REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the
Academic Standards and Policies Committee
- Eureka: 7351 Tompkins Hill Road, FM 107
- Del Norte: 883 W. Washington Blvd. - Room DN6
- McKinleyville: 1328 Junker Road
Friday, May 10, 2019
3:00 PM
AGENDA

1. Call to Order

2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Standards and Policies Committee.

3. Discussion Items

   3.1. Committee Membership for 2019-20 (Attachment)
   3.2. AP 4105 – Revised in Senate (Attachment)
   3.3. Faculty Prioritization Rubric (Attachment)

4. Announcements/Open Forum
5. Adjournment

Next Meeting
Fall 2019

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Academic Standards and Policies Committee 2 year Terms (July - June)				
Constituency Group	**Last Name**	**First Name**	**Term**	**Term Ended?**
ASPC Chair	Reiss	Karen	2018-2020	No
Career & Technical Education	Baker	Tim	2017-2019	Yes
Career & Technical Education	Jarvi	Mickey	2017-2019	Yes
Health Services Areas	Urban	Sally	2018-2020	No
Health Services Areas	Schoenfield	Katie	2017-2019	Yes
Arts & Humanities (fill in Chair Spring 2017)	Nordlof	Susan	2017-2019	Yes
MSBSS	Herrera-Thomas	Deanna	2017-2019	Yes
MSBSS	Pace	Jonothan	2018-2020	No
Instruction & Student Development	Burlison	Jennifer	2018-2020	No
Associate Faculty	Wright	Emily	2018-2020	No
Del Norte	Rhodes	Ruth	2018-2020	No
Chief Student Services Officer	Hill	Angelina	Ongoing	No
Administrative Support	Frint	Jessica	Ongoing	No

Meets: 2nd & 4th Fridays 3 to 5 pm

Section 2. Academic Standards and Policies Committee
Membership: The term of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:

1. The chair appointed by the Co-Presidents and confirmed by the Senate;
2. One faculty from each division, selected by the division. If a division chooses not to fill the position, the Co-Presidents may appoint a faculty member from any division to fill that vacancy. With the exception of the chair, no division shall have more than two representatives.
3. One representative from Student Development may be appointed by the Chief Student Services Officer (CSSO);
4. One associate faculty appointed by the chair; and
5. The Chief Instruction Officer/Chief Student Services Officer (CIO/CSSO), who shall serve as a non-voting, ex-officio member.
2.Duties and Purposes:
1.To accept assignments from the Senate on issues of academic standards and policies;
ii.To research, discuss, and make specific recommendations to the Senate regarding resolution of the above assignments.

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AP 4105 Distance Education Draft Revision Endorsed by DEPC 4/27/18; Revised by ASPC 4/12/19; Revised by Senate 5/3/2019

Per Title 5 March 2019, "Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology." All distance education is subject to the general requirements of Title 5 Chapter 6, Article 1.

Course Quality Standards

The same standards of course quality shall be applied to all courses including distance education courses.

Separate Course Approval

Every distance education course must have an approved Course Outline of Record and an approved Distance Education Proposal form. Each Distance Education Proposal form must be reviewed and approved separately if the distance education course is standing alone or any of the in-person contact hours are replaced by distance education modalities. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures.

Instructor Contact

Each section of the course that is delivered through distance education shall include regular effective contact and substantive interaction between instructor and students.

Regular effective contact and substantive interaction shall include the following:

- Initiated interaction: Instructors shall regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Instructors shall regularly initiate interaction among students and determine that they are engaging in meaningful discourse about course material. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- Frequency: Distance education courses are considered the equivalent to in-person courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, in-person course. At the very least, the number of instructor contact hours per week that would be <mark>provided</mark> for in-person students will also be available, in asynchronous and/or synchronous mode, for distance education students. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

- Establishing expectations and managing unexpected instructor absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, 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 (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days), a substitute instructor should be sought who can assist students while the instructor is unavailable.

