

2016-2017 Annual Distance Education Report to the CLPCCD Board of Trustees

Chabot College

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Chabot College

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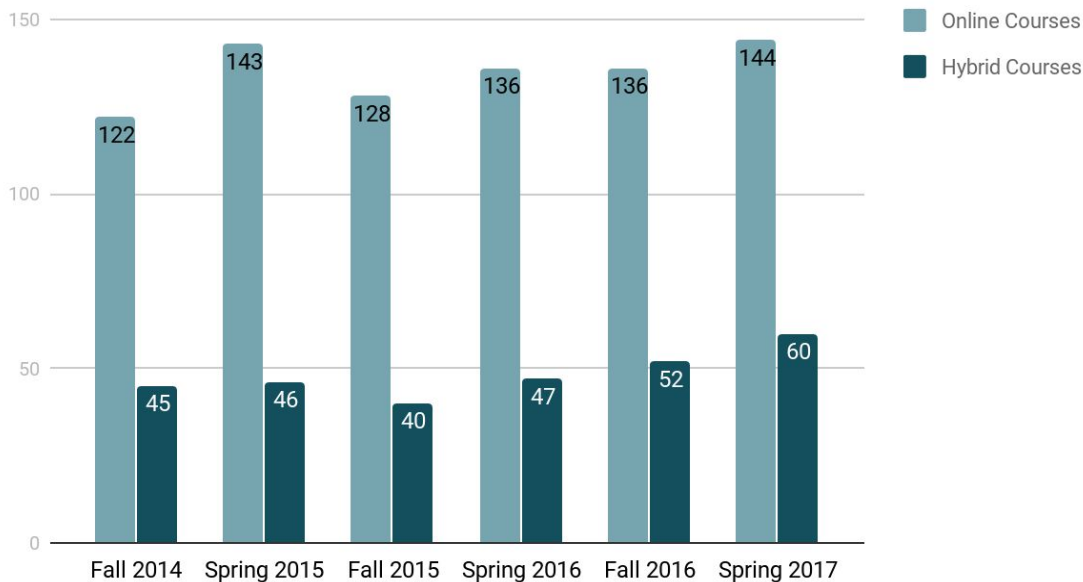
Introduction

This report provides an overview of the developments in online learning at Chabot College during the 2016-2017 academic year, including the efforts to provide high-quality distance education courses and support for online learners. 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, a report on the Committee On Online Learning (COOL), the implementation of Canvas (going “live” summer 2017), as well as other projects and changes affecting distance education at the college during the the 2016-2017 academic year.

Distance Education (Online/Hybrid) Course Offerings

Chabot College distance education course offerings consist of fully online courses as well as hybrid courses (at Chabot, hybrid courses are defined as online courses with required meetings). During fall 2016, DE courses represented 14% of all sections offered at Chabot (188 DE sections out of 1337 sections total) and 16% during spring 2017 (204 DE sections out of 1273 total). In fall 2016, Chabot College offered 136 fully online course sections (10% of all sections) and 52 hybrid course sections (4% of all sections). And in spring 2017, the college offered 144 fully online course sections (11% of all sections) and 60 hybrid course sections (5% of all sections). The chart below depicts the fluctuation in online and hybrid course offerings over the past three years.

