# **Distance Education at COS**

## **2018**

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**Distance Education Coordinator**

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# **Distance Education at COS**

# **Introduction**

## The District has offered distance education (DE) classes for 22 years. Two instructors offered the first two classes in 1996. Twenty years later, over 60 instructors have taught online classes with as many as 150 online sections offered in any given semester. In the spring 2018 semester, 45 different instructors taught 88 online sections (Appendix F). The District does not offer Correspondence Education (CE).

DE courses are developed and scheduled by individual divisions. DE courses are taught as fully online, online with an orientation, or hybrid (multiple meetings). Courses are approved for DE delivery through the Curriculum Committee. The faculty approve new courses for DE delivery, although most DE-approved courses are still taught as traditional courses rather than DE courses. All online instructors must meet an online teaching certification requirement either by completing the in-house Online Teaching Certification Program (OTCP) or furnishing evidence of previous experience or training as required by the Master Agreements.

The ACCJC has approved two substantive change proposals for DE in 2011 and 2015 to approve degrees that require either the CSU or UC GE patterns as DE programs. The District does not intend to supplant traditional degrees with DE degrees.

Equitable online student services are available for all students, including the approximately 300 students in any given semester who may be taking only online classes. Students can participate in an online orientation to the District, online counseling through Cranium Café, online tutoring via Net Tutor, student success orientation through the OEI Quest for Success materials, and LRC online resources.

The District-supported learning management system is Canvas. Instructors may use other learning management systems, such as MyMathLab, provided they use a District-approved method of student authentication.

# **Governance**

The Director of the Learning Resource Center (LRC) acts as the DE administrator. A full-time faculty DE coordinator supports faculty online instructional efforts and provides guidance concerning policy development and course quality as co-chair of an Academic Senate subcommittee on distance education.

## **Academic Senate**

The Academic Senate subcommittee for distance education, DECOS, provides a forum for the faculty to discuss issues related to DE policies and course quality and a venue for making recommendations to the Academic Senate. The committee is co-chaired by the Distance Education Coordinator (full-time tenured faculty) and the administrative Director of the Learning Resource Center (LRC). The DE Coordinator sits on the Academic Senate Executive Committee. The District Governance Manual lists DECOS’ charge as follows:

* Review and recommend policies and procedures for the conduct of online instruction and the operation of online courses
* Make recommendations to the Academic Senate regarding priorities as they relate to instructional support for online and hybrid courses
* Provide input to the Academic Senate on the development of policies and academic initiatives as they relate to online courses
* Serve as a discussion forum for pedagogical issues regarding the teaching, learning, assessment, ADA/504/508 compliance, and student support services for online and hybrid courses

## **Distance Education Coordinator**

The District developed and filled a full-time, tenure-track faculty DE coordinator position in 2007. The DE coordinator reports to the Director of the Learning Resource Center (LRC), serves as the Chancellor’s Office single point of contact (SPOC) for DE, and participates in the statewide DE Coordinators network. In addition, the DE coordinator:

* serves on the Academic Senate Executive Committee
* promotes the development of recommendations to the Academic Senate for student success initiatives
* develops and teaches faculty workshops on the uses of learning technologies
* facilitates the Online Teaching Certification Program
* conducts online course reviews using the Online Education Initiative (OEI) rubric,
* coaches online faculty in online pedagogy strategies
* gathers and analyzes and promotes discussion of online student success data
* works collaboratively with technical, clerical, and administrative staff in delivering support for DE
* maintains District DE catalog and website information
* reports on DE to the Board of Trustees on an annual basis
* serves on the Curriculum Committee
* serves on Instructional Council
* serves as co-chair of the Academic Senate’s Educational Technology Committee (ETC)
* serves as the Accreditation Work Group Faculty Co-Chair for the 2018 accreditation

## **AP 4105 – Distance Education and Student Authentication**

The District’s policy on Distance Education and Student Authentication, AP 4105, defines DE and specifies policies and procedures related to accessibility, course approval, course quality, instructor contact, faculty selection and workload, and students’ last day of attendance. The AP is available to online instructors for reference, sent to online instructors annually, and instruction related to the AP is provided in the Online Teaching Certification Program. Student user accounts are used to log in to network computers and to the COS MyGiant web portal in order to access Canvas. Passwords are governed by an enforced standard requiring both length and complexity. Courses that do not use Canvas require email authentication or photo identification. (Appendix A)

## **Board Reports**

The DE coordinator reports to the Board of Trustees annually in compliance with AP 4105. Board reports are posted on the [Distance Education Committee website](http://old.cos.edu/About/Governance/AcademicSenate/EducationalTechnology/Pages/default.aspx) and shared in COS Online (Canvas).

# **Planning**

# The District approved a DE plan through the participatory governance process in the spring of 2017 (Appendix B). The plan is distributed District-wide. DECOS monitors and reports on DE plan activity annually. The DE plan addresses District-wide efforts related to institutional planning, access and support for students, professional development for faculty and staff, curriculum, and technology. The plan includes recommendations in the following areas:

* Institutional planning
* Access and support for students
* Professional development for faculty and staff
* Curriculum
* Technology

# **Faculty**

## **COS Online Faculty Community**

COS Online is a Canvas space built and maintained by the DE coordinator and online faculty. Among the contents, there are modules related to the following topics:

* academic integrity
* accessibility
* accreditation,
* California regulations
* Canvas
* faculty contractual obligations
* copyright compliance
* curriculum
* the history of DE at COS
* the DE plan
* online course quality
* the Online Education Initiative (OEI)
* open educational resources (OER)
* professional development
* student success.

Sixty-six instructors scheduled to teach an online class within the last year are enrolled in COS Online and are invited to use it to learn and collaborate. The DE coordinator uses COS Online to push content and information out to online instructors on a regular basis.

## **Training**

### **Online Teaching Certification**

The Online Teaching Certification Program (OTCP) was developed by DECOS in 2011. The DE coordinator has been facilitating and revising the program since that time, and over 80 full-time and adjunct instructors have successfully completed the program. The program is offered entirely online to any COS instructor during the fall and spring semesters and occasionally in summer terms.

