



2021-22 Chabot Annual Distance Education Report

August 2022

Submitted by Christy Davis Roza, Instructional Technology Coordinator at Chabot College

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Introduction

This report provides an overview of the developments in the Instructional Technology Department at Chabot College during the 2021-2022 academic year. It includes a look at our Steps Forward for Student Success, Student Experiences with Online Learning, Support for Faculty and Students, research data, and updates to Canvas.

Instructional Technology at Chabot

Since March of 2020, the Instructional Technology Department has become an integral component of many facets of the Chabot campus. We have worked diligently to support Faculty, Students, and Staff in these unprecedented times.

The Academic Year 2021-2022 presented the Instructional Technology Department with a new set of challenges as Chabot's response to the COVID-19 pandemic evolved. Dr. Jamal Cooks stepped in as interim Vice President of Academic Services in September of 2021 after Dr. Stacey Thompson retired. We were very fortunate to have Dr. Cooks accept the permanent position of Vice President and continue his resolute support as we adapted to meet the ever-changing needs of our stakeholders.

Our overall department goal is to continue to support the Mission of Chabot College Faculty and Staff to increase success for traditionally underserved students in Distance Education. To provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, to empower students to achieve their goals and lead us towards an equitable and sustainable world.

Our Department



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.



Wendy Poling joined Chabot as an Instructional Technology Specialist in May 2022. She brings experience as a former community college student, an adjunct instructor, and Canvas Specialist to the role. Wendy spent two years supporting Faculty at DVC with their Canvas needs focusing on Accessible and Equitable instructional design. Wendy holds English degrees from Mills College and San Francisco State University. She enjoys baking, knitting, and video games.



Blessing Morris joined Chabot College as an Instructional Technology Specialist in May 2020. Her focus is helping students with Distance Education and navigating resources. 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 SFSU and Chabot. She is excited to be back at Chabot, mentoring other students and helping them succeed on their higher education journey.

Our Data-Driven Focus

In response to Senate Bill 129: Course Section Offerings and Plans on Future Instruction, the California Community College Chancellor's Office surveyed Districts, Colleges, and students across the state regarding the future of instruction, eventually producing a report in Fall 2021 titled "Student Centered Action & Response."

Conclusions within this report support the anecdotal experiences of the Instructional Technology Department at Chabot. We are using this state-level data in conjunction with data from our own Institutional Research Department to inform our decision-making for our campus community. Key elements from the state report include the following takeaways.

Students Increasingly Demand Online Courses

Many districts found that overall, students show a higher demand for online courses. Evidence indicates that this may be due to the population of students served by community colleges, which includes a much higher share of working adults and students with dependent children, who struggle to balance work and family responsibilities with an in-person class schedule.

Hybrid Instruction Provides Flexibility and Equity

Research conducted by the Chancellor's Office to inform enrollment and retention outreach

strategies statewide, 400 prospective students of diverse ages, races and backgrounds were surveyed by the Chancellor's Office in October 2021. More than half of the focus group participants said they would prefer some form of hybrid educational setting that included online and in-person instruction. Twenty-seven percent of the respondents said they preferred all online instruction, and 18% favored all in-person. The top reasons for preferring all online or hybrid instruction were the convenience and independence that the modalities provided, specifically as it relates to fitting into work schedules. The research also found that the "need to work full time" was cited as the number one or number two barrier to enrolling in a California community college across all racial groups.

HyFlex Evolves at Chabot

In Spring 2021, we began looking at upgrading two existing Distance Education classrooms at Chabot College with newer speakers, microphones, cameras, and Smart Boards to be used with ConferZoom to provide a **hybrid/flexible** classroom experience. Students expressed concerns about returning to campus full-time while struggling with issues of childcare, elder care, changing work schedules, and COVID-related health concerns. To address these issues of equity and success for our students, we worked to find ways to allow students to continue their educational journey despite the numerous challenges.

OWLs Connect In-Person and Online Students

We settled on OWLs from OWL Labs, which create an immersive hybrid meeting experience in any space with the intelligent 360° camera, microphone, and speaker combination. Although we were able to secure funding, we experienced issues with broken supply chains, delayed delivery, and canceled orders. In Summer 2021, Chabot launched the first pilot of a Flexible Distance Education Classroom using a combination of OWL Technology and ConferZoom integrated into existing technology in Building 1800 (Rooms 1801 and 1803).



The OWL camera system

The OWLs allowed faculty to conduct in person classes while launching a Confer Zoom conference call that allowed students to Zoom in from home or while on a break from work. Students were able to attend lectures synchronously via the OWL/Zoom combination to hear the lecture and ask questions in real time.

One of the students in the original pilot responded to a survey question at the end of the semester. Their elementary school-aged child was in and out of class due to COVID in the classroom, and that “being able to Zoom in to Professors lecture when I had to be home with my child made it so I didn’t have to drop the class.”

We experienced minor technical difficulties with the OWLs, including difficulty in seeing lighter-colored makers on the whiteboard, trouble hearing students in class via ConferZoom, and tracking and movement issues when the professor walked too fast back and forth in front of the white board. However, we concluded that the positive student feedback we received superseded these issues and worked with Darryl Fabian (Informational Technology) to survey, test, and deploy extra OWLs.

We prioritized large capacity classrooms in case social distancing requirements were again increased in Fall, rooms with existing technology to support the OWL/ConferZoom connections, and those configured with enough space for the OWL without creating hazardous entry or exit points.

Additional OWLs were deployed into Building 100, 800, 900, 1200, 1600, and 1700 for Fall 2021. Some of the disciplines using the OWLs included Business, Communication, Digital Media, Music, Religious Studies, and Physics. Several faculty members also used the OWLs to hold Office Hours.

History of HyFlex at Chabot College

In Fall 2021, Christy Davis Roza participated in a workshop hosted by Las Positas College and conducted by Dr. Brian Beatty, an Associate Professor of Instructional Technologies in the Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State University, and a leading practitioner of HyFlex instruction in the country. Dr. Beatty coined the term “HyFlex” and fundamentally shaped this type of learning. The workshop engaged faculty in a training program involving five sessions over a six-week period.

Dr. Beatty conducted his HyFlex Course Design Workshop in Spring 2022 for 20 adjunct and full-time faculty at Chabot College. Dr. Beatty facilitated the workshops over 4 weeks via live ConferZoom sessions that focused on course design, content planning, engagement, assessment, and implementation. We created a Canvas course for training, which was used to post resources and allow faculty to participate in discussions about planning and design of HyFlex classes. Each live session was recorded and posted into the training course in Canvas for viewing by those who could not attend a particular session on ConferZoom.

Also, during Spring 2022, Vice Chancellor of Educational Services and Student Success Theresa Fleischer Rowland assembled representatives from Chabot, LPC, and District ITS to plan HyFlex Training as part of a Districtwide Professional Development Initiative. The Summer Professional Development Workgroup met twice in February and then shifted their focus from planning Professional Development to working with the Technology Departments at both colleges and the District to create common goals and for technology in the classroom to augment student learning.

The Summer Professional Development Workgroup met again in March and determined that the Las Positas technology staff, led by Steve Gunderson, would order and equipment for a new DE Classroom with the idea of bringing both Chabot and LPC faculty to test out the equipment and determine what worked for teaching in this new modality. Once these test runs were complete, a

second room would be built at Chabot according to any suggestions for changes or additions, with another round of test runs happening at Chabot.

The hope was that a standard for HyFlex Classroom Equipment and Design could be agreed upon to create continuity for students, faculty, and staff across both colleges. We installed the equipment into a classroom so faculty from both colleges could test it out and give feedback. The “open house” was planned for April or May. However, again because of supply chain issues, the equipment did not arrive in time. The open house proposal was moved to Fall Convocation Day in August 2022. This date may shift again as we continue to wait for orders to arrive. The Workgroup has been suspended until more progress is made on the DE Classrooms.

Faculty HyFlex Training Continues

We had approximately 30 faculty sign up onto the waitlist for a Workshop Series to be offered in Summer 2022. Once it was determined that each College would run their own HyFlex training over the Summer, the Chabot HyFlex training for Summer 2022 was designed by Christy Davis Roza and inspired from the workshop series facilitated by Dr. Brian Beatty. The Summer Professional Development Training at Chabot will run during the month of July and include synchronous ConferZoom sessions as well as one on-campus technology session.

During Fall 2021 and Spring 2022, we continued to look for technology that would resolve some of the issues we experienced with the OWLs and invite new faculty to join workshops on the existing technology in the classrooms.

Students Respond Favorably to HyFlex

We surveyed students again at the end of Spring 2022 to determine their experiences and preferences regarding HyFlex Learning.

When asked “Why did you choose to enroll in a HyFlex course?”

Approximately 48% responded that they liked the flexibility offered by HyFlex.

Another 24% responded they chose the course based upon the instructor teaching.

Students report that their schedule, the content, the instructor, commute, mood, and level of preparation are all particularly crucial factors in determining which mode to attend class [Figure 1]. Further, they feel very connected to the instructor and content in HyFlex classes [Figure 2]. In evaluating their learning in a HyFlex course, most students deemed it comparable to a traditional, face-to-face course, while 13% believed they learned more in HyFlex [Figure 3].

Figure 1: Determining how to participate in class

In a given week, when you make the decision to attend class in person, live online, or asynchronously, which factors are most important?

