



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING**

AGENDA

April 17, 2014

3:00 p.m. – 4:30 p.m.

SSV 151

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. April 3, 2014 Senate Meeting Minutes - attachment
5. REPORTS (5 minutes maximum)
 - a. Faculty Professional Development Committee – Dr. Irit Gat - attachment
 - b. Legislative Report – Dr. Glenn Haller
 - c. Distance Education & Technology Committee Report – Dr. Nancy Bednar
6. ACTION ITEMS
 - a. Amendment Ballot Anonymity
7. DISCUSSION ITEMS
 - a. Faculty Professional Development (FPD) Committee Technical Liaison Term – Dr. Irit Gat
 - b. Regular and Effective Contact Policy – Dr. Bednar, Distance Education & Technology Committee
 - c. Strategic Planning Committee
 - d. Budget Council Senate Representative
8. INFORMATIONAL ITEMS
 - a. Senator-at-Large – Election - Survey Monkey
 - Dr. Irit Gat
 - Tina McDermott
9. SENATE ADMINISTRATIVE BUSINESS
 - a. Academic Ranking
 - Kenan Shahla – Professor
 - Michael Pesses – Associate Professor
 - b. Honors Committee
 - Dr. Bassam Salameh - 2-yr term ending June 30, 2016
 - Dr. Mark McGovern - term ending June 30, 2015
 - Pavinee Villapando - 2-yr term ending June 30, 2016
 - Rae Agahari - 2-yr term ending June 30, 2016
 - Mike Pesses - 2-yr term ending June 30, 2016
 - Kathy Bingham - 2-yr term beginning Fall 2014 and ending June 30, 2016
 - c. Faculty Professional Development Committee
 - Darcel Jarrett-Bowles
 - Leslie Baker

- d. Equivalency Review Committee
 - Harish Rao – 2-yr term ending June 30, 2016
 - Christine Mugnolo - term ending June 30, 2015

- e. Distance Education & Technology Committee - 3 vacancies
 - Candace Martin
 - Angela Shaheen

- f. Outstanding Adjunct – Election - attachments
 - Polly Robinson
 - Wendy Rider
 - Ron Coleman

10. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

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ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING

MINUTES

April 17, 2014

3:00 p.m. – 4:30 p.m.

SSV 151

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1. CALL TO ORDER AND ROLL CALL
The Academic Senate meeting of April 17, 2014 was called to order at 3:02 p.m. by Dr. Ed Beyer, Academic Senate President.
2. OPENING COMMENTS FROM THE SENATE PRESIDENT
None.
3. OPEN COMMENTS FROM THE PUBLIC
Ms. MaryAnne Holcomb reported continued concern regarding violence on campus not reported to faculty. She stated violence continues inside and outside classrooms, with students following faculty into the buildings, yelling. Ms. Holcomb stated faculty should be notified of campus incidents on a regular basis.
4. APPROVAL OF MINUTES
 - a. April 3, 2014 Senate Meeting Minutes – attachment
A motion was made and seconded to approve the minutes of the April 3, 2014 Senate meeting. Motion carried with one (1) abstention.
5. REPORTS (5 minutes maximum)
 - a. Faculty Professional Development Committee – Dr. Irit Gat – attachment
Dr. Irit Gat gave the following Faculty Professional Development report:
 1. Survey the faculty annual to determine the most critical professional development needs.
 - a. FPD and Union survey monkey to number of hours required at AVC full time and adjunct faculty
 - b. Spring Welcome Back Day: positive feedback and well-attended even though not mandatory
 - c. End year survey will be sent to assess this year's presentations and program overall
 2. Select speakers/presentations for the year program
 - a. FPD committee reviewing on-line presentation submissions - received over 125
 - b. Planned and chose Fall Opening Day speakers: 10 sessions total with 9 speakers/topics (2 afternoon breakout sessions before Division mgs)
 - c. Honors Options to be approved for FPD credit Standard 3
 3. Create, review, and maintain all records
 - a. Continue to review adjunct plans and contracts. Due date for all faculty final plans April 28, 2014.
 - b. Updated FAQ page on website
 - c. Submitted FPD budget request to Senate
 - d. Sent in Chancellor's office paperwork requirement for 2014-2015 FPD program
 - e. Will work with Nancy Masters to update website and FPD handbook this June/July
 - f. Will be working with Dr. Beyer and Greg Krynen to create on-line plans and contracts this summer; need FPD committee approval in Fall 2014 and hope to conduct a pilot project in Spring 2015.
 4. Hold bi-monthly committee meetings
 - a. FPD conference mid-March was cancelled and rescheduling will occur next year.

