



2020-21 Chabot Annual Distance Education Report

August 2021

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Introduction

This report provides an overview of the developments in the Instructional Technology Department at Chabot College during the 2020-2021 academic year. Including a look at our Steps Forward for Equity and Success, an update on the Improving Online Pathways Grant, Student Experiences with Online Learning, Support for Faculty and Students, data from COOL and updates to Canvas.

Instructional Technology Department

The structure of the Instructional Technology Department changed dramatically during Academic Year 2019-2020. The new vision for the Department came to fruition in May of 2020 with Dr Thompson's support of a refocused vision and increased staffing in the Instructional Technology Department. The changes increased the scope and depth of access and support to students traditionally under-served in Distance Education.



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 over 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 technology, teaching 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.



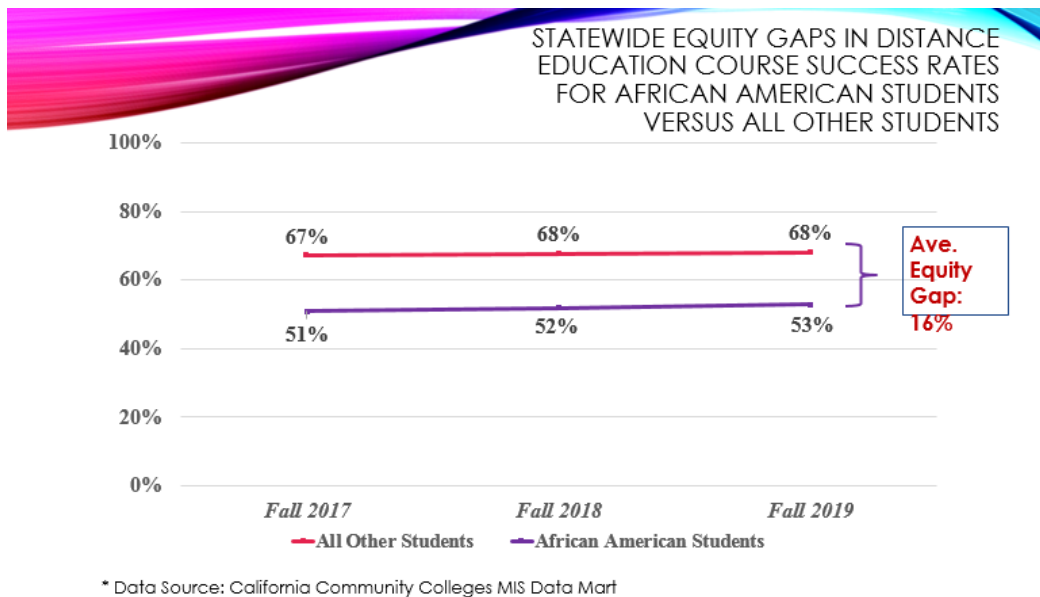
Zeraka Mitchell has been teaching as an adjunct instructor at Chabot College since 2016. In May 2020, Zeraka stepped into the full-time role as one of the new, Instructional Technology Specialists at Chabot. She is committed to the field of education and understands the transformative power of education 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, joined Chabot College as an Instructional Technology Specialist in May 2020. Her focus is helping students with Distance Education and navigating the resources at Chabot. She holds a BA in Communication Studies and a minor in International Relations from San Francisco State University. She studied abroad at the University of Ghana Legon and is a Chabot College Alumni. Blessing was part of the national award-winning Forensics Programs at both San Francisco State University and Chabot College. Blessing is excited to be back at Chabot, mentoring other students helping them succeed in their higher education journey.

Steps Forward for Increased Equity and Success

Christy Davis Roza and Zeraka Mitchell were asked by Dr Stacy Thompson to present with her at the Chief Instruction Officers 2021 Panel on Equitable Practices in Distance Education Instruction in April 2021.



Dr Thompson highlighted the work that still needs to be done at Chabot and across the California Community Colleges to address the 16% Equity Gap in Success Rates between African American Students and all other students in Distance Education

Christy and Zeraka presented the Strategies being used at Chabot to address the Equity Gap for our Students of Color

NEEDS VS. RESOLUTIONS HOW WE ARE BRIDGING THE GAP

<u>Student Needs</u>	<u>Chabot's Resolution</u>
<ul style="list-style-type: none"> Students of color not treated the same online as face to face 	<ul style="list-style-type: none"> Shift in Instructional Tech. Dept. + Faculty Training
<ul style="list-style-type: none"> Students of color require intrusion + resources 	<ul style="list-style-type: none"> Student Resources Hub
<ul style="list-style-type: none"> Building and maintaining community promotes success among students of color 	<ul style="list-style-type: none"> Black Excellence Collective (10x10 villages) + Affinity Groups

Students of Color not treated the same Online as Face To Face/Faculty Training

A number of studies have shown that robust Distance Education classes engage Students of Color 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, Creating Community within a Course using Canvas Tools and workshops covering elements of Universal Design for Learning and Creation of ADA Compliant materials within Canvas.

The Instructional Technology Department expanded the scope of workshops and training offered to Faculty including Flex Day Sessions, Weekly Brown Bag Workshops, Drop in Hours and Individualized Appointments. The workshops and training sessions offered over the course of the Academic Year 2020-2021 reached approximately 300 Faculty. Infused into these workshops were practical applications gleaned from the Center for Organizational Responsibility and Advancement (coralearning.org) and further 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 worked to provide ideas to faculty regarding utilizing Culturally Relevant Content, Embedding Authentic Care and Collaborative Learning in Distance Education Courses including strategies presented in the Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities Webinar presented by CORA Learning.

First we looked at ways to help faculty incorporate Garrison's Three Presences for Online Teaching: Social Presence (effective communication, open communication and group cohesion) Cognitive Presence (exploration, resolution and understanding via collaboration and application) and Teaching Presence (engage in instruction that fosters higher level thinking). Next we specifically infused Drs. Wood and Harris's call to address the feelings of Invisibility by Students of Color in Online Classes by demonstrating how to create Culturally Relevant Content across curriculum. Workshops modeled ways to create content that is compatible with to Mobile Devices so that Students of Color can access their courses via a Mobile Phone addressing the lack of Access many Students of Color experience. And finally built tools, providing ways to help Faculty support Students of Color dealing with the External Pressures faced by our unique student population.

Students of Color Require Intrusion and Resources/Student Hub

Many of the student inquiries to the Instructional Technology Department were related to finding help with issues other than Canvas. Although not experts in Student Services we tried to answer questions and direct students to appropriate services as best we could. When things stabilized a bit, we realized this was indicating a pressing need. This was supported by a Chabot Student Senate Online Learning Resolution, "The lack of student support resources have made it difficult for students to succeed in their classes. (not having a study space, lack of tutors)."

