Welcome to the ACCJC Webinar!

Thank you Jared Spring, ACCJC Technology and Operations Director

Quick tips for engaging during the webinar:

- ✓Ask questions by using the Q&A button in Zoom. Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.
- ✓The webinar facilitator and panelists will review the Q&A tool to respond to your questions. There will be time at the end of the session for general Q&A.
- ✓**The chat function will be disabled during this webinar.**
- ✓Participants' audio and video are not available. Only the panelists will be seen and heard.
- ✓The session is recorded and will be posted at accjc.org/webinar.

Today's webinar is brought to you by…

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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Today's Topic:

Changes in Distance Education Regulations

COASTLINE COLLEGE

- **Vince Rodriguez**, President
- **Aeron Zentner**, Dean of Institutional Effectiveness

UNIVERSITY of HAWAI'I®
KAPI'OLANI COMMUNITY COLLEGE

- **Leigh Dooley**, Professor and Distance Education Coordinator
- **'Iwalani Koide**, Professor of Hawaiian Language

MORENO VALLEY COLLEGE
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MORENO VALLEY COLLEGE

- **Carlos Lopez**, Vice President of Academic Affairs/ALO
- **Sara Nafzgar**, Associate Professor, Communication Studies
- **Carrie Patterson**, Assistant Professor, Communication Studies
- **Kari Richards-Dinger**, Associate Professor, Mathematics

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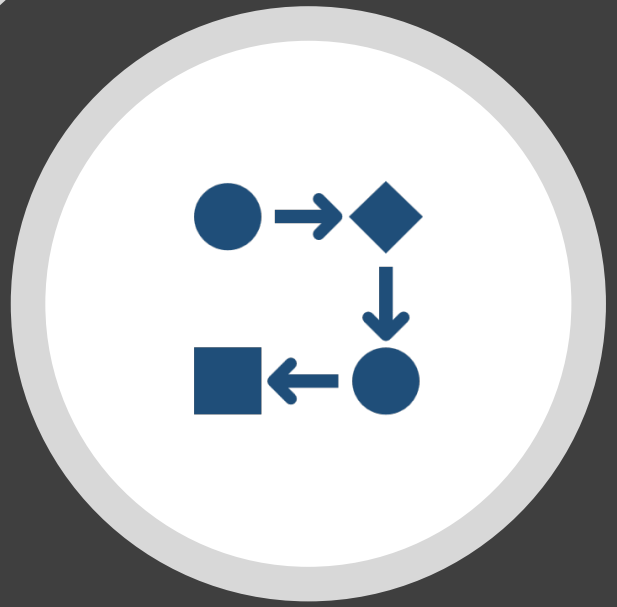
➢ Ask questions by using the Q&A button in Zoom.

COASTLINE COLLEGE

Evolution of Teaching and Learning

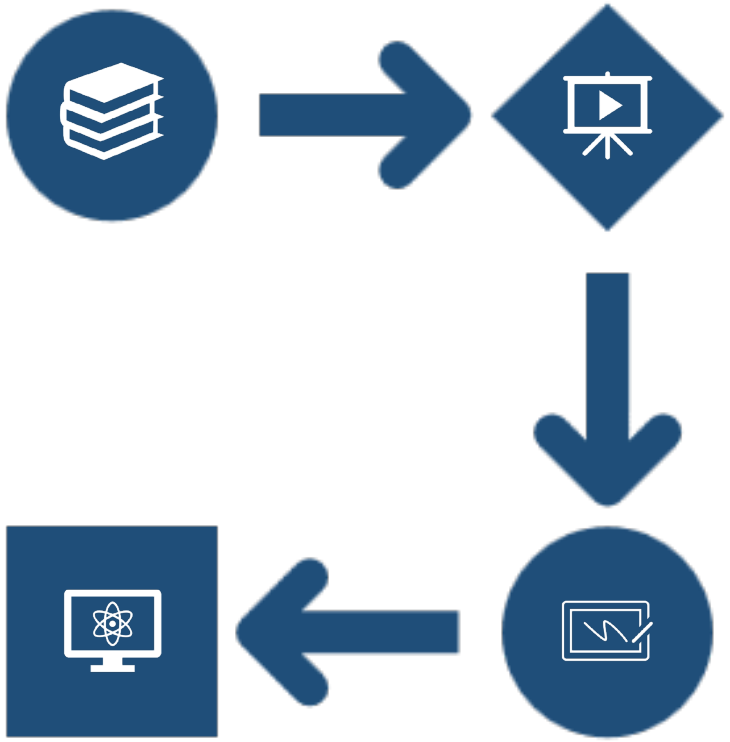
Dr. Vince Rodriguez
Dr. Aeron Zentner



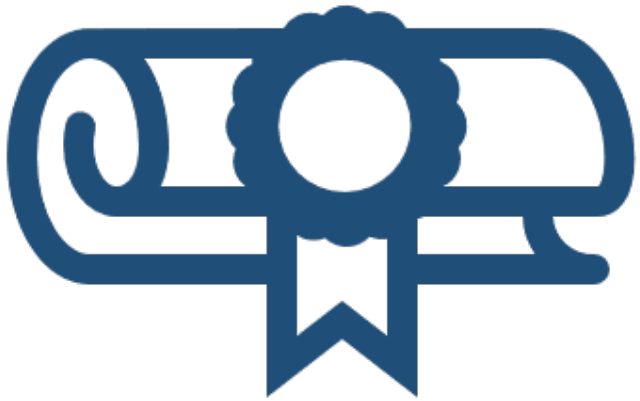
We are going to share how Coastline's response to federal program review facilitated innovation, change, and advancement.

