

# 2018-2019 Annual Distance Education Report to the CLPCCD Board of Trustees

Chabot College

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# Distance Education/Online Learning Annual Report

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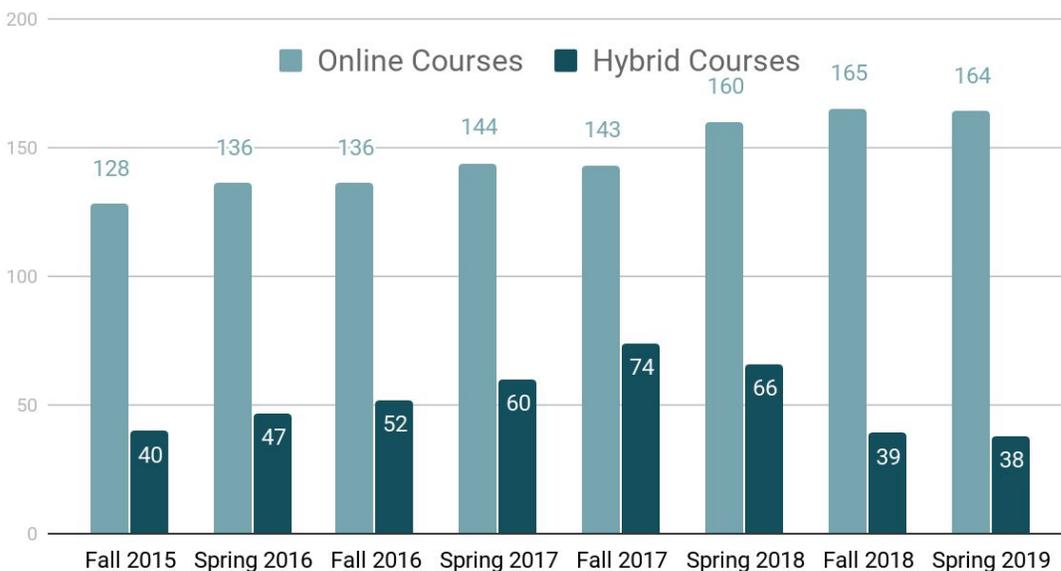
### Introduction

This report provides an overview of the developments in online learning at Chabot College during the 2018-2019 academic year, including efforts to provide high-quality distance education courses and support for online learners and instructors. The updates covered in this report include a detailed summary of Distance Education (DE) course offerings (online and hybrid courses), usage of the supported learning management system Canvas, support provided to faculty and students, Canvas training offered, a summary of achievements by the Committee On Online Learning (COOL), as well as other projects and changes affecting distance education at the college during the 2018-2019 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 2018 and Spring 2019, DE courses represented 20% of all Canvas course shells created at Chabot (204 DE sections out of 1082 sections total for fall 2018, 237 DE sections out of 1052 total for spring 2019). In Fall 2018, Chabot College offered 165 fully online course sections (15% of all sections) and 39 hybrid course sections (3% of all sections). And in Spring 2019, the college offered 192 fully online course sections (18% of all sections) and 45 hybrid course sections (4% of all sections). The chart below depicts the fluctuation in online and hybrid course offerings over the past four years.

### Chabot College Online and Hybrid Courses, 2018-19



The number of faculty teaching online or hybrid courses continues to increase, despite the fluctuation of course offerings. In Fall 2018, there were 86 Chabot instructors teaching online or hybrid courses (compared to 81 last fall) coupled with 103 in Spring 2018 (compared to 85 in spring 2018).

In the effort to help provide quality online courses, during the Fall 2018 semester, 13 online and hybrid instructors were evaluated, while 15 online and hybrid instructors were evaluated during the Spring 2019 term. Any faculty evaluating a course for the first time are asked to attend training provided by the Faculty Association (FA). The evaluation of DE courses also requires the online implementation of the Student Response to Instruction Survey and course site access for evaluators.

