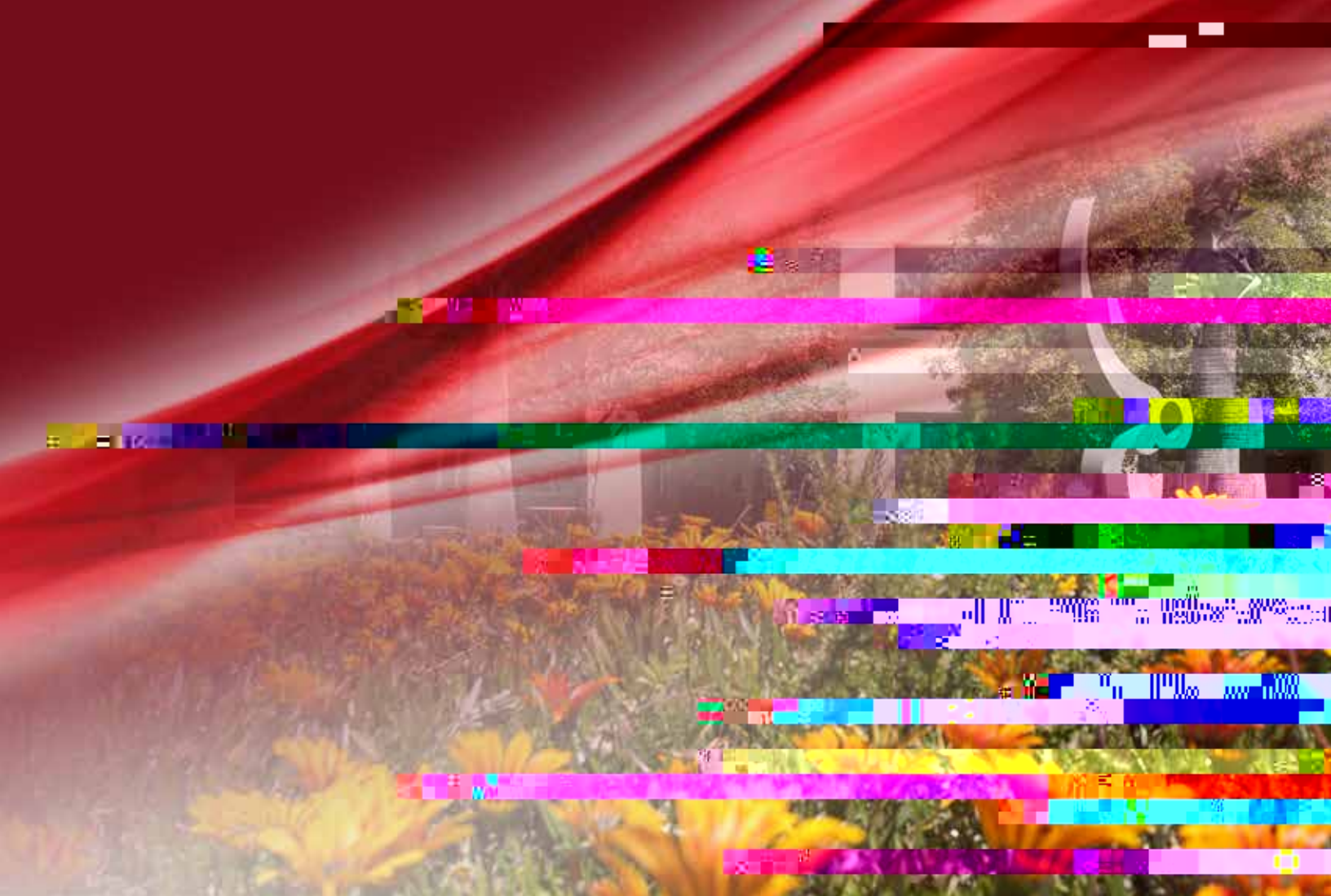


DISTANCE EDUCATION PLAN

Norco Senate Distance Education Committee
5/21/2014



DISTANCE EDUCATION COMMITTEE

The Distance Education Committee was formed as a standing committee of the Norco Academic Senate in Fall 2012. Interested faculty, administrators and staff met as a committee for the first time on September 19, 2012.

