



Regular Effective Contact Quick Guide

Based on [LASC's Regular Effective Contact Policy](#)

| Category | What to Do |
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| During the Week Before the Term Starts | <ul style="list-style-type: none"> • Make sure your syllabus includes (see Sample DE Syllabus): <ul style="list-style-type: none"> ○ Approved course SLOs ○ Instructor response time ○ Online Attendance Policy ○ How and when your weekly synchronous contact will occur • Send a Welcome Letter or Welcome Video <ul style="list-style-type: none"> ○ For characteristics and an example of a Welcome Letter, please see this Sample Welcome Letter ○ For an example of a Welcome Video, please see this Sample Welcome Video |
| During the First Week of the Term | <ul style="list-style-type: none"> • Give students a Course Check-In Assignment that is due the first week (it is recommended that this assignment be due within the first few days of the term). This assignment can be simple since the purpose is just to have students check into the course to check for any non-participating students. • Let students know they will be dropped for non-participation if they don't complete this check-in assignment. <ul style="list-style-type: none"> ○ Examples include: a discussion in which students introduce themselves or a syllabus quiz. Please see this Sample Syllabus Quiz. • On the second or third day of the term, consider messaging or emailing students who have not logged in or have not participated. |
| Communication | <ul style="list-style-type: none"> • Initiate contact with students, especially if you see that a student is struggling with coursework or has stopped participating. • Keep records of any interaction that occurs through email, but it's best to keep the interaction in Canvas (Canvas inbox). • Answer emails and/or Canvas messages within 24 to 48 hours (especially Monday-Friday). • In your Canvas profile, include the best way to contact you and how long students should expect to wait for a reply. • Consider creating a Q&A discussion board where students can ask and answer questions; check this board for questions often. • Send out a Monday morning announcements with highlights or goals for the week, or consider posting weekly welcome videos that cover the same content. |
| Discussion Forums | <ul style="list-style-type: none"> • Have weekly discussion forums on a course-relevant academic topic that are graded/worth points. • It's very important for instructors to be participating in the discussion and responding to students' posts within the discussion (not just when grading). • Respond to at least 25-50% of the student posts. • Require students to reply to at least two other students—that will ensure that there is interaction <i>among</i> students, which is a Title 5 requirement as of March 2019. |

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| <p>Assessments and Feedback</p> | <ul style="list-style-type: none"> • Assignments must go beyond automatically graded (multiple-choice) quizzes with no feedback from the instructor. • Students should be receiving regular, formative feedback on their assignments that goes beyond, "Good work." • Feedback should be thorough, academic, and individualized. In the Department of Education program review, they were checking to make sure that the same feedback wasn't being copied and pasted to multiple students. • Feedback should be timely (a recommended 7-10 days after submission). |
| <p>Using Publisher Resources</p> | <ul style="list-style-type: none"> • If you are using a publisher website that only allows for automatically graded assignments, this <i>must</i> be supplemented with assignments in Canvas that will allow you to give individualized, thorough feedback. • The content should be supplemented with instructor-created learning materials (lectures, content pages, etc.). • Please make sure that you can access the records of activity/interaction that takes place in the publisher website for at least two years since we might need to provide that information for program review or accreditation purposes. • Whenever possible, course activity and interaction should be kept in Canvas. |
| <p>Synchronous (Real-Time) Contact</p> | <ul style="list-style-type: none"> • Decide how you will have synchronous contact with students (Canvas Chat, ConferZoom, Canvas Conferences, etc.) and when the synchronous contact will occur each week, and communicate this information with students in the syllabus, in Canvas announcements, etc. • Make sure to document this contact! You can take screenshots of Chat activity and ConferZoom and other web conferencing options allow you to video record these sessions. Keep this documentation for at least two years for program review purposes. |