



2019-20 Chabot Annual Distance Education Report

August 2020

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Introduction

This report provides an overview of the developments in the Instructional Technology Department at Chabot College during the 2019-2020 academic year, including changes to the Department, a look at Student Success Rates, Steps Forward for Equity and Student Success, the Impact of COVID-19 on Distance Education instruction, an update on the Improving Online Pathways Grant, Support for Faculty and Students and updates to Canvas.

Instructional Technology Department

The structure of the Instructional Technology Department changed dramatically during Academic Year 2019-2020. Late in Spring 2019 a Faculty Inquiry group lead by Professors Michael Thompson (History) and Melissa Patterson (Business) began to look at what types of support were needed for Distance Education here at Chabot. The groups conclusion was the catalyst that helped to dramatically reshape the structure, vision and mission of the Department.

The group's main recommendation was to bolster the levels and types of support offered to Faculty and Students engaged in Distance Education. The group was concerned about the success rates in online classes of traditionally under-served student populations on campus including students of color, students with disabilities and first-generation college students. The group presented their findings to Dr. Stacy Thompson Vice President of Academic Services, Chabot's Committee on Online Learning (COOL), Instructional & Services Technology Committee (IST) and Chabot's Academic Senate. While the Committees and Academic Senate supported the resolution as presented, Dr Thompson took up the charge to make the transformation happen at Chabot.

Dr Thompson articulated that a refocused vision and increased staffing in the Instructional Technology Department would provide additional access and support to students traditionally under-served in Distance Education. With the new vision and restructure, came new positions in 2019-2020. Christy Davis, former Web Services Coordinator interviewed for the new position as Instructional Technology Coordinator and was approved by the Board in November 2019. Two additional staff were hired, Zeraka Mitchell and Blessing Morris were Board approved in May 2020. Zeraka Mitchell was hired as an Instructional Technology Specialist with the primary responsibility of supporting Faculty and Staff. While Blessing Morris was also hired as an Instructional Technology Specialist, but her primary focus is in support of students who are engaging in Distance Education and Online Learning.



Christy Davis Roza has been a member of the Chabot Community for almost 20 years in a variety of roles and has been teaching Distance Education Classes for 15 years. She began her career at Chabot as an Adjunct, teaching part time while she worked in the corporate world in technology based roles. Christy was delighted to combine her love of teaching, technology and Chabot when she joined the Instructional Technology Department as the Coordinator. Christy spends her time away from Chabot exploring the Bay Area with her two children.



Zeraka Mitchell has been teaching as an adjunct instructor at Chabot College since 2016. Most recently, however, Zeraka stepped into the full-time role as one of the new, Instructional Technology Specialists at Chabot. She is committed to the field of education and understands the transformative power of education when it is equitable and accessible to all those who seek higher learning. In her free time, she enjoys indulging in self-care activities as a means to support her overall health and wellness. Zeraka currently resides in Oakland, California.



Blessing Morris, I am one of the Instructional Technology Specialists at Chabot College. I focus on students and helping them with Distance Education and assist students in navigating the various resources here at Chabot College. I hold a Bachelor of Arts in Communication Studies and a minor in International Relations from San Francisco State University. I studied abroad at the University of Ghana Legon and I am a Chabot College Alumni. I was part of the national award-winning Forensics Programs at both San Francisco State University and at Chabot College. Chabot was more than a stepping stone in my higher education journey; it provided me with the foundation I needed to succeed. I am happy to be back at Chabot and doing what others did for me, helping students succeed in their higher education journey.

Student Success Rates

Data

The State Chancellors Office has recorded a steady increase in both Success and Retention rates in Online Classes versus Face to Face Classes, closing the gap between modalities. But with closer inspection it becomes evident that traditionally under-served student populations are still struggling with Distance Education.

Although the success rates have been increasing over time, and the gap between online and F2F by ethnic group is also narrowing. Asian, multi-ethnicity, and Latinx students had the highest rates of improvement in the success rate gap difference between online and F2F relative to their peers (91.6%, 69.5%, 67.1% respectively) – with Asian students nearly closing the success rate gap between online and F2F courses in 2017-2018 when compared to their rate in 2008-2009. The improvement rates for African-American, Pacific Islander, and American Indian students are the lowest of all ethnic groups.

Similar trends are found when examining retention rates (Table 14). In general, African American, American Indian, and Pacific Islander students have the lowest retention rates, however, their rates are increasing and the gap between online and F2F is narrowing. In addition, the percentage point retention rates differences from 2008-2009 compared to 2017-2018 are also higher in online courses relative to F2F across all ethnic groups (Figure 4). Percentage point increases across all the ethnic groups range from 11.0% to 13.6% for online course retention rates, whereas for F2F it has only ranged from 2.2% to 5.4% across all ethnic groups.

~From California Community Colleges Online Education Landscape Report (January 2019)

Table 13. Success Rate Comparisons by Modality and Ethnicity in 2008-2009 vs. 2017-2018

Ethnicity	2008-2009			2017-2018			Gap Difference	
	Online	F2F	Gap	Online	F2F	Gap	% Point	Improvement Rate
African American	39.3%	57.3%	-18.0%	53.2%	64.5%	-11.3%	6.7%	37.2%
American Indian	51.6%	64.9%	-13.3%	60.0%	68.4%	-8.4%	4.9%	36.8%
Asian	62.9%	74.8%	-11.9%	78.8%	79.8%	-1.0%	10.9%	91.6%
Latinx	48.6%	65.3%	-16.7%	64.4%	69.9%	-5.5%	11.2%	67.1%
Multi	48.2%	70.5%	-22.3%	66.1%	72.9%	-6.8%	15.5%	69.5%
Pacific Islander	51.2%	64.5%	-13.3%	59.9%	68.5%	-8.6%	4.7%	35.3%
Unknown	57.3%	71.9%	-14.6%	74.1%	80.0%	-5.9%	8.7%	59.6%
White	61.0%	73.8%	-12.8%	74.2%	79.0%	-4.8%	8.0%	62.5%
Overall	55.9%	69.6%	-13.7%	68.9%	73.6%	-4.7%	9.0%	65.7%

~From California Community Colleges Online Education Landscape Report (January 2019)