Minimum Contact: Instructors shall, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums (or equivalent communication modalities) with appropriate instructor participation.
- General email/messages.
- Weekly announcements in the Learning Management System.
- Timely feedback on student work as specified in the DE Course Outline of Record.
- Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the in-person class.

Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5 ("…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") and/or video conference, screen-sharing, podcast, or other technologies may also be included. It is also suggested that instructors should have a threaded discussion that is set aside for general questions about the course.

Student Authentication Process

Consistent with regulations pertaining to federal financial aid eligibility, the District shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit.

The Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student's identity that are approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems.

Online Course Proctoring

Instructors of online classes are encouraged to give serious consideration to which assessments require proctoring, including whether proctored exams are a requirement of an outside accrediting body. Established proctoring procedures are publicly available and sites can include any of the College of the Redwoods campuses, off-site proctors approved by the instructor and administrative supervisor, or virtual proctoring software (e.g., Proctorio). If proctored exams are

==required, proctoring sites cannot be *limited to* College of the Redwoods campuses.== ==Proctoring requirements and procedures should be outlined in the syllabus.==

Privacy

At the time of registration, the District shall provide to each student a statement of the process in place to protect student privacy as well as an estimate of any additional charges associated with verification of student identity.

Student Accessibility

All distance education courses shall be accessible whereby, "a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use" ("Maintaining Access to Information Technology: A Guide for California Community Colleges," March 2017). All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d).

Student Accommodations

Distance education students will be provided reasonable accommodations as determined by the College's Disability Services and Programs for Students. Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to qualified individuals with disabilities, also referred to in federal law as "qualified handicapped persons" (Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; 29 U.S.C. § 794 and 42 U.S.C. § 12101).

Interactive Video Course (Telepresence) Loss of Connectivity

All interactive video course students shall have equal opportunity to live instruction. Instructors will develop policies that attempt to maintain equity in the event that a remote site loses access, whether due to equipment malfunction, power outage, or other circumstances. Strategies may include rescheduling the class session, developing alternative assignments, providing video/audio recordings, or video conferencing during an office hour, etc. In no case shall students' grades be affected by their non-participation due to loss of connectivity.

Instructor Preparation and Professional Development

Faculty shall meet qualification criteria as outlined in the Collective Bargaining Agreement (CBA) in order to teach in a distance education modality. The college is responsible for providing professional development opportunities for distance education faculty based on evolving pedagogy, available technology, and learning needs.

Evaluation of Instructors

Instructors teaching online classes shall be routinely evaluated using criteria applied to all instructors, as well as criteria specific to online instruction.

Student Grievances

The CIO or designee will ensure that distance education students are informed about and have access to a student grievance process. Additionally, the District will maintain a file of all student grievances related to distance education and their resolutions. This file will not be used for the purpose of evaluating faculty.

REFERENCES:

"Guide to Evaluating Distance Education and Correspondence Education" ACCJC publication, July 2013; Title 5 Sections 55200 et seq.; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; Title 34 Code of Federal Regulations - Section 602.17.Certification Standards for Online Teaching

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Faculty Staffing Priorities Committee

Rubric for Evaluation of Requests for Faculty Growth Positions

Instructions: Assign a whole number value for each criterion, considering both the raw data and any special circumstances explained below.

	Low Priority = 0-2 points	Medium Priority = 3-5 point	High Priority = 6-8 points
CRITERION 1 **Percentage of courses taught/services provided in the department/ program by full-time faculty** A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc.	Instructional programs: More than 60% of the sections in the department/program are taught by full-time faculty members. Non-Instructional: More than 60% of work hours are provided by full- time faculty.	Instructional programs: 30-60% of the sections in the department/ program are taught by full-time faculty members. Non-Instructional: 30-60% of work hours are provided by full- time faculty.	Instructional programs: Less than 30% of the sections in the department/program are taught by full-time faculty members, or a minimum number of full-time faculty is required for accreditation or licensing of a program. Non-Instructional Units: Less than 30% of work hours are provided by full- time faculty.

