

# 2014-2015 Annual Distance Education Report to the CLPCCD Board of Trustees

## Chabot College

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# Distance Education/Online Learning Annual Report

## CHABOT COLLEGE

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### What Chabot Students Say about Online Learning:

(Quotes from Spring 2015 Chabot Students taking an online class.)

"I never really considered online learning before. I always pictured myself going to school full time and getting my degree right after high school. Sometimes life happens and circumstances drastically change. I was faced with the problem of not having the opportunity to go to school, on-campus, full-time. Online learning is the perfect tool to help me accomplish my goals and take necessary classes for my future."

"When I am in a face to face class, I am often too nervous to ask for help. I guess that I have been out of school for so long that I have lost my confidence. This is one of the many reasons why I like online learning."

"Due to my full time job, my family, and other courses I am taking, it is necessary for me to take online classes. Although I know it is substantially more work, I feel as though I learn and retain more than I would in an in person class. I suffer from ADHD as well, so sometimes a classroom setting is one I have difficulty sitting through for long periods of time. With an online course, I can leave and return essentially whenever I please, and maintain better focus that way."

"Online classes create a more relaxed environment. I do not have to feel that pressure of having to keep up with the lecture, then later having to ask to have it explained again. In online courses I have the ability to pause, re-read, and re-read again in order to fully understand the assignment or task. Additionally, the relaxed state helps me absorb and retain information."

"As a working parent, I have a very busy schedule and would not be able to commit time to come into a class a few times a week. Having the ability to take online classes is the primary way that I can still advance my education, which will help me become more competitive in the job market and further my career."

"With online courses, I am able to have freedom of learning and more efficiently keep track of due dates, assignment deadlines, homework, and quizzes. Online classes give me more peace of mind and I find that I am more willing to engage in a class online (discussion boards, forums, practice quizzes, etc.) than if I were to sit in a classroom making myself scarce in the corner of the room waiting for the class to be over."

### Introduction

Online and Hybrid Learning offers a way to meet the changing needs of the students in the community by providing flexible learning options and access to education. The Online Learning Support Staff provide students, faculty, and staff support for online teaching and learning needs including Blackboard and related tools used for teaching online. Working collaboratively with the Committee On Online Learning (COOL), we foster the development of quality online and hybrid courses, as well as encourage the use of online learning technology in face-to-face classes.

This report provides an overview of the strides and changes in the effort to provide high-quality Distance Education courses as well as support for online learners at Chabot College during the 2014-2015 academic year. The information & updates covered in this report include a detailed summary of Distance Education course offerings (online and hybrid courses), changes and updates with the supported learning management system (Blackboard) and faculty/student support, as well as other projects and resources currently in place or in development. Finally, the report provides current status of issues affecting Distance Education, as well as ongoing projects to meet the needs of the online learning program.

### Progress in Online Learning:

#### Distance Education (Online/Hybrid) Course Offerings

During the 2014-2015 year, Chabot College Distance Education courses consisted of fully online courses as well as a blend of hybrid courses (online courses with a varied number of 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.

In Fall 2014, Chabot offered 45 hybrid course sections and 122 online course sections (compared to 65 hybrid and 96 online course sections Fall 2013). In Spring 2015, Chabot offered 46 hybrid courses and 143 online courses (compared to 64 hybrid and 108 online courses Spring 2014).

Online & hybrid learning remains a prominent segment of Chabot College, with approximately 15% of all course offerings offered at the college currently being taught in online or hybrid format (for Spring 2015, 189 online & hybrid sections out of 1292 primary sections college-wide).