STATEMENT OF PURPOSE

The Distance Education Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. The committee advises strategic planning committees on institutional needs and best practices for distance education.

MEMBERSHIP

Deborah Tompsett-Makin, Chair, Professor of Political Science
Carol Farrar, Co-Chair, Dean of Instruction
Melissa Bader, Associate Professor, English
Sharon Crasnow, Professor of Philosophy
Vivian Harris, Assistant Professor, Library Services
Marissa Iliscupidez, Counseling
Lyn Greene, Associate Professor, Political Science, President of the Academic Senate
Gail Zwart, Professor, Business Administration
Abbey Eddy, Associated Students, Norco College

INTRODUCTION



DISTANCE EDUCATION FALL 2013

Open Campus is a Riverside Community College District Structure that serves the three colleges and their students by providing information and resources for online, hybrid and web-





ONLINE LIBRARY SERVICES

Live chat reference service with an academic librarian is available 24 hours a day to provide ongoing instruction and support for library users. Distance education students, as well as all other Norco College students and faculty, may access the online reference librarian service on site or remotely during both open and closed hours including holidays. This service can be accessed from the library's homepage.

The library's website is accessible from any computer with Internet access (on or off campus). Books, ebooks, multimedia, and streaming video are available via the virtual library catalog (<http://library.rcc.edu/norco/>). More than 50 electronic subscription databases are available for library users (<http://library.rcc.edu/norco/eresources.htm>). Norco College students, faculty, and staff can access library databases remotely with an ID number and password.

Online library research guides (LibGuides) are also available on the library website. Library users can access the virtual research guides both on and off campus from any computer with internet access; no login is required (<http://norco.rcc.libguides.com/index.php>).

Faculty librarians can be reached

NORCO DISTANCE EDUCATION EFFICIENCY

Distance Education sections include online and hybrid courses. Norco College has maintained a consistently higher efficiency rate in all modes of instruction than the District for the 2010--2012 period. Norco efficiency rates for hybrid courses are much higher than online courses. Online efficiency rates in 2012 (547.26) have declined from 2011 levels of 604.73. Hybrid efficiency has also declined from 668.55 to 609.19. All instructional modes at Norco College are above the state efficiency level of 525. (See chart below)

Efficiency Rates by Instructional Mode

	2012	2012	2011	2011	2010	2010
Online	547.26	511.73	604.73	545.72	595.24	575.34
Hybrid	609.19	572.33	668.55	564.93	613.37	545.36
Face-to-Face	676.37	556.35	663.86	544.97	707.18	562.42

(Source: RCCD Open Campus Distance Education Fact Book 2013. pgs 31-32.)

