



# Substantive Change Proposal

IDENTIFIED CHANGE: ADDITION OF COURSES THAT CONSTITUTE 50% OR MORE  
OF A PROGRAM OFFERED THROUGH A MODE OF DISTANCE OR ELECTRONIC  
DELIVERY

Chabot Community College

25555 Hesperian Blvd

Hayward, CA 94545

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RESPONSIBLE REPORT PREPARERS: Dr. Gene Groppetti, *Vice President, Academic Services*; Minta Winsor, *Instructional Technology Center Coordinator*; Jan Novak, *Chair of the Committee On Online Learning*; Lisa Ulibarri, *Instructional Designer*.

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## ***Introduction***

According to the California Community Colleges Distance Education Regulations and Guidelines, distance education is defined as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.” The rise of distance learning has generated a need for Community Colleges to meet the increasing demand from their students. Of the 1,009 Chabot College students who responded to the Spring 2008 Online Student Survey, 63.2% indicated that their family or work schedule makes it difficult for them to attend classes (Appendix B: Online Student Survey Spring 2008). To fulfill the needs of the students, Chabot College continues to develop online and hybrid courses resulting in programs offered entirely or mainly in the online format. In Fall 2008, Chabot offered 125 sections of 87 different courses, up from 51 sections of 37 different courses in Fall 2006. Approximately 10% of Chabot’s enrollment is now in online courses, which is slightly higher than the state average. These classes fill very quickly, and demand greatly exceeds supply.

## ***Description of the Change***

Chabot College currently has thirty-one programs in which at least fifty percent of their courses are offered in the online format. These online programs include major-specific certificates and degrees in addition to General Education. The General Education requirements extend to all degrees offered at Chabot College. The table below presents the online courses offered at Chabot that satisfy General Education requirements.

Table 3: Online and hybrid courses that satisfy Chabot College General Education requirements.

<b>Course</b>	<b>Title</b>	<b>Units</b>
Anatomy 1	General Human Anatomy	5
Anthropology 1	Physical Anthropology	3
Anthropology 3	Social/Cultural Anthropology	3
Anthropology 5	Cultures of the U.S.	3
Astronomy 10	The Solar System	3
Astronomy 20	Stars and the Universe	3
Biology 50	Anatomy and Physiology	4
Business 36	Intro to Marketing	3
Economics 1	Principles of Microeconomics	3
English 1A	Critical Reading & Composition	3
English 4	Critical Think/Write Lit	3
English 7	Critical Think/Write Across	3
Geography 5	World Regional Geography	3
Health 1	Introduction to Health	3
Health 4	Women and Health	3
History 2	History of California	3
History 7	US History Through Reconstruct	3
History 8	US History Post-Reconstruct	3
History 12	History of California	3
Humanities 65	The American Style	3
Humanities 68	World Mythology	3
Mathematics 55	Intermediate Algebra	5
Music 1	Introduction to Music	3
Philosophy 60	Intro to Phil: Ethics	3
Physical Education 4	Basic Heart Rate Training	1
Physical Education 62	Intro Personal Fitness Training	3

Physics 5	Modern Physics	3
Physiology 1	Human Physiology	5
Political Science 1	Intro to American Government	3
Psychology 1	General Psychology	3
Psychology 2	Psychological Methodology	3
Psychology-Counseling 13	Multicultural Issues/America	3
Religious Studies 50	Religions of the World	3
Sociology 1	Principles of Sociology	3
Sociology 2	Social Problems	3
Sociology 3	Cultural and Racial Minorities	3
Sociology 4	Marriage & Family Relations	3
Spanish 1A	Beginning Spanish	5

In addition to the General Education requirements, the degrees and certificates below are offered in the distance format.

Table 1: Certificate/ Degrees with 50% or more online courses

Certificate/ Degree Program	Percentage of Courses Offered at a Distance
AA-Behavioral Science	100% (6 of 6 courses)
AS-Accounting	90% (10 of 11 courses)
AS-Business	100% (11 of 11 courses)
AA-Business Administration	55% (5 of 9 courses)
AS-Retail Management	66% (6 of 9 courses)
Certificate-Accounting Technician	85% (6 of 7 courses)
Certificate-Marketing	100% (7 of 7 courses)
Certificate-Retail Management	80% (8 of 10 courses)
Certificate-Management	100% (6 of 6 courses)
Certificate-Retailing	100% (5 of 5 courses)
Certificate-Small Business Management	66% (4 of 6 courses)
Certificate-Bookkeeping	83% (5 of 6 courses)
AS-Software Specialist	90% (9 of 10 courses)
AS-Administrative Assistant	100% (12 of 12 courses)
Certificate-Administrative Assistant	100% (7 of 7 courses)
Certificate-Office Technology	100% (7 of 7 courses)
Certificate-Software Specialist	88% (8 of 9 courses)
Certificate-Office Technology	100% (4 of 4 courses)
AA-English (Emphasis in Literature)	50% (3 of 6 courses)
Certificate-Writing	80% (4 of 5 courses)
AA-Ethnic Studies	57% (4 of 7 courses)
AA-Liberal Arts	83% (20 of 24 courses)
Certificate-Fitness Instructor	50% (3 of 6 courses)
AA/ AS-Human Services	72% (8 of 11 courses)
Certificate-Case Management for Human Services	60% (3 of 5 courses)
Certificate-Multicultural Awareness/ Relations for the Service Provider	50% (3 of 6 courses)
Certificate-Multicultural Awareness/ Self-Reflection	71% (5 of 7 courses)
AA-Real Estate	66% (6 of 9 courses)
Certificate-Real Estate	77% (7 of 9 courses)
AA-Social Science (general)	83% (5 of 6 courses)

While Chabot College offers certificates and degrees in distance format, not all online courses directly meet the requirements of a degree. Some are prerequisite, preparatory, or supplemental courses. The following table lists the Distance Education courses offered in Summer 2008, Fall 2008, and Spring 2009.

<b>Online Courses (no required on campus meetings)</b>
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COURSE NUMBER	COURSE NAME	REQUIRED MEETINGS
ASTR-10	The Solar System	None
ASTR-20	Stars and the Universe	None
ATEC-52	Automotive Career Exploration	None
BUS-1A	Financial Accounting	None
BUS-1B	Managerial Accounting	None
BUS-2	Intermediate Accounting	None
BUS-3	Income Tax Accounting	None
BUS-4	Cost Accounting	None
BUS-7	Accounting for Small Business	None
BUS-8	Payroll Accounting	None
BUS-10	Business Law	None
BUS-12	Introduction to Business	None
BUS-14	Business Communications	None
BUS-16	Business Mathematics	None
BUS-21	Introduction to Management	None
BUS-22	Human Resource Management	None
BUS-26	Small Business Management	None
BUS-32	Retail Store Management	None
BUS-34	Introduction to Advertising	None
BUS-36	Introduction to Marketing	None
BUS-40	International Business	None
BUS-42	Green Business Practices	None
BUS-43	Personal Financial Planning	None
BUS-50A	Skills for Supervisors	None
BUS-50B	Business Etiquette & Professionalism	None
BUS-50C	Interviewing for Success	None
BUS-50D	Resumes and Job Application Letters	None
BUS-50E	Business Email	None
BUS-50F	Developing a Business Plan	None
BUS-50G	Negotiating Skills	None
BUS-50J	Time Management	None
BUS-50K	Listening Skills	None
BUS-50L	Careers in Business	None
BUS-50M	Workplace Diversity	None
BUS-81	Introduction to Investment	None
BUS-96	Business Work Experience Seminar	None
CAS-50	Intro to Computer Application Systems	None
CAS-54A	Microsoft Excel I	None
CAS-54B	Microsoft Excel II	None
CAS-72A	Elementary Computer Keyboarding I	None
CAS-72B	Elementary Computer Keyboarding II	None
CAS-72C	Computer Keyboarding III	None
CAS-72D	Introduction to Microsoft Word	None
CAS-72E	Introduction to Microsoft Excel	None
CAS-72F	Introduction to Microsoft PowerPoint	None
CAS-72J	Ten-Key	None
CAS-72K	Business English Skills I	None
CAS-72L	Business English Skills II	None
CAS-72M	Introduction to Computing	None
CAS-84	Designing Business Graphics	None
CAS-88A	Microsoft Word I	None
CAS-88B	Microsoft Word II	None
CSCI-8	Computer Literacy	None
CSCI-41	Introduction to UNIX	None
ECD-50	Early Childhood Education/Care	None
ECD-95	Work Experience	None
ECD-96	Work Experience Seminar	None

ECON-1	Principles of Microeconomics	None
ES-3	Introduction to Muslim-American Studies	None
GNST-4910	Introduction to Online Learning	None
HLTH-1	Introduction to Health	None
HLTH-4	Women and Health	None
HLTH-8	Human Sexuality	None
HLTH-16	Healthy Weight Loss	None
HIS-7	U.S. History Through Reconstruction	None
HIS-8	U.S. History Post-Reconstruction	None
HIS-12	History of California	None
HUMN-65	The American Style	None
HUMN-68	World Mythology	None
MCOM-35	Writing for Broadcasting	None
MUSL-1	Introduction to Music	None
MUSL-5	American Cultures in Music	None
PHIL-60	Introduction to Philosophy: Ethics	None
PHED-4	Basic Heart Rate Training	None
PHED-8	Sport in Contemporary Society	None
PHED-16	College Success for Athletes	None
PHED-18	Health/Fitness for Your Disability	None
PHED-28	Components/Physical Fitness: Human Body	None
PHED-57	Nutrition for Fitness/Fat Loss	None
PHED-58	Nutrition – Sports/Human Performance	None
PHED-59	Lifetime Fitness	None
PHED-60	Sports Management	None
PHED-61	Coaching Interscholastic Sports	None
PHED-62	Introduction to Personal Fitness Training	None
PHED-4965	Fit for Duty: Health/Fitness for Law Enf.	None
PHYS-5	Modern Physics	None
POLI-1	Introduction to American Government	None
PSYC-1	General Psychology	None
PSCN-2	Intro to Case Mgmt. for Human Services	None
PSCN-10	Career and Education Planning	None
PSCN-13	Multicultural Issues in America	None
PSCN-15	College Study Skills	None
PSCN-18	University/Transfer Planning	None
PSCN-20	The College Experience	None
REST-80	Real Estate Principles	None
REST-81A	Legal Aspects of Real Estate	None
REST-84	Real Estate Practice	None
RELS-50	Religions of the World	None
SOCI-1	Principles of Sociology	None
SOCI-2	Social Problems	None
SOCI-3	Cultural and Racial Minorities	None
SOCI-4	Marriage & Family Relations	None
SOCI-10	Introduction to Asian-American Studies	None
WEXP-96	Work Experience Seminar	None

**Hybrid Online Courses (Some required on-campus meetings)**

COURSE NUMBER	COURSE NAME	REQUIRED MEETINGS
ANAT-1	General Human Anatomy	1 each week
ANTH-1	Physical Anthropology	5
ANTH-5	Cultures of the U.S.	8
BUS-1A	Financial Accounting	1 each week
BUS-1B	Managerial Accounting	1 each week
BUS-10	Business Law	2 each week
BUS-14	Business Communications	2 each week
BUS-14	Business Communications	4

CSCI-7	Intro to Computer Programming Concepts	1 each week
CSCI-14	Intro to Structured Programming in C++	1 each week
ENGL-1A	Critical Reading & Composition	2
ENGL-4	Critical Thinking/Writing about Literature	4
ENGL-7	Critical Thinking/Writing across Disciplines	2
GEOG-5	World Regional Geography	2
MTH-55	Intermediate Algebra	2 each week
PHED-6	Physical Fitness Assessments	2
PSCI-15	Descriptive Physical Science: Introduction	1 each week
PSYC-1	General Psychology	5
SPAN-1A	Beginning Spanish	2 each week
<b>Telecourses</b>		
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>REQUIRED MEETINGS</b>
ANTH-3	Social/Cultural Anthropology	5
CHEM-10	Introduction to Chemistry	7
HIS-2	Western Civilization Since 1600	5
HIS-7	U.S. History Through Reconstruction	4
HIS-8	U.S. History Post-Reconstruction	5
PSYC-1	General Psychology	5
SOCI-1	Principles of Sociology	5
<b>CD-ROM Courses</b>		
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>REQUIRED MEETINGS</b>
BIOL-50	Anatomy and Physiology	6
PHSI-1	Human Physiology	1 each week

## College Mission: Chabot College Vision, Mission and Value Statements

### Vision

Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of life-long learners.

### Mission

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit.

### Values

The college's vision and mission are supported by the following collective values:

#### Learning and Teaching

- supporting a variety of teaching philosophies and learning modalities
- providing an environment conducive to intellectual curiosity and innovation
- encouraging collaboration that fosters learning

- engaging in ongoing reflection on learning, by students and by staff
- cultivating critical thinking in various contexts
- supporting the development of the whole person

#### Community and Diversity

- building a safe and supportive campus community
- treating one another with respect, dignity, and integrity
- practicing our work in an ethical and reflective manner
- honoring and respecting cultural diversity
- encouraging diversity in our curriculum and community of learners

#### Individual and Collective Responsibility

- taking individual responsibility for our own learning
- cultivating a sense of social and individual responsibility
- developing reflective, responsible and compassionate citizens
- playing a leadership role in the larger community
- embracing thoughtful change and innovation

(Chabot College 08-10 Catalog

[http://www.chabotcollege.edu/academics/catalog/Chabot\\_Catalog-2008-2010.pdf](http://www.chabotcollege.edu/academics/catalog/Chabot_Catalog-2008-2010.pdf))

#### **Relationship of Change to Mission:**

Directly supportive of the college Mission, online courses enhance accessibility to education for many students, and help our students attain their educational goals in a more flexible learning modality. As a learning-centered institution, Chabot College strives to provide access to education for the community. Our college is located in the heart of the East Bay, which is a high-traffic, densely populated area that can hinder physical presence in a classroom setting. The changes discussed in this proposal directly address the community issues of transportation and environmental consciousness. Distance Learning also directly benefits local businesses through job-aid and improvement training. Online students benefit through technology training that they may not ordinarily receive, and can apply this experience to their occupational paths within the community. Distance Learning helps to provide a way to obtain an education, despite the socio-economic challenges of the area.

