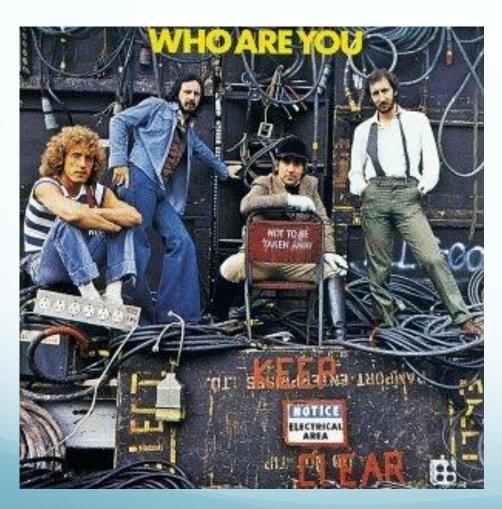
Who Are You?

Using Regular and Effective Contact to Ensure Academic Integrity and Student Success in Online Courses



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Issues in Online Education

- 1) Regular, effective, Instructor initiated contact.
- 2) Student Authentication
- 3) Authentic and Effective Assessment
- 4) Electronic Instructional Materials
- 5) ADA Compliance
- 6) DE addendums
- 7) Substantive Change Proposals

Do You Know...

- if your college has a regular, effective, instructor-initiated contact policy for online classes?
- if your college has a method for authenticating students in online courses?
- if the instructors who teach online at your college are using authentic and effective assessment?
- if the instructors at your college are making proper use of electronic instructional materials?
- how your college ensures that online courses are ADA compliant?
- if your college is submitting substantive change proposals and DE addendums as required?

Distance Education (traditional definition)

The student and the instructor are separated by a distance.

Online Education

Instruction is conducted online with frequent faculty initiated contact between student and instructor.

Correspondence Education

Materials are shared between the instructor and student electronically or via mail; contact is typically initiated by the student and it is not regular or substantive; typically self-paced.

Traditional Education

"Face-to-face"
"Brick and mortar"

Web Enhanced

Online activities are included as part of a traditional class. No class time is replaced by online work.

Hybrid

A blend of online and traditional instruction

Flipped Classroom

A hybrid class in which content instruction occurs online while interaction, conversation and problemsolving occur in the classroom.



Essential if <u>any</u> portion of a course's face-to-face instruction is replaced by online learning.

What kinds of contact occur?

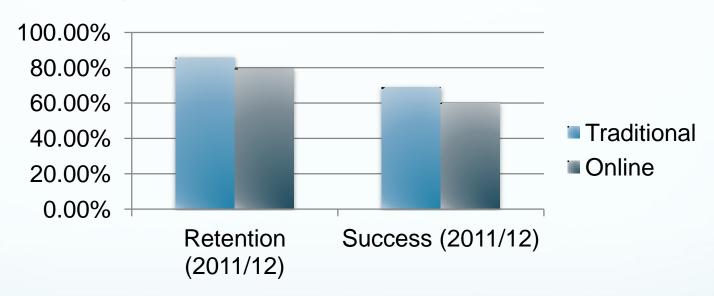
- Email (most common form of interaction for 81% of faculty)
- Discussion boards (76%)
- Chat Rooms (16%)
- CCC Confer Moodle Room (6%)
- Face-to-face meetings (5%)
- Mail (5%)

- Phone calls
- Video Conferencing
- Social Networking Sites
- Fax
- Twitter
- Blogging
- Text messaging
- Class Facebook
- CCC Confer (Call, Meet, Teach, Office Hours)

Source: Survey of 113 DE coordinators published in CCCCO, "Distance Education Report," (2013), pp. 15 & 50-51.



Why is it so important?



Success and retention rates are lower for online courses. Students and researchers assert that increased communication with the instructor means students are more likely to stay in the course and succeed.

Source: CCCCO, "Distance Education Report," (2013). p. 23.



Title 5 § 55204 – Instructor Contact

"...District governing boards shall ensure that any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter..."

- ACCJC requires its inclusion in a Board policy.
- Faculty peer review process ensures the guidelines are followed.