NORCO DISTANCE EDUCATION SUCCESS AND RETENTION RATES

Success Rates

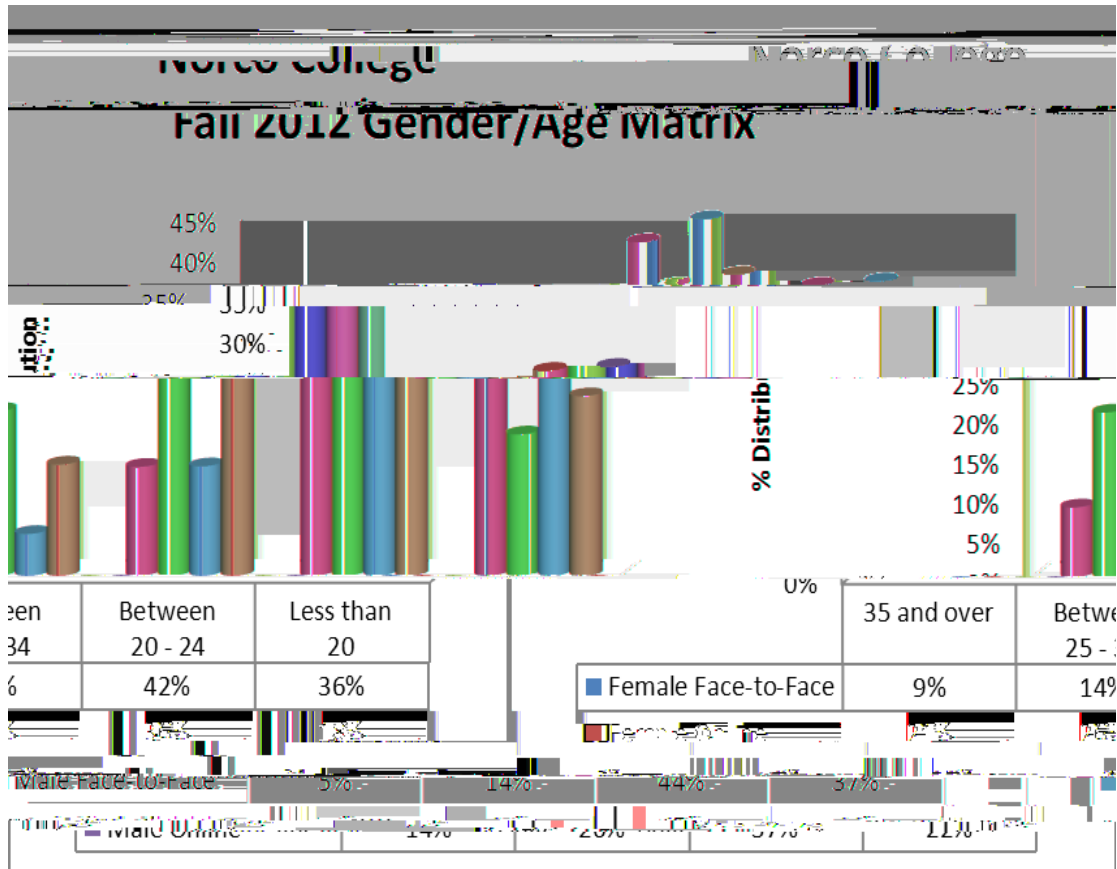
Hybrid (Blended) Distance Education success rates (57.38%) for the 2012 academic year declined from the previous 2011 academic year (60.55%). The 2012 rate however was higher than the 2010 rate (54.36%). The hybrid success rates remain lower than face-to-face lecture rates (70.38%) in 2012. Online, hybrid and face-to-face rates continue to remain higher than district rates. (See chart below)

Success Rates by Instructional Mode

	2012	2012	2011	2011	2010	2010
Online	57.38	55.37	60.55	56.55	54.36	52.10
Hybrid	58.06	56.43	55.77	54.48	56.10	53.94
Face-to-Face	70.38	67.14	73.20	60.11	56.84	57.65

