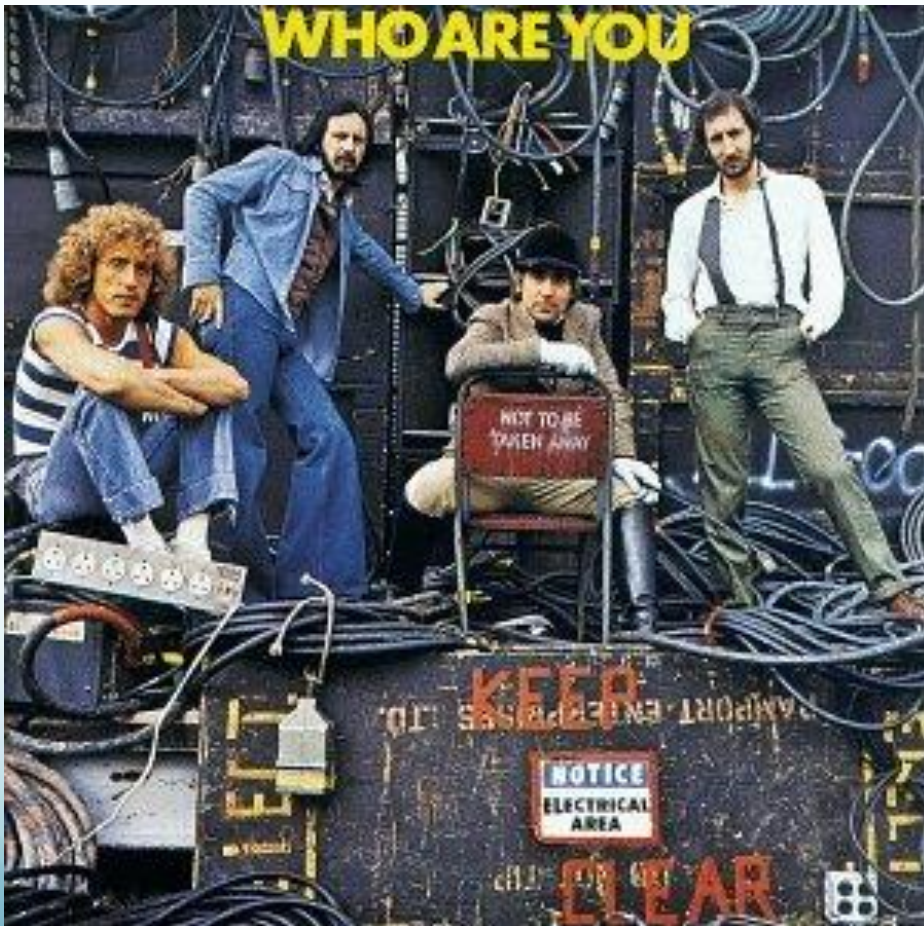


Who Are You?

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



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LEADERSHIP. EMPOWERMENT. VOICE
Fall 2014 Plenary Session

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 problem-solving occur in the classroom.

Regular, Effective, Instructor Initiated Contact with Students



Essential if **any** portion of a course's face-to-face instruction is replaced by online learning.

What kinds of contact occur?