- Title 5 § 55204, "Instructor Contact."
- CCCCO, "Distance Education Guideline," 2008. Guideline for Title 5 § 55204, pp. 6-7.
- ACCJC, "Substantive Change Manual" (2013). 3.7.3 and 5.3.
- ACCJC, "Guide to Evaluating Distance Education and Correspondence Education" (2012). II.A.1.a.



What may I and my local Senate do to help my college ensure our online instructors are uniformly engaging in frequent faculty-initiated contact?

- Work with the Curriculum Committee or DE Committee to develop the related board policy and guidelines.
- Consult with your union to ensure that regular contact is part of the peer evaluation process for Instructors who teach online.
- Work with your faculty development committee or coordinator to ensure that regular, effective contact is emphasized in faculty trainings for distance education.

Student Authentication



Colleges must ensure that the student who registers in the course is the same person who participates, completes, and receives credit for the course. This prevents cheating and financial aid fraud.

ACCJC – "Guide to Evaluating DE," Standard II. A.7.b. requires:

- The use of mechanisms such as secure login and password and/or proctored exams and/or other effective technologies.
- Regular review of the mechanisms to ensure effectiveness.
- Faculty be encouraged to promote student verification in the design of DE courses.
- Student authentication to be included in staff training and development.

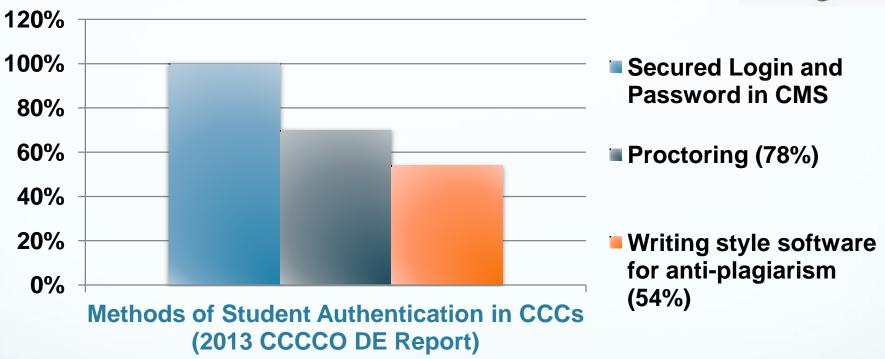
ACCJC – "Guide to Evaluating DE," Standard II. C.1.d. requires:

Authentication of students using student services.

- ACCJC, "Substantive Change Manual," (2013). 3.7.3.
- ACCJC, "Guide to Evaluating Distance Education and Correspondence Education," (2012). Standard II.A.7.b and II.C.1.d.
- ACCJC, "Policy on Distance Education and on Correspondence Education," (2012).

Student Authentication





Some other methods of authentication:

- Live video conferencing
- Academic honesty pledges
- Frequent, effective Instructor contact

Authentic and Effective Assessment

- Variety of assessments
- Written assignments rather than just objective tests
- Weekly discussions, check ins, other means to determine student presence
- Assignments on which it is difficult to cheat



Electronic Instructional Materials



- Must be used for learning, not administration or course management.
- Materials must have continuing value to the student outside the classroom – be available for two years, or printable.
- Materials must be available outside of the district.

- Title 5 § 59400. Required Instructional Materials.
- CCCCO, "Guidelines for Required Instructional Materials in the California Community Colleges" (2013).
- Title 5 § 59402. Definitions [Instructional Materials].
- CCCCO, "Distance Education Guidelines," 2008. Guideline for Title 5 section 59402, p. 24.

Americans with Disabilities Act (ADA) Compliance and Section 508 Guidelines



- Online classes are subject to the same ADA guidelines as face-to-face courses.
- When a course that is offered online undergoes curriculum review, it must be reviewed for Section 508 compliance.
- Affirmed during peer review of online faculty.

- Title 5 § 55200. Definition and Application.
- CCCCO, "Distance Education Guidelines," 2008. Guideline for Title 5 § 55200, p. 3-6.
- CCCCO, "Distance Education Accessibility Guidelines," 2011.