Chabot College Online and Hybrid Courses



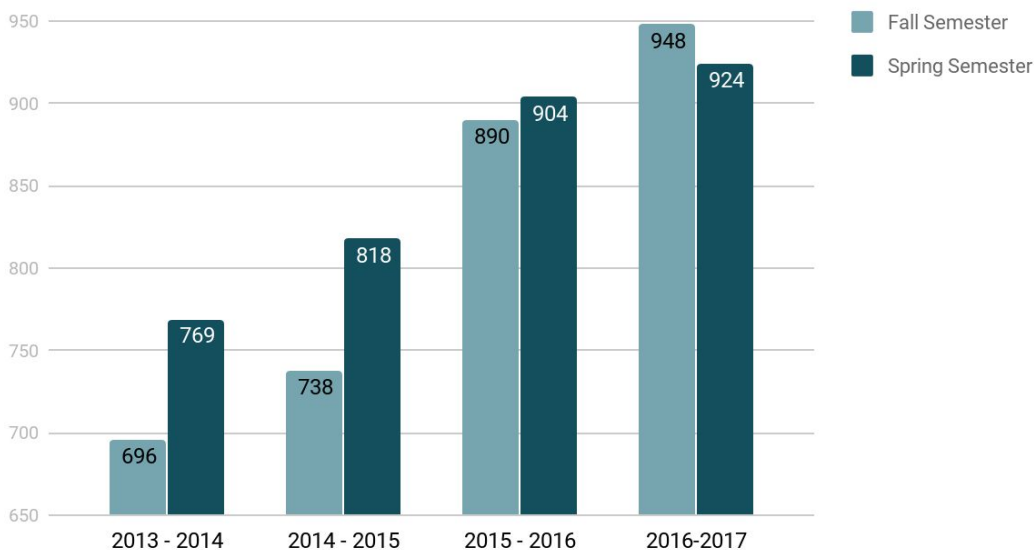
The number of faculty teaching online or hybrid courses continues to increase, despite the fluctuation of course offerings. In Fall 2016, there were 77 Chabot instructors teaching online or hybrid courses

(compared to 75 last fall) coupled with 79 in Spring 2017 (compared to 76 in spring 2016), representing 15% of all faculty at Chabot College. In the effort to help provide quality online courses, during the Fall 2016 semester 25 online and hybrid instructors were evaluated, while 7 online and hybrid instructors were evaluated during the Spring 2017 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 and Blackboard course site access for evaluators, both of which fall under the direction of the Online Learning Support staff.

Courses in Blackboard

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, over 50% of all courses offered at Chabot College have a Blackboard site for their course each semester. The chart below depicts the steady increase of Blackboard sites over the past four years.

Chabot College Courses in Blackboard



In Fall 2016, Chabot College had 948 courses using Blackboard (compared to 890 sites in Fall 2015). And in Spring 2017 there were 924 courses using Blackboard (compared to 904 sites in Spring 2016). The majority of Blackboard sites are those requested for on-campus courses as a supplement to classroom instruction.

Chabot has also seen growth in the number of faculty teaching with Blackboard. During the fall of 2016,

there were 306 faculty teaching with Blackboard, and 296 spring 2017. Based on the total number of Chabot Faculty - 516 (183 full-time and 333 part-time), approximately 58% of all faculty teach with Blackboard. With the implementation of the Canvas LMS/CMS, faculty will have the option to choose to use Canvas or Blackboard through the end of the spring 2018 term.

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 assistance with logging into Blackboard, technical issues, as well as support for students in online courses. Students also utilize the online help form to ask for more information about online classes at Chabot and to inquire about how to get help with other matters, such as enrollment or campus email (Zonemail).

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 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 includes information for getting started in an online or hybrid class, using Blackboard, as well as tips for succeeding in online learning.

In addition to information supporting students using the current system (Blackboard), the OEI-provided Student Readiness modules were also Integrated into Chabot’s Online Learning Orientation. This series of readiness modules include interactive multimedia tutorials, activities to ensure engagement and resources to assist students with developing the skills required to be successful in an online course. The modules, 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/>.

Support for Faculty

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.

Throughout the year, faculty integrate web-based instructional technologies, especially the Blackboard Learning Management System, into their classroom. 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.

Typically during any given semester, over 600 support requests are submitted by faculty to the online teaching support staff, ranging from technical support issues to instructional assistance such as providing the steps for building content. In our responses to faculty, we strive to provide information that can be referenced for future need. Therefore, we take pride in providing clear, detailed instructions which often include screenshots or links to other resources.

