2017-2018
Annual Distance Education Report to the CLPCCD Board of Trustees

Chabot College

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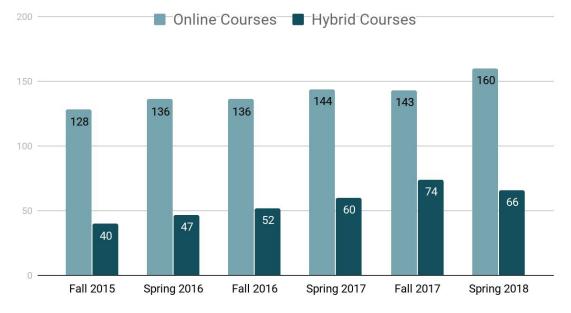
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Introduction

This report provides an overview of the developments in online learning at Chabot College during the 2017-2018 academic year, including the 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 course offerings (online and hybrid courses), usage of the supported learning management systems (Blackboard & Canvas), the migration from Blackboard to Canvas and the implementation of Canvas, support to faculty and student, Canvas training, 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 the 2017-2018 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 2017 and spring 2018, DE courses represented 17% of all sections offered at Chabot (217 DE sections out of 1309 sections total for fall 2017, 226 DE sections out of 1347 total for spring 2018). In fall 2017, Chabot College offered 143 fully online course sections (11% of all sections) and 74 hybrid course sections (6% of all sections). And in spring 2018, the college offered 160 fully online course sections (13% of all sections) and 66 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, 2017-18

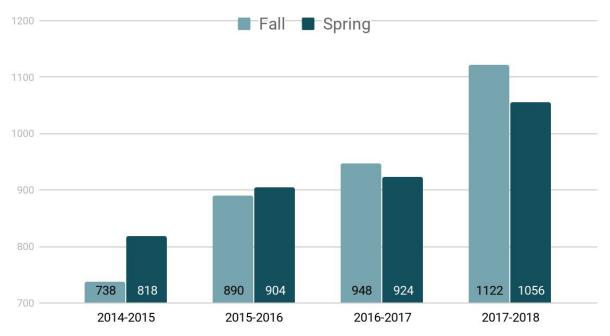|	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Online Courses	128	136	136	144	143	160
Hybrid Courses	40	47	52	60	74	66

The number of faculty teaching online or hybrid courses continues to increase, despite the fluctuation of course offerings. In Fall 2017, there were 81 Chabot instructors teaching online or hybrid courses (compared to 77 last fall) coupled with 85 in Spring 2018 (compared to 79 in spring 2017), representing 15% of all faculty at Chabot College.

In the effort to help provide quality online courses, during the Fall 2017 semester, 17 online and hybrid instructors were evaluated, while 9 online and hybrid instructors were evaluated during the Spring 2018 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 or Blackboard)

Each year, the total number of course sections utilizing the supported Learning Management System (LMS) Canvas or Blackboard, whether for fully online, hybrid, or as an enhancement to regular courses, has increased significantly since the previous year. The chart below depicts the steady increase (1,056 course sections for spring 2018, a 14% increase as compared to the previous spring) of course sites utilizing the LMS for courses over the past four years. While online/hybrid courses represent a significant portion of all sites requested, the largest portion continues to be for on-campus courses as a supplement to classroom instruction.

Chabot College Course Sections in Canvas or Blackboard, 2017-18

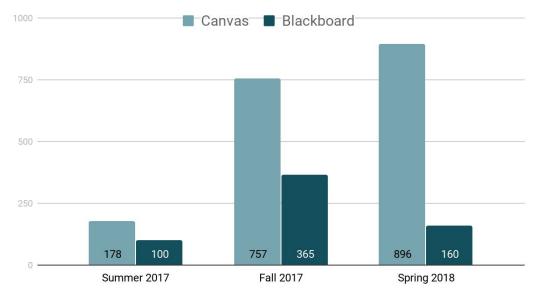|	Fall	Spring
2014-2015	738	818
2015-2016	890	904
2016-2017	948	924
2017-2018	1122	1056