The federal program review was an eye-opening experience.

Coastline was also in a technology transition which fostered opportunities to reimagine the online student learning experience.



Coastline adopted, adapted, and developed practices to support continually faculty professional learning for online instruction.



The indicators of success are reflected in Coastline's online student achievement outcomes.

COASTLINE
COLLEGE

Coastline's takeaway and key learning points

Kaiāulu

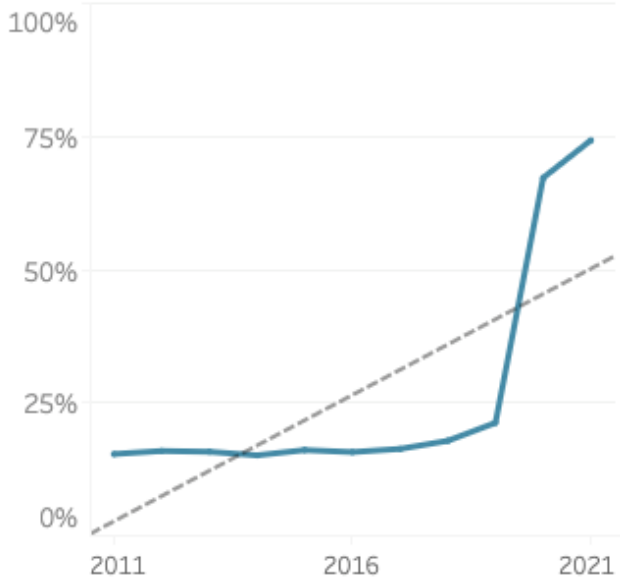
Adapting to Changes in ACCJC DE Rules & Regulations

University of Hawai'i Kapi'olani Community College

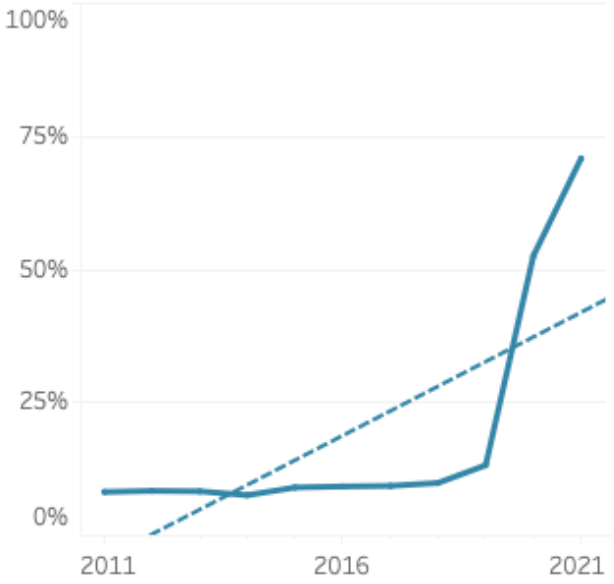
Kapi‘olani Community College

Background Information

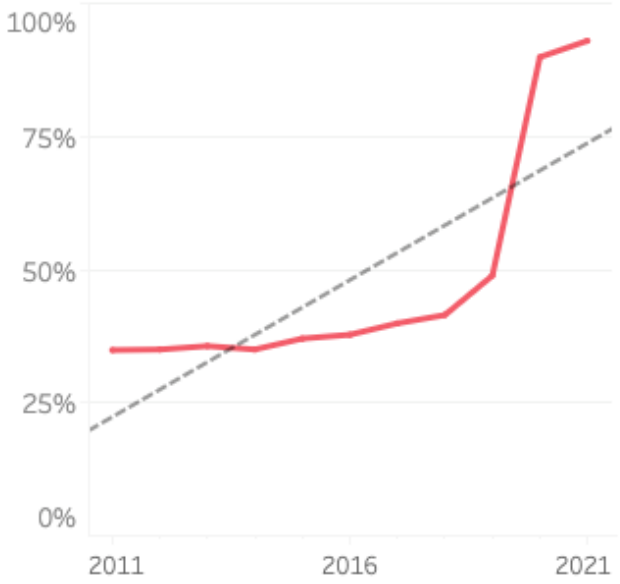
COVID-19 changed the world, including how we offered classes. Notice the spike in online class offerings in 2020.



The percentage of online only students rose dramatically in fall 2021. Will this trend continue in 2022?



The percentage of students enrolled in at least one online class peaked in fall 2021. Let's explore further...