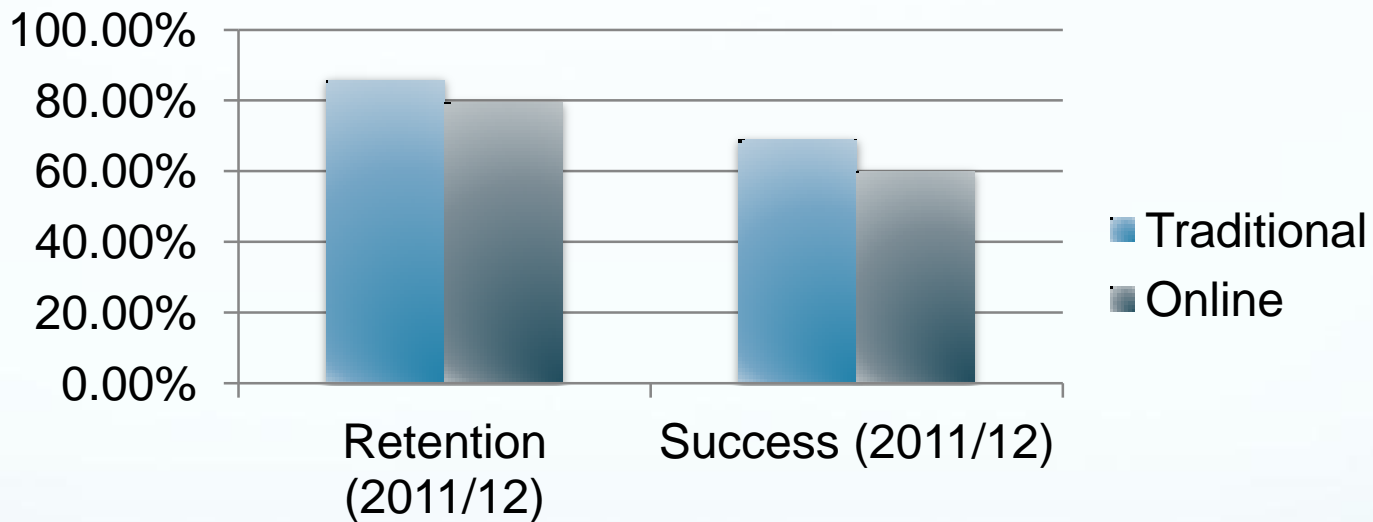
- Email (most common form of interaction for 81% of faculty)
- Discussion boards (76%)
- Chat Rooms (16%)
- CCC Confer Moodle Room (6%)
- Face-to-face meetings (5%)
- Mail (5%)
- Phone calls
- Video Conferencing
- Social Networking Sites
- Fax
- Twitter
- Blogging
- Text messaging
- Class Facebook
- CCC Confer (Call, Meet, Teach, Office Hours)

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

Regular, Effective, Instructor Initiated Contact with Students



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.

Regular, Effective, Instructor Initiated Contact with Students



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.

Sources:

- 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.

Regular, Effective, Instructor Initiated Contact with Students



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.

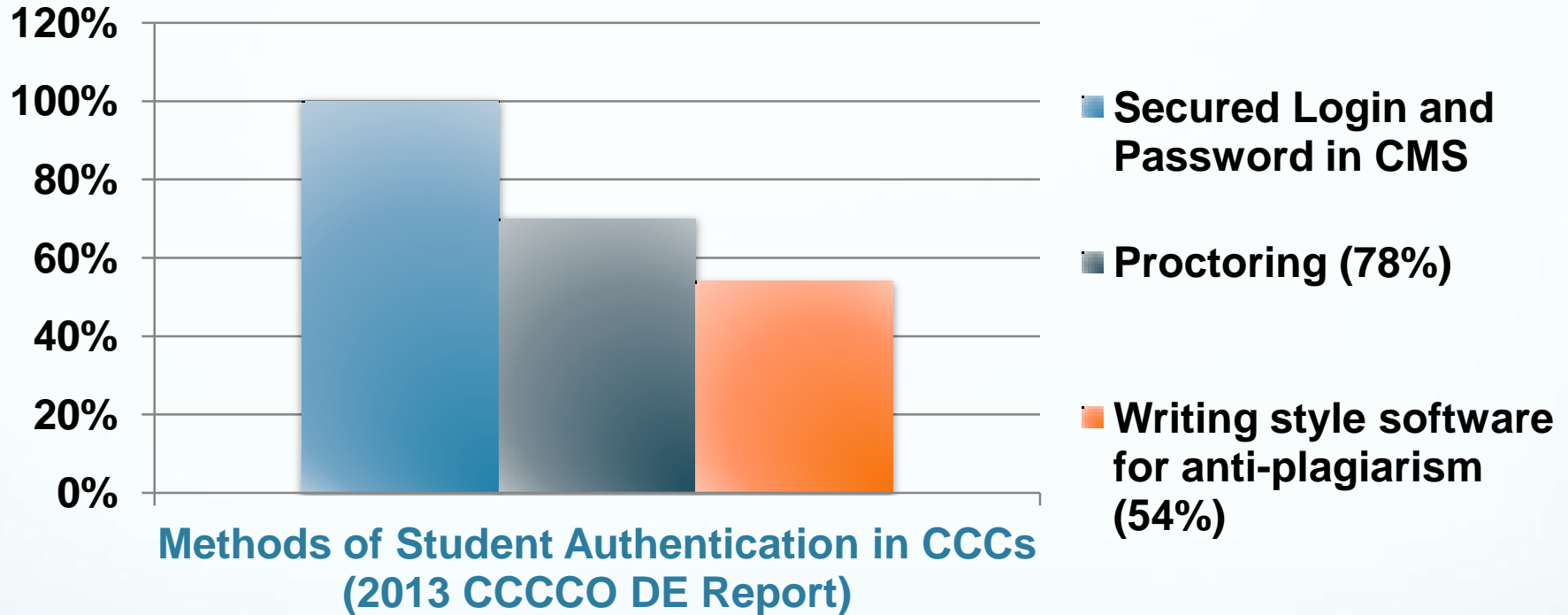
ACCJC – “Guide to Evaluating DE,” Standard II. C.1.d. requires:

- Authentication of students using student services.

Sources:

- 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:

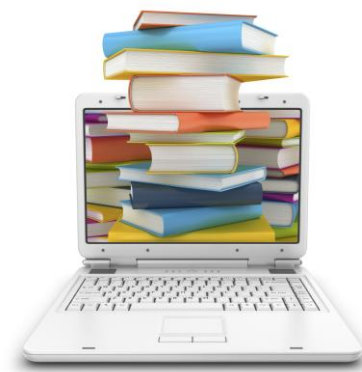
- Live video conferencing
- Academic honesty pledges
- Frequent, effective Instructor contact

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.

Sources:

- 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.

Sources:

- 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

Sources:

- 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

Sources:

- Title 5 § 55206 “Separate Course Approval.”
- CCCCCO, “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 Curriculum Committee approval for on-campus delivery?

Yes

No (a course outline must be submitted with this application.)

I/We are seeking Division Curriculum Committee approval for the previous mentioned course for delivery as a Distance Education course. We agree that this course will consistently utilize the following selected method(s) from the list of "Regular, Timely, and Effective Methods of Student/Faculty Contact" as recommended by the Foothill College Academic Senate:

Selected Methods*:

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(*Note: if your method(s) are not already on the list of recommended methods, please also include a description of how the method(s) will be a mechanism of "Regular, Timely and Effective Methods of Student/Faculty Contact")

I/We have reviewed the **Best Practices** and the approved methods of "Regular, Timely, and Effective Student/Faculty Contact" as approved by the Foothill College Academic Senate and have thoughtfully considered the educational value of offering the following course as a distance education course.

Faculty Submitting Application: _____ Date: _____

Faculty Submitting Application: _____ Date: _____

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)

Course Title and Number

Units

Prepared by:

Date

1. **Justification:** Why is this course being offered online?

2. **Online Delivery Requirements:**

- Students must be notified via the college schedule of classes and/or the syllabus if there will be proctored ~~exam~~ or required face-to-face meetings.
- 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 contact between students and instructor is regular and effective?

4. **Total number of Carnegie standard classroom hours**

ONLINE COURSE:

Online courses are 100% online, including final: there are no required campus meetings **100%**

HYBRID COURSE

Please check all that apply and indicate the hours per week or % per semester for the selected activity.

Hours per week **OR** % per semester

<input checked="" type="checkbox"/> Online Activities	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> Face-to-face Activities	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> Other (describe below)	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> Final Exam	<input type="text"/>	<input type="text"/>

Hybrid Exam Online Proctored In-person Other (describe below)

Please explain other below:

5. **Evaluation:**

a. Using the online format, how are students evaluated?

b. What is the Student Learning Outcome for this course?

c. If this Student Learning Outcome is evaluated differently from the face-to-face course, explain these differences.

6. **Course Content:**

Please indicate (in the right column) the adaptations per topic that are used to teach this course online.

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.

COURSE CONTENT: Lecture	ONLINE ADAPTATION: Lecture
1. <input type="text"/>	1. <input type="text"/>

COURSE CONTENT: Laboratory	ONLINE ADAPTATION: Laboratory
1. <input type="text"/>	1. <input type="text"/>

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.cccco.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/pdf/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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