

A decorative graphic on the right side of the page features three overlapping circles of varying sizes, each composed of concentric blue rings. Two thin blue lines intersect at the top left and extend diagonally across the page, framing the circles.

2011-2012 Annual Distance Education Report to the CLPCCD Board of Trustees Chabot College

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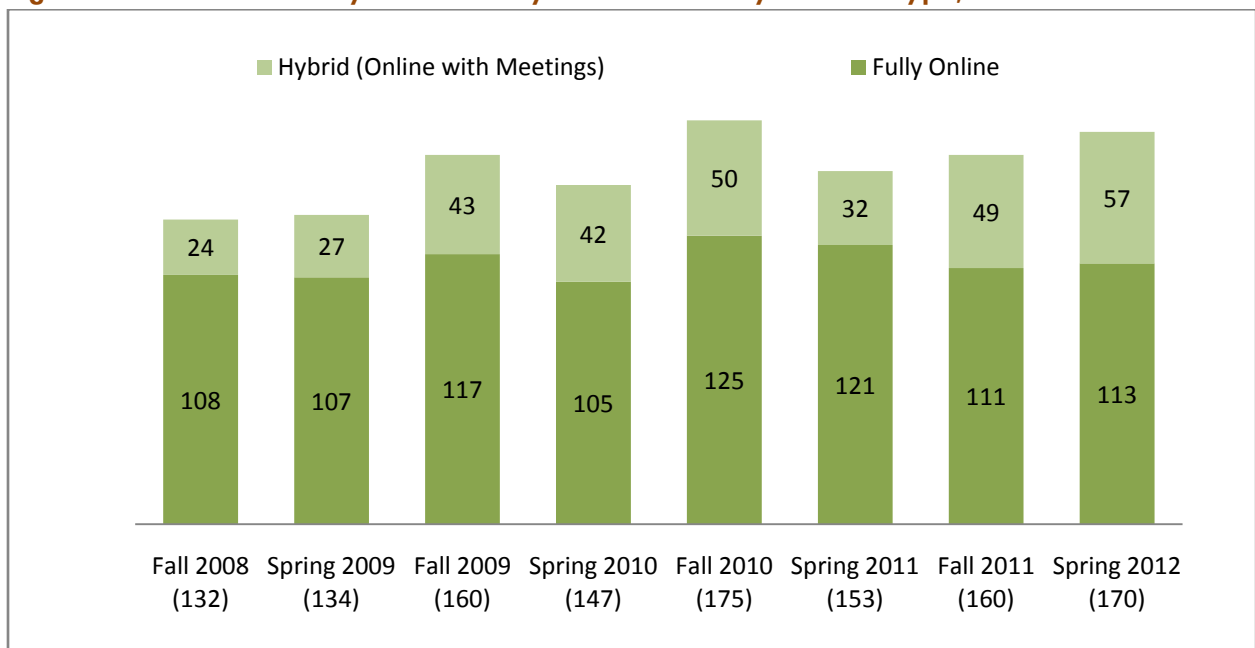
Introduction

The purpose of this report is to provide a comprehensive overview of key elements and strides in providing high-quality distance education courses and supporting online learners at Chabot College during the 2011-2012 academic year. The information & updates covered in this report include a detailed summary of distance education course offerings (online and hybrid courses), new features and usage data for Blackboard (the supported learning management system), as well as other instructional technologies for online and hybrid learning. Continued efforts in the aim for quality distance education include updates on the education, training, and support provided for faculty, as well as achievements by the Committee On Online Learning (COOL). Finally, the report provides the current status of federal and state issues affecting distance education at Chabot College, as well as ongoing support services to meet the needs of online learning students.

Distance Education (Online/Hybrid) Course Offerings

During the 2011-2012 year, Chabot College distance education courses consisted of fully online courses as well as hybrid courses (online courses with required meetings). These instructor-led courses function through the assistance of technology, primarily through the Blackboard Learning Management System, as well as several other supplementary and supportive technologies. Over the course of the 2011-2012 academic year, online & hybrid learning remained a prominent segment of Chabot College. Despite budget challenges, online and hybrid courses continue to be a significant portion (approximately 15% during spring 2012) of all course offerings offered at Chabot College.