### **Accessibility Training**

The Director of the Access and Ability Center and the DE coordinator developed a strategy for faculty training on Accessibility in the spring 2017 semester. The ongoing training has been provided to faculty beginning in the fall 2017 semester. The goal of the strategy is to support faculty understanding and development of accessible courses and instructional materials by making available Accessibility training materials including the following:

* state-wide resources
* Universal Design for Learning
* Administrative Procedure on Accessible Media (AP 5141)
* Creative Commons Accessibility Course from @One
* elements that individual instructors can control as they develop and select instructional materials, such as heading styles, lists, tables, color contrast, color and meaning, images, links, digital reading order, digital presentations, accessible PDF files, accessible spreadsheets, audio and video, live broadcast, auto-play, flashing multimedia content
* Learning Tools Interoperability (LTI) apps
* media players
* websites
* publisher content
* documents.

### **LMS Training**

The District-supported Learning Management System (LMS) is Canvas. The DE coordinator provides online and face-to-face group and individual basic Canvas training. Weekly Canvas Tips messages are sent every fall semester.

## **DE Course Approval**

The Curriculum Committee approves a Distance Learning Addendum (DLA) (Appendix C) to the Course Outline of Record for any course a division wishes to be able to teach in DE format. Instructors follow the course outline of record in developing DE courses to ensure quality. The DLA addresses vital areas of planning, including the following:

* effectiveness
* scheduling
* last day of attendance
* learning management system
* student authentication
* academic integrity
* online application of instructional strategies
* accessibility
* online adaptation of assessment
* regular and effective contact
* student readiness and support.

# **DE Data**

DE data is available from the Office of Research Planning and Institutional Effectiveness (RPIE). The Giant Fact Book includes information about enrollments, race and ethnicity, age, and gender distributions, and course success.

Enrollments (FTES) in distance education courses have increased 32% over the past six years.



Over the past six years, the distribution of Hispanic students has increased 8%-11% while the proportion of White students has decreased by about the same percent. This trend is seen across the District, including all campus locations, distance education, and CTE sections. Hispanic students are less likely to enroll in distance education when compared to their District-wide distribution.



District-wide, the proportion of students younger than 20 years old has increased three percent over the past six years. Conversely, the proportion of students younger than 20 years old is decreasing at the Hanford campus. This is likely due to the nature of the academic programs offered at the Hanford Campus that require an accumulation of prerequisite courses. Distance education courses also attract older students, as nearly 40% of distance education students are age 20- 24.



Over the past six years, the distribution of male and female student is nearly unchanged. For most of the campus locations, the female population is larger than the male population, 56% to 43%, respectively. The proportion of male students is largest at the Hanford campus, likely due to the Fire Technology and Police Academy programs offered at that location. The distribution of females enrolled in a distance education course is noticeably larger than the male population.



An analysis of course success rates by division comparing DE courses to their face-to-face counterparts also shows differences between course success rates and delivery modes. In some cases the differences mirror the six-year overall average difference of 15 percentage points. Some divisions have higher DE success rates than the overall six-year average of 56%.



The following chart shows a comparison of success rates for DE courses and their face-to-face counterparts as opposed to all DE courses and all face-to-face courses. DE success rates remain lower than face-to-face courses but the difference (8%) is less than the overall District-wide difference for all courses (15%). In this course-by course comparison face-to-face courses average 72% success rate compared to 71% for all face-to-face courses and 64% for DE courses that have face-to-face counterparts as opposed to an overall 56%.

Spring 2016

|  |  |  |  |
| --- | --- | --- | --- |
| Division | F2F Success  | DE Success | Difference F2F/DE |
| Fine Arts | 62% | 46% | 16% |
| LARTS | 70% | 70% | 0% |
| PE | 69% | 69% | 0% |
| CFS | 77% | 72% | 5% |
| BUS | 66% | 48% | 18% |
| Soc Sci | 67% | 59% | 8% |
| Math | 67% | 45% | 22% |
| LIBR | 78% | 81% | -3% |

Fall 2016

|  |  |  |  |
| --- | --- | --- | --- |
| Division | Face To Face Success Rate | Distance Ed Success Rate | Difference F2F/DE |
| BUS | 59% | 51% | 8% |
| CFS | 80% | 79% | 1% |
| COUNS | 75% | 73% | 2% |
| Fine Arts | 70% | 47% | 23% |
| LARTS | 75% | 69% | 6% |
| LIBR | 88% | 78% | 10% |
| Math | 60% | 51% | 9% |
| PE | 64% | 70% | -6% |
| Soc Sci | 73% | 55% | 18% |

Spring 2017

|  |  |  |  |
| --- | --- | --- | --- |
| **Division** | **Face To Face Success Rate** | **DE Success Rate** | **Difference F2F/DE** |
| BUS | 63% | 56% | 7% |
| CFS | 82% | 72% | 10% |
| COUNS | 73% | 74% | -1% |
| Fine Arts | 65% | 60% | 5% |
| LARTS | 76% | 70% | 6% |
| LIBR | 88% | 77% | 11% |
| Math | 72% | 60% | 12% |
| PE | 70% | 69% | 1% |
| Soc Sci | 70% | 61% | 9% |

Fall 2017

|  |  |  |  |
| --- | --- | --- | --- |
| Division | Face-to-Face Success Rate | DE Success Rate | Difference F2F/DE |
| BUS | 67% | 56% | 11% |
| CFS | 77% | 71% | 6% |
| COUNS | 74% | 73% | 1% |
| Fine Arts | 66% | 64% | 2% |
| LARTS | 76% | 64% | 12% |
| LIBR | 90% | 69% | 21% |
| Math | 64% | 59% | 5% |
| PE | 65% | 63% | 2% |
| Soc Sci | 72% | 68% | 4% |

Divisions are provided with detailed course-by-course success data and the following questions for internal dialog:

1. Have things changed between years?
2. Is there a difference between spring and fall semesters?
3. Is there a pattern related to withdrawal rate?
4. Has there been a change in instructor or curriculum?
5. Are there readiness and retention efforts in place?
6. Is a class more successful because of student expectations? For example, are students just exploring the field, or have they made a commitment to the field?
7. Is DE delivery of the class still appropriate for student needs?
8. What could the division do to increase success rates?
9. Are there interventions the District could provide to support student success?
10. What professional development do you need to support your efforts?

The DE coordinator is available to consult with faculty concerning strategies to increase student success.