#### **Rationale for Change:**

Students that attend a community college are often working adults, parents, or returning to college after a several years. This demographic is different from the “traditional” student attending college directly after high school. With the rise of available technology, Distance Education has evolved to serve the needs of the unique demographic of the Community College student. With the popularity and availability of computers, technology has become a medium, not an obstacle, for student learning. Courses that require little or no commute, flexible scheduling, and an accessible learning environment are appealing to more Community College students as an option to continue their education. Thus, the expansion of Chabot College’s Distance Learning offerings was a necessity to meet the needs of our students.



***Description of the Planning Process That Led to the Request for Change***

Chabot College began its distance learning program in 1991 with the offering of four telecourses. In 1992, a district-wide group convened, which included from Chabot College Dr. David Butler, Dean of Learning Resources, Vice President Vicki Morrow, Director of Media Services John Williams, instructor Scott Hildreth, and Distance Education Specialist Minta Peterson. By 1993, the Distance Education Curriculum Support Committee (DECSC) was formed, with Scott Hildreth as chair. Under the auspices of the College Curriculum Committee, a distance education course approval process was developed by the DECSC. As part of the process, faculty were asked to demonstrate the need for offering a course by distance education, which typically included references to the fulfillment of general education requirements.

By 1994-1995, enrollment in telecourses had reached 1,015 students. In 1995-96, Chabot College joined the Consortium for Distance Learning, which helped defray licensing costs and served as a mutual assistance network for distance education endeavors. The first online course was offered at Chabot in Summer 1997, and over the next three years, six more were introduced. By 1997-1998, distance education enrollments, including telecourses, reached 2,999, including 54 sections fulfilling general education requirements. During the next 10 years (1997-2006), the number of telecourse sections began to decline as more online sections became available. The first online courses were taught by early adopting faculty, largely developing courses on their own with some basic administrative and student support services.

Table 1: The first 10 online courses offered at Chabot College

Semester	Course	Title	Instructor
Summer 1997	CAS 54	Introduction to Excel	Richard Kleir
Spring 1998	MCOM 4902	Reading and Publishing the Web	Katherine Sklar
Spring 1999	MUSL 1	Introduction to Music	Noel Benkman
Fall 1999	MCOM 6	Reading and Publishing the Web	Steven Jacobs
Spring 2000	CSCI 91	Introduction to HTML	Celeste Grinage
Spring 2000	CSCI 92	Introduction to DHTML	Celeste Grinage
Fall 2000	PHOT 52	Beginning Camera Use	Gene Groppetti
Spring 2003	ASTR 10	The Solar System	Scott Hildreth
Spring 2003	CAS 8	Computer Literacy	Gaila Moore
Spring 2003	HIST 7	U.S. History Pre-Reconstruction	Lupe Ortiz

With the increase in the number of online course offerings, the growing faculty demand for technology training, and the dwindling of statewide staff development funds, the new Dean of Technology, Dr. Michael Gunter, identified a need for a centralized faculty/staff technology training support center. In 2001, he restructured a variety of support services to create the Instructional Technology Center (ITC). The ITC staff included the newly reclassified ITC Coordinator Minta Winsor, Instructional Designer/ Developer Lynn Sandoval, Webmaster Joel Hagedorn, part-time Instructional Assistant Arlene Adamson, and a DE support specialist who was placed in a student computer lab to provide support for online students. The ITC, with its new focus on technology training, workshops, & support for online instructors, also began providing technical support for courses requesting use of the online course management system Blackboard by way of the California Virtual Campus (CVC). Although use of Blackboard proliferated as a web-enhancing tool for regular courses, online courses continued to use a variety of web-based systems, making effective support for faculty & students less than ideal.

In Spring 2002, the Chabot-Las Positas Community College District convened a district-wide committee consisting of faculty, staff, and administrators from both Chabot and Las Positas Colleges to choose a course management system to be used for all online courses within the district. After a year-long assessment of products, the Blackboard Application Service Provider (ASP) was selected. With Blackboard, the vendor houses the hardware and software as well as provides 24x7 service support. As early as Summer 2003, several courses went live in Blackboard, with many more following in Fall 2003.

In the Fall of 2003, Chabot-Las Positas Community College District began assigning students a "W" ID as an alternative to their old user identification number (which was their Social Security number). Blackboard security and student authentication is maintained through use of this unique "W" ID number and password. In addition, student access to Blackboard is controlled through the automatic interface with the Banner System where students must be registered in the course to gain access to the Blackboard sites for their specific courses.

In Fall 2004, the District implemented a module called Snapshot Controller, which connected the District's administrative computing system, SCT Banner, to Blackboard. This automation significantly reduced the login wait time for newly enrolled students. When asked about their overall level of satisfaction with Blackboard during a Spring 2004 survey, 54 students (out of 116) reported that they were satisfied while 42 reported that they were very satisfied (Appendix C: Student Satisfaction with Blackboard Survey, Spring 2004).

With a fully supported online course management system in place, there was a significant increase in online course offerings. In 2005-2006, Chabot had a 24% increase in online courses compared to the previous year. In order to encourage the development of more online courses, the DECSC approved a revised, more streamlined proposal and review process. In order to meet Goal B4 of the Chabot 2006-07 Strategic Plan, which was to meet logistical needs of current and prospective students, program areas, such as computer science, included the recommendation in their Unit Plans that online courses be increased, so that students could complete an online AA degree.

In the Spring of 2006, one-time funds became available to faculty for developing online courses over the next two years. Under the leadership of Distance Education Committee chair Jan Novak, the DE committee developed a broad program to encourage faculty to develop and enhance quality online courses. The program includes providing monetary incentives for faculty to develop new online course offerings, reimbursement for training in online pedagogy, incentives to complete significant training programs such as those offered by @One. Given that the majority of distance education courses are online, in Fall 2008 the DECSC was renamed the Committee On Online Learning (COOL). Consultation and training largely continues to be provided by ITC staff Minta Winsor, Coordinator) and Lisa Ulibarri, Instructional Designer/ Developer since 2007.

Following these numerous incentives, 2006-08 proved to be the long-awaited breakthrough in growth of online courses. In the spring of 2007, Chabot College demonstrated a remarkable 105% increase in online sections as compared to the previous spring semester. In spring 2008,

approximately 4,582 students were enrolled in 125 sections of 87 different courses, up from 51 sections of 37 different courses in Fall 2006. Compared to spring 2007, FTES in online courses increased by 70%. All of this has contributed to a dramatic increase in the number of Chabot faculty teaching online, from 21 in fall 2006 to 58 in fall 2008.

As of fall 2008, Chabot offers online courses in all divisions, and approximately 10% of enrollment is in online courses. All AA/AS degree General Education requirements can be fulfilled online with the exception of Math. All transfer requirements (CSU-GE Breadth) can be fulfilled online with the exceptions of Speech and Math. Chabot offers several fully online certificate programs in Business and Computer Application Systems. While the Committee On Online Learning seeks ways to encourage the development of Math & Speech online courses, decisions on offerings of online courses continue to be determined primarily by faculty within each discipline.

### ***Evidence of Institutional Provision for Human, Administrative, Financial, and Physical Resources***

Oversight of Distance Learning is done by the Instructional Technology Center (ITC) staff and the Committee On Online Learning. The Dean of Applied Technology and Business oversees the ITC and is the administrative member of the Committee On Online Learning. The Vice President of Academic Services provides oversight of online offerings and courses (Appendix I: Organizational Chart of Human Resources).

Online courses are taught by both full-time and part-time faculty. While online teaching experience is not required for many faculty positions, it is often listed as a preferred qualification. Decisions on offerings of online courses are determined primarily by faculty within each discipline and are based on advisory board recommendations, program needs, and faculty interest. If faculty do not have online teaching experience, they have the option of being trained by the ITC staff. The ITC Coordinator and Instructional Designer offer training in both online teaching theory and practice and the use of the technology used for delivery. Blackboard is the supported course management system at Chabot College. This in-house training is done through workshops and individual appointments, depending on the needs and requests of the faculty. ITC workshops that focus on online teaching are also offered online to serve the needs of faculty who also require a flexible schedule. This has proven to be an effective option; requests for the online training far outweigh requests for in-person workshops.

In addition to online course development training and support, the ITC offers training and support for other technologies including:

- Adobe Creative Suite
- Microsoft Office applications
- Gradequick – Gradebook software
- SafeAssign – a Blackboard Building Block/ Plagiarism Detection Software
- Respondus- Assessment publishing software

- Camtasia, a software tool that, among other things, allows faculty to narrate PowerPoint presentations and turn them into Flash files for posting online.
- SnagIt – Screen Capture software
- Frontpage/ Sharepoint – Web design software

The Chabot Television Studio offers the capability of streaming media, podcasts, and video for all faculty, including online instructors.

The Blackboard production and test server are hosted by Blackboard, Inc. Chabot has two System Administrators (the ITC Coordinator and the Instructional Designer) who consult with an assigned Blackboard technical support manager on any problems that cannot be resolved locally. While Blackboard Administration is done in-house, the licensing, contract, and financial aspects of Blackboard are done through our District Information Technology Services and the Chief Technology Officer (CTO). The District CTO also oversees the Administrative System Analyst and Senior Programmer Analyst who link our enrollment system (SCT Banner) to Snapshot Controller, resulting in our ability to automate enrollment. Funding for the licensing of the Blackboard server, in addition to the Snapshot Controller and the Blackboard-provided support, is provided by the District. Technical support for in-house computers and related software in the ITC is provided by Chabot Instructional Technology experts. The salaries of the College employees are paid from Chabot College budget.

Online learning support for students is available through the ITC. An instructional assistant stationed in a computer lab dedicates 50% of her time to Blackboard and online learning student support. This includes troubleshooting the Blackboard Course Management System, managing the Help Desk both in-person and online, and online student support websites. Developed through the Committee On Online Learning, in partnership with the ITC, Chabot also offers online learning orientations. These orientations are open to all Chabot students and are led by a faculty member and an ITC staff member. New in Spring 2008, Chabot offered an Introduction to Online Learning course (General Studies 4910). This half-unit support course provides students with knowledge of the course management system and online learning practice. Chabot is also in the process of exploring options to provide both tutoring and counseling online to better serve the needs of its students.

### **Analysis of Financial Resources:**

Oversight of all academic programs, including online offerings, is provided by the Vice President of Academic Services. Online courses are funded like all other courses at the college and are integrated into instructional division budgets. Additionally, the Dean of Applied Technology and Business supervises online support staff in the ITC. The staff includes our ITC Coordinator, Instructional Designer/Developer, the College Webmaster, a Student Support Instructional Assistant, and a Faculty Support Instructional Assistant (Appendix I: Organizational Chart of Human Resources). The ITC Coordinator and Instructional Designer/Developer oversee the daily needs of online offerings, including Blackboard system administration and support, technical and pedagogical training, course design assistance, and

accessibility support for online instructors. The Student Support Instructional Assistant provides online learning and technical support to all Chabot students. Instructional Technology Center staff salaries are provided through the college budget and are administered through the Division of Applied Technology and Business.

College IT staff also provide support for and work with the staff of the ITC. Online offerings also receive staff support from regular College functions such as Admissions and Records and Financial Aid. The Office of Institutional Research and Planning supports the data-driven planning needs of both the ITC and Committee On Online Learning.

As explained previously, through District IT, the Chief Technology Officer (CTO) oversees the licensing and contract for Blackboard and manages the District IT staff that provides support for the Snapshot Controller (automated enrollment). Chabot has two Blackboard Administrators, the Instructional Technology Center Coordinator and the Instructional Designer/Developer, who consult with a Blackboard Technical Support Manager on any problems relating to the Blackboard server or software. The necessary funding for the licensing of the Blackboard server, the Snapshot Controller, and Blackboard Technical Support Manager are provided by the district.

In a financial sense, the viability and sustainability of our online program is manifest in the income and expense information provided in Appendix J. The online program generates substantially more revenue than expense.

### ***Evidence that the Institution Has Received Internal or External Approvals***

The DECSC ensures that Chabot fulfills its Title 5 mandate for separate approval of online courses. As a sub-committee of the Curriculum Committee, the DECSC serves in an advisory capacity to both the Curriculum Committee as well as the Academic Senate. The DECSC uses a nine-step distance education course approval process as part of its effort to develop quality online instruction. As of Fall 2008 the DECSC was renamed the Committee On Online Learning (COOL). More information about the committee can be viewed at the committee website: <http://www.chabotcollege.edu/DECSC/>.

The comprehensive distance education review and approval process includes an initial consultation with the instructional designer (and Blackboard training if not received already), a review of similar courses elsewhere, meetings with the division dean and subdivision colleagues, consultation with other faculty experienced in distance education, and review of the completed plan with subdivision colleagues. More information about the process can be found at the committee website: <http://www.chabotcollege.edu/DECSC/>.

All faculty who wish to teach a distance education course must complete the Distance Education Course Proposal Form. In the proposal, faculty are required to demonstrate sufficient need/justification for the course, describe the course content delivery, nature and frequency of instructor-student and student-student interactions, assignments & methods of evaluation, planned use of technology, accommodations for students with disabilities, and input from colleagues and administrators. Faculty must also include the recommendations or reservations of

their division/subdivision. (Appendix D: 2008-09 Distance Education Course Proposal Form, also available at <http://www.chabotcollege.edu/DECSC/forms/>).

