## Section 1: Accomplishments from Last Year’s Unit Plan (What You Have Done):

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal/ Objective from last year’s Unit Plan</th>
<th>Activities Undertaken to Achieve the Goal/ Objective</th>
<th>Results</th>
</tr>
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</table>
| 1.  | Work with faculty to develop, approve, and offer at least 25 new, high quality online courses (or new sections of existing online courses) in Summer/Fall 2007 and Spring 2008. | 1. Develop an ongoing incentive plan to motivate faculty to make the significant upfront investment of time to develop new online courses.  
2. Provide tools to enable faculty to teach online (laptops, books, software).  
3. Develop training for new online faculty to develop online teaching skills, and for current online faculty to continue to build their skills.  
4. Provide training for all faculty in Blackboard, as we believe this is an “on-ramp” to stimulating interest in teaching online.  
5. Recognize the significant role that adjunct faculty are playing in the development of our online offerings, providing laptops for adjuncts, stipends for adjuncts to complete Blackboard training and to join the DE Committee. | In the summer 06/fall 06/spring 07 academic year, we offered a total of 143 online sections. In the summer 07/fall 07/spring 08 academic year, we offered a total of 247 online sections, an increase of 73%. DE student FTES for this past fall and this spring totals 786.4, an increase of approximately 65% vs. a year ago.  
These results are at least partially due to the ongoing incentives for course development and training and the provision of experienced online teaching mentors. We were not able to implement activities 2 and 5 due to lack of funding for laptops and stipends for Blackboard training, but all other activities have been completed. |

<table>
<thead>
<tr>
<th>Priority Objective / Strategic Plan Goal</th>
<th>Accomplished?</th>
<th>Did you receive additional funds to support this goal/objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4g</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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**Note:** The table above outlines the goals and objectives set in the previous year's unit plan, the activities undertaken to achieve these goals, and the results achieved. The activities include ongoing incentives for course development, tool provision for teaching online, faculty training, and efforts to recognize and support adjunct faculty. The results show significant increases in online course offerings and student FTES, highlighting the effectiveness of the implemented strategies.
|   | 2. Develop an online orientation course for students and provide extended Blackboard support hours to enhance student retention and success. | 1. Evaluate existing student orientation courses for licensing opportunities.  
2. Customize licensed course and secure curriculum and DE approval.  
3. Schedule initial course offering.  
4. Provide Blackboard Help support on weekends. | We are offering two sections of GNST-4931, Introduction to Online Learning, this semester, and plan 3 sections for Fall 2008. We’ve expanded student Blackboard support to include on-campus evening hours at the start of the semester and online weekend support all semester. We also began to offer campus-wide orientation sessions for online students this semester. It’s too early to assess if these efforts have enhanced student retention and success. | 4g | In process | Yes |
|   | 3. Building on our program review learning, develop an overall distance education strategic plan, to include key initiatives to make the college fully accessible to online students (tutoring, counseling, financial aid, bookstore, library, etc.). | 1. Convene a task force consisting of faculty, counseling, the Learning Connection, and student services to draft a plan.  
2. Explore best practices for online programs in community colleges in California and nationally.  
3. Meet with leading online community colleges to solicit input.  
4. Finalize strategic plan. | While we’ve begun to collect some information, this project has been postponed to 2008-09 as we want to have complete information (including our just completed student survey) upon which to base the plan. | 4g | No | No |
### Section 2: Goals/ Objectives (What You Hope to Accomplish):

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal/Objective</th>
<th>What you hope to accomplish</th>
<th>Proposed Activities Completed to Achieve Goal/Objective</th>
<th>Time Frame (semester, year, five years, etc.)</th>
<th>Priority Objective / Strategic Plan Goal</th>
<th>Are you including a request for additional resources in this unit plan?</th>
<th>Yes/ No</th>
<th>If yes, what type?**</th>
</tr>
</thead>
</table>
| 1.  | Continue expansion of online curriculum.                                       | • Add 25 new online sections in Summer/Fall 2008 and Spring 2009.  
• Add 25 new hybrid online sections in Summer/Fall 2008 and Spring 2009. | • Continue current incentive and mentoring plan, expanding to include hybrid online courses with at least 50% of instruction online.  
• Expand training opportunities with external workshops and internal focus on hybrid online course development. | 4g, 8h, 1 year | 4g, 8h | 1 year | Yes. | Incentives, supplies for training, funds for external workshops. |
| 2.  | Provide high-quality training for potential and current online instructors.     | • Provide training to at least 25 Chabot faculty in hybrid online course development.  
• Provide advanced training to at least 25 current online instructors.  
• Provide basic online teaching training (@One or Sloan) to at least 10 additional faculty.  
• Integrate multimedia tools in at least 10 additional courses to enhance student learning and retention into online classes. | • Develop workshop series for hybrid online course development—both on-campus and online workshops.  
• Purchase Sloan-C College Pass for training of all interested Chabot faculty and administrators.  
• Continue to provide incentive for completion of @One online teaching course.  
• Continue to offer proposal development workshop online.  
• Develop a training certificate and incentive program for faculty.  
• Provide software and training in key multimedia tools (voice-over Powerpoint, podcasting) | 4g, 8h, 10c | 4g, 8h, 10c | 2 years | Yes. | Incentives, supplies for training, funds for external workshops, funds for multimedia software. |
| 3.  | Develop a comprehensive website for online students.                         | • Provide clearer information to potential online students to enable them to make wise enrollment decisions.  
• Orient students to online learning to enhance retention and success.  
• Effectively market our online curriculum. | • Evaluate community college “best practices” for online course information, web marketing.  
• Design and build content for new website. | 4g, 8h | 4g, 8h | 1 year | Yes. | Professional expert. |
4. **Improve retention, success rates in online courses by providing online tutoring and expanded Blackboard support for students.**

- Provide equivalent tutoring options to online students as we provide our on-campus students.
- Eliminate a barrier to online teaching for some disciplines that utilize tutoring extensively.
- Improve online student retention by resolving Blackboard technical issues quickly.
- In consultation with the Learning Connection, evaluate online tutoring options, including text and live videoconference.
- Select one or two options, and pilot in Spring 2009.
- Continue evening and weekend Blackboard student support first piloted in Spring 2008.

| 4g, 8h | 2 years | Yes, for tutoring/conferencing software and possibly hardware, and for tutor wages. Professional expert and tutor costs for expanded Blackboard support hours. |

5. **Develop an online learning strategic plan, to include key initiatives to make the college fully accessible to online students (tutoring, counseling, financial aid, bookstore, library, etc.) and a detailed marketing plan.**

- Develop a clear framework for prioritizing the many online learning initiatives.
- Gain commitment to a clear plan from faculty, staff, and administrators at both the college and the district.
- Leverage our online programs to enhance Chabot’s image, and be prepared to more aggressively market our online curriculum when we have an adequate supply of online courses.
- Convene a task force consisting of faculty, counseling, the Learning Connection, marketing, and student services to draft a plan.
- Explore best practices for online programs in community colleges in California and nationally.
- Meet with community colleges with strong online learning programs to solicit input.
- Finalize strategic plan and marketing plan.

| 4g, 8h | 1 year | Yes. Professional expert. |