# **Accreditation and DE**

DECOS has supported the development of several tools for individual instructors and divisions to use to build courses and programs that contain evidence of meeting the Standards. The tools include a course evidence checklist, a contact audit, and an evidence framework for divisions.

The course evidence checklist includes recommendations to faculty to provide the visiting team with information about providing contact information and an explanation of the instructor’s role in the course. The checklist suggests a structural framework to show evidence of instructor-initiated regular and effective contact, strategies to support accessibility for students with disabilities (perceivable, operable, understandable, robust), recommendations to include diverse methods of instruction, monitoring attendance, and ensuring student authentication, and control of content. (Appendix D)

### The COS regular, effective contact audit for online classes was developed in 2012 and was based on the regular and effective contact policy approved by the Academic Senate in 2009. The policy provides faculty with recommendations for assuring high quality online education. Effective contact is defined as instructor-initiated, outlined in the syllabus, timely, use available acceptable contact methods, and documented. An audit form is included to provide a structure for the instructor to do a self-analysis of contact within his or her online class. (Appendix E)

The DE coordinator pushed out to all online instructors during the spring 2018 semester announcements concerning the following topics related to accreditation:

* Mandatory first day attendance – January 18
* [AP 5073 - Mandatory First Day Attendance.pdf](https://cos.instructure.com/files/361253/download?verifier=noM4oyUTvMPyGNXaFSTrkDt03OAljauhSE8br0P5&wrap=1)
* Roll Purges – January 25
* AP 4105 – February 1
* ACCJC Policy on DE and CE – February 8
* ACCJC Guide to DE – February 15
* ACCJC Standards – February 22
* Eligibility requirements – March 1
* Regular and Effective Contact – March 8
* USDE Requirements – March 15
* Student Authentication – March 22
* Information you might want to include in your syllabus– April 12

The DE coordinator also scheduled three accreditation preparation face-to-face sessions for online instructors in the spring 2018 semester. The DE Course Guide for the Visiting Team was used in the face-to-face sessions to support instructors as they reviewed their classes for evidence of Accreditation requirements. The guide uses four criteria related to regular and substantive interaction, self-pacing, required online work, and diverse methods of instruction (Standard II.A.7).

## **Accreditation and DE: Gap Analysis**

Initial planning for the 2018 accreditation visit included gap analysis for each standard. The DE coordinator also did a separate analysis on the regulations pertaining to DE. For each regulation listed below, a description is included, along with evidence and an evaluation concerning whether or not a gap exists. If a gap is identified, a plan is included to lessen or remove the gap.

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38*

### The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

**Description**: COS does not offer Correspondence Education. COS offers Distance Education (DE) via the Internet in online, online with orientation, and hybrid formats in compliance with the U.S. Department of Education definition of DE, which reads:

*Distance Education means (34 C.F.R. §602.3.):*

*Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) the internet; (2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) audioconferencing; or (4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMS are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

**Evidence**: (1) Distance Learning Addendum (DLA) in curriculum committee processes; (2) Catalog; (3) Schedule of Classes

**Gap**: None

### There is an accurate and consistent application of the policies and procedures for determining if a course is offered by DE (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade).

**Description**: Through the curriculum approval process, the course is approved separately for DE via a distance learning addendum. The addendum details methods for instructor initiated contact in DE classes.

**Evidence**: Distance Learning Addendum (DLA), AP 4105

**Gap**: DLA addresses instructor-initiated contact, as does AP 4105, but we do not have any policy or procedure to determine if online activities are included as part of a student’s grade.

**Plan**: DECOS is working on a recommendation to add this to the DLA.

### The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a DE course, and for ensuring that student information is protected.

**Description**: Banner and Canvas authentication, email, or photo identification at proctored exams

**Evidence**: Single sign-on required for Canvas and email login; DLA; AP 4105

**Gap**: None

### The technology infrastructure is sufficient to maintain and sustain the DE offerings.

**Description**: 24/7 COS network availability; wireless access on campus; student computers on campus; Canvas hosting

**Evidence**: Computer Services; computer lab maintenance; Online Education Initiative (OEI)

**Gap**: Third-party content hosting reliability is uncertain.

**Plan**: DECOS is working on an Academic Senate recommendation to the District concerning uses of third-party content and hosting.

### The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

The seven policy elements are listed below.

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

**Description**: The Distance Learning Addendum (DLA) to the Course Outline of Record includes a section that demonstrates how a DE course supports the Mission.

**Evidence**: DLA

**Gap**: None

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

**Description**: COS faculty develop courses at the department level and seek curriculum approval through the Curriculum Committee, Academic Senate, and other District approval processes before a course can be offered to students. If the faculty desire to offer the course as a DE course, in addition to a face-to-face course, the DLA to the COR must be approved by the Curriculum Committee. We do not have a separate process to evaluate DE courses.

**Evidence**: COR and DLA.

**Gap**: None

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

**Description**: COS does not differentiate between DE and face-to-face courses in terms of student learning outcomes. Faculty assess student learning outcomes at the course and program level and compare student achievement for students taking DE courses and face-to-face courses.

**Evidence**: Program Review; TracDat outcomes data

**Gap**: None

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

**Description**: COS does not differentiate between DE and face-to-face courses in terms of student learning outcomes. Faculty assess student learning outcomes at the course and program level and compare student achievement for students taking DE courses and face-to-face courses. Students taking DE courses have access to campus resources, including tutoring.

**Evidence**: Program Review; TracDat outcomes reports; NetTutor implementation

**Gap**: None

1. Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as DE . . . , through the substantive change process.

**Description**: COS has submitted complete substantive change proposals and received approval for both. The first was in 2011, and the second in 2015. We regularly monitor the development of new DE programs (see item number 6 below).

**Evidence**: Substantive Change approval letters from the ACCJC 2011, 2015

**Gap**: None

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

**Description**: COS regularly monitors the addition of new DE programs (in which 50% or more of the courses can be taken as DE courses) via the Curriculum approval process. When a new Distance Learning Addendum to a course outline is approved, the Distance Education Coordinator notifies the Vice President for Academic Services who maintains regular communication with the ACCJC to determine if a substantive change proposal is necessary. COS submitted and was approved full substantive change proposals in 2011 and 2015 and currently includes virtually all programs that require 27 or more GE credits as approved DE programs. We have very few courses that are only offered as DE courses, as it is not our intention to supplant face-to-face delivery with DE delivery. We do not have any programs designed for 100% online delivery. There are many courses in our catalog that have been approved for DE but have not yet been scheduled for DE delivery.