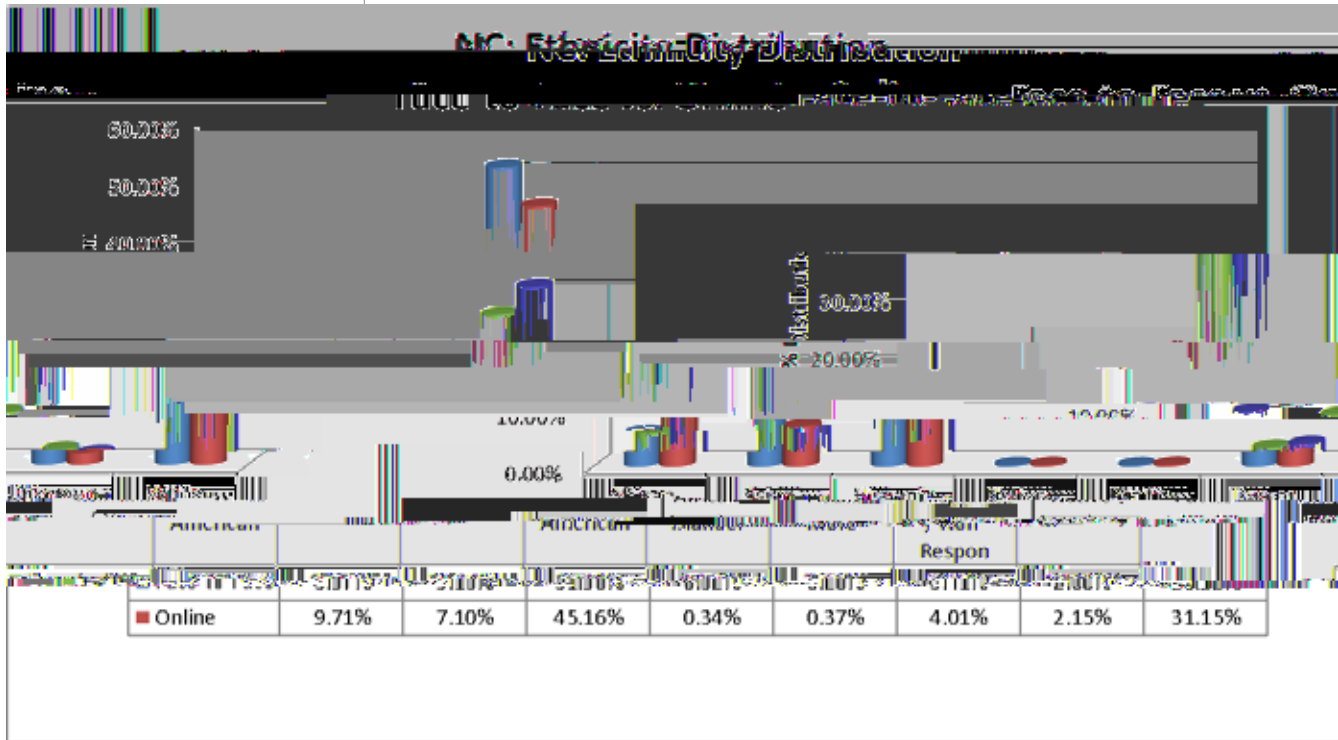
DEMOGRAPHICS

Norco demographic data help to inform the faculty and staff of the student population served through Distance Education.



(Source: RCCD Open Campus Distance Education Fact Book 2013,pg. 60.)





(Source: RCCD Open Campus Distance Education Fact Book 2013.pg. 66.)

DEFINITIONS

This term refers to the traditional “on ground” or “brick and mortar” classes held at colleges and universities throughout the country. Both faculty and students come to the college where the class is held according to set day(s) and times for meeting.

