



SAN JOAQUIN **DELTA** COLLEGE

Regular Effective Contact in Online Courses

June 2019

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Distance Education means...

Education that uses [technology] 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.

Correspondence Education means...

Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. **Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.**

Code of Federal Regulations, Title 34, §602.3

- Accreditation
 - Visiting teams have requested “administrative” access to Canvas
 - Contact in many courses found to be *infrequent* and *superficial*
 - Engage! Don’t “autopilot”

- Financial Aid Audits
 - Course reviews for Title 4 compliance
 - Online courses need to show Regular Effective Contact
 - College may need to pay back Financial Aid funds

Distance Education is...

defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which **supports regular and substantive interaction between the students and instructor**, either synchronously or asynchronously.

(Same as the Federal definition)

Instructor contact means...

- (a) Any portion of a course conducted through distance education includes **regular effective contact between instructor and students, and among students, either synchronously or asynchronously** ...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.

This includes “Hybrid” instruction. Per Title 5, any portion of instruction provided through DE in lieu of face-to-face is required to have Curriculum approval and documentation of Regular Effective Contact between instructor and students, and among students.

Guideline for Title 5 §55204:

- 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.
- **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 ... must **include demonstration of collegial consultation** with the academic senate, for example through its delegation to the local curriculum committee.

Administrative Procedure 4110, Section 2 (b):

As distinct from correspondence courses, all distance education courses are required to maintain regular effective substantive contact between the professors and students, in accordance with Title 5. **Regular effective substantive contact is defined as professor-initiated interaction and responsive interaction by the professor to students.**

*This language should be echoed in the college's **DE Plan, DE Handbook,** and any associated documents.*

Adopted 2-12-15

SJDC Distance Education Plan, Section IV (B), 2014:

Professor-initiated interaction shall occur at least weekly and may include one or more of the following contact methods:

- Private message; Discussion Forums
- Announcements
- Chat
- Individualized feedback to student tests and assignments
- Telephone / voicemail
- Video

Responsive interaction shall occur within 48 hours of student-initiated contact (weekends and holidays excluded) and may include:

- Private message
- Answers to questions raised in online forums
- Telephone / voicemail

*Spring 2019 Update! Student-to-Student contact is now **required** by Title 5!*

*Curriculum Committee Approval 1-27-15
Academic Senate Approval 2-4-15*

Senate Resolution on REC

Whereas... [summarized] Title 5, CCCCCO DE Guidelines, District guidelines, and CVC-OEI Course Design Rubric all require or encourage Regular Effective Contact.

Be it Resolved... [summarized] the Academic Senate supports adoption of Regular Effective Contact Guidelines and Regular Effective Contact Rubric.

Academic Senate Approval 4-17-19


- CVC-OEI Website: <http://cvc.edu/>
- CVC-OEI Course Design Rubric: <https://bit.ly/2F40yjP>
- Developed in 2014 by the OEI Professional Development work group.
- Designed to promote student success and meet existing regulatory and accreditation requirements.
- Divided into 4 areas:
 - A. Content Presentation
 - B. Interaction (Regular Effective Contact)
 - C. Assessment
 - D. Accessibility
- Courses being offered in “the Exchange” must align with all 4 areas.

- B1: Pre-Course Contact
- B2: Regular Effective Contact (Instructor-to-Student)
- B3: Student-Initiated Contact with Instructor
- B4: Student-Initiated Contact with Other Students
- B5: Regular Effective Contact (Student-to-Student)
- B6: Participation Levels

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
<input type="checkbox"/> Students are not given opportunities to initiate interaction with other students in the course.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged.	<input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
<input type="checkbox"/> Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A discussion forum only).	<input type="checkbox"/> Regular effective contact among students is designed and facilitated to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	<input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.