Please explain any special circumstances that are affecting the data above, such as recent/upcoming retirements, reduced sections or services due to low staffing, location specific needs versus district-wide needs, routine full-time faculty overloads.

	Low Priority = 0-2 points	Medium Priority = 3-5 point	High Priority = 6-8 points
CRITERION 2 **Documentation of unmet institutional need.** Documentation of unmet student demand will be determined by different data in different areas. In instructional programs, efficiency and/or fill-rate data are relevant. For librarians and counselors, ratios of students served to full-time faculty are relevant. For LD Specialists, numbers of unserved students requesting services are relevant.	Instructional programs: Section fill-rates in the department/program are less than 70% and or FTES/FTEF is less than 22. The department/ program does not have any unmet institutional needs. Librarian: The number of FTEF is more than 60% of the Title 5 Section 58724 recommendation (3.0 faculty librarians, including full-time and part-time, per 1,001 to 3,000 FTES). Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department is stable, and there are no other data that suggests unmet student need. LD Specialist: less than 10% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill-rates in the department/program are more than 70% and/or FTES/FTEF more than 22. Librarian: The number of FTEF is 30% to 60% of the Title 5 Section 58724 recommendation. Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department has decreased, and there are no other data that suggests unmet student need. LD Specialist: 10% to 40% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill-rates in the department/program are more than 80% and/or FTES/FTEF more than 24. Librarian: The number of FTEF is less than 30% of the Title 5 Section 58724 recommendation. Counseling: The ratio of counselor FTEs to student head count on a given campus within a given department has decreased, and/or there are other qualitative or quantitative data that suggest unmet student need. LD Specialist: more than 40% of students requesting services do not receive services in a timely fashion.

Please explain any special circumstances that are affecting the data above, such as potential alternative sources of funding for faculty hires, high-need courses that are offered infrequently because of staffing issues or courses required for multiple degrees that are offered regularly but are chronically under-filled, location-specific fill-rate expectations (e.g. Eureka versus Del Norte fill rates)

	Low Priority = 0-2 points	Medium Priority = 3-5 point	High Priority = 6-8 points
CRITERION 3 **Difficulty in recruiting qualified part-time faculty to address the staffing needs of the department/ program.** Some disciplines or geographic locations may find it especially challenging to solve their staffing needs through associate faculty.	Instructional programs: All required course offerings can be scheduled. No course offerings are negatively affected by associate faculty availability. Non-instructional programs: All services can be provided. No services are negatively affected by associate faculty availability.	Instructional programs: Some required course offerings cannot be scheduled in a manner that meets student needs. Some course offerings or section offerings are negatively affected by associate faculty availability. Please list courses that are affected. Non-instructional programs: Some services are negatively affected by associate faculty availability or the ability to retain current associate faculty. Please list services that are affected.	Instructional programs: Critical courses required for degrees are unable to be offered due to lack of associate faculty availability. Program viability is at risk due to associate faculty availability. The program is negatively affected by the resources being invested in the training of each new hire. Full-time faculty may routinely teach overloads. Please describe the ways in which your program is at risk. Non-instructional programs: Critical services are not available due to an inadequate number of qualified associate faculty who remain in their position. The program is negatively affected by the resources being invested in each new hire. Please describe the ways in which your program and services are affected.

	Low Priority = 0-2 points	Medium Priority = 3-5 point	High Priority = 6-8 points
CRITERION 4 **Area of Specialty** A need for specialty instructional areas or specialty service areas exists and cannot be met by current faculty expertise.	Current faculty in the department have the necessary expertise to support student success in all areas.	Faculty development could provide the expertise to meet perceived demand.	Failure to provide expertise in the needed area would significantly impact the program's ability to successfully fulfill community needs, program initiatives, and/or student success.

CRITERION 5 – 0 to 8 points
Other Considerations

Please describe any factors not captured by the criteria one through four above, such as oversight of facilities or equipment, Program Viability Committee recommendations, community work force needs, or a campus community that reflects the demographic make-up of the community.