	---	---	---	---	---	---	---	---	---
<b>Total</b>	<b>4,588</b>	<b>100%</b>	<b>4,424</b>	<b>100%</b>	<b>3,711</b>	<b>100%</b>	<b>3,711</b>	<b>100%</b>	<b>3,711</b>	<b>100%</b>	<b>4,168</b>	<b>100%</b>
<b>Sections</b>	<b>83</b>		<b>88</b>		<b>83</b>		<b>88</b>		<b>85</b>		<b>83</b>	

D/E Code	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015	
	Seats	Prcent	Seats	Prcent	Seats	Prcent	Seats	Prcent	Seats	Prcent	Seats	Prcent
<b>Q</b>	2,504	100%	3,019	100%	3,635	100%	3,946	100%	4,300	100%	4,723	100%
<b>V</b>	---	---	---	---	---	---	---	---	---	---	---	---
<b>Total</b>	<b>2,504</b>	<b>100%</b>	<b>3,019</b>	<b>100%</b>	<b>3,635</b>	<b>100%</b>	<b>3,946</b>	<b>100%</b>	<b>4,300</b>	<b>100%</b>	<b>4,723</b>	<b>100%</b>
<b>Sections</b>	<b>62</b>		<b>71</b>		<b>79</b>		<b>83</b>		<b>88</b>		<b>101</b>	

Both the number of CRNs and the number of FTES associated with DE offerings have increased significantly since 2009. The above report demonstrates the increased service of distance education to students. In 2008 we were offering 69 courses online. In 2015 we were offering 82 to 85 courses in distance education formats. Section offerings vary slightly each semester and enrollment needs. The sections offerings continue to increase as we hire and train faculty in distance education offerings.

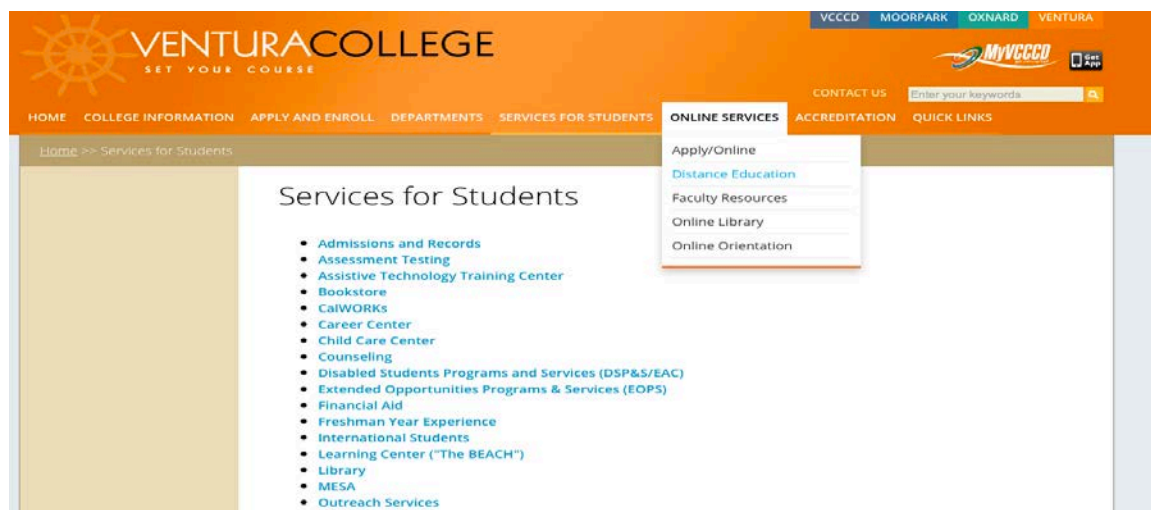
Overall, the College enrollment continued to grow until 2014. At that time enrollment began to decrease slightly at Ventura College and similar community colleges across the state of California. However, the enrollment in Distance Education courses is growing despite lower enrollment in the college in 2014 and 2015. The course offerings have been increased and expanded to include new courses and more sections.

The College’s Curriculum committee (a sub-committee of the Senate) along with the Technology Committee, the Distance Education Advisory Council and the District (VCCCD) Instructional Technology Task Force all take active roles in planning for online instruction. The college’s Curriculum committee includes faculty representatives from departments and disciplines across the campus that reviews all curriculums to ensure that online courses meet the same standards and rigors as on-campus courses. Additionally, the advisory council has adopted and applied professional development and certification training for online instructors, and the rubrics for online education adopted by the California State Online Education Initiative, (OEI). Online courses adhere to the Title 5 requirements set forth by the State Chancellor’s office and local standards set forth by the District, AFT and Senate. The Curriculum Committee and Deans also work together to ensure that students taking courses in Distance Ed can complete a sequence in a reasonable amount of time.

## **D. Evidence that the institution has analyzed and provided for adequate resources necessary to initiate, maintain, and monitor the change**

### **D.1 Adequate and Accessible Student Support**

Ventura College students have many support services available to them on the [college web pages](#)



including online [library resources](#).

Prospective and current students can obtain an introduction to Online Learning, support with “getting tech-ready,” registration, orientation, and Frequently Asked Question (FAQ), and other support services. Ventura College is in the process of implementing online counseling, and online proctoring of tests through Proctorio.

**Distance Education**

- D2L Login
- Canvas Login
- VCCCD Systems Status
- DE Online Course Schedule
- Contact Distance Education
- Prospective Students
- Current Students
- DE Faculty
- CCC Online Educational Initiative
- Instructional Technologists

## Distance Education

### Distance Education at Ventura College

Ventura College offers convenient, expanded access to higher education and learning opportunities via distance education. Students can take online courses and partially online courses (or hybrid courses). Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technologies. Distance Education courses are ideal for independent, self-directed, and motivated students who have functional computers and have access to broad band internet or high speed internet. Distance Education has become a common learning method for students who are seeking to achieve their educational goals. In fact, nearly 27 percent of all California community college students will take a class offered through distance education this year (CCC Chancellor's Office, 2015).

View Online Course Schedule

Frequently Asked Questions

Readiness Assessment

### Getting Started

#### Prospective Students

- [Getting Started](#)
- [Step 1: Introduction to Online Learning](#)
- [Step 2a: Getting Tech-Ready](#)
- [Step 2b: Computer Readiness Test](#)
- [Step 3: VC Registration](#)
- [Step 4: View Online Course Schedule](#)
- [Step 5: Enrollment Schedule](#)
- [Step 6: Student D2L Orientations](#)
- [Prospective Student FAQ](#)
- [Student Testimonials](#)

#### Current Students

- [Am I ready?](#)
- [Do I have the right technology?](#)
- [D2L Login](#)
- [OEI Student Login](#)
- [View Online Course Schedule](#)
- [Online Education Initiative \(OEI\)](#)
- [Student D2L Orientations](#)
- [Student Tutorials](#)
- [DE Student Handbooks](#)
- [Current Student FAQ](#)

#### Faculty

- [Instructor Trainings](#)
- [Instructional Technology Training](#)
- [Survey Results](#)
- [Instructor Tutorials](#)
- [Faculty Tools & Resources](#)
- [DE Committee](#)
- [Online Education Initiative \(OEI\)](#)
- [Dean's Corner](#)
- [DE Faculty Handbooks](#)
- [Faculty FAQs](#)
- [Professional Development](#)
- [DE Summit](#)



Students can receive individual assistance by contacting Ventura College Instructional

The screenshot shows the Ventura College website. The header features the Ventura College logo with the tagline "SET YOUR COURSE" and the MyVCCCD logo. A navigation menu includes links for HOME, COLLEGE INFORMATION, APPLY AND ENROLL, DEPARTMENTS, SERVICES FOR STUDENTS, ONLINE SERVICES, ACCREDITATION, and QUICK LINKS. A search bar is present with the text "Enter your keywords". The breadcrumb trail reads: Home >> Online Services >> Distance Education >> Instructional Technologists at Ventura College. The main content area is titled "Instructional Technologists at Ventura College" and contains a welcome message from Sharon and Matt, along with a link to "Instructional Technology and Design at Ventura College". A sidebar on the left lists various links under "Distance Education" and "Instructional Technologists". The footer of the page is divided into four colored sections: VCCCD (dark blue), MOORPARK (light blue), OXNARD (teal), and VENTURA (orange).