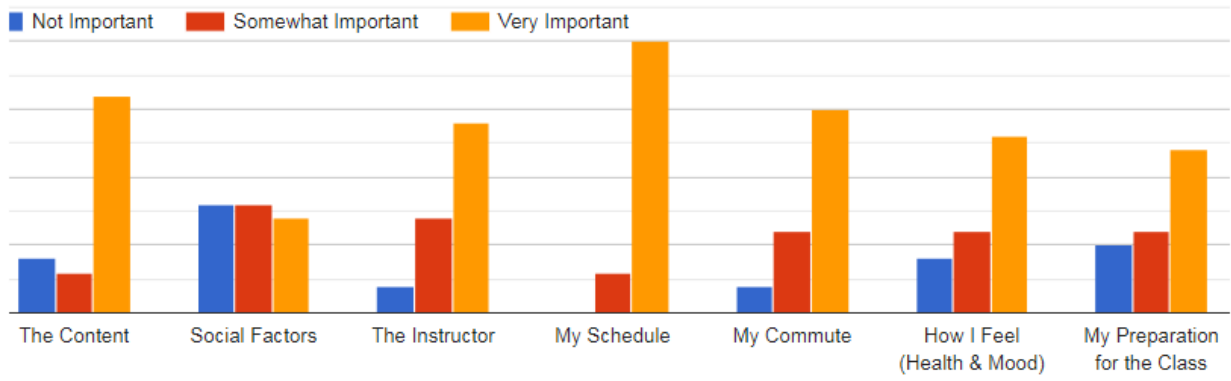


Figure 2: Student sense of connection in HyFlex classes

In your HyFlex class, how connected do you feel to the following?

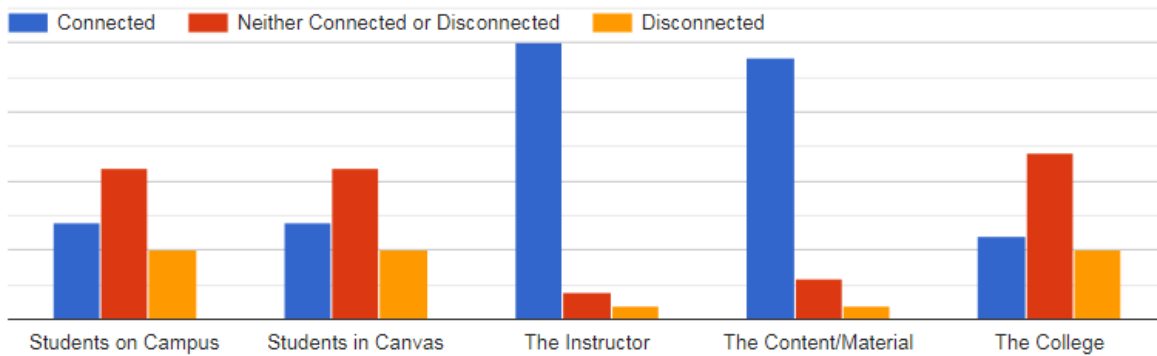
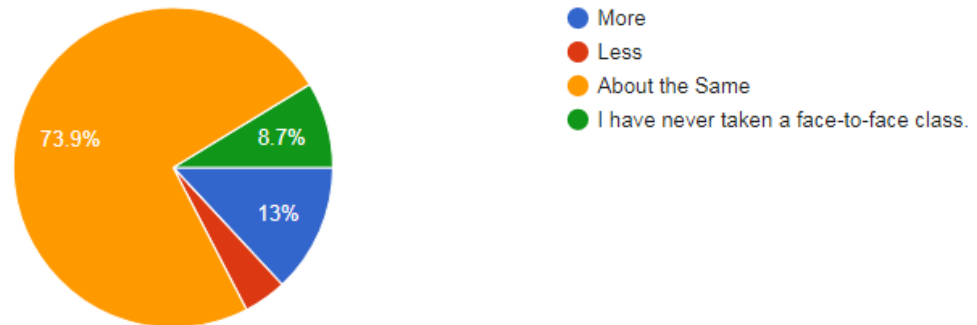


Figure 3: Student reflection on learning in a HyFlex environment

I learned (more/less/about the same) in my HyFlex class than I would have in a face-to-face class.



When asked “What could have made your HyFlex experience better?”

35% responded “My personal environment”

30% responded “The technology in the classroom”

30% responded “The instructor’s proficiency with the technology”

Some of the comments from **students when asked to provide additional pertinent information** about their experience included:

Everything about it went very well for me and I appreciate all the options available since it encourages me and makes me more excited to participate since I have so many options (asynchronous, synchronous, in person).

Students present in the classroom were often hard to see and hear and rarely possible to interact with except on the discussion board.

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 asked students about their experiences measuring overall satisfaction and preferred modality, including respondents’ experiences with online learning (access to learning tools and supplies; assessment of online instructional modalities and efficacy of online learning).

Terms used in the survey

Online Synchronous: instructor and class meet at the same time for real-time interaction and learning.

Online Asynchronous: self-paced modules, learning, and activities on your own time.

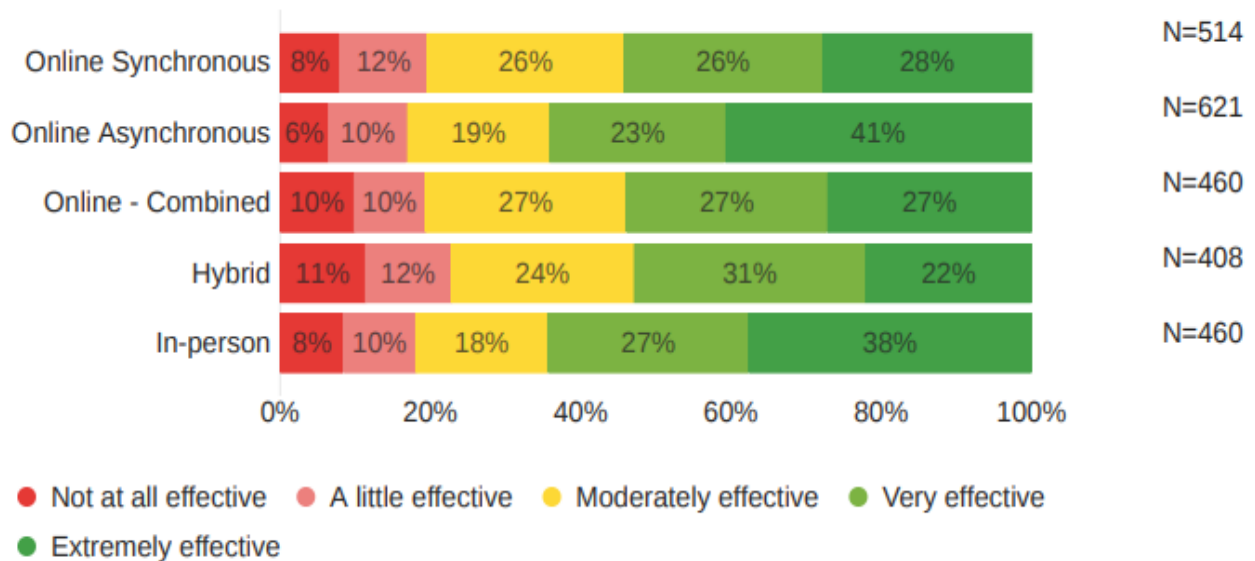
Online - Combined: with both synchronous and asynchronous interactions.

Hybrid: a combination of online and in-person interaction.

In-person: instructor and class meet regularly on-campus for interaction and learning.

Survey participants rated the efficacy of various modes of instruction in meeting their educational goals in the academic year Fall 2021-Spring 2022. Online asynchronous students (64%) and in-person students (65%) reported similar Extremely Effective and Very Effective ratings [Figure 4]. Most students in other modalities also reported positively.

Figure 4: Students evaluate the efficacy of the various modalities



Students were also asked about their beliefs concerning the effectiveness of modes of instruction by race/ethnicity. What follows is a breakdown of each modality: Online Synchronous [Figure 5], Online Asynchronous [Figure 6], Online-Combined [Figure 7], Hybrid [Figure 8], and In-Person

instruction [Figure 9]. These findings are then summarized [Figure 10]. *Please note that cohort sizes are too small for American Indian and Alaska Native, Native Hawaiian or Other Pacific Islander, Middle Eastern or North African to be shown in the chart.*

Figure 5: Student evaluation of online synchronous instruction by race/ethnicity

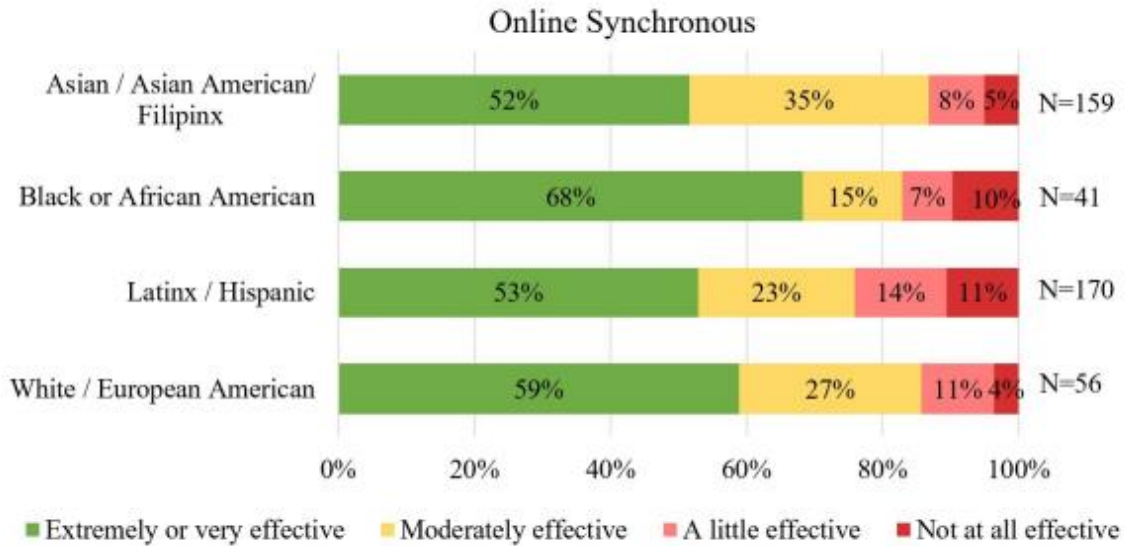


Figure 6: Student evaluation of online asynchronous instruction by race/ethnicity