Over the 2016-2017 academic year, we have continued the release of *the Online Learning Link*, a 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 that should be addressed in the newsletter. 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 with the development of their online/hybrid course proposals and course sites. All faculty who wish to teach a Distance Education course at Chabot College must first complete the Online/Hybrid Course Approval Process. There are two elements to the Online Course Approval Process, the Online/Hybrid Course Proposal (or course delivery plan) and the course site review. The

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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
- Input from colleagues and administrators
- Benefits to students
- 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 through a course site review. 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 help ensure the 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 in order to 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 2016-2017 academic year, the COOL reviewed and facilitated a total of 37 proposals: 16 fully online courses and 21 hybrid courses (online courses with on-campus meetings) through the Online/Hybrid Course Approval Process. Below is the complete list of the Online/Hybrid Course Proposals submitted by faculty and reviewed/approved by the COOL over the 2016-2017 academic year. Note that “New” indicates an instructor who is going through the Online/Hybrid Course Approval Process for the first time. “Fast Track” indicates an instructor who has already had one course proposal approved through the COOL process.

Course	Faculty Name	COOL Process Faculty Status	Delivery
ADMJ 60	Cheryl Mackey	Fast Track	Online
ANTH 1	Christina Milner-Rose	New	Hybrid
ANTH 1	Kirsten A. Olson	Fast Track	Online
ANTH 3	Javier Espinoza Barajas	New	Online

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ANTH 5	Javier Espinoza Barajas	New	Online
ART 23	Bonnie Stipe	New	Hybrid
BUS 10	Melissa Patterson	Fast Track	Hybrid
BUS 1A	Daihyun Yoo	New	Hybrid
CHIN 1A	Henny Chen	New	Hybrid
COMM 1	Christina Davis	New	Hybrid
CSCI 14	Manny Kang	New	Hybrid
ECD 65	Carol Barton	New	Online
ECD 83	Barbara Ogman	New	Hybrid
ENGL 1A	Diana Firestone	New	Online
ENGL 7	Carmen Johnston	Fast Track	Hybrid
ES 1	Kay Fischer	New	Online
HIS 8	Juan Pablo Mercado	New	Online
INDT 63	Wayne Phillips	Fast Track	Hybrid
INDT 64	Wayne Phillips	Fast Track	Hybrid
INDT 74	Wayne Phillips	Fast Track	Hybrid
JAPN 1A	Yoko Otomi	New	Hybrid
JAPN 1B	Yoko Otomi	New	Hybrid
KINE 12FT	Eric Fanene	New	Hybrid
KINE 19	Danny Calcagno	Fast Track	Online
KINE 3FT	Eric Fanene	New	Online
KINE 6	Greg Kubicki	New	Online
MUSA 22A	Jon Palacio Jr.	Fast Track	Hybrid

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MUSA 22B	Jon Palacio Jr.	Fast Track	Hybrid
MUSL 6	Jon Palacio Jr.	Fast Track	Hybrid
POSC 1	Ross Parker	New	Online
POSC 1	Sandy Luong	New	Online
PSCN 10	Sadie (Sadaf) Ashraf	Fast Track	Hybrid
PSCN 4	Laura Alarcon	Fast Track	Online
PSY 4	Rani Nijjar	Fast Track	Online
SOCI 1	Mona Abdoun	New	Online
TUTR 2	Christine Coreno	New	Hybrid
TUTR 2A-D	Jas Bhangal	Fast Track	Hybrid

The efficiency and productivity of the COOL is due to the strong leadership of its co-chairs. As 2016-17 marked Minta Winsor's fourth year as co-chair, and Scott Hildreth would be taking on other leadership roles at the college, committee members were encouraged to come forward if they had an interest in chairing the committee. At the final meeting of the spring semester, the COOL unanimously voted to approve Aldrian Estepa & Ryan Sherbart as the new co-chairs of the COOL beginning in fall 2017. Detailed minutes of the COOL meetings for the 2016-2017 year can be found on the COOL website at: <http://www.chabotcollege.edu/cool/meetings/>