Table 14. Retention Rate Comparisons by Modality and Ethnicity in 2008-2009 vs. 2017-2018

Ethnicity	2008-2009			2017-2018			Gap Difference	
	Online	F2F	Gap	Online	F2F	Gap	% Point	Improvement Rate
African American	66.0%	79.4%	-13.4%	78.0%	83.9%	-5.9%	7.5%	56.0%
American Indian	66.0%	82.9%	-7.8%	78.8%	85.1%	-6.3%	1.5%	19.2%
Asian	75.1%	86.7%	-9.3%	88.6%	90.1%	-1.5%	7.8%	83.9%
Latinx	77.4%	83.8%	-12.9%	82.5%	86.7%	-4.2%	8.7%	67.4%
Multi	70.9%	82.6%	-16.4%	83.0%	87.0%	-4.0%	12.4%	75.6%
Pacific Islander	66.2%	82.5%	-9.0%	79.4%	85.6%	-6.2%	2.8%	31.1%
Unknown	73.5%	85.8%	-10.3%	87.1%	91.2%	-4.1%	6.2%	60.2%
White	75.5%	86.6%	-8.3%	86.5%	89.4%	-2.9%	5.4%	65.1%
Overall	75.0%	85.0%	-10.0%	84.4%	87.8%	-3.4%	6.6%	66.0%

~From California Community Colleges Online Education Landscape Report (January 2019)

While Students taking online classes continued to show progress during the Academic Year even when compared to previous years at Chabot. The local data shows us that there are still disparities that must be addressed. This work becomes critical when viewed from a Post COVID transition to mostly Distance Education.

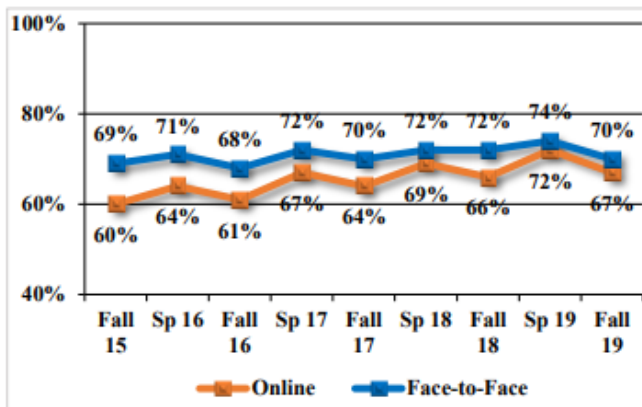
Success rates are defined as the percentage of students receiving a passing grade (A, B, C, CR, or P) relative to all students receiving a grade. Retention rates are the percentage of students receiving any grade other than a W (Withdrawal) relative to all students receiving a grade.

All Local Data and Interpretations in the following section were graciously provided by Chabot’s Office of Institutional Research.

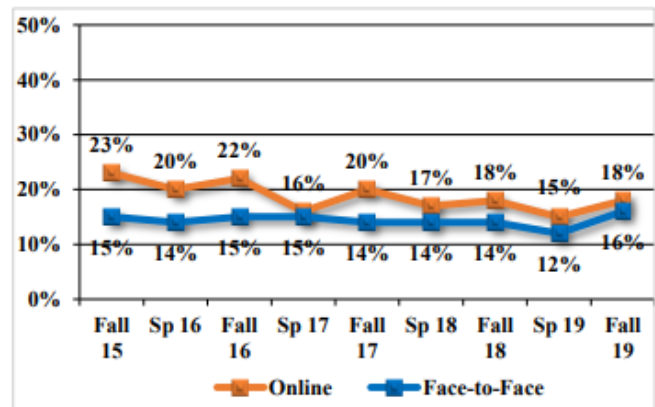
Success and Withdrawal Rates Fall and Spring Semesters

Success rates tend to be higher in face-to-face classes. In Fall 15, face-to-face classes had a success rate of 69% versus only 60% in online classes, a gap of 9%. However, this gap has been decreasing, with only a 3% gap in success rates in Fall 19 (70% in face-to-face versus 67% online). Withdrawals tend to be higher in online classes. But again, the gap in withdrawal rates has been decreasing (from an 8% gap in Fall 15 to 2% in Fall 19).

Success Rate in Online and Face-to-Face Classes

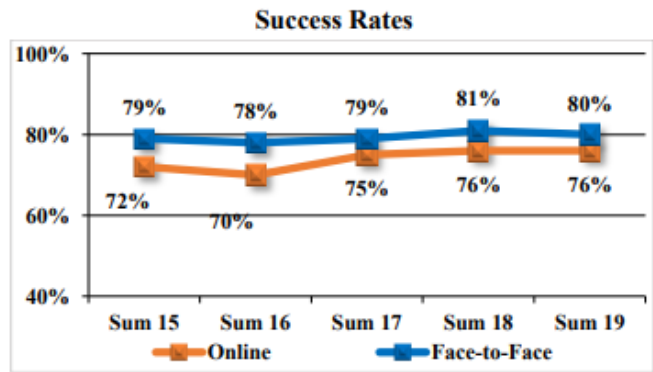
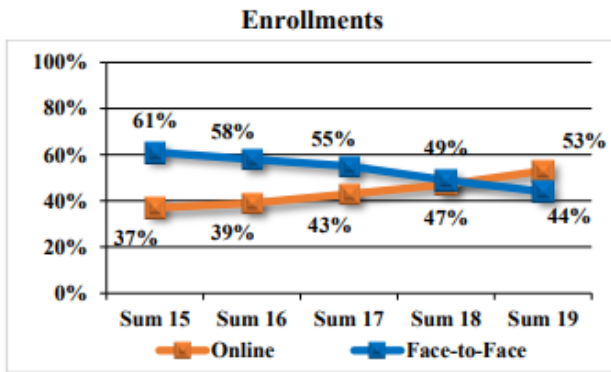