If an instructor plans to use the Blackboard course management system, she must meet with the Instructional Designer to review and complete the Formative Evaluation Checklist. The checklist is intended to provide a framework to develop online/hybrid courses in Blackboard. Use of the checklist begins with an initial consultation with the Instructional Designer (Step 8 of the Proposal Form) and continues through course development to final a meeting with the Instructional Designer at least two weeks prior to the start of the semester in which the course will be offered. After completion of the checklist, a signed copy must be submitted to the chair of the COOL. (Appendix E: Formative Evaluation Checklist, also available at <http://www.chabotcollege.edu/DECSC/forms/>).

Largely due to release time for the chair, in the past two years the COOL has expanded its scope to include a much broader involvement in several aspects of distance education beyond curriculum approval. The COOL is also a resource for those teaching or seeking to teach a distance education courses, and it is the committee's intent to assist faculty interested in creating courses of the highest possible quality. Services include support for faculty in DE delivery ventures and development of DE delivery plan proposals, providing online teaching skill development opportunities, mentoring for faculty, and recommending and assisting in implementation of online student support programs. The COOL also makes recommendations as appropriate to the Academic Senate, Faculty Association, college-wide committees, and the college and district administration on issues related to DE, such as evaluation of online instructors. Details of the COOL accomplishments and goals can be found in the recent Distance Education Unit Plan (Appendix F: Distance Education Unit Plan, Spring 2008).

Evidence of the effectiveness of the distance education review, approval, and evaluation process, along with the COOL and ITC support services, is demonstrated by the retention rates of online versus face-to-face courses. In Fall 2007, the overall retention rate for online courses was 73% while the retention rate for face-to-face courses was only three percentage points higher (76%). Similarly, the retention rate for Spring 2008 for online courses was 76% compared to 79% for face-to face classes. (Appendix H: Course Retention Rates in Online vs. Similar Face-to-Face Classes, Fall 2004 to Spring 2008).

In addition to Title 5 requirements related to the development of online course offerings, the district and faculty have created policies related to intellectual property, course evaluation, and class size that parallel those for "face-to-face" delivery.

### ***Evidence that the Eligibility Requirement will be Fulfilled***

Chabot College was last visited by the ACCJC in Spring 2003 and subsequently received notification of its continued accreditation. We are completing our self study in preparation for a Fall 2009 Team visit. Chabot College will continue to meet the Eligibility Requirements for Accreditation in the following areas:

1. **Authority.** Chabot College is authorized to operate as an educational institution and to award degrees by the State of California (ref. California Code of Regulations, Title 5, division 6). The development and offering of online courses falls within the scope of this authority (*California Code of Regulations*, Title 5, div. 6, chap. 6, subchap. 1, article 3, §55205 &seq.).
2. **Mission.** The mission clearly defines institutional commitment to achieving student learning and is reviewed and reaffirmed by the college's Institutional Planning and Budget Committee (IPBC) on a regular basis. The offering of online courses and programs addresses the needs of our community and aligns with the College's commitment to diversity and to the preparation of students to fully participate in our technologically-oriented society.

The Mission of Chabot College is to prepare students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our local population and economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. Recognizing that learning is a life-long journey, the college provides opportunities for the intellectual enrichment and physical well-being of all community members who can benefit.

3. **Governing Board.** The Chabot-Las Positas Community College District Board of Trustees is responsible for the quality, integrity, and financial stability of the College and for ensuring that the College's mission is carried out. The Board is responsible for ensuring that the institutional financial resources are used to provide a sound educational program including those offered online. Board members are elected from trustee areas by the registered voters of nine communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol and Union City.

On April 3, 1990, the Board of Trustees adopted the following District Mission Statement:

The fundamental mission of the Chabot-Las Positas Community College District is to provide the leadership and resources to ensure that all students within the District will continue to have an equal opportunity to pursue and achieve their educational goals.

The District will provide policy, advocacy, service, and resources for the operation of its two colleges: Chabot College and Las Positas College. The District assumes the responsibility to support the mission, goals and priorities established by each college.

The District will coordinate the allocation of fiscal and human resources, ensure fair hiring processes through adherence to affirmative action practices, and will encourage the colleges to develop strong educational and student services programs.

The District will continue to direct the development and maintenance of each college within the District.

The District will continue to perform its legal responsibility to adopt and to implement

appropriate policies and guidelines that will protect and enhance its own function and that of its two colleges.

4. **Chief Executive Officer.** The Chancellor of the District and the President of the College are appointed by the Board of Trustees and serve as the chief executive officers, with full-time responsibility to the District and College and possessing the requisite authority to administer Board policies. The Chancellor and the College President encourage the development of online courses and programs.
5. **Administrative Capacity.** The current administrative staff members have been hired with attention to appropriate preparation and experience in providing the administrative services necessary to support the College's mission and purpose. There is sufficient administrative staff to provide the oversight of and support for online courses and programs (Appendix I: Organizational Chart of Human Resources).
6. **Operational Status.** The College has remained in continuous operation since its founding in 1961, with students actively pursuing its degree programs. Online courses are extensions of existing courses and programs.
7. **Degrees.** The College offers programs leading to associate degrees (A.A. and A.S.) and certificates. All students are enrolled in courses that either relate directly to completion of a degree/certificate program or are remedial/basic skill courses leading to degree/certificate applicable courses. Certificates and degrees offered via online courses are the same as those currently offered by the College.
8. **Educational Programs.** Chabot College's principal degree programs are congruent with its mission. All programs must receive prior regulatory approval by the California Community Colleges' Chancellor's Office to ensure they are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. All degree programs are a minimum of two academic years in length. Online courses and programs are designed and conducted with the same level of academic quality and rigor as traditional, face-to-face courses and programs.
9. **Academic Credit.** The granting of academic credits is governed by statutory requirements. Information on academic credit is available in the College Catalog. The award of credit is the same for online courses as it is for courses offered through other methods of instruction.
10. **Student Learning and Achievement.** Learning objectives have always been a part of the College's course approval process. The institution is currently engaged in campus-wide dialog to define and develop student learning outcomes (SLOs) at the course, program,



11. **General Education.** In accordance with the College's educational philosophy, all degree programs require a substantial component (26 semester units) of general education designed to ensure breadth of knowledge and promotion of intellectual inquiry. The general education component requires competence in writing and computational skills and an introduction to major areas of knowledge. The development of online program offerings has been designed to include courses that meet the College's general education requirements.
12. **Academic Freedom.** Academic freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to ensure the rights of others. Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the College, whichever is appropriate. The use of online methods of instruction does not affect the academic freedom of faculty or students.
13. **Faculty.** As of Fall 2008, the College employed 184 full-time and 338 part-time faculty members. The Faculty Handbook clearly delineates faculty responsibilities, as well as College processes. Online courses are developed and taught by qualified full-time or part-time faculty members who meet or exceed the minimum qualifications for their disciplines.
14. **Student Services.** Chabot College provides appropriate student services designed to support student learning and development, which are in accordance with the institutional mission. The College already has online access to applications for admission, and registration. It is in the process of developing online processes for financial aid, orientation, registration, student records, and academic advising.
15. **Admissions.** Following regulatory statutes, the College is an "open-door" institution, admitting anyone eighteen years old or older. It is the Board's prerogative that students under this statutory age may be admitted on a case-by-case basis to enroll in advanced courses unavailable to them through the normal school system. Enrollment in online courses follows the same statutes and Board policies as for traditional courses.
16. **Information and Learning Resources.** The College provides, through ownership and contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs. Many of the

popular periodical and reference resources are available electronically. The College Library's online reference page was designed and is maintained by the Library's faculty librarians.

17. **Financial Resources.** The institutional funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College has made a commitment to fund the development and offering of courses via online delivery to the same extent as for traditional courses.
18. **Financial Accountability.** As required by statute, the College undergoes an annual external financial audit by a certified public accountant. The results of this audit are made available to the public. The audit covers both the cost and income generated by online courses.
19. **Institutional Planning and Evaluation.** The College systematically evaluates and publicizes how well and in what ways it accomplishes its purposes. The institution assesses progress toward its target's and goals and makes decisions regarding improvement through ongoing and systematic evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The development of online courses and programs is included in the College's Educational Master Plan and other planning documents.
20. **Public Information.** The College Catalog contains precise, accurate, and current information concerning the following items. The inclusion of online courses will not affect this function.
  - 21. About the College
    - Governance; Master Plan; Mission; Values Statement; Guiding Principles; College Philosophy; Objectives of the General Education Program; General Education Philosophy; Accreditation; Statement of Compliance
    - Admission, Matriculation, and Registration Fees and Refunds
    - Financial Aid
    - Veterans Educational Benefits
    - Student Programs and Services
    - Academic Regulations
    - Student Rights and Responsibilities
    - Student Organizations and Activities
    - Transfer to a Four-Year College or University
    - Graduation Requirements
    - Programs of Study and Course Description
22. **Relations with the Accrediting Commission.** The College assures the Commission that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information

required by the Commission to carry out its accrediting responsibilities. The College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. The submission of this substantive change report is in accordance with the College's commitment to the Commission.

### *Evidence That the Accreditation Standards Will Be Fulfilled*

#### **Standard 1: Institutional Mission and Effectiveness**

- A. **Mission:** Distance Learning options are in direct support of the college mission. "The college furthers student learning and responds to the educational needs of our local population and economy." Providing online options to students at a Community College extends the ability to pursue education despite other barriers.
- B. **Improving Institutional Effectiveness:** Growth in Distance Learning options have allowed the college to further support the mission and improve institutional effectiveness by offering education to a more diverse demographic. Online learning "supports a variety of teaching philosophies and learning modalities" and helps students take responsibility for their own learning. A distance approach to learning offers the opportunity for students to improve their own concept of education as well as their skills in technology in the effort to support development of the individual (Chabot College 08-10 Catalog [http://www.chabotcollege.edu/academics/catalog/Chabot\\_Catalog-2008-2010.pdf](http://www.chabotcollege.edu/academics/catalog/Chabot_Catalog-2008-2010.pdf)).

#### **Standard 2: Student Learning Programs and Services**

- A. **Instructional Programs:** Online Learning provides more access to education and enables the college to provide students with options for completing high-quality programs equal to our face-to-face offerings.
- B. **Student Support Services:** The increase in online offerings requires some additional support for students who may only be able to access college services online. While online students have the same access to campus services as their on-campus counterparts, offering services online seems to be a much needed step in conjunction with online courses.

Many of our services are available online such as Blackboard/ Online Learning Help, Registration, Course Schedule, College Catalog, and textbook purchase. However, we are still making progress to institutionalize online services in the areas of tutoring and counseling. The CHARLIE (CHAbot's online Resource with Links to Instruction in English) website is an on-line writing resource targeted directly to the needs of Chabot students. CHARLIE offers excellent writing models in the form of sample student essays with commentary from Chabot instructors; clear definitions of common types of academic writing; handouts that can be printed or viewed online; and a menu of links to instructor-approved on-line resources on reading, writing, research and documentation (<http://www.chabotcollege.edu/CHARLIE/>). Currently in progress is the expansion of the

Online Learning website ([www.chabotcollege.edu/online](http://www.chabotcollege.edu/online)) to include tutorials and other online support information for students.

The ITC also works in conjunction with the Disabled Students Resource Center (DSRC) to provide accessible content for all students in online courses. Assistive technology is also available through the DSRC for online students.

- C. **Library and Learning Support Services:** The Chabot College Library ([www.chabotcollege.edu/library](http://www.chabotcollege.edu/library)) offers many key services online to assist both online and on-campus students. The most widely used library services are its databases, which are accessible online through a password-protected environment. The library also offers documentation information online through various documents and manuals created specifically for Chabot students.

The most-recent addition to the Library online presence is the Searchpath tutorial. This online resource is an information literacy tutorial that assists students in learning online research skills, citation and evaluation methods. Still in its first year of implementation, this resource is widely used by online courses requiring research or writing of a formal paper (<http://www.chabotcollege.edu/library/searchpathclassic/>).

### **Standard 3: Resources**

- A. **Human Resources:** Faculty interested in teaching online have full access to training available through the Instructional Technology Center. Support is offered in the areas of Blackboard, Respondus, SafeAssign, Online Teaching, Multimedia, and general computer software. Through the Committee On Online Learning, faculty can also benefit from a faculty mentor with online experience.
- B. **Physical Resources:** The Instructional Technology Staff currently work in a separate office, but utilize the lab area in room 121 “The Hub.” In the near future, the ITC staff will relocate to building 100 and will become part of the Center for Teaching and Learning (CTL), which is also slated for a move to building 100.
- C. **Technology Resources:** The Campus Technology Plan and Accreditation documents address the changes and needs for technology as it affects Distance Learning.
- D. **Financial Resources:** The Course Management System, Blackboard, is provided by the District. Costs of Instruction and Support Staff are provided by the college budget allocations. (Appendix J: Chart of Financial Resources).

### **Standard 4: Leadership & Governance**

- A. **Decision-Making Roles & Processes:** Through Shared Governance, and as a subset of Curriculum, the Committee On Online Learning provides leadership in the growth of distance learning. This committee will continue to address the needs for online courses and the corresponding approval process. The committee works in conjunction with the

college administrators and VP of Academic Services. The Instructional Technology Center staff also work closely with the faculty, students, and administrators to assess the needs of the distance learning programs.

- B. Board and Administrative Organization:** Online instruction is fully integrated with the academic operation of the College. All online courses are Board approved and integrated into the divisional structure. Administrative responsibilities for online courses fall under the Division Dean of each discipline. Division Faculty are involved in the development, approval, and review of all online courses. The Dean of Applied Technology and Business oversees the ITC staff and operation.

