# 2015-2016
# 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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## Introduction

Online and Hybrid courses have been a prominent segment of Chabot College courses for several years. The Chabot College community embraces online and hybrid learning as a way to meet the changing needs of the students in the community by providing flexible learning options. Access to education is especially important in the largely working-class community of Hayward and the surrounding cities.
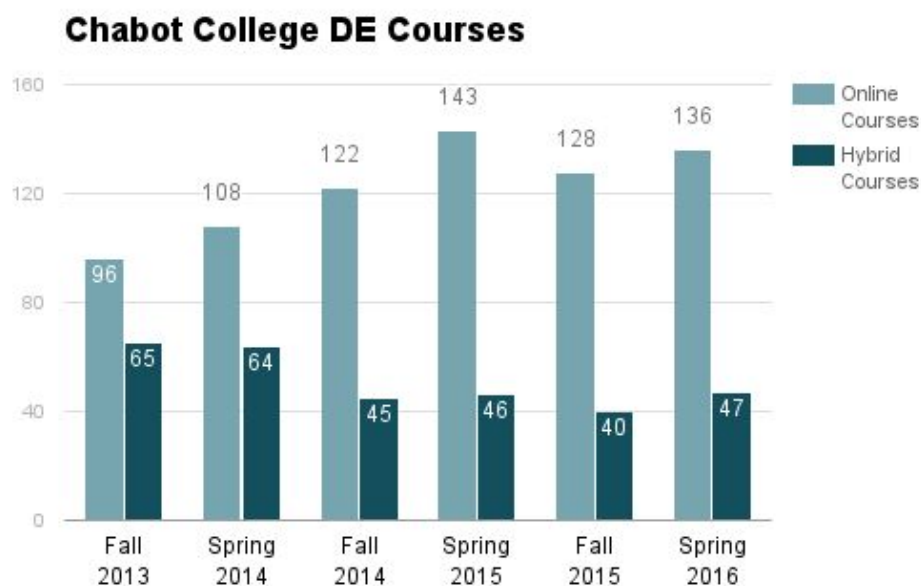
The Online Learning Support Staff provide students, faculty, and staff support for online teaching and learning needs including Blackboard and related tools used for teaching online. Working collaboratively with the Committee On Online Learning (COOL), we foster the development of quality online and hybrid courses, as well as encourage the use of online learning technology in face-to-face classes.

This report provides an overview of the developments in online learning at Chabot College in the effort to provide high-quality Distance Education courses as well as support for online learners during the 2015-2016 academic year. The updates covered in this report include a detailed summary of Distance Education course offerings (online and hybrid courses), usage of the supported learning management system (Blackboard), faculty/student support for online learning, as well as other projects and changes affecting distance education at the college. In addition to the information provided regarding the 2015-2016 academic year, this report also provides the current status of issues impacting online learning.

**Progress in Online Learning:**

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

Chabot College Distance Education consisted of fully online courses as well as a blend of hybrid courses (online courses with a varied number of required meetings) during the 2015-2016 academic year. In Fall 2015, Chabot College offered 40 hybrid course sections and 128 online course sections (compared to 45 hybrid and 122 online course sections Fall 2014). In Spring 2016, the college offered 47 hybrid courses and 136 online courses (compared to 46 hybrid and 143 online courses Spring 2015). The chart below depicts the fluctuation in online and hybrid course offerings over the past three years.