Students needed a single repository of contact information, services offered and general features related to Student Services. The thought was that perhaps Canvas could provide part of this solution. Drs Wood and Harris also discuss that information about services and resources should be shared broadly so that

students don't have to ask, in their webinar *Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities*.

The screenshot shows the Canvas LMS interface for a user named 'CC-Tools for Teaching Online'. On the left is a dark sidebar with navigation icons for Account, Admin, Dashboard, Courses, Groups, Student Support Hub, Calendar, and Inbox. The 'Student Support Hub' icon is highlighted with a red arrow. The main content area has a top navigation bar with 'Home', 'Modules', 'Announcements', 'Discussions', 'ConferZoom', 'Assignments', 'Rubrics', 'Grades', 'Pages', 'Files', 'Syllabus', 'Outcomes', and 'Quizzes'. Below this is a 'Recent Announcements' section with a post titled 'New Labster Faculty Resources Page!'. A large graphic below the announcements features the quote: 'My mission in life is not to survive, but to thrive... with some passion, some humor, and some style.'

The Instructional Technology Department began working with Sadie Ashraf and Justino Panella from Counseling to create a Student Hub in Canvas that all current students would have access to as part of their Canvas Dashboard.

The screenshot shows the 'Chabot Student Resource Hub' page in Canvas. The sidebar is similar to the previous screenshot, but the 'Student Support Hub' icon is selected. The main content area features a large orange and white banner for 'Friends of Chabot College Emergency Aid Application' running from January 25 to February 5. Below the banner is a circular image of a student working on a laptop. At the bottom of the page are three yellow buttons: 'Technology Help', 'Tutoring', and 'Peer Support'.

We began to pull in faculty and staff from other campus organizations to create Pages for different Areas and Services in the Student Hub. We currently have pages for Technology, Tutoring, Peer Support, Library, Health & Wellness, Cultural Resource Center, Applications & Registration, Financial Aid, Counseling, Campus Life, Transfer Center, Student Programs, Accessibility Services, English Language Learners and High/Middle School Students. Over the course of a few short weeks, Blessing Morris (Instructional Technology Specialist) worked with various Faculty and Staff to Create Individual Canvas Landing pages including organization details, contact information and visuals. Blessing continues to work with Faculty and Staff to keep the information on the Homepage and Landing Pages relevant and timely for student use including Voter Registration, Student Orientation Details and Class Registration.

We launched the Student Hub on October 6, 2020.

We heard from a number of Faculty who shared with us how helpful the Student Hub has been for them in referring students to available Services at Chabot.

"I am always worried that I don't have current Counseling Hours or Contact Info . . . I refer students to the link in their Canvas all the time now" Adjunct Math Faculty

Student Hub Page Views per Week	
October 6 - October 11, 2020	10,399 page views
October 12 - October 18, 2020	3,982 page views
October 19 - October 25, 2020	2,701 page views
October 26 - November 1, 2020	2,349 page views
November 2 - November 8, 2020	2,696 page views
November 9 - November 15, 2020	1,776 page views
November 16 - November 22, 2020	1,935 page views
November 23 - November 29, 2020	1,205 page views
November 30 - December 6, 2020	1,827 page views
December 7 - December 13, 2020	2,194 page views
December 14 - December 20, 2020	2,625 page views
December 21 - December 27, 2020	833 page views
December 28 - January 3, 2021	301 page views
January 4 - January 10, 2021	857 page views
January 11 - January 17, 2021	1,748 page views
January 18 - January 24, 2021	2,749 page views
January 25 - January 31, 2021	2,783 page views
February 1 - February 7, 2021	1,445 page views
February 8 - February 14, 2021	1,530 page views
February 15 - February 21, 2021	1,613 page views
February 22 - February 28, 2021	1,276 page views
March 1 - March 7, 2021	700 page views
March 8 - March 14, 2021	1,249 page views
March 15 - March 21, 2021	1,003 page views
March 22 - March 28, 2021	849 page views
March 29 - April 4, 2021	2,126 page views

The statistics support the notion that students are using the Hub and find the information present there valuable.

This is a six-month sample of page views per week that the Student Hub is receiving on a weekly basis with over 50K views in the first six-months.

Building and Maintaining Community Promotes Success among Students of Color/ Affinity Groups and Black Excellence Collective (10x10 villages)

Drs. Wood and Harris also identify building community as a strategy to employing equity-minded and culturally-affirming teaching practices in Distance Education.

Blessing Morris expanded the number of Chabot Affinity Groups that the Instructional Technology Department was able to support during the Academic Year 2020-2021. She began working directly with Student Services groups on campus to hold orientations for Canvas, How to Learn Online How to Navigate Canvas, How to Set Communication & Notification Preferences and How to Work in Groups within Canvas and Drop In Hours throughout the semester. Blessing worked with students from EOPS, FYE, RISE and Special Programs. Blessing also presented at New Student Orientations and attended special Student Services Events held via Zoom. As a former Chabot student Blessing is uniquely positioned to help our Students of Color navigate Chabot and locate resources needed to succeed in Distance Education.

Finally, we presented about an initiative at Chabot that the instructional technology Department is supporting that was developed by the Black Excellence Collective as another means to ensure that the equity gap doesn't continue to widen at Chabot.

The Black Excellence Collective is a cooperative of Chabot's Black staff and Allies who are dedicated to improving the support systems for all Black Students at Chabot College

The BEC created the 10x10 Village taskforce which then enlisted over 100 volunteer members from across the campus community to support the Black Student population, approximately 2000 students before COVID-19. The volunteers include a combination of Administrators, Faculty, Classified Professionals and Black Student Ambassadors.

2000 students were divided into 10 villages with a minimum of 10 volunteer team members per village. The volunteers work to connect and refer Black students to services and resources around Chabot. Each team village was provided with \$25,000 dollars to focus on increasing their impact in one of ten areas of focus identified as areas of need, including:

- Data & Research
- Onboarding (Welcome & Orientation)
- Academic Support & Retention (Tutoring)
- Health & Well-Being (Mental Health)
- Community & Campus Safety & Relations
- Financial Literacy (Sparkpoint)
- Graduation / Certificate & Degree Completion, Career Transition
- CCEPG / Chabot Collaborative for Equity in Professional Growth
- Equity in Hiring
- Black Cultural Resource Center (BCRC)

Chabot Collaborative for Equity in Professional Growth (CCEPG) The Village Equity Series for 10 x 10 Villages are sessions in the Village Series designed to help the 10 x 10 Villages meet the demands of Black students and staff at Chabot College, challenge participants to be more conscious and equitable citizens, and provide the tools to rid Chabot of white supremacy.