# Appendix

*(See attached documents/files)*

## Chabot College Fall 2007 Student Accreditation Survey STUDENT ENROLLMENT STATUS AND DEMOGRAPHICS

### Fall Census vs. Enrollments vs. Survey sample

	All Students in Fall 2007		Fall 2007 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
<b>Number of students:</b>	<b>14,212</b>	<b>38,098</b>	<b>1,379</b>	
<b>Type of student</b>				<b>plus or minus:</b>
New	19%	22%	28%	3%
Continuing	58%	58%	45%	4%
Transfer	10%	9%	9%	2%
Returning	14%	10%	18%	3%
<b>Number of semesters/years at Chabot so far</b>				
1-2 semesters	—	—	40%	4%
1-2 years	—	—	36%	4%
3-4 years	—	—	18%	3%
5 or more years	—	—	6%	2%
<b>Parttime/fulltime attendance</b>				
Full-time (12+ units)	30%	52%	63%	3%
Part-time (6.0-11.5 units)	30%	30%	26%	3%
Part-time (0.5-5.5 units)	40%	18%	11%	2%
<b>Time of current classes</b>				
Day only	54%	55%	70%	4%
Day and Evening/ Saturday	23%	33%	17%	3%
Evening and/ or Saturday only	23%	12%	12%	3%
<b>Primary educational goal at Chabot *</b>				
Transfer to a 4-yr college	37%	44%	60%	3%
AA or AS degree	9%	8%	20%	3%
Obtain job skills or certificate	13%	10%	6%	2%
Personal development	8%	5%	3%	1%
Other/Undecided	33%	17%	11%	2%
<b>Current education level</b>				
First year college	57%	60%	54%	4%
Other undergraduate	26%	29%	27%	3%
AA/AS degree	6%	5%	11%	2%
BA/BS degree or higher	10%	6%	7%	2%

Notes: — Not available, \* Unknown not included.

Chabot College Fall 2007 Student Accreditation Survey: All Students

	All Students in Fall 2007		Fall 2007 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
<b>Number of students:</b>	<b>14,212</b>	<b>38,098</b>	<b>1,379</b>	
<b>Race-ethnicity</b>				<b>plus or minus:</b>
African American	15%	16%	10%	2%
Asian American	17%	17%	14%	2%
Pacific Islander/Hawaiian	3%	3%	3%	1%
Filipino	10%	10%	9%	2%
Chicano/Latino/Hispanic	23%	23%	18%	3%
Native American/ Alaskan Native	1%	1%	1%	1%
White	22%	20%	20%	3%
Mixed-race	—	—	9%	2%
Other/unknown	10%	10%	16%	3%
<b>Gender</b>				
Female	58%	56%	56%	4%
Male	42%	44%	44%	4%
<b>Age</b>				
19 or younger	24%	32%	33%	3%
20-21	16%	19%	22%	3%
22-24	15%	15%	14%	2%
25-29	13%	11%	10%	2%
30-39	13%	10%	11%	2%
40-49	9%	7%	5%	2%
50 or older	10%	6%	5%	1%
<b>Have physical disability</b>	6%	7%	6%	2%
<b>English is primary/first language</b>	92%	93%	62%	3%
<b>Highest education level of mother</b>				
Less than high school	—	—	20%	3%
High school graduate	—	—	31%	3%
Some college	—	—	28%	3%
BA/BS degree or higher	—	—	22%	3%
<b>Highest education level of father</b>				
Less than high school	—	—	21%	3%
High school graduate	—	—	30%	3%
Some college	—	—	26%	3%
BA/BS degree or higher	—	—	23%	3%
<b>Highest education level of either parent</b>				
Less than high school	—	—	13%	2%
High school graduate	—	—	26%	3%
Some college	—	—	31%	3%
BA/BS degree or higher	—	—	30%	3%

Note: — Not available






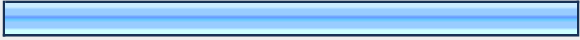



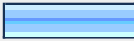
Chabot College Fall 2007 Student Accreditation Survey: All Students

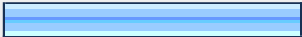




	All Students in Fall 2007		Fall 2007 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
<b>Number of students:</b>	<b>14,212</b>	<b>38,098</b>	<b>1,379</b>	
<b>Number of paid hours working per week</b>				<b>plus or minus:</b>
None	11%	11%	34%	3%
1-20 hours	27%	32%	25%	3%
21-34 hours			22%	3%
20-39 hours	35%	37%		
35 or more hours			19%	3%
40 or more hours	27%	20%		
<b>Current annual family income</b>				
Under \$15,500	—	—	23%	3%
\$15,500-\$24,999	—	—	14%	3%
\$25,000-\$34,999	—	—	12%	2%
\$35,000-\$49,999	—	—	13%	2%
\$50,000-\$64,999	—	—	12%	2%
\$65,000-\$79,999	—	—	8%	2%
\$80,000-\$104,999	—	—	11%	2%
\$105,000 and over	—	—	8%	2%
<b>Number of people in household supported by income</b>				
One	—	—	24%	3%
Two	—	—	18%	3%
Three	—	—	18%	3%
Four	—	—	19%	3%
Five	—	—	13%	2%
Six or more	—	—	8%	2%
<b>Family income adjusted by household size</b>				
Very low income (<=150% of poverty: <\$15.5K for one)	—	—	36%	4%
Low income (\$15.5K to \$34K for one)	—	—	20%	3%
Low to medium income (\$35K to 49K for one)	—	—	12%	2%
Medium to high income (\$50K to \$79K for one)	—	—	20%	3%
High income (\$80K plus for one)	—	—	11%	2%
<b>Other income situations</b>				
Receive public assistance	—	—	5%	2%
Displaced worker	—	—	4%	1%
<b>Living situation</b>				
Live with parents	—	—	59%	4%
Live with spouse/partner	—	—	19%	3%
Live with other relatives, friends, or housemates	—	—	12%	2%
Live alone	—	—	9%	2%
Live in shelter/transitional housing/homeless	—	—	<1%	1%
<b>Children/Childcare</b>				
Have minor child(ren)	—	—	11%	2%
Are single parent	—	—	9%	2%
Need Childcare	—	—	6%	2%

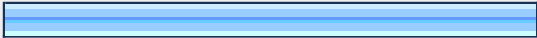

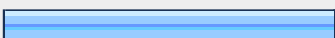
Note: — Not available Sources: Fall Census and Enrollment: Institutional Research Dataset, Fall 2007 Preliminary Census file.

## Online Student Survey Spring 2008


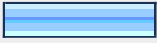
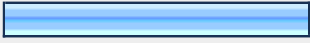


<b>1. Why did you choose to take this class online?</b>			
		<b>Response Percent</b>	<b>Response Count</b>
<b>I prefer online classes to on-campus classes</b>		<b>59.2%</b>	<b>603</b>
I prefer on-campus classes, but could not take this class at the times the class was offered on campus		<b>33.0%</b>	<b>336</b>
I prefer on-campus classes, but the class was only offered online		<b>7.9%</b>	<b>80</b>
		<b><i>answered question</i></b>	<b>1019</b>
		<b><i>skipped question</i></b>	<b>7</b>

<b>2. If you prefer online classes, what is the most important reason that you prefer them over on-campus classes?</b>			
		<b>Response Percent</b>	<b>Response Count</b>
<b>My family or work schedule makes it difficult for me to attend classes on-campus</b>		<b>63.2%</b>	<b>638</b>
I feel more comfortable studying and learning at home		<b>11.6%</b>	<b>117</b>
It saves money, as I don't have to pay for gas, parking, child care, etc.		<b>8.2%</b>	<b>83</b>
I think online courses are easier		<b>2.9%</b>	<b>29</b>
I don't prefer online classes		<b>14.1%</b>	<b>142</b>
		<b><i>answered question</i></b>	<b>1009</b>
		<b><i>skipped question</i></b>	<b>17</b>


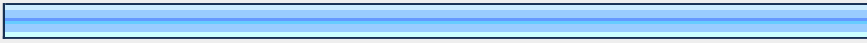
3. How did you learn about the online offering of this class?			
		Response Percent	Response Count
The printed class schedule		32.7%	334
<b>The Chabot website</b>		<b>43.5%</b>	444
The class was recommended by a friend, relative, or co-worker		12.9%	132
The class was recommended by a Chabot counselor or instructor		7.3%	75
I saw an ad or brochure about the online course(s)		3.5%	36
		<b>answered question</b>	<b>1021</b>
		<b>skipped question</b>	<b>5</b>

4. Are you taking classes on the Chabot campus this semester in addition to this online course?			
		Response Percent	Response Count
<b>Yes, I'm taking one or more classes on campus this semester</b>		<b>58.7%</b>	597
I'm taking one or more classes on campus, but at another college		4.8%	49
I'm only taking online classes this semester		36.5%	371
		<b>answered question</b>	<b>1017</b>
		<b>skipped question</b>	<b>9</b>

**5. How many online classes have you taken prior to this one?**

		Response Percent	Response Count
None		35.4%	362
1		16.3%	167
2-4		33.5%	342
5-10		12.4%	127
11 or more		2.3%	24
		<b>answered question</b>	<b>1022</b>
		<b>skipped question</b>	<b>4</b>

**6. What type of internet connection do you have on the main computer you use for this class?**

		Response Percent	Response Count
Dial-up modem		4.4%	45
High-speed (cable or DSL) modem		95.6%	968
		<b>answered question</b>	<b>1013</b>
		<b>skipped question</b>	<b>13</b>

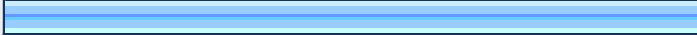
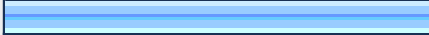
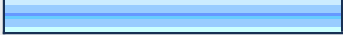
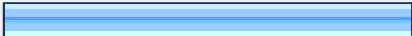
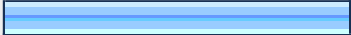
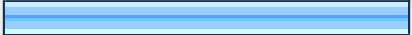

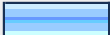
7. How would you rate the computer you most often use for this class?			
		Response Percent	Response Count
Quite new and very reliable—no problems		68.4%	695
It's good, but I do have occasional problems that kick me off the Internet or make completing assignments in this class a challenge		29.2%	297
I don't feel confident that my computer will work for me when I need it for my online class		2.4%	24
		<b>answered question</b>	<b>1016</b>
		<b>skipped question</b>	<b>10</b>

8. What type of computer do you have?			
		Response Percent	Response Count
Apple Mac		5.7%	58
PC (any computer other than a Mac)		92.0%	938
I don't personally own a computer		2.4%	24
		<b>answered question</b>	<b>1020</b>
		<b>skipped question</b>	<b>6</b>



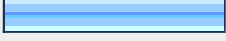



<b>9. Where do you do the majority of your computer-related work for this class?</b>			
		<b>Response Percent</b>	<b>Response Count</b>
<b>At home</b>		<b>77.8%</b>	<b>796</b>
At work		7.1%	73
Split between work and home		18.6%	190
At the Chabot library or computer lab		8.0%	82
At another public facility (town library, Internet café, etc.)		4.5%	46
At a friend's or relative's home		5.9%	60
On my laptop, wherever I happen to be		18.7%	191
		<b>answered question</b>	<b>1023</b>
		<b>skipped question</b>	<b>3</b>

<b>10. How would you describe your computer/Internet skills?</b>			
		<b>Response Percent</b>	<b>Response Count</b>
I use the computer rarely outside of this class		4.3%	44
I have fair computer skills, and am familiar with the Internet and word processing programs		25.9%	263
<b>I feel very comfortable on a computer</b>		<b>69.8%</b>	<b>710</b>
		<b>answered question</b>	<b>1017</b>
		<b>skipped question</b>	<b>9</b>

**11. As an online student, what are the most important features of an online class in terms of your ability to be successful?  
Please select up to 3 of the answers below.**

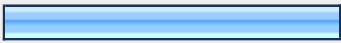


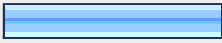

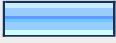
		<b>Response Percent</b>	<b>Response Count</b>
<b>The organization of the course, so I can find what I need</b>		<b>76.7%</b>	<b>781</b>
The materials that the instructor provides beyond the textbook to help me learn, such as e-lectures, Internet links, and additional reading materials and resources		46.9%	477
The discussion board, as I like sharing ideas with my classmates		37.2%	379
The availability and responsiveness of my instructor to answer my questions		45.0%	458
The involvement of my instructor in the class, both in discussions and in providing me with individual feedback and suggestions		38.0%	387
The quick grading and useful feedback by the instructor on the assignments that I submit		44.5%	453
The availability of tutoring in the subject		6.9%	70
The availability of Blackboard technical support if I have problems		11.5%	117
		<b><i>answered question</i></b>	<b>1018</b>
		<b><i>skipped question</i></b>	<b>8</b>

12. As an online student, what do you believe is the most important thing you need to do to be successful in your class? Please select 1 or 2 of the answers below.

		Response Percent	Response Count
<b>Manage my time so I can complete all the required work</b>		92.9%	939
Understand how I learn best, and how to do that in an online class		43.1%	436
Ask for help on the content of the course when I need it		24.0%	243
Understand how to use Blackboard better		10.1%	102
Get an orientation about the class from the instructor in person or in an interactive online session before the class begins		6.3%	64
Get an orientation to Blackboard in person or in an interactive online session before the class begins		3.6%	36
		<b><i>answered question</i></b>	<b>1011</b>
		<b><i>skipped question</i></b>	<b>15</b>




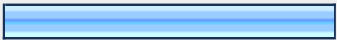
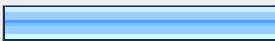
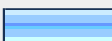
13. If you have taken a class on campus at Chabot, what is the one thing you most miss about the on campus experience that you'd like to see in your online course? Please choose 1 or 2 of the answers below.

