

sheet. Theoretically, a student may have attended your class the entire semester without being enrolled and will not receive credit for the course or a grade. It is your responsibility to compare students attending your class with active students on your roster. All pertinent dates regarding adding/dropped/refunds are listed under section information of each course on WebAdvisor.

DO NOT ALLOW STUDENTS WHO ARE NOT PARTICIPATING TO REMAIN IN CLASS.

Online and hybrid classes have additional expectations for dropping students. You must document each student's activity within your class. When a student is no longer completing regular and substantive interaction in your class, you must drop this student. Please consider using assignments, discussions, exams, and Blackboard's Retention Center to help manage students' regular and substantive interaction.

Instructor Initiated Regular Effective Contact

Section 55204 of Title 5 defines Regular and Effective contact as "...[contact] 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." Web conference, video conference, podcast, or other synchronous technologies may also be used.

Regular Effective Contact is mandated by Title 5 regulations. SCC has adopted a regular effective contact policy, which is available above in full text. The policy pertains to instructor-initiated contact with students mandated by Title 5 regulations. When administration receives complaints from students about online courses, the main reason is that the instructor has not kept in touch with them either by not answering emails promptly or by not posting announcements, discussion responses, or providing timely assignment feedback. Student retention and success rates are directly tied to how well faculty communicate with online students. Please become familiar with the policy. Faculty are required to initiate regular and effective contact with their students, create activities that promote student-to-student contact, and ensure students are regularly interacting with each other and the course content.

It is important to understand that Effective Contact is not narrowly defined. You can imagine that each instructor will have a different approach in their class and, therefore, Regular and Effective is up to interpretation. In general, however, ask yourself a few of the following questions. Are you getting to know your online students? Do you know them by name and know their strengths and weaknesses? Are you probing with follow-up questions that target knowledge gaps for a specific student? Have you referred several of your students to DSPS, Tutoring, EOPS, etc? Are you giving each student individualized feedback on their exam, assignment, discussion, or essay?

Online classes may seem cold and disconnected when our Regular and Effective Contact requirements are not being met. When they are being met, the online class is a vibrant

source of interaction between the instructor and students and from student-to-student. Consider Facebook. Facebook is an environment that is, at its core, distance communication. Yet this distance is far from isolating; in fact, Facebook's greatest ability is the ability to connect people. It is our job, as teachers, to create this dynamic environment of communication and then bring it out of the superficial and in to deeper conversations and more meaningful interactions. Remember, also, that this contact should be documented. Email, discussion boards, assignment feedback are automatic methods of documenting this contact. But if you do have phone, Skype, or other transient conversations with your students, please document this activity. Consider documenting the time, date, who brought up the conversation and why, mode (for example, Skype conversation), and a summary of the conversation. Save any chat transcripts that you may have through third party sources, such as Google or AIM. Note: please do not use your personal Google or AIM account. Instead, sign up for a free account that is specific to your work at SCC.

There are several tools one may use for Regular and Effective Contact. There are Discussion Boards, Wikis, Blogs, Journals, phone calls, conference calls, chat, twitter, Blackboard's feedback tools, and much more. But it comes down to how you use these tools that define Regular and Effective.

Instructor Initiated Contact Suggested Methods

Brief Effective Practice Examples

The following examples are important tools in maintaining managing an online/hybrid class.

- Threaded discussion forums in Learning Management System (LMS), with instructor participation. Include a forum where students may ask general questions.
- Email or other communications
- Weekly course announcements within our LMS
- Timely, meaningful, and individual FERPA compliant feedback for student work
- Instructor-prepared lectures or introductions to lectures and materials from other sources.
- Dropping students who are not completing substantive work (assignments, discussions, etc.)
- The frequency of the contact will be at least the same as would be established in a regular, on-campus course. At the very least, the number of instructor contact hours per week that would be available for on-campus students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format (based on the Carnegie unit).
- Some assignments are given that promote student-to-student contact/collaboration.