Figure 1: Number of Fully Online & Hybrid Sections by Section Type, 2008-2012



As the number of courses offered occurred campus-wide underwent a significant reduction during the 2011-2012 academic year, it came as no surprise that the number of online/hybrid course offerings had decreased as well. As part of the overall 11% decrease in the total number of course section offerings campus-wide, the total number of online/hybrid course section offerings decreased by approximately 4% from one year to the next (combining summer 2011, fall 2011, and spring 2012 terms).

While there was a decrease in online/hybrid course offerings from one year to the next, a comparison between equivalent terms (summer 2011-summer 2012; fall 2011-fall 2012, spring 2011-spring 2012) demonstrated a range of differences. While the summer 2012 session suffered a significant decrease of 35% in offerings (32 online & hybrid course sections during summer 2012 compared to 49 offered during the previous summer), the fall term experienced only a 9% decrease (160 sections for fall 2011 compared to 176 during the previous fall). Spring 2012, on the other hand, actually offered an *increase* in online/hybrid sections (11% increase), jumping from 153 sections in spring 2011 to 170 sections in spring 2012 – an increase despite the 7% campus-wide decrease in section offerings. The increase in online/hybrid course offerings during the spring 2012 semester raised the proportion of online/hybrid courses as compared to all courses from 13% during fall 2011 to 15% in the spring of 2012.

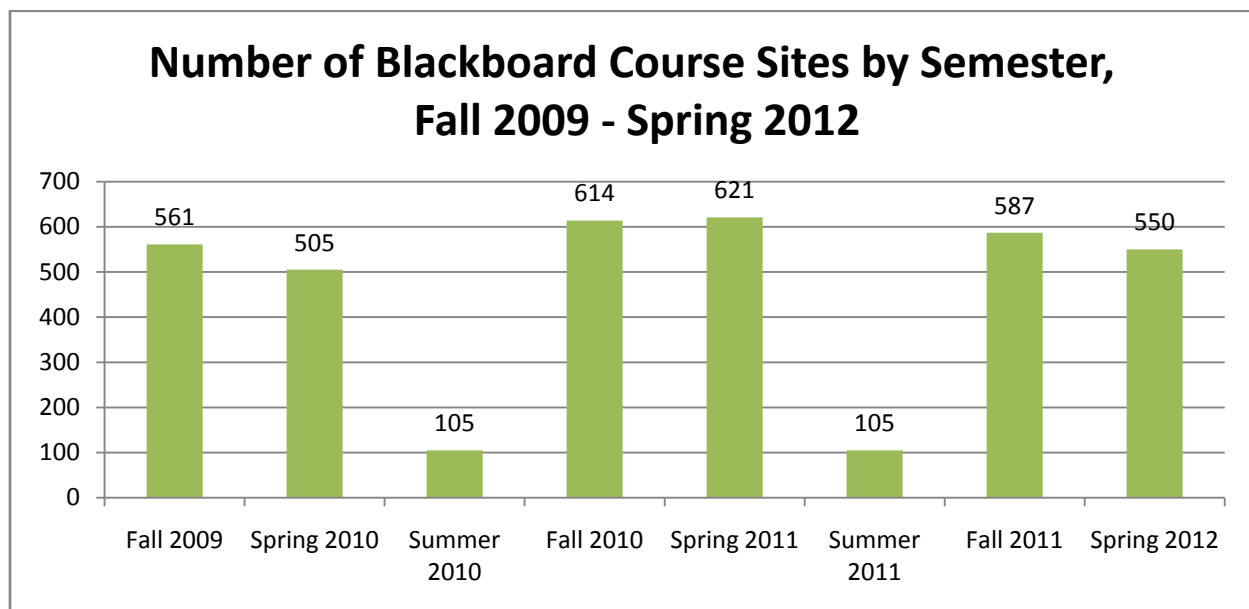
The Blackboard Learning Management System: New Features and Tools