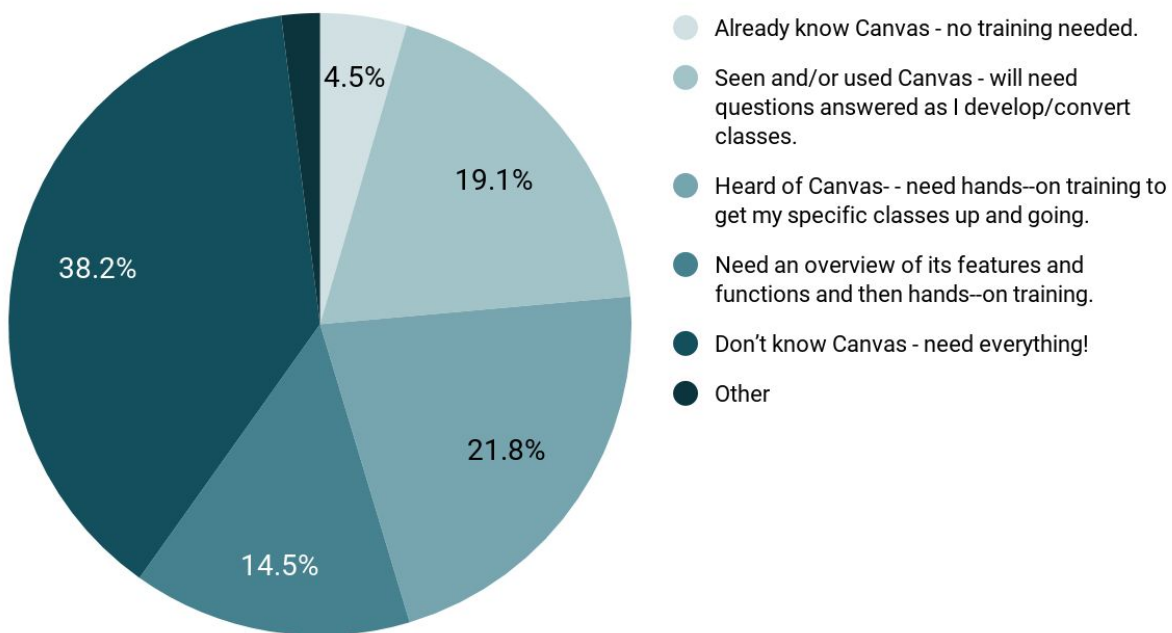
COOL Survey: Canvas Training Needs of Faculty

During the Fall 2016 semester, the Faculty Senate requested that the COOL provide recommendations for perceived Canvas support, training, and migration needs for online instructors in the effort to help prepare for the possible adoption of Canvas. In response to this request, the COOL held many discussions during meetings and compiled a list of considerations. And at the request of the Faculty Senate, on 2/2/17 COOL co-chair Scott Hildreth (on behalf of the COOL) sent an email to all Chabot instructors containing a list to a survey on Canvas Training needs. The survey included questions such as: what tools faculty use when teaching with Blackboard, their familiarity with Canvas, their availability for training, their interest in an alternative Schedule for on-site training, and what type of training they'd be interested in (in-person, recordings, Lynda.com, @ONE).

Within a matter of a few days, an overwhelming 110 responses were submitted by Chabot instructors

(61% by full time faculty and 38.9% by adjunct faculty). While the responses to the questions were varied, the sheer number of responses demonstrated a huge interest in receiving Canvas training. Below is an image depicting the responses from question #5 of the survey which asks faculty about their familiarity with Canvas. Of the 110 faculty who responded to the survey, only a very small percentage of Chabot faculty (5%) were already familiar with Canvas or had taught with Canvas. The overwhelming majority of the faculty who responded to the survey indicated that they had only heard of Canvas and/or don't know Canvas at all, and that they would need comprehensive hands-on training.

Faculty Familiarity with Canvas



Complete results of the survey can be found using the link named “*Survey of Faculty for Canvas Training*” on the Online Teaching for Faculty resource page:

<http://www.chabotcollege.edu/OnlineTeaching/index.asp>

Canvas: Implementation, Training, and Communication to Students and Faculty

On December 18, 2016, V.P. Thompson sent an email to Chabot College faculty and staff with the update that Dr. Sperling had submitted the Canvas Registration Form to initiate the Institution Participation Agreement (IPA) with Instructure to go “live” with Canvas for Summer 2017. Per the terms of adopting Canvas through the OEI (Online Education Initiative), Chabot has 18-months to fully transition off the legacy CMS/LMS (Blackboard) and use Canvas as the sole CMS/LMS. In late December 2016, the IPA was modified to include Tier 1 Day Time Support, an addition to the evening and weekend

support that is already included through the OEI.