Regular Effective Contact – Instructor-to-Student				
EXEMPLARY	ALIGNED	INCOMPLETE		
1: Regular Effective Contact (Instructor-to-Student)				
<input type="checkbox"/> The course design includes ample opportunities for Regular Effective Contact using a wide variety of communication tools (see examples, below).	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using Canvas communication tools (see examples, below).	<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.		
Examples of Instructor-to-Student Contact by Tool:				
Syllabus <input type="checkbox"/> Include a section for instructor's Expected Response Times to student inquiries, including: <ul style="list-style-type: none">• Canvas private messages• Questions in Discussion forums and Chat tool• Assignment feedback <input type="checkbox"/> Clearly describe and quantify Regular Effective Contact outside the course shell: <ul style="list-style-type: none">• On-campus office hours• Phone• Other <input type="checkbox"/> Notify students of expected delays in response times, when possible. <i>"There may be a delay in my responsiveness from June 18-20, as I will be attending the Online Teaching Conference."</i>	Announcements <input type="checkbox"/> Front and center. Show 3 most recent announcements on the class Home page. <ul style="list-style-type: none">• Keep it fresh with contextual announcements at least weekly (2-3 times per week is better!)<ul style="list-style-type: none">• "I've just graded this week's assignment and here's what I saw happening..."• "I've just updated..."• Weekly tasks; wrapping up the week; coming up next...• Next online office hour <input type="checkbox"/> Re-teach. Draw out main ideas and remind students of overarching themes. <ul style="list-style-type: none">• Offer kudos and encouragement. "Great job on last week's discussion. This week, let's dig deeper by..."• Video announcements. 1-3 minutes, introducing the next unit or just checking in.	Discussions <input type="checkbox"/> Craft thoughtful questions encouraging students to apply course material to their own lives and experiences. <ul style="list-style-type: none">• Set an example. "For example, I would respond to this question by saying..."• Encourage discussion early in the week (3 points for posting by Tues, 2 points for posting by Wed, etc.)• Engage regularly by posting reactions, comments, and questions.• Summarize the main ideas and standout points for each discussion in a "capstone" post.• Seek input. Periodically ask, "What's working for you? What isn't? What surprised you about this week's lesson?"• Give students a clear and visible place to ask questions like a Q&A forum pinned to the top of Discussions.	Feedback / Grades <input type="checkbox"/> Share meaningful comments using SpeedGrader and DocViewer. <ul style="list-style-type: none">• Allow back & forth exchange with students using "chat" comments in SpeedGrader.• Use rubrics to offer detailed feedback on both assignments and discussions.• Audio feedback• Video feedback	Other <input type="checkbox"/> Humanize your course with Video (using Canvas media tools or ConferZoom) <ul style="list-style-type: none">• Welcome video on the Home page• 1-2 min Announcements introducing each unit• Personalized feedback in Speedrader• Online office hours  <i>ConferZoom offers cloud storage and captioning! Training @ PDC</i> <input type="checkbox"/> Online office hours or study groups using video or Chat; post a link to recording/archive in Announcements. <ul style="list-style-type: none">• Anonymous surveys offered throughout the semester.• Narrated PowerPoint lectures.
EXEMPLARY	ALIGNED	INCOMPLETE		
2: Pre-Course Contact <input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course. Examples: Welcome letter including course start date, Canvas login instructions, help desk info, instructor contact info, welcome video, and/or links to student services.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course. Examples: A welcome letter, announcement, or "Getting Started" module guiding students on how to begin in the course. May include due date for first assignment, and where to go for technology support.			
3: Student-Initiated Contact with Instructor <input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course. Examples: Syllabus or "Getting Started" module encourages multiple methods of contact, including Canvas mail, class Q&A forum, office hours, video conferencing opportunities, etc. Instructor notifies students, when possible, if there will be an expected delay in response time. Methods of contact should take place primarily within Canvas.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times. Examples: instructor's preferred method of contact is easily found. Syllabus or "Getting Started" module clearly state expected response times for inquiries in both discussions and Canvas mail, as well as for grades and feedback on student work.			
Regular Effective Contact – Student-to-Student				
EXEMPLARY	ALIGNED	INCOMPLETE		
4: Regular Effective Contact (Student-to-Student) <input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community. Examples: Well-crafted discussion prompts and small groups to encourage meaningful exchange. Host a voluntary "virtual study group" with ConferZoom in which students with webcams and microphones can participate (record and post in a class Discussion for students who couldn't attend to view and comment on later).	<input type="checkbox"/> Regular Effective Contact among students is designed and facilitated to build a sense of community among learners. Examples: Group work, peer reviews, "get to know each other" activities throughout the semester instead of at the beginning only.			
5: Student-Initiated Contact with Other Students <input type="checkbox"/> The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles. Examples: Encourage voluntary study groups, a class hashtag for Twitter posts, or a discussion forum where experienced online students share their tips for success in online learning.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students are available and encouraged. Examples: Discussion forums for Class Introductions and ongoing student-to-student Q&A ("Student Lounge"). Open the Chat tool for real-time student exchange.			
6: Participation Levels <input type="checkbox"/> A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated. Examples: Use Rubrics tool in Canvas to create and attach your expectations to assignments and discussions. Use rubrics for grading in SpeedGrader so students can see where they earned points. Share an "exemplary assignment" to show students a sample of quality work. Open a Q&A discussion for guidance on a specific assignment ("Midterm Project Q&A").	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e. quantity and quality of interactions) are consistently provided. Examples: Use Syllabus or "Getting Started" module to clearly state class participation expectations. Consistent reminders of required number of posts in class Discussion assignments.			
<input type="checkbox"/> Students have no or limited opportunities to engage in Regular Effective Contact with other students (e.g. limited to a single Q&A discussion forum only).				