### Course Sections Using a Learning Management System (Canvas)

October 2018		March 2019	
<b>% with Content</b>	<b>89%</b>	<b>% with Content</b>	<b>86%</b>
% with Pages	58%	% with Pages	58%
% with Files	75%	% with Files	72%
% with Modules	74%	% with Modules	72%
<b>% with Activities</b>	<b>95%</b>	<b>% with Activities</b>	<b>97%</b>
% with Assignments	89%	% with Assignments	91%
% with Quizzes	44%	% with Quizzes	41%
% with Discussions	82%	% with Discussions	81%
<b>% with Current Grade</b>	<b>85%</b>	<b>% with Current Grade</b>	<b>85%</b>

The data reflects that the use of Canvas for traditional face to face courses remains a significant portion of the Learning Management System demand and is used as a way to reinforce and supplement classroom instruction. A snapshot of October 2018 shows 777\* Active Canvas course sites with a similar number of 774\* deemed Active in March of 2019. \*Please note that this number also includes merged Canvas Course Sites which contain multiple sections of a course but only count in this data pull as a *single* Active Canvas course site. An Active course is defined as having at least one teacher enrollment with activity time, at least three student enrollments with activity time, and logged into by at least four unique users during the month when the data was pulled.

Chabot College faculty have embraced the use of Canvas in their courses and are taking advantage of the resources it offers for providing students information about the course, access to student to student and student to teacher interaction as well as the variety of assessment methods possible in the LMS.

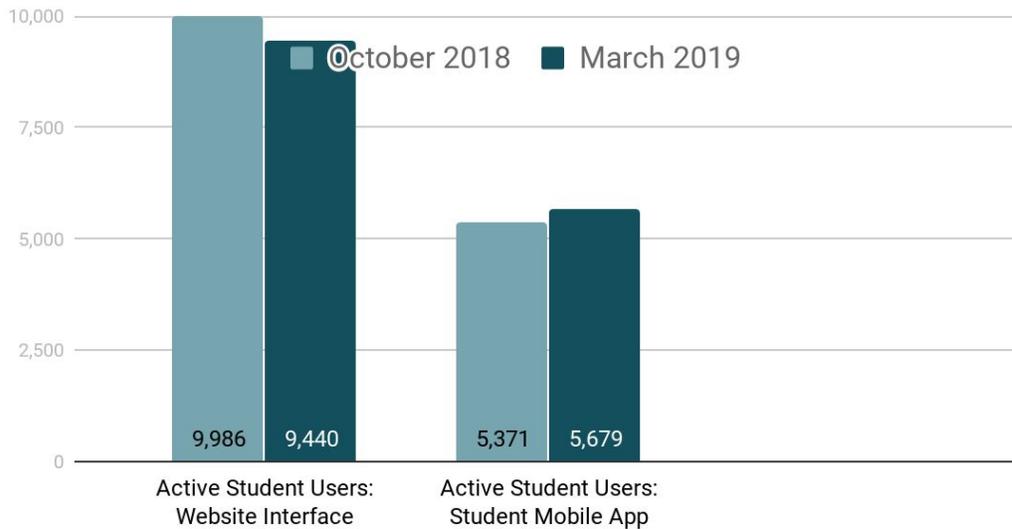
Of the 777 Active Canvas course sites in October 2018 89% contained content for student viewing such as pages, files and modules. Of these Canvas course sites, 95% contained Activities for student assessment including Assignments, Quizzes and Discussion Boards. Finally, 85% of the Canvas Course sites in October 2018 contained current grades for students.

Of the 774 Active Canvas course sites in March 2019 86% contained content for student viewing such as pages, files and modules. Of these Canvas course sites, 97% contained Activities for student assessment including Assignments, Quizzes and Discussion Boards. Finally, 85% of the Canvas Course sites in March 2019 contained current grades for students.

### Student Usage of Canvas

#### Chabot College Courses: Active Student Users

User Adoption is calculated by the number of active users divided by the total contracted quantity.



Students are using Canvas in their courses at Chabot, whether those courses are traditional face-to-face, hybrid or online. The total User Adoption for the CLPCCD District is close to 20% above the average of other colleges in the California Community College system with 17,576 active users in October 2018 and 16,641 active users in March 2019. Students are using both the website interface and the mobile app. The Canvas Student mobile app is a free download available for both Android and iOS devices.

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

As providing a high level of appropriate, helpful, and timely support to students is of utmost importance, most students submit a help request through the [Online Learning Student Support Help Form](#), and such requests are typically answered within a matter of hours. 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 the supported LMS or other technical issues. 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).