Withdrawal Rate in Online and Face-to-Face Classes



Summer Semesters

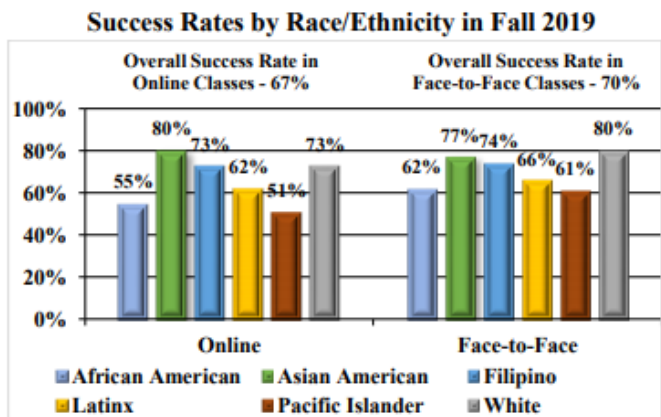
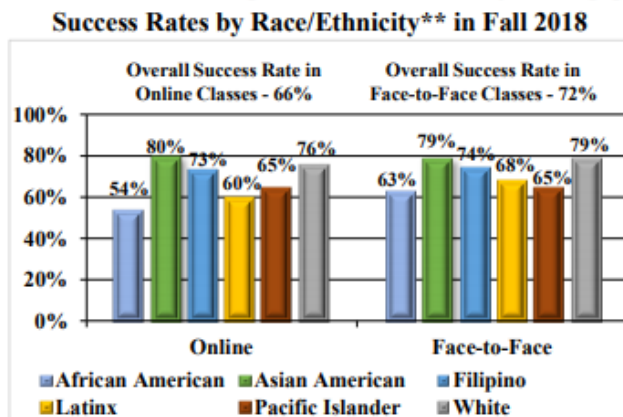
Enrollments* in online classes are considerably higher in summer than during the academic year, ranging from 37% (Summer 15) to 53% (Summer 19) of total enrollments. Further, summer online enrollments have shown an upward trend, with the proportion of online enrollments (53%) beating that of face-to-face enrollments (44%) in Summer 19. Similar to the academic year, success rates in online classes are lower than face-to-face classes. But this gap is decreasing. In Summer 19, face-to-face classes had a success rate of 80% in comparison to 76% in online classes, a gap of 4%. Back in Summer 15, this gap was 7%.



**Enrollments in Hybrid classes were not included in this report.*

Success Rates By Race/Ethnicity

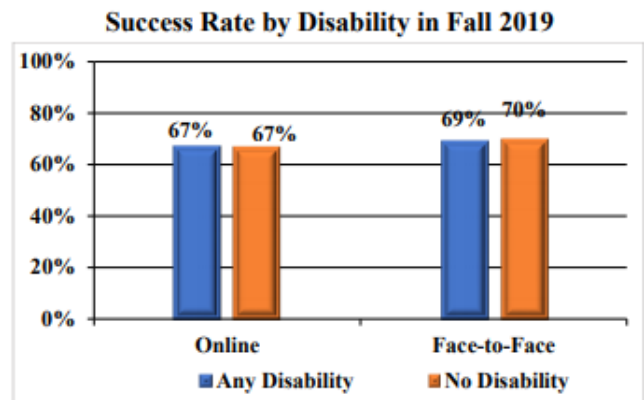
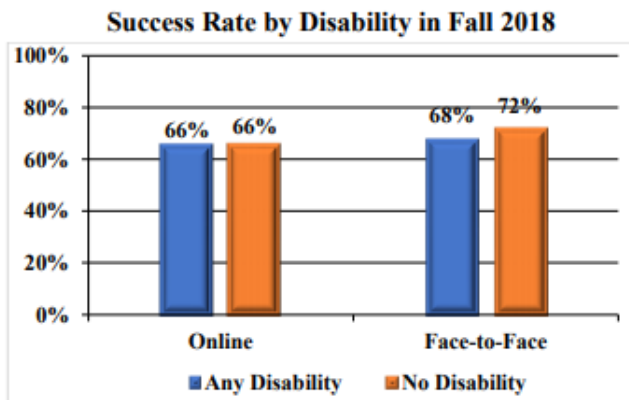
As noted above, success rates in face-to-face classes are higher than in online classes. However, this gap is particularly pronounced for African American/Black students, whose success rates in face-to-face classes (in comparison to online classes) were 9% higher in Fall 18 and 7% higher in Fall 19. The overall student population only experienced gaps in face-to-face versus online course success of 6% in Fall 18 and 3% in Fall 19. For Latinx and White students, the gaps in success rates were variable in Fall 18 and Fall 19. Both Asian American and Filipino students had smaller success rate gaps in face-to-face versus online classes than the overall student population: Asian American students' success rate gap in face-to-face versus online classes was 1% in Fall 18 and 3% in Fall 19 and Filipino students had only a 1% gap for both falls.



***Native Americans' cohort sizes are too small to be included in the chart.*

Success Rates By Disability Status

Like the general student population, students with disabilities have higher success rates in face-to-face classes; however, the disparity with success rates in online classes is less pronounced. In both Fall 18 and Fall 19, students with disabilities had a 2% gap in success rates between face-to-face and online classes. For students without disabilities, the gap was 6% in Fall 18 and 3% in Fall 19.



Steps Forward for Increased Equity and Success

A number of studies have shown that robust Distance Education classes engage students and lead to success and retention of those students. Some of the necessary elements include easy Navigation in the LMS, Course Content that is Accessible and an Instructor that is Present and Engaged in the Course on a regular basis. As part of the new vision of the Instructional Technology Department, we began to offer regular workshops on Building Content within Canvas, Communicating with Students using Canvas based tools and workshops covering elements of Universal Design for Learning and Creation of ADA Compliant materials within Canvas.

These workshops (including Flex Day sessions) began early in Fall 2019 and over the course of the semester we reached approximately 100 Faculty. Infused into these workshops were practical applications inspired by the principles of *Teaching Men of Color in the Community College* by Dr Luke Wood, Dr Frank Harris and Dr Khalid White. We tried to provide ideas to faculty regarding utilizing Culturally Relevant Content, Embedding Authentic Care and Collaborative Learning in Distance Education Courses.

As we worked to continue to address these disparities in Spring 2020, COVID-19 became a part of our collective reality. With the majority of classes moving into Distance Education format for the foreseeable future, we knew that drastic measures were needed to help close the gaps in success rates for students in the most vulnerable populations.