Between the spring and summer semesters in 2011, the district-wide Blackboard server (<https://clpccd.blackboard.com>) was upgraded from version 9.0 to version 9.1, from then on being referred to as "Blackboard Learn." This new version of Blackboard included new social learning and teaching tools intended to foster active learning opportunities for students. Included among the new tools were wikis, which enable active student collaboration around course content and group projects. In addition, with 9.1, instructors can more easily see the process and evolution of the work of each student participant. Furthermore, Blackboard 9.1 allows instructors to more easily integrate rich media learning content using Web 2.0 resources from YouTube, SlideShare, and Flickr. Blackboard 9.1 also includes advanced accessibility options that are Gold Level certified by the National Federation of the Blind for Non-Visual Accessibility.

Just after the spring 2012 semester, the Blackboard server was upgraded from version 9.1.5 to 9.1.7. This minor upgrade included just a handful of new features and enhancements, namely, interactive rubrics, auto-submission of timed assessments, and additional assignment activities in Needs Grading. Faculty were notified of these upcoming changes well in advance, and were provided details, instructions, and videos on each new enhancement and tool. Faculty can access these resources and self-paced learning materials at any time on the Chabot College Blackboard

Resources for Faculty website site using the following link:
<http://www.chabotcollege.edu/cws/blackboard/>.

Since the implementation of Blackboard, Chabot College has always experienced a consistent increase in the number of Blackboard course site requests by faculty (whether for fully online, hybrid, or as a web-enhancement to regular courses) with each consecutive year. For the first time since the implementation of Blackboard at Chabot, 2011-2012 marked the first year where there was a decrease in the actual number of requests; no doubt reflective of the cuts to sections experienced by the college campus-wide. Collectively, there were 1359 site requests for all three terms during 2010-2011, but only 1242 site requests during 2011-2012.



Despite the recent decrease in the number of Blackboard course sites in total, the proportion of sites compared to the number of course sections offered campus-wide continues to be substantial. When compared proportionally to the total number of sections offered campus-wide, there was actually an increase in the number of requests by 3% during both the fall 2011 and spring 2012 semesters. During the fall 2011 semester, Blackboard course sites accounted for 48% of all course sections, and a similar portion (47%) was the case for spring 2012 as well. For summer 2011, Blackboard course sites accounted for a whopping 82% of all course sections offered. The statistics provided above for the 2011-2012 year are similar for the 2010-2011 year, despite the significant cuts to course sections campus-wide. Even when the number of online/hybrid course offerings has been cut, the increased use of Blackboard for all courses continues to grow.

Blackboard Mobile

As of August 2012, as many as 320 faculty and students are accessing their online/hybrid courses by way of the Blackboard Mobile App. The Blackboard Mobile App is a mobile device application which provides students and instructors with limited access to their Blackboard courses and content using their smart phone, iPod, or iPad. Blackboard Mobile Learn provides easy access to Announcements, grades, Discussion Board, Blogs, and Journals. Depending on the course design, students may even be able to view content such as PowerPoint presentations, multimedia files, and PDFs posted by their instructor. The popularity of this mobile app has provided inspiration for the future development of other web-based resources optimized for mobile viewing.

Updates on Instructional Technologies for Online & Hybrid Learning

As a supplement to learning management systems, two Blackboard-integrated programs highly utilized by DE faculty are the Respondus test converter/publisher and the SafeAssign plagiarism prevention service. Several Instructors who simply wanted to convert their paper tests to computer-based versions began using Respondus with Blackboard, which then led them to use the additional tools available within Blackboard. Similarly, instructor who had not previously used Blackboard began using the system in order to make use of SafeAssign. This type of integrated plagiarism detection has been particularly helpful for our English, Business, and History departments. Furthermore, the expiration of the GradeQuick software at the Chabot campus led long-time users to seek the gradebook (“The Grade Center”) within Blackboard, which has the additional benefit of being web-based and therefore providing immediate access to grades online.