Required Sessions

- Community Builder for Whole Group
- Campus & Community Resources
- What about Me? Targeted Universalism
- Working for Black Students (BCRC)

Choice Sessions

- Building Authentic Relationships across Campus
- What is White Supremacy Culture? What are the Antidotes?
- Letting Go & Restoring Relational Trust
- Anti-racism & Allyship

The Instructional Technology Department at Chabot College continues to strive toward excellence and equity across the campus community. Covid-19 forced us to reimagine how we practice Equity in Distance Education and how we support our Students of Color in Distance Education and beyond.

Success and Retention 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.

As we move into Academic year 2021-2022 we are planning to utilize the extended bandwidth of the Instructional Technology Department to focus on increasing success rates of our most vulnerable populations including our Students of Color, Students with Disabilities and first generation students.

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 beyond COVID-19 transition.

Improving Online CTE Pathways Grant

In partnership with various faculty and staff, Christy Davis Roza 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.

Chabot College's Improving Online CTE Pathways Project focused on two tracks within the IOP Grant. Our plan was to improve existing Online programs as well as build new Online programs. Specifically, we were looking to create a process to improve and enhance the quality of courses offered to students in the Career Technical Education (CTE) areas, we wished to create and curate Zero Textbook Cost Materials (ZTC) and/or Open Education Resources (OER) for several of the participating programs and finally we planned to fill gaps in six CTE programs with high workforce demand in the area.

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

As part of the charge to improve Existing Online Programs, one of the priorities for the first part of Academic Year 2021 (August 2020 – December 2020) was the use of Grant Funding to Build and Certify a Local POCR Club (Peer Online Course Review), create a local campus wide resource for OER/ZTC materials 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).

To institutionalize these processes and leverage the funding to better serve the whole college so that the programs would remain effective after the IOP Grant ended we began to develop our Local Peer Online Course Review (POCR) team and a Local OER/ZTC Campus Wide Task Force.

The first of the projects we were working on during the year as part of the Improving Online Pathways Grant is to become an Online Education Initiative (OEI) Local Peer Online Course

Review (POCR) Certified Campus. This Certification would allow Chabot to submit courses to the California Virtual Campus Exchange (CVC) with a Quality Reviewed designation.

We received news in December 2020 that Chabot College became the 13th college in the California Community Colleges to be designated as a Local POCR Certified Campus.

This process began in earnest when we received funding via the Improving Online Pathways Grant in 2019. Our first step was to certify Faculty to be part of the new Chabot POCR team focused on reviewing Online Courses for overall quality and accessibility as assessed by the OEI Rubric. Each Faculty member completed 40 hours of training for facilitating other faculty members to align their courses to the OEI rubric standards and were granted Individual POCR Certification at the end of this training program.

The individuals on this team were a subset of Chabot's Committee On Online Learning (COOL). Chabot's COOL has been in place for over 20 years. Their charge, "supports all of our College (faculty, staff, administration, and students) as we develop and deploy hybrid and fully online courses. We encourage and assist in the creation of new online courses, helping to ensure they can incorporate proven pedagogical techniques for student success, and that they can be delivered with the highest quality possible."

Over the course of the project, 12 Faculty representing multiple Divisions on campus completed this certification including: Naj Abrao, Aldrian Estepa, Jeanine Grillo, Richard Harris, Scott Hildreth, Zeraka Mitchell, Cristina Moon, Caren Parrish, Melissa Patterson, Amy Raymond, Ryan Scherbart, Michael Thompson. (Lisa Ulibarri and Christy Davis Roza were already POCR Certified). These individuals formed the Chabot POCR team.

Our Chabot POCR team began work on the Local POCR Certification process for the campus. This complex and often demanding process included a narrative application and the preparation of three online courses to meet the standards of the OEI Rubric. These initial courses were selected and reviewed by two different POCR certified reviewers for alignment with the quality standards of all four sections of the OEI Rubric. After several months of collaboration and revision, the three courses and the completed OEI Rubric Review for each course were submitted to the CVC-OEI for their formal review as a sample of our team's ability to Review and Align future courses for submission to the OEI exchange. The CVC-OEI conducted their review of our courses, and were pleased with the quality of both the courses and the corresponding OEI Rubric reviews. After a short period of norming with the CVC-OEI Instructional Designer and Reviewers, we received the news below from Shawn Valcarcel and The CVC-OEI @ONE Team.


"Congratulations! you Are POCR certified!

Let me be the first to congratulate you and Chabot College on your now official status as an OEI Local POCR Certified Campus! I can see the extensive work you have put into their courses, and I am confident that future instructors are in good hands."

This news has two additional outcomes. Once Chabot was designated as a Home College on the CVC Exchange, our Local POCR Reviewed Courses were badged with the Quality Review and filtered to the top of student search results. The second outcome is completing an additional requirement in the process of Chabot becoming a Teaching College on the CVC Exchange.

Chabot College

REST80 - Real Estate 80: REST-80-EN1

 Quality Reviewed 

UNITS	TERM	TRANSFERABILITY
3.0 Units	Aug 18 - Dec 21	

TUITION

In the meantime, we were continuing on the second component of the IOP Grant and moved forward with the process of enhancing and creating courses and OER/ZTC materials for programs that were part of our original proposal. OER/ZTC materials were quickly created and/or curated by the faculty and librarian designated as an OER/ZTC resource for the OPI Grant work. The first programs to utilize the resources were within the International Entrepreneur–Spanish, Certificate of Achievement and the International Entrepreneur–French, Certificate of Achievement.

Chabot College

FRNC1B - French 1B: FRNC-1B-EN1

 Quality Reviewed 

UNITS	TERM	TRANSFERABILITY
5.0 Units	Aug 30 - Dec 19	✓ IGETC ✓ CSU BREADTH

TUITION

Multiple French and Spanish courses have been Quality Badged and Certified as part of the International Entrepreneur - Business Entrepreneurship Program.

Chabot College

SPA1A - Spanish 1A: SPA-1A-EN2

 Quality Reviewed 

UNITS	TERM	TRANSFERABILITY
5.0 Units	Aug 18 - Dec 21	✓ CSU BREADTH

TUITION

Because OER/ZTC resources have shown to consistently and significantly reduce one of the largest financial hardships of attending college, Chabot decided to once again leverage the grant funding to institutionalize the process of locating and utilizing these free resources for the benefit of our students.