As part of the Summer PD program (discussed in more detail later in this report) we designed a Module for Creating a Culturally Responsive Classroom. An instructor could earn 3 of their 10 hours completing this work. Professor Michael Thompson led the corresponding Live Workshop via Confer Zoom. We will be extending this Workshop into our Fall semester with a continuation of the series as a Brown Bag Workshop via Confer Zoom. We also created Modules in Universal Design for Learning and ADA Compliance in Canvas, Word Documents, Power Point, Excel and Adobe's PDF's. The workshops will also be offered in the Fall 2020 as a way to help Faculty address some of these equity issues in their Canvas Courses.

As we move into Academic year 2020-2021 we are planning to utilize the extended bandwidth of the Instructional Technology Department to focus on increasing success and retention rates of our most vulnerable populations including our students of color, students with disabilities and first generation college students.

Blessing Morris will be working directly with Student Services groups on campus to hold orientations for Canvas, How to Learn Online Workshops and Drop In Hours throughout the semester. Some of the groups Blessing will be working with include: EOPS, FYE, RISE and Special Programs. She will also be adding her expertise and experience with Distance Education and navigating Chabot as a student in the newly forming 10 x 10 Collaborative Groups.

In addition to assisting Faculty, Zeraka Mitchell will be working directly with Chabot's Disabled Students Program's and Services (DSPS) to support Faculty and Staff as they integrate Universal Design for Learning Principles into their Distance Education Courses to create content and remediate existing materials to meet ADA Compliance Standards.

With the help of Dr Stacy Thompson, the Instructional Technology Department has committed to continuing Distance Education Training, Workshops and one on one assistance for Chabot's Community. We hope to provide our Faculty and Students with tools that they need to succeed in Distance Education during COVID-19 and beyond.

COVID-19 Impact

In March of 2020 we found ourselves in uncharted territory. COVID-19 and the resulting shelter in place transformed instruction at Chabot College. The details covered in this section include a summary of the work done as part of the initial transition, ongoing support for Spring 2020 and foundational work to prepare faculty and staff for the coming Fall semester.

Initial Transition

The shift from campus based instruction to online instruction took place on March 11, 2020. Vice President of Academic Services, Dr Stacy Thompson and Instructional Technology Coordinator Christy Davis created a plan for workshops, drop in sessions and peer collaboration to support Faculty new to Distance Education during the transition. A series of topics were planned including: Canvas Basics such as Content Building, Managing Discussions, Using the Gradebook, Communication Tools to stay connected with students and ConferZoom.

Faculty were provided a list of workshops and drop in sessions via email that were to take place on March 12 & March 13, 2020 and the following week of March 16 – March 20, 2020. This information was likewise announced by Christy Davis at the various Division Meetings that took place on Thursday March 12, 2020. She also provided a brief Canvas tutorial and options for Communicating with students at each Division meeting. Christy held Drop in Confer Zoom sessions on Saturday March 14 and Sunday March 15 in support of faculty who were struggling to make the transition. On March 16, CLPCCD Chancellor Ronald Gerhard announced the

shelter-in-place orders taking effect the following day per California Governor Gavin Newsom. The workshops originally scheduled for the Week of March 16 – March 20 were reconfigured as Confer Zoom sessions so that Faculty could continue to receive support during the transition. During the next two weeks over 200 faculty participated at workshops, drop in sessions or attended one on one sessions.

Chabot College is very fortunate to have an active COOL Committee (Committee On Online Learning) Over the next two weeks a number of Faculty volunteers from the COOL Committee provided One on One Peer Support to Faculty members in their respective disciplines.

*Some of these Faculty included: Najla Abrao/Mathematics, Aldrian Estepa/Psychology, Richard Harris/Sociology, Scott Hildreth/Astronomy & Physics, Erin Kelly/Mathematics, Cristina Moon/Spanish, Caren Parrish/French & ESL, Melissa Patterson/Business, Amy Raymond/Art History, Ryan Scherbart/Humanities, Michael Thompson/History and Lisa Ulibarri/English.

Another tool we produced to help Faculty successfully navigate the transition was the Chabot College - Continuity Tools Canvas Site. This Canvas Site holds a variety of tools that faculty can utilize for effective content creation, delivery of course materials and formulating online assessments. Faculty can also investigate new instructional technology available within Canvas and review Best Practices for Distance Education. This site contains recordings made of the various training sessions conducted during the initial transition; allowing Faculty to participate in training asynchronously, watching and posting questions to the Discussion Boards as their schedules permitted. Responses are crowdsourced with Faculty experienced in Distance Education answering with solutions and suggestions from personal experience. District ITS helped us to quickly load all Chabot Faculty into this new site so that it was immediately available for use. Although the transition to remote instruction due to shelter in place was a heavy lift, it was made lighter by many dedicated faculty and staff.



Chabot Instructional Continuity T...

CC-Continuity



▼ Pinned Discussions

Have a Question about Canvas / remote learning?

⋮ [All Sections](#)

Last post at Aug 2 at 11:12am

Have a Question about Zoom/ ConferZoom?

⋮ [All Sections](#)

Last post at Jul 6 at 12:43pm

Have a Question about Canvas Studio?

⋮ [All Sections](#)

Last post at May 14 at 11:59am

Have a Question about Proctorio?

⋮ [All Sections](#)

Last post at Jun 30 at 9:53pm

Have a Question about Explain Everything?

⋮ [All Sections](#)

Last post at Jul 18 at 11:31pm

Have a Question about YouTube?

⋮ [All Sections](#)

Last post at Jul 8 at 10:34am

Ongoing Support

As the crisis continued to evolve and it became clear that Chabot would not be coming back to campus for instruction in the Spring or the Summer; Dr. Stacy Thompson's Office of Academic Services submitted a Blanket Distance Education Addendum for Spring 2020 to The State Chancellors Office to provide approval for classes not normally taught in a Distance Education format. The decision was made later in Spring 2020 to also complete a Blanket DE Addendum for Summer 2020, adhering to Educational Title 5 Codes governing requirements for DE Classes. In the meantime, the Chabot Curriculum Committee worked on a process to complete the Separate Course Approval required for Fall 2020 and the Instructional Technology Department began to work on designing a training program to assist faculty new to DE meet the requirements of Title 5 for their Fall 2020 Courses.

RELEVANT TITLE 5 SECTIONS

§ 55206. Separate Course Approval.