As California Community Colleges (and especially instructors using media-rich content such as video clips to enhance their online or hybrid courses) continually express an ever increasing demand for access and use of a streaming server, EduStream was offered free to the California Community College System through the San Bernadino Community College District. In the Spring of 2010, Chabot College gained approval to use EduStream and began setting up accounts for instructors at Chabot College. The service provided by EduStream is two-fold: not only does EduStream provide server space for faculty to store their own user-generated educational content, but faculty can also select from a large library of closed-captioned videos and interactive learning objects amongst a wide variety of subjects. To address requirements of copyright and authentication, students are required to access the video clips by way of a password protected learning management system such as Blackboard. Since the implementation of EduStream at Chabot College, approximately 20 instructors have requested accounts. Many have posted links to the EduStream content within their Blackboard course sites, while others have ventured to create and upload their own videos to the server for easy student access.

Education, Training & Support for Faculty

Throughout the year, faculty express interest in integrating web-based instructional technologies, especially the Blackboard Learning Management System, into their classroom setting as well as developing an online or hybrid course, and therefore submit requests for information, training, and assistance. During 2011-2012, approximately 17 Chabot instructors enrolled in the online, self-paced Introduction to Blackboard course, which has been offered in an online format since August 2007. To meet the needs of faculty, each with their own individual teaching schedule, varying levels of technical skills, and wide variety of desired learning outcomes, the Distance Education Coordinator and the Instructional Designer facilitate a combined method of training that includes both online training resources as well as meeting individually with faculty. This training ranges from instructional sessions, initial consultations for the online course approval process, online course design/development, and a wide variety of topics on Blackboard. Over the course of the year, the Distance Education Coordinator and the Instructional Designer have also received 1,118 support requests from faculty ranging from technical support issues to instructional assistance such as providing the basic steps for content building. These inquiries have generally come from the use of our online help form or direct email, which provides a convenient method for instructors to seek assistance at any time.

As mentioned earlier in this report, supplementary instructional technologies, including two Blackboard-integrated programs highly utilized by DE faculty are the Respondus test converter/publisher and the SafeAssign plagiarism prevention service. As with support for Blackboard, the Distance Education Coordinator and the Instructional Designer at Chabot have also developed numerous web-based training resources for other instructional technologies used for online learning and continue to meet one-on-one with instructors to explore their teaching needs.

In addition to the customized training provided by the staff at Chabot, Chabot College faculty & staff take advantage of the many training opportunities provided by the knowledgeable instructors of @ONE who tailor their content to the specifics of the community college setting. With the idea that community college instructors often have similar training needs, @ONE seeks to meet the needs most requested by instructors. A variety of instructor-led online courses, "Learn at Lunch" desktop seminars, and self-paced training, are offered throughout the year. Just a few of the of the online courses offered include "Introduction to Teaching with Blackboard," Introduction to Online Teaching and Learning," and "Designing Effective Online Assessments," while webinars have included such topics as mobile learning, incorporating web-based tools, video captioning, presentation design, and an introduction to the @ONE Online Teaching Certificate Program. According to Heather Schmidt of @ONE, 11 faculty from Chabot College participated in @ONE or @ONE-sponsored events during the 2010-11 academic year. Amongst those 11 faculty, 3

participated in @ONE's online courses, 10 in seminars, and 3 in the virtual Online Teaching Conference.

In addition to the training occurring year-round, members of the Committee On Online Learning, including Ellie Hoffman, Ramona Silver, Richard Dinwiddie and Minta Winsor, collaborated on a Fall Flex day workshop titled "The Secret to Online Success Through Emotional Engagement and Tips for Online Retention." Experienced online instructors Ellie Hoffman, Ramona Silver, and Richard Dinwiddie presented their best practices for keeping students engaged in the online environment. Approximately 10 instructors were in attendance, and the workshop was overall well-received. The numerous tips and best practices presented during this workshop have been incorporated into the currently-in-progress Online Engagement FIG, and have been published within the *Online Learning Link* Newsletter as well as on the faculty resource website.