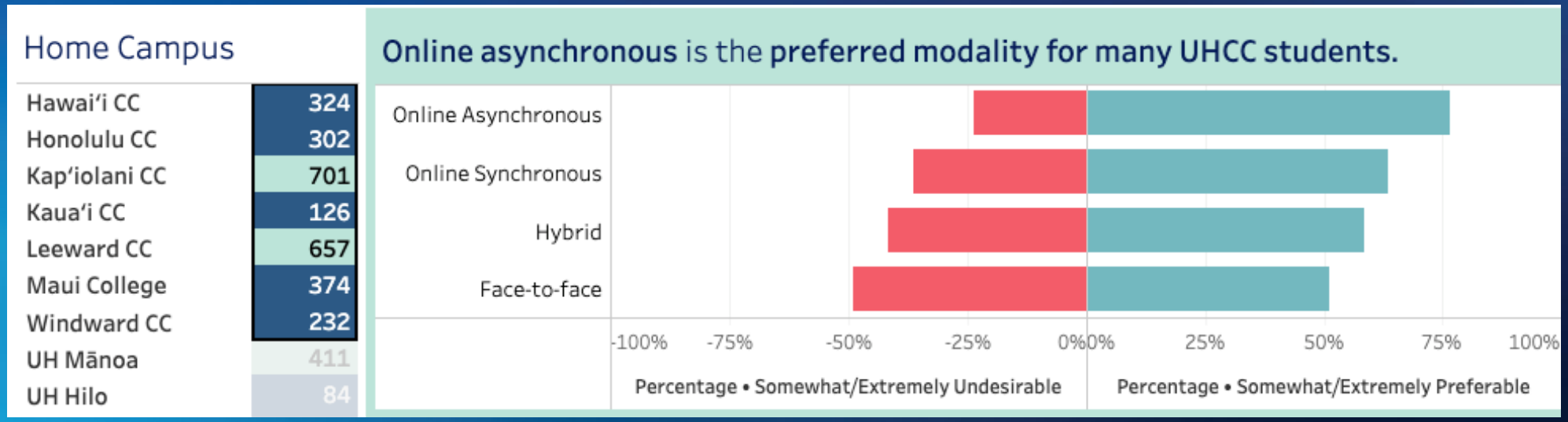


Only fall semester data is included in these graphs.

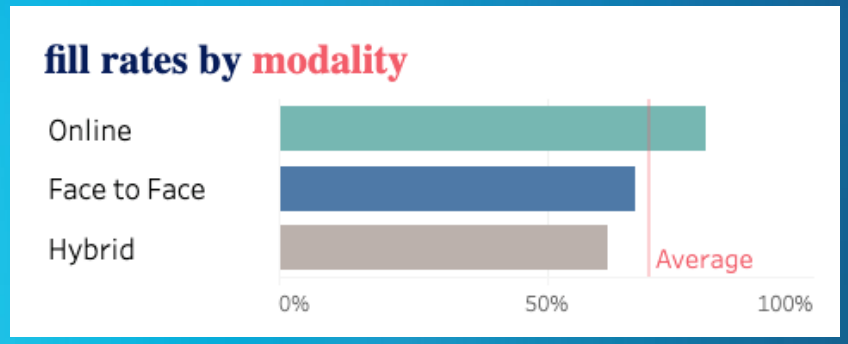
University of Hawai'i Kapi'olani Community College

Background Information

September 2021 Modality Preference Survey Results



Spring 2022 Fill Rates by Modality



University of Hawai'i Kapi'olani Community College

Background Information

DE Mission Statement

Kapi‘olani Community College provides open access quality online learning experiences with genuine human connections.

DE Vision Statement

As a leader in quality online teaching and learning, Kapi‘olani Community College fosters supportive online communities for engaging, authentic and transformative learning experiences that both prepare and empower students for their futures.

Background Information

2019 Federal Negotiated Rulemaking

- Change in definition of RSI
- Began to incorporate into training in 2020
- Began to incorporate into review rubric drafts in 2020

ACCJC Webinar on Changing Federal Regulations, November 2020

- Advisable to institute a definition of RSI in alignment with federal definition
- Need for a system to ensure RSI in DE classes; DE Class Review Process may satisfy this need

RSI: Definition & Communication

Kapi‘olani CC Definition of RSI

- Institutional definition
- Created in collaboration with Faculty Senate DE Committee
- Aligned with federal DOE definition
- Ratified by Faculty Senate and Administration in April 2021
- Incorporated into training & review rubrics
- Disseminated through campus communication channels

DE Class Review / Coaching Process

- Passed Faculty Senate and Administration (for pilot) in Spring 2020; implementation stalled due to budget crisis & COVID
- HEERF offered opportunity to implement at needed scale
- 400+ classes will be reviewed in AY 2021-2022
- 2 Head Coaches & 22 Coaches, trained & released from a class
- 2 rubrics (BaRe & CoRe); faculty choose which to apply; confidential
- Form for compliances check feeds into spreadsheets for DCs, Deans, VCAA, and Chancellor decision-making
- Post-coaching participant survey
- DE Class Coaching Website

The Value of Push-back

While Ratifying the DE Class Review Process

- Year-long process
- Collaboration with Faculty Senate DE Committee
- Resistance from the Faculty Senate Professional Rights & Responsibilities Committee
- Both collaborations resulted in a better process outline

During 2nd Semester of Implementation

- 2nd semester: teachers who went online during COVID
- Centered in FS PRR Committee
- Resulting in important adjustments to process & rubrics

Consistent Response When Adjustments Are Needed

DE Team

- Check-in for easy fixes
- For Digital Accessibility: self-paced training, Applying DA training, DA Aides
- For RSI: training, mentoring
- Recommended response