A Study conducted by SRI Education and rpk GROUP, released at Achieving the Dream's 2020 DREAM conference looked at a three-year initiative by 38 community colleges in 13 states to offer 6,600 OER course sections over two and a half years, reaching nearly 160,000 students conducted; found that students enrolled in OER courses earned more credits than non-participating peers. Further, 41 percent of respondents said OER courses would have a significant positive impact on their ability to afford college. More than half (53 percent) of students said they had not purchased required materials for a course at least once, and the most common reason was cost. The share of students reporting financial strain due to textbook costs was higher for Pell students and underrepresented minorities.

Because CTE programs reside within all of the Divisions across campus we wanted to create a pilot that would be beneficial to all CTE programs. We delivered 2 Flex Day Workshops Sessions during Fall 2020 on OER and 12 sessions on discipline specific OER with invited guests from the ASCCC OERI (Coordinator, Michelle Pilati and Libretexs Founder, Delmar Larsen.) At Flex-Day a survey on ZTC Courses at Chabot was also completed.

[Home](#) / [Academics](#) / [Open Educational Resources \(OER\)](#)

Open Educational Resources (OER)

Chabot College uses OER to reduce the cost of college for students, by offering free to low-cost textbooks and various course materials.

What is OER?



Why OER?



Student Resources

- [Courses with "Zero Textbook Cost" or "Low Textbook Cost"](#) +
- [Chabot College courses using OER material](#) +

[See all the ways students can save on textbook](#)

Faculty Resources

- [ASCCC Open Educational Resources Initiative](#)
- [CCC-OER](#)
- [Community College Consortium for Open Educational Resources](#)
- [OpenStax](#)
- [LibreText](#)
- [DeAnza College OER](#)
- [SJSU OER](#)

We were able to send approximately 12 new faculty members, in addition to our initial faculty and librarian to the (Virtual) 5-day Open Educational Conference in November 2020. Pilot faculty attended weekly webinars from the ASCCC OERI and attended a Chabot hands-on training in sourcing OER textbooks using the Remixer tool in Libretex.

Zero or Low Textbook Cost

Look for Chabot College classes with Zero-Cost or Low-Cost textbooks and course materials, in Class-Web.



Zero Textbook Cost (ZTC) means no textbook costs for the class.



Low Textbook Cost means the costs of required course materials for the class is no more than \$50.

[Find them in Class-Web](#)



[Find them at the Bookstore](#)



This project was so successful that it has now been funded and the pilot expanded in Spring 2021 to include ZTC degree mapping. Our new OER/ZTC Team secured funding to continue working with faculty across Division and Disciplines to add OER/ZTC resources and materials to their classes.

Another important aspect of the IOP Grant project at Chabot was the use of funding to provide training in UDL and ADA compliance for Faculty and Staff. This project helped us to create processes and procedures connected to our campus DSPTS to facilitate accommodation requests from students and/or requests from faculty to address the help they need to create or retrofit their online courses.

“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 aspect of the project by utilizing grant funding to create a series of on campus workshops held in December 2019. These workshops became the foundation of the Summer 2020 PD Modules and Live via Confer Zoom Workshops held during the Summer PD. These workshops were refined and were offered again during Spring 2020 Flex Day and Fall/Spring 2020/2021 Flex Days. In February 2021 over 150 Faculty Attended a total of 3 Sessions.

Over the course of the Academic Year 2020/2021 these workshops were offered on a Weekly rotating basis and 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. These

workshops addressed issues and methodologies necessary to remediate existing documents.

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 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.

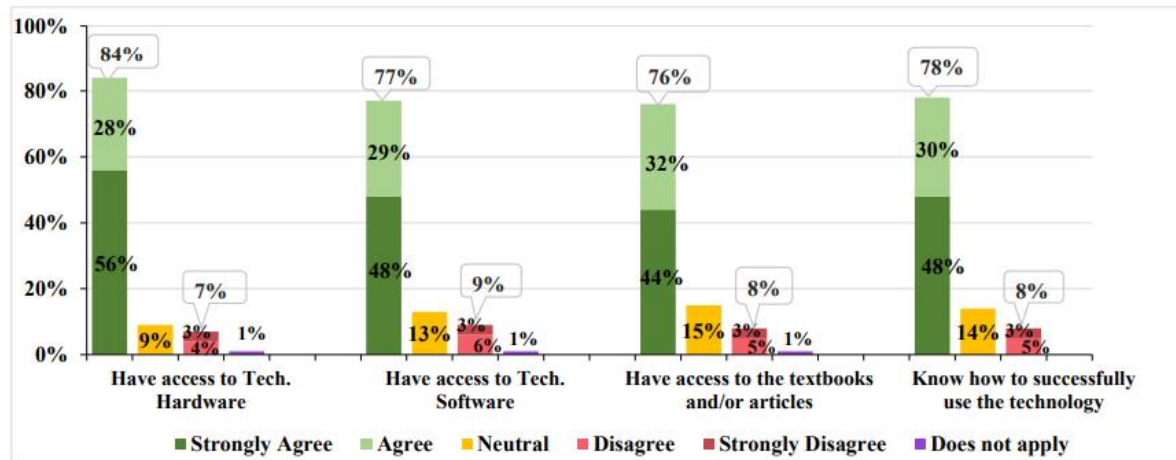
Real Estate: Real Estate has been a leader for Chabot College in online course creation and implementation, although there is currently only one full time faculty member and one adjunct. The Real Estate Program consists of 12 total courses, which prepare students to take the California Licensing Exam and enter the industry. We propose updating six courses to be fully online.