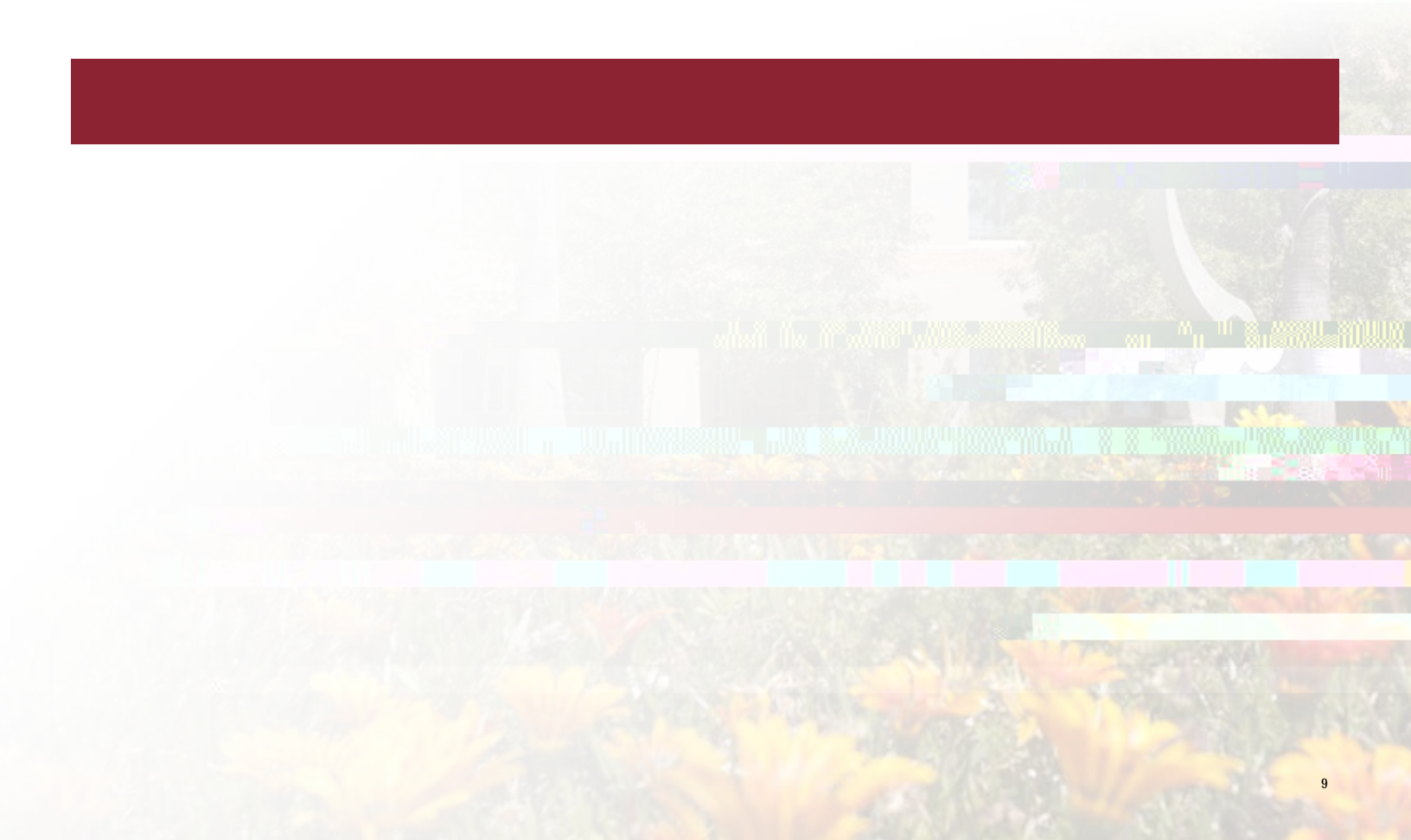
In recent years, some face-to-face courses have incorporated the use of instructional materials, resources, and assignments that require the use of the Internet. In effect, this is the modern-day version of sending a student to the library to do research, study, or complete assignments with the exception that these activities are spent in “cyber space” and not in a physical classroom. No seat time is replaced in a web-enhanced class; instead, the instruction has been supplemented by the use of the Internet.

Online courses may take two different forms.

- Fully-online courses: In these courses, the instruction is delivered fully online in a manner in which the faculty and students may not be required to report to a physical locale for any part of the course.
- Hybrid courses: In these courses, some percent of the course is replaced by instruction which is delivered fully online and the remaining percentage is delivered in a face-to-face environment.

For the purposes of this report “online” refers to both fully-online and hybrid courses, unless otherwise noted. All online courses (fully online or hybrid) require separate curriculum committee approval. The three colleges schedule and staff all courses including online courses. The distance education office, known as Open Campus, provides training, assistance, and facilitates the opening of the courses.

PLAN PURPOSE AND GOALS



IMPLEMENTATION GRID AND TIMELINE

1		
Activity	Assessment	Timeline
Develop an online orientation	Access to student services. Access to online instructional services: login, assessment. Access to technical support services. Access to tutorial services. Access to library services.	Spring 2015
Develop an online student readiness assessment for Blackboard skills.	Check open campus skills workshop	Completed

2		
Activity	Assessment	Timeline
Using our Professional Development structure, develop a tiered approach to faculty training to match faculty needs.	Software best practices; compliance best practices, Advanced Online Academy (See Appendix)	Completed 2013
Develop a distance learning handbook for faculty use.	Include district distance education materials	2014-2015
In the area of professional development, develop a tiered approach to training to meet needs.	Software training to support student services, library services, instructional, and tutoring services areas. Compliance training.	2014-2016
Succession planning of the online expert mentoring system.	Maintain support for instructional faculty. Expand support for student services and library staff. Develop online modules to support mentors.	2014-2018