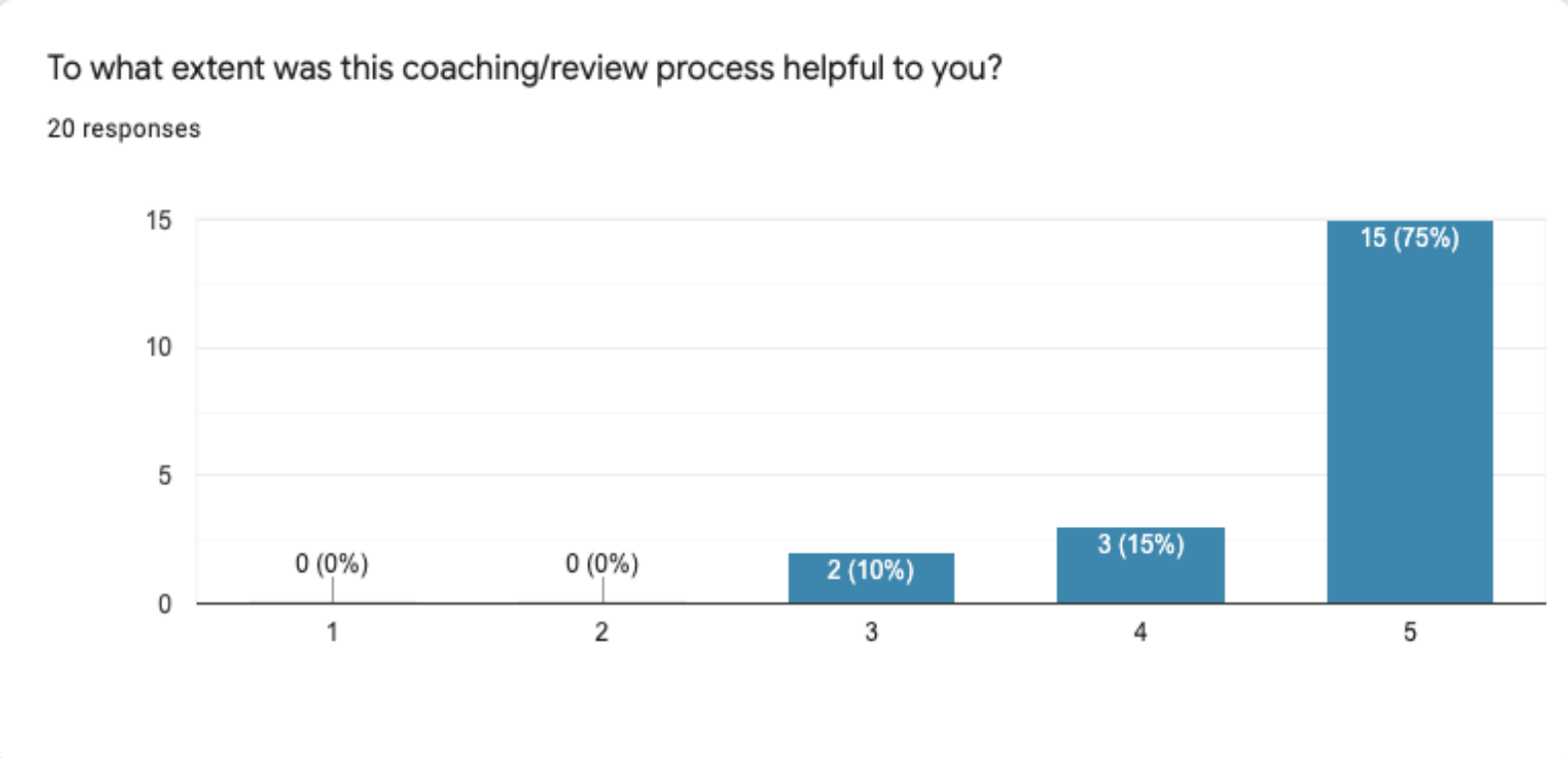
Decision-makers

- Plans to meet with leadership team to encourage consistent response protocols if exceptions are needed
- Protocols may vary depending on compliance item