The Online Learning Link

The sheer mass of information and updates available regarding Blackboard, supplementary and associated instructional technologies, as well as general information on line & hybrid learning always pose a challenge in how to best convey such information to faculty without filling up email inboxes. Beginning in the spring of 2012, the Distance Education Coordinator and the Instructional Designer began the release of *the Online Learning Link*, a monthly newsletter for Chabot College faculty teaching with Blackboard and/or teaching a hybrid/online courses. Each month, the publication covers timely online learning topics ranging from integrating technology into face-to-face classes, to tips for teaching with Blackboard, to new tools available to improve student learning. Specific topics include semester startup tasks, information about student drop-in assistance on campus, @ONE upcoming training, information about teaching an online or hybrid course, as well as descriptions of the new features and enhancements included with the most recent Blackboard upgrade. Many faculty and administrators have remarked at the quality of this resource and the ease of presentation of such complex information. All published editions of the newsletter can be found at the following link: <http://www.chabotcollege.edu/cws/newsletter/default.cfm> .

The Committee On Online Learning (COOL)

Initially formed as a sub-committee of the Curriculum Committee, It is the charge of the Committee On Online Learning (COOL) to support faculty in online/hybrid course delivery ventures and development of their course delivery plan proposals. All faculty who wish to teach a distance education course must complete the online course approval process as indicated on the Online Course Proposal form, submit the completed form to the Committee On Online Learning (COOL). This in-depth process includes background research, obtaining input from colleagues and administrators, explaining student benefits, a description of how the course content will be

delivered, the nature of instructor-student and student-student interactions, how student learning will be assessed, how technology will be utilized, and how students with disabilities will be accommodated (www.chabotcollege.edu/cool/process/).

During the 2011-2012 academic year, the COOL (chaired by adjunct instructor Ramona Silver) reviewed and facilitated a total of 23 courses (13 fully online; 10 hybrid - online courses with meetings) through the online course approval process. Instructors teaching online for the first time were also required to give a demonstration in front of members of the COOL. Below is the complete list of the proposals reviewed over the 2011-2012 academic year:

Online Courses:

- Business 14, Catherine Pinkas
- Business 1A, Dmitriy Kalyagain
- Business 22, Lynn Klein
- Business 36, Melissa Patterson
- English 1A, Tiffany Higgins
- English 7, Ellie Hoffman
- English 7, TJ Puckett
- Entrepreneurship 20, Alan Graves
- General Studies 11, Carey Kopey (first time to be offered in DE format)
- Music 3, Timothy Harris
- Psychology 10, Dara Green (brand new course at Chabot)
- Psychology Counseling 15, Sadie Ashraf
- Psychology Counseling 22, Sandra Genera (first time to be offered in DE format)

Hybrid Courses (online courses with required on-campus meetings):

- Anthropology 3, Lakhbir Singh
- Business 1A, Dmitriy Kalyagain
- Computer Science 15, Jonathan Traugott (first time to be offered in DE format)
- Electrical Systems 63A, David Casini & Wayne Philips (first time to be offered in DE format)
- Electrical Systems 63B, David Casini & Wayne Philips (first time to be offered in DE format)
- Health 1, Farah Mofidi
- History 2, Rick Moniz
- Music 1, Timothy Harris
- Nursing 60C, Jessica Symes
- Spanish 1B, Cristina Moon

In addition to online & hybrid course proposal review, the COOL discussed a wide variety of issues throughout the year. Statewide issues impacting DE, including the Online Instructional Materials Fee, as well as federal issues such as the Last Day of Attendance were discussed at length and recommendations were made on how to proceed on such issues. Other items discussed during the

year included trends among students and faculty to use smart phones for online and hybrid learning, Google Docs, the Wait List feature in CLASS-Web, online course evaluation guidelines, as well as various instructional technologies to explore to enhance online learning. Detailed minutes of the COOL for the 2011-2012 year can be found at the following link:

<http://www.chabotcollege.edu/cool/AgendasMinutes/201112.asp>

Focus for COOL for the 2012-2013 year, thanks to the leadership and dedication of chair Ramona Silver, will include working with the Curriculum Committee chair on implementing the DE portion available within Curricunet for submitted proposals. Also, focus for the COOL will include continued exploration of online and technological learning tools beyond Blackboard, as well as one-on-one collaboration with colleagues in sharing the numerous reasons for providing the online learning modality to students. Members of the COOL also hope to focus on highlighting student success in online learning, including how online classes provide access to education which might otherwise not be available within the confines of work schedules, and have often changed the lives of students. The focus on student success is further addressed as members of the COOL plan to partner with various disciplines to brainstorm on ways to improve students' methods of articulation and writing skills that would enhance their future employment goals.

Faculty Inquiry Group: Retention in Online & Hybrid Courses

Year to year research indicates that many, though not all, hybrid/online courses at Chabot College have higher withdrawal and non-success rates than face-to-face courses. Going beyond retention, "success" is applied towards students who complete the course with a grade of "C" or better. As part of the Title III grant, a Faculty Inquiry Group (FIG) was created in the Fall of 2011 to investigate the retention rates in online & hybrid courses. Led by experienced online instructor English instructor Ellie Hoffman, the group was chartered to create a community in which faculty could share what happens in their online courses, conduct research to better understand the needs and experiences of students, and sharing insights and findings. The group met synchronously and asynchronously, often by way of bi-weekly conference calls via CCConfer. The FIG focused on Basic Skills students during the fall semester, while they explored best practices for retention in the spring. Below are just some of the findings from the report:

- New students who attempted to begin their studies with online/hybrid courses withdrew at a rate of 30%, while continuing students withdrew from online/hybrid courses at a rate of 15%.
- Students in the 18-19 and over 40 age range had low withdrawal rates from online/hybrid courses, those in their early twenties had higher rates.
- In particular, those over 40 had an extremely low drop rate of 13%.

- Overall, students who completed pre-college and college English fared better than those who did not complete these courses. In 2009, new students who had not taken English classes and attempted hybrid or pure online classes withdrew at a rate of 39%, as compared to students in traditional classes, who withdrew at only 18%.

FIG leader Ellie Hoffman stated that “despite common beliefs, not all online courses have higher withdrawal rates than traditional classes, and in fact some have significantly higher retention rates than traditional classes. The reasons are complex” (Online Retention FIG Report, 2011-2012, Ellie Hoffman). Looking at the success and withdrawal rates in face-to-face courses versus online/hybrid courses for Spring 2010, one can see that while the overall success rates in online/hybrid courses are lower, and the overall withdrawal rates in online courses are higher, of the 51 courses included in the comparison, 21 of the online/hybrid courses actually had a higher success rate than their face-to-face equivalent, and 16 of the online/hybrid courses actually had a lower withdrawal rate than their face-to-face equivalent (Success Rates in Face-to-Face vs. Online Online/Hybrid/Telecourse/CD-ROM Classes, Spring 2010, Chabot College Office of Institutional Research).

To get a better sense of the many possible reasons for withdrawing from online/hybrid courses, the FIG group created a survey. During the spring of 2012, a link to the survey was sent to online instructors with a request to send the survey as students withdrew. As a follow-up, the survey was distributed to all withdrawn students after the W deadline.

When asked what was their initial reason for registering for the online/hybrid section, over 38% of those students who completed the survey indicated that that particular section was the most convenient option; as much as 48% of the students who answered the same question indicated that it was the *only* section that met their schedule. This should be no surprise, as 49% of online students work full time, compared to 25% of on-campus students. Furthermore, more online students have children (25%) compared to 12% of on-campus students. One student provided the following comment in the survey: “Online classes are great it allows you to earn a living without interference with your job or seeking employment” (W Survey Spring 2012).

