



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, March 8, 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. Report back from Senate: Karen Reiss
 - 3.2. AP 4105 Distance Education (Attachment)
 - Mark Winter
 - 3.3. Faculty Prioritization Rubric (focus on Criterion 1) (Attachment)
4. Announcements/Open Forum
5. Adjournment

Public Notice—Nondiscrimination:

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Next Meeting
March 22, 2019

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AP 4105 Distance Education Draft Revision Endorsed by DEPC 4/27/18

“Distance education is defined...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” (ACCJC, 2013).

Course Quality Standards

The same standards of course quality shall be applied to all courses including distance education courses. ~~Refer to the Curriculum Handbook.~~

Separate Course Approval

In addition to the course outline of record ~~each or existing distance education curriculum proposal must~~ be reviewed and approved separately. ~~Separate approval is mandatory if any portion of a scheduled face to face course is replaced by distance education. of the instruction in a course or a course section is designed to be provided through distance education.~~

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development and the Curriculum Handbook.

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. ~~Instructor contact guidelines can be found on the Curriculum Committee website.~~

Student Authentication Process

Consistent with federal 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 approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student’s identity.

Online Course Proctoring

Instructors of online classes are encouraged to **give serious consideration to which assessments require proctoring. have important exams proctored, when appropriate.** ~~For enrolled students, proctoring is available at any College location.~~ **Established and published proctoring procedures are publicly made available and sites may include any of the College of the Redwoods campuses sites, virtual proctoring software (e.g., Proctorio), and off-site proctors approved by the instructor**

and administrative supervisor, or the instructor may opt to use virtual proctoring software (e.g., Proctorio). If proctoring is used, explicit guidelines should be outlined in the syllabus.

Students distant from a College location may use a proctor not affiliated with the College who meets any of the following criteria: librarian, testing coordinator, administrator, or teacher at an elementary or secondary school, community college, or university. In addition, military chaplains, testing administrators, education services officers, or prison officials are acceptable. These or other alternatives must be approved by the instructor and supervising administrator. It is the student's responsibility to make arrangements with the proctor using the College "Student/Proctor Agreement Form" and to pay all costs for proctoring.

Privacy

The District shall provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

ADA Compliance

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).

Also, see Administrative Procedure 3412 Access to Programs and Facilities.

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 Disabled Students and Services Program. 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"). (29 U.S.C. § 794, 20 U.S.C. § 1405, 42 U.S.C. § 12101, Gov. Code § 11135.) The operative federal laws referenced above are commonly referred to as Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101.)

Interactive Video Course (Telepresence) Loss of Connectivity

All interactive video course students ~~will~~ 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. ~~In the event that a site separate from the instructor loses access to the class, the instructor will immediately reestablish contact or, failing after the specified time period stated in the course syllabus, cancel class for all students for the remainder of the session.~~

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 ~~systematically~~ regularly evaluated using criteria applied to all instructors, as well as classes, ~~in addition to~~ 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

From: "Hill, Angelina" <Angelina-Hill@Redwoods.edu>
Subject: RE: Proctorio
Date: 25February, 2019 at 3:56:52 PM PST
To: "Winter, Mark" <Mark-Winter@Redwoods.edu>, "Giovannetti, Reno" <Reno-Giovannetti@Redwoods.edu>
Cc: "Sayles, Lisa" <Lisa-Sayles@Redwoods.edu>, "Reiss, Karen" <Karen-Reiss@Redwoods.edu>

Thank you, Mark. I asked on behalf of Karen Reiss. The ASPC started reviewing the DE policy last Friday and they had questions about the use of Proctorio and proctoring in general. This helps a lot.