As part of the implementation with Canvas, the OEI contract for Canvas includes evening and weekend support for faculty & students, whereby students & faculty can call Instructure Support directly for assistance. Such assistance is best suited for login, Canvas how-to, and technical issues. For general questions about the online learning offerings, enrollment, or college-specific assistance, faculty & students continue to contact the Chabot online learning/teaching support staff.

In the effort to help students get started in their online or hybrid courses, students enrolled in online or hybrid courses are sent a “Getting Started” email containing quick-start information as well as links to the self-paced Online Learning Orientation. This Online Learning Orientation includes information for getting started in an online or hybrid class, as well as the OEI-provided Student Readiness modules. 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. Support resources including success tips, guides, and methods for requesting assistance can be found on the Online Learning website, located at [Online Learning at Chabot College](#).

### **Support for Faculty**

The Online Learning Support Staff provide students, faculty, and staff support for online teaching and learning needs including the supported Learning Management System (Canvas) 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 request that we integrate a variety of web-based instructional technologies into the supported Learning Management System, which either enhances the functionality of the LMS or provides streamlined access between two systems. With the implementation of Canvas, a major component of the migration has included the integration setup of numerous LTIs (Learning Tools Interoperability). Along with the previously installed LTI's of publishers such as McGraw Hill, Cengage

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and Pearson, the LMS administrator added H5P (a software package to create interactive content) and SmarterMeasure. SmarterMeasure is a suite of readiness assessments that measure student readiness for online learning, competency based education, basic math skills and writing skills. The suite of readiness assessments includes the leading student readiness assessment based on non-cognitive indicators of success.

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 needs. Therefore, we take pride in providing clear, detailed instructions which often include screenshots or links to other resources.

Staffing for Online Learning has continued to operate in a reduced manner with only one position currently staffed: the Web Services Coordinator. The Instructional Technology Specialist position remains unstaffed (formerly Instructional Designer). It is important to note that with a change in the 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, and the possibility of joining the CVC-OEI Consortium/Course Exchange, such staffing needs may be brought to the forefront.

At the beginning of August 2018, Minta Winsor (Web Services Coordinator) moved onto other opportunities and Lisa Ulibarri (Instructional Technology Specialist) accepted a position as a full time English instructor. Richard Harris and Christy Davis, formerly Canvas Mentors/Trainers took on temporary roles as Instructional Technology Specialists to continue to provide support to faculty and students. In this role, Richard Harris and Christy Davis provided one-on-one assistance to faculty, answering emails and holding appointments. This work included resolving technical issues within Canvas and providing content design assistance as needed. Additionally they ran workshops on Flex Day to cover more advanced techniques to teach instructors how to utilize Canvas SpeedGrader and Gradebook features.

In January 2019, Christy Davis accepted the position of Web Services Coordinator for Chabot College and is currently responsible for providing all aspects of support for online learning (students) and online teaching (faculty) needs throughout the campus. In addition to day to day technical support, Christy Davis provides content design assistance, using knowledge of the CVC-OEI Course Rubric\* to guide content delivery choices and ran a Flex Day training workshop covering the use of Rubrics within Canvas.

\*Christy Davis completed Peer Online Course Review Certification (POCR) in September 2018 from the CVC-OEI.

### **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 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 [Cool Proposal Process](#).

During the 2018-2019 academic year, the COOL reviewed and facilitated a total of 119 proposals: 70 fully online courses and 49 hybrid courses (online courses which have at least one required on-campus meeting) 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 during the 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

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proposal approved through the COOL process.

