Linn-Benton Community College

AdHoc Report Fall 2025

August 2025

Northwest Commission on Colleges and Universities

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Instructions to the Reviewer

Links in this document will take the reviewer to one of two places:

1) The Linn-Benton Community College website. All public-facing pages will display when the reader clicks the link. These are designated as hyperlinks with blue, underlined text.

2) A document linked in the appendix. These are designated as blue text with no underline. Links to evidence referenced more than once within a standard appear only with the first reference.

Accreditation Liaison Officer: Dr. Ann Buchele

Introduction

Linn-Benton Community College (LBCC) submitted their Year Seven Self-Evaluation Report to the Commission on August 10, 2023, and hosted the five-person evaluation team Year Seven Evaluation of Institutional Effectiveness (EIE) visit from October 11-13, 2023. At the Northwest Commission on Colleges and Universities (NWCCU) meeting from January 30-February 2, 2024, NWCCU reaffirmed LBCC's accreditation and requested an Ad Hoc Report Fall 2025 regarding Recommendation 4: Fall 2023 Evaluation of Institutional Effectiveness – Develop effective support structures that ensure quality instruction in distance learning courses.

Progress on Recommendation

Recommendation 4: Fall 2023 Evaluation of Institutional Effectiveness – Develop effective support structures that ensure quality instruction in distance learning courses. (2020 Standard(s) 1.C.1)

> The concern was documented in the Peer-Evaluation Report: "The team has learned that while Moodle is recognized as the Learning Management System (LMS) of the college, some faculty utilized other LMS systems of their choices. The Regular and Substantive Interactions (RSI) in Distance Education Guidelines was shared with the faculty, but there is no mechanism currently to review and ensure the guidelines are followed in online classes. There is a concern that there is currently no capacity to support or monitor faculty in designing, delivering, and reviewing their online courses.
>
> Concern: There is a lack of a systematic approach to support faculty teaching distance education courses and to ensure all distance education classes are of the same rigor and quality as the in-person classes."

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

Linn-Benton Community College has taken a systematic approach to improving the rigor and quality of distance education courses. During the summer of 2024, the Academic and Student Affairs Division performed a strategic reorganization of the departments under each academic division and reduced an associate dean position to create a new division of Teaching and Learning Support overseen by a new dean; this dean position was created to oversee distance education. The position was filled after a nationwide search in November 2024. The Teaching and Learning Support division includes the Library, the Learning Center, the Center for Teaching Excellence, LMS(Learning Management System) administration, Accessibility Resources, Testing Services, Roadrunner Resources/STEP, internal LBCC OER (Open Education Resources) work, and online strategy. The dean's online strategy work includes

support for the college's LMS transition from Moodle to Canvas for the 2025-2026 academic year, working with academic departments to ensure consistent scheduling of online courses, working with departments to offer select programs fully online, ensuring support services are available to online students, overseeing RSI (Regular and Substantive Interaction) and other online course quality efforts, and ensuring that online teaching is part of faculty development opportunities through the Center for Teaching Excellence. As of July 2025, the Center for Teaching Excellence is staffed with three full-time faculty members, including a full-time faculty dedicated to instructional design.

In March 2024, LBCC began working with CampusWorks to develop a new Strategic Plan aimed at improving institutional excellence and innovation. The strategic planning process engaged with over 650 internal and external stakeholders through focus groups, surveys, events, and workshops, with the final Strategic Plan being approved by the Board of Education in October 2024. The first strategy in the plan is aimed at academic programs, "Linn-Benton Community College will support community prosperity by focusing on high-demand academic programs with life-sustaining wages, preparing students for career agility and strong critical thinking skills. We will offer flexible learning options and use up-to-date economic and regional needs data to respond to conditions in both Linn and Benton counties." LBCC's Strategic Plan includes objectives under each strategy, with one under this strategy being directly tied to online education, an area of revealed weakness in both the Year Seven Evaluation of Institutional Effectiveness and during the strategic plan development process; the objective to "improve online modality offerings and success through quality online instruction and online student support services."

An important part of the LBCC Strategic Plan was the implementation, including a solid plan for integration, reporting on the work, and assessment. The objectives were each assigned to an innovation council or department (such as Human Resources), and those areas have developed action steps and measurable goals for the objectives. MERIT, responsible for overseeing strategic innovation, assessing mission fulfillment, and driving strategic planning and improvement, regularly receives reports from innovation council chairs and department managers on their actions and progress toward meeting the strategic objectives, ensures alignment of the work with the strategic goals, and helps councils address challenges to their progress. Updates on actions taken toward achievement of strategic goals are shared to campus in the Academic and Student Affairs Board Report each month, in campus trainings and meetings, in the Roadrunner Report updates from the President, and on the Academic Affairs Decisions and Update website.

The objective to "improve online modality offerings and success through quality online instruction and online student support services" was assigned to the Learning Innovation Council, which is chaired by the Dean of Teaching and Learning Support. This objective is tied closely to the council's submetric that "students successfully complete online courses," and current actions toward both the objective and submetric include expanding online offerings, consistent scheduling of online offerings, adding online teaching to preferred faculty qualifications for hiring, and providing and promoting faculty professional development for

online teaching. These tasks/actions were approved by the council in spring 2025, and will be tracked over the next academic year.

Linn-Benton Community College's online strategy includes offering options for students to complete some programs fully online. The decision on which programs to offer online will be made by the Academic Policy and Strategy committee. Faculty and deans propose programs to offer fully online using the Online Program Readiness form, which was created by the committee and includes questions and criteria focused on student demand, course quality, and institutional support, among other factors. Beginning fall 2025, the elementary education and medical coding and reimbursement programs will be available fully online. The public health program is scheduled to have an online option starting in the fall of 2026, and at least one business program is planned to be online in the 2026-2027 academic year. The Dean of Teaching and Learning Support is evaluating program maps and current online course offerings and gauging faculty interest to determine which other programs are most likely to move online in the future. The primary focus of the instructional designer is supporting course quality for these online programs.