Approved: May 1, 2014 Academic Senate Meeting

b. Legislative Report – Dr. Glenn Haller

Dr. Glenn Haller distributed a handout and gave the following Legislative report:

- AB 1924 (Logue) Postsecondary Education: Baccalaureate Degree Pilot. K-12 schools, community colleges, and campuses of the California State University that will allow students to earn a baccalaureate degree for a cost as close as possible to \$12,000.
- AB 1925 (Logue) Baccalaureate Degree Pilot Program: UC System. Pilot program to establish a coordinated curriculum that enables students who have earned college course credit through concurrent enrollment in high school and community college, to earn a baccalaureate degree from a participating UC Campus for \$25,000.
- SB 850 (Block) Community College Districts: Baccalaureate Degree Pilot Program. Authorizes the Chancellor of the California Community Colleges to allow the establishment of a pilot program for one baccalaureate degree per campus per district.
- AB 2235 (Buchanan) Kindergarten-University Public Education Facilities. Would place the Kindergarten-University Public Education Facilities Bond Act of 2014 on the November 2014 statewide election ballot. AB 2235 provides an unspecified amount of state general obligation bonds to K-12 schools, the California Community Colleges, the University of California, the Hastings College of the Law, and the California State University for construction and modernization of education facilities.
- AB 1456 (Jones-Sawyer) Tuition Fees Pilot Program. Requires the California Student Aid Commission, the Trustees of the California State University, and the Board of Governors of the California Community Colleges, and requests the Regents of the University of California to conduct a study of the effects of enacting a Pay it Forward, Pay it Back Pilot Program to replace the current system of charging students upfront tuition and fees, including for room and board, for enrollment at public institutions of higher education.
- SB 1068 (Beall) Board of Governors of the California Community College. Uses spot/placeholder statute, but according to the author's office, it will be amended to address the following concepts:
 - Accrediting agencies wishing to implement new policies and/or procedures that have state costs must first seek approval by the State Legislature.
 - Campus evaluation reports conducted during the accreditation process would be subject to the Public Records Act.
 - Accrediting agencies would be prohibited from charging costs, such as attorney fees, that are unrelated to the accreditation process.
 - Provide community colleges an option to choose any community college or 4-year accrediting agency approved by the US Department of Education.
- AB 2558 (Williams) Community Colleges: Faculty and Staff Development. To revitalize professional development for both faculty and staff.
- AB 2705 (Williams) Community Colleges: Faculty. Amends existing law that related to community college faculty to change references from full-time and part-time faculty to regular faculty, contract faculty, and associate faculty.
- SB 1400 (Hancock) Community colleges: Expulsions. Authorizes the governing board of a community college to expel a student if good cause for the issuance of an order protecting a campus of the district, or any person regularly present on a campus of the district, is issued by a court against the student after an evidentiary hearing.

c. Distance Education & Technology Committee Report – Dr. Nancy Bednar

Dr. Nancy Bednar, Distance Education & Technology Committee Chair, gave the following DETC report:

Report on Immediate Goals

The Distance Education and Technology Committee has been working to achieve the goals set by the committee during the fall semester. Our Immediate Goals (for the current year) are:

Goal #1: Guided by Strategic Goals 1c and 1e, collaborate with ITS in identifying and addressing instructional technology issues in the faculty offices, classrooms and the computer labs, including: computers, projection and audio systems, podcasts, and phones (2011-2012 Senate Resolution on Faculty Technology Rights).

Goal #2: Guided by Strategic Goals 1c and 1e, create distance education policy on Regular and Effective Contact with Students (Title 5 and ACCJC require regular and effective contact) for approval by the Academic Senate and the college by the end of the 2013-2014 academic year.