When asked for the reason for withdrawing from the class, the top issue indicated was due to scheduling issues (41%). In the open-ended responses, students indicated scheduling issues such as health issues, a sudden change to their work schedule, lack of a permanent job schedule, and starting a new job. The second highest indicated reason for withdrawing from the class appeared to be about the mismatch of student expectations versus the class workload. Within the same question, 33% of the students indicated that the class was more work than what they expected, while 29% reported that the course material was harder than what they expected. Beyond scheduling issues and expectations, 29% reported difficulty with the directions for getting started

and navigating the course as their reason for withdrawal. Technical challenges (computer access/internet connections) only accounted for 20% of the responses, while challenges using Blackboard accounted for even less (6%) of the reasons indicated for withdrawal.

In response to the research and findings, the FIG members developed a comprehensive list of resources and tips for instructors, many of which have been posted on the Online Learning Link newsletter for faculty as well as the resource website for faculty. Some of the tips are as follows: setting the tone of the course from the beginning; providing a great deal of encouragement and support to all students, especially to those new to technology; researching innovative use of teaching methods; making their online courses well-structured, intuitive, visually appealing, and easy to navigate; creating well-developed and easy-to-understand assignments; and encouraging interaction.

State & Federal Issues Impacting Distance Education

There are currently a handful of state and federal issues, rules, or regulations either impacting or having the potential to impact distance education at Chabot College, some to a greater extent than others. Statewide issues include *Online Instructional Materials Fee* and *Open Educational Resources*, while federal issues include *State Authorization*, *Last Day of Attendance*, and *Student Authentication*. A thorough history, details, recent update for each of these issues is provided in the Las Positas 2011-12 Annual Distance Education Report as submitted by Scott Vigallon. Pertinent updates and articles on federal issues can be found on the WCET/WICHE (Western Cooperative for Educational Technologies / Western Cooperative for Educational Technologies) website at the following link: <http://wcet.wiche.edu/advance/state-approval>. To assist each college in understanding the issues and meeting required rules and regulations, the Dean of Academic Affairs at the California Community Colleges Chancellor's Office, LeBaron Woodyard, facilitated several Distance Education Coordinator's meetings by way of CCCConfer throughout the year. For 2012-2013, monthly meetings are scheduled throughout the year to provide further updates and recommendations. The Chabot Distance Education Coordinator will continue to work with the appropriate administrators, directors, the Committee On Online Learning, as well as Institutional Research on continued efforts to comply with such regulations.

Support for Online Learning Students

Section B3a of the ACCJC's Accreditation Standard II, Student Learning Programs and Services, states that each institution "assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method." Faculty and staff place a very high priority to providing such appropriate, comprehensive, and reliable services to students enrolled in online & hybrid courses, especially as many students rely on

the flexibility and learner-centered approaches provided by the online delivery method to complete their educational goals.

Staff dedicated to providing support for online & hybrid students place the highest priority on providing comprehensive and prompt assistance, available to any student with internet access at any given time. Such information, guidelines, tips, resources, tools, along with methods for requesting assistance can be found on the Online Learning website, located at <http://www.chabotcollege.edu/online/>. On the Online Learning website, students can find out how to begin their online or hybrid course, how to Login to Blackboard, computer requirements, frequently asked questions, as well as view an Orientation to Online Learning, which includes online learning success tips.