Moving Forward

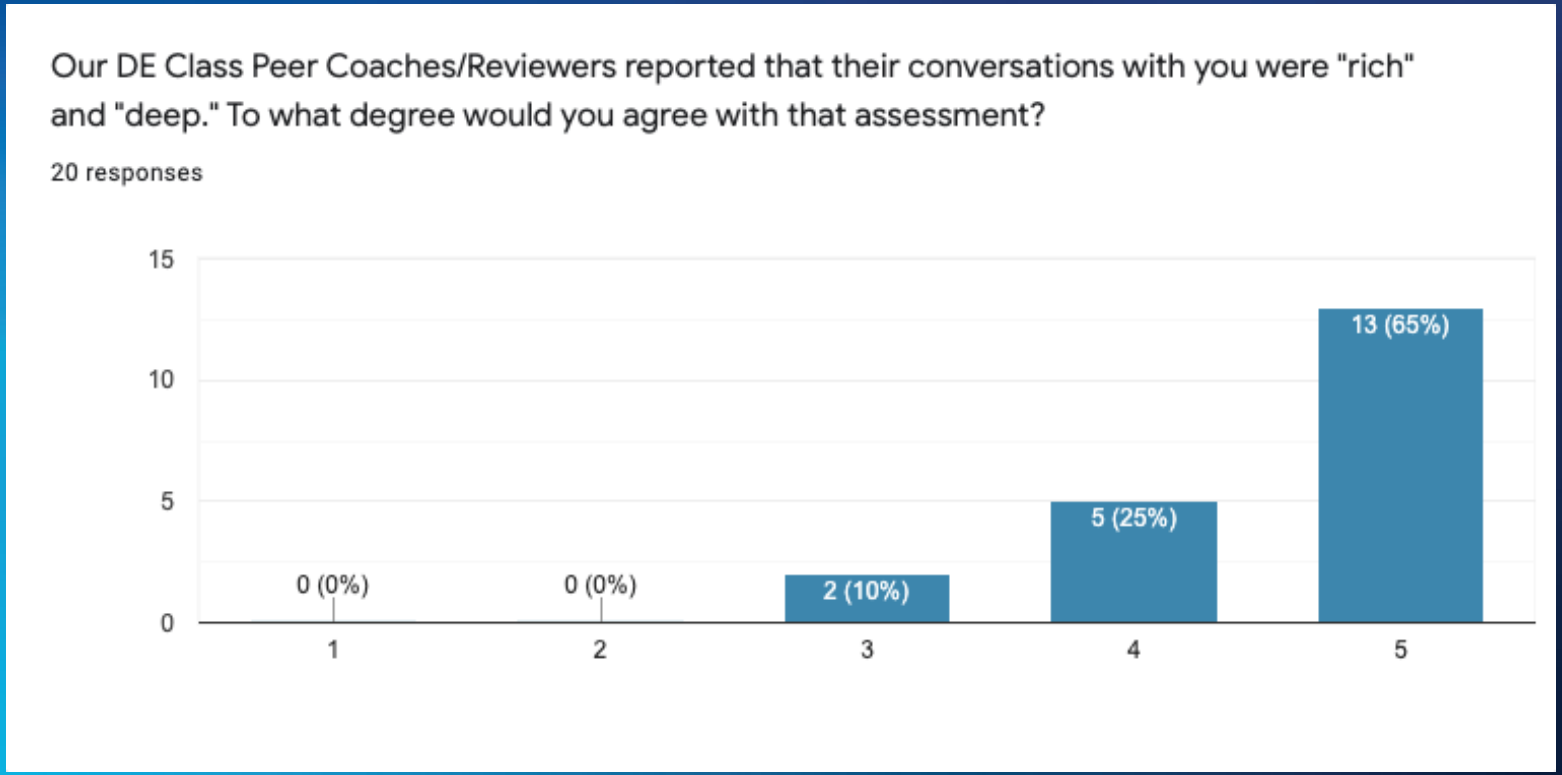
- All new DE classes will be coached in their second semester
- Coaches may conduct a DE Class Coaching Session in place of regular peer evaluation duties
- Further coordination needed about how this process fits with regular peer evaluation
- Opportunity to welcome new DE teachers and to nurture our DE culture of mutual support

Post-coaching Survey Results



1 = not at all helpful
5 = very helpful

Post-coaching Survey Results



1 = not at all rich or deep
5 = very rich and deep

Post-coaching Survey Results

What would you recommend to your colleagues who are about to have their class(es) coached/reviewed?

- Relax and enjoy the learning opportunity with great peers.
- Great experience with excellent assistance in keeping up with the needed changes to benefit all students.
- Accept the process as it is designed to assist and improve as opposed to an inspection.

Is there anything else you'd like to tell us about your experience of the DE Class Coaching/Review process?

- Beneficial process to keep up with the evolving changes in student needs and in technology assisted teaching.
- I think this was a great experience being reviewed for all may DE courses! It made me more aware of things I hadn't noticed before.