The prominence of online and hybrid courses also reinforces the need to ensure quality instruction. Therefore, each semester we work with the Faculty Association (FA), evaluators, and the faculty being evaluated to help ensure that evaluations of online/hybrid courses are conducted as dictated in

August 2012 in the *MOU: Evaluation of Distance Education Instructional Faculty* (available at [http://www.clpccd.org/HR/documents/FAMOUArticle10F.3.kEvaluationofDistanceEducationInstructionalFaculty\\_000.pdf](http://www.clpccd.org/HR/documents/FAMOUArticle10F.3.kEvaluationofDistanceEducationInstructionalFaculty_000.pdf) ). The evaluation of DE courses requires the online implementation of the Student Response to instruction Survey as well as access to the evaluated courses in Blackboard, which also falls under the direction of the Online Learning Support staff. During the Fall 2014 semester, 12 courses were evaluated, while 8 courses were evaluated during the Spring 2015 term. The Online Learning Support Staff work with the FA to ensure that all evaluators of online and hybrid courses are properly trained.

### **The Blackboard Learning Management System: Usage & Updates**

Since the implementation of Blackboard, Chabot College has continually experienced a gradual 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 full semester. For Spring 2015, instructors requested the setup of 818 Blackboard course sections/sites, a 6% increase when compared Spring 2014 (769 sites). Moreover, for Spring 2015, Blackboard course sites accounted for 63% of all course sections (1,292 primary sections), a 1% increase as compared to Spring 2014 (62%) of all course sections offered at the college.

The CLPCCD Blackboard server is upgraded periodically as needed to maintain functionality and to expand the functions available. The district-wide Blackboard system (for both Chabot and LPC classes) was upgraded from Blackboard 9.1 Service Pack 13 to the Blackboard 9.1 April 2014 release, between the Fall 2014 and Spring 2015 semesters on Tuesday, January 6, 2015. While this was not a major upgrade, it includes some new features and fixes from Service Pack 14 and the April 2014 releases. Features and functions include: Student Preview mode, which allows the instructor to view the course site from the student perspective). SafeAssign is now integrated into regular Assignments (no longer separate SafeAssignments). And the look of the SafeAssign Originality Report has been updated. Anonymous Grading and Delegated Grading: Instructors can hide student names from submitted assignments for anonymous grading. Instructors can also delegate grading to specific users. Chabot faculty were provided with resources and guides for these updated features.

### **Mobile Learning**

The Committee On Online Learning (COOL) frequently discusses the use of mobile devices (iPhones/iPads, Kindles, other smart phones and tablets) by our students and faculty for online learning needs. The Blackboard Mobile Learn App is a mobile device application which provides

students and instructors with access to their Blackboard courses and content using their smart phone, iPod, or iPad. While this App is student-centered, faculty are also making use of this mobile capability. They enjoy the convenience of engaging with students in a more convenient method. Grading on a mobile device is also made easier by the Blackboard Grader App. There has been discussion regarding a more widespread implementation of the available Blackboard mobile apps, which could come in the next year with a change in Blackboard's pricing structure for this capability. The popularity of mobile devices has also encouraged the COOL to discuss the need for optimizing other web-based campus resources for mobile viewing.

### **Support for Online Learning Students**

We are dedicated to providing support for online & hybrid students and place the highest priority on providing comprehensive and prompt assistance. 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. Typically during any given semester, over 300 support requests are submitted by students to Online Learning Student Support by way of an interactive online help form. Such requests include getting assistance with logging into Blackboard, technical issues, as well as instructional support for using Blackboard. We also receive support requests from students for assistance with updating their Blackboard email address via CLASS-Web, accessing Zonemail, and the Zone. Students also utilize our online help form to ask for more information about online classes at Chabot.

Using the value of peer-to-peer support, we have also found that in-person assistance to online/hybrid students is often best met by other experienced online students. Therefore, we currently employ at least one Student Assistant who serves as an Online Learning Assistant. The Online Learning Assistant is an experienced online student who provides in-person peer guidance to Chabot students taking online/hybrid courses. Students have the option to sit down with this experienced online student and can receive an orientation to online learning, tips for succeeding in an online course, or assistance with logging into Blackboard, navigating the course menu (specific to each course), accessing or modifying their email account for Blackboard, and using major Blackboard tools.