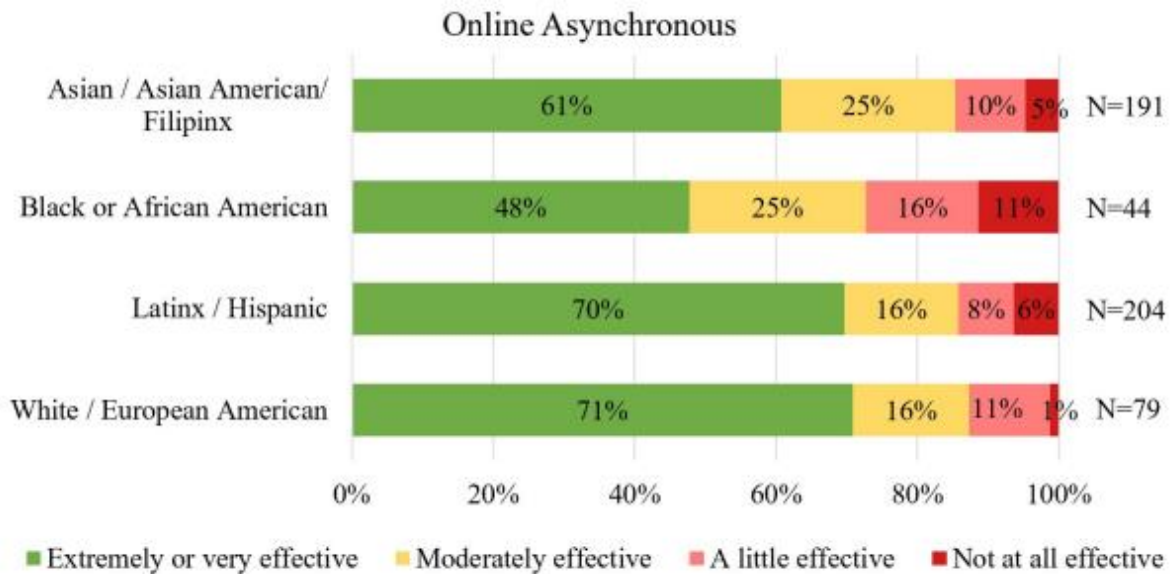


Figure 7: Student evaluation of online-combined instruction by race/ethnicity

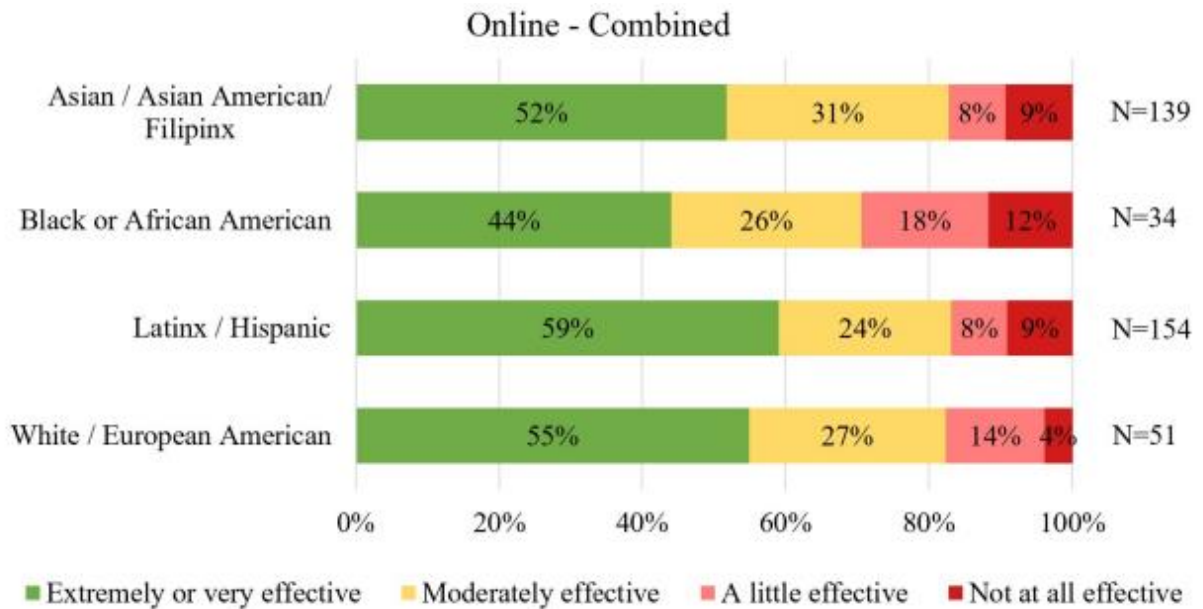


Figure 8: Student evaluation of efficacy of hybrid instruction by race/ethnicity

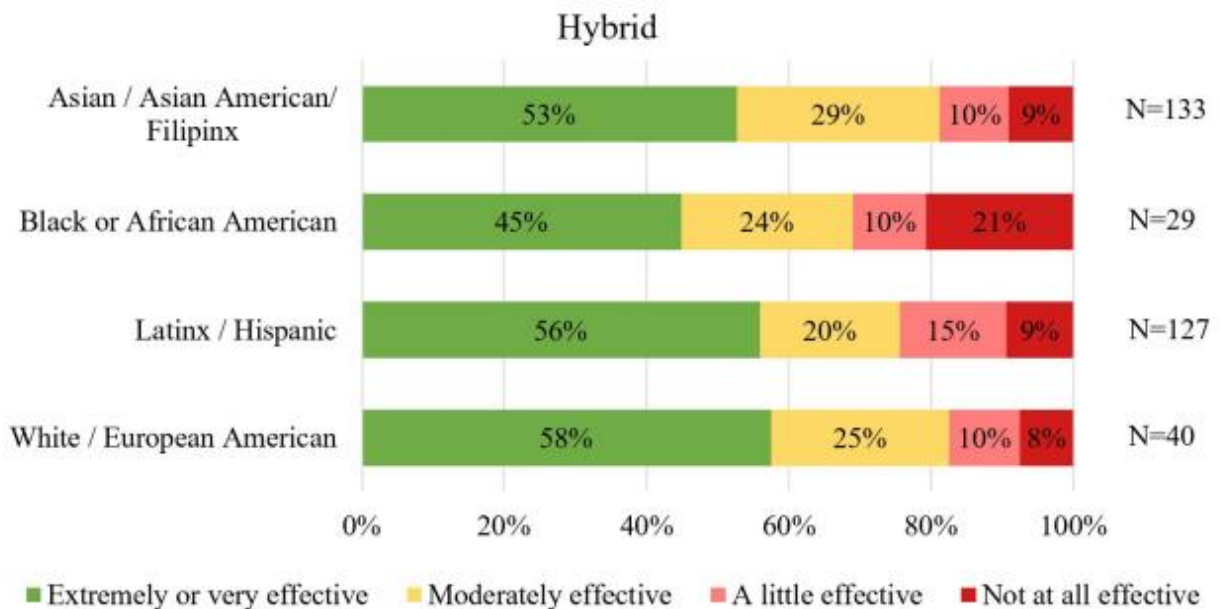


Figure 9: Student evaluation of efficacy of in-person instruction by race/ethnicity