Highlights of the Coaching Experience

Kaiāulu

building community

Likeʻole

diverse strategies

Pili

engagement with students

Waiwai

Hawaiian values

Queen Kapiʻolani

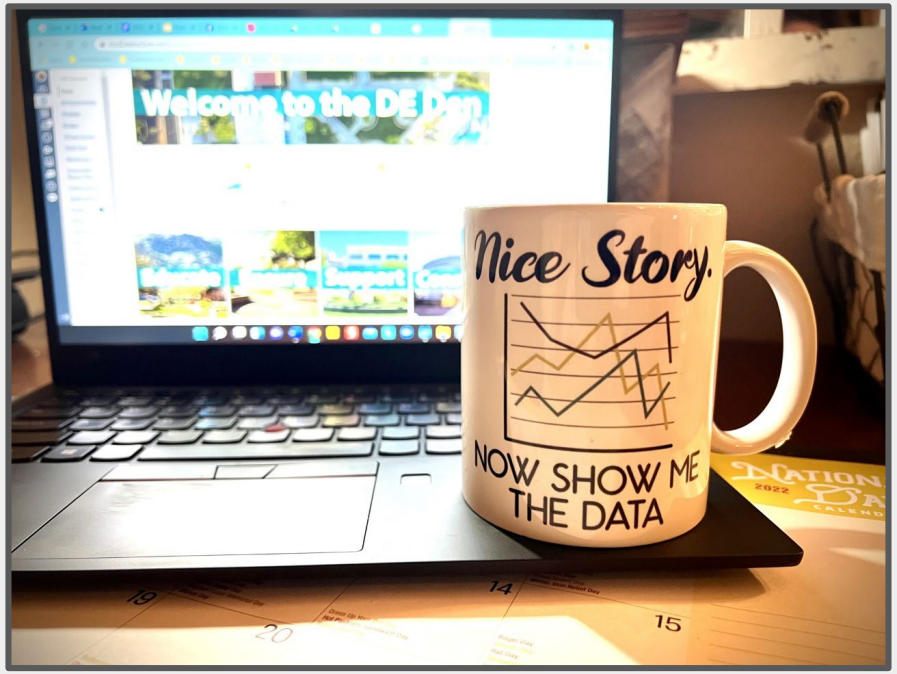
Kūlia i ka Nuʻu

Strive for the Highest

Mary Kawena Pukui
ʻŌlelo Noʻeau

Regulatory Change

Moreno Valley College's Story of Burgers, Breadcrumbs, Superheroes & Sidekicks



ACCJC Webinar: Changes in Distance Education Regulations

March 15, 2022

Moreno Valley College

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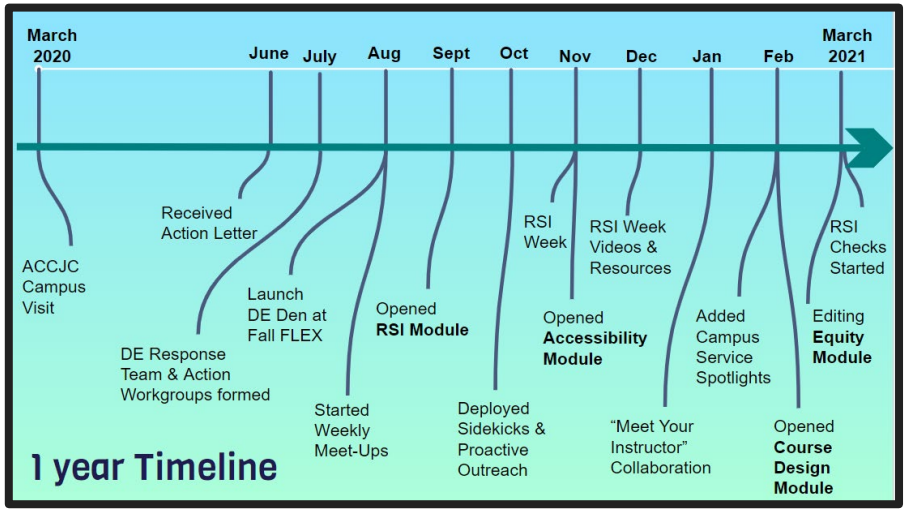
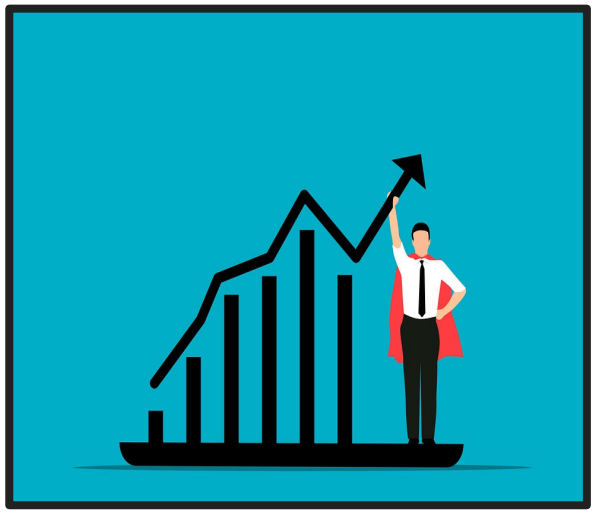
OUR SNAPSHOT

How it Started



How it Went



How it's Going Now

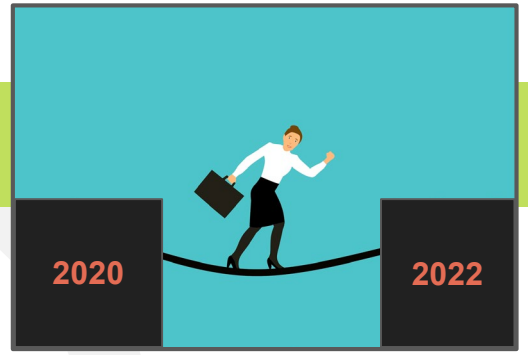
We will briefly explain Moreno Valley College's process for communicating change, creating policies, and expanding professional development and student support that resulted in a campus-wide cultural shift regarding Distance Education.

OUR FOCUS

Charge: To lead a college wide cultural shift toward enhancing equitable, anti-racist online instruction and support services.

Guiding Principles: Use Appreciative Inquiry to amplify the good work that already exists; Focus on both instruction and services; Use CVC OEI Rubric as a quality touchstone; Make data informed decisions; Use evidence based practices that can be broadly shared and duplicated

Actions: Improve the ways we assess needs; Offer targeted synchronous & asynchronous training for employees; Establish monthly benchmarks; Enhance online learning support for students; Evaluate and streamline existing practices; Consistently communicate plans and outcomes

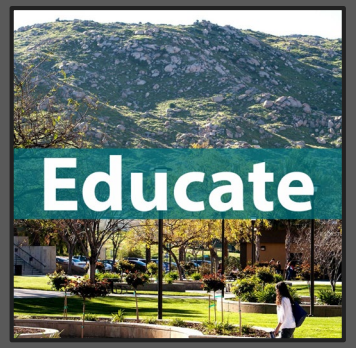


Become leaders in high quality online instruction & support

OUR STORY

The 3 E's

- Regular & Substantive Interaction (RSI) Understanding
- Distance Education Needs

