

VICTOR VALLEY COLLEGE

Distance Education Plan 2012



VVC Distance Education Mission:

The Distance Education Program at Victor Valley College serves the district's expanding communities by supporting innovative applications of technology to create accessible, collaborative, and measurably effective learning opportunities for an increasingly diverse student population.

Prepared by the

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Victor Valley College - Distance Education Plan 2012

Introduction:

The Victor Valley College Distance Education Plan 2012 has been drafted by the faculty Distance Education Advisory Task Force (DEATF) at the request of the Dean of Instruction for the purpose of organizing and guiding improvement and development activities for the delivery of instruction and student services by distance education. The plan is a response to faculty recognition of the need for improvement in access, learning, and success of Distance Education (DE) students and for improvement in the institution's management and support of distance education. Moreover, the plan is intended to coordinate the college's response to the following recommendation issued by the Accrediting Commission for Community and Junior Colleges on the basis of the 2011 Victor Valley College Self Study Report and the evaluation team report:

Recommendation 5:

In order to meet the Standards, the College should examine and provide evidence that appropriate leadership ensures the accessibility, quality and eligibility of online and hybrid courses and programs and that such programs demonstrate that all services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. (IIA, IIB, IVA1)

The Distance Education Plan 2012 is designed to initiate improvement planning in five areas that are critical for addressing acknowledged DE deficiencies improving student learning, and implementing an effective response to the above recommendation of the ACCJC. The five areas are as follows:

1. Management and Coordination of Distance Education and Distance Education Technical Support
2. Institutional and Student Support for Distance Education
3. Distance Education Course and Program Quality and Development
4. Professional Development and Readiness Training for Distance Education Faculty
5. Processes and Procedures for Distance Education Evaluation and Improvement

The DEATF has developed the VVC DE Plan 2012 in consultation with Vice President of Instruction, the Dean of Instruction, the Interim Dean of STEM, the Academic Senate, and the VVC Faculty Association, but its implementation is the joint responsibility of

administrators, faculty leaders and organizations, DE faculty, and student and campus support staff. The plan will be reviewed at least once each year by the Distance Education Committee (DEC). A report summarizing progress on implementation and recommendation for revision will be forwarded to the Vice President of Instruction and the College Council.

I. Distance Education Overview, Fall 2011:

Program Size: DE enrollments at VVC have increased by 24% over the last three years to 20% of total district enrollment for Fall 2010. During the same term a total of 277 or 18% of the district's sections were DE classes. Over the past three years 160 distinct courses in 31 different disciplines were offered by the method of DE. For detailed information about the characteristics and performance of DE students, please see Appendix G.

Platform: Blackboard 9.1 is the district's current course delivery platform. Moodle and publisher provided course management systems are also used by VVC faculty.

Leadership: Distance Education is under the purview of the Vice President of Instruction. The Interim Dean of STEM and the faculty Distance Education Facilitator co-coordinate DE at VVC, planning faculty on-line teaching readiness and staff development activities and monitoring compliance with state and accrediting commission guidelines. The faculty DE Facilitator receives 20% reassigned time and chairs the DEATF. The Online Help Desk is supervised by the Executive Dean of Technology and Information Resources.

Technical Support: Technical support for DE faculty and students is provided by the Help Desk staff, which includes two technicians and the Course Management System Administrator. The Help Desk hours are M-F 7:45 AM-9:30 PM and S 7:45 AM-3:30 PM.

Staff Development Coordinator: The DE Facilitator and DEATF, with the support of the Staff Development Coordinator and staff development funds, plan and present workshops for faculty that are designed to support the ongoing development of effective instruction.

II. Mission

In support of the mission of Victor Valley College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere.

III. Overall Program Philosophy

Victor Valley College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the district's growing and diverse student population. It is acknowledged that quality DE makes special demands on students, faculty, staff, and administrators and that all involved share responsibility for maintaining its effectiveness. However, Victor Valley College regards DE as integral to the district vision, mission, and goals and endorses and encourages the development, expansion, and improvement of DE methodologies throughout the district's instructional and student and campus support services and programs.

At Victor Valley College DE includes courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered in this planning document. This document describes the philosophy and policies that govern the methodologies used to offer distance education courses at the college, while allowing for flexibility in the planning, development, and implementation of any such course offerings as technology and the college progress.

Definitions:

Hybrid

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced. This type of course may include email, chat, discussion boards, web pages, and other multimedia technologies.

Online or Internet Course

Online and Internet courses are web-based and completed entirely online. This type of course may include email, chat, discussion boards, web pages, and other multimedia technologies.

Web Enhanced

A Web-enhanced course is a traditional face-to-face course that uses an online or internet system to expand student learning beyond the boundaries of the classroom. Examples of this include: posting of syllabi and course materials, creation of asynchronous discussions, usage of online quizzes, grade books, communication, and assignment submission tools. Other tools may include email, chat, discussion boards, Web pages, and other multimedia technologies. The usage of these tools supplements instruction, and does not reduce seat time.

IV. Distance Education Program Policies and Standards

In order to maintain and improve the effectiveness of DE at VVC, it is essential to accept and consistently implement a set of standards for the management, support, development, delivery, and evaluation of all DE courses, programs, and services. The adoption of *DE Plan 2012* by College Council demonstrates that the standards defined in the remaining sections of this plan are recognized by the college administration, faculty, and staff to be necessary for facilitating and improving DE student success. Faculty members, as they develop courses that will be offered in fully or partially online methodologies, will be made aware of these standards and incorporate them into their instructional practices in order to facilitate students' successful completion of distance education courses.

For distance education to be successful, all constituencies involved must agree about their roles in distance education development, implementation and maintenance processes. Collaboration and consensus are essential to facilitate success, processes, and standards in a variety of distance education areas.

It is further acknowledged that in terms of pedagogy, distance education courses are no different from courses taught in the classroom; the mode of content delivery is the fundamental distinction. All procedures and policies outlined below recognize faculty academic freedom, presuppose student discipline procedures in place for onsite courses (and applied therefore to distance education courses), and adhere to the collective bargaining agreement provisions.

The remainder of *DE Plan 2012* outlines standards, goals, and action plans that are proposed for the implementation of improvements in the following five areas:

- Management and Coordination of Distance Education
- Institutional and Student Support
- Program and Course Quality and Development
- Faculty-Related Issues Including: Readiness Training and Professional Development
- Ongoing Evaluation and Improvement of Distance Education.

V. Distance Education Administration and Organizational Structure:

Vice President of Instruction:

The Vice President of Instruction oversees the distance education program and has final responsibility for ensuring the quality and reliability of institutional support for all instruction and services offered through distance education at the college

Distance Education Coordinator:

Under the supervision of the Vice President of Instruction, the DE Coordinator assists the Faculty Distance Education Facilitator in maintaining, expanding, and improving DE services to students and faculty. The DE Coordinator acts as liaison between state chancellor's office, the college and the distance education Facilitator and is responsible for maintaining accurate records for the Chancellor's Office and making sure that the college's DE courses, programs, and services are in compliance with all relevant ACCJC, ADA, and CCR Title 5 standards and regulations. The DE Coordinator supervises the Online Help Desk and is responsible for ensuring the quality and effectiveness of the services provided by the Help Desk staff to DE students and faculty. In addition, the DE Coordinator develops, submits, and manages the annual DE budget; develops and maintains the DE portal; consults with the DE Facilitator and DEC on overall DE planning; and compiles and presents to the district board an annual report on all DE activity at the college (see Appendix B for job description).

Faculty Distance Education Facilitator:

The Faculty DE Facilitator is appointed by the Vice President of Instruction and shall receive a minimum of 60% reassigned time. The Faculty Distance Education Facilitator is responsible for DE planning and professional development, assists faculty in the development and improvement of DE courses and programs, and consults with and advises the college community and its constituencies and leadership on DE related matters. The Faculty DE Facilitator acts as a liaison between faculty and administration for distance education matters; and creates plans for faculty development and other quality related areas of Distance Education. The DE Facilitator chairs the Distance Education Committee and reports directly to the VPI (see Appendix C for job description).

Technology Committee

This committee is a college-wide committee. Members include representatives from all campus constituencies and Instructional Media Services, the Director of IT, and the Distance Education Coordinator. The committee monitors the adequacy of the technology platform to support instruction and staff, and recommends policies and procedures regarding campus technologies to the appropriate administrator and College Council (see AP 1201: Shared Governance Structure).

Distance Education Committee:

The DEC is a shared governance committee comprised of the Distance Education Facilitator, who is also the chair of the committee, three (3) faculty appointed by the Academic Senate, one faculty (1) appointed by the Faculty Association, the Distance Education Coordinator (manager), the platform (currently Blackboard) administrator or a Help Desk designee (CSEA), and one student appointed by the ASB president.

DEC Charge: The Distance Education Committee makes collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education. The DEC reports to College Council. Specific committee responsibilities include the following:

- Assist and advise the DE Facilitator in planning and coordinating distance education training
- Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the appropriate administrator and to College Council.
- Monitors progress on implementation of the college Distance Education Plan and updates this plan as needed, but not less than once per year
- Consults with the Curriculum Committee in matters involving distance education course and program approval procedures.
- Reviews the Distance Education Coordinator's annual Title V mandated report of all distance education activities to the Board of Trustees, and makes recommendations

VI. Institutional Support Standards

The effectiveness of Distance Education at VVC depends on consistent and high quality technical, administrative, and operational support for DE faculty and students. The adoption of DE Plan 2012 by College Council demonstrates that faculty, administration, and staff acknowledge the standards stated below are critical for delivering effective distance education classes, programs, and services that fulfill the mission of the VVC district by promoting student access, progress, learning, and success.