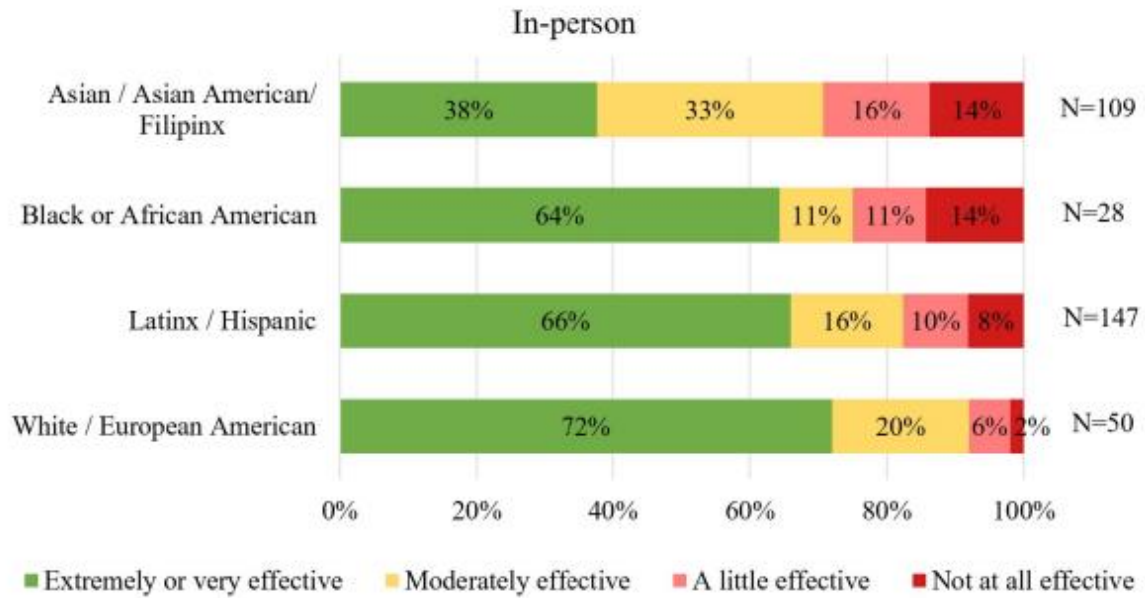
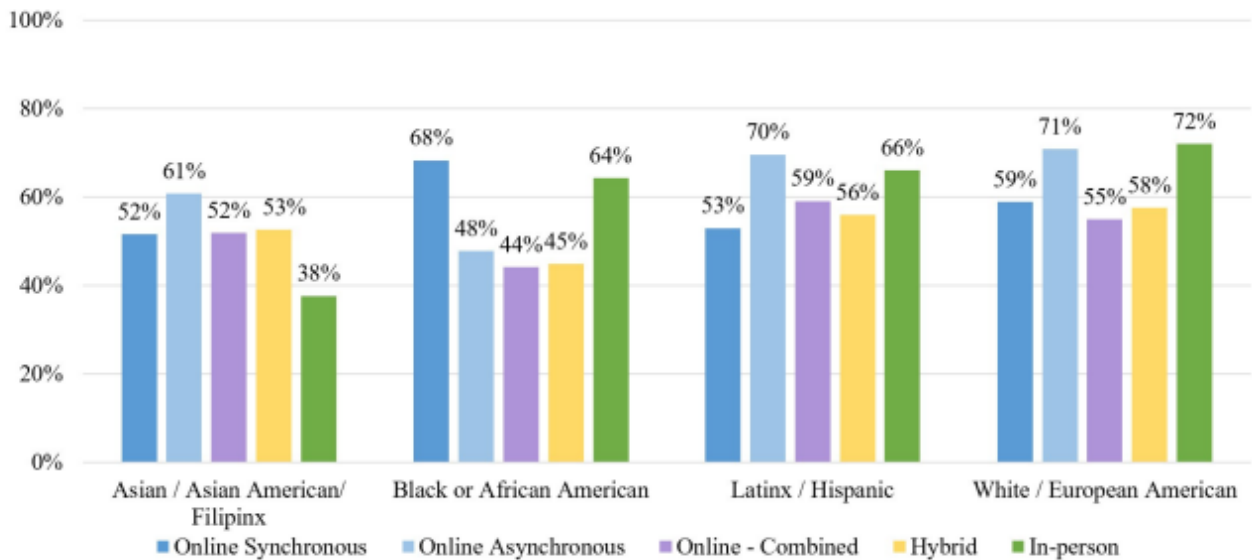


Figure 10: Student beliefs about modes of instructions rated Extremely or Very Effective by race/ethnicity



Students further ranked the course features most helpful for learning course material (multiple choice answer) in Figure 11. Most students rated recorded lectures, live sessions, and pre-recorded videos as the most effective. Further, most students accessed course materials on their own computer [Figure 12].

Figure 11: Student rankings of the most helpful course features in any modality

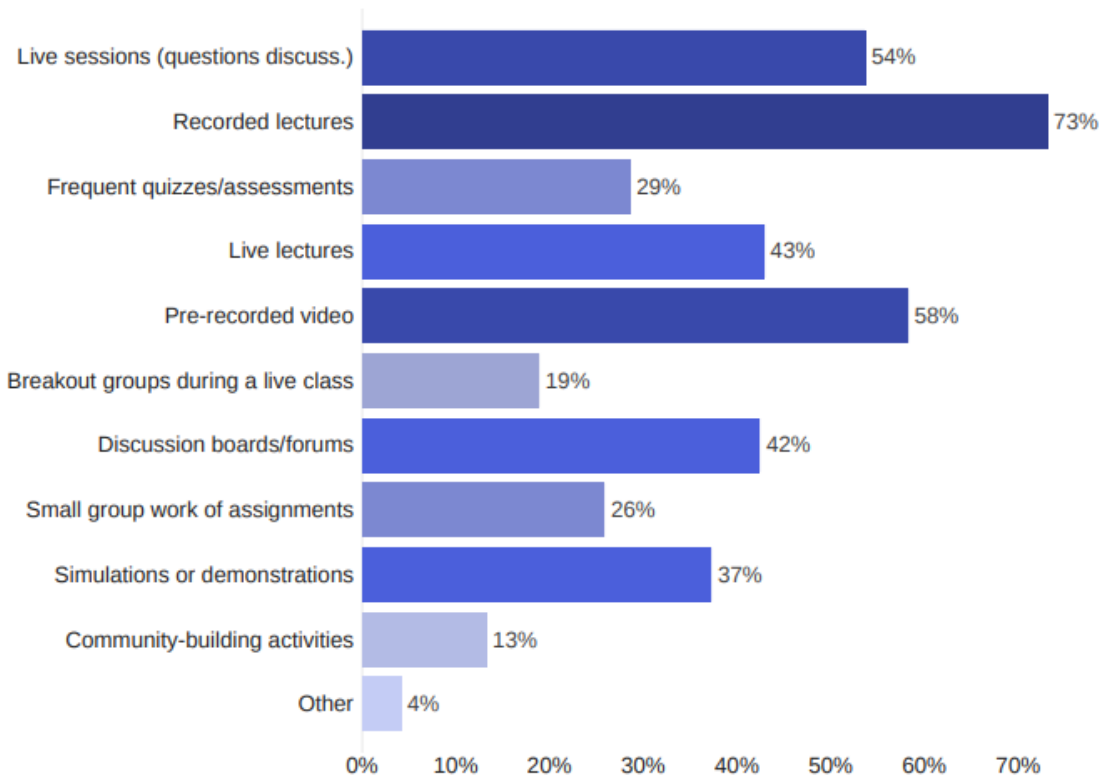
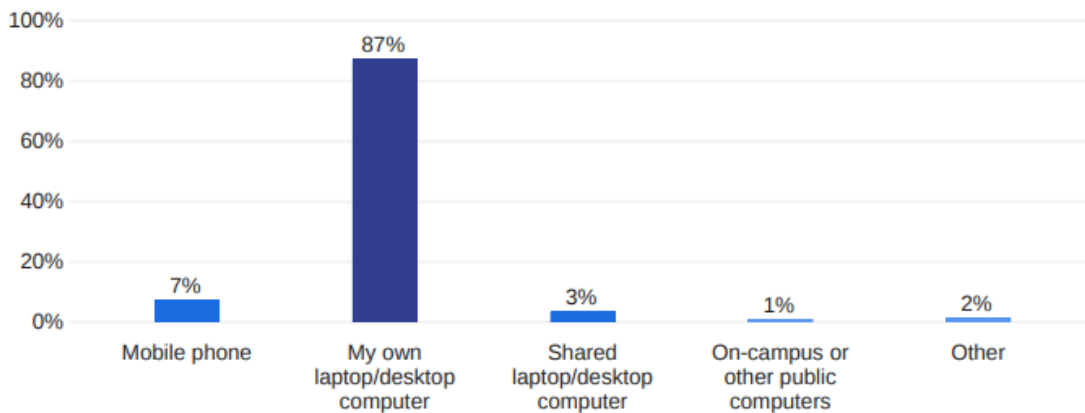


Figure 12: Primary access to course content for online classes



Spring 2022 Enrollment

For the Spring 2022 semester, online classes filled up much faster than in-person classes. Survey participants shared why they think this was the case (multiple choice answer) in Figure 13. Students' top reasons for preferring online classes at Chabot include unpredictable schedules and childcare, concerns about COVID-19, and partiality after becoming accustomed to the modality.

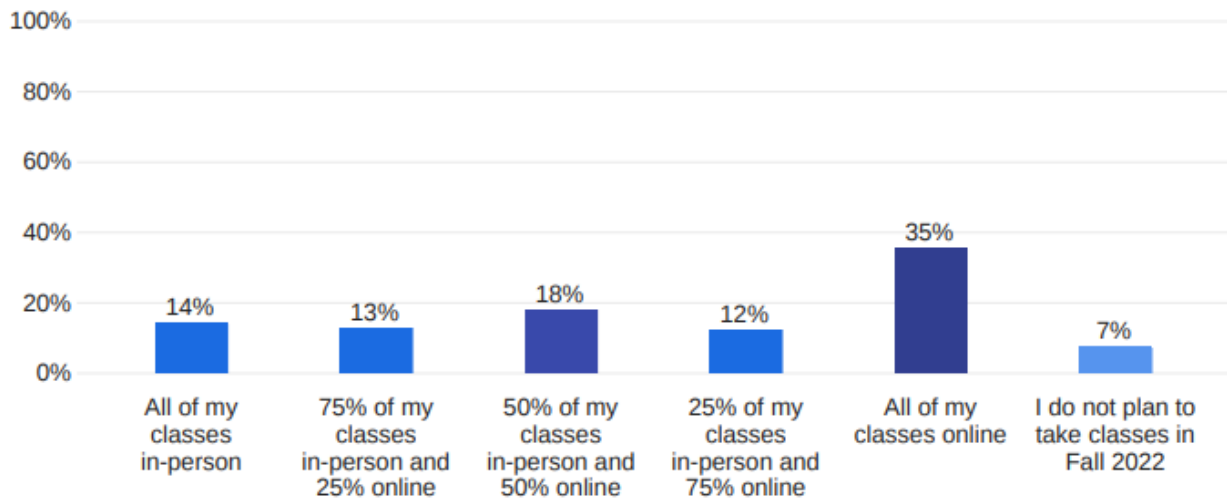
Figure 13: Students' top reasons for preferring online classes