**Evidence**: Substantive Change approval letters from the ACCJC 2011, 2015. Email communication between the DE Coordinator and the VP. Email communication between the VP and the ACCJC.

**Gap**: None

1. Institutions which offer DE . . . must have processes in place through which the institution establishes that the student who registers in a DE . . . course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution’s discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student’s identification. The institution must also publish policies that ensure the protection of student privacy ad will notify students at the time of class registration of any charges associated with verification of student identity. 34 C.F.R. *§* 602.17 (g).

**Description**: COS has established a policy and procedures to authenticate students who participate in DE courses. The procedure is set out in Administrative Procedure 4105 and indicates that students verify their credentials through secure log-in and password for LMS and email via our universal login in system, as well as proctored examinations requiring photo identification. DE addendums for DE course approval through the Curriculum Committee also require evidence of the authentication system that will be used for a DE course.

**Evidence**: AP 4105; COS Universal Login; Distance Learning Addendum (DLA)

**Gap**: None

# Appendices

Appendix A: ADMINISTRATIVE PROCEDURE 4105 SEQUOIAS CCD Academic Services

DISTANCE EDUCATION AND STUDENT AUTHENTICATION PROCESS

A. Definition: Distance education allows the exploration and development of educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers. A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. (CCC Distance Education Guidelines)

Distance education instruction is subject to requirements of the Americans with Disabilities Act and the Rehabilitation Act of 1973 (Section 55200). The Director of the Access and Ability Center will assure that all accommodations are accessible to students with disabilities as outlined in the California Community Colleges Distance Education Guidelines, 2012 edition.

B. Course Approval: Each proposed or existing distance education course shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020 or 4022.

1. Course Quality Standards: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses (Title 5, Section 55202).

2. Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee, the Academic Senate, and the Board of Trustees according to Sequoias CCD approval procedures.

3. Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless changes are warranted through the regular review cycle or there are substantive changes of the course outline.

4. Instructor Contact: All approved distance education courses include 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 (Title 5, Section 55204). Online courses that do not involve regular and effective contact between instructors and students may be considered correspondence courses for which apportionment cannot be claimed.

A regular, effective contact audit form, developed by the DECOS committee, is available to instructors who wish to use it as a tool to develop, assess, and maintain course structures and online instructional practices that promote and document regular, effective contact in online courses. The use of the audit form is optional and is not intended as a faculty evaluation tool. The audit form can be found on the DECOS website.

For the Sequoias CCD, authentication uses secure credentialing/login and password within the COS email system and applicable course management systems, as specifically referenced in the federal regulation as appropriate and accepted procedures for verifying a student’s identity. The email and Blackboard methods involve secure credentialing/login and password using Banner ID and randomly generated password retrieved from Banner. The other method involves photo ID authentication at hybrid sessions in order to receive password to other course management systems.

The regular, effective contact policy located on the DECOS website assures high quality online education. Any changes to this policy will be made in collegial consultation between the Academic Senate and COSTA.

It is important to document regular effective contact and how it is achieved. Documentation may include email archives, discussion board archives, anecdotal records, and inclusion of information in applicable syllabus and/or curriculum outlines of record on the type and frequency of interaction appropriate to each online course/section or session. Standards for documentation may be established by individual divisions, departments, and individual instructors.

C. Faculty Selection and Workload: Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course’s subject matter most appropriately falls. The number of students assigned to any one course section offered by distance education will be determined by and be consistent with other District procedures related to faculty assignment. (Title 5, Section 55208)

D. Student Authentication Process: Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student, at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Vice President of Academic Services shall authorize one or more of the methods to authenticate or verify the student’s identity approved by federal regulation.

For the Sequoias CCD, authentication uses secure credentialing/login and password within District email systems and applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student’s identity. The email and course management systems method involves securing credentialing/login and password using Banner ID and randomly generated password retrieved from Banner. The other method involves photo ID authentication at hybrid sessions in order to receive password to other course management system.

The Vice President, Academic Services shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

E. Student’s Last Day of Attendance: A student’s last day of attendance in an online class is determined by one or more of the following activities: 1. Opening, editing, or submitting an assignment online using the Course Management System assignment feature, by email, or in person. 2. Participating in an online discussion. 3. Engaging in an exam either online or in person. 4. Engaging in course activity beyond login (e.g., wiki, blog, group) as demonstrated by record in Blackboard Course report.

A faculty member is encouraged to store the following evidence in such a manner that it can be easily retrieved should the College be audited: 1. Record of student’s grade for assignment or test and corresponding due date. 2. Course report (Course Management System) of user activity beyond login. 3. Email.

F. Ongoing Responsibility of Districts: Title 5, Section 55210 requires that the District maintain records and report data through the Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education. In addition, the District shall provide other information as deemed necessary by the Board of Governors.

G. Reporting: The Distance Education Coordinator will make an annual report to the Board of Trustees addressing the current state of distance education at COS.

References: Title 5, Section 55200 et seq.; California Community Colleges Distance Education Guidelines, March 2004. Form: Curriculum Committee Distance

Education Form Adopted: May 12, 2009 Revised: April 8, 2013 Revised: May 13, 2015

Appendix B: DE Plan Executive Summary

DISTANCE EDUCATION PLAN EXECUTIVE SUMMARY

DE requires the support and involvement of Academic Services, Administrative Services and Student Services to meet the needs of our diverse student population efficiently and innovatively. This plan was created by the DE Task Force and DECOS comprising faculty and staff who believe that to fully integrate DE into institutional planning, access and support for students, professional development for faculty and staff, curriculum development, and technology support, the following actions are recommended:

Institutional Planning. It is recommended that:

1. DECOS support annual initiatives to educate and recruit faculty knowledgeable about DE to serve on governance committees.

2. The District complete the process to determine if a management position should be created and filled to manage the detailed needs of individual units, support accreditation efforts, and advocate for the digital campus as a whole in the larger governance structure.

3. The District complete the process to determine if a full-time computer services Learning Management System (LMS) Administrator position should be created and filled as a classified position.