During the 2023-2024 academic year, an LMS review was conducted by a taskforce consisting of eight full-time faculty, the LMS support staff and the integration analyst, the registrar, the manager of Accessibility Resources, and a student. The taskforce voted in May 2024 to move from Moodle to Canvas, and the procurement approval for Canvas was approved by the Board of Education in June 2024. Canvas implementation began in August 2024, with a small pilot of Canvas started in the spring 2025 term. Beginning the 2025-2026 academic year (2025 summer term), all courses will be taught in Canvas and faculty will be required to use Canvas in the following ways: 1) courses must be available to students, 2) grades must be posted in the Canvas gradebook, and 3) the course syllabus must be available in Canvas. Institutional Effectiveness will have access to Canvas usage data and will provide deans with reports on the above requirements. The 2025 winter term (held in January 2025) and the upcoming 2025 fall term (to be held in September 2025) faculty development events, which are required for full-time faculty and recommended for part-time faculty, focused on Canvas. Additional Canvas training sessions were offered throughout the 2025 winter and spring terms and will continue into the fall. The Center for Teaching Excellence and LMS admins have hosted weekly drop-in sessions for Canvas support.

To better address the quality and rigor of online courses, LBCC adopted a process for the review of online courses regular and substantive interaction (RSI) in the summer of 2024. Since then, over 140 courses have been reviewed. Faculty are approved for RSI based on the review of the one course they submit and are expected to ensure RSI is evident in all their online courses. To meet RSI standards for LBCC, the course must include at least two examples or substantive interaction (assessing and providing feedback on the student's coursework, providing information or responding to questions about the content of a course or competency, and/or facilitating a group discussion regarding the content of a course or competency) as well as including both evidences of regular interaction (providing the opportunity for substantive interactions with the student on a predictable and scheduled basis, and monitoring the student's academic engagement and success and ensuring that an

instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or up request of the student). Faculty must meet RSI to teach online at LBCC; the associate dean and administrative assistant over academic schedule planning will check the schedule of courses and create a list of faculty each term who need to be reviewed for RSI. The RSI review process includes review done by a trained faculty peer reviewer who is compensated for their time, as well as a faculty member in the Center for Teaching Excellence. In addition, deans check for RSI in online courses during the standard faculty appraisal process. RSI will be reviewed on a continuous basis for new faculty or for faculty new to teaching online. Faculty who have met RSI will submit another course for review in four to six years (an intentional span of time to decrease the workload), and then every five years after that. The Oregon Community College Distance Education Association (OCCDLA) recognized LBCC as a leader in reviewing for RSI, and the Dean of Teaching and Learning Support presented LBCC's process as part of OCCDLA's college sharing series in March 2025.

Additionally, LBCC hired a full-time faculty instructional designer in the Center for Teaching Excellence in March 2025 and is developing resources and consulting with faculty to ensure online course quality. The instructional designer supports all faculty who teach online, but priority is given for courses which are part of program maps for programs that LBCC will start offering fully online in the 2025-2026 academic year. Beginning in the summer of 2025, LBCC utilizes Quality Matters (QM) as the primary tool for online course quality expectations. The instructional designer and Dean of Teaching and Learning Support will work with a small group of faculty to pilot a QM review of online courses in the fall of 2025. The expectation is that the QM review will also be a requirement for teaching online and faculty will be encouraged to take advantage of QM training and certification opportunities.

LBCC has made substantial progress, and looks forward to continuing the work and sharing our progress towards meeting this recommendation during the mid-cycle visit.

Appendix

Documents linked in the report which are not available on Linn-Benton Community College's public facing website.

Empowering Student Success, Enriching Our Community | STRATEGIC PLAN 2025-2030

Our Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Our Vision

Linn-Benton Community College transforms communities and lives through educational innovation and excellence.

To support the ideal student experience, Linn-Benton Community College is committed to:

Fostering a nurturing environment

where community and collaboration are at the heart, encouraging students to connect with peers, faculty, and the wider community.

Providing comprehensive support services

tailored to meet the needs of each student, facilitated by our caring faculty and staff.

Cultivating a sense of belonging

and community involvement through educational experiences both inside and outside the classroom, which are designed to be engaging, affirming, and fun.

Embracing a culture of trust,

caring, and human-centered innovation, where students are encouraged to think critically, engage creatively, and elevate their educational journey to new heights.

Leveraging data-driven insights

to strategically invest and tailor training for our staff and faculty, thereby enhancing our effectiveness in serving students.

We Value:

▶ **Opportunity:**
We support the fulfillment of potential in ourselves and each other by ensuring accessible and consistent opportunities for all.

▶ **Excellence:**
We aspire to the highest ideals in honesty, integrity, and accountability, continually striving to uphold high standards in all we do.

▶ **Inclusiveness:**
We honor and embrace the uniqueness of every individual, fostering a sense of belonging and promoting the free and civil expression of ideas, perspectives, and cultures.

▶ **Learning:**
We commit to the lifelong pursuit of knowledge, skills, and abilities to improve our lives and our communities, ensuring that students achieve their learning goals.

▶ **Engagement:**
We actively connect as students, faculty, staff, and community, fostering engagement practices that strengthen our collective involvement.

At Linn-Benton Community College, we envision a student experience that is both inspiring and inclusive, reflecting the values and aspirations of our community.

4 Core Tenets

01 Students engage in rigorous educational programs that are challenging yet supportive, fostering excellence, meaningful contributions, and lifelong learning.

02 Every student feels valued and included, achieving their goals within a community that prizes connection, trust, and personal relationships.

03 Accessibility is key, with streamlined processes that ensure students can readily engage in their education through effective, interpersonal interactions.

04 Our campus life is vibrant and welcoming, encouraging students to immerse themselves in activities that promote skill development, community connection, and personal growth.

Strategy: Academic Programs

Linn-Benton Community College will support community prosperity by focusing on high-demand academic programs with life-sustaining wages, preparing students for career agility and strong critical thinking skills. We will offer flexible learning options and use up-to-date economic and regional needs data to respond to conditions in both Linn and Benton counties.