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As the number of course sections using an LMS continues to grow, so has the number of faculty teaching with the LMS increased. During the fall of 2017, there were 140 faculty teaching with Blackboard (compared to 306 during the previous fall), and only 58 in spring 2018 (as compared to 296 spring 2017). With the implementation of Canvas, there were 247 faculty teaching with the new system during fall 2017, and 288 by spring 2018. Based on the total number of Chabot faculty (516; 183 full-time and 333 part-time), approximately 56% of all faculty teaching at Chabot College taught with either Blackboard or Canvas. We expect to see this number increase over the next few years.

Implementation of Canvas: Migration of Course Content from Blackboard to Canvas

After much preparation, Summer 2017 was the first semester in which faculty could opt to go "live" with teaching their courses using Canvas, or choose to remain teaching with Blackboard. Overwhelmingly, faculty opted to begin using Canvas. For summer 2017, faculty requests for course sites resulted in 178 course sections offered in Canvas (64% of all course sites requests), and only 100 sections in Blackboard. This trend of selecting Canvas continued for fall 2017, where 757 course sections were offered in Canvas (67% of all site requests), while only 365 course sections were offered in Blackboard. In total for 2017-18, Chabot had 625 sections in Blackboard and 1,831 sections in Canvas.

Chabot College Courses Using Canvas or Blackboard, 2017-18

As indicated in the Canvas MOU and detailed in the "Summary of Steps for Canvas Implementation" document posted by the district, faculty were provided multiple options for migrating their course content from Blackboard to Canvas. Of the provided choices, faculty could either 1) have the course migrated as part of the bulk migration process, 2) utilize a "White Glove" service, or 3) they could choose to rebuild the course(s) themselves. For the bulk migration process, the district contracted with Instructure/Canvas to migrate approximately two years worth of course content from Blackboard to

Canvas (summer 2016 through spring 2018). While it is unknown exactly which migration method each instructor chose to use, only a handful of faculty requested the White Glove Service. During the Committee On Online Learning (COOL) meetings or via other communication, several faculty commented that they used a combination of migrated content and building course content themselves to transition their content to Canvas. It was also noted in COOL Meetings that re-building course content in Canvas was valuable practice for learning to use the new system.

During the transition, the various resources available to faculty & students were provided and communicated on a regular basis. Training resources included the Canvas Subscription Trainings (on-demand and scheduled video training), Canvas Video guides, Canvas Mentor workshops and drop-in hours, and the district-provided on-site training sessions provided by a Canvas trainer from Instructure. Several resources were developed by the online learning/teaching support staff to help faculty get started with the transition to Canvas, including a quickstart "Blackboard to Canvas Checklist," which included the steps for accessing their Sandbox site, steps for requesting sites by way of CLASS-Web, steps for access the migrated course content, as well as information for other available resources and services.

Also occurring during this transition period were the myriad of tasks and projects that were completed behind the scenes, with any updates impacting faculty and students communicated on a regular basis. These transition tasks and projects included the setup of faculty accounts and "Sandbox" practice sites for faculty, the setup of sub accounts within Canvas, migration of Blackboard course archives to Canvas, management and communication of faculty requests for White Glove "clean up" of courses, ensuring that students who were dropped from classes in CLASS-Web were also dropped from accessing the class(es) in Canvas, collaboration on the appropriate release of new tools in Canvas, and the integration of faculty-requested products into Canvas.

Many of the migration/implementation tasks, projects, as well as any concerns were discussed during the montly district-wide Technology Coordinating Committee, in which the Web Services Coordinator Minta Winsor and the Instructional Technology Coordinator Lisa Ulibarri participated in regularly. One of the concerns brought up by the Canvas administrators pertained to the fact that the Blackboard course archives that had been migrated over to Canvas do not include the transfer of student work or grades. As there would be no access to Blackboard after June 30th, access to student work or detailed grades would not be available in the event of a grade challenge or audit. To assist with this effort, detailed steps were provided to faculty for downloading grades & assignments as part of the numerous reminders sent to faculty.

