

### COURSE PREPARATION AND STEWARDSHIP

The first step in effective online courses is that the design is clear and well organized. When students first enter their classes, they expect to see general information on how to successfully complete the course, instructor name, contact and availability, and the accessibility of course materials and resources. Although the courses have already been built for you, review your assigned courses per the Module Start Checklist provided. Ensure the courses conform to a high level of professionalism, are error free, with clear directions and expectations of student work, and provide sound assessment of student learning. A list of course preparation activities include but are not limited to the following:

- **Course Home Page:** Instructor Contact Information, Live Lecture Links if applicable
- **Course Content:** Review for accuracy.
  - Syllabus is found in the Overview tab. Verify content.
  - Assignment dates and restrictions updated as instructed.
  - Content items may not be altered without permission from curriculum.
  - Check Course for content errors.

**Set up courses one week prior to the start of the module.**

#### Related Observation Items (10% + Flex Points):

- **Course was set up according to the Module Start Checklist prior to student access. (5%)**
- **Course Efficacy Form: Submitted with actionable suggestions, informed both by gradebook and detail specifically related to student outcome mastery. The week following the Module close, faculty will review their summary card for student outcome mastery information. The course efficacy form will be filled out for any course with <80% success rate, submitted to your lead by noon Friday following the end of the Module. (5%)**
- **[Flex Points\*] Error Free: Errors in the course are detected and reported in a timely fashion with actionable information (± up to 5 points) \* Flex Points Category has other measures as well.**

### STUDENT ASSISTANCE

- **Outreach:** Each week, during weeks 1-4, contact each student in the course with a personalized email, leading with positive feedback. The focus for each week is:
  - **Week 1: Welcome outreach** with reminders, and tips for getting settled into the course. Mention any third party software needed, and emphasize you are there to help them succeed; mention tutoring.
  - **Week 2: At Risk Reporting only** starting with what was done well, tips for improving trouble areas, ask what you can do to support them, if the problem isn't obvious. If it is obvious, either offer help in the email itself or suggest a meeting to discuss the matter in detail, whichever is appropriate.
  - **Week 3: Midterm Report** Start with what is going well. If nothing has gone well, research students' performance in previous classes for comparison (i.e. You did really

well in your accounting class last module, I know I need to step up my game to help you do as well in this class, how can I help you?) Then follow with actionable advice and offer to meet; mention tutoring.

- **Week 4: At Risk Reporting only** For struggling students, emphasize time is running out; mention tutoring.

Week 2, 3, and 4 outreach attempts are to be complete by Thursday by noon Pacific, and must be documented in Contact Manager.

- **What's due reminders:** Class-wide emails reminding students of what's due, with any helpful tips (i.e., the most common mistake with this unit's homework is...) should be sent at least once per week. These emails should be filed for later random checks, *but do not need to be entered in Contact Manager.*
- **Office Hours:** Do not post any specific office hours. Instead post a message that students can email you at anytime and that you'll get back to them by the next business day. If they haven't heard from you, they can follow up with their advisor or DSS. Sample message is found in the Module Start Checklist.
- **Tutoring:** Based on student need or request, support students in their academic achievement by offering tutoring sessions, individually or groups. For courses that are historically difficult for students, consider getting scheduling assistance from your lead to coordinate a group effort among faculty. If you're planning a group tutoring event, please contact Online Student Services so they can advertise among their students, with a copy to your lead. Below are tools for real time interaction:
  - Chatroom within eCourses
  - GoToMeeting (SJVC provided)
  - Adobe Connect (SJVC provided)
  - Google telephone number

#### Related Observation Items (Total 15%):

- **Outreach Documentation: Outreach attempts are documented in Academic Info (Contact Manager). (5%)**
- **Quality of Outreach: Faculty contact was personalized, actionable, and expresses interest in the students' issues and success (5%)**
- **Course Success: Achieves goal success rate through targeted efforts to support student learning (5%)**

#### PRESENCE

- **Presence in the Discussion Forums (Including Introductions and Live Lecture Forums):**  
Students have often expressed that the best online instructors are the ones that are actively engaged in their courses. Faculty can have substantial impact on student learning by sharing experiences, expertise, examining topics and expanding on perspectives in the discussion forums. Your active, frequent, and ongoing presence is essential to helping students feel connected to their course. Faculty are expected to:
  - Participate Tuesday through Thursday in all of the discussion forums and then two days of your choice.
  - Respond to every Main Post that has been submitted before 10 PM on Wednesday.
  - Provide additional posts that take on these variations:
    - Pose questions and/or problems to further the discussions. Bloom's Taxonomy is recommended for crafting questions.