- ✓ Improve classroom experiences and critical thinking skills for students through innovation in teaching and learning, such as through Faculty Communities of Practice.
- ✓ Ensure use of the Program Demand Index by academic departments to align degree programs with labor market trends and needs in Linn and Benton counties.
- ✓ Improve online modality offerings and success through quality online instruction and online student support services.
- ✓ Within three years, ensure all degree programs incorporate an outcome addressing Diversity, Equity, and Inclusion.

Strategy: Coordinated Student Support

Linn-Benton Community College will meet students' evolving needs by providing support inside and outside the classroom, equipping them with the resources and guidance necessary to achieve their academic and career goals.

- ✓ Improve current support services to be more relevant, useful, and responsive to students' needs.
- ✓ Create specific support systems for students from underserved populations.

Strategy: Targeted Recruitment

Linn-Benton Community College will create targeted and equitable recruitment strategies that adapt to the dynamic and diverse populations of Linn and Benton counties, preparing community members to thrive in an ever-changing world.

- ✓ Focus strategies to build overall awareness and visibility of LBCC and establish LBCC as an inclusive college.
- ✓ Increase LBCC representation/attendance at rural events by 50% over three years.
- ✓ Increase qualified leads for Linn-Benton Community College by 110% average year-over-year within the next three years through targeted digital advertising campaigns and optimized lead capture strategies, with a specific focus on expanding reach and engagement in rural and underserved areas.

Strategy: Student Connectedness

Linn-Benton Community College will foster student success by strengthening students' connections to the college through proactive outreach and engagement opportunities, creating a sense of belonging for all students.

- ✓ Promote student engagement and active learning inside and outside the classroom.
- ✓ Increase student participation in clubs, campus events, and activities.
- ✓ Increase student participation in active learning experiences.

Strategy: Community Engagement

Linn-Benton Community College will continuously engage with the community. We will promote ongoing collaboration among students, staff, and local organizations, fostering pride, accountability, and connection.

- ✓ Strengthen community partnerships between LBCC and entities within Linn and Benton counties and the region.
- ✓ Maintain strong community education participation with at least 30% of community education participants returning in the next academic year.

Strategy: Employee Satisfaction

Linn-Benton Community College will enhance employee satisfaction by promoting a transparent, connected, and supportive culture. We will create an environment that nurtures professional growth, development, and well-being, supporting all employees' success.

- ✓ Maintain a culture of professional development by highlighting accomplishments and/or participation annually, and by including a professional development goal in appraisals.
- ✓ Consider enhancements to the existing governance structure to ensure a culture of seeking and providing employee input on college initiatives.
- ✓ Expand support systems within the college and connect to systems outside the college that help faculty and staff of color and underrepresented groups navigate the college and region.

Linn-Benton Community College

> " *This strategic plan is just the beginning. The most important work lies ahead as we bring our plan to life ...* "
>
> — LISA AVERY
> LBCC PRESIDENT

Strategy 1: Academic Programs - Objective: Improve classroom experiences and critical thinking skills for students by innovation in teaching and learning, such as through Faculty Communities of Practice.
Eight part-time faculty participated in a Peace Grant funded workshop about discussion-based teaching, led by Dio Morales, and will implement the practices in their courses.

Strategy 3: Targeted Recruitment
The Outreach Supergroup reconvened on June 2. This group will work together to meet the objectives of Targeted Recruitment, and will develop a plan over the summer of strategies for next academic year.

Strategy 3: Targeted Recuitment - Objective: Increase LBCC representation/attendance at rural events by 50% over three years.
The First Resort Student Support Center facilitated Early Registration for students who utilized the early application incentive throughout May and June. The intentional onboarding window allows us to invite students who are currently finishing high school to register for fall term and have their college schedule in hand before summer begins. We partner with the high schools to have students come to LBCC to register, and this year that included rural schools like Sweet Home, Scio, and Ralston. Additionally, LBCC traveled to Philomath High School to be on-site and help READ (Roadrunner Early Application Deadline) students register for fall term.

Strategy 4: Student Connectedness - Objective: Promote student engagement and active learning, inside and outside the classroom.
Academic tutoring employs LBCC students as tutors, either working in the Learning Center or as an embedded tutor in a specific course, meaning they work directly with a faculty member to support students in the course. Tutoring benefits both the students served and the students who work as tutors by providing opportunities for learning and professional growth. Three tutors are graduating this year -

Jessica Reynolds, Rachael Stevens, and Hailey Eckstein. [Read more about their plans and parting advice here.](#)

Strategy 5: Community Engagement - Objective: Strengthen community partnerships between LBCC and entities within Linn and Benton counties and the region.
Our HDFS and Public Health Departments will pilot a two-year pathway for students to achieve their AS degree and earn the Quality Mental Health Associate (QMHA) certification in collaboration with the Mental Health and Addition Certification Board of Oregon (MHACBHO).

Linn-Benton Community College's Welding Industrial Technical Society (ITS) and the Culinary Co-Curricular Club teamed up for a successful evening of food and fun at their second "Weld & Dine" event, held May 23 on the Albany campus. With a full house of participants, the event gave community members the chance to try welding with guidance from welding students, followed by a delicious meal prepared by culinary students.

Linn-Benton Community College

Mission

Linn-Benton Community College cultivates an environment for success through inclusive education and community engagement.

Vision

LBCC transforms communities and lives through educational innovation and excellence.

Strategies

1 - Academic Programs
2 - Coordinated Student Support
3 - Targeted Recruitment
4 - Student Connectedness
5 - Community Engagement
6 - Employee Satisfaction

We Value

- Opportunity
- Excellence
- Inclusiveness
- Learning
- Engagement

Strategy 1: Academic Programs - Objective: Improve online modality offerings and success through quality online instruction and online student support services.
This summer, the WR 121 and co-req online courses include faculty leading one-on-one zoom sessions with all students.

Strategy 2: Coordinated Student Support - Objective: Improve current support services to be more relevant, useful, and responsive to student needs.
New Student Sessions for Fall Registration opened on June 25; 382 appointments have been scheduled, and we're currently enjoying a 96% show rate. For those who don't show up, Taylor Nelson has created an AI-driven campaign to text and email the student inviting them to reschedule. To date, we have engaged with 25% of those individuals. We are excited about the possibilities with further engaging prospects using AI technology and connection.

