

# SMCCCD Distance Education Advisory Committee (DEAC) Meeting Minutes

Wednesday, February 23, 2011

2:00 pm – 4:00 pm

Face to Face – District Boardroom

**Attendance:** Sondra Saterfield, Patty Dilko, Tania Beliz, Jing Luan, Lene Whitley-Putz, Carolyn Fiori, Jenny Costello, Susan Estes, Kathy Blackwood, Eric Raznick, Cindy Moss, Don Lariviere, Ray Hernandez, Peter Bruni, Lorrita Ford

**Guests:** Tom Bauer/Jai Kumar

## Announcements

a. DE Evaluation – No Update // Item struck. District working on this.

b. Chancellor's Cabinet Meeting Update: Role of DEAC and DE Plans. Jing prepared an eight slide presentation with details and mentioned a few highlights regarding DEAC formation and DE Guidelines preparation. DE Current projects: STOT II, mini-STOT, and eCollege Conversion workshops in progress. Districtwide conversations on online exam options, DE program student feedback survey, Regular Effective Contact Hours...many things. Jing also provided updated data on DE in the District: DE FTES increased in the District from 1.9% in 2006 to 7% now! From a little over 4,000 enrollments to over 10,000 now. Also identified need for more coordinated efforts within the district and more training. Kudos to all working on DE in the SMCCCD. DEAC is serving the purpose as it is intended.

Also noted that CSM DE committee discussed having more support for DE students and more training for faculty teaching online.

Mentioned the Profcast mini-STOT class taking place Friday, March 4<sup>th</sup> at CSM. Class filled up in 1½ days--shows faculty eager for training. More Profcast and other classes and, most importantly, a series of WebAccess mini-STOT classes, are in the works. Looking to coordinate consistent WebAccess/DE training to faculty across the district.

**Action Item:** District DE Coordinator (STOT Taskforce Chair) to request meeting of taskforce members to discuss future mini-STOT classes. (After DE heads at each campus designate their DE representatives, reps. will be asked to join taskforce.)

c. DE Definitions – Susan Estes reports they are done! District Curriculum Committee approved and on way to District Academic Senate. DAS President feels that it was decided the DAS would go along with what the DCC approved, but will check.

d. DAS President stated he is an agent for selling Girl Scout cookies! Sold and shared!

**Review minutes** from January 26, 2011 – Minutes approved as is.

**Taskforce Report** - Online Authenticity and Regular Effective Contact (see attachments)  
Our document taken from various sources' best practices. Can be used for course evaluations, training workshops....

Focus switch: Where is everything housed for DE? Sharepoint Public DEAC site; Curriculum Committee Sharepoint. One place to get all this information? A repository of processes. DE Gateway Faculty section has many materials, policies, processes, guidelines and may be a good place to locate DE information. Campuses need to have prominent DE Gateway link.

Back to RE Contact: Call for comments.

Timely feedback item (shown below): language needs to reflect a possible reality (no less frequently than in a comparable face-to-face course" is not realistic). Also, some feel 24-48 hours is far too long to wait to get back to students.

- *Timely feedback that replicates the contact of face-to-face courses, with contact between faculty and students occurring no-less frequently than in a comparable face-to-face course. Best practice guidelines suggest instructors should answer student questions within 24-48 hours. Instructors should clearly indicate when they will be available to students, how often they will respond to student work, and when they are not available (ie, over vacations, holidays, or weekends, if appropriate).*

**Action Item:** DEAC members to send suggestions/revisions to Timely feedback and other items in RE Contact to Lene Whitley-Putz. REC document to be routed to each campus' DE committee for input also. Lene will gather all suggested revisions and bring to next DEAC meeting for discussion. DEAC will consider ideas and send REC advisory draft to DAS committee for consideration.

**Proctored Exams/Tests:** Had county counsel help on this topic and suggestions on how to handle online exams. Redraft proctored tests document and call it something like Approaches to Online Exams or Formative Assessment. Other options to online exams to be included. Each campus identified a person to revise this document with two other campus designees

**Action Item:** Tania, Patty, and Cindy will work with Jing to produce the next version.

**CSM Distance Education Plan** (Susan Estes for Lorrита Ford) Plan grew out of campus' self study on DE. Also used accrediting commission's guidelines. As part of plan: course evaluations, policies and procedures related to instruction w/ Admin oversight, revising course approval forms then to Curriculum Committee. Separate DE data to include in Program Review. CSM developing print and other materials to market their DE program and to get all support information out there. Working with research office to increase retention rates in DE classes. Working with Student Services support staff and on Faculty support also. Want to qualify potential online instructors. Comprehensive Admin. oversight. Developing and expanding e-Counseling. Reviewing course challenge process, Enrollment services management. Student online readiness assessment to increase student success. Need to include compliance with section 508 standards.