Student Experience with Online Learning

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

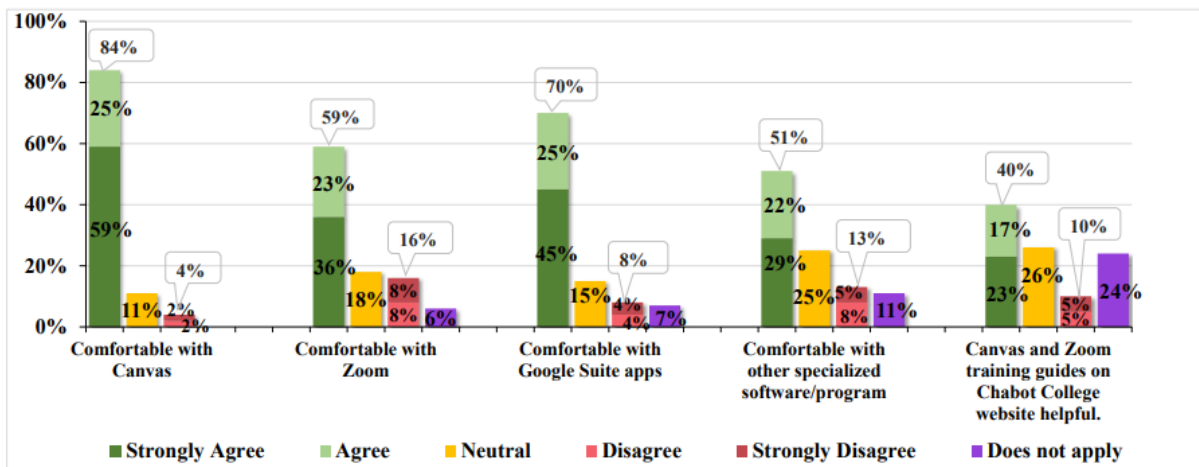
Chabot's Office of Institutional Research looked at Learning Experience with Conversion to Online Learning; including Respondents' experiences with online learning (access to learning tools and supplies; assessment of online instructional modalities and efficacy of online learning)

Most Respondents Have Access to Tech. Hardware, Software, Textbooks & Articles, and Know How to Use the Technology



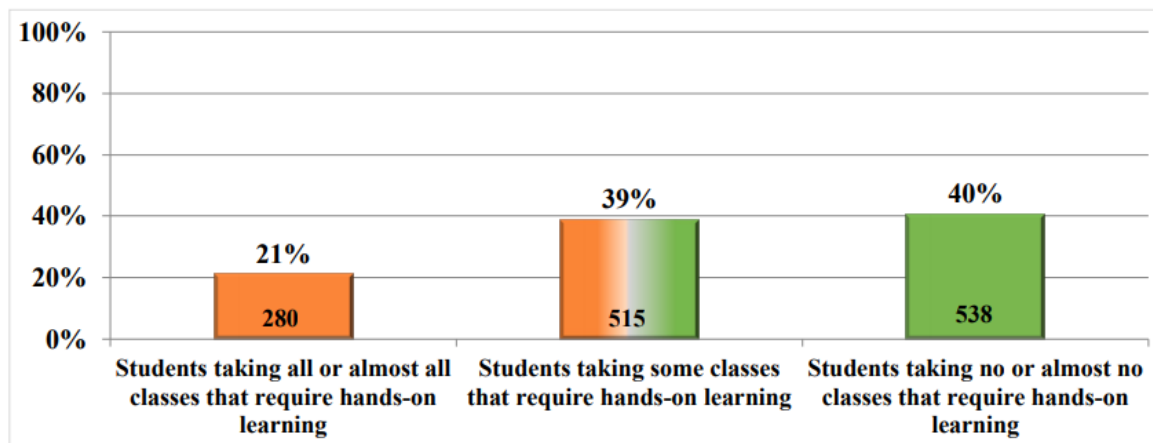
- The majority of respondents reported that they had access to the technological hardware (84%), software (77%), textbooks and articles (76%), and knew how to successfully use the technology (78%).
- About 7-9% of respondents reported that they did not have access to these and did not know how to use the technology

Most Respondents are Comfortable Using the Technological Software Adopted in Online Classes



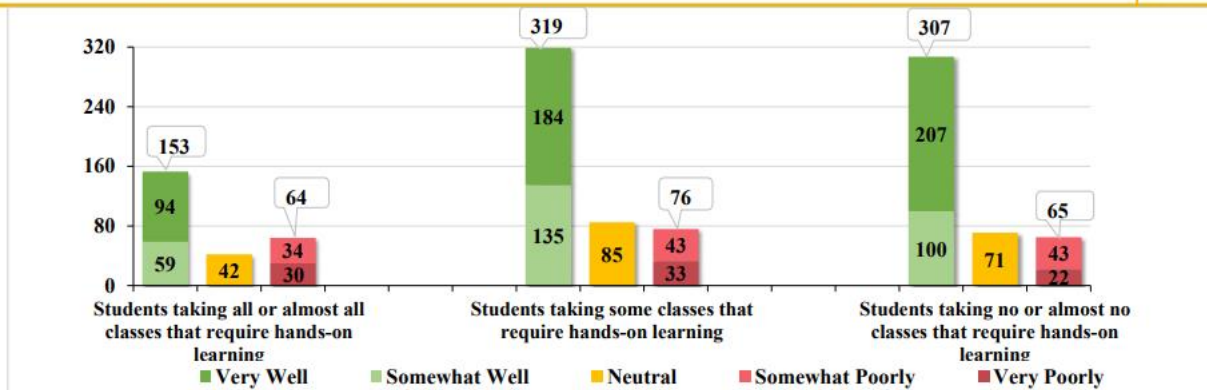
- Most respondents were comfortable using Canvas (84%), Google Suite apps (70%), Zoom (59%), and other specialized software programs (51%).

Respondents by Whether Their Classes Required Hands-on Learning



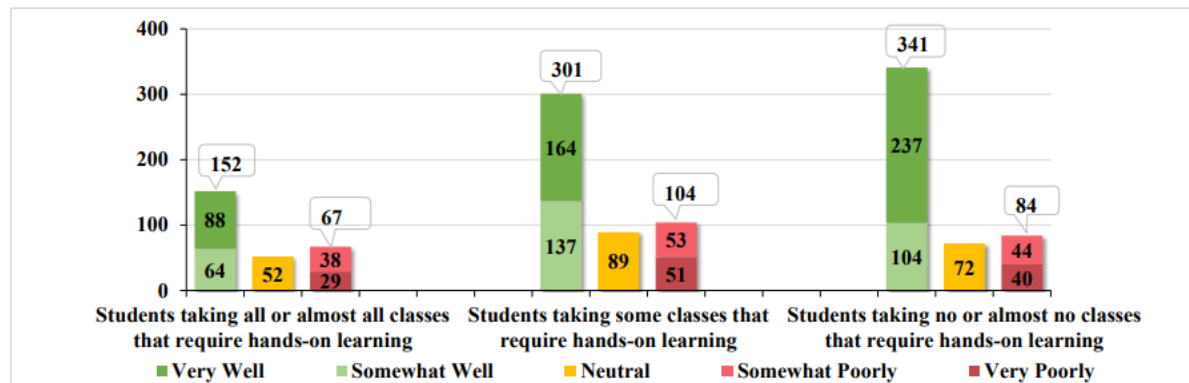
About 21% of respondents required all/almost all of their classes to be hands-on learning for their majors