While the majority of support needs are addressed online through the Help Form, the intent for this student-assistant position is to provide students an on-campus place to seek advice and coaching for online learning. This position is especially important to assist online/hybrid students with getting started and learning how to succeed in their online and hybrid classes. We've had very positive feedback from students, most remarking that having an experienced peer available to help with online learning questions is an invaluable resource.

In addition to the Online Learning website, the online Help Form, and the Online Learning Assistant

available on-campus, we also directly email students enrolled in online or hybrid courses a list of startup resources at the beginning each term by way of the SARS Call communication system. This “Getting Started” email sent to students also includes information on how to get help with online learning needs and on-campus assistance availability. The email also contains a link to the Online Learning Orientation which is available on-demand via the Online Learning website to best meet the needs (and schedule) of online students. This Online Learning Orientation also includes information for getting started in an online or hybrid class, using Blackboard, as well as tips for succeeding in an online or hybrid class. In addition to the Online Learning Orientation, support resources including success tips, guides, and methods for requesting assistance can be found on the Online Learning website, located at <http://www.chabotcollege.edu/online/>.

The Student Learning Programs and Services section of Accreditation Standard II, 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.” Collaborative efforts continue in the effort to offer students college services in an online environment in order to provide convenient access for online students. One such successful effort is Online Counseling.

### **Online Counseling**

Online Counseling is fully implemented and has been in use by students since Fall 2014. The counseling website now includes a page for online counseling with a link to the SARS eAdvising module, which provides students a password-protected system for communicating one-on-one with counselors. Online Learning now includes information about online counseling services in the email sent out to all students who enroll in online & hybrid courses at the beginning of each term.

With tutoring services housed under the Learning Connection, a workgroup has been formed to explore options for online tutoring. Representatives from each of the tutoring centers will help to determine the best program to use for online tutoring. Pilots may begin as early as Spring 2016. As online learning at Chabot is reshaped and developed, we are continually faced with the pressing need to provide access to college services to our online learners.

### **Updates on Instructional Technologies for Online & Hybrid Learning**

Chabot faculty also utilize a number of Blackboard-integrated and web-based programs, including the campus-wide licensed Respondus test converter/publisher, the Blackboard-embedded SafeAssign plagiarism prevention service, and the web conferencing system Blackboard Collaborate. Online faculty are also pioneers in seeking out new technology to pilot in their courses. Of this new technology, online faculty are exploring VoiceThread (audio/video embedded conversation) and

Remind (communication tool) in the effort to initiate a pilot over the next year.

The ability to stream media to students is an important component of online learning, providing students another means for accessing course material, such as lectures, online. With the discontinuation of EduStream during the 2013-14 year, 3C Media Solutions, a grant-funded media solutions service offered through the California Community Colleges Chancellor's Office, provided a seamless transition for faculty storing media on EduStream to retain their content. Established in 1998, 3C Media is an educational media distribution source for video content, podcasts, streaming services, and event coverage for the 112 campuses of the CCC system. The CCC Chancellor's Office currently provides resources and training for 3C Media Solutions.

### **Faculty Support & Training**

Throughout the year, faculty integrate web-based instructional technologies, especially the Blackboard Learning Management System, into their classroom setting. Other faculty initiate the process for developing an online or hybrid course, and therefore submit requests for information, training, and assistance. These inquiries have generally come through the use of our online help form or direct email, which provides a convenient method for instructors to seek assistance at any time. Staffing for Online Learning has continued to operate in a reduced manner with only two positions currently existing: the Distance Education Coordinator (Minta Winsor) and the Instructional Designer (Lisa Ulibarri). Currently, these two staff members are responsible for providing all aspects of support for online learning (Students) and online teaching (Faculty) needs throughout the campus.

During Spring 2015, 308 Chabot instructors (both full-time and part-time) used Blackboard for their courses, a 23% increase when compared to Spring 2014 (250 instructors). And while we provide faculty training on methods for online or hybrid courses, we also assist faculty in providing quality online components for any Chabot course. Each semester, we see continued growth in the use of Blackboard for non-DE courses.