Goal #3: Guided by Strategic Goals 1c and 1e, create a document with Recommended Policies and Procedures for Distance Education Classes and a Faculty Handbook for Distance Education for approval by the Academic Senate and the college by the end of the 2013-2014 academic year.

Goal #4: Guided by Strategic Goals 1c and 1e, collaborate with ITS and other content providers to improve or replace the SORT student readiness tool on the AVC Online page.

DETC Actions

Goal #1 – we will have end of year data from the IT Department about how they are addressing instructional technology issues. One big issue for the campus is Wi-Fi and there will be Wi-Fi across the campus by the end of June 2014. The data from the IT Department will include Help Desk calls for classrooms and offices and time of resolution. I will present this data in my final report for the year to the Academic Senate.

Goal #2 – we have a completed Regular and Effective Contact with Students policy completed and ready for the Academic Senate to approve. It is at the end of this report. We need Senate approval of the policy so that it can move along the shared governance process for approval.

Goal #3 – we are not working on the Faculty Handbook for Distance Education because we need the Regular and Effective Contact policy to be approved as AVC policy so that it can be included in the Handbook. The Handbook will become a goal for the 2014-2015 academic year.

Goal #4 – we have a subcommittee working on the SORT readiness tool on the AVC Online page. At our next meeting the committee will be working on new questions created by the subcommittee to be used instead of the SORT readiness tool. The SORT readiness tool is very long and since so many students are using mobile devices to access the AVC website the committee is aware that we need to make the readiness assessment shorter. The new questions also include recommendations for AVC classes that students can take to remedy deficiencies that questionnaire identifies.

Report on Short-Term Goals

Our Short-Term Goals (2-3 year completion) are also receiving some attention. They are:

Goal #5: Guided by Strategic Goals 1c and 1e, evaluate and provide recommendations to enhance the AVC Online page on the public website ([AVC Online](#)).

Goal #6: Guided by Strategic Goals 1c and 1e, work with the Accreditation Steering Committee to ensure that AVC's online and hybrid courses and programs are in compliance with the Guide to Evaluating Distance Education and Correspondence Education published by the ACCJC and Title 5 of the California Education Code. Any recommendations from the Accreditation Steering Committee will be incorporated into the Faculty Handbook for Distance Education.

Goal #7: Guided by Strategic Goals 1c and 1e, recommend that the Faculty Professional Development Committee develop a program for faculty using the CMS for the first time, whether in a fully online or hybrid class.

DETC Actions

Goal #5 – the committee is always looking at materials that could be helpful to faculty and students to put on the AVC Online ([AVC Online](#)) web page. I noticed that the form for online and hybrid classes was not being completed by faculty members because the information was not on the Online Classes page of AVC Online. Nancy Casselli used to send reminder emails to faculty to fill out and submit the form. Since her retirement, no one has sent reminders. I went through the Spring 2014 Class Schedule and sent reminders to online and hybrid faculty members to fill out the electronic form so that their classes could be included on the list of Online Classes on the AVC Online page. I also talked to the classified staff who are in charge of the schedule and indicated that they should be sending these reminders to faculty assigned online and hybrid classes in the future. No such email has been send for the Summer 2014 and Fall 2014 Schedules, which should go live shortly. I would like the advice of the Academic Senate in this matter. Should I continue to go through the schedules when they go live and send reminders to faculty to submit the information? Or should I talk to office of Academic Affairs to see if a classified employee who is responsible for scheduling should handle this task?

There are many changes that need to be made to this page, and we will need to work with Steven Burns to change the information on the page. The IT Department is discussing the purchase of software that will allow more users to modify the AVC web pages and I want to talk to Pres. Knudson about giving control of the AVC online page to the DETC. This would allow us to post new resources. There are many web resources that faculty would find helpful in course development that on the page.

Goal #6 – since the Accreditation Steering Committee is being restructured in preparation for the next self-study, the DETC has not been contacted to be assigned a particular role. The committee will be helpful in any way possible to ensure compliance in the next self-study. One issue that will be helpful with compliance is to have the Regular and Effective Contact policy proposed by the DETC become college policy before the self-study.