To further address the need to access student coursework and grades in the event of a grade challenge or audit, in June 2018, the District purchased a Blackboard archive license. The license will allow as-needed access to archived student grades and coursework submitted in Blackboard during a one-year period. Unlike the previous active Blackboard system, instructors and students will not have direct access to this Blackboard Archive System. Only the course management system administrators at both Las Positas and Chabot will be able to log into this archive system. More details regarding the specific process for such requests and methods of access should be provided in the coming months as the

system is set up.

The tasks and projects mentioned, along with so many others, were achieved due to the diligence of IT programmer Eric Stricklen and Chief Technology Officer Jeannine Methe who worked collaboratively with the online teaching support staff at both colleges (Minta Winsor & Lisa Ulibarri at Chabot; Scott Vigallon at LPC).

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 online learning/teaching support staff. It should also be noted that while an additional contract was purchased to provide daytime support during the transition ("Tier 1 Support"), such support ended on June 30th 2018.

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" 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, a list of which courses are using Canvas or Blackboard, 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 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 the supported Learning Management System (Blackboard or 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 and Pearson, along with engagement tools such as Voicethread, the LMS administrator also added Curriculum Builder, the Bookstore LTI for Barnes & Noble, Films on Demand, several library databases, Notebowl, Roll Call Attendance, and Toolwire. Other systems added by ITS or Instructure include Cranium Cafe and the SCORM tool.

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.

In addition to regular updates provided through email communication, the support staff also provide comprehensive and timely updates and information by way 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/OnlineTeaching/newsletter/default_conv.asp.

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, and the possibility of joining the OEI Consortium/Course Exchange, such staffing needs may be brought to the forefront.

Canvas Training: Instructure Trainers and Canvas Mentors

As part of the Canvas transition, the district provided a Canvas trainer from Instructure for a 1-day onsite training session. On April 12, 2018, Canvas Trainer David Stokoski provided an all-day set of sessions based on the feedback suggested by COOL members. Listed below are the topics covered:

SESSION 1: Creating a Course Flow; Create a flow to your content using Files/Modules.

SESSION 2: Creating Engaging Content; Use the advanced Canvas toolset (LTIs, media) to create more engaging pages and assessments.

SESSION 3: Advanced Assessment; Create and leverage outcomes and rubrics in your assessment process. See the new Canvas Gradebook.

SESSION 4: DROP IN TIME! Drop in and ask your Canvas trainer questions specific to your course. Demonstrations and training driven by input.

While attendance was lower than expected, of those attended, the session was well received.

In addition to the support to faculty & students already 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*."

Listed below are the faculty who were selected to serve as trainers/mentors during the Canvas implementation period from summer 2017 through spring 2018:

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

This enthusiastic group of Chabot Canvas Mentors collaborated to offer a comprehensive schedule of Canvas workshops, appointments, and drop-in hours to best meet the needs of faculty during the summer and academic year. Just a few of the workshop topics offered are listed below:

Level 1: Canvas course navigation as well as essential content building.

Level 2: Settings, Notifications, Canvas Inbox, Syllabus page, linking content, creating a Quiz.

Level 3: Gradebook, SpeedGrader, and a more in depth look at creating a Quiz (Question Banks).

In addition to the workshops and drop-in hours, each week Najla Abrao sent out a "Canvas Tip of the Week based on frequently asked questions received from faculty. For example, one of the tips provided pertained to the Canvas feature named "Message Students Who…." Canvas allows faculty to message students from the Gradebook. This feature allows faculty to message students who scored below a

certain number, above a certain number, students who did not submit the assignment, or students whose assignments have not yet been graded. In her emails, Najla provided both steps and illustrations for completing the task. All of the tips sent out by Najla have been compiled into one document and posted on the Online Teaching website: http://www.chabotcollege.edu/OnlineTeaching/canvas/.

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 http://www.chabotcollege.edu/cool/process/.