4. The approved DE Plan be shared District-Wide to support decision making.

5. DECOS review and report on the DE plan annually.

Access and support for students. It is recommended that the District:

1. Provide 24/7 access to a Learning Management System (LMS)

2. Maintain the synchronization of Banner and Learning Management System (LMS)

3. Assist students who need help with Learning Management System (LMS)

4. Ensure accessibility for students with disabilities

5. Monitor Last Day of Attendance

6. Increase preparedness of students taking DE courses

7. Develop and maintain student services DE students can access online

Professional development for faculty/staff. It is recommended that the District:

1. Maintain a standard for distance education instruction.

2. Provide Faculty and Staff with the resources required to support our distance education students.

3. Support the Online Teaching Certificate Program (OTCP)

Curriculum. It is recommended that the faculty:

1. Analyze the relevance of DE programs

2. Maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes through Program Review processes and learning outcomes assessment cycles.

3. Ensure that DE courses are included in the analysis of student learning in the same way that traditional classes are.

4. Compare assessment measures with comparable measures related to traditional face-to-face classes.

5. Monitor program development and assess program outcomes regularly.

6. Follow approved course outlines and Distance Learning Addendum (DLA) of record.

7. Present course objectives, learning outcomes, and requirements in each course.

8. Encourage the posting of assignments, due dates, and test dates at the beginning of course or in a way to give reasonable preparation time.

9. Describe any face-to-face testing or in person lab situations clearly in the syllabus. 10.Encourage the use a variety of teaching strategies, or methodologies, in online classes to support active engagement with content and with each other.

11.Review DLA at regular intervals.

12.Review instructional materials regularly to maintain currency and effectiveness as part of the course outline update process.

13.Encourage DE faculty to contact students at least one week before the beginning of the course to inform them about how to begin.

14.Provide information to students about the types and frequency of communication, including feedback to students on assignments, notifying students about how to contact the instructor, notifying students about any unexpected instructor absence or expected delay in communications.

15.Maintain mechanisms which support communication within classes, including, but not limited to, announcements, Frequently Asked Questions (FAQ), discussion forums, journals, emails, early warning or alert systems, posted class schedules, due dates, feedback on assignments, course grade or progress, and reminders.

Technology. It is recommended that the District:

1. Provide 24/7 access to a Learning Management System (LMS).

2. Provide 24/7 COS Network access.

3. Provide support to students, faculty and staff in use of LMS through on-campus support personnel.

4. Ensure students are aware of the technology requirements of DE courses.

5. Provide training to support faculty with technology use in the classroom and use of the course management system, or other required technologies.

6. Provide technology failure policies and procedures.

Appendix C: Distance Learning Addendum

College of Sequoias

Distance Learning Addendum – Annotated Version

Planning Process

*(ACCJC: Description of the analysis undertaken to determine need for the new instructional delivery mode. Evidence that delivery systems and modes of instruction are designed to, and do in fact, meet student needs and align with the college mission. Description of how delivery mode is considered in curriculum development process; how student learning outcomes (SLOs) data is collected, assessed, and used for improvement. What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode? What is the rationale?)*

|  |
| --- |
| What is the purpose for offering the course online and how does online delivery of the course support division?  |
| How does the course help the college fulfill the college mission? |

Effectiveness

*(ACCJC: Description of how effectiveness, including SLOs and assessment of the delivery mode, will be evaluated; how the delivery mode will be reviewed compared with other modes of instruction. Evidence of student success, retention, and achievement data; comparability with face-to-face delivery student success, retention, and student achievement data. Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes.)*

|  |
| --- |
| Will student learning assessment in this course differ from face-to-face delivery of the same course? If so, explain how. Yes Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  No |
| Will you use a formative mid-course evaluation (such as a survey) process? If so, how will results be used to improve student success? Yes Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  No |

Scheduling

|  |
| --- |
| Sections of this course may be scheduled as (select all that apply)Online with orientationOnline/hybrid Online |

Date of Last Attendance

*(ACCJC: Evidence that DE/CE student attendance in courses/programs is monitored.)*

 (Federal Financial Aid: [The WICHE Cooperative for Educational Technology (WCET) writes “last day of attendance” is to determine the amount of aid a student is eligible to receive when that student withdraws or leaves a program without officially notifying the institution.)](http://wcet.wiche.edu/advance/financial-aid-and-distance-education)

(AP 4015: E, A student’s last day of attendance in an online class is determined by one or more of the following activities: opening, editing, or submitting an assignment online using the course management system assignment feature, by email, or in person; participating in an online discussion; engaging in an exam either online or in person; engaging in course activity beyond login (e.g., wiki, blog, group) as demonstrated by record in course management report.)

|  |
| --- |
| In addition to course management system access records, monitoring and documenting student attendance in the class will include (select all that apply): Opening, editing, or submitting an assignment online using the Course Management System assignment feature, by email, or in person.  Participating in an online discussion.  Engaging in an exam either online or in person Engaging in course activity beyond login (e.g., wiki, blog, group) as demonstrated by record in Blackboard Course report. While participation is strictly voluntary, the faculty member is encouraged to store the following evidence in such a manner that it can be easily retrieved should the College be audited:  Record of student’s grade for assignment or test and corresponding due date.  Email messages |

Course Management System

*(ACCJC: Description of faculty resources and technical support for the mode of delivery)*

|  |
| --- |
| What course management system will you use? District-supported Canvas  Publisher: Please name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| What resources are available for student and instructor technical support?  COS Helpdesk Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| How will you notify students about what to do if access to the course management system is interrupted?  Syllabus Orientation Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Student Authentication

*(ACCJC: Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education…course or program is the same person who participates every time in and completes the course or program and receives the academic credit. What mechanisms does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty, including DE courses and programs? Does the policy appropriately ensue the protection of student privacy in the verification process?*

(AP 4015: D. Student Authentication Processes: Consistent with federal regulations pertaining to federal financial aid eligibility (Higher Education Act), the District must authenticate or verify that the student who registers in a distance education . . . course or program is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student, at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

|  |
| --- |
| Which of the accepted methods of student authentication will you use to ensure that the student participating in your class is the student who is registered for the class (per AP 4105)? (select all that apply) District-supported course management system log in with Banner ID Email Proctored exam with photo ID |

