

DE Advisory Committee Meeting Agenda
March 18, 2013
MM Conference Room A
2:30-4:00 p.m.

1. Review Minutes of Previous Meeting

2. Reports on Action Items from Previous Meeting

- A. Will check in Library for the current Student Complaint form/procedure information and report back to us. (Iris)
- B. Will email us subscription information when he has all the details. (Mike)
- C. Add Recognition for Those Completing DE Training to March 18 agenda (Mike)
- D. Add Course Design Rubric to March 18th agenda (Mike)

3. Updates from Mike: (Blackboard issues; faculty training cohort; joint meeting with Columbia at Bianchi Center in Oakdale March 22; DE Coordinators Monthly Meeting report)

AREA I: Student Support

- 4. Online Student Services Workgroup Update
Website and Portal, Electronic Forms, Video conference tutoring and counseling

AREA II: Faculty Support

- 5. Course Design Rubric suggestion: add section for faculty-to-student contact (Mike; see over)
- 6. Recognition for DE Training (Mike)
- 7. Summer Institute? (Mike)

AREA III: Technology and Infrastructure

- 8. Blackboard Renewal (Susan and Mike)
- 9. Authentication (Eva)

AREA IV: Governance, Guidelines and Budget

- 10. College Council (Iris) and Instruction Council
- 11. DE Grant Update and Student Online Satisfaction Survey (Jenni)
- 12. DEAC name (Standardize to DE Committee)
- 13. Items for next agenda

DRAFT proposed additional section for the Online Courses Design Rubric

Regular and Effective Instructor and Student Contact (CCCCO DE Guidelines, 55204)

- The lines of communication between instructor and students are clearly open. For example, there are discussion forums, such as “Cyber Café,” where students can post questions for the instructor and other students.
- “The instructor initiates regular contact with enrolled students to verify their participation and performance status” (CCCCO DE Guidelines). For example, the instructor may use announcements to regularly update students on course activities and events, and the instructor may email students copies of course announcements and updates.
- The instructor contacts students who may be at risk of failing or dropping the course. For example, the instructor may use LMS tools to identify students who have not logged in over an extended period or who are regularly missing or doing poorly on assignments.

CCC Chancellor’s Office DE Guidelines

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) 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 pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

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

Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. 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.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.