The Degree Approved Courses criteria for Financial Aid went into effect summer term. This provision, which allows financial aid eligibility only for courses on a student's degree path, is a significant change and has required a year of preparation to ensure students are able to take courses they need and remain eligible for federal financial aid funds. While the change sounds simple, there is significant nuance and complexity because of how degree requirements intersect with student goals and future educational plans. The Advising Center faculty have taken a significant role in handling each individual student complication, training other faculty on the criteria, and working with our systems to test and refine the functionality of the mechanism that identifies approved and non-approved courses. As of the second week of summer term, only 16

students received less aid than they would have under the old system – which is a testament to the work, communication, and system improvement from the past year by many departments, including Financial Aid, Advising, IS, Records, and program faculty.

Strategy 4: Student Connectedness - Objective: Promote student engagement and active learning, inside and outside the classroom.
At the end of June, there were three Study Abroad programs/trips, involving about 70 students in credit courses that aligned with degree requirements and international learning. Jeremy Randolph-Flagg and Diana Wheat, both science faculty, led students on the study abroad trip to Costa Rica.

The London trip was led by psychology faculty Laura Jones and history faculty Scott McAleer.
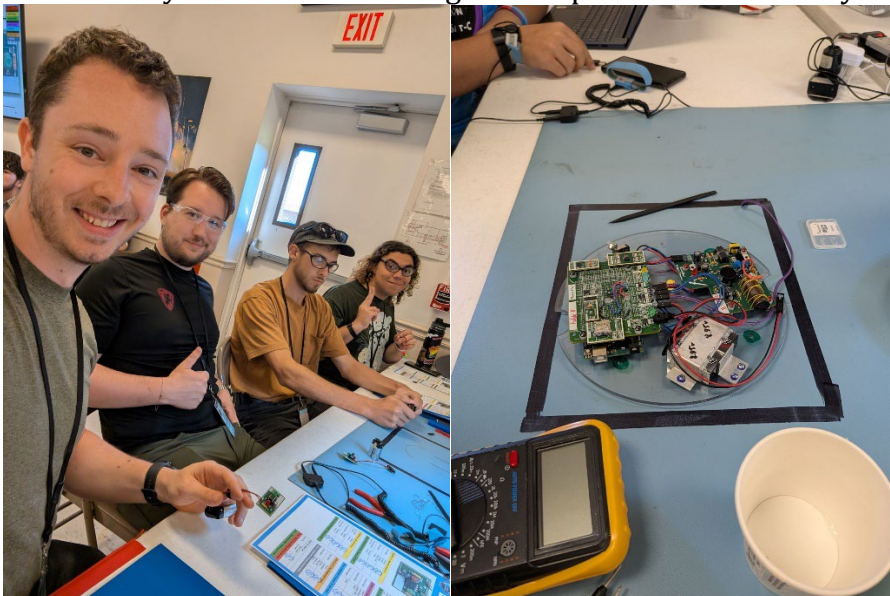

The Korea trip was led by music faculty and choir director Raymund Ocampo and anthropology faculty Lauren Visconti.

Strategy 4: Student Connectedness - Objective: Increase student participation in clubs, campus events, and activities.

Greg Mulder and a team of students from the Remote Operated Vehicle (ROV) co-curricular traveled to Alpena, Michigan for the 2025 Marine Advanced Technology Education (MATE) Center's International Remotely Operated Vehicle Competition.

Levi Schimelfining and three students traveled to Wallops, Virginia to participate in RockOn! - a hands-on workshop teaching participants how to create a sounding rocket experiment from scratch over five days and then launching it into space on the sixth day.

Dear colleagues,

Just like that, June is nearly behind us already. Like every year, June brings many celebrations of student (and employee) success. And in long legislative years, it holds key answers to the college's fiscal situation. Here are my updates on those items and more:

Before elaborating on campus celebrations, I have important budget-related news. Oregon's long **legislative session** has not quite yet wrapped, but will do so soon. In the end, we'll not likely see significant changes on the budget news I provided a couple of weeks ago. I did want to add an important clarification on my budget update: while there are not any new general fund reductions at this time, we did make a recent change to an auxiliary service. After many years of serving us well, the LBCC Printing Services will cease operations later this summer. We are still working with impacted employees, and to issue a communication to campus so employees can update their printing and digital packet plans. Look for an email next week that will have more details. Despite attempts to generate revenue through this service, we have been running a deficit due to changes in equipment costs and reduced dependence on hard copies of documents. That said, I know this will be a service loss and it will have an employee impact. Please reach out if you have questions or would like to discuss this more.

As mentioned, we've had a series of spring success ceremonies. Earlier this spring, I attended the Open Oregon **OER Champion** awards. As is often the case, LBCC had a very strong showing with several winners. Notably, Will Fleming was recognized for his success in technical writing courses; Kanoe Bunney and Isabelle Havet were recognized for faculty leadership in equity. Deron Carter was honored for open pedagogy innovation, and Jessica Maddox was named an OER all-star. Congratulations, all! More details are here.

One of the most lively and festive spring events is our **Automotive and Heavy Equipment/Diesel Tool Ceremony**. The event has a 'Christmas morning' feel, as the students receive and open their tools to mark the completion of the first year of the program. Sponsored by partners and foundations (with costs also shared by the students themselves), these tools enable students to get to work in local industry. Mike LeBlanc was our emcee, with amazing event support from Justin Williams and the LBCC Foundation. In making my remarks, I reflected on the support from families and friends in the large audience, and the strong faculty connection that helps students succeed in the classroom, in the shop and in local industry.

Speaking of employee success, our Human Resources team hosted a fun and festive **Employee Recognition Ceremony** recently. We've been working with our employee partners to bring this event back from its COVID hiatus, and I think our HR team hit a home run in the relaunch. This time, we honored retirees and also service award winners, and it sounds like that tradition will continue in future years. The retirement resolutions are always lovely to hear, and we honored hundreds of years of service to LBCC. Thanks to those who attended, and to the HR crew for the event and the treats :)

I wrote about **Commencement** already in a budget note, but do want to again thank Leslie Hammond and the Roadrunner Marathon for the outstanding staff support to get our students across the finish line. I'm still abuzz with pride from watching so many family members walk with their students across the platform to gather their diplomas. We'll work to streamline this a bit next year to speed up the process but fear not, the family walk is here to stay! As an aside, Meg Roland recently shared a clip of a university graduation where a student was chased by campus police when he attempted to carry his baby across the graduation stage. It makes me even more appreciative of our family-friendly campus.