District Goals:

- Comply with Federal, State, and District requirements.
- Meet accreditation requirements.
- Help faculty teaching online and hybrid sections through training, support, and modeling REC practices.
- Promote student success in online and hybrid sections.

Plan:

- Offer training face-to-face and online
- Include:
 - Regulatory requirements
 - CVC-OEI Rubric / District REC Rubric
 - How to create *visible* and *contextual* connections
 - What to expect from an accreditation visit
 - How to quantify contact that happens *outside* of Canvas

Academic Senate Approval 5-1-19

- ☐ **Incomplete:** The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.
- ☐ **Aligned:** The course design includes regular instructor-initiated contact with students using Canvas communication tools
- ☐ **Additional Exemplary Elements:** The course design includes ample opportunities for Regular Effective Contact using a wide variety of communication tools.



What You Can Expect From Me:

- Weekly Announcements with a recap of what we're working on, upcoming due dates, "to-do's" etc.
- Weekly input in class Discussion board.
- Brief videos of me introducing each module/unit.
- The following response times for questions and grades:
 - Email and Canvas Conversations- *within 48 hours, excluding weekends & holidays*
 - Class Discussion board questions - *within 48 hours, excluding weekends & holidays*
 - Grades for Quizzes - *upon submission*
 - Grades for Final Exam - *within 1 week of submission*
 - Grades for Discussions and Homework - *within 2 weeks of due date*
 - Grades for Research Project - *within 4 weeks of due date*
- You can also find me in my office on campus, Holt 121, M-W-F 3:00-4:00 PM.

- ☐ **Incomplete:** Instructor does not initiate contact prior to or at the beginning of the course.
- ☐ **Aligned:** Instructor initiates contact prior to or at the beginning of course.
- ☐ **Additional Exemplary Elements:** Instructor provides multiple resources to help students successfully start the course.

B2: Pre-Course Contact



Hello, and welcome to your Canvas Training! I am your instructor, Jenn Azzaro. I am so glad you will be joining me for this class. We begin on Monday, September 18th at 8:00 AM.

This training is designed to give you the tools and confidence you need to begin designing and teaching your online, hybrid, or web-enhanced course using the Canvas Learning Management System.

To login beginning Monday, just following these steps:

Login at = <http://sjdc.instructure.com>

User ID = same username you use for your Delta email account

Password = same password you use for your Delta email account

If you have problems logging in please email the **Distance Education Office** at: 209-954-5840

Evening and weekend help is available through Canvas at: 844-612-7424

Bookstore/Required Materials: <http://bookstore.deltacollege.edu/Home>

Counseling Services: <https://www.deltacollege.edu/dept/guidance/>

Disability Support Programs & Services (DSPS): <https://www.deltacollege.edu/dept/dsps/index.html>

Library Services: <https://www.deltacollege.edu/dept/library/>

Tutoring Services: <https://www.deltacollege.edu/div/commskills/rwlc.html>

During Week #1 we will: read the Syllabus, take the Syllabus Quiz and participate in the Introductory Discussion. “See” you online!

Jennifer Azzaro

209-954-5879 | jennazzaro@deltacollege.edu

- ☐ **Incomplete:** Instructor contact information, including expected response times, is missing or not easy to find.
- ☐ **Aligned:** Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.
- ☐ **Additional Exemplary Elements:** Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

Contact Your Instructor Here:

Jennifer Azzaro, M.S.

209-954-5879

jennazzaro@deltacollege.edu

Office Hours: M-W-F 3:00-4:00 PM, Holt 121

Department: Professional Development Center, 209-954-5879



I will respond to voicemail, email, Canvas Conversations and Discussion board inquiries within 48 hours, excluding weekends & holidays.

Please note:

The best way to contact me is through email as I am able to check that more often than voicemail.

There may be a delay in my response time June 17-19, as I will be attending the Online Teaching Conference.

- ☐ **Incomplete:** Students have no or limited opportunities to engage in Regular Effective Contact with other students (e.g. limited to a single Q&A forum only).
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▼ Pinned Discussions

Student Lounge (Ask a question; contribute a reply!)

Last post Oct 22, 2017

▼ Discussions



Discussion 3: Any Final "Aha" Moments?

Last post Nov 4, 2017



Assignment 2: Your Canvas Profile Last post Oct 31, 2017



Discussion 1: Class Introductions Last post Oct 26, 2017



Discussion 2: Your Goals Last post Oct 26, 2017

Student Lounge (Ask a question; contribute a reply!) ²

I realize there may be descriptions or explanations in this class that might be a little confusing. I am guessing you will not be the only one with questions. If you ever have any questions about something in this course, please use this forum to ask. That way, everyone in the class can benefit from the answers.