On January 19, 2017, an official “Welcome to Canvas” email was sent from the Instructure/Canvas Customer Success Manager for our college, Kinsey Cannon, to President Sperling, V.P. Thompson, the District CTO, the Web Services Coordinator, and the Instructional Technology Specialist. In this email, Ms. Cannon referenced plans for future calls to focus on Technical Scoping, Goals and Vision, SIS integration, authentication, migration, support, and training. And over the next few months, several implementation tasks took place amongst the Web Services Coordinator, the Instructional Technology Specialist, District Information Technology Services, and Instructure/Canvas. Such implementation tasks included the setup of faculty accounts and a corresponding faculty “Sandbox” site for each faculty member, the migration of Blackboard courses to Canvas, the addition of supplemental tools to the system (such as the Library’s Curriculum Builder, VoiceThread, and VeriCite plagiarism detection) as well as the coordination and planning for faculty training.

In March 2017, after a series of calls and meetings with Canvas and District ITS, the Chabot Online Teaching Support staff sent Chabot faculty information regarding their individual Canvas accounts and Sandbox sites and invited them to request “live” Canvas or Blackboard sites for their summer and fall 2017 courses. Faculty were informed that Blackboard sites from the previous and current term were in the process of being migrated into Canvas and that all instructors had the option to request “White Glove” course clean up service completed by Canvas. Chabot faculty were also provided instructions for accessing the live, unlimited training webinars, an extra service offered by Instructure/Canvas and licensed by the district. Faculty were reminded that online Canvas training videos are also available on Lynda.com through the state’s Professional Learning Network.

One of the main training elements that helped to spark interest in Canvas was the contracting of the OEI-designated Canvas Trainer, Sallie Michalsky to provide in-person training on March 30th and 31st. Through a series of four robust, hands-on Canvas training sessions, Ms. Michalsky provided enthusiasm and expertise to engage the Chabot faculty. Over the course of the two-days of training sessions, there was a total of 71 faculty sign-ups (57.5% from full-time faculty and 42.3% from part-time faculty). As part of the registration form, faculty were also asked to give their best guess as to when they expected to begin teaching with Canvas. Of those who signed up for the March training sessions, 47.9% indicated that they planned to begin teaching with Canvas during the fall 2017 term, 32.4% indicated that they planned to begin during the summer 2017 term, and 15.5% indicated that they planned to begin the following spring. The attendees of the training sessions provided positive feedback noting the trainer’s depth of knowledge, ability to answer even the toughest of questions, and her ability to keep the audience engaged in the topic.

One of the biggest challenges faced during this transition of online learning platforms is the need to ensure clear communication with students. The Online Learning website has been and will continue to be updated with Canvas guides, resources, and videos to help ensure that students have access to quality resources (many of which are available within the Canvas Guides). In the effort to ensure that all

students were aware of the migration to Canvas, COOL co-chair Scott Hildreth drafted an email that was sent to all Chabot College students through V.P. Matthew Kritscher and the Director of Admissions & Records, Paulette Lino. This email informed students about the transition to Canvas, how they can determine which system their course is using, as well as other available resources.

In addition to the email sent to all Chabot students, prior to each semester, Online Learning sends out a mass email (using the district-provided SARS-Message system) to the students enrolled in online and hybrid courses. This email reminds students to verify their class schedule and notes in CLASS-Web, directs them to the self-paced Orientation to Online Learning, and lets them know how and where to get assistance. With the implementation of Canvas for Summer 2017, students were also provided login instructions for both Blackboard and Canvas and provided a link to a list of courses using Canvas. These informational emails, and other communications sent out by instructors, have lent to minimizing the impact of this transition on student learning.