Our recent **Nursing Pinning** was also a heartwarming and family-friendly event, with several nursing students being pinned by relatives who are also nurses. Many of those relatives, I was pleased to see, were also LBCC graduates. Retiring Nursing instructor Marcy Shanks was the keynote speaker, and I also made remarks, emphasizing the vital role of health professions in our region's economy.

I missed the event due to work travel, but am told that the NAACP **Juneteenth** celebration at LBCC was a big success. Jason Dorsette and our EDI team helped host this gathering, which had to be moved indoors due to rare June rain, and the Commons was jam-packed with attendees. Board chair Jeff Davis attended and provided a rave review afterward.

In addition to the many celebrations this month, I have also had several board meetings and events for external agencies. I spoke on shared governance and advocacy at AAWCC's Leaders Institute in Austin (with expenses paid by AAWCC National) and served on the national board and nominating committee for NACCE (the National Association for Community College Entrepreneurship). NACCE's spring meeting was virtual (thankfully!) as was the Oregon Small Business Advisory Council's gathering. I also co-hosted the West Coast Presidents Roundtable, a virtual gathering of leaders responding to federal policy changes on behalf of their colleges.

Last month, I wrote about **global education** and our efforts to host delegations and bring more international students to LBCC. As I write this report, I am in lovely London with an LBCC team preparing for an Electric Vehicle maintenance collaboration with a college in the United Kingdom. Fortunately, a grant from a global foundation covered all expenses to make this possible, and will also pay for students to come to LBCC from England in October. We'll send a funded student delegation to England next year as well. Thanks, Mike LeBlanc, for sharing your EV knowledge with the cohort, and also to Beth Lyons and Katie Winder for logistical and programmatic support.

There are changes coming to the **LBCC Board of Education** as a result of the May special election. This month, we bid farewell to Vice Chair Stacie Wyss-Schoenborn and to board member John Sarna. Both served for approximately four years on the LBCC Board. Replacing them will be Rachel Biscoe (Zone 2-3A) and Brad Longman (Zone 5). We'll swear in those new members next month - congratulations, Rachel and Brad!

Earlier this month, the LBCC Foundation hosted its annual **Night at the Knights** event at Goss Stadium. Board members, donors and elected officials joined in the celebration, and we awarded one scholarship every inning (for the first 9 innings, anyway). The game went into extras, with the Knights losing, but an LBCC player on the opposing team got a key hit … hard to cheer against that! I threw out the ceremonial first pitch and also spent an enjoyable couple of innings in the radio broadcast booth with Knights CEO (and LBCC star supporter) Dan Segel.

At home, Ella has been sleeping very late after the much-anticipated end of the school year (lucky her!). Emily is on a volunteering expedition this week in marine biology (also lucky her!). Since I have had to be on the road a bit lately, I am looking forward to a little time off at home with Allison around the Independence Day holiday.

Best wishes to you all for a wonderful start to July!

Thanks,
Lisa

Lisa Avery, Ph.D.
President
Linn-Benton Community College
www.linnbenton.edu
averyl@linnbenton.edu

Academic Affairs Decisions and Updates

The purpose of this page is to increase transparency and ease of access to decisions and policy updates, as well as tracking upcoming decisions about policies and procedures that might affect the work of faculty and staff at LBCC.

The Latest

Action Needed

- 3/12/25 College Council (not on agenda yet): a proposed revision to Children on Campus. The goal is to to be more explicitly welcoming while still limiting risk. Contact Kendra Votava or Meg Roland with input.

- 3/12/25 College Council (not on agenda yet): a proposed revision to background checks for employees. The goal is to increase background checks in positions for which prior convictions would be relevant. There have been several incidents in the past year that are prompting this. Contact Heather Mercer with feedback.

Important News

- 4/3/25 Department chairs are working on the 2025-26 schedule of classes. We are continuing to try to schedule so that a student can come to campus 2-3 times per week if needed; thus, we are focusing on M/W and T/R class combinations.

- 4/1/25 The Space Summit is the annual opportunity to ask for additional or different office spaces or classroom upgrades. It is coming up on April 18th. Ask your manager if you have requests.

- Academic Strategy and Policy (March 2025): The committee is working on developing a process for programs that wish to become special admission and for current special admit programs to make changes and review their admission and selection criteria. When complete, the draft process will be brought to Academic Affairs Council for feedback. Katie Winder is the lead.

Grading and Feedback

This 90-Minute session will explore the interface of the Canvas gradebook from the instructor and student perspectives. Users will experience the power of the Speedgrader and the various ways it can be used to provide timely and detailed feedback for students while making the grading process more efficient and enjoyable. Additionally, participants will learn how to create and utilize rubrics for assessing assignments. Resource Guides can be found in our community.

Session Topic	Topic Descriptions
What and Why	● Introductions ● Agenda Review ● *What & Why | Grading and Feedback*
Rubrics	● Creating and/or Finding Rubrics ● Attaching Rubrics to Canvas Assessments

SpeedGrader	● Navigating SpeedGrader
	 ● Providing Feedback
	   ○ Annotation Tools
	   ○ Text and Media Comments
	   ○ Comment Library
	 ● Entering Grades
	 ● Reassigning from the SpeedGrader

Canvas Gradebook	● Global Gradebook Options and Settings
	   ○ Menu and Viewing Options
	   ○ Filtering
	   ○ Late and Missing Submission Policy
	   ○ Grade Posting Policies
	 ● Grading
	   ○ Entering Grades
	   ○ Grade Detail Tray
	 ● Student View
	   ○ Accessing the Student Gradebook
	   ○ Accessing Instructor Feedback
	   ○ `What If` Grades

Wrap Up	● Q&A ● Badge Claim

Linn-Benton Community College
Live Canvas Training - January 3, 2025

*See agendas for session descriptions.