**Chabot College DE Courses**

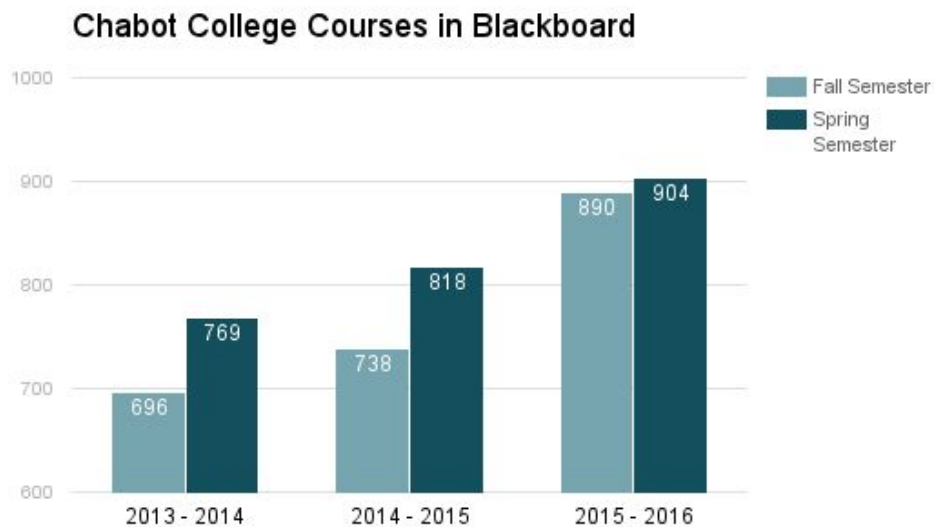| | Online Courses | Hybrid Courses |
|---|---|---|
| Fall 2013 | 96 | 65 |
| Spring 2014 | 108 | 64 |
| Fall 2014 | 122 | 45 |
| Spring 2015 | 143 | 46 |
| Fall 2015 | 128 | 40 |
| Spring 2016 | 136 | 47 |

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.

The prominence of online and hybrid courses reinforces the need to ensure quality instruction. There are a number of Chabot instructors teaching online or hybrid courses. In Fall 2015, there were 73 Chabot instructors teaching online or hybrid courses coupled with 76 in Spring 2016. The number of faculty teaching online or hybrid courses continues to increase, despite the fluctuation of course offerings. In the effort to help provide quality online courses, the Online Learning staff have continued to 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). During the Fall 2015 semester, 7 courses were evaluated, while 14 courses were evaluated during the Spring 2016 term. The Online Learning Support Staff work with the FA to ensure that all evaluators of online and hybrid courses are properly trained. The evaluation of DE courses also 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. In order to follow the FA guidelines, the information for the courses to be evaluated is now collected through the VP of Academic Services. This centralization of information will ultimately help to streamline the evaluation process.

**The Blackboard Learning Management System**

Since the implementation of Blackboard in 2003, Chabot College has continually experienced a gradual increase in the number of Blackboard course sites requested by faculty (whether for fully online, hybrid, or as an enhancement to regular courses) with each full semester. The chart below depicts the steady increase of Blackboard sites over the past three years.

**Chabot College Courses in Blackboard**

| | Fall Semester | Spring Semester |
|---|---|---|
| 2013 - 2014 | 696 | 769 |
| 2014 - 2015 | 738 | 818 |
| 2015 - 2016 | 890 | 904 |

In Fall 2015, Chabot College had 890 courses using Blackboard (compared to 738 sites in Fall 2014). And in Spring 2016 there were 904 courses using Blackboard (compared to 818 sites in Spring 2015). The majority of Blackboard sites each semester are for on-campus courses using the Course

Management System as a supplement to classroom instruction.

In the past year, Blackboard has become increasingly mobile-friendly. In addition to making content areas and assessments mobile-responsive, the Blackboard App, Bb Student, provides an easy method for both students and instructors to access their Blackboard courses and content using their mobile devices. While this free App is student-centered, faculty can also make use of this mobile App. There is also another app, Bb Grader, which provides an easier method of grading on a mobile device. A mobile-responsive design, along with two available Apps, make Blackboard more user-friendly than it has ever been. Should Chabot decide to update Blackboard to the latest version, cloud-based Blackboard Ultra, the mobile-responsive design will make it even more convenient for students and faculty.

Blackboard also announced in fall 2015 that it would include the additional tools in the Content, Community, and Mobile systems as part of our Blackboard license. These robust tools were previously offered at a cost in addition to the standard licensing fee. The Blackboard Content system would provide, among other functions, the ability to share content throughout courses. The Blackboard Community system would make it easy for committees and other groups to use Blackboard. Another development in the Blackboard license is the recent shift in pricing. While we were previously paying $189,515 for both colleges, the updated pricing would be half of the initial cost, $94,757.50. The newly included features and updated pricing will be factored into the pending CMS comparison between Blackboard and Canvas.