1. General Support

- The district guarantees sufficient funding for a stable and educationally effective DE infrastructure, including a course management system that meets instructional and learning needs and a sufficient number of dedicated and appropriately trained staff to manage this system.
- The district provides continual on-call technical monitoring for all systems related to the delivery of DE classes, programs, and services.
- DE students and faculty receive a minimum of two weeks prior notification for all scheduled service interruptions and immediate 24/7 emergency notification of unscheduled interruptions.
- The timing of any platform upgrade requires the approval of the DE Facilitator. Unless critical for system viability, any upgrade will take place outside of the instructional terms and at times of lowest need for access by DE faculty, students, and staff.
- The district allocates staff and resources for the creation and ongoing updating of a DE portal that provides access to all online and hybrid classes, online student support services, technical assistance, course management system help information, schedule and registration services, faculty resources, technical issue reporting, and other related information and services.
- The annual DE budget includes sufficient funds for equipment, software, and DE platform enhancements, as requested by DEC.
- The Research Office produces an annual DE Fact Book, a comprehensive annual report of longitudinal DE data that includes student demographics, courses offered, section counts, curricular distribution, comparative retention and success rates, and other information regarding the scope and quality of DE at VVC.

2. Faculty Support

- Staff responsible for administration of the course management system adhere to a published procedure and schedule, developed in consultation with the DEC and Academic Senate, for term-to-term class set up, copying, and cartridge implementation.
- The administration and the Academic Senate provide expert DE course development training and support in all areas that involve issues of compliance, including accreditation standards, accessibility requirements, and Title 5 regulations.

- The district provides or funds appropriate technical and pedagogical training for all DE faculty.
- Qualified new DE faculty receive an orientation to DE at VVC.

3. *Student Support:*

- The District provides DE students with an array of support resources and services that are comparable in scope and accessibility to those provided for its on-campus population. Services include enrollment, orientation, advisement, tutoring, and other support services designed to foster DE student success.
- The District provides a web-based degree audit system that permits DE students to access information about graduation and major requirements for their degree completion goals.
- A suite of tutorials explaining and demonstrating the use of Blackboard functions and tools (My Grades, Discussion Board, Email, Messages, Login, Personal Information, etc.) are available within the DE portal. Tutorials will be updated *prior to* each platform upgrade.
- Frequently Asked Questions are available and updated regularly by the DEC to inform students about basic features and technical requirements of DE classes.
- The Online Student Readiness Assessment is configured to generate useful data on student preparedness and is linked to resources that provide additional information about distance learning and assist students in preparing themselves to succeed in DE classes.
- In each DE class, the student “Homepage” (currently Blackboard’s “My VVC”) will include a module that provides instructions for using Blackboard tools and functions.
- The class schedule in WebAdvisor identifies each online, hybrid, and Web-enhanced section.
- Procedures and a standard for proctored testing are published to enhance consistency across disciplines, and DE classes that require proctored testing are identified in the class schedule and WebAdvisor.
- Face-to-face and online New DE Student Orientations are offered throughout the year.
- In order to facilitate communication between DE students, instructors, and student support services staff, the district will implement and require use of a student email system.

VII. Program and Course Development and Quality

The Role of the Curriculum Committee

The Curriculum Committee uses standardized course outlines (at this time, via CurricUNET) that contain the option for distance education in course content delivery:

- A single Course Outline of Record (COR) applies to each onsite and DE class offered at VVC.
- For any course to be delivered by DE, a DE addendum must be approved according to VVC curriculum standards.
- The Curriculum Committee verifies that the DE section of the COR meets CCR Title 5 requirements for regular and effective contact and for accessibility.
- Unless mutually agreed upon by the Office of Instruction and the individual faculty member, DE class size will conform to the maximum enrollment indicated in the agreement between the VVC Faculty Association and the VVC District.

Teaching and Learning Standards

The following standards of quality support the development and delivery of effective DE courses that serve student needs and effectively promote student learning and success. These standards apply across instructional programs to all classes offered by distance education.

General Standards

- Contingent upon contract negotiations, all new DE classes must be delivered by means of a single formally adopted course management system (currently Blackboard).
- Once enrolled in a distance education course, students are expected to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge, just as they would in a ‘traditional’ onsite course.
- All formally approved course learning outcomes will be clearly presented within the syllabus of each DE section and will not differ in content from those presented in the syllabus of a traditional onsite section of the same course. The course outline of record will apply to both online and onsite classes.
- Courses will maximize the opportunities for regular and effective interaction between teacher and students, among students, and between students and the course content. Instructors and students share responsibility for initiating communication activities within courses.

- DE courses will provide opportunities for active learning that allow students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge just as they would in a traditional onsite course.
- Distance education courses should have clear, consistent, and easily accessed directions and due dates for assignments.
- Course content, following the approved course outline of record, should be delivered as the instructor of record determines, within the responsible guidelines of academic freedom, just as in a traditional onsite course. Academic Freedom consists of free discussion in the online classroom, excludes all blocking or censorship of any Website used in course content and delivery, and permits the uncensored/unblocked posting of relevant documents, images and other media used to enhance and facilitate the student learning process (References: VVC BP 4030; VVC Academic Senate Resolution, “Academic Freedom & Censorship,” 10-1-09; CCR Title 5 Section 51023; Accreditation Standard II.A.7).
- Any special testing (i.e., proctoring) requirements for a DE class will be clearly described for students in the class schedule and WebAdvisor before registration. In the case of fully online courses, proctored testing will not require the student to come to the Victor Valley College campus.
- Use of a variety of content-appropriate presentation methods is recommended to address students’ multiple learning styles.
- Assessment methods will be relevant to the activities, reading assignments and other learning materials presented in the course just as they would in a ‘traditional’ onsite course.
- Instructor feedback on student assignments and questions will be constructive and provided in a timely manner. Each instructor will publish the anticipated turnaround time, as determined by the course content and responsible guidelines of academic freedom.
- A policy addressing the subject of technical issues will be communicated in the class syllabus. This refers to problems that may be caused by the institution as well as those that may be a result of the students’ technical failures. No instructor will be forced to accept late work due to students’ technical ignorance, failures, or ethical violations. All instructors have the right to determine the policy regarding late work that is in effect for their courses, just as they would in a traditional onsite course.
- Faculty will post cheating and plagiarism policies in the online syllabus and may choose to incorporate assessment and evaluation practices designed to support student integrity from the WCET “Best Practice Strategies to Promote Academic Integrity in Online Education” (see Appendix A).

Course Media and Materials Standards

- Instructors will make every effort to make sure that all external links and internal functionality are fully operational when each course begins, with appropriate technical support from the institution.
- The instructor of record possesses the sole responsibility and authority for making a DE class available to enrolled students. The Help Desk is not authorized to permit student access to a DE class without explicit permission from the instructor.
- Any publisher provided content, if used, will be integrated appropriately with instructor prepared content. Distance education instructors are expected to be fully acquainted with any publisher content made available to their students and to guarantee the appropriateness of this content to the class in which it is published.
- Curriculum standards, including those for writing and other course requirements, apply equally to both online and ‘traditional’ onsite sections of a course.

Accessibility Standards

- DE courses will provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact. Use of all web based media will conform to accessibility standards as outlined in *Distance Education Accessibility Guidelines for Students with Disabilities* (CCC DE Accessibility Guidelines Task Force, January 2011).
- Instructors will provide complete and comprehensive instructions for every task the student has to perform in a distance education course, including taking tests and quizzes, posting contributions to the on-line discussion, downloading files/software, and finding supplementary reading.
- DE students will be able to access an array of support resources and services that are comparable to those offered on campus. Services include enrollment, orientation, advisement, tutoring, and other support services designed to foster DE student success.

Privacy and Protection Standards

- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, each DE student will be required to formally accept the college’s Student Conduct Board Policy (BP 5500), Student Discipline procedure (AP 5520), and acceptable use procedures for technology (AP 3720). Acceptance will be recorded electronically and will be required for access to each DE class in which a student is enrolled. (See Appendices D, E, and F.)

- Procedures will be in place to ensure that the student who is registered for a class is the student who does the work and receives the grade or credit for the class. These procedures will include a student login with a unique username and password, as well as acceptance of the district policies indicated in the previous bulleted item.
- Faculty will be advised to create and maintain updated offline copies of grade book content, in case of technical failure.

VIII. Faculty Issues, Readiness, and Professional Development

Informing DE Plan 2012 is the assumption that faculty will be allowed to grow into distance education at their own pace and comfort level. No faculty member will be admonished for not offering distance education courses, or forced to convert courses to the online environment. All current faculty members are given the opportunity and support to offer DE courses. Retired faculty members are encouraged to develop online courses and/or continue to teach the online courses that are appropriate and expedient for the department and division.

Workload Issues:

Full-time faculty will be able to teach a percentage of their annual load online as outlined in agreement between the Faculty Association and the District.

Class Size:

Online and hybrid class size is set at 30 per the agreement between the Faculty Association and the District.

Online Office Hours:

Office hours for online instructors may be conducted at the same ratio of course hours to office hours as face-to-face courses as prescribed in the agreement between the Faculty Association and the District. Faculty does not have to be on campus to conduct online office hours. When instructors teach online and face-to-face, faculty may consider offering online and face-to-face office hours to all students whether they are face-to-face or online.

Any changes in working conditions, teaching load, faculty DE teaching readiness and compensation, as well as any changes and/or additions to the contract language in Article 13: Online Instruction and Compensation, in the *Victor Valley Community College District Agreement between the Victor Valley Community College District and the Victor Valley College Faculty Association, California Teachers' Association, Chapter 1169, CCA/NEA* must be bargained, ratified by faculty, and approved by the VVC Board of Trustees.

Readiness Criteria for Faculty Teaching in the Distance Education Program:

Given that experienced DE faculty tend to have lower attrition rates than faculty who have little experience and training, the following faculty readiness procedures are proposed for implementation in the Fall 2012 semester.