Need more training for faculty...more, more, more.

NEW IDEA: Faculty equipment updates came up. How to we get faculty newer equipment in tight economic times. Colleges are responsible to get faculty equipment replaced.

DE Contacts at Each Campus:

Cañada: Sara Perkins and Janet Stringer

CSM: Susan Estes and Ron Andrade

Skyline: Mike Williamson and Nick Kapp

**eBooks** (Guest: Tom Bauer / Jai Kumar) – Asked to talk about sales of universal digital textbooks (ebooks). ebooks are 35% less than cost of new books (not dramatic savings), so sales not taking off. Between buying new books and selling back and buying used and selling back, or renting books, students don't see why they'd want to buy digital books. Thus, only 100 copies (less than 1/10 of 1% of all sales) sold districtwide in the last two years. Rentals doing well because cheaper than ebooks. More publishers of ebooks are loosening restrictions on printing of ebooks and eliminating license expiration to capture more sales, but prices not low enough for students yet. Rentals are providing more people access now. Jai mentioned that students prefer a printed text to accompany ebook; then sales take off.

**Action Item:** Bookstore will continue to carry eBooks and stay up on latest technology.

### **DE Districtwide Coordination**

a. Local Contacts and Duties Need to increase collaboration and dissemination of distance education related information across the district between the various committees and taskforces working on DE in order to develop a comprehensive, non-redundant, fiscally sound district-wide distance education program which most effectively serves students.

**Action Item:** District DE Coordinator will draft and send email to those identified as DE managers at each campus requesting they designate/confirm their DE representative(s).

**DEAC Web Meeting Training** Question asked if there's interest in having training made available on the use of Elluminate Live/CCCConfer. Respndees said Yes.

**Action Item:** District DE Coordinator will arrange for an initial Elluminate Live session to be held and follow-up sessions as necessary. Attendees will participate in an actual session and learn how to set up their own WebAccess Elluminate Live activities.

### **Update from Colleges (All)**

Cañada update—Offering an introductory class in WebAccess to ESL faculty

## **Regular Effective Contact Guideline Draft**

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact.

According to the Chancellor's office, it is the responsibility of each district to provide best practices guidelines for regular effective contact.

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student. Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for assessing whether students are accessing and understanding the course material.
- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of face-to-face courses, with contact between faculty and students occurring no-less frequently than in a comparable face-to-face course. Best practice guidelines suggest instructors should answer student questions within 24-48 hours. Instructors should clearly indicate when they will be available to students, how often they will respond to student work, and when they are not available (ie, over vacations, holidays, or weekends, if appropriate).
- Interaction between faculty and students using multiple channels, including forum discussions, email, and weekly announcements.

### **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.

An overview of Title V regulations adopted for Distance Education, including a downloadable .pdf, can be accessed at the following:

[http://www.ccccurriculum.info/curriculum/regulationsguidelines/Regulations\\_DistanceEd.htm](http://www.ccccurriculum.info/curriculum/regulationsguidelines/Regulations_DistanceEd.htm)

## **Proctored Tests MSJC Policies:**

These policies are designed to inform students prior to their enrollment that they will be doing proctored tests in the course they are considering:

1. All Proctored Test requirements are announced in the schedule description of the course and repeated in the course syllabus. If a teacher or department wants to require students come to campus at a particular time declare the course a hybrid course and set a date so a room can be established and students can schedule the day and time. The faculty member teaching the class will be the proctor for the test.
2. Fully online courses do not require students to come to an MSJC site to do the test. Proctoring requirements can exist in fully online courses, the instructor and student have to set up an alternate site (other college, local school, local library, military officer, clergyman, etc.), if the student cannot come to an MSJC site.
3. The Learning Center will not proctor testing an entire class at a set time (synchronously)

Faculty: Considerations that make the experience better!

1. Plan for students to complete the test over a period of several days to avoid overwhelming the learning center testing environment.
2. Let students know (notify your dean and check the class schedule description) in the schedule that proctored tests are required.
3. Put a notice in the syllabus and in the first announcement so the proctoring information is the first thing they see when they enter the course.
4. Notify the appropriate testing center at your college about what is happening. Include clarification of the notion of proctoring our own students, center operation times, and the date widow students have to complete the test.
5. Be ready to arrange for students who cannot come to a MSJC campus to take the test at some other appropriate location.