In addition to faculty using Blackboard for the first time, we also receive support requests from all faculty using Blackboard. Over the course of the 2014 - 2015 year, we received 871 support requests from faculty ranging from technical support issues to instructional assistance such as providing the basic steps for content building. In our responses to faculty, we strive to provide them with information that they can reference for future need. Therefore, we take pride in providing clear, detailed instructions which often include screenshots or links to other resources.

The number of new Blackboard Faculty increased in 2014-2015, with 59 instructors compared to 36 in 2013-2014. The increasing number of faculty and courses using Blackboard make clear the need for an increased number of dedicated staff to support the needs of the Online Learning program.



### **The Online Learning Link**

Over the 2014-2015 academic year, we have continued the release of *the Online Learning Link*, a monthly newsletter for Chabot College faculty about Online Learning at the college. Sent to all Chabot faculty, this newsletter has not only provided an efficient method of sharing information with faculty, but it has also served as a great way to focus resources on faculty need. We assess the support requests received each month to determine common topics or themes in the needs of faculty. These specific needs, while also addressed immediately in response to a support request, are also addressed *The Online Learning Link* articles and tips. We've found that faculty respond well to this type of informal guidance and enjoy the learning new methods with each edition of the newsletter.

All published editions of the newsletter can be found at the following link:

[http://www.chabotcollege.edu/cws/newsletter/default\\_conv.asp](http://www.chabotcollege.edu/cws/newsletter/default_conv.asp) .

### **The Committee On Online Learning (COOL)**

It is the charge of the Committee On Online Learning (COOL) to support faculty in online/hybrid course delivery ventures and development of their online/hybrid course proposals and demonstrations. All faculty who wish to teach a Distance Education course at Chabot College must first complete the Online/Hybrid Course Approval Process as required. There are two elements to the Online Course Approval Process, the Online/Hybrid Course Proposal (or course delivery plan) and the demonstration. This in-depth Online/Hybrid Course Proposal asks the instructor to write a delivery plan specifically addressing the following elements:

- 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 interactions
- the nature of student-student interactions
- how student learning will be assessed
- how technology will be utilized
- how students with disabilities will be accommodated

Instructors teaching online/hybrid for the first time are also asked to provide a demonstration of course content. The Online/Hybrid Course Approval Process is discussed at length in the Committee

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On Online Learning (COOL) meetings as the committee is responsible for reviewing both proposals and course demonstrations to ensure quality of our online classes. While this kind of involvement in the process is very time-consuming for each member of the COOL, along with the Online Learning Support Staff, it ensures that we maintain a high-standard for our online classes and meet the learning needs of our students. A detailed overview of the Online/Hybrid Course Approval Process is available at <http://www.chabotcollege.edu/cool/process/>.

During the 2014-2015 academic year, the COOL reviewed and facilitated a total of 41 proposals: 25 fully online courses and 16 hybrid courses (online courses with on-campus meetings) through the Online/Hybrid Course Approval Process. The process was streamlined due to an updated and paperless Online/Hybrid Course Proposal Form as well as a new Online/Hybrid Course Demonstration Review Checklist Form. This new demonstration checklist helps to ensure that new online instructors are on the right track for meeting best practices for online teaching and learning. Another change to the demonstration process included the shift to an online demonstration, so that the committee members could get an authentic student-view of the course. The committee found that this helped them to look critically at the course structure and offer helpful advice to the instructor prior to the course “going live” with students.