1. New faculty teaching distance education courses, or faculty currently teaching distance education classes that have not already completed a distance education training program, will be required to complete a basic training program as defined and approved by the Distance Education Committee.
2. Experienced online instructors from other institutions must have a certificate of completion in online teaching from a reliable institution approved by the DEC and attend a 4 hour Victor Valley College Online Orientation to review core values, and regular and effective student contact requirements.

Implementation of the above faculty readiness requirements is contingent upon successful completion of Online Instruction and Compensation bargaining between VVCFA and the District.

The Distance Education Facilitator is responsible for scheduling and conducting on a regular basis, but not less than once each term, a new DE faculty training program and a VVC Online Orientation for experienced DE instructors who are new to the VVC district. Training and orientation will be conducted using the currently adopted district course delivery system.

Professional Development

The DE Facilitator, in consultation with the Staff Development Coordinator, is responsible for developing and organizing an annual schedule of Professional Development activities for DE faculty. The following activities will be included in each annual schedule:

- One set of custom workshops delivered by Blackboard Consulting, or training personnel representing the current district platform.
- Two faculty-led workshops showcasing effective instructional practice, applications of tools or innovations in DE course or program design.
- Webinars (as available) conducted by DE-related developers and organizations to highlight new DE technologies or instructional applications.

As recommended by the DEC, the Staff Development Coordinator will set aside an appropriate percentage of Staff Development funds to support participation of district DE faculty in DE conferences and other relevant off-campus activities.

IX. Evaluation and Improvement of DE

Distance Education is integrated into district wide processes for planning, evaluation, allocation, and improvement. The DE Coordinator, DE Facilitator, and DEC are jointly responsible for implementing the following planning, evaluation, and improvement procedures for DE.

DE Plan

- Developed by the DE Facilitator in consultation with the DEC and with the assistance of the DE Coordinator
- Incorporates data on the scope and performance of DE at the college, improvement goals, and action plans
- Approved by Academic Senate, College Council, and President’s Cabinet
- Reviewed and updated annually by the DE Facilitator and DEC

Program Review

- Instructional and Student Support program reviews incorporate program-level evaluation, planning, and budget development for DE.
- The DE Coordinator is responsible for completing a DE program review for the purpose of evaluation, planning, and budget development for DE institutional support services.

Annual Report

- The DE Coordinator compiles an annual report on all district DE activity and is responsible for submitting this report to the Board of Trustees by August of each year.
- The Annual Report incorporates data on DE performance and incorporates the most recently updated DE Plan.
- Following submission to the district board, the Annual Report is published on the DE portal and on the Planning Webpage of the Office of Institutional Effectiveness.

X. DE Goals and Action Plans

This section of the Distance Education Plan is the roadmap for program implementation and includes several action plans that are tied to the goals listed below. Each action plan targets one of the following areas: DE leadership and coordination; institutional and student support; course and program quality and development; faculty professional development and readiness training; and processes for evaluation and improvement.

Goals:

1. Establish a structure for the effective management and coordination of Distance Education under the Vice President of Instruction, including formal definitions and assignment of authority and responsibility for DE supervision and leadership.
2. Adopt and implement minimum district standards for campus and student services support for DE faculty and students.
3. Develop, adopt, and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs.
4. Provide faculty readiness training and professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.
5. Develop procedures by means of which to integrate DE into the college's planning, evaluation, and improvement systems.

Distance Education Action Plans:

1. Coordination and Leadership
2. Institutional and Student Support
3. Course and Program Quality and Development
4. Faculty Training and Development
5. Planning, Evaluation, and Improvement

1. Distance Education Coordination and Leadership Action Plan

Goal: Establish a structure for the effective management and coordination of Distance Education under the Vice President of Instruction, including formal definitions of authority and responsibility for DE supervision and leadership.

Objectives	Activities	Responsible	Date
1. Establish effective structure for administrative coordination of DE.	<ul style="list-style-type: none"> • Approve DE Coordinator job description. • Revise district organization chart to include DE reporting and supervision framework. • Appoint/hire Coordinator. • Revise AP 1201 to include the DE Coordinator membership on shared governance Committees (Technology, DEC). • Create a separate budget code and budget development procedure for direct DE personnel, equipment, software, and other costs. 	<ul style="list-style-type: none"> • Cabinet • College Council • Administrative Services 	Spring/Fall 2012
2. Redefine the DE Facilitator position to match the DE needs and goals.	<ul style="list-style-type: none"> • Revise and approve areas of responsibility • Increase reassigned time to 60% 	<ul style="list-style-type: none"> • VPI 	Fall 2012
3. Create a shared governance committee to oversee the performance and improvement of DE and make recommendations regarding district DE policies and procedures.	<ul style="list-style-type: none"> • Approve Revised AP 1201 to include the shared governance DEC and charge. • Appoint DEC membership as defined by revised AP 1201 	<ul style="list-style-type: none"> • College Council • AS, CSEA, VVCFA, ASB 	Spring/Fall 2012

2. Distance Education Institutional and Student Support Action Plan

Goal: Adopt and implement minimum district standards for campus and student services support for DE faculty and students.

Objectives	Activities	Responsible	Date
1. Provide alternative to required on-site (Accuplacer) English, reading and math Assessment	<ul style="list-style-type: none"> • Offer proctor service at offsite locations that can be integrated with Datatel and WebAdvisor for placement of DE students who choose not to complete assessment on-site 	<ul style="list-style-type: none"> • Admissions and Records • Assessment Department • Web Master • MIS 	Fall 2012
2. Support DE students by offering advising via email and phone correspondences with VVC counselors.	<ul style="list-style-type: none"> • Assign primary contact responsibility for DE student advising to one member of counseling department. • Develop procedures for distribution of response to DE student request to all counselors. 	<ul style="list-style-type: none"> • Counseling Department 	Fall 2012
3. Offer web-based, self-guided advisement	<ul style="list-style-type: none"> • Link to Datatel interface for degree audit so that student can determine course options for graduation with Associate degrees • Provide online access to information about graduation and major requirements for students' degree completion goals. 	<ul style="list-style-type: none"> • Student Services Committee • MIS • Dean of Student Services • Admissions and Records Dept. • Graduation Requirements Committee • Counseling Dept. 	Fall 2012
4. Readily display web resources for math and other subjects for practice or	<ul style="list-style-type: none"> • Link DE students to YouTube-based tools and other sites that offer supplemental course content demonstrations 	<ul style="list-style-type: none"> • Math Dept. • STEM Division • Math Lab 	Fall 2012

improvement		<ul style="list-style-type: none"> • Web Master 	
5. Provide academic support to DE students	<ul style="list-style-type: none"> • Develop 24/7 remote tutoring service for DE students 	<ul style="list-style-type: none"> • Dean of Student Services 	Fall 2012
6. Improve student readiness for DE	<ul style="list-style-type: none"> • Schedule face-to-face and online orientations for new DE Student throughout the year. • Develop and implement a student DE readiness assessment and skill development tool that is integrated with existing entry assessment procedures and linked to resources for improving student readiness. • Develop and post on all student Blackboard homepages a module with instructions for platform functions and tools. 	<ul style="list-style-type: none"> • Counseling Dept. • DEC, Admissions and Records • Platform Administrator, Help Desk 	Fall 2012
7. Consolidate and publish online resource center for DE faculty and students.	<ul style="list-style-type: none"> • Publish organized links and resources for DE students, including registration information, DE FAQs, student services, technical support, and Blackboard tutorials. • Create online faculty resource page that includes DE policies and procedures, Blackboard instructions, support and tutorials, Webinars, WebAdvisor, and links to additional resources. 	<ul style="list-style-type: none"> • DE Facilitator • WebMaster 	Fall 2012
8. Improve district compliance with accessibility standards for DE.	<ul style="list-style-type: none"> • Draft and approve a new AP detailing accessibility requirement for DE and formalizing district adoption of these requirements. • Develop and regularly schedule DE faculty training workshops on implementation of accessibility standards in DE classes. 	<ul style="list-style-type: none"> • DEC, College Council • DE Coordinator, DE Facilitator 	Fall 2012
9. Improve the effectiveness of communication with DE students regarding registration processes.	<ul style="list-style-type: none"> • Publish definitions of and update FAQs for online, hybrid, and Web-enhanced classes in the printed class schedule and WebAdvisor. • Incorporate in the printed class schedule an icon or other indication for each DE class that is online, hybrid, or Web-enhanced. 	<ul style="list-style-type: none"> • Admissions and Records, Instruction. • IT 	Fall 2012

	<ul style="list-style-type: none"> • Implement a district student email system. 		
10. Improve the consistency across disciplines of DE testing procedures.	<ul style="list-style-type: none"> • Develop, approve, and publish standards and forms for proctored testing. • Create a dedicated proctored testing center on campus. 	<ul style="list-style-type: none"> • Academic Senate • Instruction 	Spring/Fall 2012
11. Develop and implement procedures for improving Help Desk support of DE faculty.	<ul style="list-style-type: none"> • Create and publish a procedure and schedule for term-to-term DE class set-up and rollover. • Develop procedures for course cartridge importation requests. • Create notification and scheduling standards for platform upgrades and service outages. • Transfer administrative supervision of the Help Desk from IT to Instruction. • Ensure that all Help Desk staff have sufficient training to assist faculty, including at least two staff who serve as platform co-administrators. 	<ul style="list-style-type: none"> • DEC, DE Coordinator, Help Desk 	Fall 2012
12. Improve district monitoring of technical systems required for the delivery of DE class, programs, and services.	<ul style="list-style-type: none"> • Establish a procedure for reporting system issues and outages. • Create a staffing structure that assigns to specific staff the responsibility for 24/7 response to and resolution of system interruptions. • Develop a procedure for ongoing communication between technical staff and DE students and faculty for the duration of a system outage. 	<ul style="list-style-type: none"> • DE Coordinator, VPAS, DTIR 	Spring/Fall 2012

3. Distance Education Course and Program Quality and Development Action Plan

Goal: Develop, adopt, and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs.