		Response Percent	Response Count
<b>The opportunity to interact with my instructor as I'm learning the course material</b>		36.8%	365
The lecture—seeing the class material on Powerpoint slides or on a blackboard		18.8%	186
The lecture—hearing the instructor talk about the class material		36.5%	362
The activities that we do in class that enable me to learn from and interact with my classmates		23.8%	236
The opportunity to get to know my instructor and my classmates on a more personal level		28.4%	281
Not applicable, as I haven't taken a class on campus		11.9%	118
		<b><i>answered question</i></b>	<b>991</b>
		<b><i>skipped question</i></b>	<b>35</b>

14. If you have taken a class on campus at Chabot, what is the one thing about your online class that you'd most like to experience in your on-campus classes? Please choose 1 or 2 of the answers below.

		Response Percent	Response Count
The opportunity to learn from my classmates on the discussion board		26.5%	262
<b>The quick feedback on my quizzes, discussions and other assessments</b>		<b>53.6%</b>	530
The opportunity to interact with my instructor throughout the week		23.8%	235
The availability of other course materials that help me learn the subject		24.5%	242
Not applicable, as I haven't taken a class on campus		13.1%	130
	<b><i>answered question</i></b>		<b>989</b>
	<b><i>skipped question</i></b>		<b>37</b>


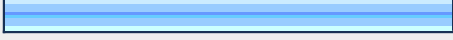
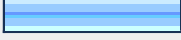
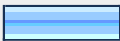
15. If you have taken a class on campus at Chabot, how would you rate your participation in the class (discussions, projects, etc.) vs. your online class(es)?

		Response Percent	Response Count
I participate more in on campus class discussions and group projects		21.9%	220
<b>I participate equally in the on campus and online discussions and group projects</b>		<b>36.5%</b>	366
I participate more in online class discussions and group projects		29.8%	299
Not applicable, as I haven't taken a class on campus		11.9%	119
	<b><i>answered question</i></b>		<b>1004</b>
	<b><i>skipped question</i></b>		<b>22</b>

**16. If you have taken a class on campus at Chabot, how would you rate the amount of time you need to spend completing the work for the on-campus class each week (including the time you would spend in class for an on-campus class) vs. your online class?**

		Response Percent	Response Count
If you have taken a class on campus at Chabot, how would you rate the amount of time you need to spend completing the work for the on-campus class each week (including the time you would spend in class for an on-campus class) vs. your online class?		2.3%	23
I spend more hours each week for my on-campus classes		25.8%	260
<b>The on-campus classes and the online classes are equivalent in terms of the hours I spend each week to do the work</b>		<b>35.6%</b>	<b>359</b>
I spend more time each week for my online classes		23.9%	241
Not applicable, as I haven't taken a class on campus		12.4%	125
		<b><i>answered question</i></b>	<b>1008</b>
		<b><i>skipped question</i></b>	<b>18</b>

17. If you have taken a class on campus at Chabot, how would you rate the difficulty of the on-campus class each week (the difficulty of achieving the grade you'd like to achieve) vs. your online class?

		Response Percent	Response Count
The on-campus classes are more difficult		18.9%	191
<b>The on-campus classes and the online classes are equivalent in terms of the difficulty of achieving the grade I'd like to achieve</b>		<b>49.4%</b>	<b>498</b>
The online classes are more difficult		19.3%	195
Not applicable, as I haven't taken a class on campus		12.4%	125
		<b><i>answered question</i></b>	<b>1009</b>
		<b><i>skipped question</i></b>	<b>17</b>

## Student Satisfaction with Blackboard Survey Results

Launch Date	04/09/2004 2:53PM
Close Date	04/21/2004 11:20AM
Email Invites	0
Visits	327
Partials	3
Completes	237

1.

From which college, Chabot or Las Positas, are you taking online courses?		Number of Responses	Response Ratio
Chabot		116	49%
Las Positas		93	40%
Both		26	11%
<b>Total</b>		235	100%

2.

**Columns** Your OVERALL level of satisfaction with the Blackboard program:

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral	Satisfied	Very Satisfied	Totals
<b>Chabot</b>	7	6	7	54	42	116
<b>Las Positas</b>	3	5	7	53	22	90
<b>Both</b>	1	1	1	13	8	24
<b>Totals</b>	11	12	15	120	72	230

3a.

**Columns** Your level of satisfaction with the following areas of Blackboard: Ease of use

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
<b>Chabot</b>	7	6	9	48	46	116
<b>Las Positas</b>	3	8	5	50	26	92
<b>Both</b>		2		10	14	26
<b>Totals</b>	10	16	14	108	86	234

3b.

**Columns** Your level of satisfaction with the following areas of Blackboard: Bulletin Board

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
Chabot	8	6	16	41	44	115
Las Positas	1	3	18	44	25	91
Both		1	3	14	8	26
Totals	9	10	37	99	77	232

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3c.

**Columns** Your level of satisfaction with the following areas of Blackboard: E-mail

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
Chabot	5	5	25	47	33	115
Las Positas	8	8	18	37	20	91
Both	1	3	2	8	12	26
Totals	14	16	45	92	65	232

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3d.

**Columns** Your level of satisfaction with the following areas of Blackboard: Quizzes/Surveys

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
Chabot	9	2	27	43	35	116
Las Positas	6	6	12	40	26	90
Both	1	6	2	11	6	26
Totals	16	14	41	94	67	232

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3e.

**Columns** Your level of satisfaction with the following areas of Blackboard: Chat (Virtual Classroom and/or Lightweight Chat)

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
<b>Chabot</b>	5	4	61	21	23	114
<b>Las Positas</b>	1	6	55	18	9	89
<b>Both</b>		1	16	2	7	26
<b>Totals</b>	6	11	132	41	39	229

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3f.

**Columns** Your level of satisfaction with the following areas of Blackboard: Gradebook

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
<b>Chabot</b>	8	4	21	40	41	114
<b>Las Positas</b>	2	2	9	48	30	91
<b>Both</b>	1	1	2	10	12	26
<b>Totals</b>	11	7	32	98	83	231

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3g.

**Columns** Your level of satisfaction with the following areas of Blackboard: Group Pages

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
<b>Chabot</b>	5	7	63	21	17	113
<b>Las Positas</b>	1	7	40	31	11	90
<b>Both</b>		1	12	9	4	26
<b>Totals</b>	6	15	115	61	32	229

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3h.

**Columns** Your level of satisfaction with the following areas of Blackboard: Assignments tool (symbolized by the View/Complete link)

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
Chabot	7	3	20	48	37	115
Las Positas	4	4	15	39	30	92
Both		1		12	13	26
Totals	11	8	35	99	80	233

3i.

**Columns** Your level of satisfaction with the following areas of Blackboard: Reliability of the software

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
Chabot	8	8	21	40	38	115
Las Positas	5	2	9	51	25	92
Both	1	2	4	10	9	26
Totals	14	12	34	101	72	233

3j.

**Columns** Your level of satisfaction with the following areas of Blackboard: Reliability of the server

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral/Did not use	Satisfied	Very Satisfied	Totals
Chabot	7	9	20	44	36	116
Las Positas	4	2	10	45	30	91
Both	1	2	4	9	10	26
Totals	12	13	34	98	76	233

4. See below.

4. Please add any other comments (if any) about the Blackboard program.

[VIEW](#) 79 Responses



5.

**Columns** Did you contact your college's student support desk this academic year seeking help for a problem with Blackboard? If you choose NO, please scroll to the bottom, and click Submit. You are finished with this survey.

The table below shows the results from comparing the two selected questions.

	Yes	No	Totals
Chabot	24	89	113
Las Positas	22	69	91
Both	9	15	24
Totals	55	173	228

6.

**Columns** How often have you contacted your college's student support desk? 1-3 times

The table below shows the results from comparing the two selected questions.

	1-3 times	4-7 times	8-11 times	12 or more times	Totals
Chabot	30	1		1	32
Las Positas	27	1		1	28
Both	12	1			13
Totals	69	2		2	73

7.

**Columns** By what means have you contacted your college's student support desk? Check all that apply. By email

The table below shows the results from comparing the two selected questions.

	By email	By telephone	By filling out the online form on the support web page (LPC only)	In person	Other, please specify	Totals
Chabot	27	3	2	5		33
Las Positas	14	15	1	4		30
Both	10			1		12
Totals	51	18	3	10		75

8.

**Columns** What was your reason(s) for contacting your college's student support desk? Check all that apply. Login problems with Blackboard

The table below shows the results from comparing the two selected questions.

	Login problems with Blackboard	Technical issue (s) within Blackboard	Forgot password	Inquiring about online course offerings	Wanting to add an online course	Other, please specify	Totals
<b>Chabot</b>	22	11	4	3	4		32
<b>Las Positas</b>	15	12	1	1	3		30
<b>Both</b>	6	4	2	1	1		12
<b>Totals</b>	43	27	7	5	8		74

9.

**Columns** Please rate your OVERALL satisfaction with your college's student support desk.

The table below shows the results from comparing the two selected questions.

	Very Unsatisfied	Unsatisfied	No Opinion/ Neutral	Satisfied	Very Satisfied	Totals
<b>Chabot</b>		2	12	9	15	38
<b>Las Positas</b>	1		12	14	10	37
<b>Both</b>	1		4	6	3	14
<b>Totals</b>	2	2	28	29	28	89

10a

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Understood my problem

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
<b>Chabot</b>		1	6	6	20	33
<b>Las Positas</b>		2	7	9	15	33
<b>Both</b>	2		3	3	6	14
<b>Totals</b>	2	3	16	18	41	80

10b.

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Was clear and easy to understand

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
Chabot		1	6	8	18	33
Las Positas		1	9	9	14	33
Both	2		3	4	5	14
Totals	2	2	18	21	37	80

10c.

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Was able to solve my problem on the initial contact

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
Chabot	1	1	11	7	13	33
Las Positas	1	3	8	8	13	33
Both	2	1	4	4	3	14
Totals	4	5	23	19	29	80

10d.

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Followed through with commitments/promises

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
Chabot		4	7	5	17	33
Las Positas	1		9	8	15	33
Both	2		3	5	4	14
Totals	3	4	19	18	36	80

10e.

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Was courteous

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
Chabot	1	1	7	8	16	33
Las Positas	1		7	7	18	33
Both	1	1	3	4	5	14
Totals	3	2	17	19	39	80

10f.

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Was professional

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
Chabot	1		8	6	18	33
Las Positas	1		7	8	17	33
Both	1		3	5	5	14
Totals	3		18	19	40	80

10g

**Columns** Please rate your AGREEMENT with the following statements. your college's student support desk representative... Was patient

The table below shows the results from comparing the two selected questions.

	Totally Disagree	Somewhat Disagree	No Opinion/ Neutral/ Don't Remember	Somewhat Agree	Totally Agree	Totals
Chabot	1		9	6	16	32
Las Positas	1		9	7	16	33
Both	1	2	4	3	4	14
Totals	3	2	22	16	36	79

11.

If you have any additional comments and/or suggestions regarding your college's student support desk, please type them here.

[VIEW](#) 11 Responses

#### 4. Please add any other comments (if any) about the Blackboard program.

#	Response
1	Limit the downtime by using tandem servers.
2	It needs to be faster.
3	Not all the teachers use the grade book which makes it hard but not blackboard's fault.
4	It seems to me that several of the sections could be combined to provide less choices for confusion. (i.e. External links, and reference material.) (Also, Course info. and course materials)(thirdly, Communication and Discussion Board.)
5	It's easy to understand you can learn a lot of way better specially for people who is impaired like me so I can understand better than going to class and understanding my instructor.
6	Sometimes I find it difficult to sign in. It'll take a few hours for my username and password to be accepted (not referring to the first time of use).
7	When logging in the "User Name" title should be changed to a more appropriate one. In my case it was a number. This confuses me. I would also like a default sign in question in the event of lost password. Once in I like the system.
8	RE: discussion board. It is difficult to follow messages; hard to identify the original message and who the followup messages are intended for. Very confusing. I was unable to take my tests at home; had to take them at the computer lab at school. Claudia Gundell
9	sometimes, this semester, I have not been able to start a new thread, so I am forced to piggy-back onto others' comments, even if I have a new topic to share; that option is turned off on at least one of my discussion board areas . . .it would be nice to have a "trouble-shooting" option in each discussion area to alert the teacher about these kinds of issues . . .
10	with all the budget cuts, it would be nice to have access to a greater range of summer classes on line
11	it was good for help in the class
12	I just starting, I have no opinion about the blackboard.
13	very effective communication with instructors
14	Gradebook is terrible, especially on macs; no ability to release quizzes or exams to individual students; no ability to advance in units on the basis of passing an exam.
15	Only issues that effected me were problems when taking and submitting quizzes and tests.
16	I have had trouble when taking quizzes using the software. When there comes a question that has an area for an essay answer, if you hit enter by accident to return it throws you out of the test and you have to restart all over again. This has been very frustrating because the tests are timed and I have had to go back with only a few minutes remaining to try to re-do the test.
17	it is difficult to login at late night,so I hope it may be improved.
18	I never had any problems with using Blackboard.
19	Chat has always been a pain to negotiate
20	easy to submit assignments online
21	I think this program was a lot better than WEBCT
22	i always have to type in my user number and password twice in order to log into blackboard, even though I'm POSITIVE i entered y information correctly the first time.
23	The best program around, don't change a thing
24	The AOL email dilemma really created a problem for me, besides that I was satisfied
25	I like this programs because I work and it help me to take extra class without been at school and I can log in any time and everywhere.
26	If you guys could put all the stuff on blackboard larger because it is to hard to see the tiny words.
27	one time i did have a problem posting up some quotes on the bulletin board. i had to do it about 3 times and it still didn't get posted up.
28	it has help me to communicate with my teachers quicker on assignments.
29	A little confusing at first to properly navigate around the site. Though it was clear to me with what I had to do for the registration process, but it was afterwards when trying to navigate I got lost. But after a few times of using the site, I was able to through the site easily.
30	For some reason I always have to sign in twice (Log in), before I can access my classes... Thanks!
31	I like this program a lot. I learn just as much as I would in the class, can still ask the teacher questions, and can take more classes.
32	none
33	hard to send files sometimes
34	The server needs to be upgraded so that blackboard won't close when someone is trying to attach a large homework file. Please look into it.
35	It would be great if there were specific instructions on how to easily send files through the assignments page. There were many times where my assignments would not go through and it would be a hassle for both the instructor and I. I was

wondering if there were different ways to send files through MAC and PC?