Course	Faculty Name	COOL Process Faculty Status	Delivery
PSY 3	Aldrian Estepa	Fast Track	Online
BUS 19	Melissa Patterson	Fast Track	Online
BUS 4	Jaswinder Bhangal	Fast Track	Online
ECD 36	Hilal Ozdemir	Fast Track	Online
GEO 2	Maryam Younessi	Fast Track	Online
BUS 19	Melissa Patterson	Fast Track	Hybrid
ANTH 12	Javier Espinoza Barajas	Fast Track	Online
COMM 1	Daniel DeVere	New	Hybrid
BUS 19	Catherine Pinkas	Fast Track	Online
ENGL 102	Theresa Puckett	Fast Track	Hybrid
COMM 1	Jason Ames	Fast Track	Hybrid
ECN 1	Zhicheng Liang	Fast Track	Online
PSCN 30	Sadie (Sadaf) Ashraf	Fast Track	Hybrid
MUSL 1	William Sauerland	New	Online
DIGM 7	Carol Easter	New	Hybrid
ATEC 201	Kurt Shadbolt	Fast Track	Online
ATEC 202	Kurt Shadbolt	Fast Track	Online
ATEC 203	Kurt Shadbolt	Fast Track	Online
ATEC 204	Kurt Shadbolt	Fast Track	Online
ATEC 205	Kurt Shadbolt	Fast Track	Online
ATEC 206	Kurt Shadbolt	Fast Track	Online

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ATEC 207	Kurt Shadbolt	Fast Track	Online
ATEC 208	Kurt Shadbolt	Fast Track	Online
ATEC 210	Kurt Shadbolt	Fast Track	Online
ATEC 275	Kurt Shadbolt	Fast Track	Online
CHIN 1B	Henny Chen	Fast Track	Hybrid
ENGL 4	Michael Langdon	Fast Track	Hybrid
COMM 1	Kelsey Paiz	New	Hybrid
PHIL 50	Patricia Shannon	New	Online
HUMN 68	Patricia Shannon	New	Online
ECD 30	Kristina Adams	New	Online
ARCH 16	Adrian WC Huang	Fast Track	Online
BUS 87	Catherine Pinkas	Fast Track	Online
BUS 19	Catherine Pinkas	Fast Track	Hybrid
BUS 89	Catherine Pinkas	Fast Track	Online
BUS 94	Catherine Pinkas	Fast Track	Online
BUS 36	Catherine Pinkas	Fast Track	Hybrid
ADMJ 89	Talia Moore	New	Hybrid
ESYS 50	Francis Ko	New	Hybrid
HIS 2	Mark Robertson	New	Online
ESYS 56A	Francis Ko	New	Hybrid
MTH 122	Ming Ho	New	Online
ESYS 57A	Francis Ko	New	Hybrid
ESYS 63A	Francis Ko	New	Hybrid
ESYS 63B	Francis Ko	New	Hybrid

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ESYS 56B	Francis Ko	New	Hybrid
ESYS 57B	Francis Ko	New	Hybrid
CAS 50	Francis Ko	New	Hybrid
INDT 74	Francis Ko	New	Hybrid
ESYS 51	Francis Ko	New	Hybrid
ESYS 60	Francis Ko	New	Hybrid
ESYS 61	Francis Ko	New	Hybrid
RELS 50	Heaven Walker	Fast Track	Online
MEDA 51B	Kristina Perkins	New	Hybrid
MEDA 72B	Kristina Perkins	New	Online
MEDA 60	Kristina Perkins	New	Hybrid
NURS 88	Mary Woo	New	Hybrid
MATH 31	Najla Abrao	New	Hybrid
KINE 23	Steven K. Friend	Fast Track	Hybrid
FT 6 H71	Alfred Rager & Klaus Zalinskis	Fast Track	Hybrid
FT 5 H71	Alfred Rager & Klaus Zalinskis	Fast Track	Hybrid
FT 4 071	Alfred Rager & Klaus Zalinskis	New	Hybrid
FT 4 071	Klaus Zalinskis	New	Hybrid
FT 5 H71	Klaus Zalinskis	New	Hybrid
FT 6 H71	Klaus Zalinskis	New	Hybrid
HLTH 4	Jeanine Grillo	New	Online
ES 1	Ulysses Acevedo	New	Online
BUS 71	Rob Leadbeater	New	Online