Objectives	Activities	Responsible	Date
1. Facilitate Instructional Quality Control.	<ul style="list-style-type: none"> • Curriculum Committee Review of Online Courses and Designations • Develop appropriate review and evaluation tools and processes: <ul style="list-style-type: none"> • Curriculum Workshops • Staff Development Workshops 	<ul style="list-style-type: none"> • DE Facilitator • Curriculum Chair • Academic Senate President or designee 	Ongoing
2. Facilitate Information for VVC Administrators on DE Development, Guidelines, and Effective Practices.	<ul style="list-style-type: none"> • Distribution of DE Master Plan • Cabinet Presentation • College Council Presentation • College In-Service Day Presentation 	<ul style="list-style-type: none"> • DE Coordinator • DE Facilitator • DEC 	Ongoing
3. Facilitate Student Support Services.	<ul style="list-style-type: none"> • Create a list of online support services needed 	<ul style="list-style-type: none"> • DE Coordinator • Dean of Student Services 	Spring 2012
4. Enhance student protection, privacy, and integrity.	<ul style="list-style-type: none"> • Develop a process requiring each DE student to formally accept the college's Student Conduct Board Policy (BP 5500), Student Discipline procedure (AP 5520), and acceptable use procedures for technology (AP 3720) as a condition for access to DE classes. • Recommend faculty use of WCET <i>Best Practice Strategies to Promote Academic Integrity in Online Education</i>. 	<ul style="list-style-type: none"> • Webmaster • Academic Senate, DEC 	Fall 2012

5. Provide Access to Training for DE Instructors.	<ul style="list-style-type: none"> • Develop DE Teaching and Learning Program • Instructional Technology Workshops; Blackboard (or current platform) training; cohort training 	<ul style="list-style-type: none"> • DE Facilitator • Staff Development Coordinator 	Ongoing
6. Develop authorized DE support for student progress in program completion.	<ul style="list-style-type: none"> • Conduct a DE curriculum audit to determine the scope of current opportunities for program completion with the support of DE classes. • Complete the ACCJC approval procedure for the substantive change of offering programs that consist of more than 50% DE courses. • Develop fully online degree and certificate programs 	<ul style="list-style-type: none"> • DE Coordinator • DE Facilitator • Curriculum Committee 	Ongoing Spring 2012
7. Improve consistency of DE instructional practice across disciplines.	<ul style="list-style-type: none"> • Develop and publish recommendations for best instructional practices, including publication of SLOs, class cheating/plagiarism policies, instructor responsibilities for active class monitoring, policies for technical issues, practices regarding student drops, and turnaround time. • Develop a district proctored test procedure and standard. 	<ul style="list-style-type: none"> • DEC, Senate 	Fall 2012
8. Standardize DE delivery.	<ul style="list-style-type: none"> • Adopt revised contract language regarding use of a single standard platform for all DE classes. • Develop and implement a procedure for the transition of all DE instructors and classes to the standard district platform 	<ul style="list-style-type: none"> • District, VVCFA • DEC 	Fall 2012

4. Distance Education Faculty Training and Development Action Plan

Goal: Provide faculty readiness training and professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.

Objectives	Activities	Responsible	Date
1. Establish procedures for ensuring the readiness of new DE instructors.	<ul style="list-style-type: none"> • Develop and deliver a DE teaching orientation for new instructors at VVC. • Compile and publish a list of current Distance Education Classes that meet the requirement for new DE instructors as listed in Readiness Criteria (p. 14-16) 	<ul style="list-style-type: none"> • DE Facilitator • DEAC • District and VVCFA 	<p>Spring/Fall 2012</p> <p>Fall 2012</p>
2. Establish an annual professional development program for experienced DE instructors.	<ul style="list-style-type: none"> • Blackboard Workshops- Faculty to Faculty, twice each semester. • Blackboard Training from BB personnel for Instructors and Help Desk personnel (once a semester). • Best Distance Education Teaching Practices Workshops (twice each semester). 	<ul style="list-style-type: none"> • DE Facilitator • DE Facilitator, DE Coordinator • DE Facilitator, SD Coordinator 	<p>Ongoing</p>
3. Expand and improve technical support staff training.	<ul style="list-style-type: none"> • Train at least one additional Help Desk staff person to serve as a platform co-administrator. • Blackboard Training from BB personnel for Instructors and Help Desk personnel (once a semester) 	<ul style="list-style-type: none"> • DE Coordinator 	<p>Spring/Fall 2012</p>

5. Distance Education Planning, Evaluation, and Improvement Action Plan

Goal: Develop procedures by means of which to integrated DE into the college's planning, evaluation, and improvement systems.

Objectives	Activities	Responsible	Date
1. Compile comprehensive data on DE activity at VVC.	<ul style="list-style-type: none"> • Publish annual DE Fact Book: demographics, enrollments, retention, and successful class completion. • Establish process for review and analysis of data and development of improvement goals. • Complete and submit annual report on DE activity to the Board of Trustees. 	<ul style="list-style-type: none"> • IR • DEC • DE Coordinator 	Fall 2012
2. Develop procedures and instruments for assessing effectiveness of classes, programs, and services for DE students: Information, student readiness assessment, Online Advising, Online Orientation, Online tutoring.	<ul style="list-style-type: none"> • Create and distribute student survey for evaluating the effectiveness of DE class organization and design, DE technology, and technical support. • Define a process for reviewing student survey results and developing recommendations for improvement. • Review current services available to DE students and identify specific student service areas for development and/or expansion: Online tutoring, Student Email, Online Orientation, Online Readiness Assessment and Referral, Online Advising. 	<ul style="list-style-type: none"> • Academic Senate • DEC • Student Services Committee 	Fall 2012
3. Integrate DE planning and budget development into Program Review	<ul style="list-style-type: none"> • Revise Instructional Program Template to include DE Fact Book data; checklist for assessing DE class and program quality; class evaluation survey results; and DE-related budget fiscal, technical, and human resource needs. • Create a Program Review addendum for DE related student services departments or programs that includes relevant DE Fact Book data; a summary of students and faculty served, assessment of service quality, student and faculty evaluation survey results, and DE-related fiscal, technical, and human resource needs. • Revise AP 1202 Implementing Institutional Effectiveness to include review of PR reports by the DEC for evaluation of DE 	<ul style="list-style-type: none"> • Program Review Committee • Dean of Student Services, Dean of TIR • College Council 	Fall 2012

	effectiveness and recommended planning priorities.		
4. Evaluate and improve DE instructor support.	<ul style="list-style-type: none"> • Create and distribute an annual professional development needs assessment survey for DE faculty and use the results to develop a formal schedule of DE faculty development workshops and activities. • Create and administer an instrument for faculty evaluation of district DE technology and technical support and define a process for reporting the results and developing recommendations and plans for improvement. 	<ul style="list-style-type: none"> • DE Facilitator, Staff Development Coordinator • DEC 	Fall 2012
5. Support the improvement of DE class quality.	<ul style="list-style-type: none"> • Develop DE class checklist for faculty evaluation of online and hybrid class organization and design in accordance with accepted standards for DE teaching. • Distribute an instrument for the student evaluation of online class quality to be administered individually by DE faculty. 	<ul style="list-style-type: none"> • DEC • OPC 	Fall 2012

APPENDICES

Appendix A

Best Practice Strategies to Promote Academic Integrity in Online Education

Version 2.0, June 2009

This list of best practice strategies is based on “Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

Institutional Context and Commitment

Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.

Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.

Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.

Include ethics instruction within the core curriculum and/or area-specific within degree plans.

Address academic integrity at student orientation programs and events.

Encourage faculty to report every suspected violation and act upon it.

Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

Curriculum and Instruction

State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.

Require student engagement with the academic integrity policy. For example:

Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.

Develop and ask students to commit to a class honor code.

Require students to read and sign an agreement to the campus academic integrity policy.

Write a letter to students about integrity and post it in the course.

Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).

Ask students to reflect on the academic integrity policy in the discussion board.

Include a lesson on avoiding plagiarism.

Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion.

Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.

Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.

Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).

Ask students follow-up questions to assignments such as, “expand upon this statement you made,” “tell me why you chose this phrase, description or reference,” and “expand upon the ideas behind this reference.”

Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.

Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.

Include an ethical decision-making case study within the course.

Faculty Support

Incorporate academic integrity strategies into professional development and faculty training offerings.

Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.

Publish guidelines for handling/reporting individual student infractions.

Assign a department academic integrity liaison to Support faculty.

Use a plagiarism detection service.

Use Google to search for a unique text string or unique phrase from the paper.

Keep student papers filed in the department by topic for reference.

Student Support

Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.

Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.

State how much collaboration is permissible on each assignment.

State what the instructor's expectations are for the students and explain what they should expect from the instructor. For example:

Include a statement in the syllabus encouraging honest work.

Repeat the campus academic integrity statement and provide a link to campus policies.

Describe academic dishonesty

Describe the repercussions for academic dishonesty.

Describe permissible and impermissible collaboration.

Include outside links to information on plagiarism, self-tests and examples.

Include information on acceptable sources.

Include information about the college's writing center, library or other support.

Provide a writing style sheet or handbook with information on plagiarism and campus policies.

Indicate assessments may require follow-up documentation, questions or assignments.

State expectations for the time needed to complete coursework.

State whether the instructor/college will use a plagiarism detection service.

Assessment and Evaluation

Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.

Train faculty on ways to use the settings on the college's learning management system to reduce cheating:

Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank

Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be "a" for one student and "b" for another.

Require forced completion on exams so students cannot re-enter a test.

Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week.

Setting a completion time reduces a student's ability to access the test, look up the answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.

Password protect exams.

Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).

Use a Web browser lock-down service during testing.

Check the computer “properties” for the “creation date” and “author” for essay or term paper submissions if students are suspected of submitting work created by someone else.

Clarify that students with disabilities and requesting testing accommodations (extended time for completion of examinations and quizzes) must identify themselves to the college’s office of disabilities and provide appropriate documentation.