Goal #7 – there have been a lot of discussions about faculty training in the DETC as I have been sharing information from the @ONE classes I am taking. I have completed three of the five classes necessary for an @ONE Certification, I will complete the last two classes during the summer. I took a class called *Creating Accessible Online Courses*, which talked about the necessity of having our online classes, including all of our documents, audios, and videos used in the classes both ADA and Section 504 compliant. I have proposed to the Faculty Professional Development Committee a training that I will repeat that will share what I learned in the @ONE class with faculty to help them make their documents and online classes ADA and Section 504 compliant.

I also found, via a Chancellor's Office Monthly Distance Education webinar, an archived training shell for Blackboard provided by the San Diego Community College District. It is licensed under Creative Commons, so we can use it as long as credit as the initial developers. I hoped that when I downloaded it and then uploaded it into a training shell that I have that it would be easily modified to be ready to use. The course will need extensive modifications before it is ready to be deployed, and Greg Krynen and I are working on this. I will devote more time to this during the summer and I hope to have a product ready for the DETC and the Faculty Professional Development Committee to test and approve as our necessary certification for first time online faculty at AVC who do not possess other credentials, such as an @ONE Certification or certification from another source.

Report on Long-Term Goal

Our Long-Term Goal is driving much of the discussion in the committee. It is:

Goal #8: Guided by Strategic Goals 1c and 1e, improve retention and success in online courses at AVC.

DETC Actions

Goal #8 – Data about retention and success in online classes paints a pretty clear picture of what helps students to succeed. The first element is an appropriately trained online faculty that creates courses that are interesting, easy to use and accessible to students with disabilities. The DETC has been discussing what we can do to improve faculty training and are working on the creation of a comprehensive training course that faculty can take online to both improve course design and the understanding of how to use the CMS (Blackboard). Hopefully that training will be ready for approval during the next academic year (this is also Goal #7).

The second element in student retention and success is student readiness to take an online class. There are several things that the committee is doing in this area. The revision of the SORT readiness tool should help students with the self-selection process of choosing to enroll in an online class. Dr. Charlotte Forte-Parnell and I visited College of the Canyons on March 12 to look at their facilities and share information about faculty and student retention and success, including faculty training to teach online and student readiness for taking online courses. College of the Canyons gave me the COR for their one unit course (COUNS 070 – Distance Learning and Strategies for Success). I have provided the Counseling Department a copy of the COR and the next step would be to have someone in Counseling propose the class for AP&P approval. I would like to make the class mandatory for online students, but currently that is not possible.

We have discussed in the DETC and I have discussed with Greg Krynen the creation of a Blackboard Learning Module that faculty can import into their courses that will teach students how to use the various elements of a Blackboard course. This is something else that could be used to address student readiness to take an online course and faculty who teach online could choose to download the module and upload it into their courses. It could be used as a first assignment to help students succeed.

Antelope Valley College

Regular and Effective Contact Policy for Online Instruction

Background: In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all distance education (hereafter, DE) courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session."

Relevant Ed Code includes the following.

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

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:

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.

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.

6. ACTION ITEMS

a. Amendment Ballot Anonymity

Dr. Beyer led discussion regarding the Amendment Ballot election. He explained the process for a ballot election is for faculty to sign, complete, sign and return ballot, with the presumption all faculty are in the same room at the same time. The double-envelope process was created as an alternative. Dr. Beyer explained faculty misunderstood or ignored instructions, and 19% did not follow submission rules. Concerns raised included authority to create instructions, or to declare anything invalid. Dr. Beyer asked Senators what to do with 22 ballots returned unsigned, in the incorrect envelopes. He asked members if the ballots should be counted and included with the 94 valid ballots.

A motion was made and seconded to accept the 22 ballots as valid ballots.

Motion carried unanimously.

The Senate Exec will count the 22 ballots and report the results.