Technology and Design staff:

## D.2 Sufficient and Qualified Faculty, Management and Support Staff

As mentioned previously, distance education has become significant in terms of classes offered at Ventura College. The College currently offers over 100 courses online. There are two classified employees (Instructional Technology and Designers) at Ventura College whose primary responsibilities are to support online learning. In addition, a full-time faculty member is given 20% or more release of teaching responsibilities to support the DE faculty and program. The Dean of Distance Education provides oversight and support for the program.

The Vice President of Academic Affairs and the Vice President of Student Affairs are responsible for online curriculum and student support in the following divisions, (Appendix A: Org Chart) Physical Education and Athletics, Health, Kinesiology, Communication and Learning Resources, Math and Science, Social and Behavioral Sciences, Humanities, Career and Technical Education and Student Services. In each division a Dean is responsible for managing, scheduling and supporting all courses in the division, for the Distance Education courses these Deans work with the Dean of Distance Education to provide staffing, support, and management of the courses offered.

All faculty hired into the Ventura County Community College District are hired through a district process that does not distinguish on campus from online teaching during the hiring process. The faculty is hired with the intent that they teach in the classroom and with the hope that they are interested or have some aptitude for online teaching as well. Since training is



provided at Ventura College, any new faculty members have the opportunity to develop his/her skills in online teaching. Canvas and pedagogy training is a fully online certification program that is required for faculty to complete if they want to teach online. ([Faculty approved for online teaching link](#)). Additionally, individual and group training and support services are provided. Faculty training includes best practices for teaching with a course management system, recommendations from the state chancellor's office DE Guidelines including Title 5 guidelines emphasizing regular effective contact and section 508 accessibility standards. Faculty have opportunities to learn more advanced features of the learning management system (LMS) and other software that can be incorporated in the online class along with additional "Best Practices" to make courses more engaging throughout the year. These online preparedness and professional development activities are regularly evaluated through faculty evaluation/surveys of support services and program review process.

The evaluation of distance education courses takes place using the same instruments developed for the on-campus courses. The faculty contract includes a form that allows an evaluator to review a distance education course instructor on the same agreed upon criteria as a traditional course, with a few additions specific to the technology. Students complete a survey that includes feedback regarding the instructor and overall course (Appendix B: Faculty Evaluation Forms). The online curriculum must meet Title 5 guideline and include a Distance Education Course form (Appendix E: DE form) that ensures that all criteria required to offer the online course are met and that the faculty understand their responsibilities as outlined in Title 5 for Distance Education Courses.

The Distance Education program receives technical services and support from three main sources: (1) the Dean of Distance Education, (2) the College Director of IT and (3) the Ventura County Community College District IT department for larger issues such as network outages, major software failures related to server issues and other large scale operating issues. These three areas work together on overlapping challenges and opportunities to ensure that the technology needs of faculty and students are met. In spring 2009 the changes in the Higher Education Opportunity Act prompted questions from the VCCCD Board, this resulted in a summary report produced by all three colleges with the status of their respective programs. (Appendix C) In addition, Ventura College reviewed its compliance in the authentication and security of students taking online classes. It was determined at this time Ventura College is in compliance with the Higher Education Opportunity Act (HEOA) legislation through the use of unique user ID's, password protected user accounts, and proctored exams. Since that time we continue to be in compliance providing quality support for student learning.

In 2010 the District IT department entered into a contract with Desire to Learn (D2L) hosted services to provide hosting and some support for the three colleges in the district. The contract required D2L to provide hosting, maintenance and routine updates on their servers to maintain a consistent updated learning environment. The service level agreements also limit the acceptable "down-time" of the servers so that students and faculty are not without service for any extended periods of time. The license is one based on FTES in the district and does not limit the number of users or number of courses. Many Ventura College faculty take advantage of this by creating Web Enhanced courses that supplement their in-class activities and provide feedback and communication to students outside the classroom. Students enrolled in an online class or one that uses D2L as a supplemental activity have access to the course within hours of enrolling. In summer 2016 the district will begin converting all D2L courses to the approved

LMS (Learning Management System) Canvas. We plan a year-long transition period from D2L to Canvas. Currently Ventura College is leading the District in this transition. This is due to Ventura College's involvement as a full launch pilot college with the OEI Online Education Initiative. Because we have been participating as a full launch college in this project we have gained early access to Canvas prior to the District's purchase and planned transition.

Additionally there is a College- Technology Advisory Group that supports distance education technology as well as all technology at the college. This group consists of representatives from each VC division, administrators and District office IT. This council develops and updates the college's Technology Plan. The Plan has been developed to provide a collaborative framework to address the institutional assessment, planning and evaluation of the information technology issues facing Ventura College. This plan supports the California Community College's mission of providing academic and vocational education, and advancing California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. This plan supports the educational mission of the college and its student-focused, learning-centered initiatives. Ventura College recognizes that information technology continues to impact student learning by increasing the access to a vast amount of knowledge, thus creating a dependency upon technology as the information age grows.

In spring 2015, the Institutional Research department at Ventura College compiled results of all Distance Education course success rates and retention and compared them to that of on-campus sections. The research showed that overall online class sections had a 1.5% lower success rate than that of like face-to-face courses, and a 3.4% lower retention rate of like face-to-face courses. (Appendix C: study on retention and success) This study is being conducted on a regular basis, in order to keep track of trends in course enrollments and success in distance education at Ventura College. It is also used to help determine potential opportunities for training and support in various classes.

### **D.3 Professional Development for Faculty and Staff to Effect and Sustain the Change**

Ventura College provides faculty training that supports distance education teaching through fully online faculty workshop, face-to-face professional development support programs, and other staff development activities as well as individual help on an as-needed basis. The college has several faculty workrooms where hands-on guided instruction can take place in addition to two offices where the DE Instructional Technology and Designer support personnel experts work in small groups and one-on-one with faculty to provide training and support. Faculty frequently request training options that are flexible and on-demand, in addition to the DE staff the faculty often utilize conferences supported by a grant from the Federal Government for Hispanic Serving Institutions, Title V Grant. Additionally, the faculty at VC is share and learning from each other with regard to tools used in the online environment and best practices and provide shared support through organized mentoring and support groups. As a result there are meetings of faculty each semester to share and between meetings there is often a dialogue in email. The growing interest in online continues to expand on campus as well; there is a growing number of faculty using the learning management system to enhance their courses with online materials, assignments and to offer grades and feedback in a secure online environment.

VC's involvement as a Full Launch College in the California Community Colleges Online Education Initiative (OEI) has increased awareness in online education. The opportunities to access cutting edge tools that increase student success in learning in online education provided by OEI has helped in enhancing faculty interest in teaching online. The many initiatives to provide quality support and training for faculty teaching online has increased student success and retention to close the gap in online education vs. like face to face courses to only 1.5% in Spring 2015.

Other training opportunities for faculty include (as taken from 07 and 08 Flex lists):

- Creating Effective Library Assignments
- Engaging Students Online
- Getting it Write: *Making the Most of LRC Technology in the Composition Classroom*
- Teaching and Learning Consortium
- TTEG – Great Teachers Seminar Participants,
- Helping Students Transfer
- Desire to Learn Course Management System,
- Canvas Learning Management System, our next Learning Management System to be adopted in April 2016 by the district office
- Increasing Student Engagement using “Clicker” Technology or Poll Everywhere in face to face courses
- Bridging the Gap: Writing Strategies for ESL and 1.5 Generation Students.
- Library/LRC Tour: What’s New?
- Using online Data Basis
- Using the BEACH—Practical Classroom Usage,
- Gamification to increase student involvement
- Creating audio and video files for online classes that are captioned.
- Using the state adopted rubric for online success
- Using gradebook in D2L for student awareness
- Assuring your online class is ADA compliant
- Update on Student Learning Outcomes Assessment,
- Intro to CurricUNET Workshop: Online Curriculum Development & Workflow Automation
- Preventing High-Tech Plagiarism and Cheating, Turn It In
- One Book, One Campus, One Community: Civic Engagement,
- New Technologies (Wiki’s Second Life Avatars, Web Conferencing and more)
- Using the Luminis Portal
- CurricUNET
- Great Teachers Seminar
- Grades First and how it helps
- Equity for Student Success
- Group discussions online
- Collaborative Learning in online classes
- Facilitating student engagement
- And more

In addition to training for Distance Ed faculty the Education Assistance Center provides support for faculty learning about 508/Americans with Disabilities Act compliance. The faculty is required to sign a document that acknowledges that they understand their obligation to comply with section 508 of the Federal Rehabilitation Act and with the ADA. The Disabled Student Programs and Service (DSP&S)/Educational Assistance Center (EAC) offers support and evaluation of course materials through the Alternate Media Specialist. The Alternate Media Specialist works primarily with students but also provides training on 508 and ADA compliance for faculty and helps with reviewing materials to ensure accessibility.