Change test items and assignment topics each semester.

Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).

Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).

Adopt the following practices to encourage authentic written work:

Require students to turn in copies of reference articles with cited text highlighted.

Require annotated bibliographies.

Do not allow last minute changes in assignment topics.

Require specific references be used (this might be the course text).

Require an abstract.

Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.

Require students to turn in a draft, and their bibliography or references prior to the paper’s due date.

Require students to write a concept paper and project plan prior to completing an assignment.

Evaluate the research process and the product.

After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).

When evaluating student written work, consider following these practices:

Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.

Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.

Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.

Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.

Check references; compare quotations with cited sources; look for the same author in multiple references.

Read all papers on the same topic together.

Make assignments cumulative (students turn in parts of a project or paper throughout the semester).

Give open book exams.

Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.

Use proctored test sites where appropriate.

Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.

Sources

“101 Ways to Maintain Academic Integrity in an Online Course,” by Michael Anderson and Lori McNabb, UT TeleCampus, The University of Texas System. Handout for faculty development program.

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“Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” by WCET Working Group on Academic Integrity and Student Verification. February 2009 and revised April 2009.

Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.

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Appendix B:

Distance Education Coordinator Description and Responsibilities

Description:

Under the supervision of the Vice President of Instruction, the DE Coordinator assists the Faculty DE Facilitator in maintaining, expanding, and improving distance education services to students and faculty. Reports directly to the Vice President of Instruction.

Essential Job Functions:

1. Ensures DE compliance:

- ACCJC standards for distance education.
- Americans with Disabilities Act
- Licensing and copyright regulations
- Title 5 requirements for DE

2. Develops and manages DE budget:

- Prepares and administers annual DE budget including faculty training and supplemental technology.
- Finds and makes application for grants and other funding sources for DE innovation
- Monitors DE costs and efficiencies.

3. Supports Evaluation of DE:

- Requests and distributes DE data: sections, distribution, growth, student enrollment and performance.
- Works with DE/Blackboard/IT Supervisory Staff to promote effectiveness and productivity of DE support services and staff.
- Ongoing review of technological, resource, and support needs.
- Works with DE/Blackboard/IT Supervisory Staff to make sure DE Service Requests are being met in a timely manner and actions to improve technical and service effectiveness are in place.

4. Develops and maintains DE Webpage:

- Ensures accuracy and currency of published information on DE, including class schedule, VVC Website, and catalog.
- Organizes access to support services for DE students and to resources for DE faculty.
- Communicates information regarding technical upgrades and availability.
- Manages and monitors DE student and faculty feedback tool.
- Markets district DE offerings.

5. In consultation with the Faculty Distance Education Facilitator:

- Develops a DE Plan (Short and Long Term Goals) for DE Degree and Certificate targets; enrollment and student success and faculty development.

- Prepares and submits annual program review and planning documents for DE.
- Prepares and presents an annual report on all DE activity to the BOT.
- Develops, reviews, revises, and recommends district board policies and administrative procedures relevant to Distance Education.

6. Other

- Administers an ongoing schedule of professional development activities and events for DE faculty.
- Attends conferences, workshops, and institutes, and read widely to stay current on innovations in DE best practices and technology. Communicate findings regularly to campus community.
- Serves as a member of the college-wide Technology Committee.

Appendix C:

Faculty Distance Education Facilitator Description and Responsibilities

Description:

The Faculty DE Facilitator coordinates DE planning and professional development, assists faculty in the development and improvement of DE classes and programs, consults with and advises the college community and its constituencies and leadership on DE related matters, and consults with the DE Coordinator on the management and improvement of the district's DE courses, programs, and services. Reports directly to the Vice President of Instruction.

Essential Functions:

1. Designs and develops DE training workshops for faculty, including instructional technology and best practices.
2. Designs online readiness assessment tools and resources for DE students.
3. Assists faculty in the development of effective online classes.
4. Consults with Chairs, Deans, and the VPI on DE class scheduling principles and practices.
5. Makes recommendations to, and serves as a resource and advocate on DE related subjects for the Academic Senate, shared governance committees, College Council, and the Office of Instruction.
6. Develops course and program evaluation instruments within the boundaries of the union/district contract.
7. Advocates for faculty with administration, IT, and local Blackboard support personnel regarding all DE issues.
8. Chairs and selects members to serve on the Distance Education Advisory Committee.
9. Assists the Distance Education Program Coordinator with:
 - the development of a DE Plan (Short and Long Term Goals) for DE Degree and Certificate targets; enrollment and student success, and faculty development.
 - the preparation of annual program review and planning documents for DE.
 - the preparation of an annual report on all DE activity to the BOT.
 - the development, review, revision, and recommendation of district board policies and administrative procedures relevant to Distance Education.

Appendix D:

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT BOARD POLICIES

Student Services

Chapter 5

Standards of Conduct 5500

The Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the college president.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to district property or to private property on campus.
6. Stealing or attempting to steal district property or private property on campus, or

knowingly receiving stolen district property or private property on campus.

7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.

8. Committing sexual harassment as defined by law or by District policies and procedures.

9. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.

10. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district or on campus.

11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.

12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.

13. Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district.

14. Unauthorized entry upon or use of college facilities.

15. Lewd, indecent or obscene conduct on District-owned or controlled property, or at district-sponsored or supervised functions.

16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District Administrative Procedures, or the substantial disruption of the orderly operation of the district.

17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

18. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or Administrative Procedure.

Appendix E:

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

Chapter 5

Student Discipline Procedures AP 5520(a)

Standards for Student Discipline: Policy and Due Process Procedures

Jurisdiction of Victor Valley College: Proscribed Conduct

Generally, Victor Valley College jurisdiction and discipline shall be limited to conduct which occurs on Victor Valley College premises or at official VVC off-campus activities except as noted under C. 1. (below)

Definition: The following examples of student conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

A. Student Conduct Code – Rules and Regulations

Any student found to have committed the following misconduct is subject to disciplinary sanctions. The Discipline Procedures are described in the following section of this publication and they are available in the Office of the Dean of Student Services and the Office of the Director of Campus Police and Public Safety. Normally, any student found guilty of misconduct or more specifically, violence or threats of violence against another will be suspended from the college for at least one semester.

- 1a. Open contempt for any of the following safety rules and regulations.
- 1b. Acts of dishonesty, including, but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any Victor Valley College official, faculty member or office.
 - c. Forgery, alteration, or misuse of any Victor Valley College document, record or instrument of identification.
 - d. Tampering with the election of any Victor Valley College recognized student organization.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other Victor Valley College activities, including its public-service functions on or off campus, or other authorized non-Victor Valley College activities, when the act occurs on Victor Valley College premises.
3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct, which threatens or endangers the health or safety of any person.
4. Committing sexual harassing or discriminatory behavior based on race, sex, religion, age, national origin, disability, or any other status protected by law.
5. Attempted or actual theft of and/or damage to property of Victor Valley College or property of a member of the Victor Valley College community or other personal or public property.
6. Any fighting or challenging a fight, which threatens or endangers the health or safety of any person is immediate grounds for dismissal or removal from campus.

7. Hazing, defined as an act which endangers the mental or physical health or safety of a student or which destroys or removes public or private property for the purpose of initiation, admissions into, affiliation with, or as a condition for continued membership in a group or organization.

8. Failure to comply with directions of Victor Valley College staff officials (including faculty) or law enforcement officers acting in performance of their duties and/or failure to identify oneself to one of these persons when requested to do so.

9. Unauthorized possession, duplication or use of keys to any Victor Valley College premises or unauthorized entry to or use of Victor Valley College premises.

10. Violation of published Victor Valley College policies, rules or regulations, including those concerning student organization and the use of college facilities or the time, place and manner of public expression or distribution of materials.

11. Violation of federal, state or local law on Victor Valley College premises or at Victor Valley College sponsored or supervised activities.

12. Use, possession or distribution of narcotic or other controlled substances or poison classified as such by Schedule D (Section 4160 of the Business and Professions Code) except as expressly permitted by law.

13. Use, possession or distribution of alcoholic beverages except as expressly permitted by law and Victor Valley College regulations, or public intoxication.

14. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on Victor Valley College premises.

15. Possession of any article, not usually designated as a weapon, when used to threaten bodily harm on Victor Valley College premises.

16. Participation in a campus demonstration which disrupts the normal operations of Victor Valley College and infringes on the rights of other members of the Victor Valley College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area, intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular on campus. Obstruction of the free flow of pedestrian or vehicular traffic on Victor Valley College premises or at Victor Valley College sponsored or supervised functions.

17. Conduct which is disorderly, lewd, indecent, or obscene or expression which interferes with the college's primary educational responsibility or which adversely affects a student's standing as a member of the college community, breach of peace, or aiding, abetting, or procuring another person to breach the peace on Victor Valley College premises or at functions sponsored by, or participated in by, Victor Valley College.

18. Theft or other abuse of phones electronic devices or computer time, including but not limited to:

a. Unauthorized entry in to a college system file to use, read, or change the contents, or for any other purpose.

b. Unauthorized transfer of a file (not educational related).

- c. Unauthorized use of another individual's identification and password.
- d. Unauthorized use of electronic devices in the classroom including but not limited to head phones, cellular phones, and pagers.
- e. Use of computing facilities to interfere with the work of another student, faculty member or Victor Valley College staff official.
- f. Use of computing facilities to download or view material deemed to be lewd, indecent and/or obscene matter that is not educational related.
- g. Use of computing facilities to send obscene or abusive threatening messages.
- h. Use of computing facilities to interfere with normal operation of Victor Valley College computing systems.

