Distance Education Meeting Minutes
Monday, March 4, 2013

Attendees: Isabel O’Connor, Rory O’Brien, Barbara Durland, Francine Van Meter, Steve Schessler, Todd Welch, Georg Romero, Rachel Mayo, Nancy Stucker, Deirdre Scholar, Veronica Lundquist

DE Administrative Unit Outcomes
Students will be able to meet their educational goals by accessing technology-mediated instruction in online, hybrid and web-enhanced courses. Faculty will be provided services, mentoring, and the technical support staff needed to assist them in the development, design, evaluation, and ongoing maintenance of new and existing quality distance learning courses.

At the November meeting, participants worked in groups to identify strategies to promote student success in online courses. Providing support and services to faculty to improve the quality of instruction ranked high among the recommendations. Faculty who are successful teaching online courses generally are better prepared to manage the technology, communicate regularly and effectively with students, and use multiple forms of assessment. This meeting was designed to identify what policies and/or procedures need to be in place to facilitate faculty develop in distance education pedagogy.

The meeting also included a review of Title 5 policies, Accrediting Commission recommendations, and Federal laws related to distance education.

Strategies to improve online instruction include:

- Provide Deans with advisory information on distance education teaching readiness
  - Required participation in DE Orientation
  - May include @one certificate or previous online experience
  - Review of prior course(s) taught online
- TLC and/or current DE faculty provide mentoring of new online instructors
- Evaluate online classes regularly
- Before the first time a course is taught, it should be reviewed by the Division Dean and the Distance Education Coordinator
- Develop a DE faculty handbook as an addendum to the Faculty Handbook distributed by the Office of Instruction

The following topics were covered in the meeting. Slides from the presentation are included.

- Course Quality Standards https://www.cabrillo.edu/services/tlc/bb/index.html
- Course Technical Quality https://www.cabrillo.edu/services/tlc/bb/index.html
- Title 5, Curriculum and Instruction related to DE, and Fiscal Services
- The emphasis on regular, effective academic engagement.
- The difference between a DE course and Correspondence Education
- Quality of DE courses
- ACCJC’s question in evaluating DE courses, “Are there required qualifications, training, evaluation, and professional development for DE faculty?”
- State authorization for out-of-state students and strategic decisions. Would it be more cost effective to block enrollment in DE sections? Enforcement begins 7/2014.
- Importance of course design in promoting academic honesty, and policies and practice.
- Standards for accessibility and the law.
- An integrated approach to DE Quality: student preparation, student services, faculty support and training, and course design and continuous improvement
WHAT MAKES A **QUALITY** DE PROGRAM?

- Chancellor’s Office recommendations
- Accrediting Commission recommendations
- State-to-state regulations
- Accessibility
- Student authentication
- Integrated approach to DE quality; model programs
MAINTAINING A QUALITY DISTANCE EDUCATION PROGRAM

California Community Colleges Chancellor's Office, 2013

Barry A. Russell, PhD
Vice Chancellor, Academic Affairs Division

LeBaron Woodyard
Dean, Academic Affairs Division
• Chapter 6, Curriculum and Instruction
  • Standards and Criteria for Courses
• Chapter 9, Fiscal Support
  • Attendance
  • Limitations on State Aid
  • Instructional and Other Materials
CHAPTER 6, CURRICULUM AND INSTRUCTION

- Standards and Criteria for Courses
  - 55200. Definition and Application
  - 55202. Course Quality Standards
  - 55204. Instructor Contact
  - 55206. Separate Course Approval
  - 55208. Faculty Selection and Workload
  - 55210. Ongoing Responsibility of Districts
55200. DEFINITION AND APPLICATION

- Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).
55202. COURSE QUALITY STANDARDS

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.
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.
55206. SEPARATE COURSE APPROVAL

• If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.
CHAPTER 9, FISCAL SUPPORT

• Attendance
• 58003.1 Full-time Equivalent Student; Computation
• 58006 Application of Actual Student Contact Hours of Attendance Procedure
• 58007 Noncredit Courses
• 58009 Application of Alternative Attendance Procedure
• 58051 Method for Computing Full-Time Equivalent Student (FTES)
• 58056 Immediate Supervision and Control
Quality Distance Education Program Webinar
California Community College System

Dr. Susan Clifford, Vice President
Mr. Jack Pond, Vice President

Accrediting Commission for Community and Junior Colleges/WASC
DISTANCE EDUCATION (DE)

• Instruction delivered to students who are separated from the instructor

• Regular and substantive interaction between students and the instructor

• May use Internet, one- or two-way transmissions, audio/visual conferencing, DVDs or CD-ROMs

34 CFR § 602.3 (Definitions)
CORRESPONDENCE EDUCATION (CE)

- Instructional material provided by mail or electronic transmission (including examinations) to students who are separated from the instructor
- Limited interaction between students and instructor and primarily initiated by students
- A course that is typically self-paced

34 CFR § 602.3 (Definitions)
QUALITY OF DE/CE COURSES CONTINUED

• Student achievement data (retention; course, program, certificate and degree completion, and rates) in DE/CE and face-to-face classes

• Student learning outcomes data in DE/CE and face-to-face classes

• Integrity (course content, grading, faculty teaching capability, student learning capability, faculty and student support, faculty and student assessment systems, integration with institutional mission)

• Verification of student identity
EVALUATING DISTANCE EDUCATION

• Does the college know where its DE students are from?