Students enrolled in online, hybrid, and web-enhanced (on-campus courses utilizing Blackboard) courses have prompt access and support for their courses through a web-based form which can be accessed either by way of the Blackboard login page or on the Online Learning website. During the 2011-2012, approximately 876 help requests were submitted by students requesting assistance for logging into Blackboard, steps for locating and accessing their course assignments, technical issues encountered while taking quizzes, tests, and exams, enrollment issues, and general information on online & hybrid courses. As providing a high level of appropriate, helpful, and timely support to students is of utmost priority, most requests are typically answered within a matter of hours. For issues requiring a technical resolution by Blackboard, students were provided regular updates until verification of problem resolution was received. As more and more students become experienced with Blackboard and login to the system on a regular basis, less time was spent resetting passwords while more time was spent addressing issues caused by external factors such as outdated plug-ins and user-specific browser settings.

Currently, all support for online, hybrid, and web-enhanced courses (regular courses utilizing Blackboard) is provided by two staff members who support Distance Education, that being the Distance Education Coordinator (Minta Winsor), and the Instructional Designer (Lisa Uilbarri). Such has been the case since 2010, upon the loss of our dedicated Online Learning Student Support position. While providing effective and timely support to students is priority number one and continues to be of the upmost quality, the lack of this filled position has greatly impacted the program overall. The lack of support once provided by a staff member designated for all students enrolled in online, hybrid, and Blackboard-enhanced courses greatly reduces the ability of the DE Coordinator and the Instructional Designer to focus on higher-level planning for the DE program in general. Therefore, a replacement of the student support position will be sought to be re-filled once budget conditions improve.

Despite the lower retention rates in online/hybrid courses overall, instructors often note that amongst those students who succeed in online and/or hybrid courses, a large percentage those students could not otherwise come to campus to take the class. As submitted by an instructor who implemented an end-of-class survey last term, 80% said that they could NOT have taken the class because of their work or family lives. In addition, 49% of online students work full time, compared to 25% of on-campus students. Furthermore, online students have significant family responsibilities. More online students have children (25%) compared to 12% of on-campus students (W Survey, Online Retention FIG, Office of Institutional Research).

While submitting the W Survey from Spring 2012, several students provided comments indicating the importance of the modality of online learning for meeting their needs. Below are a few examples:

“Online classes are great it allows you to earn a living without interference with your job or seeking employment.”

“The instructor had the lectures online, which made it incredibly easy to learn.”

“Even now at 39 years old and working in the education system in California, it was eventually taking an online class that really helped me to find my stride. It reminded me of the importance of personal goals and probably most importantly, planning and structure. With that additional commitment also comes a higher level of achievement and a better sense of accomplishment. In my daily job (purchasing for a school district), I have to be analytical, plan, study and react to things. I feel like this format plays to my strengths; I can read, study and respond. In a traditional classroom setting, I may be the person who sits in front, but even at this age, I am still the person afraid to give the wrong answer.”

Given that for many students, the first point of contact is the Student Online Services, located near Admissions & Records, our immediate plans to improve student services for online students includes the hiring of experienced online students to provide drop-in assistance and one-on-one Orientations to Online Learning. Students have the option to sit down with the experienced online student where they receive assistance with logging into Blackboard, navigating the course menu (specific to each course), accessing or modifying their email account for Blackboard, using major Blackboard tools, as well as tips for succeeding in an online course. Hiring of these experienced online students is possible thanks to the Federal Work Study program.

Conclusion and Future Plans

Despite loss of staff, budget cuts and the reduced number of online & hybrid course offerings, dedicated administrators, faculty & staff continue to strive to improve access to and support for courses and resources for distance education students and faculty. Continued improvement is

planned in several areas including updating our online version of the Orientation to Online Learning, providing peer student-student drop-in assistance on campus, redeveloped web resources for students and faculty, continued exploration of the use of free web-based technologies, all the while meeting the rules, regulations, and guidelines set forth by the Department of Education and state authorities. We will also strive to make progress in offering students college services in an online environment. It is through continued research, dedication, innovation and a creative thinking that we can continue to fully support the changing dynamics of Chabot College Distance Education.

We sincerely appreciate your time and attention to learning more about the state of Distance Education at Chabot College.

Thank you,

Minta Winsor, Distance Education Coordinator

Lisa Ulibarri, Instructional Designer