19. Abuse of the Student Conduct System, including but not limited to:

- a. Failure to obey the summons of the Student Conduct Hearing Committee or Victor Valley College official.
- b. Falsification, distortion, or misrepresentation of information.
- c. Disruption or interference with the orderly conduct of a judicial proceeding or Student Conduct Hearing Committee.
- d. Institution of a judicial proceeding or Student Conduct Hearing Committee knowingly without cause.
- e. Attempting to discourage an individual's proper participation in, or use of, the Victor Valley College judicial system.
- f. Attempting to influence the impartiality of a member of a judicial body prior to, and/or during the course of, the judicial proceeding or Student Conduct Hearing Committee.
- g. Failure to comply with the sanctions imposed under the Student Code of Conduct and/or Education Code.
- h. Influencing or attempting to influence another person to commit an abuse of the judicial system.

B. Other Campus Regulations

- 1. Only officially registered students are allowed to attend classes. Minors or other students who are not registered or do not have permission to be in the class may not remain in the classroom.
- 2. Students are not permitted to eat or drink in classrooms.
- 3. Smoking is prohibited in all college buildings or within 20 feet of building entrance.
- 4. Card playing on Victor Valley College premises is prohibited except in a designated game or recreation area.

5. Animals, dogs (except trained service animals such as guide dogs for the visually impaired or previously authorized animals) and other pets are not allowed on Victor Valley College premises.
6. Printed materials that are not class-related to be distributed must be approved for distribution by the Office of Student Activities.
7. Students must be fully attired, including shoes, while in the classroom or on Victor Valley College premises.
8. Library books and materials must be returned promptly.
9. Use of audio equipment on Victor Valley College premises is restricted to personal headphones or pre-approved authorized activities.
10. Children must be under the supervision of parents at all times.

C. Violation of Law and Victor Valley College Discipline

1. If a student is charged only with an off-campus violation of federal, state, or local laws, but not with any other violation of this code, disciplinary action may be taken and sanctions imposed for grave misconduct, which demonstrated flagrant disregard for the Victor Valley College community. In such cases, no sanctions may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g., “no contest” or “nolo contendere”).
2. Victor Valley College disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this student code; for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this student code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.
3. When a student is charged by federal, state or local authorities with a violation of law, Victor Valley College will not request or agree to special consideration for that individual because of his or her status as a student. Victor Valley College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators.

D. Cheating and Plagiarism Defined

The term “cheating” includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments or –Acquisition, without permission, of tests or other academic material belonging to a member of the Victor Valley College faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined below.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation,

of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the buying or selling of term papers or other academic materials.

Student Discipline Procedures and Due Process

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These administrative procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

Definitions

District: Victor Valley College.

Student: Any person currently enrolled as a student at the college or in any program offered by the district.

Instructor: Any academic employee of the district in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Parent: Legal parent, guardian, or court-appointed supervisory adult.

Short-term Suspension: Exclusion or removal of the student by the dean or vice president, student services for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-term Suspension: Exclusion or removal of the student by the vice president, student services for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion: Exclusion or removal of the student by the superintendent/president or Board of Trustees from all college activities in the district for one or more terms and/or permanently.

Removal from class: Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Written or verbal reprimand: An admonition to the student to cease and desist from conduct determined to violate the Standards of the Student Conduct Code. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

Withdrawal of Consent to Remain on Campus: Withdrawal of consent by the dean or vice president, student services for any person to remain on campus in accordance with California Penal Code Section 626.4 where the dean or vice president, student services has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day: Days during which the district is in session and regular classes are held, excluding Saturdays and Sundays.

Short-Term Suspensions, Long-Term Suspensions, and Expulsions

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

Notice: The dean or vice president, student services will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:

- The specific section of the Standards of Student Conduct that the student is accused of violating.
- A short statement of the facts supporting the accusation.
- The right of the student to meet with the dean or vice president, student services or designee to discuss the accusation, or to respond in writing.
- The nature of the discipline that is being considered.

Time limits: The notice must be provided to the student within 10 to 15 days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within 10 days of the date on which conduct occurred which led to the decision to take disciplinary action.

Initial Meeting: If the student chooses to meet with the dean or vice president, student services, the meeting must occur no sooner than 1 day after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

Removal from Class [Education Code Section 76032]:

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. Using the "Inappropriate Student Behavior" form the instructor shall immediately report the removal to the vice president or dean, student services and the dean of the area discipline. The dean of the area discipline shall arrange for a conference between the student and the instructor regarding the removal. If the instructor, or the student requests, the dean of the area discipline shall attend the conference. The student shall not be returned to the class during the period of the removal without a concurrence of the instructor. Nothing herein will prevent the dean of the area discipline from recommending further disciplinary procedures in accordance with these procedures based on the facts, which led to the removal.

Short Term

Within 5 days after the initial meeting described above, the dean or vice president, student services shall decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the dean or vice president, student services decision shall be provided to the student. The notice will include the length of time of suspension, or the nature of the lesser disciplinary action. The dean's or vice president's, student services decision on a short-term suspension shall be final. In addition, the college may make recommendations concerning the approval of the student's return. For example, attendance at AAA meetings or anger management consultation or counseling may be recommended

Long-Term Suspension

Within 10 days after the initial meeting described above, the vice president, student services shall decide whether to impose a long-term suspension. Written notice of the vice president's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

Expulsion

Within 10 days after the initial first meeting described above, the superintendent/president shall, pursuant to a recommendation from the dean or vice president, student services, decide whether to recommend expulsion to the Board of Trustees. Written notice of the superintendent/president's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

Hearing Procedures

Request for Hearing: Within 10 days after receipt of the vice president's or superintendent/president's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the vice president, student services, or superintendent/president (or designee). Schedule of

Hearing: The formal hearing shall be held within 15 days after a formal request for hearing is received.

Hearing Panel: The Student Conduct Hearing panel for any disciplinary action shall be composed of the following representatives: (1) administrator/manager, (1) faculty member and (1) student.

The college superintendent/president, the president of the Academic Senate, and the ASB president shall each, at the beginning of the academic year, establish a list of at least three persons who will serve on the Student Conduct Hearing panel or student disciplinary hearing panels. The college superintendent/president shall appoint the Student Conduct hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

Hearing Panel Chair: The college superintendent/president (or designee) shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by all remaining members of the panel to the contrary.

Conduct of the Hearing: Note: The hearing must comply with principles of due process, including the right to confront and cross-examine witnesses. The following procedure is legally advised.

- The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.
- The facts supporting the accusation shall be presented by a college representative, who shall be the dean or vice president, student services or Director of Campus Police and Public Safety.
- The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by substantial evidence that the facts alleged are true.

- The student may represent himself or herself, and may also have the right to have an advocate present of his or her choice. The advocate must be an officially enrolled student or college staff member.
- Hearings shall be closed and confidential unless the student requests that the hearing be open to the public. Any such request must be made no less than 7 days prior to the date of the hearing.
- In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.
- The hearing shall be recorded by the district, either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the district at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.
- All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.
- Within 5 days following the close of the hearing, the hearing panel shall prepare and send to the college superintendent/president a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the
- disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on the matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

College Superintendent/President's Decision

Long-term suspension. Within 5 days following receipt of the hearing panel's recommended decision, the college superintendent/president shall render a final written decision. The college superintendent/president or designee may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the college superintendent/president or designee modifies or rejects the hearing panel's decision, the college superintendent/president or designee shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decisions of the college superintendent/president or designee shall be final.

Expulsion. Within 5 days following receipt of the hearing panel's recommended decision, the college superintendent/president (or designee) shall render a written recommended decision to the Board of Trustees. The college superintendent/president (or designee) may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the college superintendent/president (or designee) modifies or rejects the hearing panel's decision, he or she shall review the record of the hearing, and shall prepare a new written

decision, which contains specific factual findings and conclusions. The college superintendent/president (or designee)'s decision shall be forwarded to the Board of Trustees.

Board of Trustees' Decision

The Board of Trustees shall consider any recommendation from the college superintendent/president for expulsion at the next regularly scheduled meeting of the board after receipt of the recommended decision. The board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered or certified mail or by personal service, at least five days prior to the meeting, of the date, time, and place of the board's meeting. The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the board consider an expulsion recommendation in a public meeting, the board will hold any discussion that might be in conflict with the right to privacy of any student, other than the student requesting the public meeting, in closed session.

The board may accept, modify or reject the findings, decisions and recommendations of the college superintendent/president and/or the Student Conduct Hearing Panel. If the board modifies or rejects the decision, the board shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decision of the board shall be final. The final action of the board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the district.

Immediate Interim Suspension [Education Code Section 66017]:

The college superintendent/president or designee may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

Removal from Class [Education Code Section 76032]:

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. Using the "Inappropriate Student Behavior" form the instructor shall immediately report the removal to the vice president or dean, student services and the dean of the area discipline. The dean of the area discipline shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests attendance, the dean of the area discipline shall attend the conference. The student shall not be returned to the class during the period of the removal without a concurrence of the instructor. Nothing herein will prevent the dean of the area discipline from recommending further disciplinary procedures in accordance with these procedures based on the facts, which led to the removal.

Withdrawal of Consent to Remain on Campus: The Director of Campus Police and Public Safety, vice presidents, deans, or the superintendent/president may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the Director of Campus Police and Public Safety, vice presidents, deans, or superintendent/president, a written report must be promptly made to the dean or vice president, student services. The person from whom consent has been withdrawn may submit a written request for a hearing

on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions. In no case shall consent be withdrawn for longer than 20 days from the date upon which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. [Penal Code Section 626.4]

Time Limits: Any times specified in these procedures.

Appendix F:

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

Administrative Procedure

General Institution

Chapter 3

Computer Use – Computer and Electronic Communication Systems

AP 3720(a)

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE PROCEDURE

GENERAL INSTITUTION

Chapter 3

Computer Use - Computer and Electronic Communication Systems AP 3720(a)

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Computer and Electronic Communication Systems

1.0 Introduction

1.1 This procedure applies to all district students, faculty and staff and to others granted use of District computer and electronic communication systems. This procedure applies to all computer and electronic communication systems, either District owned or individually owned which interfere with District operations or through operation violate District policy. For purposes of this procedure, Computer and Electronic communication Systems include, but are not limited to, electronic mail, Internet and intranet services, voice mail, audio and video communications and facsimile messages which are provided using District-owned, leased, or rented computer hardware, software, databases and telecommunications systems. Campus(es) may adopt acceptable use procedures which are not in conflict with this procedure.