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

- (a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and*
- (b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)*

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

§ 55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

§ 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*
- (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

Chabot took advantage of resources made available from the California Virtual Campus-Online Education Initiative and the State Chancellor's Office to bolster the levels of ongoing support that we could offer to faculty. Both of these State level organizations quickly mobilized to support the California Community Colleges.

As Spring 2020 progressed, the CVC hosted a series of Webinars covering such topics as Moving Science Classes Online, Using Proctorio and Humanizing Remote Instruction. These webinars were

advertised to Chabot Faculty via internal email and posted in the CC-Tools Canvas Site. Links to recorded Webinars were also emailed, posted and made available for faculty to view in the CC-Tools Canvas Site.

The State Chancellor's Office provided a number of Technology Add on Applications system wide that were previously only available to Consortium Member Colleges. Chabot was able to install new LTI's in Canvas such as Proctorio, an online test proctoring software and Pisces/NetTutor, software that helps facilitate online tutoring. The installation of Pisces allowed tutoring to move online and the Learning Connection to continue to meet student support needs.

Chabot installed Proctorio at the end of March 2020. Proctorio offers a variety of features that instructors can utilize during exams: including recording students and the room they are located in when testing, recording students' web browsing, locking down students' web browsers and disabling copy/paste and printing. At Chabot, a number of concerns regarding privacy issues have arisen and are being discussed in Divisions that rely on this software.

In addition, the State Chancellors Office provided free trial periods of Black Board's Ally and Labster, a Science Lab virtual simulation software. Both LTI's were installed into Canvas in April, 2020. These free trial periods will expire in December 2020. Labster was installed into Canvas for immediate use by STEM Faculty. Biology, Chemistry, Physics and Basic Engineering simulations are available as experiments which students can complete remotely.

Black Board's Ally is a software that increases ADA compliance by providing duplicate documents in a variety of formats to better meet student accommodations. After an instructor has uploaded a document to a Canvas assignment, Ally automatically converts the file into other formats that may be more accessible by the student using assistive technology. Between April 1 and the end of the spring semester, students downloaded 1,696 files in alternative formats for viewing. (This is usage for the District as a whole including both Chabot and LPC)

Preparing for Fall

In Mid-April, the District called for the creation of a task force on Professional Development for Distance Education with the intent of recommending a program to equip Faculty new to teaching online with new tools and best practices. The task force consisted of representatives from the District and both Chabot and LPC. The task force was co-chaired by Chief Technology Officer Bruce Griffin and Vice Chancellor of Educational Services and Student Success Theresa Fleischer Rowland. Other Chabot members included the Vice President of Academic Services Dr. Stacy Thompson, Christy Davis Instructional Technology Coordinator, Tom Dewitt English Professor/Faculty Contract Negotiations, Jeff Druin Athletics Professor/Faculty Contract Negotiations and Lisa Ulibarri English Professor/Academic Senate Appointee.

The task force developed a recommendation for a Professional Development DE Training program which received approval from Chancellor Gerhard and was subsequently negotiated with the Faculty Association.

On June 4, 2020, the District and Faculty Association reached an agreement to provide optional online professional development opportunities to all faculty over the 2020 summer. This opportunity was created as we all have come to recognize, in a COVID-19 environment, the critical importance of providing online professional development for faculty who have had little to no prior knowledge or experience of teaching through distance education modalities.

Full-Time and Part-Time Faculty who have a Fall 2020 instructional assignment are eligible to participate in training. Faculty participating in this Summer of training will be eligible for paid compensation of up to 10 hours at F-Hour rate or may use the training to fulfill up to 6 hours of Variable Flex obligation.

Based upon the logistics negotiated within the MOU, Christy Davis began to plan a program of Peer Guided Modules and Workshops suited to meet the needs of Chabot Faculty as they transitioned to Distance Education for Fall 2020.

During the Summer, Faculty were given the option to participate in voluntary paid professional development opportunities that addressed subjects including Canvas Basics, ADA compliance, Building a Culturally Responsive Classroom, Increasing Student Engagement Online using advanced technologies available in Canvas such as Studio, Confer Zoom and Explain Everything.

A menu of training Modules was created so that Faculty could complete training in areas they felt would most benefit their teaching and understanding of Distance Education. Participating Faculty were assigned to cohorts with experienced Faculty Mentors to help guide them through the process. Workshops and Webinars were available in synchronous and asynchronous modalities to fit multiple learning styles and schedules.

Finally, Chabot will hold a Follow Up Flex Day in Fall with dedicated time to Distance Education, which will allow Chabot Faculty to share their learning, their experiences and ask questions to continue the community journey toward enhanced online instruction while equipping our students with the tools they need to be more successful in online learning.

Five Cohorts were created, one of which was dedicated to STEM Faculty. Scott Hildreth volunteered to run the STEM cohort as a way to support Faculty with distinct needs in those subjects. The cohorts were scheduled to run between July 6 and August 16, 2020. Approximately 170 Faculty signed up to join a cohort and participate in the Summer PD Training. At this time, we estimate that

approximately 75% of Faculty who are enrolled in training will complete 10 hours or more. Of the Faculty who enrolled in training approximately 78% did not teach Online or Hybrid classes before the move to remote instruction due to COVID-19.

	Cohort Mentor	Total Faculty	Experienced	New
July 6, 2020	Melissa Patterson	33	9	24
July 6, 2020	Richard Harris	34	9	25
July 6, 2020	Scott Hildreth	37	4	33
July 13, 2020	Aldrian Estepa	32	7	25
July 20, 2020	Amy Raymond	32	8	24

Division	Faculty Registered
Arts, Media & Communication	30
Applied Technology & Business	19
Athletics & Health/Nursing	19
Language Arts	14
Math & Science	32
Social Sciences	21
Special Programs	6

Improving Online CTE Pathways Grant

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. Due to the COVID-19 Pandemic, the deadline for spending grant funds was extended from June 2020 till December 2020.

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

One of the priorities for Academic Year 2019-2020 was the use of Grant Funding to Build and Certify a Local POCR Club (Peer Online Course Review) and to provide Training to Faculty and Staff in Universal Design for Learning Techniques and the Americans with Disabilities Act Standards for Accessible Design Methods (ADA Compliance).