#### **D.4 Appropriate Equipment and Facilities**

Ventura College has strong support for distance education as discussed throughout this proposal. As far as support with facilities, the Campus has a learning center called [the “Beach”](#) equipped with 369 computers available for students to access. All full-time faculty members are provided with either a desktop or laptop computer for use in the classroom and /or online teaching.

#### **D.5 Sustainable Fiscal Resources**

The proposed change is not expected to have a significant increased fiscal impact. With increased course offerings of classes and student enrollments of 35 or greater, any additional costs associated will be mitigated through increase College apportionment. Appendix D is evidence of a budget of over \$200,000 in fiscal resources allocated to supporting distance education efforts.

#### **D.6 Comparative Analysis of the Budget, Enrollment and Resources for the Proposed Change and an Analysis of Fiscal Impact on the Institution's Budget**

Again, the proposed change is not expected to have a significant increased fiscal impact. The DE Program through program review has requested an additional classified support staff. If the position is approved via regular planning processes and by the college president, fiscal resources for Fiscal Year 2017 and beyond will be allocated in the budget.

#### **D.7 Plan to Monitor Achievement of the Desired Outcomes of the Proposed Change**

The Educational Master Plan is the primary planning instrument used at Ventura College to ensure goal setting and evaluation of the progress of departments, disciplines and programs. Program review is the process by which these evaluations occur. Program review is an annual process for requesting resources (fiscal, technology, faculty, staff, and facilities) are made to support achievement of the College Mission and Educational Master Plan; including initiatives related to distance education.

#### **D.8 Evaluation and assessment of student learning outcomes, achievement, retention, and completion**

The charts below demonstrate the upward trend of success and retention for Ventura College students taking online classes

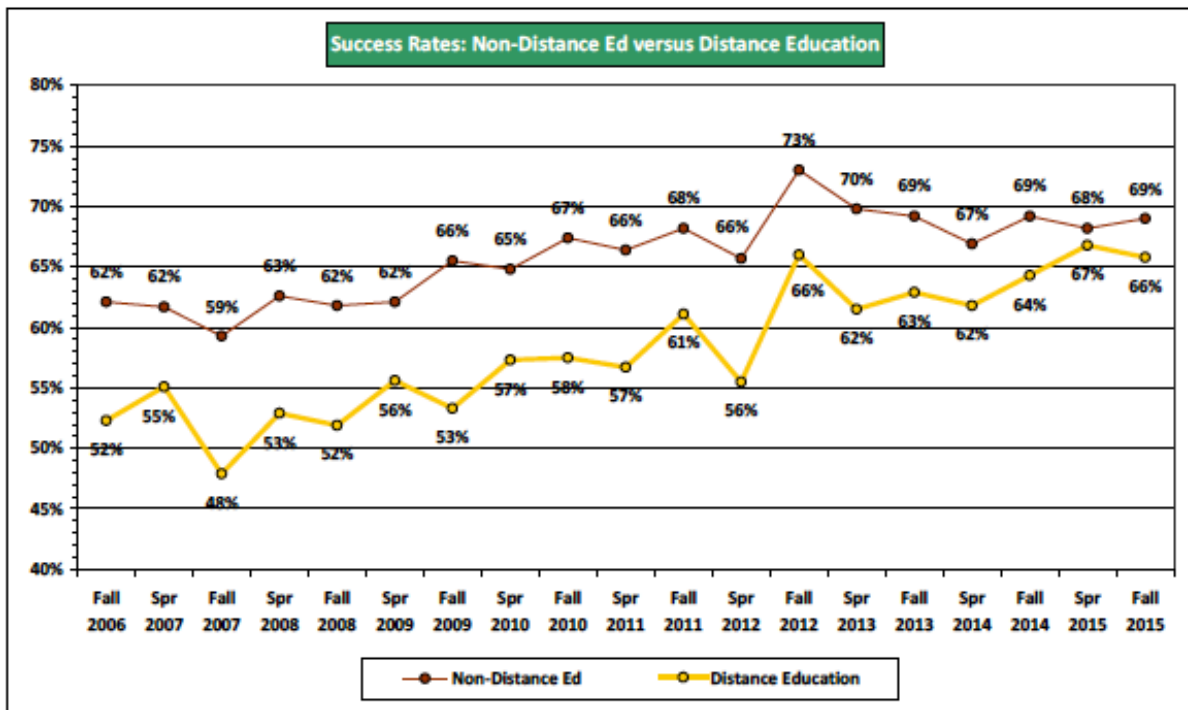
VENTURA COLLEGE  
Office of Research and Evaluation

FALL 2015 – COURSE OUTCOMES IN DISTANCE EDUCATION CLASSES

• **Outcomes Measures and Success Rate Chart**

The table displays all distance education classes compared to classes in courses that had one/more distance education sections. Some of the distance education classes were taught only in a distance education modality.

Semester	Success Rate			Retention Rate		
	Non-D/E	Distance Ed.	Difference	Non-D/E	Distance Ed.	Difference
Fall 2006	62.1%	52.3%	9.8	81.0%	70.6%	10.4
Spring 2007	61.7%	55.1%	6.6	80.7%	73.7%	7.0
Fall 2007	59.3%	47.9%	11.4	81.9%	72.4%	9.5
Spring 2008	62.6%	52.9%	9.7	81.9%	75.3%	6.6
Fall 2008	61.8%	51.9%	9.9	82.0%	74.3%	7.7
Spring 2009	62.1%	55.6%	6.5	82.7%	78.4%	4.3
Fall 2009	65.5%	53.3%	12.2	84.3%	78.1%	6.2
Spring 2010	64.8%	57.3%	7.5	83.3%	79.7%	3.6
Fall 2010	67.4%	57.5%	9.9	85.6%	79.5%	6.1
Spring 2011	66.4%	56.7%	9.7	84.2%	80.4%	3.8
Fall 2011	68.2%	61.1%	7.1	86.3%	80.5%	5.8
Spring 2012	65.7%	55.5%	10.2	84.7%	77.9%	6.8
Fall 2012	72.9%	66.1%	6.8	88.4%	82.4%	6.0
Spring 2013	69.8%	61.5%	8.3	86.2%	78.1%	8.1
Fall 2013	69.2%	62.9%	6.3	85.5%	79.9%	5.6
Spring 2014	66.9%	61.8%	5.1	82.9%	75.6%	7.3
Fall 2014	69.2%	64.3%	4.9	85.5%	79.1%	6.4
Spring 2015	68.2%	66.8%	1.4	84.6%	81.2%	3.4
Fall 2015	69.0%	65.8%	3.2	85.4%	80.0%	5.4



## FALL 2015 – COURSE OUTCOMES IN DISTANCE EDUCATION CLASSES

### ■ FALL 2015

#### • Overview

Distance education classes are designated in the VCCCD Banner System with a "method of instruction code" of Q.