## Support for Online Learning Students

The highest priority of Chabot Online Learning is to provide comprehensive and prompt assistance for online and hybrid students. As providing a high level of appropriate, helpful, and timely support to students is of utmost importance, most requests submitted through the Online Learning Student Support Help Form are 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 this interactive online help form. Such requests include getting assistance with logging into Blackboard, technical issues, as well as support for their specific online course Blackboard site. We also receive support requests from students for assistance with updating their Blackboard email address via CLASS-Web, accessing Zonemail, and the Zone. In recent years, we've seen an increase of support requests for enrollment issues, such as Waitlist procedures and enrollment status. Students also utilize our online help form to ask for more information about online classes at Chabot and to inquire about how to get help with other matters. There is a demonstrated need for increased online access to campus services and support. In the meantime, we are happy to provide a method of connection to the campus for online students.

In addition to the Online Learning website and the online Help Form, students enrolled in online or hybrid courses  are emailed a list of resources at the beginning each term by way of the SARS Messages communication system.  This "Getting Started" email sent to students also includes information on how to get help with online learning needs. The email 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 online learning. Recently, we have made use of the Student Readiness resources provided by the Online Education Initiative (OEI).  Integrated into the Online Learning Orientation for Chabot students, the series of readiness modules include interactive multimedia tutorials, activities and resources to assist students with developing the skills required to be successful in an online course. The OEI resources, paired with our campus-specific resources, provide an effective method to give students a strong start in online learning. 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/.

During the 2015-2016 year, we have been fortunate to employ a 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. Chabot 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 the email account used for Blackboard, and using major Blackboard tools. 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.

While the peer-peer support provided by an experienced online learning student has been an important component in supporting online students, the need to reinstate the permanent, full-time classified position (Instructional Assistant II) that is dedicated to a larger spectrum of online learning student needs continues. This classified position is necessary to provide direct the support to students, as well as lead Online Learning Orientations and maintain the Online Learning website. As the improved budget opens the gate for rehiring more classified positions, we hope it will also lead to the hiring of this position during the next academic year. We will continue to request this Instructional Assistant position, aka the Online Learning Support Specialist, in our Program Review as we have done in previous years.

In line with the need for solidifying Online Learning Student Support efforts, there is a need to expand online services as a whole. 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. 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.

## Online Counseling

Online Counseling is fully implemented and has been in use by students since Fall 2014. The counseling website 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. Each semester, Online Learning includes information about online counseling services in the email sent out to all students who enroll in online and hybrid courses.

## Online Tutoring

With tutoring services housed under the Learning Connection, a workgroup has been formed to explore options for online tutoring. This pilot group of subject tutoring coordinators has investigated different methods of online tutoring. A pilot of the program WriteLab, is in place in the WRAC Center computer lab. WriteLab "combines machine learning and natural language processing with proven pedagogical principles to identify patterns in your writing, provide specific feedback, and suggest revisions." Chabot College is even featured on WriteLab's website at https://player.vimeo.com/video/178986976. Through more extensive functions, WriteLab could be used for online tutoring needs. The pilot will explore the use of WriteLab for the tutoring needs in the Learning Connection with the potential for online tutoring. Also discussed in the pilot group of subject tutoring coordinators is WorldWideWhiteboard, which is provided at no cost to California Community Colleges through the OEI (Online Education Initiative). WorldWideWhiteboard will be explored further in the 2016-2017 academic year.

## 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 instructors are often seeking out new technology to pilot in their courses. Of this new technology, VoiceThread (audio/video embedded conversation) and Remind (a communication tool) are currently in use. A handful of faculty explored VoiceThread over the 2015-2016 year and utilized its video and audio capabilities to enhance online and on-campus instruction. Remind was piloted on a slightly larger scale and was used by instructors for the classroom and by committees. As it is a free

communication service, students and faculty can take advantage of the free App for both learning and administrative needs.