Over the course of the year, 10 Faculty completed their certification through the California Virtual Campus – Online Education Initiative (CVC-OEI). These Faculty are members of the Chabot COOL Committee as well and represent various Divisions on Campus. They include: Najla Abrao/Mathematics, Aldrian Estepa/Psychology, Jeannie Grillo/Health, Richard Harris/Sociology, Scott Hildreth/Astronomy & Physics, Cristina Moon/Spanish, Caren Parrish/French & ESL, Melissa Patterson/Business, Ryan Scherbart/Humanities and Michael Thompson/History.

Chabot's Local POCR Club has been actively participating in training Faculty as we transitioned to Distance Education in Spring 2020. Many of the POCR Club helped run workshops in Mid-March during the initial transition, worked one on one with Faculty from their Disciplines and volunteered to run Summer 2020 Cohorts.

Another important aspect of the Grant project at Chabot was the use of funding to provide training in UDL and ADA compliance for Faculty and Staff.

“The UDL framework values diversity through proactive design of an inclusive curriculum, thereby eliminating or reducing barriers to academic success. Initially proposed as a means for including students with disabilities in the general-education classroom, it is now better understood as a general-education initiative that improves outcomes for all learners.”

We began this project by utilizing grant funding to create a series of on campus workshops held in December 2019 and again on Flex Day February 2020. These workshops focused on creating material for Canvas Course Sites that followed techniques for UDL. Additional workshops were designed to help Faculty build Word Documents, Power Point slides, Excel Sheets and Adobe PDF's for use in Canvas that meet ADA Standards. Finally, these workshops addressed issues and methodologies necessary to remediate existing documents. These workshops became the foundation of the Summer PD Modules and Live via Confer Zoom Workshops held during the Summer PD.

The third component of Chabot's Grant funding was allocated for the creation of a variety of Online Courses in CTE areas.

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.

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.

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.

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.

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.

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.

Recognition of Chabot's Grant Achievements

Chabot was asked by Bob Nash, Dean of Academic Affairs at the California Virtual Campus - Online Education Initiative to create a short video to “highlight the innovative work being done by Chabot College.” On March 5, 2020, Interact Communications sent a video production team to begin shooting footage for Chabot's Video. Interact Video interviewed a number of the Faculty participating in the Grant including: Miguel Colon/Business Professor and Academic Senate President, Mumtaj Ismail/Digital Media Professor, Kristina Perkins/Medical Coding Professor, Michael Thompson/History Professor and Christy Davis/Instructional Technology coordinator and Grant Project Coordinator.

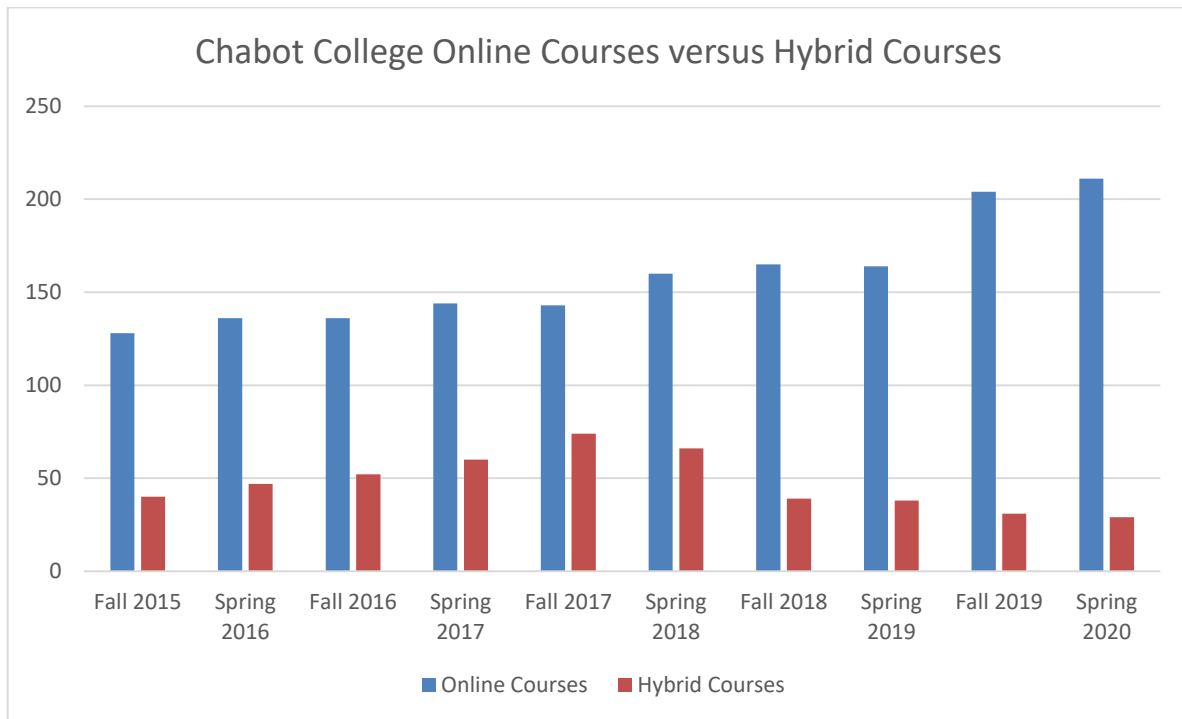


Although originally scheduled to be published in April, the release date was delayed due to COVID-19. The video was released by Interact Communications as part of a larger package of materials advertising the work being done with grant funding from the State Chancellors office. Chabot's video can be viewed on the CVC-OEI You Tube Channel at <https://youtu.be/746vM301cHQ>

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 on campus meetings). During Fall 2019 and Spring 2020, DE courses represented approximately 20% of all Canvas course sites created at Chabot (235 DE sections out of 1128 sections total for Fall 2019, 240 DE sections out of 1075 total for spring 2020). In Fall 2019, Chabot College offered 235 fully online course sections (15% of all sections) and 31 hybrid course sections (3% of all sections). And in Spring 2020, the college offered 240 fully online course sections (18% of all sections) and 29 hybrid course sections (4% of all sections). The chart below depicts the fluctuation in online and hybrid course offerings over the past five years.