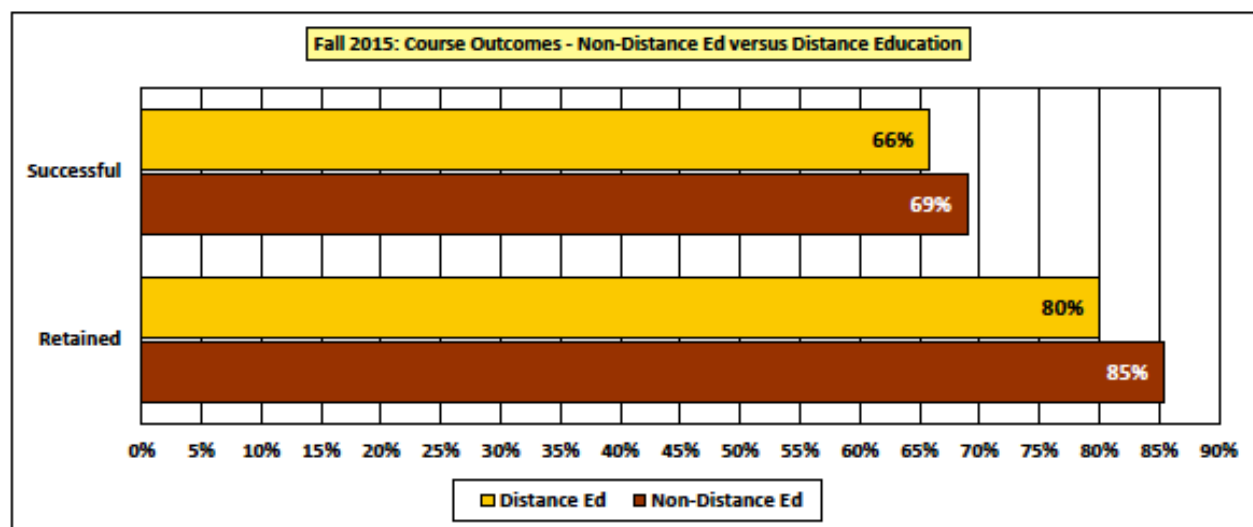
The following table provides Section, FTES, and Seatcount data for the entire institution, and also separately for distance education only.

Term	Total			Distance Education			DE as Percent of Total	
	Sections	FTES	Seatcount	Sections	DE FTES	Seatcount	Section %	FTES %
Fall 2015	1,191	4,448.38	36,664	98	493.78	4,484	8.2%	11.1%

In the table below, grades distributions are presented for distance education and non-distance education classes for courses in which at least one section (CRN) was offered in a distance education modality in fall 2015. Some of the distance education classes were taught only in a distance education modality.

Final Grade Notations	Combined Classes		Non-Distance Ed Classes		Distance Education Classes	
	Number	Percent	Number	Percent	Number	Percent
A	4,659	28.7%	3,276	27.9%	1,383	30.8%
B	3,700	22.8%	2,799	23.8%	901	20.1%
C	2,672	16.5%	2,024	17.2%	648	14.5%
P	27	0.2%	8	0.1%	19	0.4%
<b>Succeeded</b>	<b>11,058</b>	<b>68.2%</b>	<b>8,107</b>	<b>69.0%</b>	<b>2,951</b>	<b>65.8%</b>
D	1,102	6.8%	833	7.1%	269	6.0%
F	1,450	8.9%	1,086	9.2%	364	8.2%
NP	8	0.0%	7	0.1%	1	0.0%
<b>Retained</b>	<b>13,618</b>	<b>83.9%</b>	<b>10,033</b>	<b>85.4%</b>	<b>3,585</b>	<b>80.0%</b>
W	2,611	16.1%	1,712	14.6%	899	20.0%
<b>Totals</b>	<b>16,229</b>	<b>100.0%</b>	<b>11,745</b>	<b>100.0%</b>	<b>4,484</b>	<b>100.0%</b>

In the chart, success and retention rates are graphically depicted for traditional and distance education classes.





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

Title 5 requirements set forth by the State Chancellor's office and local standards of curriculum processes set forth by the college Academic Senate and approved through the college's Curriculum Committee, as well as articulation agreements with other community colleges and transfer institutions, ensure a curriculum whose breadth, depth, and rigor are appropriate to an institution of higher learning. Curriculum approval for online courses must include the approval of an additional Distance Education form (Appendix E). All programs receive regulatory approval by the California Community College Chancellor's Office.

The Ventura College Academic Senate provides a member to serve on the Distance Education Advisory Council and the District wide, Instructional Technology Advisory Council, and regularly reports to the Senate on the recommendations of the Councils. The Councils address DE issues at the College and District. Recommendations from the Councils address new technologies, funding and support issues, needs for training, software and other concerns associated with successful teaching in a Distance Ed environment.

Internally the college has a Distance Education Advisory Group ([DE web page](#)). Recently as part of committee evaluation, the DE Committee was re-designated as an advisory group. Membership includes faculty representatives from throughout the campus, the Instructional Technologists/Designers, Library representative, Tutoring Representative, EAC representative, and a Student Representative. The Council is Co-Chaired by a Faculty member and the Dean of Distance Education. The DE Advisory Group develops best practices and distance education guidelines that address accreditation guidelines. The [Hand Book](#) guidelines developed by the Council are approved through the Academic Senate and reviewed by Administrative Leaders. The [Hand Book](#) is posted on the Ventura College Distance Education Web Page. [Hand Books for students](#) taking Distance Education are also located on the same Web page.

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

On February 7, 2014, Ventura College received notification that the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed its accreditation. The decision to continue affirmation of accreditation was based on Ventura College's Midterm Report that was submitted to the ACCJC in October 2013. The ACCJC action letter and Midterm Report are provided below. The next comprehensive evaluation for accreditation is scheduled for October 2016.

- 1. Authority.** The authority for Ventura College is the Board of Trustees. The Board derives its authority from California Education Code 70902. Ventura College is authorized to operate as an educational institution and to award degrees by the state of California (ref. California Code of Regulations, Title 5, division 6). Developing and offering online course falls within the scope of this authority (ref. California Code of Regulations, Title 5, div 6, chap. 6 subchapter 1, article 3, §552-5 &seq.).
- 2. Operational Status.** Ventura College is operational with 13,085 students' actively taking courses with over 80% pursuing degrees and certificates.
- 3. Degrees.** The majority over 90% of Ventura College educational offering lead to a degree with over 80% of students pursuing degrees and certificates.
- 4. Chief Executive Officer.** The Chancellor of the District serves as the Chief Executive Officer of the Ventura County Community College District. The President, Dr. Greg Gillespie, of Ventura

College serves as the Chief Executive Officer of Ventura College. Both the Chancellor and the President of the college are appointed by the Board of Trustees with requisite authority to administer Board policies. The Chancellor and the College President are in support of growth and development in the area of online learning.

5. **Financial Accountability.** Ventura College annually undergoes an external independence financial audit by a Certified Public Accountant.
6. **Mission.** The mission statement of Ventura College defines the college's broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission statement of Ventura College states:

“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.”

This mission statement reflects that the college is dedicated to serving the community and providing learning opportunities for all students. The distance learning students may not be otherwise able to attend college due to schedule, location or mobility and the college is committed to meeting the educational needs of these students.

7. **Governing Board.** The Ventura County Community College District is governed by a five-member locally elected Board of Trustees and a student board member. The five trustees are elected in even-numbered years to four-year terms by the voters of Ventura County. The Board of Trustees is responsible for adopting policies that direct all activities relating to conducting the business of the district and its colleges. The Chancellor, the district's chief executive officer, is responsible for carrying out policies approved by the Board of Trustees. (Board website: [http://www.vccd.edu/board\\_of\\_trustees](http://www.vccd.edu/board_of_trustees)).
8. **Administrative Capacity.** Ventura College has administrative staff in adequate numbers that are appropriately trained and prepared to support the mission and goals of the college. As the college grows the college planning committee makes recommendations for new support positions as needed. There is a Dean of Distance Education that provides administrative oversight of the Distance Education program. Refer to Appendix A for Organizational Charts.
9. **Educational Programs.** Ventura College offers a wide range of educational programs, in both academic and vocational areas. The general education, transfer and vocational education degree and certificate programs are consistent with the mission of the college, the initiatives of the Board of Trustees for the district and the state guidelines. The institution offers collegiate-level programs in recognized fields of study leading to degrees and certificates. Refer to section A for details regarding educational programs and distance education.
10. **Academic Credit.** Ventura College awards academic credit based on the generally accepted practices in the Program and Course Approval Handbook published by the California Community College Chancellor's Office. The criteria for credit are published in the college catalog along with the institutional policies and transfer requirements. All sections of the same course receive the same credit regardless of modality in which the course is taught.