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BUS 71	Rob Leadbeater	New	Online
CSCI 7	Manny Kang	Fast Track	Online
PEAC GFTE	Ken Grace	Fast Track	Online
PEAC WEI1	Steven K Friend	New	Online
BUS 1A	Lynn Klein	Fast Track	Hybrid
PEAC 5K1	Danny Calcagno	Fast Track	Online
ANTH 1	Nicole Buyagawan	New	Online
KINE 70	Steven K. Friend	New	Online
KINE 23	Steven K Friend	Fast Track	Online
PHIL 60	Ryan Scherbart	Fast Track	Online
HIS 1	Mark Robertson	Fast Track	Online
KINE 8	Danny Calcagno	Fast Track	Online
KINE 4	Danny Calcagno	Fast Track	Online
ATEC 251	Mike Sherburne	New	Online
ATEC 252	Mike Sherburne	New	Online
ATEC253	Mike Sherburne	New	Online
ATEC 254	Mike Sherburne	New	Online
ATEC 255	Mike Sherburne	New	Online
ATEC 256	Mike Sherburne	New	Online
ATEC 257	Mike Sherburne	New	Online
ATEC 258	Mike Sherburne	New	Online
ATEC 260	Mike Sherburne	New	Online
ATEC 275	Mike Sherburne	New	Online
FT 3 071	Jeff Zolfarelli	New	Hybrid

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DHYG 54	Zenaida Staana	New	Online
MTH 47	Manny Kang	Fast Track	Online
English 1	Theresa Puckett	Fast Track	Hybrid
English 12A/B	Theresa Puckett	Fast Track	Online
KINE 12	Steven K Friend	New	Online
KINE 21	Steven K Friend	Fast Track	Online
Comm 11	Christina Davis	Fast Track	Online
BUS 16	Ameer Khan	New	Online
History 2	Mark Robertson	Fast Track	Online
History 3	Mark Robertson	Fast Track	Online
BUS 7	Ameer Khan	New	Hybrid
HUMN 65	Heaven Walker	Fast Track	Online
MTH 47	Erin Kelly	New	Hybrid
PHOT 53A	Shannon Foreman	New	Hybrid
ENGL 4	Ramona Silver	Fast Track	Online
PSCN 10	Yetunde Osikomaiya	Fast Track	Online
BUS 1A	Ameer Khan	New	Hybrid
BUS 1B	Ameer Khan	New	Hybrid
PSCN 4	Brian Augsburger, Jerome Manos	Fast Track	Online
MEDA 80	Kristina Perkins	Fast Track	Hybrid
ENGL 7	Tiffany Higgins	Fast Track	Hybrid
COMM 1	Stephanie Eisenberg Todd	New	Hybrid
ENGL 1	Tom Dewit and Monique	Fast Track	Hybrid

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Umoja	Williams		
INDT 62	David Vetrano	New	Online
NRSE 64	Rhonda Westmoreland	New	Hybrid
ID 72	Adrian Huang	Fast Track	Online
BUS 12	Noureddine Lalami	Fast Track	Hybrid

The efficiency and productivity of the COOL is due to the strong faculty commitment and the proven leadership of its co-chairs. Aldrian Estepa & Ryan Sherbart were co-chairs of the COOL for the second year. Detailed minutes of the COOL meetings for the 2018-2019 year can be found on the COOL website at: [COOL Agenda and Minutes](#).

### Collaborations with COOL

Working in collaboration with members of COOL, members of the Academic Senate and the Online Learning Support Staff, several important initiatives took place during the 2018-2019 year.

OEI-CVC Consortium: After much research, presentations from outside parties and thoughtful discussion the COOL voted to recommend pursuing entry into the CVC-OEI Consortium during the next open call for membership. This recommendation was forwarded to the Academic Senate and approved.

Turnitin: The COOL approved a resolution to pursue this plagiarism checker software as the contract with Vericite expires in an effort to improve the quality of support this type of software provides to faculty.

### Improving Online CTE Pathways

In partnership with various faculty and staff, Christy Davis coordinated the gathering of proposals to be included in Chabot's application for funding as part of the CVC-OEI Grant Program for the 2019-2020 academic year. Chabot College was awarded \$326,000 dollars to put toward work to increase the quality and quantity of Online CTE Certificates that can be obtained in a short term that are valued by regional industry, leading to increased employment opportunities.