**Due to COVID- 19, the transition to remote instruction in March 2020 saw an additional 272 Canvas Course Sites added over the course of 4 days from March 11 – March 14, 2020, bringing the total number of canvas Course Sites for Spring 2020 to 1347.*



Support for Distance Education

Staffing of the Instructional Technology Department changed dramatically during the Academic Year 2019 – 2020. Dr Stacy Thompson successfully lobbied for the restructuring of the department and hiring of staff. This included the addition of a position parallel to that at LPC, Instructional Technology Coordinator. Christy Davis, former Web Services Coordinator received Board Approval for this new position in November 2019. Additionally, two Instructional Technology Specialists were hired and received Board Approval in May 2020. Zeraka Mitchell filled the position formerly held by Lisa Ulibarri and will serve primarily as Faculty Support. Blessing Morris filled the newly created position that will be primarily dedicated to Student Support at Chabot.

Support for Students

Providing a high level of useful and timely support to Chabot students continues to be a primary focus of the Instructional Technology Department. Most students submit a help request through the Online Learning Student Support Help Form located at the Online Learning page. We strive to acknowledge and answer all student inquires within 24 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. During Fall 2019 this form was migrated to Google Forms to improve the reliability of the form. Students can also send an email directly to OnlineLearning@ChabotCollege.edu Types of requests include assistance with logging into Canvas, resetting passwords or issues that students are encountering in their courses with content.

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 campus matters, such as how to enroll in classes, how to contact other campus services such as counseling or accessing their Zonemail accounts.

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.

The Instructional Technology Department began a new program in Summer 2020 working with Student Services Organizations on campus to participate in various Orientation programs held by these organizations. In addition to attending the Orientations, Blessing Morris will also be holding Workshops for Students during the first month of the Fall semester, covering subjects such as How to Navigate Canvas, How to Set Communication & Notification Preferences and How to Work in Groups within Canvas. Blessing will also be holding Drop In Sessions through these organizations in an effort to reach a broader student base. Some of the organizations include DSPS, FYE and RISE.

Support for Faculty

Providing valuable and timely assistance to Chabot Faculty remains a key objective of the Instructional Technology Department. Unlike students, most Faculty send a direct email to OnlineTeaching@ChabotCollege.edu to request help. Faculty also have the option to submit a help request through the Online Teaching Faculty Support Form located at the Online Teaching page. During Fall 2019 this form was also migrated to Google Forms to improve the reliability of the form.

We endeavor to acknowledge and answer all Faculty inquires within 24 hours. During any given semester, over 600 support requests are submitted by Faculty to Instructional Technology. In addition to requests for assistance with trouble shooting issues such as password resets, issues with incompatible browsers, broken link and error messages; we also receive requests for assistance with content building, implementing best practices and help to complete the building of online assessments.

With the addition of Zeraka Mitchell to the Instructional Technology Department we are able to expand the level of service provided to Faculty and Staff at Chabot. During the Summer PD program, Zeraka began running a variety of Canvas Workshops via Confer Zoom in support of Faculty as they work through the Modules in the District negotiated training and worked with others in one on one sessions as needed. Zeraka is also running Introductory Level Canvas

Workshops for Staff. As Student Services pivoted during COVID-19 to continue to provide support to students, they began to turn to Canvas as a way to communicate with and engage students. The department has been building a number of Canvas Sites in support of this effort including Canvas sites for EOPS, FYE, RISE and Student Senate.

The Committee On Online Learning (COOL)

It is the charge of the Committee On Online Learning (COOL) to support Faculty in 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.

**Please note that due to COVID-19, the Office of Academic Services submitted a Blanket Emergency Addendum for all courses being taught in the Distance Education format at Chabot in Spring 2020 and Summer 2020.*

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

Faculty 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 Chabot's 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 2019-2020 academic year, the COOL reviewed and facilitated a total of 74 proposals: 56 fully online courses and 18 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.

Detailed minutes of the COOL meetings for the 2018-2019 year can be found on the COOL website at: [COOL Agenda and Minutes](#).

Course	Faculty	Course Delivery	First Semester to be Offered	COOL Faculty Status
ASTR 20	Katie Berryhill	Online	Fall 2019	New
MTH 37	Doris Hanhan	Hybrid	TBD	Fast Track
MTH 43	Najla Abrao	Hybrid	Summer 2020	Fast Track
CAS 50	Charles Lowder	Hybrid	Fall 2019	New
MTT81A	Adam Hathaway	Hybrid	Spring 2020	New
Spanish 1B	Francisco Zermeño	Hybrid	Spring 2020	New
ENGL 37	Michael Langdon	Hybrid	Spring 2020	Fast Track
DIGM 1	Carol Easter	Hybrid	TBD	Fast Track
ART 61	Carol Easter	Hybrid	TBD	Fast Track
DIGM 10A	Mumtaj Ismail	Hybrid	TBD	New
FILM 15	Mumtaj Ismail	Hybrid	TBD	New
CSCI-10	Manny Kang	Online	Spring 2020	Fast Track
CSCI-42	Manny Kang	Online	Fall 2019	Fast Track
History 1	Jacob Adams	Online	Spring 2020	Fast Track
History 2	Jacob Adams	Online	TBD	Fast Track
CSCI-41	Manny Kang	Online	Spring 2020	Fast Track
GEO 1L	Rachel Cunningham	Online	Spring 2020	New
Nutr 1	Jeanine Grillo	Online	Spring 2019	Fast Track
LIBS 1	John Chan	Online	TBD	New
PSY 2	Andrew Pierson	Online	Spring 2020	Fast Track
PSY 12	Andrew Pierson	Online	TBD	Fast Track
HLTH 1	Jeanine Grillo	Online	Spring 2020	Fast Track
ID 50	Adrian Huang	Online	Spring 2020	Fast Track
HLTH 1	Donna Orviss	Online	Spring 2020	Fast Track
Soci 1	Priscilla Sandoval	Online	TBD	New
RELS 64	Ramona Silver	Online	TBD	Fast Track
RELS 65	Ramona Silver	Online	TBD	Fast Track
ECD 59	Alice Hale	Online	Spring 2020	Fast Track
BIOL 80	Robert Cattolica	Online	TBD	New
ART 23	Bonnie Stipe	Online	Summer 2018	Fast Track
PSY 5	Tracy Huang	Online	TBD	New
DIGM 7	Carol Easter	Online	TBD	Fast Track
DIGM 1	Carol Easter	Online	TBD	Fast Track