Academic Integrity Policy

*(ACCJC - Evidence of how policies on academic honesty are disseminated to students enrolled in DE programs.  How are policies and information about academic honesty and student verification made available to students? Does the institution have a college-wide policy on academic honesty? Does the policy address issues on academic honesty, including verification of student identity, in relation to registration for, participation in, and completion of DE? Does the institution have a policy on academic freedom? How is this policy implemented and monitored in DE courses and programs?)*

|  |
| --- |
| How will you notify students of the academic integrity policy for your class? (select all that apply) Syllabus Orientation Email as needed Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Online Adaptation of Instructional Strategies

*(ACCJC - Evidence that DE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities. By what means does the institution ensure that the students develop the listed skills in DE mode? How does the institution know that these means are effective? What criteria does the college use to assure that the required skill level of students in DE courses and program meet collegiate standards and rigor? How effectively does DE facilitate student learning? Is the level of effectiveness for facilitating student learning different from traditional delivery modes?)*

|  |
| --- |
| Indicate which instructional strategies will be adapted from traditional delivery to online delivery.LectureGroup activityReading materialMedia Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Accessibility for Students with Disabilities (ADA, Section 508)

|  |
| --- |
| Is there any aspect of the course that cannot be made accessible to students with disabilities? If so, explain how the course will address accessibility. Yes Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  No |

Online Adaptation of Assessment

*(ACCJC - Evidence that DE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities. By what means does the institution ensure that the students develop the listed skills in DE mode? How does the institution know that these means are effective? What criteria does the college use to assure that the required skill level of students in DE courses and program meet collegiate standards and rigor? How effectively does DE facilitate student learning? Is the level of effectiveness for facilitating student learning different from traditional delivery modes? Evidence that proctored exam sites are approved. Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.)*

|  |
| --- |
| Indicate which formative and summative assessment methods will be adapted from face-to-face to the online classroom. Quiz Test Performance Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Oral Communication  Telephone Web conference Video  Audio recording Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| If you will be using an external location for a proctored exam, explain the process for approving the proctoring site. |

Regular and Effective Contact

*(ACCJC: Evidence of a policy that defines “regular and substantive interaction" (34 C.F.R. § 602.3.)*

(AP 4105: B.4, All approved distance education courses include regular effective contact between instructor and students . . . . Title 5, Section 55204. Online courses that do not involve regular and effective contact between instructors and students may be considered correspondence courses for which apportionment cannot be claimed.)

|  |
| --- |
| Indicate which options below you will use to initiate regular and effective instructor-student contact (select all that apply):AsynchronousDiscussion boardEmailAnnouncements Other: ­­­­­­­­­­­­­­­­­Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| SynchronousFace-to-face meetingsChatTelephoneWeb conference  Other: Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| How will you inform your students of the frequency of your contact? (select all that apply) Syllabus Orientation Email as needed Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| How will you inform your students in the event of your absence? (select all that apply) Syllabus Orientation Email as needed Other: Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Student Readiness and Support

*(ACCJC: Evidence that the college prepares and monitors DE/CE students to be successful. Evidence that student readiness has been addressed.)*

|  |
| --- |
| How will you help students gauge their readiness for being successful in an online class? Survey Interview Performance Other: Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| How will you inform students of your expectations for student participation and technology requirements? Syllabus Orientation Email as needed Other: Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| How will you inform students of college support services? Syllabus Orientation Email as needed Other: Please explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Appendix D: A DE Course ACCJC Accreditation Evidence Checklist

DECOS recommends using this checklist to support your efforts to provide evidence to the Visiting Team. During an ACCJC Visiting Team site visit, the visiting team will be given access to all DE courses six weeks prior to their visit. They will have unlimited access until the end of the week of their visit. If you are using a learning management system (LMS) other than Canvas, please contact me to discuss your method for allowing the ACCJC visiting team access to your course.

### Course Information

You can provide the Visiting Team with a lot of important information about your course. You might want to do the following in your syllabus or other easily-found location:

* Provide several methods of contact and indicate your expected response time and your process for informing students of your absence.
* Explain your role in the course and discuss how you will initiate regular and effective contact.
* Link to the Access and Ability Center ([http://www.cos.edu/StudentServices/StudentSupportServices/AAC/Pages/AAC-Home.aspx](http://old.cos.edu/StudentServices/StudentSupportServices/AAC/Pages/AAC-Home.aspx))
* Link to the COS catalog ([http://www.cos.edu/Admissions/ClassSearch/Pages/Catalog.aspx](http://old.cos.edu/Admissions/ClassSearch/Pages/Catalog.aspx))

### Regular and Effective Contact

Can a visitor to your course see that you initiate contact with your students regularly and that your communication structures enable you to communicate effectively with your students?

To be considered a DE course and not a CE course, the instructor must initiate contact with students regularly throughout the semester and maintain effective, substantive contact. Typically, instructor contact is initiated weekly through such mechanisms as the Announcement feature, discussion boards, email, and content presentation. Instructors also provide effective and substantive contact through posting discussion prompts and engaging in online discussions, uploading lecture content (audio or video), responding to student inquiries, and providing assignment feedback.

The following provides you with a structural framework to support the visitor in viewing evidence of your contact to support the fact that your course is a DE course and not a CE course.

* Post weekly announcements in the LMS (e.g., Canvas).
* Send weekly messages through the LMS.
* Post lecture content weekly in the LMS.
* Require assignment submission on a scheduled basis.
* Post discussion prompts and engage in online discussions within the LMS.
* Outline your plan to respond to student inquiries and provide assignment feedback.

### Accessibility for Students with Disabilities

It is important that your course is designed in such a way that students with disabilities do not have barriers to participation. Is your online content perceivable, operable, understandable, and robust?

#### Perceivable

* Provide text alternatives for non-text content
* Provide captions and alternatives for audio and video content

#### Operable

* Give users enough time to read and use content
* Help users navigate and find content

#### Understandable

* Ensure that your content (including texts) readable and understandable
* Structure your content in a logical, predictable way

#### Robust

* Ensure that you are using LMS and external tools that are compatible with basic computer technology
	+ Ensure that your content is compatible with assistive technology

### Three criteria from Standard II: Student Learning Programs and Support

#### Diverse methods of instruction are used that address student needs,

#### and learning styles are appropriate for DE/CE

Provide multiple methods of content representation, engagement, and assessment.