- Showcase excellent student posts, point out reasons why the posts were excellent, and encourage others to emulate.
- Emphasize important concepts.
- Present further research.
- Connect concepts to relevant current events.
- Highlight opposing viewpoints.
- Short video, audio file.
- **Weekly News Posts:** Post a welcome announcement prior to the Module start; a welcome video is encouraged. **At least two weekly News posts are to be posted.** These may include objectives for the week, additional resources relevant to the week's discussions or assignments, reiterate expectations on assignments, due date reminders, holiday announcements, etc. During the first week, direct students to the LIRN and APA widgets and encourage the students to watch the APA video. When posting news items set the end date such that it remains visible as it's relevant.
- **Live Lecture:** For those courses that contain the Live Lecture/Live Lecture Forum component, provide one hour of live interaction with students, to be scheduled and documented according to stated requirements.

**Related Observation Items (28% Total):**

- **Presence in all Discussion Forums: Responded to every main post that has been submitted before 10 PM on Wednesday. (6%)**
- **Frequency of Presence: Participated Tuesday – Thursday, and two days of faculty choice in all of the discussion forums. (10%)**
- **Active Engagement in the Discussions: In addition to the main post, instructor is posting responses throughout the week using SJVC endorsed follow-up responses. (6%)**
- **Weekly News Posts: Faculty created at least 2 weekly News Posts, designed to entice participation and help students perform better. (6%)**

**GRADES**

- **Posting Grades:** Instructors should grade assignments when they are submitted in order to provide prompt feedback to students. Timely feedback gives students the opportunity to immediately incorporate faculty suggestions to subsequent assignments.
  - Below is the **grading schedule:**
    - Student activity in the Live Lectures Forum, Reading Companion, Presentation4Points are due Wednesday by 10:00 PM, Pacific. All other assignments are due on Sunday by 10:00 PM, Pacific. By Monday, 11:00 AM, Pacific, non- submitted assignments should be zeroed out. By Wednesday, 10:00 AM, Pacific, all assignments should be graded.
    - Late work/Resubmissions if allowed: Grade late submissions within 48 hours.
    - **Final Grades:** Final grades for all courses must be posted by the next day, Friday, by 11:00 AM, Pacific Time, so the Registrar is able to schedule students for the upcoming module. **When entering scores, make sure to round to the nearest whole number.**

- **Feedback in the gradebook:** Provide timely, concise, constructive, and supportive feedback on graded assignments as listed below.
  - **Feedback for Dropbox items:** Indicate where students lost points and provide guidance on how to improve.
  - **Feedback for Discussions:** Acknowledge students that have earned an “A” with a praise such as, “Excellent participation in the discussion!” For students with a grade lower than “A”, provide guidance on how to improve.
  - **Feedback for Resubmission:** In the event that you have allowed students to resubmit certain assignments, robust formative feedback must be provided on the 1<sup>st</sup> submission that the student is able to act upon in order to improve their assignment. Feedback on the resubmitted assignment should acknowledge changes, and highlight any other aspects that need improvement.
- **Accuracy of Grades:** It is important that students are graded fairly and that their grades are a true reflection of their work. Assign grades based on the mastery of course material in a consistent manner. This includes both ensuring parity among students, and ensuring any grading rubrics assign a fair grade based on the assignment instructions. If you believe that the assessment method for any given assignment does not reflect the effort of your students, contact your supervisor to discuss course improvements.
- **Academic Integrity:** Instructors are responsible for ensuring that the Academic Honesty Policy as published in the catalog is fully and fairly enforced. When you suspect an assignment has been plagiarized, immediately provide the information about the student, the assignment, and the documentation of plagiarism to the appropriate party. For totally Online students, contact the Dean of Students; for ground-based students contact the eLearning Coordinator. If you have not received a response within 48 hours, contact your lead. Documentation may be in the form of Paperrater report or search engines like Google. Student Services will provide a determination by the end of the next business day after notification, including direction for providing coaching to the student about how to avoid plagiarism in the future.

**Related Observation Items (34% Total):**

- **Grades: Entered grades by the deadlines including late work. (10%)**
- **Written Assignment Feedback in the gradebook: Provided concise, constructive, and supportive feedback on Written Assignments. (7%)**
- **Discussion Feedback in the gradebook: Provided concise, constructive, and positive feedback on Discussion Forums assignment. (3%)**
- **Accuracy of Grades: Grades are assigned based on the mastery of course material in a consistent manner. (10%)**
- **Academic Integrity: Instructor provides appropriate coaching on citation and academic integrity and documents it in Contact Manager. (4%)**

## E-MAIL COMMUNICATION

An integral part of presence in the virtual environment is a prompt response to emails. Email responses to SJVC Admin, Staff and Students is expected by the next business day.