Professional Learning Session Schedule		
Time	**Topic**	**Resources**
8:30 - 10:00 am	Content Creation/Canvas Pages	[Agenda](#)
10:15 - 11:45 am	Canvas Assignments	[Agenda](#)
11:45 am - 12:45 pm	Lunch Break in the Commons	
12:45 - 2:15 pm	Course Flow with Modules	[Agenda](#)
2:30 - 4:00 pm	New Quizzes and Item Banks	[Agenda](#)

Notes: The facilitator will be in the Calapoolia Center - Vineyard Room

RSI Peer Review Form

This form should only be completed by faculty who have completed the RSI Peer Reviewer Training. Complete one form for each review you conduct. All questions are required (use "N/A" when needed). Some information may only be found in the instructor input form.

☁

* Indicates required question

Email *

☐   Record   as the email to be included with my response

Reviewer name *

Your answer

Date of review *

Date

mm/dd/yyyy

Enter the course short name for the reviewed course AND a direct link to the course by copying and pasting the course code (or find it in the course settings e.g. ex. course code: HD120A-20220335456 which will provide a direct link to your course). See Example.   *

Your answer

Name of course instructor *

Your answer

Is there a welcome message at the beginning of the course, either in Canvas, Moodle, or the syllabus? *

○ Yes

○ No

Describe the welcome message. *

Your answer

Does the instructor post regular (weekly) announcements? *

○ Yes, weekly or more frequent

○ Yes, less than weekly

○ No

Describe the announcements. If the instructor indicated that announcements are outside of Moodle or Canvas, note that here. *

Your answer

How often are discussion forums used in the course? *

○ There are weekly assigned discussion forums

○ There are discussion forums in a few of the weeks, but not all

○ Discussion forums are there, but participation is not required

○ There are no discussion forums.

Does the instructor participate in the discussion forums in an academic way (i.e., * facilitates interaction and engages students with content)?

○ Yes, the instructor participates weekly.

○ The instructor participates in some of the forums but not all.

○ No, the instructor does not participate in the forums.

○ There are no forums.

○ Other:

Comments on instructor facilitation of discussion forums. If the course includes * other examples of instructor-facilitated student-to-student interaction, list those here (e.g., use of an interactive tool like Jamboard)

Your answer

Is there at least one assignment or graded activity each week of the course? *

○ Yes

○ No

List examples (e.g., assignment names) *

Your answer

Does the instructor leave personalized, substantive, and timely feedback on student assignments or other activities? *

(If the feedback is simply "Good job" or something similar, this does not count as substantive. Feedback should be academic in nature.)

○ Yes

○ No

○ Sometimes

List examples of the instructor's feedback (i.e., name specific assignments on which you found substantive feedback or describe how feedback is delivered) *

Your answer

Does the instructor explain communication policies and expectations (e.g., email response time)? *

This is typically found in the syllabus.

○ Yes

○ No

Are the instructor's expectations for student engagement and interaction clearly *
stated?

(This information is often in the syllabus and may be repeated in assignment or
discussion directions.)

○ Yes

○ No

How does the instructor support students who are struggling in the course or *
who have questions regarding the course, course content, or their success? (See
Instructor Input Form)

Your answer

To meet RSI standards, the course must include <u>at least two</u> of the following *
examples of substantive interaction. Check all that apply.

☐ Assessing or providing feedback on the student's coursework

☐ Providing information or responding to questions about the content of a course or
competency

☐ Facilitating a group discussion regarding the content of a course or competency.

☐ None

In order to meet RSI, the course must include regular interaction which includes both of the following. Check all that apply. *

☐ Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis

☐ Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student

☐ None

Based on your review, does this course meet RSI standards? *

○ Yes

○ No

If you answered "no" above, explain why the course does not meet RSI standards and what needs to be added. Write "N/A" if the course meets RSI standards. *

Your answer

If you answered "yes" above, please list specific examples of instructor-led interaction (e.g., participation in discussion boards, regular feedback on assignments.......). Write "N/A" if the course does not meet RSI standards. *

Your answer

Submit   Clear form

~~ RSI Review Flow ~~

April 2025

This document outlines the general process for faculty who will be teaching an online asynchronous course for the first time, and it will need to be reviewed for compliance with RSI standards.

Step	Action	Sample term
1	Instructor teaches online (asynchronous) for the first time	Fall
2	Susie creates a list of people who need to be reviewed. Add them to the "on deck" tab in each division's RSI list. Send out a communication of review submission deadline and Cc direct supervisor.	Fall - week 5
3	Faculty submit their course for RSI review	Fall - week 9
4	CTEx communicates a "last call" and alerts supervisor of a lack of submission	Fall - week 10
5	Oriana and Susie review submission results*. Oriana communicates with their supervisor.	Winter - week 2

*Submission results can be:

- Met RSI - Green light. Can continue scheduling online classes.
- Working towards RSI - Yellow light. Did not pass, but indicated they would work on it. Can continue scheduling online classes
- Did not meet RSI - Red light. Instructors have been notified that their course did not meet RSI **and** have not responded **or** said they will not make changes. Do not schedule for online classes without intervention. Should remove from the following term schedule.

Other considerations:

- Since scheduling for the following term occurs typically between weeks 1-3 of the current term, we will likely risk two terms of online course assignments before knowing if a person meets RSI.
- Just because you CAN assign online courses, you do not have to. RSI is not always an indicator of quality. Performance Review is the best process to make this determination.
- There is a possibility that the Federal Government will rollback this requirement. Still, there is a goal of using Quality Matters next academic year (25-26).

REGULAR and SUBSTANTIVE INTERACTION (RSI)

Jess Winans, Dean of Teaching & Learning Support, LBCC

OCCDLA 3/19/2025

What Is RSI?

RSI stands for **regular and substantive interaction**.

The U.S. Department of Education requires that colleges and universities offering distance education courses (fully online courses and the asynchronous component of hybrid courses) for which students may use Title IV federal financial aid funds must "ensure that there is regular and substantive interaction between students and instructors."