## Faculty Support

Throughout the year, faculty integrate web-based instructional technologies, especially the Blackboard Learning Management System, into their classroom. Instructors interested in teaching an online or hybrid course also submit requests for information, training, and assistance. These various inquiries have generally come through the use of our online help form or direct email, which provides a convenient method for instructors to request assistance at any time. The online forms have helped to streamline the collection of information necessary to provide adequate support for faculty.

Staffing for Online Learning has continued to operate in a reduced manner with only two positions currently existing: the Web Services Coordinator (formerly Distance Education Coordinator) and the Instructional Technology Specialist (formerly Instructional Designer). 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. It is important to note that with a change in both job titles due to the Classification and Compensation Study, came a change in both job descriptions. The new job descriptions are lacking a few aspects pertinent to the online learning program at Chabot. One such area that is lacking is staff to conduct Training and Instructional Design. As Chabot looks to the future of online learning at the college, such staffing needs may be brought to the forefront.

A number of Chabot faculty use Blackboard for their courses. During the Fall 2015 semester, 277 Chabot instructors (both full-time and part-time) used Blackboard for their courses. And during Spring 2016, 301 Chabot instructors used Blackboard. While we provide faculty with methods for using Blackboard for online or hybrid courses, we also assist faculty in providing quality online instruction for use in any Chabot course. Each semester, we see continued growth in the use of Blackboard for non-DE courses.

The number of new Blackboard Faculty increased in 2015-2016, with 67 instructors compared to 59 in 2014-2015. 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.

In addition to faculty using Blackboard for the first time, we also receive support requests from all faculty using Blackboard. Over the 2015-2016 academic year, we received 894 help requests from faculty ranging from technical support issues to instructional assistance such as providing the steps for building content. This is an increase from the 2014 - 2015 year, when we received 871 support

requests. 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.

Over the 2015-2016 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. 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 Online Learning Link newsletter can be found at the following link: 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 and 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. The in-depth Online/Hybrid Course Proposal asks the instructor to write a delivery plan specifically addressing the following elements:

- Background research and skills development/assessment
- 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 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 2015-2016 academic year, the COOL reviewed and facilitated a total of 45 proposals: 31 fully online courses and 14 hybrid courses (online courses with on-campus meetings) through the Online/Hybrid Course Approval Process.

Below is the complete list of the course delivery proposals submitted by faculty (New = new to the COOL process) & reviewed/approved by the COOL over the 2015-2016 academic year:

| Course | Faculty Name | COOL Process Faculty Status | Delivery |
|--------|-------------|------------------------------|----------|
| ADMJ 50 | Cheryl Mackey | New | Online |
| ANTH 3 | Kirsten A. Olson | New | Online |
| ANTH 3 | Lakhbir Singh | Fast Track | Online |
| ARCH 80 | Adrian Huang | Fast Track | Online |
| ATEC 52 | Kurt Shadbolt | New | Online |
| BUS 1A | Amber Hatter | Fast Track | Hybrid |
| BUS 10 | Catherine Pinkas | Fast Track | Online |
| BUS 12 | Amber Hatter | Fast Track | Hybrid |
| BUS 12 | Melissa Patterson | Fast Track | Hybrid |
| BUS 12 | Melissa Patterson | Fast Track | Online |
| BUS 15 | Melissa Patterson | Fast Track | Online |
| BUS 16 | Amber Hatter | Fast Track | Online |
| BUS 1A | Stanley Hom | New | Online |
| BUS 28 | Drew Patterson | New | Online |
| BUS 43 | Stanley Hom | New | Online |
| BUS 44 | Miguel Colon | Fast Track | Online |
| COMM 1 | Christina Davis | New | Hybrid |
| ENGL 102 | Maritez Apigo | New | Hybrid |
| ENGL 102 | Lisa Ulibarri | Fast Track | Hybrid |
| ENGL 4 | Tiffany Higgins | Fast Track | Online |
| ENGL 7 | Lisa Ulibarri | Fast Track | Hybrid |
| ENSC 15 | Debra Caldwell | Fast Track | Online |
| FT 7 | Mary Pastore | Fast Track | Online |
| HIS 8 | Jacob Adams | New | Online |
| HUMN 65 | Ryan Scherbart | New | Online |
| LIBS 1 | Gareth Scott | New | Online |
| LIBS 2 | Gareth Scott | New | Online |
| MUSL 8 | Victoria Lington | Fast Track | Online |
| NURS 88 | April Wood | New | Hybrid |
| POSC 1 | Jessica Gallucci | New | Online |