- 36 The program is fine, but the way the teachers utilize the program is unsatisfactory. It was hard to know what was important in the chapters and what wasn't. The teachers need to explain more of what we actually need to know from the chapter rather than just telling us to read unnecessary information.
- 37 i would like more instructors to use it
- 38 Blackboard is a very usefull tool and I am overall satisfied, yet i have to logg in 2-3 times before i get in, and repeat a few things before it works.
- 39 I didn't use all that the program had to offer. What I used worked great.
- 40 The teacher did not respond the blackboard, when i turned in homework, i was not know did the teacher receive it or not. It just didnt respond
- 41 Ithink this blackboard is a awsome way to deal with classes for those people who have to work all day and can't afford to go to different campuses to finish their classes. It is very easy to use.
- 42 This has been a wonderful experience. I think the software is well thought out and very useful. Well done.
- 43 The only problem my class had was the assignments closing an hour or so earlier than they were supposed to. My teacher figured it out though and it works well. It is a little difficult to set up for some, for example I wasn't sure what my W number was until my teacher told me how to get it. Maybe it should be changed to having the same user name and passs word as signing onto class web.
- 44 The system rocks! Why don't other schools use it?
- 45 I have found the program to be user friendly. I haven't had any problems with any of my usage.
- 46 Redesign Site. Better logos chabot las positas logo is horrifying.
- 47 I can't logon at the first time. I have to do more once to get in. I don't like that.
- 48 I am very used to Web CT, so it was a little hard to get used to the new system. It would be easier to use, if it went directly to the class instead of system announcements.
- 49 i loved this blackboard program because of the budget cut the colleges charge for the printing papaers but on blackboard there is no need to print papers. so i'm happy with it.
- 50 The first few times I tried to use it I was very confused, and it took me a while to figure out how to retrieve my assignments. Also, whenever I take an exam, I time myself (my quizzes are usually 15 min) and I also use the timer on the exam. Although for some reason when I submit my exam and, for example, I finished it in 14:40 seconds, my results are off by about a minute, so the results say I submitted my quiz at 15:30 or something like that. This could potentially hurt my grade because we get 5 points taken off for every minute we go over. And I know my computer does not take more than a minute to send information.
- 51 For my first time using the Blackboard program, I was very impressed and very satisfied.
- 52 For my first time using the Blackboard program, I was very impressed and very satisfied.
- 53 For my first time using the Blackboard program, I was very impressed and very satisfied.
- 54 Blackboard is a very nice way to take online courses the only complaint I have is when you have to buy the acess tool or whatever it is called I have had to buy them in the past, this time I didn't, but I don't think it helps to stop cheating, and it just causes the students to spend more money.
- 55 the program is a very good idea, but unfortunately I've had problems w/ the course in which I am enrolled. The teacher has not answered my emails, and has not graded anything from beyond the 1st 2 weeks of the course, I am going to withdraw because of that.
- 56 i am glad to have had the opportunity to take these online classes
- 57 in addition to using the Blackboard program, I think that teachers should provide office hours either on campus or through a chat room.
- 58 Great experience overall, I just had some difficulties this semester with the exams..
- 59 If possible, I'd like to see the timed exams easier to navigate. Example: Out of 50 questions on the exam I skipped numbers 3, 12 and 48, hoping to return to those questions before my time ran out. Unless I'm wrong, the only way to access the undone questions is by starting at one end of the exam and page forward/backward to the un-answered question. It would be nice if there was a way to bookmark the un-answered questions.
- 60 I suggest that the all the classes should have Blackboard in order to keep you updated on your work grade-wise and knowing what to do for homework the next day.
- 61 Thought the overall process of the Blackboard system was good. But communitication with the teacher was very very difficult. Responses were very slow if a response was even recieved at all. Nearly all of the due dates were incorrect and the inital test was difficult to take because the dates were wrong. I think the teacher should communicate with the students better so they know what is going on.
- 62 I wish if you drop a class you can take it off the blackboard
- 63 In a timed quiz we were allowed 60 minutes to answer 20 questions. However, at the eighth question I was unable to submit the answer and the quiz was abandoned. There was a timer on each question and even though I was on a pace that would have resulted in completing the quiz in 40-45 minutes completion was impossible. A statement prior to the quiz or within the opening remarks would have prevented this problem. Not mentioning the additional timer created a problem for more than student. Unacceptable!
- 64 none
- 65 Could there be a way to reverse the order of postings on the discussion board so that the latest posting is at the very top and is the first seen? And could it be possible to "remove" already read (and selected) postings so they aren't viewed?
- 66 If maintenance is done, there should be some type of bulletin set up so if assignments need to be turned in and they are time

sensitive that the maintenance won't get in the way.

- 67 It would be very helpful if when you are composing an email or reply in the discussion board area, you could look at another subject on the website without losing what you've written.
- 68 I believe we need easier access to blackboard tools. Thank You
- 69
- 70 I have had problems signing in off and on that can be annoying. For the last month or so, I have to attempt to log in twice. The first time I am rejected every time. Other than that I haven't really had problems doing anything I've tried.
- 71 i enjoy using the blackboard.
- 72 We did not use chat rooms, but I did enjoy the fact that I could have a one on one with my teacher.
- 73 This is the first online course that I've taken. I have learned more than I thought I would have. This has been a great learning experience and I wouldn't hesitate to take another course through the blackboard system and with the instructor I had.
- 74 Thank you for having this available.
- 75 This tool is wonderful in allowing users to access it at anytime so class times are not limited.
- 76 After taking several online classes, and with the few updates in teh program, I am much happier with the Blackboard system. I think that there should be an easier way to turn in assignments, and I don't like the way that the quizzes are to be taken one question at a time. This doesn't allow you to skip and come back to a question that you aren't sure about, so that you can answer the questions that you do know. I do like that fact that you have access to all of your grades at any given time. I don't like the way that at the bottom your added points are done because it looks like you have a bad grade all the way to the end.
- 77 I find using the Blackboard program fun and easy. It is fun because you can look up and do your assignments from home. It is easy because the program walks you thriough everything. I especially like how the professor can respond to the student's work, and how the students can see the professor's response on other students work. Also, E-mailing the professor has never been easier. It's great!!!
- 78 you should be allowed to go back and fix anything that u submitted before it gets graded
- 79 I am a senior software engineer with Space Systems\Loral and I am attending Chabot College to acquire basic training in a software title that I will be required to support as part of my job description. I have found the information contained within 'Blackboard' to be easy to access, topical, and relevant to the task at hand. I highly recommend that this service be continued, and expanded into as many subject areas as this resource would benefit. In today's market place, we are all faced with having to do more with less, and to leverage technology and your present assets to maximize their effectiveness for the enterprise. Not only am I recommending that this system be maintained, but if it is not already a requirement for all instructors to utilize this asset, it must be. Roger Wildensten (650) 852-7112 Wildensten.roger@ssd.loral.com
- 

**11.** If you have any additional comments and/or suggestions regarding your college's student support desk, please type them here.

#	Response
1	LPCDistEd tech support is doing a great job!
2	The person knew what my problem was and solved it immediately. It was something stupid on my part.
3	I wish I had signed up for online courses a long time ago. It is very convenient and even though it seems like we did a lot more writing and reading, it was worth it.
4	Very impressed with her effort but problem was never resolved.
5	you are doing a good jon with halping us all

6 They were very patient and helpful.

7 na

8 Minta Peterson is very helpful....

9 There was NO response to my request for assistance. Totally unacceptable!

10 I think that Blackboard is the wave of the future. I love it!! It is easy to use when you have a busy schedule and you can track your progress,

11 Please see my comments above.



Chabot College

**Distance Education Course Proposal Form**

2008-2009

**Course Title & Number:**

**Faculty Name:**

**Course Delivery Method (check one):**

- Online (all instruction is online; campus orientations/assessments may be included)**
- Hybrid online (instruction occurs both online and on campus)**
- Telecourse**
- Other (please describe)**

**First Semester To Be Offered:**

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**1. Need/Justification**

- What is the intent in offering the course by distance education? What student needs will this offering meet? Are there learning opportunities made possible in a distance education course that might not be available in a traditional course?
- If this course has previously been offered at Chabot using this delivery method (online, for example), what have you learned from prior instructors that will influence your instruction in this course?

**2. Course Content Delivery**

- Describe the distance education modalities used to deliver the course content and provide an approximate schedule of the time allocated to each modality. What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture, video, podcasts, email, supplemental websites, CD-ROM, etc.?
- Provide examples of course components taught using distance education technology. This will include either or both synchronous—online at the same time and asynchronous—online at different times.
- Note that the total number of contact hours should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 hours of instruction, assessment, discussion, and group activities. Account for those hours in your proposal.

**3. Nature and Frequency of Instructor-Student Interactions**

- Describe the number and frequency of your interactions with and feedback to students making satisfactory progress and of interventions when students are at-risk of dropping or failing due to poor performance or participation.
- For each type of interaction listed above, describe why you believe it will be effective for this particular curriculum and delivery model.
- Describe how the interactions will facilitate student learning and how students will benefit from the DE modalities selected.

**4. Nature and Frequency of Student-Student Interactions**

- Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches.

**5. Assignments & Methods of Evaluation**

- List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student progress.
- Describe planned interactions and evaluations to ensure participation and verification of student learning that permit timely instructor intervention.

**6. Technology**

- Describe any special software or multimedia tools you plan to utilize in your course (PowerPoint, Articulate, Camtasia, Flash, podcasts or other audio, etc.). This is helpful to determine technology support needs.

**7. Accommodations for Students with Disabilities**

- Describe how you will accommodate students with disabilities. For a telecourse, is the video close-captioned? If you plan to use any multimedia (video, podcasts, specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities?

**8. Input from Colleagues and Administrators**

As you develop your proposal and build your course, please consult with your colleagues and do some background research, including the following:

- a.** Meet with Instructional Designer for initial consultation *and* Blackboard training. **Date(s) completed:**
- b.** Review of similar courses elsewhere. Are similar courses offered at other colleges? If so, **note the college(s).**
- c.** Meet with your Division Dean and subdivision colleagues to secure preliminary support for offering this course via Distance Education. **Date completed:**
- d.** Consult with other faculty experienced in DE. **With whom did you consult?** \_\_\_\_\_ **Date completed:** \_\_\_\_\_
- e.** Review your completed plan with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

**9. Submit your proposal (electronic version via email and hard copy via campus mail) to the chair of the DE Committee**

Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division Dean signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Formative Evaluation Checklist

This checklist is intended to provide a framework to develop online/hybrid courses in Blackboard. We believe careful and thorough consideration of these items will contribute to a successful online experience for both faculty and students. This formative evaluation must be completed with the Instructional Designer by the instructor proposing an online/hybrid course.

### 1. Learner Support

Course contains:

- Link to Blackboard Help for Students at Chabot College
- User support email and phone numbers
- Computer system and plug-in requirements
- Netiquette
- Notification of time and place of first on-campus meeting or orientation (if applicable)
- Announcement or welcome message
- A reminder for students to add their personal email into Bb
- Contact information for instructor. (Faculty/Staff Information)
- Useful links and resources to Chabot College Library
- Learner accommodation needs
- Course syllabus to include information about
  - objectives
  - schedule/course organization
  - assessment policy
  - participation requirements
  - attendance requirements

Observations:

Suggestions/Recommendations:

## 2. Course Organization

- ❑ Consistency of Layout
  - folders created in logical sequence to add content
  - course content is organized by week, topic, other as areas as appropriate
  - sequence of folders/items within each module is similarly structured
  - assignments—preferably located in one place or more than one place if the two are consistent (i.e., content referenced in the syllabus is the same as the course materials)
  
- ❑ Aesthetics
  - minimum number of buttons (5-7)
  - grouping of content rather than specific buttons
  
- ❑ Course navigation (menu) is intuitive
  
- ❑ Instructions are well written and repeated in several locations (i.e., where to find assignments, where to post, etc.)
  
- ❑ Course materials and file size are suitable for the web. (Graphics, PowerPoint, Word, PDF)
  
- ❑ Course materials display properly with quick download for users
  
- ❑ Links are active and current
  
- ❑ Unused Content Areas and Tools have been removed
  
- ❑ Assignment submission procedures:
  - online submission (Drop Box) or Assignments feature in Bb
  - Email
  - Paper

Observations:

Suggestions/Recommendations:

### 3. Course Content

Activities that promote active learning:

- Online discussion
- Journal writing
- Group Work
- Case studies

Online Resources

- Specific URL's to the course
- Professional and educational organizations

Legal and Ethical Use

- Links to e-journals or e-reserves (with copyright permission)
- Awareness of ethical and legal expectations where applicable
- Copyright materials used?