Online Synchronous Instruction Worked Somewhat or Very Well for Most Respondents Regardless of Hands-On Learning Requirements



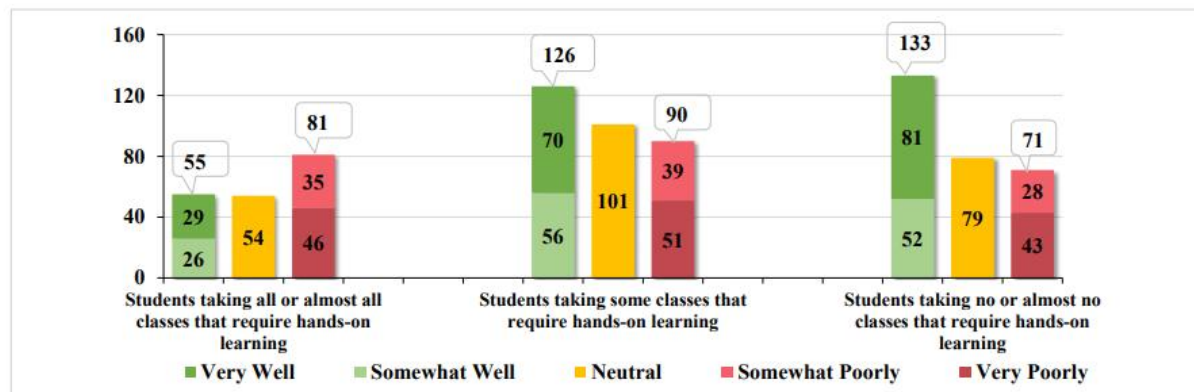
- For respondents who had no, some, and all/almost all hands-on learning classes, the majority (779 of 1182; 66%) reported that synchronous instruction worked somewhat or very well for them.
- However, the number of “somewhat” and “very poorly” responses differed by hands-on learning requirements. For respondents who had some and all/almost all hands-on learning classes, 140 of 739 (19%) reported that synchronous instruction worked somewhat or very poorly for them.
- For respondents with all/almost all hands-on classes 64 of 259 students (25%) said synchronous instruction worked somewhat or very poorly for them.

Asynchronous Instruction Worked Somewhat or Very Well for Most Respondents Regardless of Hands-On Learning Requirements



- For respondents who had no, some, and all/almost all hands-on learning classes, the majority (794 of 1262; 63%) reported that synchronous instruction worked somewhat or very well for them.
- Across respondents with no or only some hands-on learning requirements, the majority (642 of 991, 65%) reported that asynchronous instruction worked somewhat or very well for them.
- In comparison, 152 of 271 students with all/almost all hands-on classes (56%) said asynchronous instruction worked somewhat or very well for them.

Respondents' Assessments of Community-Building Activities Differed by Their Classes' Hands-On Learning Requirements



- 531 of the total 1321 respondents (40%) reported that they did not have community-building activities in their Spr 2020 classes.
- Community-building activities worked somewhat or very well for the plurality of respondents (most popular response) with no hands-on classes (133 of 283, 47%) and some hands-on classes (126 of 317, 40%).
- In contrast, for respondents with all/almost hands-on classes, the plurality response (most popular) was that community-building activities worked somewhat poorly/very poorly for them (81 of 190, 43%)

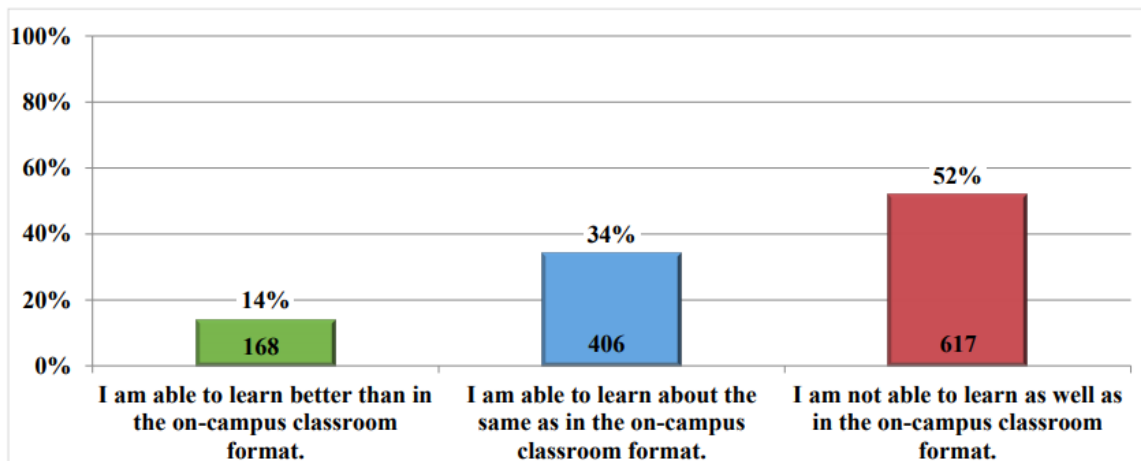
Online Instruction Methods by Respondents Ratings on How Well They Worked for Them



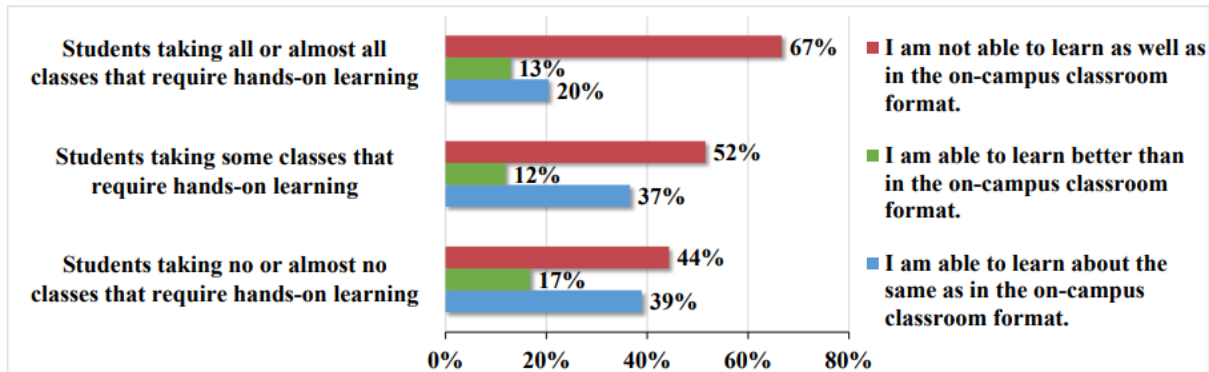
	Instructional Methods	Somewhat Well or Very Well	Neutral	Somewhat Poorly or Very Poorly	Total Num. of Responses
Worked most well	Individual assignments	892	227	166	1285
	Pre-recorded lectures or presentations	718	199	171	1088
	Discussion boards/forums	710	256	213	1140
	Video meetings	706	237	197	1179
	Live chat	622	233	201	1056
Worked least well	Simulations or demonstrations	534	248	210	992
	Small group work or small group assignments	397	218	299	914