Below is the complete list of the course delivery proposals submitted by faculty & reviewed/approved by the COOL over the 2014-2015 academic year:

<b>Course Proposal</b>	<b>Proposing Faculty</b>	<b>Delivery Mode</b>
ESYS	Francis Reyes (c/o Wayne Phillips)	hybrid
CNT (online)	Francis Reyes, Mon Khat (c/o Wayne Phillips)	online
CNT online 67-69		
CNT online 4-Unit		
CNT (hybrid)		hybrid
CNT 82AB-Hybrid		
ANTH 1	Lakhbir Singh	online
BUS 36	Catherine Pinkas	online
ENGL 4	Lisa Ulibarri	hybrid
GEOG 2	Steve Smith	online
KINE 3BB KINE TMG	Steve Friend	hybrid

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KINE BBOD KINE BBOT		
KINE DMP	Ken Grace	hybird
POSC 1	Jamilya Ukudeeva	online
ANTH 3	Carmen Cuellar	online
ANTH 4	Theresa Murray	online
BUS 18	Nazjit Bhangal	online
CAS 50	Mon Khat	online
CAS 72ABCJ	Mon Khat	online
CAS 72DEFGMNPQ	Mon Khat	online
CAS 72KL	Mon Khat	online
CAS 88AB	Mon Khat	online
ENTR 5	Miguel Colon	online
KINE 3	Danny Calcagno	online
MUSL 11	Jon Palacio	hybrid
MUSP 14	Jon Palacio	hybrid
MUSP 15	Jon Palacio	hybrid
MUSP 16	Jon Palacio	hybrid
NURS 73	Tami Washington	hybrid
BUS 5	Gulnora Zakirova	hybrid
BUS 11	Gulnora Zakirova	hybrid
BUS 12	Amber Hatter	online
BUS 20	Jan Novak	online
BUS 96	Amber Hatter	online
CHEM 10	Maggie Schumacher	hybrid
FRNC 2A	Caren Parrish	online
FRNC 2B	Caren Parrish	online
MUSL 8	Eric Schultz	online
NURS 88	Karen Lounsbury	hybrid

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PSCN 13	Laura Alarcon	online
PSCN 15	Laura Alarcon	online
PSCN 21	Jerome Manos	online
PSCN 23	Jerome Manos	online
THTR 10	Dov Hassan	online

In addition to online & hybrid course proposal review (and demonstrations), the COOL discussed a wide variety of issues impacting Online Learning in the 2014-2015 year:

**Course Schedule information for students:** The COOL developed Suggested Schedule Notes for Online & Hybrid Courses, as a suggestion for providing more consistent and current information for online and hybrid course listings in the Chabot Schedule of Classes.

**Email conversion/ Outlook:** The COOL discussed the impact of this email conversion on online learning students and faculty. These concerns were brought to the District Technology Coordinating Committee (TCC) to consider during the conversion preparation and implementation of the Outlook email system.

**The Online Education Initiative (OEI):** The COOL has been informed of the ongoing developments of the Online Education Initiative and will have representation on the district-wide task force.

**Blackboard upgrades and features:** Possible Blackboard upgrades are discussed and voted on at the COOL meetings. The committee also discusses new tools and features that are available for implementation system-wide. Any COOL-approved upgrades or functions must also be agreed upon by LPC's DE Committee.

Detailed minutes of the COOL for the 2014-2015 year can be found on the COOL website at: <http://www.chabotcollege.edu/cool/meetings/201415/>.

Near the end of the Spring 2015 semester, Scott Hildreth (Astronomy & Physics Instructor) and Minta Winsor (Distance Education Coordinator) were asked to continue as Co-Chairs of the committee for the 2015-2016 year. Ongoing COOL goals intended for the 2015-2016 year include:

- Clarify the schedule information for online and hybrid courses.
- Assess/explore/schedule training based on needs, especially for new faculty.
- Create a budget for the COOL (mentoring stipends, USB headsets for CCCConfer, etc.).
- Focus on the technology used by students, such as mobile devices.

- Revise, update, and streamline the proposal process, strengthening the ties between the proposal and the course demonstration.
- New meeting location in one of the technology-enabled Distance Education classrooms to encourage the use of innovative technology.