| POSC 20 | Jessica Gallucci | New | Online |
|---------|------------------|-----|--------|
| POSC 20 | Jamilya Ukudeeva | Fast Track | Online |
| PSCN 13 | Sadie Ashraf | Fast Track | Hybrid |
| PSCN 13 | Jerome Manos | Fast Track | Online |
| PSCN 15 | Dara Greene | New | Online |
| PSCN 18 | Frances Fon | New | Online |
| PSCN 36 | Yetunde Osikomaiya | New | Hybrid |
| PSY 12 | Julia Dickinson | New | Online |
| RELS 50 | Ryan Scherbart | New | Online |
| SPA 2A | Cristina Moon | Fast Track | Online |
| SPA 2B | Cristina Moon | Fast Track | Online |
| TUTR 1A | Jane Wolford | New | Hybrid |
| TUTR 1A-D | Jaswinder Bhangal | Fast Track | Hybrid |
| TUTR 1B-D | Jane Wolford | New | Hybrid |
| TUTR 2 | Christine Coreno | New | Hybrid |

In addition to online & hybrid course proposal review (and demonstrations), the COOL discussed a wide variety of issues impacting Online Learning in the 2015-2016 year:

- **Streamlining the Online/Hybrid Course Proposal process:** Implemented during the Fall 2015 semester, a more streamlined proposal submission & review process replaced the use of a Word document and posting feedback separately in a Blackboard site. Using a combination of Google Forms, Docs, & Apps, proposal submissions are now more readily shared and available to COOL members, and allow for a more direct collaborative review & feedback posting process.

- **Course Schedule information for students:** An ongoing goal of the COOL is to find ways to provide more consistent and current information for online & hybrid course listings in the Chabot schedule of classes. As a follow up to the COOL's Suggested Schedule Notes for Online & Hybrid Courses (developed in 2013 and revised in 2015), COOL members suggested a consistent labeling for hybrids. Thanks largely to the efforts by Curriculum And Scheduling Specialist Angela Villasana, as of Fall 2016 all hybrid courses will be clearly marked with an "H" in the section number. Angela is also assisting in the further implementation of the consistent schedule notes for both online and hybrid courses throughout the class schedule.

- **The Online Education Initiative (OEI):** In May of 2015, the district-wide Technology Coordinating Committee submitted a formal recommendation to the Chancellor to "create a task force 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."

In light of this recommendation, the COOL hosted a remote demonstration of Canvas by Instructure on October 29th, 2015. The district-wide OEI Task Force began official meetings in February 2016 by way of CCCConfer. As time permitted, developments from the OEI website (http://ccconlineed.org/) and the task force were shared briefly during COOL meetings, including news of the release of the Online Learning Readiness Tutorials, which were integrated into the online learning website. Throughout the semester, COOL members expressed concerns that a decision had already been made and the need for a shared process, as well as concerns about the migration of courses from Blackboard to Canvas. Members also discussed the required contractual negotiations that would need to take place with the Faculty Association, and the need for training and support for both faculty and students.

- **Blackboard:** Major Blackboard upgrades are discussed and voted on at the COOL meetings, which also must be be agreed upon by LPC's DE Committee. The committee also discusses new tools and features that are available for implementation system-wide. During 2015, Blackboard announced that it would be offering additional systems at no cost, including the Content, Community, and Bb Mobile systems. The Content and Community systems would allow users to sharing content among multiple courses, as well as offer course site functions for committees or ad-hoc groups. The COOL consensus was to take advantage of the free extensions as soon as possible, with the idea that using them could give us more information to compare to Canvas features.