During the 2017-2018 academic year, the COOL reviewed and facilitated a total of 50 proposals: 41 fully online courses and 9 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 proposal approved through the COOL process.

Course	Faculty Name	COOL Process Faculty Status	Delivery
ADMJ 80	Cheryl Mackey	Fast Track	Online
ANTH 2	Kirsten Olson	Fast Track	Online
ANTH 3	Javier Espinoza Barajas	Fast Track	Online
ANTH 5	Javier Espinoza Barajas	New	Online
ANTH 5	Javier Espinoza Barajas	Fast Track	Online
ART 23	Wesley Wright	New	Hybrid
BUS 10	Melissa Patterson	Fast Track	Online
BUS 14	Ramona Silver	Fast Track	Online
BUS 1A	Amber Hatter	Fast Track	Online
BUS 1B	Stanley Hom	Fast Track	Hybrid
BUS 1B	Dmitriy Kalyagin	Fast Track	Hybrid
BUS 1B	Dmitriy Kalyagin	Fast Track	Online
BUS 20	Melissa Patterson	Fast Track	Online
BUS 50K	Noureddine Lalami	Fast Track	Online
CAS 102	Nathaniel Rice	New	Hybrid
CHIN 1B	Henny Chen	Fast Track	Hybrid
COMM 11	Jason Ames	New	Online
ECD 30	Bernadette Zermeno	New	Online
ECD 31	Alice Hale	New	Online

ECD 32	Hilal H. Ozdemir	Fast Track	Online
ECD 33	Hilal H. Ozdemir	Fast Track	Online
ECD 34	Edna Rodriggs	Fast Track	Online
ECD 36	Edna Rodriggs	Fast Track	Online
ECD 39	Hilal H. Ozdemir	Fast Track	Online
ECD 83	Christie Verarde	New	Online
ECD 98	Alice Hale	New	Online
ECN 1	Martin Medeiros	New	Online
ECN 2	Martin Medeiros	New	Online
ECN 2	Zhicheng Liang	New	Online
ENGL 102	Marisa Traylor	New	Hybrid
GEOG 1	Maryam Younessi	New	Online
HIS 12	Jacob Adams	Fast Track	Online
HIS 12	Christopher Collins	New	Online
HIS 7	Jacob Adams	Fast Track	Online
HIS 7	Juan Pablo Mercado	Fast Track	Online
HIS 7	Christopher Collins	New	Online
HIS 8	Christopher Collins	New	Online
KINE 3BB	Steven K. Friend	New	Online
KINE BBDT	Steven K. Friend	New	Online
KINE BBOT	Steven K. Friend	New	Online
PEAC WLK1	Ken Grace	Fast Track	Online
PHIL 60	Lester Abesamis	New	Online
PSCN 23	Sadie (Sadaf) Ashraf	Fast Track	Hybrid

RELS 64	Heaven Walker	New	Online
SOCI 1	Sarah Earl-Novell	New	Online
SOCI 2	Christina Mendoza	Fast Track	Online
SOCI 4	Sarah Earl-Novell	New	Online
SPA 1A	Clara V. Valdano Lopez	New	Hybrid
THTR 14	Dov Hassan	Fast Track	Online
TUTR 2ABCD	Dmitriy Kalyagin	Fast Track	Hybrid

The efficiency and productivity of the COOL is due to the strong leadership of its co-chairs. 2017-18 marked the first year of Aldrian Estepa & Ryan Sherbart as co-chairs of the COOL, beginning in fall 2017. Detailed minutes of the COOL meetings for the 2017-2018 year can be found on the COOL website at: http://www.chabotcollege.edu/cool/meetings/

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:

- 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.
- 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

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years.

- A task for the Online Learning Support Specialist, customize the OEI-provided Student Readiness Modules with Chabot-specific resources, providing a more comprehensive and updated Orientation to Online Learning.
- Should the campus decide to join the OEI Consortium which includes the OEI Course Exchange, support the efforts by working with ITS and the OEI in the essential implementation tasks.
- 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.
- 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.

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.