- 11. Student Learning and Achievement.** Ventura College conducts an annual review of its programs through report and committee. The goal of the program review is not limited to assessing the needs of the program, it also addresses the student outcomes and how they are evaluated. Ventura College places student learning at the core of all program reviews and essential to the success of the student is the use of established student learning outcomes in all programs and courses. Each department is responsible for producing up-to-date student learning outcomes for all courses and overall outcomes for the departments and programs.
- 12. General Education.** The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. For degree programs students are required to demonstrate competency in written communication, scientific and quantitative reasoning, and critical analysis. General education curriculum includes English communication Mathematical concepts and quantitative reasoning, arts and humanities, social and behavioral science, physical and biological science, languages, and lifelong understanding and self-development. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education. The core of the online education program at Ventura College has been to develop offerings in the area of General Education at the same level and rigor as the on campus equivalents.
- 13. Academic Freedom.** It is published in the Ventura College catalog that it is the policy of Ventura County Community College District (VCCCD) that all academic employees, regardless of their employment status, should enjoy the privileges and exercises the responsibilities inherent in academic freedom as defined by the AAUP statement. In addition, all VCCCD employees enjoy the same protection and responsibilities within the context of their obligations. Furthermore, faculty tenure constitutes the strongest procedural safeguard of academic freedom and individual responsibility, and as such, is essential for the maintenance of intellectual liberty and high standards in teaching and scholarship.
- 14. Faculty.** Ventura College has qualified and experienced full-time (141) and adjunct (320) faculty to lead and support the educational programs and goals of the institution. The faculty hired all meets the district standards for teaching and subject matter competency in their respective areas. At this time no faculty person is hired to teach exclusively online, all faculty must pass the same hiring processes and then be approved by department, dean and Distance Education program dean as being suitably prepared to teach online. Professional development and training opportunities are provided for all faculty interested in online teaching. At Ventura College faculty wishing to teach online complete an online certification training course specific to Ventura College. This course covers the Learning Management System being used and pedagogy for effective online learning. Faculty teaching online are supported with training programs, professional development, and one on one support by Instructional Technologist/Designers.
- 15. Student Services.** Under the direction of a Vice President, Ventura College provides appropriate student services and development programs to all students, consistent with the institutional mission. Students may apply online, register online, complete a college orientation online, pay fees online, review grades online, find general student information and “how-to’s” in addition students will have the option to request additional support from the counseling office via online form which began in Fall 09. Soon to come is online counseling.
- 16. Admissions.** Ventura College adheres to open access admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. Ventura College

adheres to the open access policy for California community colleges. Some programs may specify qualifications for admitting students depending on the guidelines and regulations in those cases the specific program requirements are outlined in the course catalog.

**17. Information and Learning Resources.** Ventura College has a learning resources facility that consists of a tutoring center, media services, a lab, staff and faculty development center, and the library. The Learning Resources lab contains 369 computer work stations and provides instructional support through technology to several academic and vocational disciplines including but not limited to English, Foreign Language, ESL, Geography, Learning Skills, Math, Nursing, Emergency Medicine, Reading and Study Skills. The facility is also used as an orientation and testing location for many online classes. As an instructional component of Ventura College, the Library serves a student population of 10,500, 625 faculty and is open to the community. In support of our academic curriculum, the library holds within its collection 63,529 book volumes, 341 periodical titles, and 142 microfilm titles. It also provides access to several online databases, many of which are updated daily, in full-text and abstract format. The databases provide access to approximately 2500 general periodicals and newspapers; 1200 leading nursing and health journals; 237 popular and professional general science journals; 200 ethnic, minority and native press publications; biographies for over 900,000 individuals; bibliographies and critical analysis of more than 120,000 novelists, poets, essayists, journalists and other writers with in-depth coverage of 2500 of the most studied authors; and book summaries and reviews for more than 700,000 books. Students, faculty and staff of Ventura College have online access to these databases via [MyVCCCD](#). Community patrons are allowed access to these databases on campus in the Library. The Library functions as a resource laboratory for classes working on term papers, speeches, and a vast number of other classroom research assignments. It also serves as a study area for students before and after classes.

The Library functions as a teaching facility, as the Librarians instruct students and community patrons on the use of the library and its resources. Instructors also use the facility for assigning outside reading and as a classroom when conducting “hands on” instruction on research assignments.

**18. Financial Resources.** The institution documents a funding base, financial resources, and plans for financial development adequate to support its mission and all of its educational programs and to assure financial stability. Allocations to Ventura College are made as a part of a model that is intended to support the needs of three colleges and a district office. Budget goals and assumptions are developed annually through a shared governance process and shared with campus constituencies. As part of a three college district, the Ventura County Community College District maintains a minimum 5% reserve fund.

**19. Financial Accountability.** The institution regularly undergoes and makes available an external financial audit by a certified public account or an audit by an appropriate public agency. Ventura College adheres to board-approved policies and procedures governing the responsible allocation of funds to support its educational programs and support services.

**20. Institutional Planning and Evaluation.** Ventura College systematically assesses [learning outcomes at the institutional, programs, and course levels](#) in a Program Review process formalized in fall 2006 yet continually transforming for improvement. Rubrics are used to identify completion of goals and establishment of new objectives. In addition, student success data ([retention, course completion](#)) success is compiled annually. In terms of planning, strategic and annual planning is undertaken by major shared governance committees. The college adheres to an

Educational Master Plan, this plan documents the integration of the college's planning efforts, including educational, financial, staffing, facilities, and technology including Distance Education. A new plan is being developed in 2016.

**21. Public Information.** Ventura College publishes an Annual Catalog which includes the mission, courses, programs and degrees as well as student services information, board policies, and processes both local and district level. The catalog also gives information about the application process, financial aid process, and graduation and transfer requirements. This information is also available online at the college website, which links to the district website for information about the district management and governing board.

**22. Integrity in Relations with Accrediting Commission.** Ventura College is in good standing with the Commission and complies with all Commission requests for information. The submission of the substantive change report demonstrates Ventura College's commitment to complying with the Commissions standards.

## **G. Evidence That the Accreditation Standards Will be Fulfilled**

### **Standard I: Mission, Academic Quality, Institutional Effectiveness, and Integrity:**

Ventura College has recently updated the mission statement during the Educational Master Planning process. As discussed in Section A.2, the current mission statement clearly states in that it provides for innovative education delivery "...providing innovative instruction and student support," Distance education is one of the innovative instruction methods by which education will be provided to students in order to meet the needs of the diverse population served by Ventura College.

Ventura College has made a commitment to improving institutional operations and effectiveness in an ongoing process outlined in the recent [Educational Master Plan status/outcome update](#). These steps include maximizing the use of instructional technologies, enhancing the research and assessment capacities to further support data driven decision-making and a commitment to continue the evaluation of the effectiveness of College Programs through the Program Review Process. Academic quality related to distance education course offering can be found in Section D.8.

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

The ability to complete 50% or more of a program online extends the accessibility of Ventura College's offerings to those who have difficulty attending onsite. This may include, but is not limited to, active military personnel, the physically disabled, full-time workers, students with transportation challenges, and those with dependent minors in the home. Instructional programs regardless of mode of delivery are conducted at the same level of quality and rigor appropriate for community colleges.

Services online have grown along with online instruction. Currently, students can use the following services online:

- Register for classes
- Request information from a counselor (Fall 09)

- Fill out financial aid forms
- Exam proctoring for out-of-area students (Request for arrangements to be made.)
- Use the MyVCCCD Student Portal for email and college information
- Online tutoring
- Online paper review through Turn It In
- Online College Orientation
- Online Readiness for Distance Education
- Online Orientation to Distance Education learning
- Online student support services “Help Line”
- Online handbooks for Distance Education Faculty and Students with Best Practices for online education success
- Research library databases
- Use D2L student help and FAQ pages
- View the catalog and class schedules
- Complete class climate surveys for classes

Library faculty designed a one-unit library technology class to aid both Distance Education students and on campus student in the use of library technology for research. In addition, students have access to e-reference services, the online catalog, and a variety of online databases in a range of subject areas, online encyclopedias in English and Spanish, and online dictionaries. There are links on the library page to a variety of useful internet sources and online style guides. Tutoring services are available in a range of subjects through NetTutor, an online tutoring service that features tutors.