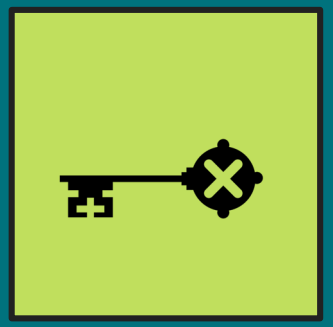


- 4 Areas of High-Quality DE
- Communities of Practice (DE Den & the quad)

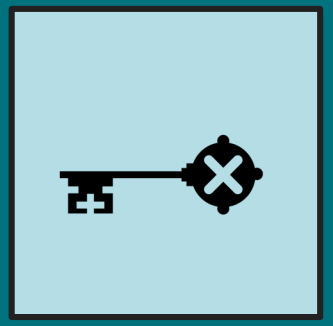
- Systematic Processes
- RSI Checks

The 3 Keys

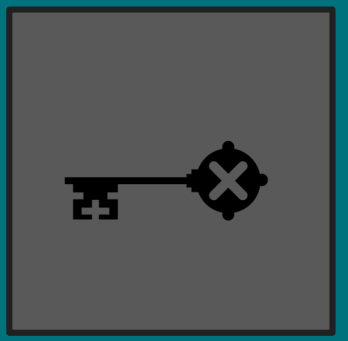
Administrators

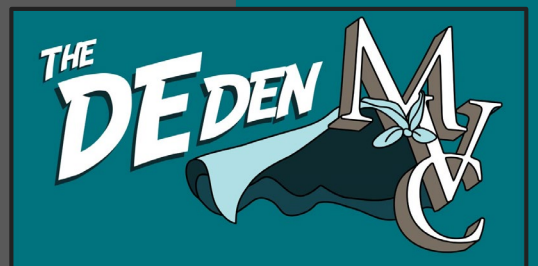


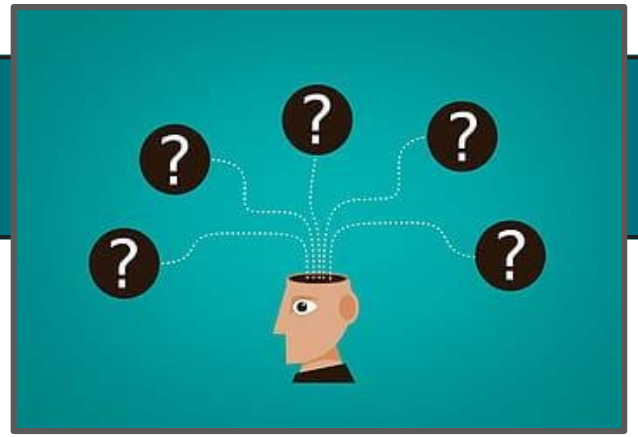
Structures



Faculty







EVALUATE

1. Assessment of DE Needs & Understanding
   - More than ⅓ of all PT/FT faculty participated
   - 53% reported being somewhat or not at all familiar with RSI
2. RSI Resource Checklist
   - Provided District Policy, Guidelines, Examples, etc.
   - 55% still wanted additional resources and/or support
3. Department of Education was also Evaluating RSI Policy
   - Early adopters of new language
   - Eagerly embraced the improvements

Moreno Valley College

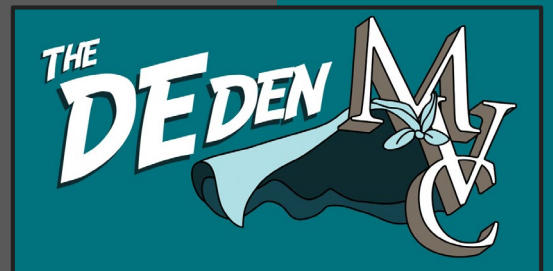
TAKING OWNERSHIP

96%

of 320 PT/FT Faculty Self-Enrolled in Community of Practice

12,000+

Hours of Engagement in the Online Community of Practice



EDUCATE

Faculty Support

1. **Facilitated Canvas shell**
   - Model and teach 4 aspects of high quality online education
2. **Synchronous & Asynchronous content**
   - Frequent live trainings, community
   - Examples, resources
3. **Peer-to-Peer support (Sidekicks)**
   - Cohorts, intentional outreach

Shared with District Colleagues

Moreno Valley College

EDUCATE

Student Support

1. **Online Student Support**
   - The Hub: Online Student Services
   - Canvas resources
   - Meet Your Instructor
2. **Quest 4 Success**
   - Facilitated Canvas training for students
3. **the quad**
   - Synchronous & asynchronous support
   - Community building
   - Just-in-time training

INSTITUTIONALIZING CHANGE

Moreno Valley College

SEEKING IMPROVEMENT

6

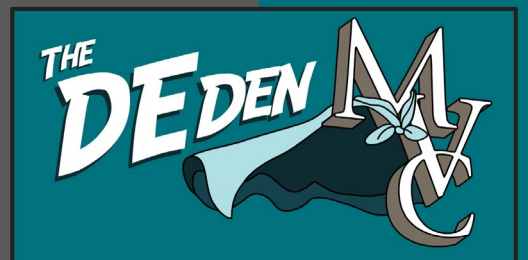
NEW
Policies/Guidelines/Processes
Created, Reviewed & Approved

OVER 100

Instructor-Initiated
RSI Checks

18

College-Initiated
RSI Checks



ENSURE

AP2105

RSI Guidelines

- RSI Guidelines with Examples
- RSI Module
- Live RSI Trainings

RSI Checks

- Faculty-Initiated RSI Checks
- College-Initiated RSI Checks

Course Evaluation

- Improvement of Instruction Review
- Adoption of the OEI Course Design rubric
- RSI Tracking Table

MORENO VALLEY COLLEGE

THE E-E-E PROCESS WORKED

"The Team reviewed courses offered online during the spring 2021 semester and observed a significant improvement in the general quality of instruction occurring online and specific attention to regular and effective contact. Classes had substantial interaction between both professor and students, and between students.