Canvas: Faculty Trainers/Mentors

In addition to the support offered at both colleges, the CLPCCD Faculty Association identified key elements of support that would be provided to faculty during the transition from Blackboard to Canvas. According to the Canvas MOU from the Faculty Association, *"Faculty trainer/mentors will be identified and trained to serve as mentors to colleagues during the Canvas implementation period from October 2016 to June 2018. These individuals will assist in offering workshops and one-on-one assistance for faculty creating and transitioning courses into Canvas."*

With input from the COOL, selection criteria for faculty interested in becoming trainers/mentors was determined and included the following: The interested faculty member has experience teaching with Canvas, they are willing to offer live training sessions, provide training/mentoring to individual faculty, offer introductory sessions on how to get started with Canvas, offer sessions on specific functions of Canvas, assist faculty with migrating existing courses from Blackboard to Canvas and offer "drop-in" consultation or training.

Following the guidelines in the Canvas MOU, in early April V.P. Thompson sent an email to the Chabot community inviting faculty who were interested in becoming trainers/mentors during the Canvas implementation period from summer 2017 through spring 2018 to indicate their interest. Faculty interested in serving as trainers/mentors were asked to write a one-page Statement of Qualifications addressing their experience with online teaching, using Canvas for instruction, experience with technology training, and their familiarity with Chabot technology processes related to online teaching/Canvas. Those interested were also asked to participate in a brief interview. Soon after the interviews were held, The faculty listed below were selected to serve as Canvas Mentors to begin during summer 2017 session:

- Najla Abrao, Mathematics
- Christy Davis, Communication Studies
- Richard Harris, Sociology

This enthusiastic group of Chabot Canvas Mentors promptly collaborated on a schedule of workshops, appointments, and drop-in hours to best meet the needs of faculty during the summer months. The Chabot Online Learning Support staff supported the mentors by creating an online form to provide a method for faculty to register for workshops, schedule appointments, and to find out the latest schedule for drop-in hours. This online registration form

(<http://www.chabotcollege.edu/onlineteaching/Canvas/mentors.asp>) can be accessed through Chabot's Online Teaching website. Through the effective collaboration of the Canvas Mentors and Online Learning Support Staff, summer 2017 promises to be a productive start to the transition to Canvas.

Conclusion & Future Plans

Online learning is an essential part of providing access to education for Chabot students. The availability of online and hybrid courses can help students complete their educational goals in a timely manner. Therefore, at Chabot, we strive to provide our students with access to courses, support resources, and services in a method that works with the demands of their busy lives.

A key component of improving online learning is to foster innovation in online, hybrid, and on-campus courses where the LMS is used as a supplement to classroom instruction. Online Learning support staff and the COOL will continue to work together to provide opportunities for collaboration among instructors and to explore technologies beneficial for online learners.

Just a few of the future plans include:

- Further update the Online Learning and Online Teaching websites with a comprehensive variety of resources and support links pertaining to Canvas, including how-to guides, videos, and Frequently Asked Questions to meet the ongoing needs of students and faculty.
- Customize the OEI-provided Student Readiness Modules with Chabot-specific resources, providing a more comprehensive and updated Orientation to Online Learning.
- Continue our efforts to reinstate the permanent, full-time classified position (Instructional Assistant II/ Online Learning Support Specialist) that is dedicated to a larger spectrum of online learning student needs. 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. We will continue to request this position in our Program Review as we have done in previous years.
- Support the integration of the OEI-selected online academic advising and counseling platform "Cranium Cafe," which was recently purchased by the Chabot College Counseling Department.

As the Counseling Department has provided online counseling by way of the SARS eAdvising module since 2014, Cranium Cafe helps to further meet the mandate that online students receive support services equitable to those provided to students taking on campus courses.

- Support instructors of on-campus courses in their exploration of Canvas as an online supplement to classroom instruction.
- Further promote the use of the Canvas Commons by faculty who are looking for improved methods for sharing teaching resources. Commons is a learning object repository that enables faculty to find, import, and share resources within Chabot College learning communities.
- Implement the OEI-provided Quest program, a free readiness for online learning course built in a Canvas shell that includes pathways for novice and experienced online learners, SmarterMeasure, a diagnostic assessment of online readiness, skill building multimedia tutorials, quizzes, and supplemental resources.
- Expand online services at the college. 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.

We strive to continually address the online learning needs of students in the next academic year as we further support distance education at Chabot College.