## MANAGING UNIT 5

- **Unit 5 Due Dates:** In order to accommodate a shorter week, due dates for Unit 5 need to be different than those of other Units.
  - A News item set to deploy early in Unit 4 should direct students to prepare themselves for the earlier due dates in Unit 5.
  - Due times will be 10 PM Pacific. Due dates will be as follows:
    - Wednesday due dates: Discussion Forum: Main discussion post, Presentation4Points, Reading Companion, Live Lecture/Check for Understanding, all written assignments (i.e. Homework, Project)
    - Thursday due dates: Discussion Forum follow ups, Exams and Tests
- **Final Grades:** Final grades (letter and number) for all courses must be posted by the next day, Friday, by 11:00 AM, Pacific Time, so the Registrar is able to schedule students for the upcoming module.
  - When entering scores, make sure to round to the nearest whole number.
  - If you encounter an error posting grades, export to excel a copy of your final grades from D2L and email them to the Registrar with a copy to your lead faculty.
- **Participation in the Discussion Forums:**
  - Participate Tuesday through Thursday.
  - Instructors should respond to every Main post posted by Noon on Wednesday.

## GOOD CITIZENSHIP

- **Faculty implemented suggestions from previous course observation.** Data show that the most important factor in student success is the degree to which faculty implement the suggestions from their leads during course observations.
- **Faculty Governance.** Faculty have the responsibility to participate in course development, revision, and curriculum guidance, as well as other miscellaneous tasks. From time to time, faculty are asked to perform duties to the benefit of the department.

### Related Observation Items (10% + Flex Points):

- **Faculty implemented suggestions from previous course observation. (10%)**
- **Good Citizenship: Instructor voluntarily participated in additional activities (± up to 3 points in Flex Points Category)**

## AVAILABILITY

- From time to time, it will be necessary for administration to have phone contact with faculty to discuss administrative issues, course management, policy updates, training, etc. Such meeting will be made by appointment during regular business hours, Pacific Time.
- Faculty are expected to participate in any mandatory Faculty or department meetings.

## PROFESSIONAL DEVELOPMENT

Professional Development at SJVC is a systemic and comprehensive effort to help faculty do their best work, to learn and advance individually and as a community of teachers.

Faculty are required to participate in SJVC sponsored professional development activity every quarter, and additional conference calls when scheduled. Faculty are also encouraged to participate in professional development activities outside of SJVC in order to stay abreast of their profession.

A total of 16 hours of professional development are required per year.

## MANAGING GRADE CHANGES

- **Extensions:** If students notify the faculty of extenuating circumstances prior to the close of Unit 5, the faculty may grant an extension. Faculty will notify the Registrar that they have offered an extension to the student. When extensions are granted, students must complete the work by Tuesday, midnight, Pacific Time, the following week. The prescribed late penalties must be applied. Faculty will then complete and submit a Grade Update Form to the Registrar on Wednesday, by 11:00 AM, Pacific.
- **Incompletes:**
  - **Ground Students:** Student completes the Petition for Incomplete form and submits to faculty before the module end date.
  - **Totally Online Students:** Students sends an email to the faculty asking for an incomplete along with necessary documentation before the module end.
  - Faculty will approve or deny the petition. If incompletes are granted, as a result of documented mitigating circumstances, the following processes must be followed:
    - Faculty completes a Petition for Incomplete form (unsigned) and submits a copy to the student, the Registrar, and Online Dean of Student Services prior to the end date of the course. The Petition include assignments to be accepted and due date, which are to be no later than the end of the next grading period.
    - Faculty adds the “AD-Incomplete Grade” activity in Contact Manager.
    - **For students who are not in their last module/term:** Faculty posts the current numeric score and an “I” for the final grade.
    - **For students who are in their last term:** Faculty will leave the current course open. No letter grade is posted. Student must participate to obtain positive attendance. If 14 days absent, students will be terminated.
    - Faculty signs and e-mails the Petition for Incomplete form to the Registrar.
    - Faculty follows up with students weekly and documents the follow-ups in Contact Manager using the “AD-Incomplete Grade” activity.
    - Once all requirements indicated on the Petition for Incomplete form are met, the faculty completes and submits a **Grade Update Form** and a **copy of the gradebook (export to excel)** to the Registrar.
      - If the requirements indicated on the Petition for Incomplete form are not met, faculty notifies the Registrar.