1.2 Academic Freedom:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to teach and learn depends upon appropriate opportunities and conditions not only in the classroom, but on the campus as a whole. The responsibility to secure and to respect general conditions conducive to academic freedom is shared by all members of the academic community -- faculty, staff, and students. Nothing in this policy limits or removes the right of free speech or the academic freedom of faculty, staff and students engaged in the learning process. This computer use policy seeks to achieve objectives necessary for the legitimate and proper use of the VVC computing resources. It is intended that these ends should be achieved in ways that respect the legitimate interests and rights of all computer users. VVC acknowledges its responsibilities to respect and advance free academic inquiry, free expression, reasonable expectations of privacy, due process, equal protection of the law, and legitimate claims of ownership of intellectual property. Nothing in this procedure shall be interpreted to expand, diminish or alter academic freedom, articulated under Board Policy 4030 or any collective bargaining agreements. System and network administrators are expected to respect the college academic freedom policies.

2.0 Access to Systems

2.1 District computer and electronic communication systems components, devices, and services are District property. Any electronic device, mail address, account, or license associated with the District or assigned by the District to individuals or functions of the District are the property of the District. All electronic devices, mail addresses, accounts, and licenses and all devices connected to the District's secured computer and electronic communication systems must meet District interface and security protocol as determined by the District. For purposes of this procedure, the word "secured" means protection of District systems and data from unauthorized use.

2.2 Access to the District's computer and electronic communications systems is a privilege that may be revoked or restricted by the Superintendent/President or designee at any time without prior notice and without the consent of the user. Some reasons for revocation or restriction of access to services include, but are not limited to, the following:

2.2.1 when required by and consistent with law, or when there is probable cause to believe that violations of policy or law have occurred;

2.2.2 when necessary to prevent loss of evidence of violations of policy or law;

2.2.3 when necessary to prevent property damage or loss of property, or bodily harm;

2.2.4 when necessary to prevent liability to the District;

2.2.5 when business operational needs warrant, as determined by the Superintendent/President or designee.

2.3 Computer and electronic communications systems access privileges granted to users on the basis of individually-assigned accounts which use passwords may not be transferred, shared, or converted to other individuals without explicit permission from the District.

2.4 Voice mail means an audio message transmitted telephonically between two or more telephones, whether or not the message is converted to hard copy format after receipt and whether or not the message is heard upon transmission or stored for later retrieval. Voice mail includes telephonic messages that are transmitted through a local, regional, or global telephone network.

3.0 Privacy Disclosure and Use Disclaimer

3.1 District Electronic Communication Systems and services are District property. Any electronic mail address or account associated with the District, or any sub-unit of the District, assigned by the District to individuals, sub-units, or functions of the District, is the property of the District. Users should be aware that because of the nature of electronic communications and the public character of the District's business, the District's computer and electronic communication systems are not private. Routine maintenance and system administration may result in observation of the contents of files and communications. Access to District computer and electronic communication systems may be logged at the discretion of the District. Users should be aware that there is no expectation of privacy or confidentiality in the content of electronic communications or computer files sent and received on the District's systems or stored in the users' directories, and therefore, users should exercise extreme caution in using electronic communications to communicate or store information of a confidential or

sensitive nature. Portable devices without encryption such as laptop computers and data storage devices are especially susceptible to theft or loss and should not be used to store confidential information.

3.2 Electronic communications that utilize district computer and electronic communication systems equipment, including communication records arising from personal use, whether or not created or stored on District equipment, may be presumed to constitute a District record subject to disclosure under the California Public Records Act or other laws, or as a result of litigation. Also, it is possible for information entered on or transmitted via computer and electronic communication systems to be retrieved, even if a user has deleted such information. Users should be aware of the implications of this presumption in any decision to use district computer and electronic communication systems for personal use.

3.3 Although the District respects the privacy of users and does not routinely inspect, monitor, or disclose electronic communications, the District reserves the right to inspect, monitor, or disclose electronic communications at any time without prior notice and without the consent of the user as directed by the Superintendent/President or designee. Reasons for inspecting, monitoring or disclosing electronic communications include, but are not limited to, the following:

3.3.1 when required by and consistent with law, or when there is probable cause to believe that violations of District policy or law have occurred;

3.3.2 when necessary to prevent loss of evidence of violations of District policy or law;

3.3.3 when necessary to prevent property damage, loss, or bodily harm;

3.3.4 when necessary to prevent liability to the District.

3.4 Inspection or monitoring, other than for routine maintenance and system administration, must be authorized by the Superintendent/President or designee. Such inspection or monitoring must be limited to materials related to the investigation, and the confidentiality of the inspection must be maintained to the highest degree possible. In the event a search of an employee's computer files is authorized, a reasonable effort must be made to secure technical assistance from a person designated by the constituent group and/or union of the employee whose files are being searched.

3.5 The District will make every possible effort, but cannot guarantee the protection of users from receiving electronic communications they may find offensive, nor can the District guarantee the authenticity of electronic communications received, or that electronic communications received were in fact sent by the purported sender. Users are responsible for materials they access and disseminate on the District's computer and electronic communication systems.

3.6 The District will make every possible effort to protect data integrity, but assumes no responsibility for the loss of data on individual owned or district owned Computer and Electronic Communication Systems due to computer viruses or other destructive software, activities as a result of flaws in the application or operating system software.

4.0 Acceptable Use

4.1 The District's computer and electronic communication systems are provided to support the educational mission of the college and the administrative functions that support this mission, and are to be used primarily for District business-related purposes. Consistent with this purpose, these procedures are not intended to inhibit

academic freedom or the acquisition of information. Incidental personal use is permitted, provided that such incidental personal use conforms to this procedure and such use does not:

4.1.1 Interfere with the user's employment or ability to perform work assignments or those of another employee;

4.1.2 Directly or indirectly interfere with the District's operation of computer and electronic communication systems;

4.1.3 Burden the District with noticeable incremental cost.

4.2 Use of the District's computer and electronic communication systems and services is limited to the District's students, faculty, staff and other authorized persons. Users of the District's computer and electronic communication systems and services are expected to do so responsibly and in compliance with local, state, and federal laws, as well as the policies and procedures of the District, and with normal standards of professional and personal courtesy and conduct.

5.0 Unacceptable Use

5.1 The use of the District's computer and electronic communications systems for any of the following is prohibited:

5.1.1 Use which violates local, state or federal law;

5.1.2 Use which violates District policies or administrative procedures;

5.1.3 Use which violates District software licensing agreements, use of software without legal authorization, or unauthorized duplication, transmission, or use of unlicensed copies;

5.1.4 Use for private commercial purposes not under the auspices of the District;

5.1.5 Use for personal financial gain;

5.1.6 Use of District computer and electronic communications systems including, but not limited to, the following:

5.1.6.1 Knowingly loading viruses onto or from any computer connected to the district's system;

5.1.6.2 Attempting or gaining unauthorized access to, or alteration of data, files, emails or passwords (hacking);

5.1.6.3 Unauthorized tampering with computing resources, including connecting or disconnecting computer equipment or otherwise altering the set-up of any computer or network of computers;

5.1.7 Use for unauthorized advertising, campaigning, soliciting or proselytizing for any religious or political cause, outside organization, business, or individual;

5.1.8 Use for sending defamatory, intimidating, threatening, harassing, discriminatory, abusive or patently offensive material to or about others, or any use that violates the District policies regarding unlawful

discrimination;

5.1.9 Use that violates District policy regarding intellectual property;

5.1.10 Use for intentionally sending or accessing pornography or obscene materials other than for authorized research or instructional purposes;

5.1.11 Use for unlicensed downloading, copying, or distributing of copyrighted work(s) such as movies or music for other than legally authorized uses, or uses authorized by the District.

5.1.12 Use for connection of non-district devices to the District's computer and electronic communications systems that results in a violation of this policy;

5.2 Users of the District's computer and electronic communication systems shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the District or any unit of the District unless authorized to do so. Where appropriate, an explicit disclaimer shall be included.

5.3 Users of the District's computer and electronic communication systems shall not employ a false identity or otherwise transmit or attempt to transmit any message which is misleading as to origination.

6.0 District Access and Disclosure

Violations of District policies and procedures governing the use of District computer and electronic communication systems may result in the restriction of access to District computer and electronic communication systems and appropriate disciplinary action, up to and including dismissal.

6.1 Users should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the District's computer and electronic communication systems or stored in the users' directory.

6.2 Although the District does not routinely inspect, monitor, or disclose electronic communications, the District reserves the right to inspect, monitor, or disclose electronic communications without prior notice and without consent. Such inspections must be authorized by the Superintendent/President, or designee. Reasons for inspecting, monitoring or disclosing electronic communications include, but are not limited to, the following: when required by and consistent with law; when there is significant reason to believe that violations of policy or law have occurred; when failure to act may result in significant bodily harm, when significant property loss or damage would result, when loss of significant evidence of one or more violations of law or of District policies would result, when significant liability to the District or to members of the District community would result; or significant liability to business purposes, such as inspection of the contents of electronic messages in the course of an investigation triggered by indications of misconduct. The inspection must be limited to materials related to the investigation and the confidentiality of the inspection must be maintained to the highest degree possible. In the event a search of an employee's computer files is authorized, a reasonable effort must be made to secure technical assistance from a person designated by the constituent group and/or union of the employee whose files and/or systems are being searched.

7.0 Computer and Electronic System Agreement

As a condition of providing access to the District's computer and electronic communications systems, users shall sign an agreement, in a form prescribed by the Superintendent/President, acknowledging that the user has

read and understands the provisions of this procedure and agrees to comply with the terms stated herein.