Field	Percentage of Responses
Online classes are easier to access because of the unpredictable life circumstances due to Covid-19 (e.g., unpredictable work requirements, childcare, K-12 schooling, etc.)	80%
Students are concerned about Covid-19.	63%
Now that students have adapted to online classes, I don't think we will ever want as many in-person classes.	50%
After getting used to shelter-in-place and online interaction, students will need some time to adjust to in-person social interactions.	49%
Students preferred online classes in spring 2022, but as the Covid-19 pandemic gets better, I think more and more students will want to go back to in-person classes.	42%
The content of some courses are better suited to an online delivery method.	41%
Students who did not want to get the vaccine could not come to campus for in-person classes.	33%
Students found it difficult to upload their proof-of-vaccine to register for the online classes.	10%
Other	9%
Instructors and the college did not communicate well enough about what Covid-19 precautions would be used.	8%

Fall 2022 Enrollment

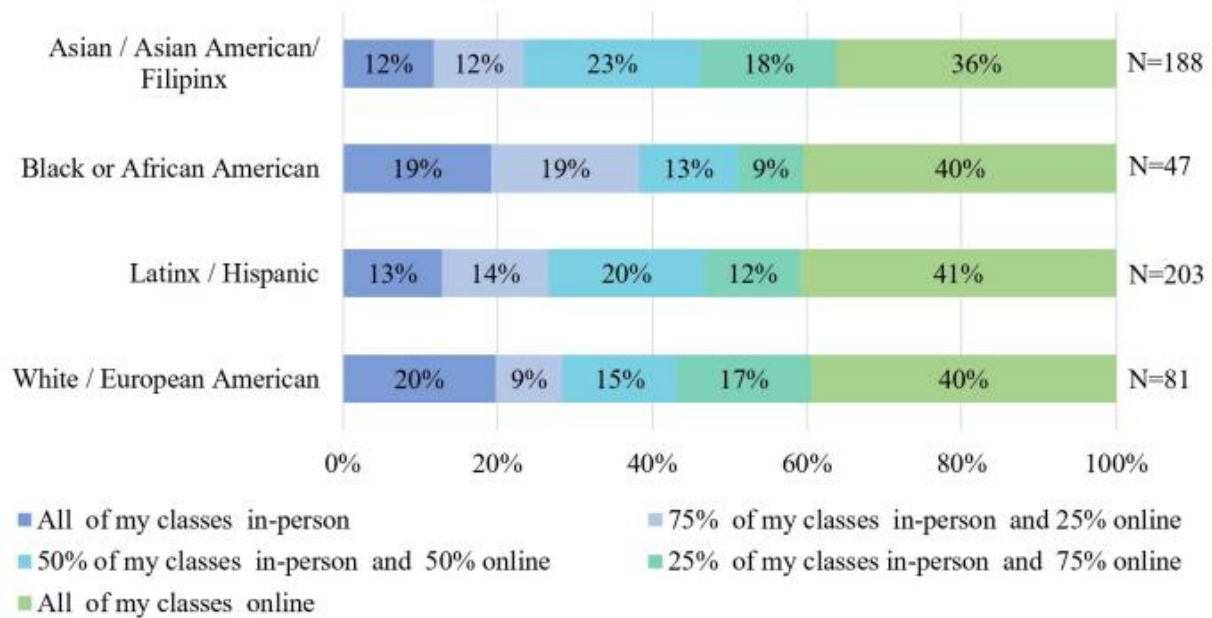
Most students (78%) want courses with online components and varying degrees of hybrid instruction in Fall 2022 [Figure 14].

Figure 14: Modality preference for the Fall 2022 semester



Fall 2022 modality preferences are similar across race/ethnicity [Figure 15].

Figure 15: Fall 2022 modality preferences across race/ethnicity



Survey participants shared how likely they are to sign up for the following class formats in Fall 2022. Students are three times more likely to enroll in online-synchronous [Figure 16] and six times more likely to enroll in asynchronous [Figure 17] courses than in-person courses.

Figure 16: Likelihood of enrolling in online-synchronous courses in Fall 2022

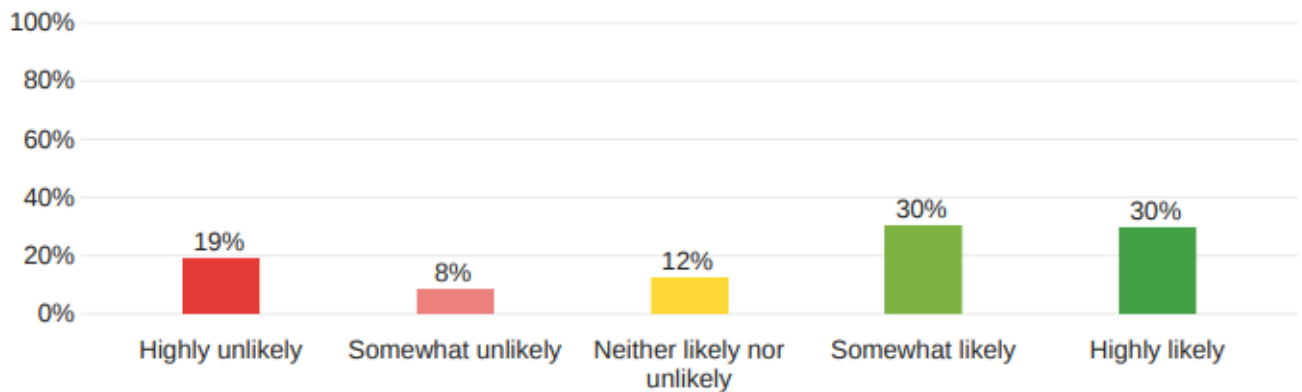
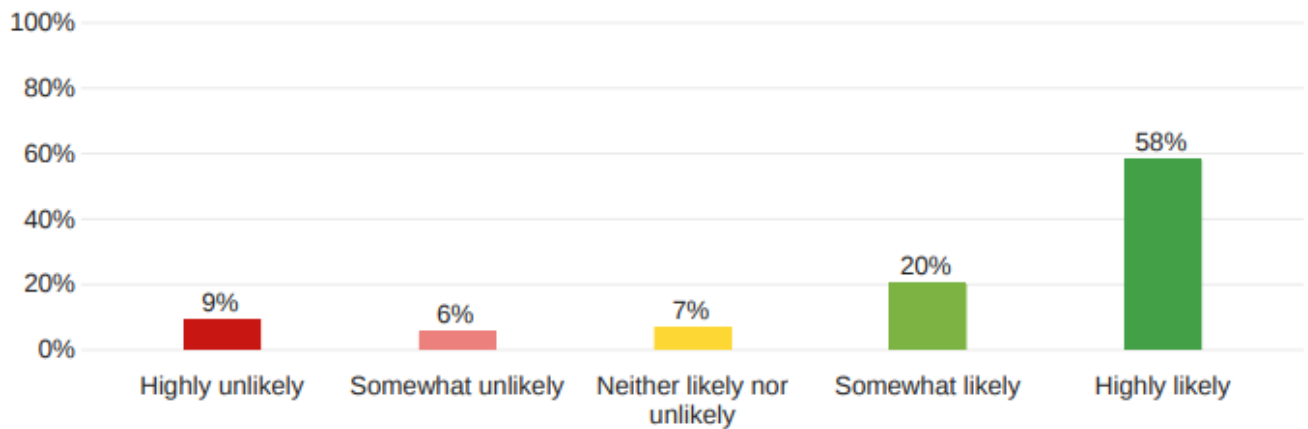
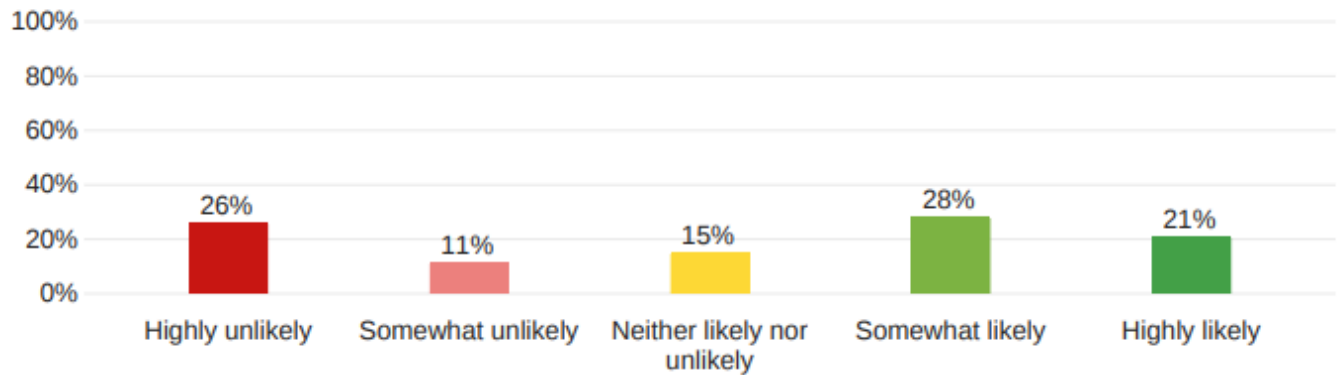