#### The college has appropriate and effective mechanisms in place to

#### verify that the students registered are the students participating in the DE/CE

#### courses/programs and receiving the credit (student identity)

Ensure that you are using an LMS that enables student authentication as described in AP 4015.

#### Student attendance in DE/CE courses/programs is monitored

Define and communicate your policy for course participation to students. For example, inform students that they may be dropped from your class if they do not participate (e.g., submit an assignment, engage in an online discussion) within a certain time period. See AP 4105 Last Day of Attendance for specific recommendations.

#### ACCJC Policy on DE and CE that states “institutions are expected to control development, implementation, and evaluation of all courses and programs.:” (2011).

Ensure that it can not be construed that you are using a “canned” class by using commercial content that you did not develop and that you do not control.

Appendix E: **COS Regular, Effective Contact Audit for Online Classes**

Background

1. *Per Title 5, 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. (Title 5 §55204 Instructor Contact).*
2. *Online courses that do not involve regular and effective contact between instructors and students may be considered correspondence courses for which we cannot claim apportionment. If our institution is audited and found to be offering an online course that can be classified as a correspondence course, we may face severe consequences related to returning financial aid funds.*
3. *This regular, effective contact audit form was developed by DECOS (Fall 2012) to provide instructors with a tool to develop, assess, and maintain course structures and online instructional practices that promote and document regular, effective contact in online courses. DECOS recommends that the tool be used to support academic program review processes and evaluation.*

**Regular, Effective Contact Policy**

**The Senate approved the following Regular, Effective Contact Policy in May 2009:**

Purpose

The purpose of the regular, effective contact policy is to provide faculty with the recommendations of the Distance Education at COS Committee (DECOS) for assuring high quality online education. Changes to this policy will be made in collegial consultation between the Academic Senate and COSTA.

**Effective contact features include those that:**

* are instructor-initiated
* are outlined in the syllabus
* enable student-instructor contact
* are timely (as outlined in the syllabus)
* use available acceptable contact methods
* are documented

**Recommended minimum contact standards for online courses:**

It is the responsibility of the instructor in an online course to initiate regular contact with enrolled students. Initiate means that the instructor facilitates the beginning of instructor-student interaction. For example, the instructor posts an announcement on the course management system. The instructor’s and/or department’s policy describing the frequency and timeliness of instructor-initiated contact, instructor feedback, and student responsibility, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason, notification to students, including when students can expect regular effective contact to resume, should be made through typical course communication channels.

The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. It is recommended that instructors have a threaded discussion that is set aside for general questions about the course and weekly or other question and answer sessions available to students.

For online courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Acceptable interactions include:

email correspondence; threaded discussion forums with appropriate instructor participation; weekly announcements in the course management system; timely feedback for student work; face-to-face classroom encounters, orientations, and review sessions; field trips; correspondence via the U. S. Postal Service; online interactions via chats, discussions, or other appropriate online technology; phone; and videoconferences. It is important to document regular effective contact and how it is achieved. Documentation may include email archives, discussion board archives, anecdotal records, and inclusion of information in applicable syllabus and/or curriculum outlines of record on the type and frequency of interaction appropriate to each online course/section or session. Standards for documentation may be established by individual divisions, departments, and individual instructors.

**Regular, Effective Contact Audit**

DECOS recommends that you conduct an audit for each online class you are teaching and use the information gathered from the audit to develop and maintain regular, effective contact with your students. Use the form to document your efforts and include your audit results in your program review evaluation.

Instructor, Course Title, Term, CRN:

Describe how you initiate contact with students:

Describe how your contact with students is timely:

Describe how you use specific course management system tools to communication with students:

Announcements:

Blogs:

Discussion Forums:
 E-mail:
 Face-to-face Group Sessions:
 Telephone:

 Synchronous web communication (e.g., chat):

 Other:

Please complete the checklist below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Yes | No | N/A |  |  |
|   |   |   | Instructor informs students of how frequently he or she will respond to email, discussion, and other forms of communication from students |
|   |   |   | Instructor facilitates online communication  |
|   |   |   | Instructor moderates student-student responses and student initiated topics in discussions and other group communication tools |
|   |   |   | Instructor indicates when grades will be posted |
|   |   |   | Instructor creates small groups and facilitates interactions between students |
|   |   |   | Instructor uses announcements, including a first day announcement welcoming students and telling them how to get started |
|   |   |   | Instructor posts periodic announcements (every 1-3 weeks) |