Just select "Reply" and ask your question. Contribute a reply to your classmates if you know the answer to their question. Together we can help each other learn how to use Canvas.

This is a graded discussion: 20 points possible

due Oct 16, 2017

Discussion 1: Class Introductions ²⁸ ²⁸

Who Are You?



I am sure that many of you have your students introduce themselves to each other at the beginning of the semester. Creating this learning community is also very important to an online course. Here is our first chance to get to know each other. Below is what I would like to see in this discussion.

Instructions:

- Your experience level with online teaching.
- Share with us what classes you are currently teaching or what courses you will be teaching online.
- And finally one of my favorite personality tests, "What buttons are the radio in your car tuned to?" That is, what do you listen to as you drive your car?

Other Examples:

- “Get to know each other” activities throughout the semester; encourage sharing life experiences
- Peer Reviews
- Group Work / collaboration
- Share photos/videos
 - [Spark.adobe.com](https://spark.adobe.com)
 - [Sample Spark Video](#)
- Padlet www.padlet.com
 - *Brainstorming*
 - *Gauging prior knowledge*
 - *Asking questions in class*
 - *Peer reviews*
 - *Advice for next term*

Development Term

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OPB Padlet


The screenshot shows a Padlet board titled "Online Pedagogy Bootcamp 2019" created by jennifer_azzaro. The board features a central image of a workshop and several text-based comments. The comments include:

- Anonymous 4d: Fun day and workshop! Great food!
- John Cavano 4d: Thanks, Jenn! Fun idea! I'll try it out with VoiceOver.
- Anonymous 4d: Loved the workshop
- Anonymous 4d: I'd like a workshop on 'fair use' and attribution. Jim had a lot of fun cartoons & movie clips in his slide show, but I don't know when/how it is legal for me to use those kinds of things in my online classes
- Anonymous 3d: Also love Spark! Thank you.
- julie_jose 4d: (comment partially visible)

The board also shows a "1 comment" count for the central image and a "Made with padlet" watermark at the bottom right.

- ☐ **Incomplete:** Students are not given opportunities to initiate interaction with other students in the course.
- ☐ **Aligned:** Opportunities for student-initiated interaction with other students are available and encouraged.
- ☐ **Additional Exemplary Elements:** The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.

One Example: Student-Centered Discussion:



Classmate Tips
Jennifer Azzaro
All Sections

Apr 24 at 10:44am

Experienced online learners!

Studies show 90% of consumers trust peer recommendations while only 14% trust advertisements...

Please share three things you have learned from taking online and hybrid classes.

What surprised you? What worked for you? What *didn't* work?
What advice do you have for your peer consumers - your classmates?

Unread

Subscribe

Reply

Other Examples:

- Chat tool
- Voluntary study groups

- ☐ **Incomplete:** Guidelines explaining required levels of student participation are not provided.
- ☐ **Aligned:** Guidelines explaining required levels of student participation (i.e. quantity and quality of interactions) are consistently provided.
- ☐ **Additional Exemplary Elements:** A rubric or equivalent grading document is included to explain how participation will be evaluated.

Discussion Rubric

Discussion Rubric					
Criteria	Ratings				Pts
Initial Post <i>Response to teacher's prompt</i>	3.0 pts <i>First post by Sunday</i>	2.0 pts <i>First post by Monday</i>	1.0 pts <i>First post by Tuesday</i>	0.0 pts <i>First post after Tuesday</i>	3.0 pts
Responses to Classmates <i>2 responses to classmates</i>	2.0 pts <i>Respond to 2 classmates</i>	1.0 pts <i>Respond to 1 classmate</i>	0.0 pts <i>No responses to classmates</i>		2.0 pts
Quality of Posts <i>Posts move discussion forward and/or include original thought</i>	5.0 pts <i>New insights</i>	3.0 pts <i>Basic ideas</i>	1.0 pts <i>Limited thought</i>	0.0 pts <i>Needs work</i>	5.0 pts
Total Points: 10.0					

- ✓ We now know what Regular Effective Contact is...
and isn't.
- ✓ We've defined and documented it in a *Policy, Plan, Resolution, and Handbook.*

Other Recommendations...

- Engage in at least 3 *different* forms of communication with students every week.
- Anonymous surveys at the beginning, middle and end of each term.
- Don't be afraid of digital media! Make a video using ConferZoom or Adobe Spark.
- **Make sure the bulk of your interaction with students is in Canvas, *not* a outside textbook publisher site.**
- Attend training and take advantage of peer review opportunities.
- Take an @One course and check out Pocket PD!



QUESTIONS?

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