Figure 17: Likelihood of enrolling in online-asynchronous courses in Fall 2022



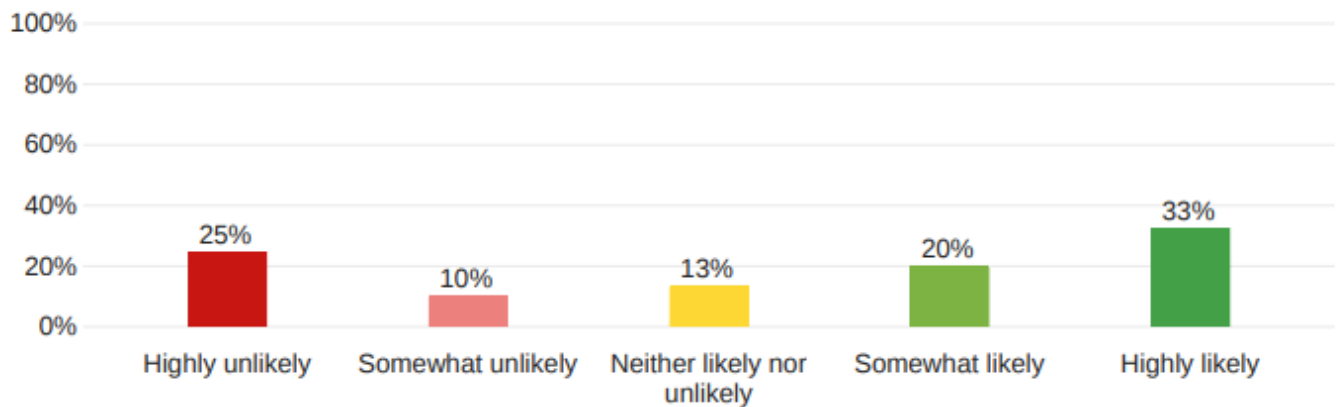
Students are nearly twice as likely to enroll in a hybrid course in Fall 2022 than not [Figure 18].

Figure 18: Likelihood of enrolling in hybrid courses in Fall 2022



Almost a quarter of students are highly unlikely to enroll in an in-person course in Fall 2022, while just over half are “somewhat or highly likely” to enroll in an in-person course [Figure 19].

Figure 19: Likelihood of enrolling in in-person courses in Fall 2022



Finally, students offered **suggestions to improve their overall learning experiences.**

Make sure teachers who choose to teach online classes have better communication with their students.

Remind them to update their assignments and pre-scheduled posts to line up with the new current dates to avoid stress, missing assignments, or confusion on when things are due.

How Instructional Technology Supports Distance Ed

Student Support

Providing an elevated 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 on Chabot's website. We strive to acknowledge and answer all student inquiries within 24 hours. During any given semester, over 350 student support requests are submitted by way of this interactive online help form. Students can also send an email directly to OnlineLearning@ChabotCollege.edu or drop-in office hours Monday-Friday from 10-11 am and 2-3 pm.

Typical requests include assistance with logging into Canvas, resetting passwords, and issues that students are encountering in their Canvas courses. Students also utilize the online help form to ask for more information about online classes at Chabot and to inquire about how to get help with other campus matters, such as how to enroll in classes, how to contact other campus services such as counseling, or accessing their Zonemail accounts.

Beginning in July of 2021, Instructure (Canvas' parent company) discontinued the evening and weekend phone support for students and faculty that was part of the initial contract with the State Chancellor's Office. This program allowed faculty and students to call Instructure Support directly for assistance. In response, the Instructional Technology Team worked to create robust FAQ's available to students and faculty and created a rotating schedule for covering emergencies after normal business hours.

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, Ms. Morris holds student workshops, 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 to reach a broader student base. Some of the Affinity Groups include DSPS, FYE, and RISE.

The Instructional Technology Department launched the Student Hub in October 2020, and it continues to be a well-used resource. The Student Hub is linked in Canvas so that all current students have access as part of their Canvas Dashboard. During the academic year, Blessing Morris

works with faculty and staff to keep the information on the Student Hub homepage and landing pages relevant and timely for students' use including Tutoring/WRAC Center details, POP Up Food Pantry Dates, Graduation Deadlines, FAFSA information, Scholarship Deadlines, Student Orientation Details and Class Registration.

The Student Hub reaches 3900 page views per month on average, with more than double that amount in August for the new Fall semester [Figure 20].

Figure 20: Student Hub page views for the Academic Year 2021-2022

Month	Page Views
July	1,725
August	8,720
September	4,945
October	4,735
November	3,170
December	2,700
January	3,025
February	4,965
March	4,260
April	2,335
May	2,835
June	3,310



Academic Year 2021-2022 saw the launch of the Modo App titled ChabotGo!. Working with a team led by Nathaniel Rice (DSPS Director) and joined by members of Student Services across campus, Blessing Morris and Christy Davis Roza designed, tested, and deployed the new ChabotGo! app.

The mobile app is designed to work on both Android and iOS devices, requiring a simple free download. The purpose of the mobile app is to continue to meet students where they are providing resources and connections via their mobile devices.

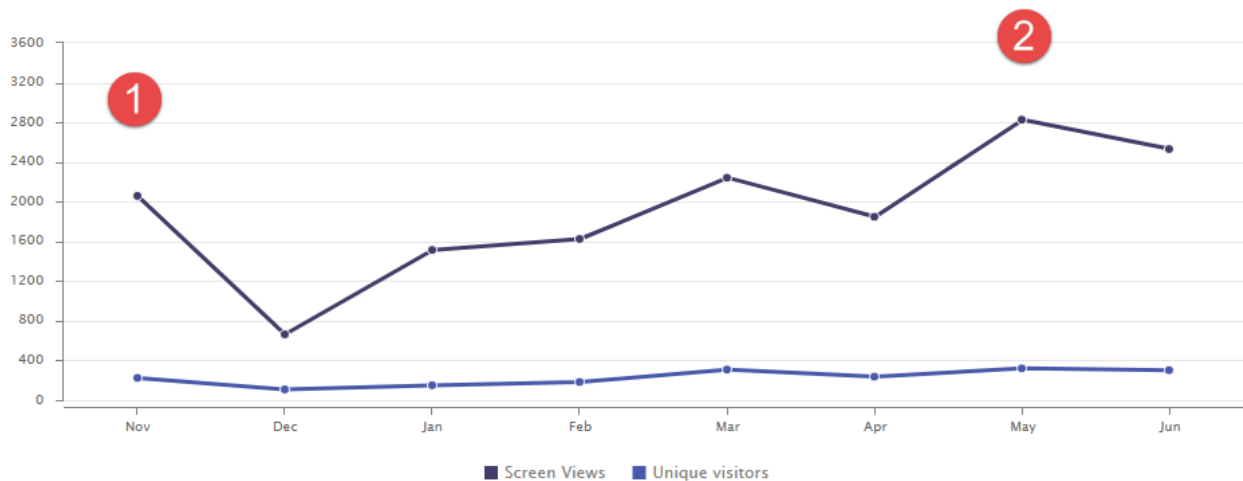
Current and future Chabot Gladiators can access Canvas, Zonemail, Class-Web, virtual counseling appointments, student resources, and more. They can also receive announcements and important college

updates immediately pushed to their phones.

The impact of the ChabotGo! app so far has proven significant [Figure 21]. Approximately 2,050 screen views took place during the launch in November 2021. Monthly screen views peaked in May 2022 at 2,820.

Figure 21: Monthly screen views for Chabot Go! during the first year of launch

Traffic overview



Faculty Support

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 on the Online Teaching page of the Chabot College website.

We endeavor to acknowledge and answer all faculty inquiries 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 in the designing and building of online assessments.

During much of the Academic Year 2021-2022, the Instructional Technology Department was without our faculty-focused support specialist. We hired Wendy Poling to fill the open position in May of 2022. Despite this opening, we continued to provide support faculty and staff across campus.

During the year we worked directly with Chabot's Disabled Students Program's and Services (DSPS) to support faculty and staff as they integrate Universal Design for Learning (UDL) principles into their Distance Education Courses to create content and remediate existing materials to meet ADA compliance standards.

The Instructional Technology Department continued to run a variety of Canvas Workshops via ConferZoom in support of faculty including Leveraging Canvas for More Equitable Courses, Teaching with Zoom, and Using PopeTech. We continued to support Student Services as they engaged students online via Canvas Non-Instructional Sites.

Faculty Training

The Instructional Technology Department, continued 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 maintained the breadth and depth of workshops and training offered to Faculty including Flex Day Sessions, weekly Brown Bag Workshops, drop-in hours, and individual appointments. Most of these sessions continued to be offered remotely using ConferZoom to allow for maximum flexibility so faculty could attend and complete critical training. The workshops and training sessions offered over the course of the Academic Year 2021-2022 reached approximately 300 faculty.

The Chabot College - Continuity Tools Canvas Site was originally produced for the initial transition to remote learning in March 2020. It was renamed to Chabot's Tools for Teaching Online in January 2022. Like the reception received by the Student Hub, the "Tools Box" has proven to be of significant value still 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. Faculty access resources and post questions as schedules permit. Responses are crowdsourced in the Faculty Lounge discussion board,

with those experienced in Distance Education providing solutions and suggestions from personal experience.

The Instructional Technology Department is currently in the process of redesigning the Tools Box and the Student Hub and has plans to relaunch both in Fall 2022.