*The California Virtual Campus-Online Education Initiative's (CVC-OEI) Improving Online CTE Pathways grant program is designed to support online education interventions that California Community Colleges (CCC) and/or districts expect to produce meaningful improvements in online student education outcomes...The Improving Online CTE Pathways program was designed to leverage existing capabilities within the CCC system, while also integrating together with the*

*CVC-OEI's objectives.*

### **Chabot's Funded Projects:**

**Training of a Local Peer Online Course Review (POCR) Team certified by the CVC-OEI:** Now that both the COOL Committee and the Academic Senate have voted to request entry into the next active consortium, it will become important to have a local campus based certified review team in place to quickly move courses onto the exchange. Chabot is fortunate to have in place a strong COOL Committee with faculty and staff who are committed to improving course delivery utilizing the LMS in an effort to raise student success. Grant funding will be used to certify a core team of faculty from the existing COOL Committee members and then apply for local POCR certification from the CVC-OEI.

**Medical Coding:** Chabot's current Medical Assisting Programs are impacted with long waiting lists. We propose to develop 5 new courses to create a Medical Coding Certificate, which builds upon courses already offered in the Medical Assisting Program.

**Business Analytics:** The long-term goal is to develop several stackable certificates to meet industry demand in the area for Business Analytics, sometimes referred to as "Big Data". This project would focus on developing the initial, new certificate program, including creating five online courses. Courses will include: Introduction to Analytics, Introduction to Analytical Program, Principles of Management, Introduction to Business, and Data Visualization. Three of these courses will provide the foundation for additional specializations, which may include Logistics Analytics, Marketing Analytics, and Finance Analytics.

**Automotive Technology:** Chabot's Automotive Technology (ATEC) Certificate has 10 courses currently online. This project would build a certificate for the online Automotive Technicians and Service Professionals Test Preparation, which prepare students for industry the National Institute for Automotive Service Excellence Certification Testing. As these courses are already developed, we propose to update all 10 courses.

**Digital Media:** Chabot students are often interested in the Digital Media Program, but they are not sure how the major can lead to a career. We propose to develop three introductory courses [Introduction to Digital Art (3 units), Photo Compositing (3 units), and Digital Illustration (3 units)] to be fully online. The DIGM 1 Course is new, and the other two courses would be modified.

**Real Estate:** Real Estate has been a leader for Chabot College in online course creation and implementation, although there is currently only one full time faculty member and one adjunct. The

Real Estate Program consists of 12 total courses, which prepare students to take the California Licensing Exam and enter the industry. We propose updating six courses to be fully online.

**Business Entrepreneurship in Spanish/French:** This grant would support developing Zero Textbook Cost/Open Educational Resources (ZTC/OER) materials for all five courses in two CTE certificates; three of these courses - Introduction to Business, Introduction to entrepreneurship, and Marketing for Entrepreneurs - overlap. The French, Spanish, Entrepreneurship, and Business ZTC materials include the adaptation and implementation of OER textbooks and the creation of online workbooks and lab content.

### Conclusion & Future Plans

Online, hybrid, & web-enhanced learning is an essential part of providing access to education to all 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:

- Work in collaboration with the COOL to create a local Online Peer Course Review team certified by the CVC-OEI.
  - Three members of the team will begin certification in August 2019 with seven additional team members waiting for POER certification courses to be released in Fall 2019 by the CVC-OEI.
- Coordinate with faculty and staff working within projects funded by the Improving Online CTE Pathways Grant to ensure the effective, efficient use of resources as the overall goals are met.
  - Christy Davis will work to coordinate resources to be used across the projects including instructional design support, ADA compliance training and design support and ZTC/OER curation by an Online Learning Librarian.
- Now that the Academic Senate has voted to join the CVC-OEI Consortium during the next open window, Online Learning Support staff will continue to contribute to the efforts by working with

ITS and the CVC-OEI in the essential implementation tasks.

- Bob Nash, Dean of Academic Affairs at California Virtual Campus-Online Education Initiative announced the estimated release time of the call for Letters of Interest for joining the next CVC-OEI cohort as September 2019. The deadline for returning the Letter of Interest will be mid-December, with a goal for receiving returned college self-assessment packets for inclusion in the cohort by mid-February 2020.
- Support faculty as they move OER resources into the Canvas Commons OER Platform created by the CCC State Chancellor's office and Commission on ZTC/OER.
- Explore and promote the expansion of online services at the college. The Student Learning Programs and Services section of Accreditation Standard II, states that each institution “ensures 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.
- 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.

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.