Angelina

From: Winter, Mark <Mark-Winter@Redwoods.edu>
Sent: Monday, February 25, 2019 3:52 PM
To: Hill, Angelina <Angelina-Hill@Redwoods.edu>; Giovannetti, Reno <Reno-Giovannetti@Redwoods.edu>
Cc: Sayles, Lisa <Lisa-Sayles@Redwoods.edu>
Subject: RE: Proctorio

Hi Angelina-

From the start of our online program, proctoring has been either "yes or no." The course outlines of record do not distinguish among proctoring methods. Over the years the DEPC has developed and published guidelines for faculty and students regarding the use of proctors. For example, non-CR proctors are acceptable if they meet certain standards and are approved by the instructor. The implication is that faculty have a say but could not limit proctoring to CR sites only. Now that Proctorio is an option, faculty can add this to student options for taking proctored exams. It's conceivable that faculty can exclude Proctorio, but they would quickly run in to problems if they limited student access/equity to the class. For instructors who want to exclude Proctorio, it would be best to include these restrictions in the COR and give clear proctoring information to students prior to the start of class.

So to answer your question, I don't know.

Mark

From: Hill, Angelina <Angelina-Hill@Redwoods.edu>
Sent: Monday, February 25, 2019 10:20 AM
To: Giovannetti, Reno <Reno-Giovannetti@Redwoods.edu>
Cc: Winter, Mark <Mark-Winter@Redwoods.edu>; Sayles, Lisa <Lisa-Sayles@Redwoods.edu>
Subject: Re: Proctorio

Thanks, Reno. So if I'm understanding correctly, faculty can choose whether or not to make proctoria available for student. Is that correct?

Angelina

On Feb 25, 2019, at 10:02 AM, Giovannetti, Reno <Reno-Giovannetti@Redwoods.edu> wrote:

Hi Angelina,

It has traditionally been up to the student to choose the time (within limits) and location of a proctored exam including the option of having a private proctor (at the students own expense). It would not be acceptable to dictate a specific location or time for a proctored exam as that would not meet the requirements of an online course. However I think that as a matter of equity, it is important that online instructors also offer the option of Proctorio as this will work better for some students due to economic, geographic or handicap barriers.

Obviously the issues are slightly different for Face to Face courses and the instructor can set a specific time and place.

I would be interested to see what Mark and Lisa think about this issue. Hope this helps

Reno

From: Hill, Angelina <Angelina-Hill@Redwoods.edu>
Sent: Friday, February 22, 2019 4:04 PM
To: Giovannetti, Reno <Reno-Giovannetti@Redwoods.edu>
Subject: proctorio

Hi Reno,

If an instructor has proctored exams, do they have to allow proctorio as a proctoring option, or can they limit it to a site?

Thanks,
Angleina

Angelina Hill, Ph.D.
Vice President, Instruction
College of the Redwoods
707.476.4109

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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 following the guidance in the rubric 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 high reliance on part-time faculty in a department/program can have negative effects on the success of the department/program and the students it serves.	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.
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 counseling 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 <70% and or FTES/FTEF is <22. The department/program does not have any unmet institutional needs. Librarian: The number of FTEF is > 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: <10% of students requesting services do not receive services in a timely fashion.	Instructional programs: Section fill rates in the department/program are >70% and/or FTES/FTEF >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 >80% and/or FTES/FTEF >24. Librarian: The number of FTEF is <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: >40% of students requesting services do not receive services in a timely fashion.

<p>CRITERION 3 Difficulty in recruiting qualified part-time faculty to address the staffing needs of the department/program.</p> <p>Some disciplines or geographic locations may find it especially challenging to solve its staffing needs through associate faculty.</p>	<p>Instructional programs: All required course offerings can be scheduled. No course offerings are negatively affected by associate faculty availability.</p> <p>Non-instructional programs: All services can be provided. No services are negatively affected by associate faculty availability.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p>CRITERION 4 Area of Specialty</p> <p>A need for specialty instructional areas or specialty service areas exists and cannot be met by current faculty expertise.</p>	<p>Current faculty in the department have the necessary expertise to support student success in all areas.</p>	<p>Faculty development could provide the expertise to meet perceived demand.</p>	<p>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.</p>

CRITERION 5 – 0 to 8 points
Other Considerations

Please describe any qualitative factors not captured by the data above that the Faculty Prioritization Committee should consider in their ranking.

For example, risk of losing outside accreditation, oversight of facilities or equipment, diversity of expertise in a discipline, Program Viability Committee recommendations, community need