7. DISCUSSION ITEMS

- a. Faculty Professional Development (FPD) Committee Technical Liaison Term – Dr. Irit Gat
Dr. Irit Gat, Faculty Professional Development (FPD) Committee Chair, addressed Senators asking if the Faculty Professional Development should add a 3-year term and voting rights to the recently created Technical Liaison position for the FPD Committee. Dr. Beyer explained the committee structure should be defined by the committee before bringing it to the Senate, and that it would be helpful to include a job description of the Technical Trainer for purposes of role clarity.
- b. Regular and Effective Contact Policy – Dr. Bednar, Distance Education & Technology Committee
Dr. Nancy Bednar distributed a Regular and Effective Contact Policy handout for consideration. The policy was taken from another committee college and modified by Charles Hood, Scott Lee and Dr. Bednar. Senator reviewed the policy and made recommendations for revisions. Dr. Bednar will take the recommendations back to the DETC committee, and will resubmit the revised policy to the Senate. Dr. Beyer noted the policy must be reviewed by all faculty, and offered to create a forum for discussion in Blackboard. Dr. Bednar will submit the final draft to Nancy Masters, for action at the May 15, 2014 Senate meeting.
- c. Strategic Planning Committee
Dr. Beyer reported the Strategic Planning and Budget Council (SPBC) will split into two groups:
 - 1) Budget – Senate President Co-Chair
 - 2) Strategic Planning – Senate President Co-Chair

Dr. Beyer explained a faculty representative and union representative serve on both committees. A faculty member cannot serve on both committees. The union representative and Senate President are non-voting members. Vice Presidents are non-voting members. A Co-Chair can vote in the case of a tie. Dr. Lee Grishman noted an adjunct faculty position was added to SPBC and should be added.

A discussion was held on potential structures of the committees.

- d. Budget Council Senate Representative

8. INFORMATIONAL ITEMS

- a. Senator-at-Large – Election - Survey Monkey
 - Dr. Irit Gat
 - Tina McDermott

Dr. Beyer reported Dr. Irit Gat withdrew her name from the Senator at Large vacancy. An election via SurveyMonkey will be held to include one (1) candidate: Ms. Tina McDermott.

9. SENATE ADMINISTRATIVE BUSINESS

- a. Academic Ranking
 - Kenan Shahla – Professor
 - Michael Pesses – Associate Professor

A motion was made and seconded to approve the aforementioned Academic Ranking requests for Kenan Shahla (Professor), and Michael Pesses (Associate Professor). Motion carried with three (3) abstentions.

b. Honors Committee

- Dr. Bassam Salameh - 2-yr term ending June 30, 2016
- Dr. Mark McGovern - term ending June 30, 2015
- Pavinee Villapando - 2-yr term ending June 30, 2016
- Rae Agahari - 2-yr term ending June 30, 2016
- Mike Pesses - 2-yr term ending June 30, 2016
- Kathy Bingham - 2-yr term beginning Fall 2014 and ending June 30, 2016

A motion was made and seconded to approve the aforementioned appointments to the Honors Committee.

Ms. Karen Lubick noted the Honors Committee needs representatives from the different disciplines, with a committee makeup to allow for eight (8) representatives.

Motion carried.

c. Faculty Professional Development Committee

- Darcel Jarrett-Bowles
- Leslie Baker

A motion was made and seconded to approve the aforementioned appointments of Darcel Jarrett-Bowles and Leslie Baker to the Faculty Professional Development Committee.

Motion carried.

d. Equivalency Review Committee

- Harish Rao – 2-yr term ending June 30, 2016
- Christine Mugnolo - term ending June 30, 2015

A motion was made and carried to approve the aforementioned appointments of Harish Rao and Christine Mugnolo to the Equivalency Review Committee.

Motion carried.

e. Distance Education & Technology Committee

- Candace Martin
- Angela Shaheen

A motion was made and seconded to approve the aforementioned appointments of Candace Martin and Angela Shaheen to the Distance Education and Technology Committee.

Motion carried.

f. Outstanding Adjunct – Election - attachments

- Polly Robinson
- Wendy Rider
- Ron Coleman

Ballots were individually distributed by Ms. Nancy Masters, to elect the 2014 Outstanding Adjunct.