Appendix F: Spring 2018 Online Classes

|  |  |
| --- | --- |
| ACCT 001 - Financial Accounting Online | 20033 |
| BUS 082 - Introduction to Business Online | 20044 |
| BUS 270 - College Keyboarding Level 1 Hybrid/Online | 20054 |
| BUS 293 - Business English Hybrid/Online | 20057 |
| COMP 005 - Computer Concepts Online | 20069 |
| CHLD 042 - Child, Family & Society-DS2 Online | 20117 |
| ENGL 001 - College Reading & Composition Online | 20342 |
| ENGL 001 - College Reading & Composition Hybrid/Online | 20353 |
| ENGL 001 - College Reading & Composition Hybrid/Online | 20354 |
| ENGL 001 - College Reading & Composition Online | 20363 |
| ENGL 004 - Composition and Literature Online | 20394 |
| MATH 021 - Introduction to Statistics Online with In Person Testing | 20494 |
| MATH 200 - Elementary Algebra Online with In Person Testing | 20521 |
| AJ 114 - Juvenile Delinquency Online | 20712 |
| PSY 001 - General Psychology Online | 20777 |
| PSY 001 - General Psychology Online | 20782 |
| PSY 001 - General Psychology Online | 20785 |
| MATH 010 - Structure and Concepts 1 Hybrid/Online | 20901 |
| COMP 005 - Computer Concepts Online | 20910 |
| NUTR 018 - Nutrition Hybrid/Online | 21020 |
| CHLD 039 - Child Development-DS 1 Online | 21360 |
| HW 001 - Personal & Community Health Hybrid/Online | 21451 |
| PSY 034 - Abnormal Psychology Online | 21823 |
| ECON 040 - Principles of Microeconomics Online with Orientation | 22080 |
| ART 001 - Art Appreciation Hybrid/Online | 22131 |
| AJ 011 - Intro to Criminal Justice Online | 22163 |
| MATH 230 - Intermediate Algebra Online with In Person Testing | 22244 |
| MATH 200 - Elementary Algebra Online with In Person Testing | 22248 |
| LING 111 - Introduction to Language Online | 22285 |
| BUS 100 - Career Strategies Hybrid/Online | 22406 |
| CSCI 002 - Programming Concepts/Method 2 Hybrid/Online | 22439 |
| MATH 230 - Intermediate Algebra Online with In Person Testing | 22706 |
| COMM 004 - Interpersonal Communication Hybrid/Online | 22779 |
| HIST 018 - People of the US from 1865 Online | 22849 |
| ACCT 001 - Financial Accounting Online | 22908 |
| MUS 001 - Music Fundamentals Online | 22935 |
| PSY 001 - General Psychology Online | 23375 |
| EDUC 050 - Introduction to Teaching Hybrid/Online | 23387 |
| EDUC 120 - Tech Skills for Educators Online | 23399 |
| CHLD 039 - Child Development-DS 1 Online | 23409 |
| ENGL 001 - College Reading & Composition Online | 23602 |
| HIST 017 - People of the US to 1877 Online | 23763 |
| ENGL 002 - Logic and Composition Online | 23801 |
| MUS 014 - History of Rock & Roll Online | 23811 |
| ACCT 210 - Computer Accounting Online | 23883 |
| ENGL 001 - College Reading & Composition Online | 24012 |
| CHLD 134 - Understanding Child Abuse Hybrid/Online | 24175 |
| POLS 005 - Federal, State and Local Govt Online with Orientation | 24192 |
| POLS 005 - Federal, State and Local Govt Online with Orientation | 24198 |
| BUS 271 - College Keyboarding Level 2 Hybrid/Online | 24271 |
| ENGL 001 - College Reading & Composition Online | 24299 |
| HIST 018 - People of the US from 1865 Online | 24315 |
| BUS 082 - Introduction to Business Online | 24532 |
| MUS 010 - Music Appreciation Online | 24584 |
| COMM 004 - Interpersonal Communication Hybrid/Online | 24639 |
| COMM 004 - Interpersonal Communication Hybrid/Online | 24640 |
| FIRE 160 - Fire and Emergency Safety Hybrid/Online | 24642 |
| ENGL 002 - Logic and Composition Online | 24684 |
| COMM 004 - Interpersonal Communication Hybrid/Online | 24705 |
| CFS 080 - Lifespan Development Online | 24735 |
| ENGL 001 - College Reading & Composition Hybrid/Online | 24768 |
| ENGL 001 - College Reading & Composition Hybrid/Online | 24769 |
| LIBR 101 - College Research Strategies Online | 24823 |
| HIST 025 - World History to 1500 Online | 24834 |
| AJ 011 - Intro to Criminal Justice Online with Orientation | 24855 |
| CHLD 039 - Child Development-DS 1 Online | 24864 |
| MATH 200 - Elementary Algebra Online with In Person Testing | 24983 |
| MATH 230 - Intermediate Algebra Online with In Person Testing | 24988 |
| ANTH 010 - Cultural Anthropology Online with Orientation | 25030 |
| COMP 006 - Programming Fundamentals Online | 25037 |
| COMP 006 - Programming Fundamentals Hybrid/Online | 25039 |
| MUS 013 - Music of the World Online | 25085 |
| ANTH 012 - Archaeology Hybrid/Online | 25090 |
| HIST 017 - People of the US to 1877 Online | 25095 |
| HDEV 121 - Student Success Online | 25108 |
| MATH 021 - Introduction to Statistics Online with In Person Testing | 25131 |
| BUS 082 - Introduction to Business Online | 25142 |
| HDEV 121 - Student Success Online | 25165 |
| HDEV 121 - Student Success Online | 25168 |
| CFS 080 - Lifespan Development Online | 25180 |
| BUS 360 - Elementary Keyboarding Hybrid/Online | 25261 |
| HIST 018 - People of the US from 1865 Online | 25270 |
| COMP 005 - Computer Concepts Online | 25278 |
| COMP 005 - Computer Concepts Online | 25292 |
| MATH 230 - Intermediate Algebra Hybrid/Online | 25326 |
| LIBR 102 - Internet Information Resources Online | 25331 |
| BUS 184 - Business Communications Online | 25334 |
| BUS 360 - Elementary Keyboarding Hybrid/Online | 25335 |
| PARA 210 - Legal Ethics, Mgt & Interview Online | 25344 |
| SOC 001 - Introduction to Sociology Online | 25354 |
| LIBR 102 - Internet Information Resources Online | 25514 |
| POLS 005 - Federal, State and Local Govt Online | 25588 |
| SOC 001 - Introduction to Sociology Online | 25594 |
| POLS 010 - California Govt and Politics Online | 25595 |
| COMP 006 - Programming Fundamentals Online | 25610 |
| LIBR 101 - College Research Strategies Online | 25664 |
| COMP 005 - Computer Concepts Online | 25665 |
| ENGL 002 - Logic and Composition Online | 25728 |
| PSY 001 - General Psychology Online | 25737 |
| ENGL 001 - College Reading & Composition Online | 25738 |
| LIBR 101 - College Research Strategies Online | 25741 |
| MATH 021 - Introduction to Statistics Hybrid/Online | 25797 |
| NUTR 020 - Cultural Foods Hybrid/Online | 25849 |
| HLTH 405 - Rehabilitation Aide Hybrid/Online | 25915 |
| HLTH 405 - Rehabilitation Aide Hybrid/Online | 25916 |
| HIST 017 - People of the US to 1877 Online | 26038 |
| COMP 233 - Database Processing Online | 26046 |
| COMP 238 - Spreadsheet for Business Online | 26053 |
| LIBR 102 - Internet Information Resources Online | 26069 |
| ETHN 003 - Mexican-American Studies Online | 26124 |
| ECON 025 - Introduction to Economics Online | 26146 |
| PHIL 020 - Introductory Logic Hybrid/Online | 26155 |
| LING 111 - Introduction to Language Online | 26229 |
| ENGL 002 - Logic and Composition Online | 26230 |
| ENGL 001 - College Reading & Composition Online | 26231 |
| POLS 005 - Federal, State and Local Govt Online with Orientation | 26237 |
| HIST 018 - People of the US from 1865 Online | 26239 |
| AJ 011 - Intro to Criminal Justice Online | 26242 |