RSI standards are designed to ensure that students enrolled in for-credit distance learning courses are provided regular interaction with their instructors. RSI standards ensure that distance learning courses are not correspondence or self-paced courses providing little or no interaction between students and instructors.

Colleges and universities that receive federal funds are subject to having their distance education courses reviewed by the Department of Education to ensure compliance with RSI standards. Therefore, course materials (e.g., a syllabus and Moodle course site) should clearly indicate how RSI standards are intended to be met.

Your college's RSI work

Add your number in chat

1. No work yet
2. Communicated expectations to faculty
3. Formal review process
4. Other

Logistics

- Ask questions
- Provide feedback
- Share your experience

LBCC Context -> Why RSI?

- No required training to teach online
- No required course design review (e.g., LBCC course design checklist, OSCQR, Quality Matters)
- No distance education faculty or staff position

Courses to be Reviewed

- Online (asynchronous)
- Includes FYS & other 1 credit courses
- Does not include most CWE & practicum courses
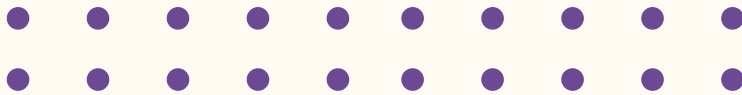
Timeline

Fall 2021 - Spring 2023

RSI Expectations approved by Academic Affairs Council

Summer 2023 - Summer 2024

Peer Reviewer Training Completion of ~140 RSI reviews

Fall 2024 - Present

Reviews for new faculty/new to online teaching, Deans check courses

Next steps:
- Designation for faculty in Banner (use in Coursedog)
- Follow-up review schedule and expectations
- Course quality review - integrate RSI or keep separate?

Requirement

Must meet RSI to teach online courses

- Decided by deans and VP
- RSI is met at the instructor-level
- Faculty choose one course
- For 1st time teaching, meet to discuss RSI and complete review at the end of the term
- Deans look for RSI indicators in other courses during the faculty appraisal process
- Need for all faculty to meet RSI/teach online varies by department

Peer Review

- Invitation to all faculty (full- and part-time) to become a peer reviewer
  - Must have had prior online teaching experience
  - Must complete training
  - Must have a course that meets RSI

- First review with a peer - review separately and compare
- Peer reviewers make a recommendation with rationale, submitted via Google Form
- Center for Teaching Excellence final review of peer review form, course, and recommendation

Process Overview

Step-by-step faculty and reviewer engagement

1. Faculty choose one course to have reviewed and complete the RSI Pre-Review Instructor Input Form
2. Reviewer(s) are assigned to the course and added to course shell
3. Reviewers complete the RSI Peer Review Form.
4. The RSI Peer Review Form is reviewed by Jess or Colleen and feedback is provided to the instructor.
5. If a course did not meet RSI standards, the instructor must adjust the course to meet RSI.
6. Instructors ensure RSI is applied to all of their other online courses (to be checked by deans).
7. VP of Academic Affairs & appropriate division dean will receive a list faculty who have met RSI, not met RSI, or not participated in the process. They will not have access to the peer review.

Tracking

Process Status	Instructor Lastname	Instructor Firstname	Met RSI (instructor-level) - Y/N	Record of process: passed peer review, implementing, passed CTEx review, no response	Division (added when added to division-based spreadsheet)	FT or PT	Course Reviewed (link)	Course Details	Reviewer	Date completed	Link to pre-review	Link to peer review	Communication
pass			Y	passed peer review; passed CTEx review	BELA		https://moodle.linnbenton.edu/course/view.php?id=23639	BA 240 spring 23 BA240-20220444676 - FINANCE	Monica Mckirdy		Pre-Review Instructor Input Form	Peer Review Form	Colleen bulk emailed 3/26
pass	J		Y	submitted course after 3/4, did not pass peer review; Colleen emailed 4/10; Alicia replied 4/10	BELA	FT	https://moodle.linnbenton.edu/course/view.php?id=26322	HDFS225-20230330664	Dan Roberson		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed Alicia 4/10
pass	J		Y	passed peer review but needs verification; Colleen emailed for info; Rachel responded and passed 3/18	SEM	FT	https://moodle.linnbenton.edu/course/view.php?id=26270	BI103-20230331255 - Winter 24	Monica McKirdy		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed
pass	J		Y	passed peer review; passed CTEx review	BELA	PT	https://moodle.linnbenton.edu/course/view.php?id=26376	SOC206-20230335106 - SOCIAL PROBLEMS AND ISSUES - Winter 24	Lauren Visconti (Colleen assigned 3/19)		Pre-Review Instructor Input Form	Peer Review Form (cell)	Colleen included in bulk email 3/25
pass	J		Y	passed peer review, Jess to do this one, passed CTEx review	BELA	FT	https://moodle.linnbenton.edu/course/view.php?id=25383	PSY202-20230330532, winter 24	Darci Dance		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed
pass	J		Y	passed peer review, Monica 2nd review (yes)	BELA	FT	https://moodle.linnbenton.edu/course/view.php?id=25795	HDFS229-20230331505 - SCHOOL-AGE ADOLESCENT DEVELPMT	Sonya James		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed
pass	J		Y	passed peer review, Monica 2nd review (no), Colleen (no); passed CTEx Review	BELA	PT	https://moodle.linnbenton.edu/course/view.php?id=25196	MUS161-20230220058	Darci Dance		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed 4/12; David replied
pass	F		Y	reviewer passed, course failed CTEx review	BELA		https://moodle.linnbenton.edu/course/view.php?id=25113	COMM218Z-20230228362 - INTERPERSONAL COMMUNICATION	Julene Hamilton		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed 3/7
pass	F		Y	Adam lost his Canvas courses so used old (2020) course from Moodle, did not pass peer review; passed CTEx review	BELA	PT	IN4.164-20190443527 - TECHNICAL WRITING FOR CTE CRN: 43527	IN4.164-20190443527 - TECHNICAL WRITING FOR CTE CRN: 43527	Vikki Maurer		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed adam 4/22 "pass w
pass	F		Y	passed peer review, passed CTEx review	BELA	FT	https://moodle.linnbenton.edu/course/view.php?id=20955	SPN 101, 20736 (fall 22) SPN101-20220220736	Kathy Austin		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed 1/31/2024
pass	F		Y	passed peer review, Monica 2nd review (no); Colleen emailed for more info 4/10; pass email 4/11	SEM	FT	https://moodle.linnbenton.edu/course/view.php?id=24570	ENGR211-20230220165	Shengnan Fang		Pre-Review Instructor Input Form	Peer Review Form	Colleen emailed
				Course appears to be virtual but listed as online, Jess emailed. Zoom class is optional, recorded, and posted. Essentially interactive office hours, content									