Ballots were signed for when distributed, and again when collected. Ms. Masters tallied votes and shared the results with Dr. Beyer and Dr. Susan Lowry. The announcement of the Outstanding Adjunct will be announced at the Faculty Recognition Day event on Wednesday, May 21, 2014

10. ADJOURNMENT

The Academic Senate meeting of April 27, 2014, was adjourned at 4:22 p.m. by Dr. Ed Beyer, Academic Senate President.

MEMBERS PRESENT			
Dr. Ed Beyer	Dr. Glenn Haller	Kathy Moore	Terry Rezek
Dr. Liette Bohler	MaryAnne Holcomb	Dr. David Newby	Ken Shafer
Dr. Ron Chapman	Dr. Matthew Jaffe	Dr. Zia Nisani	Elizabeth Sundberg
Dezdemonia Ginosian	Susan Knapp	Catherine Overdorf	Larry Veres
Dr. Lee Grishman	Karen Lubick	Van Rider	Shyanne Blanco
MEMBERS ABSENT			
Jack Halliday	Mike Hancock	Ty Mettler	
GUESTS/EX-OFFICIO			
Dr. Irit Gat	Dr. Susan Lowry	Dr. Nancy Bednar	

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Distance Education and Technology Committee Report

Dr. Nancy Bednar

April 17, 2014

Report on Immediate Goals

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Goal #1: Guided by Strategic Goals 1c and 1e, collaborate with ITS in identifying and addressing instructional technology issues in the faculty offices, classrooms and the computer labs, including: computers, projection and audio systems, podcasts, and phones (2011-2012 Senate Resolution on Faculty Technology Rights).

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DETC Actions

Goal #5 – the committee is always looking at materials that could be helpful to faculty and students to put on the AVC Online ([AVC Online](#)) web page. I noticed that the form for online and hybrid classes was not being completed by faculty members because the information was not on the Online Classes page of AVC Online. Nancy Casselli used to send reminder emails to faculty to fill out and submit the form. Since her retirement, no one has sent reminders. I went through the Spring 2014 Class Schedule and sent reminders to online and hybrid faculty members to fill out the electronic form so that their classes could be included on the list of Online Classes on the AVC Online page. I also talked to the classified staff who are in charge of the schedule and indicated that they should be sending these reminders to faculty assigned online and hybrid classes in the future. No such email has been sent for the Summer 2014 and Fall 2014 Schedules, which should go live shortly. I would like the advice of the Academic Senate in this matter. Should I continue to go through the schedules when they go live and send reminders to faculty to submit the information? Or should I talk to office of Academic Affairs to see if a classified employee who is responsible for scheduling should handle this task?

There are many changes that need to be made to this page, and we will need to work with Steven Burns to change the information on the page. The IT Department is discussing the purchase of software that will allow more users to modify the AVC web pages and I want to talk to Pres. Knudson about giving control of the AVC online page to the DETC. This would allow us to post new resources. There are many web resources that faculty would find helpful in course development that on the page.

Goal #6 – since the Accreditation Steering Committee is being restructured in preparation for the next self-study, the DETC has not been contacted to be assigned a particular role. The committee will be helpful in any way possible to ensure compliance in the next self-study. One issue that will be helpful with compliance is to have the Regular and Effective Contact policy proposed by the DETC become college policy before the self-study.

Goal #7 – there have been a lot of discussions about faculty training in the DETC as I have been sharing information from the @ONE classes I am taking. I have completed three of the five classes necessary for an @ONE Certification, I will complete the last two classes during the summer. I took a class called *Creating Accessible Online Courses*, which talked about the necessity of having our online classes, including all of our documents, audios, and videos used in the classes both ADA and Section 504 compliant. I have proposed to the Faculty Professional Development Committee a training that I will repeat that will share what I learned in the @ONE class with faculty to help them make their documents and online classes ADA and Section 504 compliant.

I also found, via a Chancellor's Office Monthly Distance Education webinar, an archived training shell for Blackboard provided by the San Diego Community College District. It is licensed under Creative Commons, so we can use it as long as credit as the initial developers. I hoped that when I downloaded it and then uploaded it into a training shell that I have that it would be easily modified to be ready to use. The course will need extensive modifications before it is ready to be deployed, and Greg Krynen and I are working on this. I will devote more time to this during the summer and I hope to have a product ready for the DETC and the Faculty Professional Development Committee to test and approve as our necessary certification for first time online faculty at AVC who do not possess other credentials, such as an @ONE Certification or certification from another source.