Computer and Electronic Communication Systems Use Agreement

I have been provided with, and have read District Administrative Procedure 3720(a), Computer Use - Computer and Electronic Communications Systems. I agree to comply with the provisions of Administrative Procedure 3720(a) regarding the use of the District's Computer Use - Computer and Electronic Communication Systems procedure.

Signature Printed Name

References

Policies and Laws Applicable to Computer and Electronic Communication Systems

UNITED STATES CODE

The USA Patriot Act of 2001 and 2003 amendment

The Digital Millennium Copyright Act of 1998

The U.S. Copyright Act

Computer Fraud and Abuse Act of 1986

Electronic Communications Privacy Act of 1986

Unlawful access to stored communications

The Privacy Protection Act of 1980 - 42 USC Sec. 2000aa

Public Telecommunications Act of 1992 Telegraphs, Telephones, and

Radiotelegraphs 47 USC Sec. 605

Interstate Transportation of Stolen Property Act

Family Educational Rights and Privacy Act of 1974 (FERPA)

CALIFORNIA LAW and DIRECTIVES

Computer Trespass

California Supreme Court Ruling

Unsolicited Communications as Trespass - University of California at Berkeley

Prohibited and Restricted Political Activities

Theft of personal property - PENAL CODE, SECTION 484-502.9

California Office of Information Security and Privacy Protection (OISPP)

Theft of Telecommunication services-

Disclosure -- Campaign finances -- Lobbying — Records

Retention of public records

Use of persons, money, or property for private gain

Use of state resources-

Public records access

Exempt records determination

Evergreen Social Contract

Student Code of Conduct

Library Access and Use

Library Circulation Records

VICTOR VALLEY POLICIES, PROCEDURES, AND MANUALS

Social Contract

Student Code of Conduct

Ethics
Union Contract
Patriot Act
CENIC
Policies and Practices
OTHER
American Association of University Professors
Digital Millennium Copyright Act of 1998
ALA's intellectual freedom site
Executive Ethics Board FAQs
ISB Policy on Computer Software Piracy
ISB Policy on Public Records Privacy Protection
Attorney General's Consumer Protection Division junk email
K20 Network Conditions of Use and Acceptable Use Policies

Appendix G: Data on Distance Education at Victor Valley College

Quickfacts DE Students	DE Fall 2008		Inst Fall 2008		DE Fall 2009		Inst Fall 2009		DE Fall 2010		Inst Fall 2010	
Gender												
Female	2,510	67.5%	7,586	57.5%	2,887	66.9%	7,912	57.2%	2,931	64.6%	7,763	56.9%
Male	1,147	30.9%	5,191	39.4%	1,385	32.1%	5,690	41.2%	1,556	34.3%	5,705	41.8%
Uncollected	60	1.6%	413	3.1%	43	1.0%	222	1.6%	50	1.1%	184	1.3%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%
Age												
<18	189	5.1%	1,196	9.1%	177	4.1%	1,114	8.1%	158	3.5%	752	5.5%
18-20	1,185	31.9%	4,351	33.0%	1,337	31.0%	4,682	33.9%	1,423	31.4%	4,835	35.4%
21-25	851	22.9%	2,665	20.2%	974	22.6%	2,893	20.9%	1,069	23.6%	3,057	22.4%
26-30	466	12.5%	1,401	10.6%	611	14.2%	1,549	11.2%	603	13.3%	1,507	11.0%
31-40	563	15.1%	1,758	13.3%	639	14.8%	1,782	12.9%	738	16.3%	1,802	13.2%
41-50	336	9.0%	1,192	9.0%	416	9.6%	1,209	8.7%	388	8.6%	1,098	8.0%
51-60	109	2.9%	476	3.6%	135	3.1%	461	3.3%	128	2.8%	460	3.4%
>60	18	0.5%	147	1.1%	26	0.6%	123	0.9%	29	0.6%	128	0.9%
Uncollected	0	0.0%	4	0.0%	0	0.0%	11	0.1%	1	0.0%	13	0.1%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%
Ethnicity												
African American	478	12.9%	1,658	12.6%	592	14.6%	1,842	13.3%	669	15.5%	1,935	14.2%
American Indian/Alaskan Native	41	1.1%	140	1.1%	37	0.9%	99	0.7%	37	0.9%	73	0.5%
Asian	69	1.9%	277	2.1%	66	1.6%	227	1.6%	61	1.4%	198	1.5%
Filipino	64	1.7%	217	1.6%	49	1.2%	180	1.3%	48	1.1%	162	1.2%
Hispanic	1,026	27.6%	4,169	31.6%	1,211	29.8%	4,719	34.1%	1,414	32.9%	5,076	37.2%
Other Non-White	37	1.0%	160	1.2%	30	0.7%	104	0.8%	13	0.3%	51	0.4%
Pacific Islander	19	0.5%	88	0.7%	18	0.4%	59	0.4%	14	0.3%	53	0.4%
White	1,744	46.9%	5,535	42.0%	1,999	49.2%	5,563	40.2%	1,924	44.7%	5,143	37.7%
Multiple Races	31	0.8%			63	1.5%	211	1.5%	124	2.9%	360	2.6%
Uncollected	208	5.6%	946	7.2%	250	6.2%	820	5.9%	233	5.4%	601	4.4%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%

Units Attempted												
0.1 - 6.0	792	21.6%	5,331	40.4%	911	21.1%	5,117	37.0%	878	19.4%	4,483	32.8%
6.1 - 11.9	512	13.9%	3,601	27.3%	699	16.2%	3,888	28.1%	761	16.9%	3,929	28.8%
12.0 or more	2,369	64.5%	4,258	32.3%	2,698	62.6%	4,819	34.9%	2,877	63.7%	5,240	38.4%
		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%
TOTAL	3,717		13,190		4,315		13,824		4,537		13,652	

Online & Hybrid

- *Sections used were found with a room of ON LINE or HY BRID
- *Counts are based on credit headcount as of first census.
- *Demographics are self reported at the time of application.
- *Age is calculated based upon the last day to drop a full term class w/out receiving a W grade.
- *The sum will not equate to the total in all categories due to unreported data.

Institution

- *Counts are based on credit headcount as of first census.
- *Demographics are self reported at the time of application.
- *Age is calculated based upon the last day to drop a full term class w/out receiving a W grade.
- *The sum will not equate to the total in all categories due to unreported data.

DE Performance Data									
DE	2008			2009			2010		
(Fall)	Hybrid	Online	Institution	Hybrid	Online	Institution	Hybrid	Online	Institution
Enrollment:									
Enrollment	548	5,556	33,786	772	6,339	37,528	1,184	6,402	37,571
# of Courses	18	104	604	21	113	640	29	119	623
# of Sections	22	206	1,502	28	224	1,616	44	233	1,558
FTES (Credit)	61.66	531.69	4,282.51	73.88	604.68	4,655.03	137.49	618.52	4,658.77
Success:									
Retention Rate	87.4%	87.5%	88.2%	86.1%	86.8%	87.5%	84.5%	86.8%	87.8%
Success Rate	53.8%	58.8%	63.9%	49.4%	58.2%	61.9%	55.4%	60.0%	64.4%

DE Performance Data									
DE	2009			2010			2011		
(Spring)	Hybrid	Online	Institution	Hybrid	Online	Institution	Hybrid	Online	Institution
Enrollment:									
Enrollment	518	6,167	34,964	945	6,537	35,580	1,256	6,363	35,542
# of Courses	19	114	658	23	118	651	25	113	579
# of Sections	25	230	1,589	35	239	1,564	47	229	1,491
FTES (Credit)	41.94	576.52	4,301.85	106.62	636.39	4,359.09	142.29	625.01	4,369.32
Success:									
Retention Rate	88.0%	86.8%	88.2%	85.9%	87.2%	87.9%	80.4%	85.8%	86.0%
Success Rate	54.6%	58.8%	63.7%	58.0%	58.0%	63.7%	55.6%	59.9%	63.7%

DE Performance Data									
DE	2009			2010			2011		
(Summer)	Hybrid	Online	Institution	Hybrid	Online	Institution	Hybrid	Online	Institution
Enrollment:									
Enrollment	120	2,935	10,221	196	2,324	8,729	180	1,565	5,541
# of Courses	4	69	263	7	65	254	5	42	179
# of Sections	4	116	448	8	97	432	6	61	288
FTES (Credit)	9.17	282.00	1,119.29	17.75	239.48	998.14	18.80	154.27	602.60
Success:									
Retention Rate	80.0%	88.4%	89.2%	79.1%	85.5%	88.7%	80.0%	87.5%	90.5%
Success Rate	55.8%	65.3%	69.2%	62.1%	61.4%	69.9%	67.2%	66.0%	74.0%

Appendix H: BP 4030 –Academic Freedom

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
BOARD POLICIES
Instruction
Academic Freedom

Chapter 4
4030

Policy adopted 9/11/01
Policy revised 2/11/03
Board Reviewed/Approved – 11/10/09

Victor Valley College believes academic freedom in relation to teaching duties is fundamental and essential to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Teachers and governing boards must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.
3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.
4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic and/or professional freedoms are violated.
5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom.

Reference: Title 5 Section 51023; Accreditation Standard II.A.7

October 1, 2009

Appendix I: California Code of Regulations Administrative Code Title 5, Section 51023 Academic Freedom

5 CA ADC § 51023

5 CCR s 51023

Cal. Admin. Code tit. 5, s 51023

CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 6. CALIFORNIA COMMUNITY COLLEGES
CHAPTER 2. COMMUNITY COLLEGE STANDARDS
SUBCHAPTER 1. MINIMUM CONDITIONS

The governing board of a community college district shall: (a) adopt a policy statement on academic freedom which shall be made available to faculty;

(b) adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;

(c) substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

Note: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Section 70901, Education Code.