Reflection

Worked Well

- Training/Info sessions for faculty
- Peer review
- Dean and VP support
- Center for Teaching Excellence leadership
- RSI reviewer role
- Faculty reception of feedback
- Change to culture of having a peer review

Challenges & Improvements

- Early misunderstandings & lack of attendance at training/info sessions
- Tracking process
- Initial timeline
- Discretion of peer reviewers
- Faculty grievance (timeline, academic freedom, intrusiveness, choice of peer reviewer, dean training)

LBCC Faculty Training

1. What is RSI?

Defined by the US Department of Education Policy and NWCCU Accreditation

2. How to meet RSI?

Tips on how to meet RSI requirements

3. LBCC Review Process

Details of LBCC's Peer Review Process

4. Does this course meet RSI?

Group exercise with course examples

What is RSI?

Regular Interaction:

- Predictable
- Scheduled (at least weekly)
- Tracking & intervention

Substantive Interaction:

- Initiated by instructor
- Academic in nature & relevant to the course
- Listed activities

WHY RSI?

1. The U.S. Department of Education requires that all distance education courses eligible for federal financial aid meet RSI standards (distinction between correspondence courses & distance education).
2. NWCCU (our accrediting agency) requires that we have policies and procedures for the implementation of RSI and regularly monitor online courses for RSI.
3. RSI is an essential component of good online teaching and impacts student learning and course completion.

Official Language

From NWCCU:

4. The institution has established appropriate academic policies and procedures for its instructors to implement the requirements for regular and substantive interaction (see definitions below) in all courses/programs delivered via distance education.

5. The institution has established a system for monitoring or periodically evaluating its online programs to ensure that its instructors continue to observe such policies for regular and substantive interaction.

U.S. DOE 34 C.F.R. §600.2:

4. For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also include at least two of the following— i. Providing direct instruction; ii. Assessing or providing feedback on a student's coursework; iii. Providing information or responding to questions about the content of a course or competency; iv. Facilitating a group discussion regarding the content of a course or competency; or v. Other instructional activities approved by the institution's or program's accrediting agency.

5. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency— i. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and ii. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Implications

Accreditation

Institutions may be issued a warning and be held accountable for implementing changes within a specified timeline.

Financial Aid

Colleges may be required to repay financial aid associated with any course deemed a correspondence course (i.e., lacking RSI).

How to meet RSI standards?

Guidance & Moodle Tips

WCET Guidance on RSI

In 2021, the Department enacted a more robust "distance education" definition with more specifics on what is required, including:

- The instructor (or instructors) meets the "qualifications for instruction established by the institution's accrediting agency."
- **"Substantive" interaction includes <u>at least two</u> of the following:**
  - "Providing direct instruction;"
  - "Assessing or providing feedback on a student's coursework;"
  - "Providing information or responding to questions about the content of a course or competency;"
  - "Facilitating a group discussion regarding the content of a course or competency; or"
  - "Other instructional activities approved by the institution's or program's accrediting agency."
- **"Regular" interaction includes both:**
  - "Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis…" and
  - "Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student."

EXAMPLES of RSI

WELCOME MESSAGE
Personal welcome message from instructor when course begins.

FEEDBACK
Individualized - NOT computer-generated or automatic.

DISCUSSION
Weekly forums facilitated by the instructor with instructor participation.

HELP SESSIONS
Regularly scheduled online review or help sessions.

REAL-WORLD APPLICATIONS
Discussion posts & activities illustrate real-world applications of course concepts.

EMAILS
Individualized or used as weekly announcements when responsive to student learning.


Source: OSCQR CC license

But how do I know if my course meets RSI...

- Frequent and consistent instructor-initiated interaction (at least once per week)
- Academic engagement relevant to the course (feedback, direction instruction, announcements, etc.)

Does _____ count as RSI?

- Pre-recorded lectures used term to term?
- Scheduled announcements?
- Automatic feedback?
- Interactions in other platforms?

Questions!!!
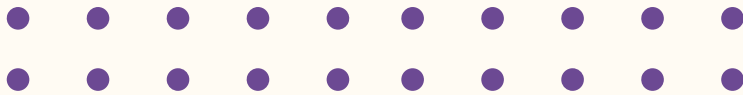
Course Review Process

Process Overview

Step-by-step faculty and reviewer engagement

1. Faculty choose one course to have reviewed and complete the RSI Pre-Review Instructor Input Form
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5. If a course did not meet RSI standards, the instructor must adjust the course to meet RSI.
6. Instructors ensure RSI is applied to all of their other online courses (to be checked by deans).
7. Ann & appropriate division dean will receive a list faculty who have met RSI, not met RSI, or not participated in the process. They will not have access to the peer review.

Small Group Exercise:
Does this course meet RSI?

Questions?

RSI Review Questions Email:
learning-innovation-lb@linnbenton.edu

Moodle How-to Questions:
lms-admins-lb@linnbenton.edu

RESOURCES

LBCC Resources

- RSI Guidelines (drafted by Mike Randolph, December 2021)
- RSI Process Presentation to AAC (by Jess Winans, April 2023)

Our RSI process is based on the experiences and resources of many others. Here are links to some of the resources we used:

- US Department of Education regulations
- WCET Regular & Substantive Interaction Resources
- NWCCU Distance Education
- SUNY OSCQR - RSI
- Blue Mountain Community
- Chemeketa Community College
- Everett Community College
- Umpqua Community College