Report on Long-Term Goal

Our Long-Term Goal is driving much of the discussion in the committee. It is:

Goal #8: Guided by Strategic Goals 1c and 1e, improve retention and success in online courses at AVC.

DETC Actions

Goal #8 – Data about retention and success in online classes paints a pretty clear picture of what helps students to succeed. The first element is an appropriately trained online faculty that creates courses that are interesting, easy to use and accessible to

students with disabilities. The DETC has been discussing what we can do to improve faculty training and are working on the creation of a comprehensive training course that faculty can take online to both improve course design and the understanding of how to use the CMS (Blackboard). Hopefully that training will be ready for approval during the next academic year (this is also Goal #7).

The second element in student retention and success is student readiness to take an online class. There are several things that the committee is doing in this area. The revision of the SORT readiness tool should help students with the self-selection process of choosing to enroll in an online class. Dr. Charlotte Forte-Parnell and I visited College of the Canyons on March 12 to look at their facilities and share information about faculty and student retention and success, including faculty training to teach online and student readiness for taking online courses. College of the Canyons gave me the COR for their one unit course (COUNS 070 – Distance Learning and Strategies for Success). I have provided the Counseling Department a copy of the COR and the next step would be to have someone in Counseling propose the class for AP&P approval. I would like to make the class mandatory for online students, but currently that is not possible.

We have discussed in the DETC and I have discussed with Greg Krynen the creation of a Blackboard Learning Module that faculty can import into their courses that will teach students how to use the various elements of a Blackboard course. This is something else that could be used to address student readiness to take an online course and faculty who teach online could choose to download the module and upload it into their courses. It could be used as a first assignment to help students succeed.

Attached at the end of this report is the proposed Regular and Effective Contact policy.

Respectfully submitted,

Dr. Nancy Bednar
Faculty Co-Chair DETC

Antelope Valley College
Regular and Effective Contact Policy for Online Instruction

Background: In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all distance education (hereafter, DE) courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session."

Relevant Ed Code includes the following.

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

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:
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.
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.

AVC Policy

All DE courses at AVC, whether hybrid or fully online, will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Opportunities that relate to the content of the course should include those in which students interact with instructors, instructors interact with students, and students interact with each other. Providing students with an open-ended question forum or discussion post venue, even if required, does not constitute the entirety of effective instructor-initiated interaction. In addition to open-ended question forums, faculty are encouraged to utilize Course Management System (CMS, eg. Blackboard) facilitated blogs and journals, AVC email, and collaboration chat tools to engage instructor and student interaction. Implementing social media and other community-building actions into course activities (e.g. VoiceThread, Twitter, Facebook, etc.) can also be used to facilitate interaction, as can field trips and seminars.
- **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact should replicate the time commitments of face-to-face instruction, although the exact pattern will vary by course and by instructor. Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course. It is noted that online instruction may require alternate duty hours than in-person instruction; some online classes, for example, “meet” during weekend hours, as that is when working students more often are available.
- **Establishing expectations and managing unexpected instructor absence:** Instructor availability and synchronous and/or asynchronous class meeting times will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason, an email or class posting, the same as for traditional instruction, should be sent. As is the case for in-person instruction, if the offline time results in a lengthy absence, a substitute instructor should be sought who can assist students while the instructor is unavailable, or alternate arrangements made to cover missed instruction.

Type of Contact: Regarding the type of contact that will exist in all AVC DE courses, instructors should use a mix of resources to initiate and maintain contact with students:

- threaded discussion forums within the course management system;
- AVC email;
- AVC voice mail;
- weekly announcements in the Course Management System;
- field trips, seminars, or other in-person activities;
- timely feedback for student work.

Suggestions:

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. This says contact happens “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.” Also, CCCConfer, video conferencing, podcasts, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.
- It is suggested that instructors have a threaded discussion that is set aside for general questions about the course, and that instructors may wish to have weekly or other timely, question and answer sessions available to students. This may be accomplished through virtual office hours.

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.