3		
Activity	Assessment	Timeline
Student assessment of program	Survey	Spring 2014
Instructor assessment of program	Survey	Spring 2014
Staff assessment of program	Survey	Spring 2014
Confirm DE Course Assessment	Coordination with NAC	Spring 2014

MAPPING DISTANCE EDUCATION GOALS TO THE STRATEGIC PLAN



THE FUTURE OF DISTANCE



RCCD GUIDE TO RECOMMENDED BEST PRACTICES IN DISTANCE EDUCATION (DE)

Unlike correspondence education, in which students are responsible for initiating contact with the instructor, instructors using DE are required to actively initiate interaction with their students as a group and individually.

The measure of “regular contact” is based on a standard that is at least the same as it would be in a traditional face-to-face class. Instructors may exceed this minimum at their discretion.

The number of asynchronous or synchronous hours that an instructor is available to students enrolled in a DE class must be at least equal to the number of hours of availability as required for face-to-face classes of the same courses. Instructor contact with DE students is understood as distributed over the course of the “instructional week” (seven days) and the term of the course (expressed in weeks). Instructor-initiated contact will occur as often as appropriate for regular contact, as defined by regulation.

Effective/substantive contact with students and delivery of course content includes instructor interaction with the entire group of students in the course section based on a well-defined schedule of availability, deadlines, feedback, and exchanges that are included in the instructor’s Syllabus. Instructors define their

correct errors of fact, to keep the discussion on topic, and/or to add expertise to the content of the discussion.

- Monitoring student interaction and activity to ensure that they participate fully.
- Create a specific forum for questions regarding course content.
- Asking students for feedback about the course on a regular basis and revising the content as needed to address issues identified.
- Varied types of interaction, such as instructor-student, student-student, student-content, and student-instructor, and other interaction between and among the students and the instructor as part of the course design.

1. By utilizing available technologies, such as Blackboard Collaborate or CCC Confer, DE instructors can maximize face-to-face, synchronous interaction with students, if needed, to achieve the objectives of the course. CCC Confer is a web conferencing tool that is free to the California Community College System (<http://www.cccconfer.org>). Contact your college Instructional Media Center for assistance with implementing this technology. Contact Open Campus for assistance with implementing Blackboard Collaborate.

2. Example of an email statement indicating an estimated time for response to student emails:

- “Your instructor will respond to emails within 48 hours. Emails received after noon on Friday will not be responded to until Monday morning”

Example of a feedback expectation statement:

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RIVERSIDE COMMUNITY COLLEGE DISTRICT SUMMARY OF REGULATIONS FOR REGULAR AND EFFECTIVE/SUBSTANTIVE CONTACT FOR DISTANCE EDUCATION

Definition of Correspondence Education

- (1) 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;
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;
- (3) Correspondence courses are typically self-paced; and,
- (4) Correspondence education is not distance education.

“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 the instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet: one-way and two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing or video cassettes, DVDs, CD-ROMS, in conjunction with any other technologies.” (ACCJC 2013 Guide, p. 2)

The Commission (ACCJC) recognizes and embraces distance education as a convenient, flexible, and effective means of providing quality education. Many working students with multiple demands on their time find that distance education meets their needs better than campus-based education.

California Code of Regulations, Title 5 and Chancellor's Office of the California Community Colleges, Distance Education Guidelines (2008)

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).

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

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. NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 that it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

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, email, 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



DISTANCE EDUCATION STATEMENT

Will appear in WebAdvisor as part of the Teaching Assignment (TA) Approval process for faculty who have accepted assignments offered through Distance Education.

First implementation will be Winter 2014. The statement will provide a link to the Summary document and RCCD Guide to Recommended Best Practices.

I have read the *Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education and the RCCD Guide to Recommended Best Practices to Achieve Regular and Effective/Substantive Contact in Distance Education* which clarify regular and effective/substantive contact with students for distance education courses.



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