Detailed minutes of the COOL meetings for the 2015-2016 year can be found on the COOL website at: http://www.chabotcollege.edu/cool/meetings/201516/

Ongoing COOL goals intended for the 2016-2017 year include:

- Further clarify the schedule information for online and hybrid courses.
- Assess/explore Canvas and Blackboard Ultra.
- Create a budget for the COOL (mentoring stipends, USB headsets for CCCConfer, etc.).
- Focus on the technology used by students, such as mobile devices.
- Further streamline the proposal process, improving the flow of communication.

**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 provided through the OEI include a common course management system (Canvas),

the Course Exchange, faculty and student support resources, learner readiness resources, professional development opportunities for faculty, standards for course design, and access to discounted licences for online tutoring, online counseling, plagiarism detection, and online proctoring programs.

The Chabot-Las Positas Community College District formed a district-wide task force to "explore, investigate, and research the OEI (Online Education Initiative) and make a recommendation to the Chancellor about which aspects of the OEI - if any - are appropriate for CLPCCD participation." The CLPCCD OEI Task Force met several times over the course of 2.5 months during the spring 2016 semester. A few of the meetings were dedicated to vendor presentations from Canvas and the OEI and others were used to hear from members of other colleges about their involvement with the OEI and Canvas.

In the effort to better review the learning management system, Canvas provided a user "Sandbox" where faculty could try out the platform. The task force members at both colleges were given access to the Canvas Sandbox and allowed to invite two other users each. The task force collected feedback on Canvas from both colleges, and the feedback from Chabot College can be found at http://www.clpccd.org/ipbm/documents/Chabot_CanvasSandboxFeedback_April2016_REVISED_04-27-16.pdf . Chabot College was also interested in looking at and comparing Canvas with Blackboard Ultra (the latest version of Blackboard). Therefore, in addition to the Canvas Sandbox, The Chabot Committee On Online Learning was given access to a Blackboard Ultra Sandbox, following a demonstration by Blackboard at a COOL meeting. A comparison between Canvas and Blackboard Ultra has yet to be completed by the college, but is one of several items to explore in the effort to make the best decision for our students.

In the spring 2016 semester, over the course of the district-wide task force meetings, it was determined that Chabot is not yet ready to make a decision regarding which aspects of the OEI it would like to adopt. The Chabot representatives on the task force asked that more time be given to research and get feedback on the options presented by the OEI. Therefore, at Chabot, no decision has been made about the adoption of a new Course Management System or the course exchange. It is planned that the Chabot faculty will research, explore, and consider the options presented by the OEI over the 2016-2017 year. The Chabot Faculty Senate and the COOL plan to be closely involved in this important instructional decision.

## Conclusion & Future Plans

In a working-class community like Hayward and the surrounding cities, online learning is an essential part of providing access to education for our students. Many of our students could not otherwise attend college if they did not have access to online classes to complete their educational goals. Therefore, at Chabot, we strive to provide our students with access to courses, support resources, and services in a method that works in conjunction with the demands of their busy lives. We understand

the need to provide equal access for all students who want to continue their education at Chabot College.

In addition to projects to improve resources for online students, we also hope to foster innovation in online learning. Online Learning and the COOL will continue to work together to provide opportunities for collaboration among online instructors and to explore technologies beneficial for online learners.

One major ongoing task for the coming year is to figure out which aspects of the Online Education Initiative (OEI) are right for our students. The first step is a collaborative effort in educating the faculty of Chabot College so that they can make an informed decision on this important instructional matter. Online Learning, the COOL, and the Faculty Senate will work together to ensure that all options are given careful consideration. We recognize that this decision should not be made hastily as it has a direct impact on instruction, affecting both online and on-campus classes, and our students.

We hope to better address the needs of Chabot College students in the next academic year as we further develop the online learning program.