Substantive Change Reports



- Required by ACCJC when 50% or more of the units in a program, degree or certificate are offered through distance education.
- Key considerations include:
 - Regular effective contact policy
 - Use of General Education online might mean your degree meets this criteria
 - Academic freedom policy applies to DE and is monitored
 - HEOA student authentication requirements are met
 - Student privacy is protected

- ACCJC, "Substantive Change Manual" (2013). 3.7.3, 5.3, and 5.3.1.
- ACCJC, "Policy on Distance Education and on Correspondence Education" (2012).

Separate DE Addendum Approval



DE addendums are required for all courses in which any portion of contact hours are conducted online.

Separate online course review must include verification of:

- Adherence to the COR
- Regular effective instructor initiated contact with students
- Provision of online student services
- Accommodations for students with disabilities

- Title 5 § 55206 "Separate Course Approval."
- CCCCO, "Distance Education Guidelines," (2008). Guideline for Title 5 section 55206, pp. 7-8.
- ASCCC, "Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates," (2008).

An Example of a DE Addendum – Foothill College

FOOTHILL COLLEGE

Addendum to the Course Outline of Record

Course Approval Application for Online/Distance Learning Delivery

Course #:	Division:
Course Title:	
Does this course have Division Curric Yes No (a course outline must be s	culum Committee approval for on-campus delivery? ubmitted with this application.)
lelivery as a Distance Education cour ollowing selected method(s) from the	n Committee approval for the previous mentioned course for rse. We agree that this course will consistently utilize the e list of "Regular, Timely, and Effective Methods of ended by the Foothill College Academic Senate:
Selected Methods*:	
	eady on the list of recommended methods, please also include a l be a mechanism of "Regular, Timely and Effective Methods of
tudent/Faculty Contact" as approved	es and the approved methods of "Regular, Timely, and Effective d by the Foothill College Academic Senate and have thoughtfully ffering the following course as a distance education course.
aculty Submitting Application:	Date:
aculty Submitting Application:	Date:

An Example of a DE Addendum – Foothill College

Best Practices for Online/Distance Education Courses

In accordance with Tide 5, discussions in the Faculty Academic Senate and the College Carriculum Committee, a survey of faculty, online discussions, and a review of the pertinent literature, the Footbill College Academic Senate has formulated the following best practices and guidelines for "Regular, Timely and Hiffective Studentiffaculty Contact" in online/distance education courses:

Best Practices

- 1. Communication: clear and comprehensive communication regarding online course policies is critical to student success and faculty effectiveness. Accordingly, it's imperative that the following are addressed explicitly in the course syllabus and/or introductory emailiannouncement. These compositions guidelines are the same for all machers and are in accordance with II. Evaluation Material (Section II.A. IE) Throubles and/or with a section explanation of the collection process, expectations and requirement, outgoings, course course, relevant facts, and other integrals. Land in the same requirement for all teachers. Communication must include but is not limited to:
 - Relevant Dates, Course Schedule, and Deadlines.
 - Faculty Expectations and Requirements for minimum student participation (quantity and quality) for all sections of the course.
 - Évaluation Process including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course willabus.
 - Faculty/Student Communication Process including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Priday is desirable but may vary based on course requirements and entensating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
 - Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below)
 - A Contingency Plan for when the instructor is unavoidably unavailable for a specific period.
 Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.
- 2. Effective Student/Faculty Contact: it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student stirition and poor performance in online courses. Depending on class design and instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)

These effective contact guidelines are the same requirements for all teachers and are in accordance with 11.8.4.7: "Motivates student-faculty relationship conductive to learning," as well as the following student evaluation criteria: 12.4. 811 Motivated student interest and juniferance of first. 812. Encouraged students to ask questions and participate in class discussions, 813. Encouraged individual thinking and differences of apinion, and 814. Used full class time effectively."

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System.
- Telephone Contact
- · Weekly Announcements in the Course Management System
- Chat Room within the Course Management System.
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participation.
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from follow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and worthesis of a civen set of concepts.
- Group-or individual meetings
- Orientation and review sessions.
- Supplemental seminar or study sessions.
- Field trips
- Library workshops.