- Individual assignments, pre-recorded lectures, discussion boards, video meetings, live chats, and simulations or demonstrations worked somewhat or very well for most respondents (69%-54%).
- Small group work or assignments worked somewhat or very well for a smaller group of respondents (43%)

Respondents' Assessment of the Efficacy of Online Learning

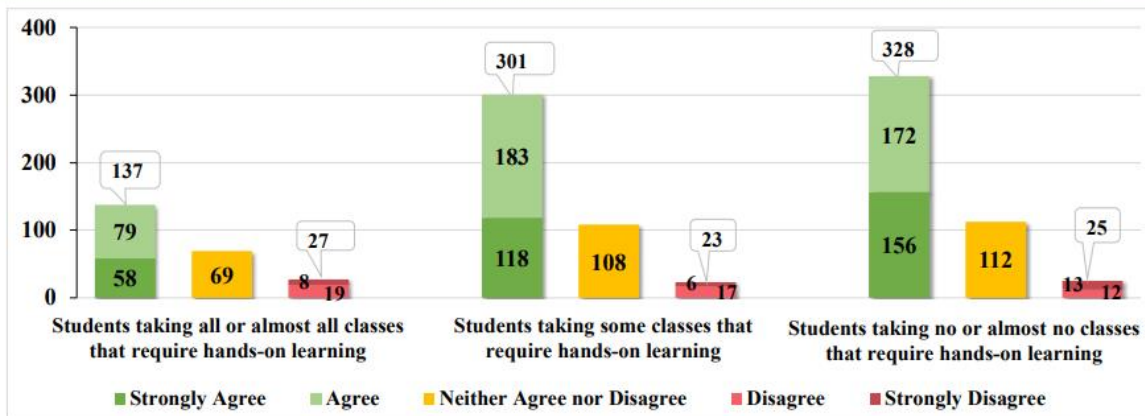


Respondents' Assessments of the Efficacy of Online Learning Differed by Their Classes' Hands-On Learning Requirements



- For respondents with all/almost all hands-on class types, most (67%) reported that they were not able to learn as well online as in the on-campus classroom format.
- For respondents with some hands-on learning classes, a little over half (52%) said they were not able to learn as well online as in the on campus classroom format.
- For respondents with no hands-on learning classes, most (56%) reported that they were able to learn about the same or better online than in the on-campus classroom format.

Most Respondents Agree or Strongly Agree that Chabot has Done a Good Job of Helping Students Adapt to Changes at Chabot Brought on by COVID-19



- Across respondents with some and all/almost all hands-on class types, the majority (629 of 897, 70%) reported that they agree or strongly agree that Chabot has done a good job with helping students adapt to changes at Chabot brought on by Covid-19.
- For respondents with all/almost all hands-on classes, a smaller majority (137 of 233, 59%) reported that they agree or strongly agree with the statement.

Support for Distance Education

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 Google 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. 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.

Blessing Morris, Instructional Technology Specialist continues to work with Student Services Organizations and Affinity Groups on campus to participate in various Orientation programs held by these organizations. In addition to attending the Orientations, Blessing Morris holds Workshops for Students, covering subjects such as How to Navigate Canvas, How to Set Communication & Notification Preferences and How to Work in Groups within Canvas. Blessing holds Drop In Sessions through these organizations in an effort to reach a broader student base. Some of the Affinity Groups include DSPS, FYE and RISE.

The Instructional Technology Department began working with Sadie Ashraf and Jutzino Panella from Counseling to create a Student Hub in Canvas that all current students would have access to as part of their Canvas Dashboard. We launched the Student Hub on October 6, 2020.

Blessing Morris continues to work with Faculty and Staff to keep the information on the Homepage and Landing Pages relevant and timely for student use including Voter Registration, Student Orientation Details and Class Registration.

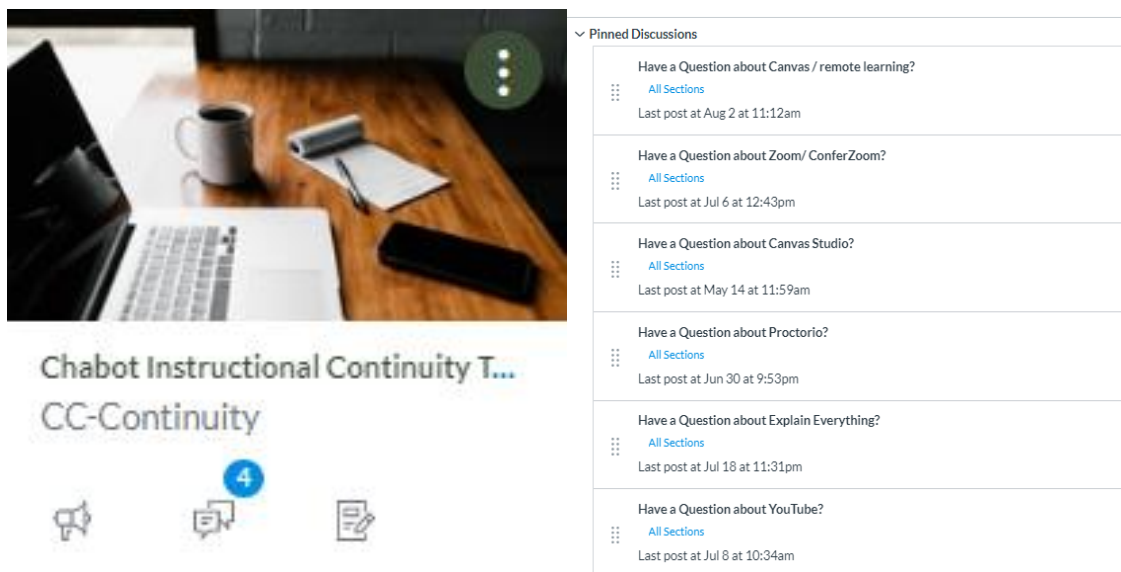
Support for Faculty

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 Google Form located at the Online Teaching page.