The College also embedded student services and instructional support into Canvas, so that students can access easily the MVC Library, Online Student Readiness Tutorials, NetTutor, Wellness Central, and others.

The improvement observed after the visit is notable and it is impressive that the college has carried out their work with institutional sustainability as a strategic priority."

-Follow-Up Visit Peer Review Team Report

Moreno Valley College

KEYS TO OUR SUCCESS

Faculty descriptions of this work

Administrators

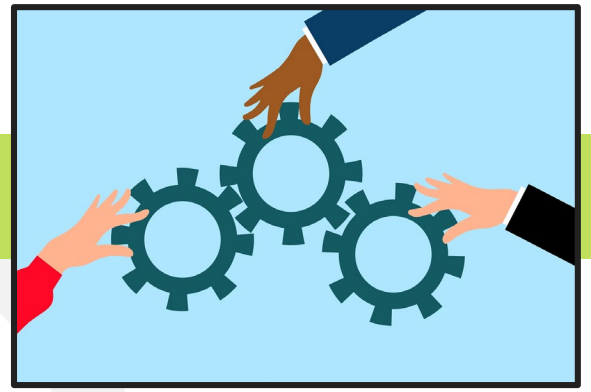
Structures

Faculty

ADMINISTRATORS

- Collaborated on outcomes and guiding principles
  - Prioritized enhanced resources for both faculty & students
  - Outlined focus: RSI + Course Design, Equity, & Accessibility

- Convened key stakeholders regularly to assess progress
  - Engaged in consistent messaging
  - Identified funding and supported requests



Visionary leaders who empowered others created synergy

STRUCTURES

- **Groups & Processes**
  - Professional Development, Student Equity and Achievement, Distance Education, Academic Senate, Office of Institutional Effectiveness, Standard I-IV Subcommittees, Improvement of Instruction Review, Department Chairs, Department Meetings, etc.

- **Canvas**
  - The DE Den = experiential learning opportunities for faculty
  - Virtual Engagement Centers = expanded online student resources
  - Student support amplified via the quad

Working within existing structures created efficiency and consistency

FACULTY

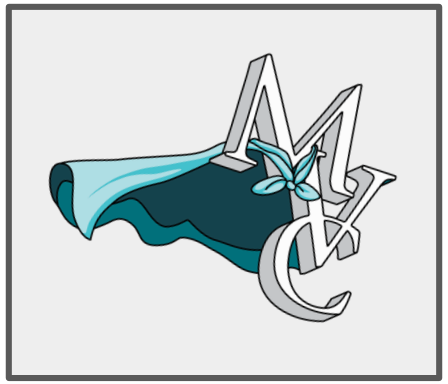
Faculty Participants (Heroes)

Curious
Invested
Trusting
Willing
Proud

Faculty Leaders (Sidekicks)

Inclusive
Transparent
Fun
Agile
Responsive

Shared narratives, clear communication, and friendly competition created community



RESOURCES

Use the links below to access some of the materials discussed in this presentation.

- MVC Follow-UP Report
  - AP 2105: Distance Education
  - Revised Guidelines
  - RSI Guidelines Comparison Chart
  - RSI Check Form and Policy
  - Certification Requirements
  - Improvement of Instruction Form
- Adoption of OEI Course Design Rubric
- DE Den documents in Canvas Commons
  - RSI Breadcrumbs: Tracker & Language
  - Communication Plans

We love to talk about DE, so feel free to reach out!

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MANY THANKS

Committee Support

Academic Senate
Distance Education Committee
Distance Education Response Team (DERT)

District Support

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DJ Hawkins
Anish Bhatia
Sandra Xochipiltecatl Vazquez

Sidekick Support

Anya Marquis
Jillian Robertson
Richard Garcia
Rachel Dyer
Brielle Plump
James Bany
Sara Yerushelmian
Darrylon Evans
Angela Thomas

Dr. Gohar Momjian & the Peer Review Visiting Team

We appreciate you and the work you did to help advance these efforts.

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- ✓Check Q&A for answers to questions.
- ✓Reminder: We are not monitoring the chat box.

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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Next Webinar:

Tuesday, April 19, 2022, 1:00 – 2:00 pm PDT

The Formative Summative Peer Review Model

The Formative Summative Peer Review (FSPR) Model is coming of age. By Fall 2022, all colleges will be following this approach during their accreditation peer review process. Join ACCJC staff and presenters from "pioneer" colleges that have participated in the FSPR pilot project to learn how this novel approach will benefit colleges and how to prepare for a visit

Details at www.accjc.org/webinar

Your Opinion Matters!

Please complete our short survey to tell us what you thought about the webinar today.

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Thank you!