Observations:

Suggestions/Recommendations:

#### 4. Communication

- ❑ Communication protocol
  - synchronous (virtual chat)
  - asynchronous (discussion board and email)
  - both
- ❑ Planned strategy for discussion boards, including
  - how to encourage student participation
  - topics for the discussion boards
  - a forum for student introductions
- ❑ Planned strategy for virtual chat?
  - set up times
  - split the class into groups
- ❑ Use Virtual Chat for office hours

Observations:

Suggestions/Recommendations:

## 5. Assessment and Evaluation

Assessment methods listed in syllabus to include:

- Exams
- Quizzes
- Homework
- Class Participation
- Surveys
- Online Discussion
- Group/individual projects
- Group projects/products

Course Evaluation

- Formative evaluation conducted

Observations:

Suggestions/Recommendations:

Signatures:

Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

Instructional Designer: \_\_\_\_\_

## **Unit Plan: Description of the Unit**

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**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Author(s) of this Unit Plan:** Jan Novak

**Date:** March 1, 2008

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Our goal is to improve the quality and scope of distance education offerings to meet student demand. Online courses enhance accessibility to education for many students, and we want to help our students attain their educational goals in a more flexible learning modality.



## Unit Plan: Accomplishments and Goals

Unit: Distance Education

Division or Area to Which You Report: Applied Technology & Business

Author(s) of this Unit Plan: Jan Novak

Date: March 1, 2008

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

No.	Goal/Objective from last year's Unit Plan	Activities Undertaken to Achieve the Goal/Objective	Results	Priority Objective / Strategic Plan Goal	Accomplished? Yes / No / In Process	Did you receive additional funds to support this goal/objective? Yes/No
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.	<ol style="list-style-type: none"> <li>1. Develop an ongoing incentive plan to motivate faculty to make the significant upfront investment of time to develop new online courses.</li> <li>2. Provide tools to enable faculty to teach online (laptops, books, software).</li> <li>3. Develop training for new online faculty to develop online teaching skills, and for current online faculty to continue to build their skills.</li> <li>4. Provide training for all faculty in Blackboard, as we believe this is an "on-ramp" to stimulating interest in teaching online.</li> <li>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.</li> </ol>	<p>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.</p> <p>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.</p>	4g	Yes	Yes

2.	Develop an online orientation course for students and provide extended Blackboard support hours to enhance student retention and success.	<ol style="list-style-type: none"> <li>1. Evaluate existing student orientation courses for licensing opportunities.</li> <li>2. Customize licensed course and secure curriculum and DE approval.</li> <li>3. Schedule initial course offering.</li> <li>4. Provide Blackboard Help support on weekends.</li> </ol>	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.).	<ol style="list-style-type: none"> <li>1. Convene a task force consisting of faculty, counseling, the Learning Connection, and student services to draft a plan.</li> <li>2. Explore best practices for online programs in community colleges in California and nationally.</li> <li>3. Meet with leading online community colleges to solicit input.</li> <li>4. Finalize strategic plan.</li> </ol>	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):

No.	Goal/Objective	What you hope to accomplish	Proposed Activities Completed to Achieve Goal/Objective	Priority Objective / Strategic Plan Goal	Time Frame (semester, year, five years, etc.)	Are you including a request for additional resources in this unit plan? Yes/No If yes, what type? **
1.	Continue expansion of online curriculum.	<ul style="list-style-type: none"> <li>• Add 25 new online sections in Summer/Fall 2008 and Spring 2009.</li> <li>• Add 25 new hybrid online sections in Summer/Fall 2008 and Spring 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue current incentive and mentoring plan, expanding to include hybrid online courses with at least 50% of instruction online.</li> <li>• Expand training opportunities with external workshops and internal focus on hybrid online course development.</li> </ul>	4g, 8h	1 year	Yes. Incentives, supplies for training, funds for external workshops.
2.	Provide high-quality training for potential and current online instructors.	<ul style="list-style-type: none"> <li>• Provide training to at least 50 Chabot faculty in hybrid online course development.</li> <li>• Provide advanced training to at least 30 current online instructors.</li> <li>• Provide basic online teaching training (@One or Sloan) to at least 10 additional faculty.</li> <li>• Integrate multimedia tools in at least 20 additional courses to enhance student learning and retention into online classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop workshop series for hybrid online course development—both on-campus and online workshops.</li> <li>• Purchase Sloan-C College Pass for training of all interested Chabot faculty and administrators.</li> <li>• Continue to provide incentive for completion of @One online teaching course.</li> <li>• Continue to offer proposal development workshop online.</li> <li>• Develop a training certificate and incentive program for faculty.</li> <li>• Provide software and training in key multimedia tools (voice-over Powerpoint, podcasting)</li> </ul>	4g, 8h, 10c	2 years	Yes. Incentives, supplies for training, funds for external workshops, funds for multimedia software.
3.	Develop a comprehensive web portal for online students.	<ul style="list-style-type: none"> <li>• Provide clearer information to potential online students to enable them to make wise enrollment decisions.</li> <li>• Orient students to online learning to enhance retention and success.</li> <li>• Effectively market our online curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate community college “best practices” for online course information, web marketing.</li> <li>• Design and build content for new web portal.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Provide equivalent tutoring options to online students as we provide our on-campus students.</li> <li>• Eliminate a barrier to online teaching for some disciplines that utilize tutoring extensively.</li> <li>• Improve online student retention by resolving Blackboard technical issues quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• In conjunction with the Learning Connection, evaluate online tutoring options, including text and live videoconference.</li> <li>• Select one or two options, and pilot in Spring 2009.</li> <li>• Continue evening and weekend Blackboard student support first piloted in Spring 2008.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Develop a clear framework for prioritizing the many online learning initiatives.</li> <li>• Gain commitment to a clear plan from faculty, staff, and administrators at both the college and the district.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Convene a task force consisting of faculty, counseling, the Learning Connection, marketing, and student services to draft a plan.</li> <li>• Explore best practices for online programs in community colleges in California and nationally.</li> <li>• Meet with community colleges with strong online learning programs to solicit input.</li> <li>• Finalize strategic plan and marketing plan.</li> </ul>	4g, 8h	1 year	Yes. Professional expert.

## Unit Plan: Full-Time Faculty/Adjunct Staffing Request(s) [Acct. Category 1000]

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**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Author(s) of this Unit Plan:** Jan Novak

**Date:** March 1, 2008

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***Audience:** Faculty Prioritization Committee and Administration*

***Purpose:** Providing explanation and justification for new and replacement positions for full-time faculty and adjuncts*

***Instructions:** Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success data (EM Success report), and any other pertinent information. For EM data, go to <http://help/EMC/> (from on campus—college intranet). If you have not worked with EM data previously, seek assistance from your division dean or CEMC rep.*

We are requesting one FTEF for Spring 2009 to enable us to offer 4 or 5 new online classes. A challenge we face is that faculty are reluctant to eliminate an on-campus section of a course to offer a new online section. Online classes typically fill very early, and are very productive, with a Spring 2008 WSCH/FTEF of 643 vs. 478 for the college overall. We believe much of the enrollment in online classes is incremental (not just cannibalizing on-campus enrollments), as documented in a cannibalization study of the business division completed last year. We would solicit applications from faculty for incremental sections, and prioritize underrepresented disciplines in our online curriculum such as Math and English.

## Unit Plan: Classified Staffing Request(s) [Acct. Category 2000]

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**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Author(s) of this Unit Plan:** Jan Novak

**Date:** March 1, 2008

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**Audience:** Administrative Staff

**Purpose:** Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified positions

**Instructions:** Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request. **If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.**

We are requesting part-time professional expert support for DE Committee projects. These include:

- Continually updating the CVC website to include our online courses and programs. This website lists all California community college online courses, and is an important reference for our students. Having an accurate listing on this website is an important marketing tool.
- Completing a cannibalization study for additional disciplines. The business discipline conducted a study last year to determine if online students are incremental or just cannibalize on-campus enrollments, with encouraging results. We'd like to expand this study to include additional disciplines. This will be important for motivating faculty to teach online, which is a key barrier to online course expansion.
- Development of our online student web portal. We have significant work to do to develop comprehensive web information on our online courses and services. Providing this information should help students make smarter enrollment decisions, thus increasing retention and success. It should also attract students to Chabot, improving our enrollment.

Total DE Committee support request: 160 hours at \$25/hour, or \$4,000.

We are also requesting part-time professional expert and Blackboard tutor support to provide evening and weekend Blackboard student support.

- Blackboard on-campus evening tutor: first 3 weeks and finals week of each semester, 12 hours per week. 4 weeks x 12 hours/week x 3 semesters x \$9/hour = \$1,296
- Blackboard professional expert weekend online support: 44 weeks per year x 6.1 hours/week x \$25/hour = \$6,710

Total Blackboard student support request: \$8,006

## Unit Plan: Enrollment Requests (Discipline Plan)

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**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Author(s) of this Unit Plan:** Jan Novak

**Date:** March 1, 2008

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***Audience:*** Budget, Deans, CEMC

***Purpose:*** To recommend FTEF allocations for subsequent academic year.

***Instructions:*** Please be sure to analyze enrollment trends and provide rationale below for any requested changes. Attach Spreadsheet to this form. Spreadsheet format and instructions available on Enrollment Management website (<http://help/EMC/>). Please seek your dean's assistance as needed.

We are requesting one FTEF for Spring 2009 to enable us to offer 4 or 5 new online classes. A challenge we face is that faculty are reluctant to eliminate an on-campus section of a course to offer a new online section. Online classes typically fill very early, and are very productive, with a Spring 2008 WSCH/FTEF of 643 vs. 478 for the college overall. We believe much of the enrollment in online classes is incremental (not just cannibalizing on-campus enrollments), as documented in a cannibalization study of the business division completed last year. We would solicit applications from faculty for incremental sections, and prioritize underrepresented disciplines in our online curriculum such as Math and English.

## Unit Plan – PROPOSAL FOR NEW INITIATIVES

Unit: Distance Education

Division or Area to Which You Report: Applied Technology & Business

Name of Person Completing this Form: Jan Novak

Date: March 1, 2008

**Priority Objective** or **Strategic Plan Objective** Addressed: *Improve the quality and scope of distance education offerings; increase response to online enrollment demand.*

**Objective:** (include goal/objective number from Part II of your Unit Plan for reference)

1. Continue expansion of online curriculum.

**Project Description:**

**Provide incentives, training, and support to encourage faculty to develop and offer additional online and hybrid online sections.**

**Expected Outcome:**

- 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.

**Activity Plan to Accomplish the Objective:**

ACTIVITY NO.	ACTIVITY (simple description)	PERSON(S) RESPONSIBLE	TIMELINE (OR TARGET COMPLETION DATE)
1.1.	<ul style="list-style-type: none"> <li>• Continue current incentive and mentoring plan, expanding to include hybrid online courses with at least 50% of instruction online.</li> </ul>	Jan Novak/ DE Committee	Announce incentives by May 2008 so faculty can develop proposals over the summer.
1.2.	<ul style="list-style-type: none"> <li>• Expand training opportunities with external workshops and internal focus on hybrid online course development. We also plan to offer a new award certificate for instructors completing 80 hours of advanced training, and a \$1,000 incentive to accompany that certificate.</li> </ul>	Lisa Ulibarri/Jan Novak/Minta Winsor	Develop comprehensive training schedule (on-campus workshops, online workshops, external training) for Fall 2008.



**Resource Requirements:**

ACTIVITY NO.	BUDGET CATEGORY AND ACCOUNT NUMBER	DESCRIPTION	COST
1.1, 1.2	Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*	Reassigned time for DE Committee chair (total of 50% release for all DE Chair activities)	\$30,000
1.1, 1.2	Supplies		
1.1, 1.2	Other	Course development incentives: 50 new courses x \$400/course = \$20,000 Training incentives: @One course—10 instructors x \$250 = \$2,500 Training incentives: Certificate completion—10 instructors x \$1,000 = \$10,000 Mentoring: 15 instructors @ 10 hours per instructor x \$48/hour mentor pay = \$7,200 Training books and other materials: \$3,000 Sloan-C College Pass annual training subscription: \$3,500	\$46,200
	<b>Total</b>		\$76,200

Proposed personnel workload may be covered by:

- New Hires:                       Faculty # of positions \_\_\_\_\_                       Classified staff # of positions \_\_\_\_\_
- √ Reassigning existing employee(s) to the project; employee(s)' current workload will be:
  - √ Covered by overload or part-time employee(s)
  - Covered by hiring temporary replacement(s)
  - Other, explain \_\_\_\_\_

At the end of the project period, the proposed project will:

- Be completed (onetime only effort)
- √ Require additional funding to continue and/or institutionalize the project (obtained by/from):

At minimum, ongoing training and mentoring resources will be required. Incentives will remain important as long as the college desires to expand our online curriculum.

Will the proposed project require facility modifications, additional space, or program relocation?

No  Yes, explain: Online courses actually reduce our need for facilities, an important benefit during campus reconstruction.

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Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

No  Yes, explain: \_\_\_\_\_

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Do you know of any grant funding sources that would meet the needs of the proposed project?

No  Yes, list potential funding sources:

## Unit Plan – PROPOSAL FOR NEW INITIATIVES

**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Name of Person Completing this Form:** Jan Novak

**Date:** March 1, 2008

**Audience:** Deans/Unit Administrators, IPBC, Foundation, Grants, Budget,

**Purpose:** A "New Initiative" is a new project or expansion of a current project that supports college goals. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding outside funding.

**Instructions:** Please fill in the following information.

**Priority Objective or Strategic Plan Objective Addressed:** Improve the quality and scope of distance education offerings; increase response to online enrollment demand.

**Objective:** (include goal/objective number from Part II of your Unit Plan for reference)

2. Provide high-quality training for potential and current online instructors.

### Project Description:

Our initial focus in online expansion was on scope (expanding the number of online sections). We need additional training resources and incentives to continue to improve the quality of our online offerings.