ART 61	Carol Easter	Online	TBD	Fast Track
ES 1	Bobby M. Seals	Online	Spring 2020	New
PEAC	William Tavis	Online	Spring 2019	New
FILM 14	Mumtaj Ismail	Online	TBD	New
GEO 1	Rachel Cunningham	Online	Spring 2020	New
HIS 4	Mark Stephens	Online	TBD	New
ECD 50	Alice Hale	Online	Summer 2020	Fast Track
Music 4	Jon Palacio Jr.	Online	Spring 2020	New
ANTH 6	Javier Espinoza Barajas	Online	Summer 2020	Fast Track
BUS 50D	Teresa Barton	Online	Fall 2019	Fast Track
ANTH 1	Christina Milner-Rose	Online	Spring 2020	Fast Track
BUS 72	Rob Leadbeater	Online	Spring 2020	Fast Track
BUS 12	Rob Leadbeater	Online	Spring 2020	Fast Track
MUSL 8	Timothy Harris	Online	Fall 2020	Fast Track
ES 10	Kay Fischer	Online	Summer 2020	Fast Track
GEO 10	Maryam Younessi	Online	Fall 2020	Fast Track
BUS 14	Teresa Barton	Online	Spring 2020	Fast Track
POSC 1	John Fortuna	Online	TBD	Fast Track
ADMJ 55	Cheryl Mackey	Online	Spring 2020	Fast Track
PLGL 30	Cheryl Mackey	Hybrid	Spring 2020	Fast Track
ECD 41	Edna Rodriggs	Online	Summer 2020	Fast Track
BUS 12	Miguel Colon	Online	Fall 2020	Fast Track
BUS 50D	Melissa Patterson	Online	TBD	Fast Track
TUTR 2AD	Lynn Klein	Hybrid	Fall 2020	Fast Track
POSC 30	Brad Bettridge	Online	Summer 2020	New
POSC 10	Brad Bettridge	Online	Summer 2020	New
BUS 36	Drew Patterson	Online	Fall 2020	New
ENGL 4	Monique Williams	Hybrid	Summer 2020	Fast Track
PSCN 13	Yetunde Osikomaiya	Online	Fall 2020	Fast Track
ES 4	Ulysses Acevedo	Online	Summer 2020	Fast Track
ENGL 4	Axel S. Gonzalez	Hybrid	Fall 2020	New
ENGL 1	Ramona Silver	Hybrid	Fall 2020	Fast Track
HIST 8	Kathryn Eigen	Online	TBD	New
HIS 53	Juan Pablo Mercado	Online	Spring 2021	Fast Track
ENGL 1	Landon Smith	Hybrid	Summer 2020	New
ENGL 19, 19A. 19B	Monique Williams	Hybrid	Spring 2020	Fast Track
PSCN 5	Yetunde Osikomaiya	Hybrid	Fall 2020	Fast Track
NUTR 6	Jeanine Grillo	Online	Fall 2020	Fast Track
ANTH 1	Christina Milner-Rose	Online	Fall 2020	Fast Track
ARTH 4	Amy Raymond	Online	Summer 2020	Fast Track
ARTH 5	Amy Raymond	Online	Summer 2020	Fast Track

Canvas Updates

Every year Instructure creates new features and tools that can be integrated into the main LMS program. In addition to the updates created and implemented by Instructure another type of add-on is known as an LTI (Learning Tools Interoperability). These are developed by various software manufacturers.

Studio and Turnitin

During Academic Year 2019-2020 Chabot completed a pilot of Studio. Studio is a communication tool that allows instructors and students to actively collaborate through video and audio media. These videos can be used to create Quizzes, as part of Discussions and as can be integrated into Assignments. Studio also allows instructors to complete Close Captioning of their uploaded videos. As mentioned previously, heightened awareness and adherence to ADA requirements is one of Chabot goals for the year. Faculty were delighted to use Studio to quickly and easily accomplish two objectives with one software application. While Chabot was prepared to pay for a subscription for the next Academic Year, we were notified by the State Chancellors Office in June that Studio would be part of the paid package for Canvas for the next two years and were not obligated to spend funds for Studio.

During the Academic Year 2019-2020, Turnitin was used as a replacement for Vericite, a plagiarism checker software that compares student written submissions against content from databases on the internet, along with comparing student work against previous submissions district-wide. Overall faculty have been satisfied with the functioning of Turnitin and the District renewed the contract for the coming Academic year.

Additional New Features in Canvas

- New Analytics gives instructors access to detailed data about student achievement within a course
- Direct Share allows instructors to copy individual course items to another course and share individual items with other users within Canvas
- New Gradebook is an updated version of the Gradebook that provides additional flexibility
- Microsoft Immersive Reader is a full-screen reading experience to increase the readability of content
- Preferred Pronouns gives Canvas users the ability to include their preferred pronouns in Canvas sites

Conclusion

As we move into a new normal, the expanded and refocused Instructional Technology Department is looking at ways to better support Faculty, Students and Staff in Distance Education Best Practices, New Technologies that Engage Students and Create an Effective means of Communication.

Training will remain a priority. The Instructional Technology Department will continue to deliver a series of Workshops in Fall to address the immediate needs of Faculty who are new to Distance Education such as Content Building, Communicating with Students in Canvas and Creative ways to Engage Students in online activities. As before these workshops will continue to be infused and inspired by practices that create a Culturally Responsive Classroom and promote success in our vulnerable populations. We will continue to develop and offer a more advanced series of Workshops for Faculty comfortable in Canvas to more extensively utilize Universal Design for Learning Principles, Build ADA Compliant Materials and address issues of Equity in the Online Classroom.

Collaboration with other departments on campus will remain a priority as well. The Instructional Technology Department will continue to work with organizations on campus to build support structures for students. We will participate in events that already draw students as a way to broaden our outreach across campus. We will work with campus groups to help them utilize Canvas to better support their student base in a Distance Education environment.

We strive to continually address the needs of our students, our faculty and staff as we move into an unprecedented year at Chabot College. Thank you for your time and continued support.

Christy Davis

Christy Davis

Instructional Technology Coordinator

Chabot College