Figure 22: The Tools for Teaching Online homepage



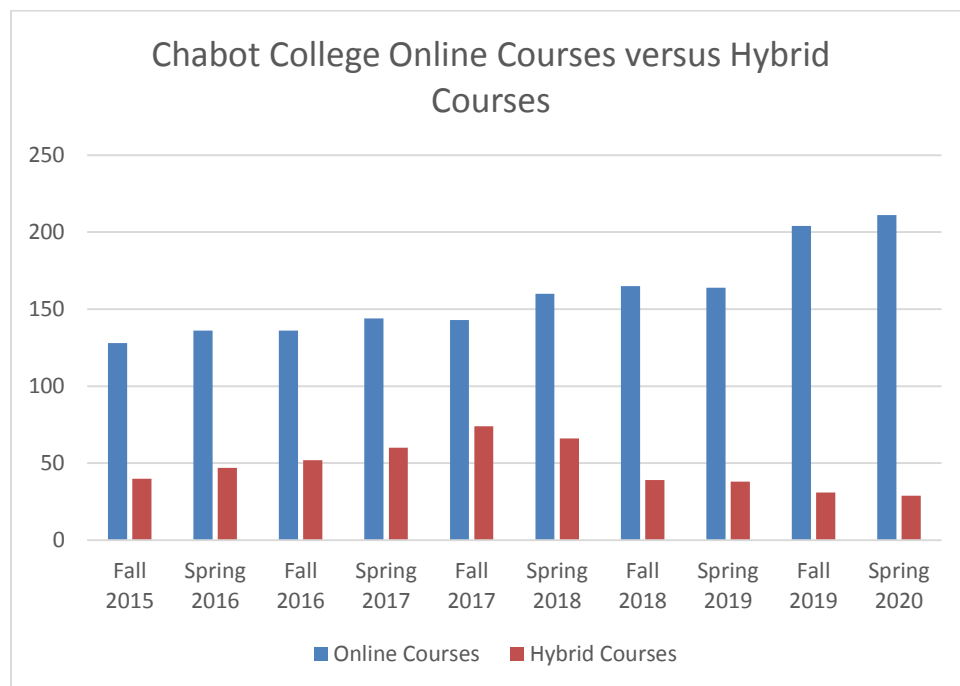
Distance Education (Online/Hybrid) at Chabot

Chabot College Distance Education course offerings are fully online courses that run in both synchronous and asynchronous modalities using Canvas and ConferZoom. We also offer hybrid courses (at Chabot, hybrid courses are defined as online courses that include 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) [Figure 23].

Figure 23: Fluctuations 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 Canvas Course Sites and 1,376 in Spring 2021. These numbers have been inflated due to impacts of COVID-19 and Shelter-in-Place policies.

Fall 2021 was originally to see an increase in the return of face-to-face, on-campus classes. However, due to the continued health concerns surrounding the pandemic and the evolving nature of the COVID-19 virus, most classes for Fall remained in online modalities. Chabot College offered 1,271 courses that used Canvas Course Sites in Fall 2021 and 1,239 in Spring 2022.

December 2021 student registration data for Spring 2022 demonstrated a student preference for online classes versus on-campus, face-to-face courses. The campus responded by converting face-to-face sections to online classes. To address concerns regarding quality of the newly converted courses, the District and Faculty Association negotiated a Memorandum of Understanding titled Addendum to Provisions Related to COVID-19 for Spring 2022. Among the items was section B:

Conversion of Face-to-Face Sections to Online/Remote Delivery:

Instructors not initially scheduled to teach online in Spring 2022, but who are subsequently assigned an online course—excepting those who taught online prior to Spring 2020 or have taught a CVC OEI aligned class, or completed training in the summer 2020 online training, or attained the @ONE online teaching certification—must engage the COOL/DE review process prior to the first day of instruction for their particular assignment(s).

For Chabot faculty, the review process begins with the Chabot Committee on Online Learning (COOL). Faculty who taught classes that needed to be converted were given the opportunity to work on the review process during Spring of 2022.

Board Policy on DE Courses

The District's Board Policy (BP 1405) on Distance Education was revised with an updated definition of what constitutes Distance Education and Correspondence Education. The title was also changed to reflect the expanded definitions to Distance and Correspondence Education.

The revised Policy States:

The District offers quality distance and correspondence education to its students.

Distance education uses technologies to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously through the District approved Learning Management System (LMS).

Correspondence education allows students who are separated from the district, college, and instructor to correspond through provided instructional course materials by mail or electronic transmission, including examinations on the materials. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student.

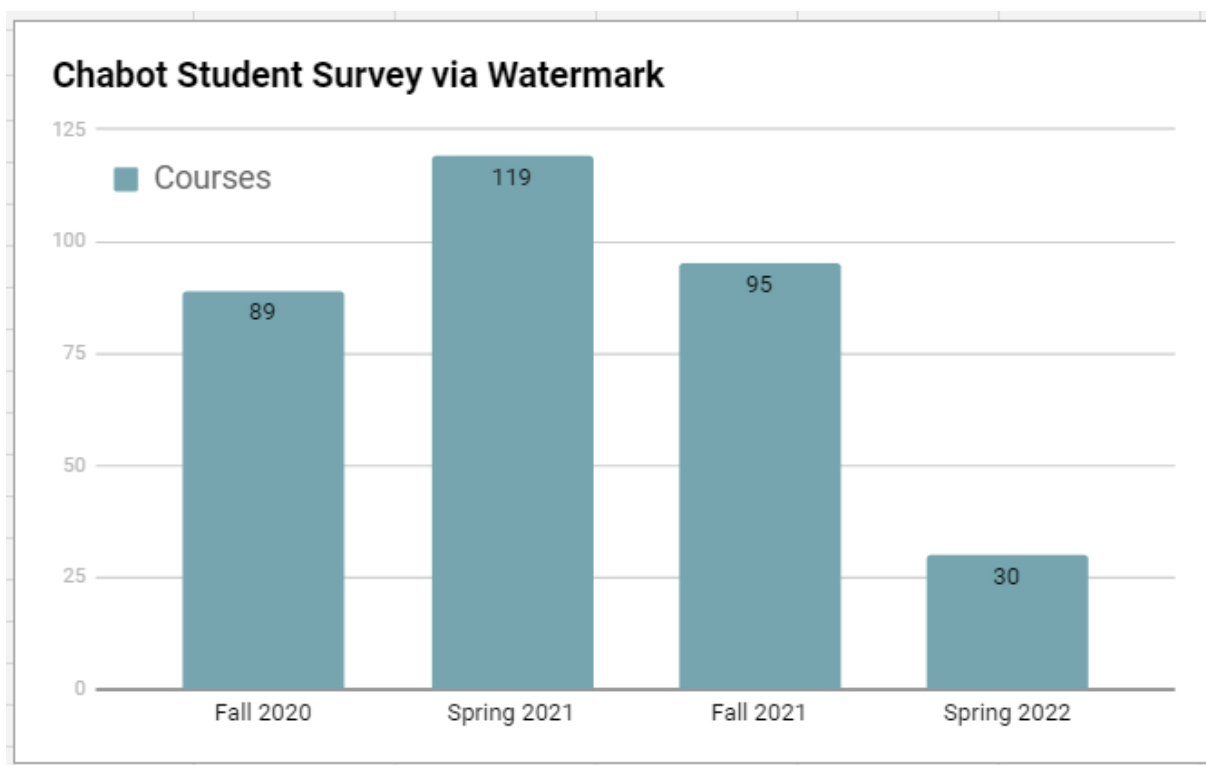
As part of the administrative process for reviewing and changing Board Policies, Vice Chancellor of Educational Services and Student Success Theresa Fleischer Rowland convened a meeting in March attended by Vice President Jamal Cooks and the DE coordinators at from both Chabot and LPC to review proposed updates to AP 4105. Several changes were made including the update to the language to reflect recent revisions in Title 5 regarding DE. The COOL Committee reviewed and approved the changes to the administrative procedures.

Online Evaluations

During Academic Year 2020-2021 the District and Faculty Association negotiated a new method for surveying students in a course undergoing the Evaluation process as agreed to in the Faculty Contract. EvaluationKit by Watermark integrates into Canvas to allow student surveys to be programmed directly into the courses under evaluation. By restructuring the process and streamlining the way students are surveyed and the results are gathered, we hope to increase the number of student responses.

Survey dates were determined by the Faculty Association based upon contract language, and multiple rounds of surveys were conducted each semester. The average response rate is calculated based upon surveys conducted at both Chabot and LPC giving the total overall response rate for Academic Year 2021-2022 approximately 50% [Figure 24].

Figure 24: Student response rate for EvaluationKit by Watermark by semester



The Committee On Online Learning (COOL)

The charge of the Committee on Online Learning is to support faculty in the development of

quality online courses using a combination of review and mentorship. The COOL Process is a system to support faculty as they create quality online education for our students. The committee focuses on support, training, and recommendation, and is not a determination of class offerings or a formal approval of an instructor to teach online classes. All faculty members who wish to teach a Distance Education course at Chabot College must first engage in the COOL Process. This process begins with a COOL Online Teaching Plan.

During the 2020-2021 academic year, COOL suspended the review of proposals from faculty to teach new online and hybrid courses due to the ongoing COVID-19 mandates effecting in-person classes. During August/September of 2021 a sub-workgroup of the COOL Committee worked to revise the existing COOL Process and Submission Forms to reflect the changes more accurately in Distance Education offerings at Chabot.

The biggest changes to the previous COOL process included the addition of teaching modalities with the introduction of synchronous options via ConferZoom, a revision of the request process with a streamlined Online Teaching Plan, and the addition of added resources for faculty needing assistance in ADA compliance methods.