• Is there a policy that defines “regular and substantive contact” for DE courses?

• Are there required qualifications, training, evaluation, and professional development for DE faculty?

• How does the college prepare and monitor DE students to be successful?

Continued
EVALUATING DISTANCE EDUCATION

• What evidence is there of:
  ▪ Use of college resources
  ▪ Student identity validation
  ▪ Accessibility of DE programs/services
  ▪ Regular and effective contact between student and faculty

• Are there policies that dictate satisfactory progress?

• How comparable are the DE student support services (advising, tutoring, and learning resources) to those services offered to ‘traditional’ students?

Use resources provided by WCET @ wcet.wiche.edu
Know YOUR School

• Where do your students reside?
• What activities does your school conduct?
• What are your strategic plans (2-3 years)?
Know STATE Regulations

- Review relevant statutes and regulations
  - “IT DEPENDS” on type of institution, delivery formats, level of activities
- Compare multiple sources of information
- Create your own spreadsheet/table to track information
Identify “Triggers”

- Activities that may give rise to “physical presence”, therefore impacting School’s status in a specific state.
- Classroom onsite, marketing, recruiting, faculty residence, attend college fairs, onsite testing, library resources onsite, practicum/internships.
Strategic Decisions Regarding State Authorization

- Number of students
- State expenses (initial, annual, bonds, etc.)
- Cost of not serving existing students
- Cost of monitoring and maintaining
- Cost of personnel
The Effectiveness of Student Authentication and Student Authenticity in Online Learning at Community Colleges

Mitra Hoshiar
Los Angeles Pierce College
Introduction

- Authentication and authenticity are integral to academic honesty criteria policies of every community college.
- To Protect the integrity of online educational system:
  - **Authentication**: educational institutions to authenticate students (the process at institutional level)
  - **Authenticity**: faculty members need to be aware of the existence of substitute course takers and the importance of online course design to uphold the quality of online education (the quality at classroom level)
Discussion and Conclusion

- Implications for Policy and Practice
  - Promoting Academic Honesty (culture of trust, honesty, fairness, responsibility, and respect)
  - Course Design to Promote Academic Honesty (change their online course assignments)
  - Promoting Ethical Responsibilities (use of a code of ethical conduct)
  - Developing Adequate Policies and Practices (based on federal, state, and local regulations, develop clear policy, inform campus community, and practice from the top down)
Distance Education and Accessibility

California Community Colleges
DE Webinar
Scott Valverde
December 10, 2012
Legal Issues

- DE courses are required by law to be accessible to students with disabilities
- Federal Law
  - Section 504 of the Rehabilitation Act
  - ADA as amended
- California state law
  - Title 5
Got standards?

- Standards for access are available!
- Section 508
  - Purchasing technology
  - Software and hardware
  - Videos/multimedia
- Web accessibility
  - World Wide Web Consortium (W3C)
  - WCAG 2.0
  - [http://www.w3.org/TR/WCAG/](http://www.w3.org/TR/WCAG/)
What Access Means

- Video content is captioned.
  - Synchronized captions for A/V
  - Transcripts for sound-only presentations
- Documents (Word, PDF, PowerPoint) are accessible.
  - Text-based, structured files
- CMS/LMS being used is accessible.
  - Conforms to ADA/Section 508 standards
  - Note: Chat is notoriously inaccessible!
Maintaining a Quality Distance Education Program

Andrea Henne, EdD
Dean, Online and Distributed Learning
District Instructional Services & Planning
December 10, 2012
CCC System Webinar
Integrated Approach to DE Quality

- Student Services
- Student Preparation
- Faculty Training and Support
- Course Design and Continuous Improvement

Online Students
Online Learning Readiness Assessment
http://www.sdccdonline.net/assess.htm

Course Information Pages
http://www.sdccdonline.net/info-page-list.htm

Tutorials and Student Orientation
http://www.sdccdonline.net/students
Assuring Quality in Faculty Preparation

- Online Faculty Training and Certification Program
- 178 Certified Faculty
- One-to-one appointments with Instructional Designer

www.sdccdonline.net/faculty/training
“Foundational Four” for Quality Online Instruction

1. Establish and maintain expectations and goals.
2. Provide regular and frequent opportunities for communication and feedback.
3. Actively engage and facilitate students’ learning.
4. Provide multiple opportunities for authentic assessment and demonstration of student learning outcomes.
Training

Required training:

- College-level coursework in OL teaching & learning
- 6 hours of LMS training
- 1 hour of accessibility (Section 508 and ADA) training

On-going training is offered on many topics, including: academic integrity, media production, OER, flipping the classroom, and assessment in online classes.

Accessibility (Section 508 and ADA) is integrated into most training.