### **Standard III: Resources**

Human Resources: Faculty and staff involved with online learning will meet the same qualifications and standards as onsite staff, in accordance with state codes. In addition, online faculty will successfully complete an online certification training prior to teaching online. This training assures faculty have basic online technology skills, accessibility awareness, and rubric awareness for creating and managing a successful online course. This process is done prior to teaching an online section. Additionally, advanced and supportive trainings are given throughout the year in groups, and face to face instruction is available through open sessions and by appointment with the Instructional Technologists/Designers.

Physical Resources: There is a staff and faculty resource center for use by faculty in the process of developing online courses or web enhancing face to face courses. This center houses both PC and MAC computers, scanners, and printers. Additional teaching tools are available by appointment for lecture capture, creating videos, audio files, and other teaching resources. Captioning is available for all visual and audio resources. The Learning Resources building also houses the large 369 workstation lab that is used for orientation and testing in online courses.

Technology Resources: The College will continue to include online learning as key component in both the strategic and technology plans. An active directory system is in place to allow faculty, staff and student employees’ access to their virtual desktops from any networked computer in order to make the campus a more efficient workplace.

Financial Resources: The College has a Title V grant that funded the initial growth of the Distance Education program and paid for support, technical resources, and professional development, to provide program leadership and training to faculty. This grant is ending in 2016. The hardware used

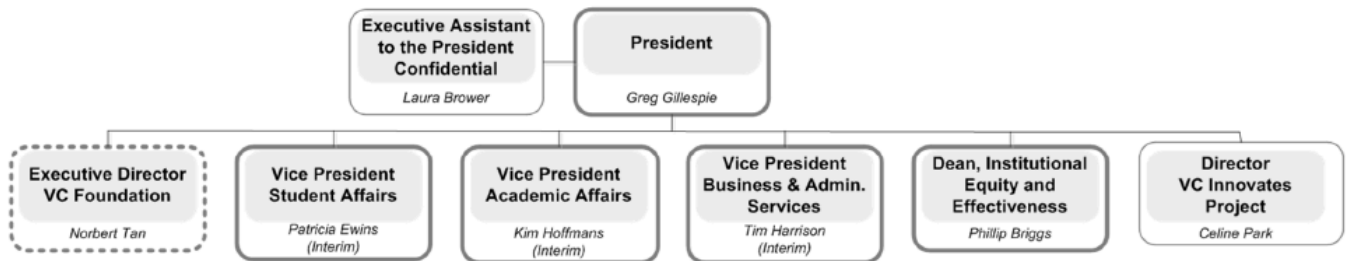
in the program is provided by the college IT department with a separate budget dedicated to technology refresh and projects such as the server virtualization. The licensing costs for the course management system and some help-desk support are provided at the district level and negotiated on behalf of all three colleges. The needs of the Distance Education program are addressed through Program Review, the Technology Plan, and the Educational Master Plan.

**Standard IV: Leadership and Governance:**

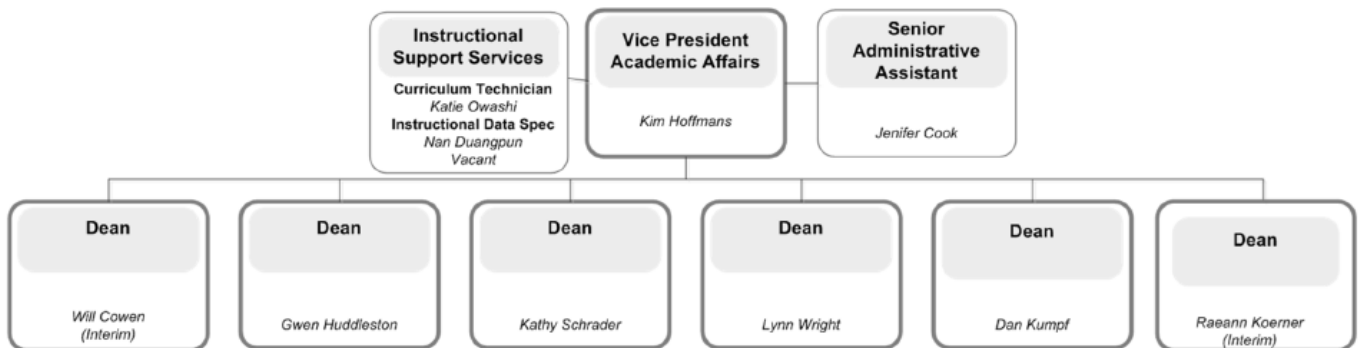
Leadership and Governance: Ventura College operates within the standards of the commission regarding shared governance and participatory leadership and decision making. With regard to Distance Education the College in 2011 assigned Distance Education to an experienced instructional Dean to further formalize the leadership of this program. This position has an advisory group made up of faculty and staff called the Distance Education Advisory Council, which meets once a month to provide input into all program decisions. Additionally, the Distance Education Dean and faculty representatives participate in the Technology committee.

## Appendix A: Organizational Chart

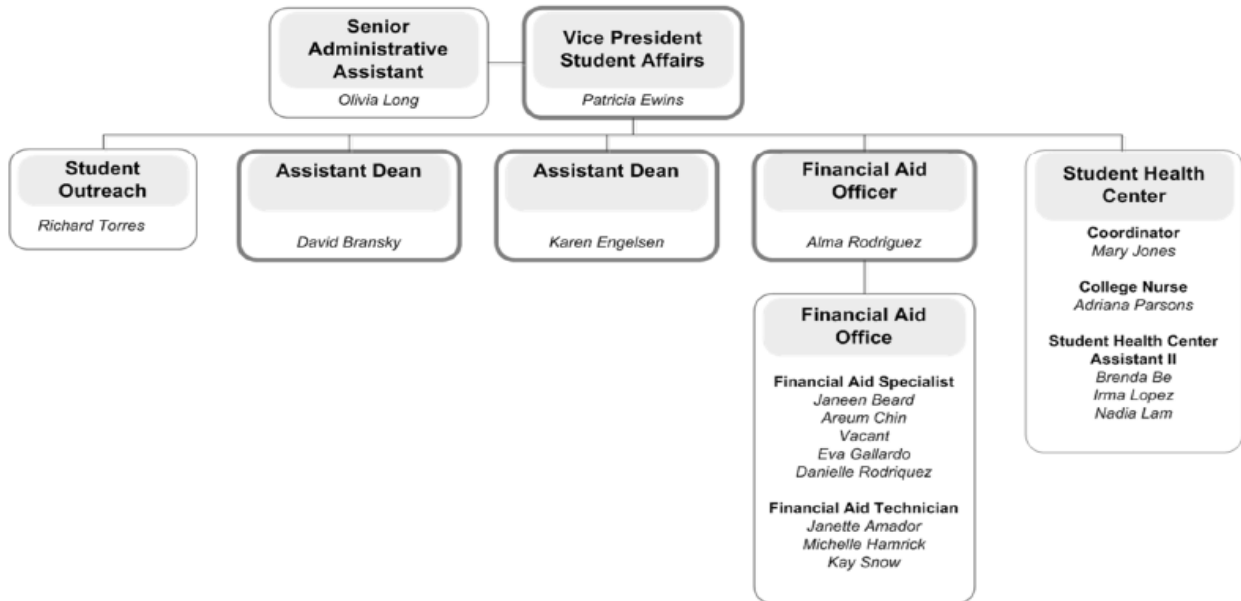
### Ventura College – President’s Office