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.

In addition to assisting Faculty, Zeraka Mitchell 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.

Zeraka Mitchell, Instructional Technology Specialist continues to run a variety of Canvas Workshops via Confer Zoom in support of Faculty. 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 image shows a screenshot of a Canvas site. On the left, there is a header for 'Chabot Instructional Continuity Tools' with a sub-header 'CC-Continuity'. Below the header are three icons: a megaphone, a speech bubble with a '4' notification, and a document. On the right, there is a 'Pinned Discussions' section with a dropdown arrow. The list includes:

- 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)

The Chabot College - Continuity Tools Canvas Site was originally produced for the initial to remote learning in March 2020. It has proven to be a valuable tool used by Faculty. This Canvas Site holds a variety of tools that faculty can utilize for effective content creation, delivery of course materials

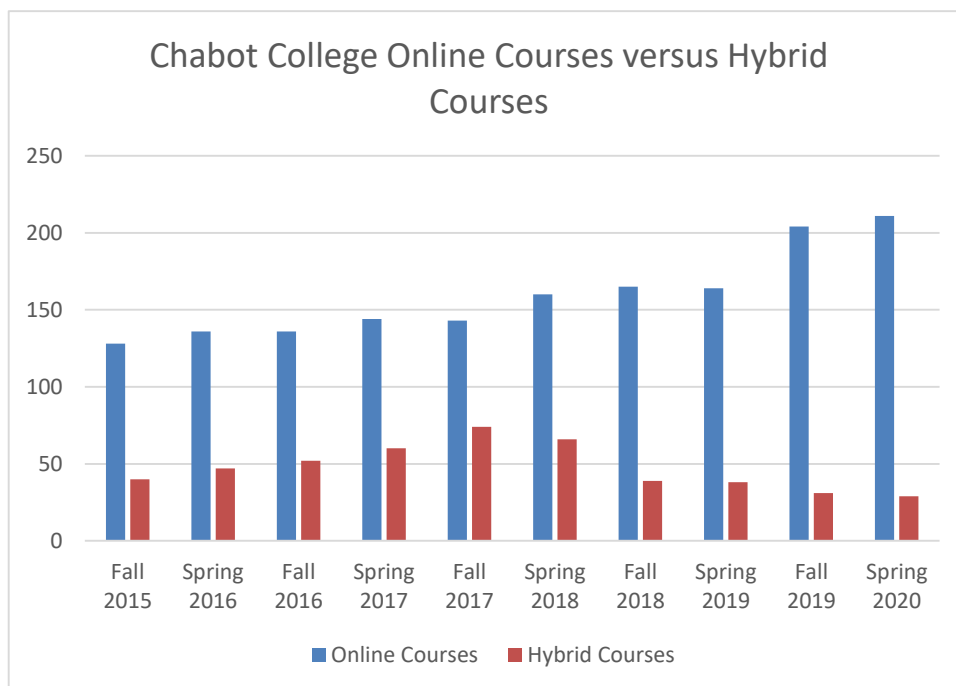
and formulating online assessments. Faculty can also investigate new instructional technology available within Canvas and review Best Practices for Distance Education. This site contains recordings made of the various training sessions; allowing Faculty to participate in training asynchronously, watching 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.

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.

In Fall 2020, Chabot College offered 1,495 course using Canvas Course Sites and 1,376 in Spring 2021. These numbers have been inflated due to impacts of COVID-19 and the Shelter in Place polices.



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.

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 Instructional Technology 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 2020-2021 academic year, the COOL suspended the review of proposals from faculty to teach new Online and Hybrid Courses based upon the ongoing COVID-19 mandates effecting in person classes.

In addition, the COOL worked on revising the existing Proposal Process and Documents for Online/Hybrid classes to better reflect the new teaching dynamic created by the shift to Distance Education Classes in March 2020. The new proposal process is projected to be launched in Fall 2021.

Detailed minutes of the COOL meetings for the 2020-2021 year can be found on the COOL website at: [COOL Agenda and Minutes](#).

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.

Pronto and Hypothesis

During Academic Year 2020-2021 Chabot completed a pilot of Pronto. Pronto is a communication hub that allows instructors and students to actively collaborate via Canvas. It connects people via Real Time Chat and Video, so they can learn faster, work smarter and connect seamlessly. Pronto integrates Live Group Chats, Announcements, File Sharing and provides Message Translation. As mentioned previously, heightened awareness and adherence to ADA requirements is one of Chabot goals for the year. Pronto is committed to maintaining best-in-class accessibility standards. Pronto is equipped with screen readers, dynamic text, and more. Additionally, Pronto runs on over 10,000 unique mobile device types and is both WCAG 2.0 AA and FERPA compliant.

During the Academic Year 2020-2021, Chabot completed a pilot of Hypothesis. Hypothesis is a social annotation tool installed directly in Canvas. Adding Hypothesis readings supports student success by placing active discussion right on top of course readings, enabling students and teachers to add comments and start conversations in the margins of texts. Digital annotation provides a way of engaging with the reading that goes beyond assessment and opens up opportunities for critical thinking, discussion of trouble spots and participation in a community of readers.

Both of these new tools will be available Chabot Faculty in Academic Year 2021-2022

Additional New Features in Canvas

- New Analytics gives instructors access to detailed data about student achievement within a course
- SpeedGrader: Comment Library gives instructors the ability to store frequently used comment and feedback for easy access and use later
- New Rich Content Editor is an updated version of the editor that provides additional flexibility and functionality for users building pages

Conclusion

As we slowly transition back to more on campus face to face instruction for Academic Year 2021-2022 the Instructional Technology Department will continue to find approaches to involve Faculty, Students and Staff in Distance Education Best Practices, New Technologies that Engage Students in all Course Delivery Modalities and Create an Effective Means of Communication for these Tools.

Training will remain a priority. The Instructional Technology Department will continue to

deliver Workshops, Drop In Training Sessions and Individualized Appointments. We will emphasize Tools and Technology that support Faculty as they build Equity in their Online Classes and provide access to these same Tools for use in their face to face courses.

We will continue to infuse our train the trainer philosophies with the strategies presented by CORA Learning to support our Students of Color: Culturally Relevant Content, Embedding Authentic Care and Collaborative Learning in Distance Education Courses.

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.

We will endeavor to focus the experience and resources of the Instructional Technology Department to meet the needs of our students, our faculty and staff in the coming year at Chabot College. Thank you for your time and continued support.

Christy Davis Roza

Instructional Technology Coordinator

Chabot College