If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth in the Addendum to the Course Outline of Record and the course syllabus, students must be informed via e-mail or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

References:

- ¹ Waterhouse, S. & Rogers, R. (2004), The Importance of Policies in E-Learning Instruction, EDUCAUSE Quarterly, Vol. 27, No. 3, pp. 28-39.
- Robbert, M.D. & Leticia Ecoupi (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001 http://www.westga.edu/~distance/roblyer32.html
- Stater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998. http://www.flaguide.org/cat/portfolios/portfolios/2.php

Title, 5 855204

An Example of a DE Addendum - LACCD

Los Angeles City College DISTANCE EDUCATION COURSE OUTLINE	
(Based upon California Code of Regulations Title 5 and Related Guidelines August 15, 2008)	5. Evaluation:
Course Title and Number	
Units	a. Using the online format, how are students evaluated?
Prepared by:	
Date	
. Justification: Why is this course being offered online?	b. What is the Student Learning Outcome for this course?
2. Online Delivery Requirements:	 If this Student Learning Outcome is evaluated differently from the face-to-face course,
 Students must be notified via the college schedule of classes and/or the syllabus if there will be proctored example, excepting face-to-face meetings. 	explain these differences.
 Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California College Chancellor's office. 	
 Distance learning guidelines require "regular effective contact" with the instructor. (DE Guidelines Section 55204) 	
3. Methods of Instruction: What are you doing to create an online learning community where	6.Course Content:
contact between students and instructor is regular and effective?	Please indicate (in the right column) the adaptations per topic that are used to teach this course
	online.
4. Total number of Carnegie standard classroom hours	If the course is lecture only, fill in the first section. If the course is lab only, fill in the second section. If the course includes both lecture and lab, fill in both sections.
	Note that the course content (left column) should be the same as the parent course content.
ONLINE COURSE: Online courses are 100% online, including final: there are no required campus meetings 100%	Note that the course content (left column) should be the same as the parent course content.
HYBRID COURSE	
Please check all that apply and indicate the hours per week or % per semester for the selected activity.	COURSE CONTENT: Lecture ONLINE ADAPTATION: Lecture
Hours per week OR% per semester	1.
Online Activities	
Face-to-face Activities	COURSE CONTENT: Laboratory ONLINE ADAPTATION: Laboratory
Other (describe below)	1, 1.
Final Exam	
Hubrid, Float Exam. Online Proctored In-person Other (describe below)	
Please explain other below:	

More on Online Education: Senate Events for Spring 2015

- Accreditation Institute February 20-21
- Academic Academy March 13-14
- Online Education Spring Regional Meetings March 20 and 21
- Curriculum Institute July 9-11

References

ACCJC, "Substantive Change Manual" (2013). http://www.accjc.org/wp-content/uploads/2013/08/Substantive_Change_Manual_2013.pdf

ACCJC, "Guide to Evaluating Distance Education and Correspondence Education" (2013). http://www.accjc.org/wp-content/uploads/2013/08/Guide_to_Evaluating_DE_and_CE_2013.pdf

ACCJC, "Policy on Distance Education and on Correspondence Education" (2012). In ACCJC, "Guide to Evaluating Distance Education and Correspondence Education," pp. 45-46. http://www.accjc.org/wp-content/uploads/2013/08/Guide to Evaluating DE and CE 2013.pdf

ASCCC, "Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates" (2008). http://www.accjc.org/wp-content/uploads/2013/08/Substantive_Change_Manual_2013.pdf

California Community Colleges Chancellor's Office (CCCCO), "Distance Education Guidelines," 2008. http://extranet.ccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

More References

CCCCO. Distance education webpage.

http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/DistanceEducation.aspx

CCCCO. Guidelines for Required Instructional Materials in the California Community Colleges" (2013).

http://www.sdccdonline.net/faculty/resources/Instructional_Materials_Guidelines_2013.pdf

Dept. of Education. Code of Federal Regulations. Title 34 Subtitle B. Chapter VI. Part 602. Subpart A. § 602.3.http://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol3-sec602-3.pdf

Title 5

- § 55200. Definition and Application.
- § 55204. Instructor Contact.
- § 55206. Separate Course Approval.
- § 59400. Required Instructional Materials

Questions?

Thank you!

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