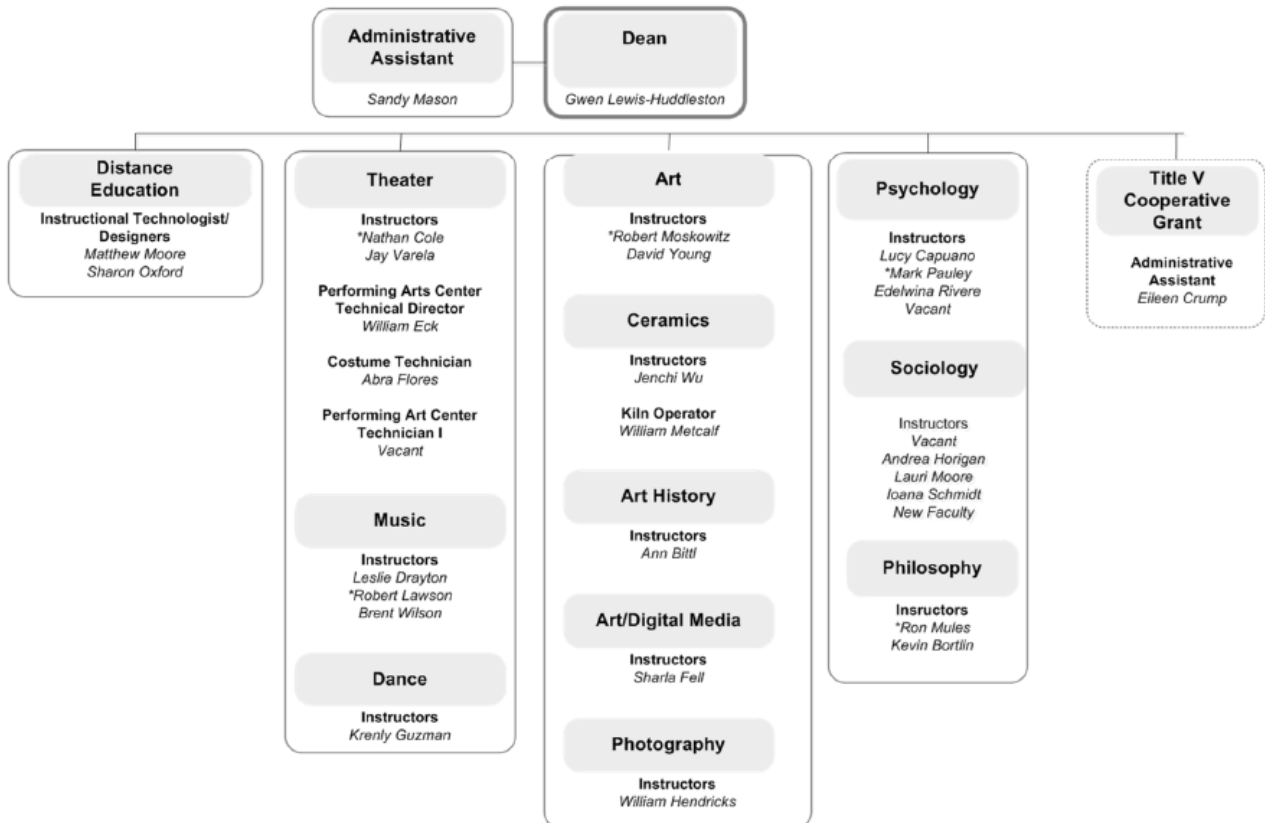
### Ventura College – VP Academic Affairs



# Ventura College – VP Student Affairs



# Ventura College – Arts and Humanities Division



## Appendix B: Faculty Evaluation Form Referencing Distance Education

### SECTION II. JOB PERFORMANCE OBSERVATION

#### B. DISTANCE EDUCATION

#### RATING

- |  |                 |
|--|-----------------|
| 1. Follows all campus distance education standards as adopted by Curriculum Committee/Academic Senate. | E S N U N/O N/A |
| 2. Demonstrates competence in the current distance education course management system.                 | E S N U N/O N/A |
| 3. Uses the appropriate distance education form of communication.                                      | E S N U N/O N/A |

*Appendix D (Form A2), AFT Contract*

<b><u>RATING SYSTEM</u></b>	
<b>E</b>	<b>Excellent</b>
<b>S</b>	<b>Satisfactory</b>
<b>N</b>	<b>Needs to improve</b>
<b>U</b>	<b>Unsatisfactory</b>
<b>N/O</b>	<b>Not observed</b>
<b>N/A</b>	<b>Not applicable</b>



## **Appendix C: VCCCD Distance Education Outcomes Status Report (January 2016)**

In the table below, grades distributions are presented for distance education and non-distance education classes for courses in which at least one section (CRN) was offered in a distance education modality in spring 2015. Additionally, success rates and retention rates are calculated for each category. Final Grade

### **INTRODUCTION**

#### **VCCCD Distance Education Initiative**

In 2006, our District launched a critical phase in DE by adopting a uniformed course delivery platform for DE courses. WebCT was chosen as the software to house and support online course delivery. Server-hosting, technical support, as well as training were initiated district-wide to ensure sustained support for teaching and learning.

In line with the national and state growth trends, the 5 year trend in the VCCCD from 2002/03 to 2006/07 revealed rapid growth in DE, from 3% of all enrollments to 6%. In 2007/08, our district distance education enrollment was 9% of our total enrollment. In 2015 our distance education was 11% of our enrollment.

#### **Definitions of Online Classes**

Three primary categories of online classes are currently offered in our district:

Web-enhance: instructor does not replace any face-to-face student contact time with online time. Instructor may post syllabus, reading material, and other resources as supporting sources only.

Hybrid: Instructor replaces a portion of face-to-face student contact time with online time. This may include discussions, assignments, quizzes and tests, and other activities that normal occur in the classroom.

Fully Online: All face-to-face student contact hours are replaced with online time. Students are not required to come on campus.

#### **Quality Assurance and State Regulations**

To ensure that all classes offered at a district are of equal quality, the State Chancellor Office requires that the College Curriculum Committee review each class being taught online. The DE version of the class must demonstrate Regular and Effective Contact with students in the DE environment.

### **COLLEGE REPORTS**

#### **Ventura College**

*Role of DE in College Strategic Plan*: DE has been identified as one of the top areas for growth during the recent Educational Master planning process. Ventura College is supporting this direction through supporting two Instructional Technologist/Designer positions to assist with faculty and student support needs, and through the growth of online services such as online library access, online orientations, online student services, online tutoring, and soon to come online counseling.

Representation for DE is threaded throughout many of the campus wide committees. There is participation in the department chairs council, the administrative council, the technology council and a specifically DE Advisory Council The Curriculum Committee reviews all DE course outlines submitted with the appropriate DE Form to ensure that “regular effective contact” and ADA/508 compliance can be met.

Representatives from Ventura College also participate in an advisory council at the District level to help guide the evaluation and selection of new software for Distance Ed.

***Outcome Measures:** in the table below, outcomes rates for distance education classes are compared to outcomes rates for classes in courses that were offered in any non-distance education modality. The difference column indicates the differences (in percentage points) between the non-distance education rates and the distance education rates.*

Semester		Distance Ed.	Difference		Distance Ed.	Difference
Fall 2006	62.1%	52.3%	9.8	81.0%	70.6%	10.4
Spring 2007	61.7%	55.1%	6.6	80.7%	73.7%	7.0
Fall 2007	59.3%	47.9%	11.4	81.9%	72.4%	9.5
Spring 2008	62.6%	52.9%	9.7	81.9%	75.3%	6.6
Fall 2008	61.8%	51.9%	9.9	82.0%	74.3%	7.7
Spring 2009	62.1%	55.6%	6.5	82.7%	78.4%	4.3
Fall 2009	65.5%	53.3%	12.2	84.3%	78.1%	6.2
Spring 2010	64.8%	57.3%	7.5	83.3%	79.7%	3.6
Fall 2010	67.4%	57.5%	9.9	85.6%	79.5%	6.1
Spring 2011	66.4%	56.7%	9.7	84.2%	80.4%	3.8
Fall 2011	68.2%	61.1%	7.1	86.3%	80.5%	5.8
Spring 2012	65.7%	55.5%	10.2	84.7%	77.9%	6.8
Fall 2012	72.9%	66.1%	6.8	88.4%	82.4%	6.0
Spring 2013	69.8%	61.5%	8.3	86.2%	78.1%	8.1
Fall 2013	69.2%	62.9%	6.3	85.5%	79.9%	5.6
Spring 2014	66.9%	61.8%	5.1	82.9%	75.6%	7.3
Fall 2014	69.2%	64.3%	4.9	85.5%	79.1%	6.4
Spring 2015	68.2%	66.8%	1.4	84.6%	81.2%	3.4

In **spring 2015**, **101** class sections (CRNs) were offered on a distance education basis, with total **graded** enrollments of **4,723**. These **4,723** enrollments represent **29%** of the entire **16,357** graded enrollments in all courses in which **at least one** section was offered on a distance education basis. Distance education classes are designated in the VCCCD Banner System with a “method of instruction code” of **Q** or **V**. This term (**spring 2015**), all distance education classes were coded “**Q**”; there were no classes with a “method of instruction code” of “**V**”.