The new form also serves to inform Faculty about state and federal requirements and regulations for Distance Education. Faculty are asked to provide responses for how they will meet certain DE regulations such as regular and substantive student-to-instructor and student-to-student contact, FERPA compliance, and accessibility.

There are two elements in the COOL Process, the Online Teaching Plan, and the course site review. The instructor is asked to create 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

If the instructor has completed the COOL process in the past, they are considered “Fast Track” and need only complete the Online Teaching Plan form for each subsequent course.

If the instructor has not previously completed the COOL process, they are considered “New” to online teaching and are expected to also complete the Canvas Course Site Review. Instructors who have only taught online at Chabot during the pandemic are considered “new” to the COOL process.

A COOL Support Team (usually 3-5 faculty) is assigned to the COOL Online Teaching Plan and will provide feedback and assistance to the instructor to ensure completion of the form. After the COOL Support Team reviews the document and posts feedback, the instructor is asked to revise their COOL Online Teaching Plan (if needed). And if the instructor has any questions along the way, the COOL Support Team is available to assist.

The Canvas Course Site Review asks instructors to provide access to a [Canvas Sandbox Site](#) with welcome/orientation materials plus two weeks of course content. The COOL will provide a [Canvas Course Site Checklist](#) to help instructors create content that meets specific DE mandates as well as best practices for online teaching. The COOL Canvas Course Site Checklist is a combination of essential aspects from three established rubrics: Peralta Equity Rubric, Course Design Rubric, Previous COOL Course Site Review Checklist.

The COOL Support Team will review and provide feedback on the course site. A COOL Mentor will also be available as needed to provide direct support to the instructor as they integrate feedback from the COOL Support Team and design a quality online course site.

The process is discussed in the COOL meetings as the committee is responsible for reviewing both Online Teaching Plans 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 COOL members and the Instructional Technology support staff, it ensures that Chabot maintains a high standard for online classes to meet the learning needs of our students.

During Fall 2021, the COOL Committee members reviewed and provided feedback on 243 Online Teaching Plans and another 125 in Spring 2022.

Another important recommendation came out of the COOL sub-workgroup, namely the recognition that administrative support was imperative for the committee to function more efficiently. Because this process is an important aspect of the accreditation component of the Distance Education process at Chabot, the decision was made to request administrative support. The workgroup created a position description, detailing the skills needed and the parameters of the work to be completed on a yearly basis. The proposal was submitted to the VP of Academic Services. Dr. Cooks approved and funded this critical need.

Kathleen Stanley, Senior Administrative Assistant in the Arts, Media, and Communication Division

helped the COOL Committee clean up and organize the data from past semesters. This allowed Division Deans to have on-demand access to determine which faculty have completed (or are currently completing) the COOL process and which faculty/course combinations have been recommended during previous years. Again, this is an important aspect of the accreditation requirements for maintaining DE records for reporting. The information is listed on the public COOL Committee portion of the Chabot website as part of the [COOL Process Submissions](#) and is sorted by instructor and department for easy access [Figure 25].

Figure 25: COOL Process Submissions

Home / Governance / COOL / COOL Process Submissions

COOL Process Submissions

COOL

- ▶ Home
- ▶ Agenda & Minutes
- ▶ Recommendations
- ▶ Resources

The COOL Process

- ▶ Overview
- ▶ Forms
- ▶ COOL Process Submissions

In Progress COOL Process Submissions

- [Spring 2022 \(for Spring 2022 or later\)](#)

Past COOL Process Submissions

All completed Online Teaching Plans (formerly called Online/Hybrid Course Proposals) have been kept on file for COOL.

[Composite list of recommended course submissions sorted by instructor name. \(through Spring 2020\)](#)

[Composite list of recommended course submissions sorted by department. \(through Spring 2022\)](#)

The years listed below indicate the academic year for which the course was submitted to the COOL Process

- Fall 2021 (for Spring 2022 Courses)
- Spring 2021 (submissions not valid)
- Fall 2015 - Spring 2020
- Fall 2014 - Spring 2015
- Fall 2002 - Spring 2014: For COOL Process submissions prior to Fall 2014, please contact the COOL Chair

Detailed minutes of the COOL meetings for academic year 2021-2022 can be found on the COOL website at [COOL Agenda and Minutes](#).

Canvas Tools and Updates

Every year Instructure creates new features and tools that can be integrated into the main Learning Management System (LMS) program. Another type of add-on is known as an LTI (Learning Tools Interoperability). These tools are developed by various third-party software manufacturers and can be deployed in Canvas allowing faculty and students to utilize the resources.

The State Chancellor's Office currently funds Canvas, Zoom, and Instructure's LTI known as

Studio. We have a variety of additional LTIs installed into Canvas that are funded by the District via The Foundation for California Community Colleges discounted pricing arrangement through its Systemwide Technology Access Collaborative (STAC) program. The District took advantage of this program to purchase Ally, Proctorio, and Pronto and paid separately for Hypothesis and Turnitin Feedback Studio. The software from this group purchasing order is valid July 1, 2021 – June 30, 2022.

Chabot's Current Software Add-Ins to Canvas

- **Ally:** Provides alternative views of documents that are embedded within Canvas for the purpose of increasing access to content for students with disabilities
- **Canvas Studio:** Used to create videos and provides closed captioning with an accuracy rate on average of 85% or higher
- **Hypothesis:** Creates student-to-student interaction via social annotation of documents as assigned by faculty within Canvas
- **Proctorio:** Online proctoring of exams and quizzes. This is an optional feature that is not required when setting up the Quiz Feature within Canvas
- **Pronto:** Used for communication and engagement between students and faculty. It is like “texting” and allows faculty to initiate group messaging even when Canvas is down
- **Turnitin:** Checks for plagiarism from paid sites and citations not properly acknowledged in student submissions
- **Zoom:** Teleconferencing software used by faculty to hold synchronous classes and office hours

During the Academic Year 2021-2022 Instructure completed several upgrades and bug fixes to help Canvas (and faculty) run more efficiently and in line with accessibility standards.

- All Canvas links were updated with a slightly darker shade of blue to pass accessibility checks.
- Canvas introduced an addition to its accessibility checker in the Rich Content Editor that allows notifications about accessibility issues.
- Studio Insight Reports provide data on student interaction with videos. Faculty can easily determine which students are watching the videos and how much of the video is being viewed.
- Gradebook received several new additions during the year including Assignment Search which allows faculty to instantly search for a specific assignment within Speedgrader, eliminating a cumbersome scroll to locate a targeted column for grading.
- Unposted Comment Warnings notify faculty if a comment placed in the gradebook has not

been shared with the intended student.

- The ability to leave “emojis” (from a pre-selected assortment) in the comments field in the gradebook for students, rather than inaccessible “emoticons.”
- The Ungraded Assignments feature makes it possible to apply scores to multiple ungraded submissions at once.

PopeTech

PopeTech is an accessibility remediation tool available to faculty within their Canvas Course Sites. This tool provides faculty with a quick and straightforward way to check for and fix certain accessibility issues in their Canvas content. PopeTech can be used independently of the Accessibility Checker Tool within the Rich Content Editor that is part of Canvas. However, we recommend using the tools in concert to check and remediate content as needed. Chabot deployed PopeTech in August 2021. PopeTech cannot check external documents that faculty embed into Canvas including Word docs, PDFs, PowerPoints, or videos. PopeTech is currently funded by the California Community Colleges Accessibility Center. Faculty training on how to use PopeTech was conducted August 12 and 26, 2021 and continues to be offered in workshops and one on one appointments.

LibreText Adapt and EBSCO

During Academic Year 2020-2021, Chabot installed The LibreText Adaptive Learning Assessment System into Canvas as part of our continuing effort to utilize Open Education Resources/Zero Cost textbooks and homework solutions. The ADAPT homework system is a multifaceted online assessment infrastructure that accompanies free LibreText books and provides a wide range of questioning options. It combines many of the features of MyOpenMath, WebWorks, and H5P (used extensively in World Languages) to assist faculty in the creation of assessments that are embedded in Canvas. For example, H5P features allow Faculty to embed questions into a video within Canvas Studio so that students check their own understanding as they move through the assessment.

Chabot also transitioned to EBSCO’s Library LTI that allows faculty to directly embed reading materials into their Canvas Course Sites. These Articles and eBooks are free to access for faculty and for students completing assignments in their classes. The new LTI is customized and available in every canvas Course Site under the name ChabotLibrary.

Conclusion

As the role of technology in the classroom at Chabot continues to evolve to meet the needs of our community, the Instructional Technology Department will answer the call to action to support

faculty, students, and staff in Distance Education best practices. We will investigate, test, and deploy innovative technologies that improve the quality of online classes. Our department will strive to continuously improve the value of the education received at Chabot.

Providing Professional Development opportunities will remain a priority. The Instructional Technology Department will design and deliver workshops that address the needs of our faculty and students. Training will address questions of building community in the online classroom, constructing courses based on Universal Design for Learning principles, creating a foundation for ADA compliance, and integrating recent technologies that foster equity and success in flexible learning environments. As before, these workshops will continue to be infused and inspired by practices that create a culturally responsive classroom while promoting success in our vulnerable populations.

Collaboration with other departments on campus will remain a vital component of our mission. 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 to broaden our outreach across campus. Finally, we will work with campus groups to help them utilize Canvas to better support their student base and our community at large.

As we look ahead to the changing landscape of education we hope to continue to serve the needs of our Community in support of Chabot's Mission to empower students to reach their academic and career goals. Thank you for your time and continued support.

Christy Davis Roza

Christy Davis Roza

Instructional Technology Coordinator
Chabot College