### State Authorization

State Authorization is a widely-discussed topic in the CCC system, though it impacts a very small portion of Chabot's student enrollments (only those students who are residents of another state). In 2010, the U.S. Department of Education issued a regulation tying an institution's ability to offer federal financial aid to the institution being authorized to serve students in the student's legal state. While the regulation was subsequently "vacated" by a federal court ruling and is not currently being enforced, the Department of Education is currently in the process of reinstating the regulation. Regardless of the status of the federal regulation, states still expect institutions to follow their processes for serving students who are residents of that state. Many states have requirements in which institutions must obtain approval through their designated authorizing agency prior to serving students from that state. The requirements, processes, and costs for state authorization vary greatly from state-to-state.

According to most state agencies, Chabot College is exempt from needing approval due to the absence of any physical facility or targeted advertising in other states. For any given semester, less than 1% of students (an average of 10 students) are enrolled in online courses and reside outside of California. Chabot has contacted all 49 states regarding state authorization. Of the states that have responded, Chabot qualifies for 18 automatic exemptions and 14 exemptions which require registration or review. Approximately 9 state agencies that have responded will require a review, application for authorization, and/or processing fees to gain authorization to serve students in that state.

Online Learning Support staff will continue to receive updated information on State Authorization (along with other topics related to Distance Education) through the Distance Education Coordinators and Managers Monthly Meeting, held each month as a webinar and hosted by CCCC Dean of Academic Affairs, LeBaron Woodyard. In addition to the monthly webinars, we work collaboratively with Las Positas College's (LPC's) Online Learning Support staff, LPC's Distance Education Committee, the Committee On Online Learning (COOL), and the District Information Technology Services (ITS) Department to meet the regulations, standards, and guidelines for online learning at the community college level.

### **The Online Education Initiative (OEI)**

Funded by the California legislature in 2013 in support of the Governor's Online Education Initiative Proposal, the 56 million dollar [California Community Colleges \(CCC\) Online Education Initiative \(OEI\)](#) aims to dramatically increase the number of California community college students who obtain associate degrees and/or transfer to four-year colleges by providing online courses and services. The various resources the OEI hopes to provide include a common course management system, instructional design support, help desk support, orientation for students, professional development for faculty, standards for design, and standards for qualifications, mentors, coaches and student services. The District-wide Technology Coordinating Committee (TCC) determined that a task force should be formed "to explore, investigate, and research the OEI and make a recommendation to the Chancellor about which aspects of the OEI - if any - are appropriate for CLPCCD participation" ([http://www.clpccd.org/ipbm/documents/OEI\\_TaskForce\\_TCC\\_Signed\\_by\\_Chancellor061015.pdf](http://www.clpccd.org/ipbm/documents/OEI_TaskForce_TCC_Signed_by_Chancellor061015.pdf)). This task force will have equal representation of both faculty and staff from both colleges, as well as the district office. The Faculty Association (FA) will also be heavily-involved in the OEI task-force and any resulting decisions that will impact faculty.

### **Conclusion & Future Plans**

Online Learning has a direct impact on our students and their ability to complete their educational goals. In many cases, students could not otherwise attend college if they did not have access to online courses. There are a number of projects that are planned for the 2015-2016 year to benefit online learners.

Working in conjunction with the Committee On Online Learning (COOL), we plan to continue clarifying online & hybrid course information within the course schedule, along with providing clear definitions of an online and a hybrid course.

In the effort to ensure that equivalent services are available to online students, we are working with the Learning Connection on options for online tutoring. A work group has been formed to explore online tutoring needs and online tool options, with the hope of a pilot in Spring 2016.

In addition to projects to improve resources for online students, we also hope to foster innovation in online learning. Faculty have requested opportunities to share successful teaching strategies for online learning. Therefore, online learning and the COOL will work together to provide opportunities for such collaboration among online instructors.

Perhaps the most significant task for 2015-2016 is to explore the options presented by the Online Education Initiative (OEI). In addition to participating in the OEI task force, we will arrange for a webinar from Canvas, the OEI-selected learning management system, so that Chabot faculty can

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explore the available options. We will keep Chabot faculty informed of the progress of the OEI, as well as any decisions made by the OEI task-force.

Through continued dedication, innovation, and collaboration we strive to fully support the changing dynamics of online learning at Chabot College.