**Code Description Seat count Percentage**  
**Q Dist Ed: Internet delayed 4,723 100%**  
**V Dist Ed: One-way video (TV/Video) 0 0%**

-----  
**Total 4,723 100%**

**Retention Rates and Success Rates:** *percentage of students finishing a course as compared to the number of students attempting the course (# Final grade of A,B,C,D,F,CR,NC,I / # Final grade of A,B,C,CR,D,F,CR,NC,I,W)*

In the table below, grades distributions are presented for distance education and non-distance education classes for courses in which at least one section (CRN) was offered in a distance education modality in spring 2015. Additionally, success rates and retention rates are calculated for each category. Final Grade

<b>Notations</b>	<b>Number Combined</b>	<b>Percent Combined</b>	<b>Number Non DE</b>	<b>Percent Non DE</b>	<b>Number DE</b>	<b>Percent DE</b>
<b>A</b>	4,526	27.7%	3,090	26.6%	1,436	30.4%
<b>B</b>	3,728	22.8%	2,726	23.4%	1,002	21.2%
<b>C</b>	2,806	17.2%	2,105	18.1%	701	14.9%
<b>P</b>	26	0.1%	9	0.1%	17	0.3%
<b>D</b>	1,076	6.6%	791	6.8%	285	6.1%
<b>F</b>	1,509	9.2%	1,117	9.6%	392	8.3%
<b>NP</b>	5	0.0%	4	0.0%	1	0.0%
<b>W</b>	2,681	16.4%	1,792	15.4%	889	18.8%
<b>Totals</b>	<b>16,357</b>	<b>100.0%</b>	<b>11,634</b>	<b>100.0%</b>	<b>4,723</b>	<b>100%</b>

**Future Directions:** Ventura College started out creating access to general education courses for non-traditional students by providing courses online and through video. Over the last few years the college has started to expand offerings to students interested in pursuing more than just general education units online. The college is also in process of expanding academic counseling services online to assist students who are truly Distance Learners. Library services have been available and the library along with the DE program is looking at ways to improve the ease of use for those services as an ongoing process. Tutoring online has also been available through third-party providers and the college tutoring center, this service is also being re-evaluated regularly to provide the best possible access to students and meet demand in any subjects not yet represented through current online tutoring services. In addition to the online course development and student services development, Ventura College is consistently reviewing technology for the enhancement of teaching with technology through the office of Distance Ed; web-conferencing/video lecture technologies, podcasting, and digital audio notes are all being evaluated.

Ventura College regularly evaluates its own programs internally for retention and success, the office of Institutional Research provides an annual report to the office of the VPs and a copy to the DE program, the data from this report along with state and national trends in DE retention and success is used to develop strategies for improving retention and success at VC. Faculty has year-round opportunities for professional development activities in online pedagogy and in the use of educational technology, these opportunities are provided through the DE program.

## Appendix D: Distance Education Budget

### Snapshot of Ventura College Distance Education Budget 2/16/2016

This does not include services provided by the District office or Instructional Technology Services

VCCCD Production Database
Operating Ledger Detail Report

(P)rogram/(O)rg/(A)ccount Sort: O

FY/Perd: 16 - 13 YTD/Curr: Y Fund: 111 Orgn: 31023 Acct: % Prog: % Rev? N Ben? Y Atyp: %

Title	Fund	Orgn	Acct	Prog	Budget	YTD	Commit	Avail
Classified Regular	111	31023	2121	615000	78,424.12	48,072.68	-	30,351.44
Classified Regular	111	31023	2121	675000	56,753.38	30,975.18	-	25,778.20
STRS - Classified	111	31023	3135	615000	8,414.91	4,329.18	-	4,085.73
PERS - Classified	111	31023	3235	675000	6,725.28	3,669.63	-	3,055.65
OASDI - Classified	111	31023	3335	675000	3,518.71	1,920.45	-	1,598.26
Medicare - Classified	111	31023	3365	615000	1,137.15	697.07	-	440.08
Medicare - Classified	111	31023	3365	675000	822.92	449.14	-	373.78
H/W - Classified	111	31023	3435	615000	15,964.22	9,300.60	-	6,663.62
H/W - Classified	111	31023	3435	675000	13,968.69	7,315.70	-	6,652.99
LCA - Classified	111	31023	3465	615000	81.00	47.25	-	33.75
LCA - Classified	111	31023	3465	675000	70.88	37.12	-	33.76
Retiree Health Liab-Classified	111	31023	3494	615000	3,921.21	2,403.62	-	1,517.59
SUI - Classified	111	31023	3535	615000	39.21	24.03	-	15.18
SUI - Classified	111	31023	3535	675000	28.38	15.49	-	12.89
WC - Classified	111	31023	3635	615000	1,544.96	947.56	-	597.40
WC - Classified	111	31023	3635	675000	1,118.04	610.57	-	507.47
General Supplies & Materials	111	31023	4800	493000	1,500.00	-	-	1,500.00
Training And Instruction	111	31023	5140	493000	398.00	-	-	398.00
Employee Travel	111	31023	5211	493000	3,602.00	-	-	3,602.00
Dues & Memberships	111	31023	5300	80100	-	495.00	-	495.00-
Dues & Memberships	111	31023	5300	493000	450.00	-	-	450.00
Software Maintenance & License Fee	111	31023	5641	801	-	1,500.00	-	1,500.00-
Software Maintenance & License Fee	111	31023	5641	4930	5,000.00	-	-	5,000.00
Licenses And Fees	111	31023	5822	801	-	2,095.00	-	2,095.00-
Licenses And Fees	111	31023	5822	4930	-	99.00	-	99.00-
Distance Education	111	**** Report Total			203,483.06	115,004.27	-	88,478.79

## Appendix E: Distance Education Curriculum Form

VENTURA COLLEGE  
**DISTANCE EDUCATION**  
(Submit with Course Outline of Record - COR)

### Distance Ed Addendum

As defined in Title 5, § 55200, "distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of computer technology." For the purposes of the Ventura College Curriculum Committee, the following definitions shall be used with regards to telecommunication-mediated instructional modalities:

### Distance Education Modality Definitions

**Hybrid:** A course taught more than 1% but less than 100% online (i.e., between 1-99% online).

**Fully Online:** A course taught fully 100% online using distance education instructional modalities. There is no part of the course (e.g., orientation, assessment, proctored tests or exams/finals) that would require a student to be on campus.

**Web-Enhanced:** A course taught completely (as in 100%) on campus and face to face but with materials (i.e., syllabus, assignments, grade book, etc.) posted online.

The state and this college recognize the value, importance and place of distance education. As stipulated in Title 5, § 55206, "if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor or student, the course shall be separately reviewed and approved..." This addendum serves as part of this separate review and approval process. When a course is approved to be taught in either the Hybrid or Distance Education modality departments should be mindful to evaluate their offerings to meet the varied demands and needs of both students and faculty.

### Proposal

We propose ART 11A for the following modality/modalities: (Check all that apply) \*

### Proposal

We propose ART 11A for the following modality/modalities: (Check all that apply) \*

(Hybrid may be anywhere between 1-99% online.)

- Hybrid (1-50% online)  
 Hybrid (51-99% online)  
 Fully Online (100% online)

YES:  NO:  I have met with the Dean of Distance Education, or designee, and discussed the guidelines required for "regular effective contact" between the student and instructor.

YES:  NO:  All faculty teaching this course in either Hybrid or Fully Online modalities will attend a Ventura College Orientation to Distance Education and/or meet with the Dean of Distance Education, or designee.

### Distance Education Status

(Check all that apply)

One or more modalities must be selected first.

### Exams will be given as follows: \*

- On Campus  Online

YES:  NO:  Proctored exam options are allowed and/or supported.

YES:  NO:  Faculty assigned Hybrid or Fully Online sections of this course will meet with their area Dean and the Dean of Distance Education, or designee, and discuss the design of this course, including course tools, assignments and activities, assessment strategies and best practices.

YES:  NO:  Faculty assigned Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required state and federal accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents. The course is required to be fully accessible at the time that it is offered!

**Save** **Finish**

## Appendix F: Regular and Effective Contact Guidelines Adopted at Ventura College

### Regular Effective Contact for Ventura College

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, VC District 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  
VC District Email  
Private Messaging  
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 or will inform students and their department when regular contact is likely to resume.

## 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.*