### Expected Outcome:

- Provide training to at least 50 Chabot faculty in hybrid online course development.
- Provide advanced training to at least 30 current online instructors.
- Provide basic online teaching training (@One or Sloan) to at least 10 additional faculty.
- Integrate multimedia tools in at least 20 additional courses to enhance student learning and retention into online classes.

### Activity Plan to Accomplish the Objective:

ACTIVITY NO.	ACTIVITY (simple description)	PERSON(S) RESPONSIBLE	TIMELINE (OR TARGET COMPLETION DATE)
2.1	Develop workshop series for hybrid online course development—both on-campus and online workshops.	Lisa Ulibarri	Announce in May for Fall 2008.
2.2	Purchase Sloan-C College Pass for training of all interested Chabot faculty and administrators.	Jan Novak	Purchase annual pass in January 2009.

2.3	Continue to provide incentive for completion of @One online teaching course.	Jan Novak	Ongoing
2.4	Continue to offer proposal development workshop online.	Jan Novak	Ongoing
2.5	Develop a training certificate and incentive program for faculty.	Lisa Ulibarri/DE Committee	Announce in May 2008.
2.6	Provide software and training in key multimedia tools (voice-over Powerpoint, podcasting)	Lisa Ulibarri/Minta Winsor/DE Committee	Announce in May 2008.

**Resource Requirements:**

ACTIVITY NO.	BUDGET CATEGORY AND ACCOUNT NUMBER	DESCRIPTION	COST
	<b>Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*</b>	All personnel costs are covered in Objective #1.	
	<b>Supplies</b>		
<b>2.6</b>	<b>Other</b>	Software to add audio to online courses: Camtasis, SnagIt, podcast recorders/software, Blackboard plugins, etc.: \$10,000 Online teaching conference fees, travel, substitute costs: \$4,000 Online course awards for exemplary courses and trailblazing use of technology: 2 awards @ \$1,000 each = \$2,000	\$16,000
	<b>Total</b>		\$16,000

Proposed personnel workload may be covered by:

- ( New Hires: ( Faculty # of positions \_\_\_\_\_ ( Classified staff # of positions \_\_\_\_\_
- ( Reassigning existing employee(s) to the project; employee(s)' current workload will be:
  - ( Covered by overload or part-time employee(s)
  - ( Covered by hiring temporary replacement(s)
  - ( Other, explain \_\_\_\_\_

At the end of the project period, the proposed project will:

- ( Be completed (onetime only effort)
- ( Require additional funding to continue and/or institutionalize the project (obtained by/from):

Continuous improvement of our online courses to enhance student learning will require an ongoing commitment of training and software funding.

Will the proposed project require facility modifications, additional space, or program relocation?

No  Yes, explain: \_\_\_\_\_  
\_\_\_\_\_

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

No  Yes, explain: \_\_\_\_\_  
\_\_\_\_\_

Do you know of any grant funding sources that would meet the needs of the proposed project?

No  Yes, list potential funding sources:

## Unit Plan – PROPOSAL FOR NEW INITIATIVES

**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Name of Person Completing this Form:** Jan Novak

**Date:** March 1, 2008

**Audience:** Deans/Unit Administrators, IPBC, Foundation, Grants, Budget,

**Purpose:** A "New Initiative" is a new project or expansion of a current project that supports college goals. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding outside funding.

**Instructions:** Please fill in the following information.

**Priority Objective or Strategic Plan Objective Addressed:** Improve the quality and scope of distance education offerings; increase response to online enrollment demand.

**Objective:** (include goal/objective number from Part II of your Unit Plan for reference)

3. Develop a comprehensive web portal for online students.

### Project Description:

As our enrollment in online classes approaches 10% of our total FTES, we need to provide clearer, more comprehensive information and tools to current and potential online students. Those tools should enable students to determine if they are good candidates for online learning, to access complete information about their online course, and to access all college services.

### Expected Outcome:

- 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.

### Activity Plan to Accomplish the Objective:

ACTIVITY NO.	ACTIVITY (simple description)	PERSON(S) RESPONSIBLE	TIMELINE (OR TARGET COMPLETION DATE)
3.1.	Evaluate community college "best practices" for online course information, web marketing.	DE Committee	Fall 2008
3.2.	Design and build content for new web portal	Abdullah Yayha, DE Committee	Spring 2009

**Resource Requirements:**

ACTIVITY NO.	BUDGET CATEGORY AND ACCOUNT NUMBER	DESCRIPTION	COST
3.2	Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*	Professional expert to assist with web content development.	\$2,000
	<b>Supplies</b>		
	<b>Other</b>		
	<b>Total</b>		\$2,000

Proposed personnel workload may be covered by:

- New Hires:                       Faculty # of positions \_\_\_\_\_                       Classified staff # of positions \_\_\_\_\_
- Reassigning existing employee(s) to the project; employee(s)' current workload will be:
  - Covered by overload or part-time employee(s)
  - Covered by hiring temporary replacement(s)
  - Other, explain \_\_\_\_\_

At the end of the project period, the proposed project will:

- Be completed (onetime only effort)
- Require additional funding to continue and/or institutionalize the project (obtained by/from): \_\_\_\_\_

Will the proposed project require facility modifications, additional space, or program relocation?

- No                       Yes, explain: \_\_\_\_\_

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

- No                       Yes, explain: \_\_\_\_\_

Do you know of any grant funding sources that would meet the needs of the proposed project?

(      No      (      Yes, list potential funding sources:

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## Unit Plan – PROPOSAL FOR NEW INITIATIVES

**Unit:** Distance Education

**Division or Area to Which You Report:** Applied Technology & Business

**Name of Person Completing this Form:** Jan Novak

**Date:** March 1, 2008

**Audience:** Deans/Unit Administrators, IPBC, Foundation, Grants, Budget,

**Purpose:** A "New Initiative" is a new project or expansion of a current project that supports college goals. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding outside funding.

**Instructions:** Please fill in the following information.

**Priority Objective or Strategic Plan Objective Addressed:** Improve the quality and scope of distance education offerings; increase response to online enrollment demand.

**Objective:** (include goal/objective number from Part II of your Unit Plan for reference)

4. Improve retention, success rates in online courses by providing online tutoring and expanded Blackboard technical support for students.

### Project Description:

Evaluate online tutoring options and pilot most promising options. Continue with expanded Blackboard technical support hours first implemented in Spring 2008.

### Expected Outcome:

- 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.

### Activity Plan to Accomplish the Objective:

ACTIVITY NO.	ACTIVITY (simple description)	PERSON(S) RESPONSIBLE	TIMELINE (OR TARGET COMPLETION DATE)
4.1.	In conjunction with the Learning Connection, evaluate online tutoring options, including text and live videoconference.	Cindy Hicks, DE Committee	Fall 2008
4.2.	Select one or two options, and pilot in Spring 2009.	Cindy Hicks, DE Committee	Spring 2009

4.3.	Continue evening and weekend Blackboard student support first piloted in Spring 2008.	Tom Clark	Ongoing
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**Resource Requirements:**

ACTIVITY NO.	BUDGET CATEGORY AND ACCOUNT NUMBER	DESCRIPTION	COST
4.3	Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*	Professional expert and Blackboard tutor costs to provide evening and weekend Blackboard student support.	\$8,000
	Supplies		
4.2	Other	Purchasing of online tutoring software, such as WebEx. Will also need to train and compensate new online tutors.	\$10,000
	<b>Total</b>		\$18,000

Proposed personnel workload may be covered by:

- New Hires:                       Faculty # of positions \_\_\_\_\_                       Classified staff # of positions \_\_\_\_\_
- Reassigning existing employee(s) to the project; employee(s)' current workload will be:
  - Covered by overload or part-time employee(s)
  - Covered by hiring temporary replacement(s)
  - Other, explain \_\_\_\_\_

At the end of the project period, the proposed project will:

- Be completed (onetime only effort)
- Require additional funding to continue and/or institutionalize the project (obtained by/from):

Unsure of ongoing costs, and if those costs can be accommodated within the current Learning Connection budget.

Software licensing costs are likely to be an ongoing expense. Blackboard support costs will be ongoing.

Will the proposed project require facility modifications, additional space, or program relocation?

- No                       Yes, explain: \_\_\_\_\_

\_\_\_\_\_

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

No     Yes, explain: \_\_\_\_\_

\_\_\_\_\_

Do you know of any grant funding sources that would meet the needs of the proposed project?

No     Yes, list potential funding sources:

# Unit Plan – PROPOSAL FOR NEW INITIATIVES

**Unit:** Distance Education  
**Division or Area to Which You Report:** Applied Technology & Business  
**Name of Person Completing this Form:** Jan Novak  
**Date:** March 1, 2008

**Audience:** Deans/Unit Administrators, IPBC, Foundation, Grants, Budget,  
**Purpose:** A "New Initiative" is a new project or expansion of a current project that supports college goals. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding outside funding.  
**Instructions:** Please fill in the following information.

**Priority Objective or Strategic Plan Objective Addressed:** Improve the quality and scope of distance education offerings; increase response to online enrollment demand.

**Objective:** (include goal/objective number from Part II of your Unit Plan for reference)

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.

**Project Description:**

As our online enrollment continues to rapidly grow, it's important to develop an overall strategic framework for online teaching and learning at Chabot to guide our efforts.

**Expected Outcome:**

- 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.

**Activity Plan to Accomplish the Objective:**

ACTIVITY NO.	ACTIVITY (simple description)	PERSON(S) RESPONSIBLE	TIMELINE (OR TARGET COMPLETION DATE)
5.1.	Convene a task force consisting of faculty, counseling, the Learning Connection, marketing, and student services to draft a plan.	Jan Novak	Fall 2008

5.2.	Explore best practices for online programs in community colleges in California and nationally.	DE Committee	Fall 2008
5.3.	Meet with community colleges with strong online learning programs to solicit input.	DE Committee	Fall 2008
5.4.	Finalize strategic plan and marketing plan.	DE Committee	Spring 2009

**Resource Requirements:**

ACTIVITY NO.	BUDGET CATEGORY AND ACCOUNT NUMBER	DESCRIPTION	COST
5.2.	Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*	Professional expert to assist in research, to complete an expanded online course cannibalization study, and to maintain Chabot's course listing on the California Virtual College website.	\$2,000
	Supplies		
	Other		
	<b>Total</b>		\$2,000

Proposed personnel workload may be covered by:

- New Hires:                       Faculty # of positions \_\_\_\_\_                       Classified staff # of positions \_\_\_\_\_
- Reassigning existing employee(s) to the project; employee(s)' current workload will be:
  - Covered by overload or part-time employee(s)
  - Covered by hiring temporary replacement(s)
  - Other, explain \_\_\_\_\_

At the end of the project period, the proposed project will:

- Be completed (onetime only effort)
- Require additional funding to continue and/or institutionalize the project (obtained by/from):

Will the proposed project require facility modifications, additional space, or program relocation?

No  Yes, explain: \_\_\_\_\_  
\_\_\_\_\_

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?  
 No  Yes, explain: \_\_\_\_\_  
\_\_\_\_\_

Do you know of any grant funding sources that would meet the needs of the proposed project?

No  Yes, list potential funding sources:

## PROGRAM REVIEW YEAR 2 REPORT DISTANCE EDUCATION

June 2008

### **Background**

In Fall 2006, the Distance Education program began its first program review, with a clear focus on online teaching and learning. Since our online program is still in many respects in its infancy, it was challenging to narrow our focus to only one “rock”. Instead, the DE Committee chose to pursue five different areas of inquiry. Those were:

1. Who are our online students? We wanted to learn more about these students—their demographics, motivations for taking online classes, and their perceptions of Chabot’s online course offerings.
2. How can we improve online student success? We wanted to determine if there were key characteristics that differentiated successful students from non-successful students. We also wanted to develop some initial programs that might improve student success.
3. How can we improve online student retention? We know that retention rates in online classes are lower than for on-campus classes, and we wanted to determine why that occurs, and what we might be able to do to change that.
4. How can we motivate faculty to teach online? A key issue for our online program is a lack of classes relative to demand for online learning. We needed to explore why faculty are seemingly reluctant to teach online, and what we might be able to do to overcome that reluctance.
5. Are online and on-campus courses truly equivalent? There is a perception amongst some of our faculty (although not borne out in research) that workload, learning, and integrity are all inferior in online classes. We need to determine if this is true, and if so, what we can do to change that.

At this point, we believe we have made significant progress on items 1, 2, and 4, and will report on our results. In the third year of our program review cycle, we will focus on items 3 and 5.

### **Rock #1: Who Are Our Online Students?**

Our first goal was to better understand our online students, as this is critical to anything we else we do to support and improve online education at Chabot. The first thing that we learned was that our online students are also our on-campus students. Three-quarters of our online students are also taking classes on campus at Chabot. A further review of our institutional research provided some important comparisons of online students vs. our on-campus students:

<i>Demographic Measure</i>	<i>Online Students</i>	<i>All Students</i>
Educational Goals: Transfer or AA/AS Degree	63%	47%
Continuing or Returning Student	79%	69%
Female	69%	57%
12+ Unit Load	41%	29%
Sophomore or Higher Educational Level	49%	41%
Resident of "Other Local Cities:	18%	14%

*Source: Fall 2005 Institutional Research Data.*

From this, we learned that our online students are more academically focused, more experienced students taking larger unit loads. Our online student population is also more than 2/3 female. Our hypothesis is that these students are trying to find ways to complete their education while managing their lives, and the convenience of online classes is enabling them to do just that.

We then looked at success and retention rates, and again the results were surprising:

<i>Success Measure</i>	<i>Online Students</i>	<i>All Students</i>
Success (C or higher)	59%	60%
Non-Success	11%	16%
Withdrawal	31%	24%

*Source: Fall 2005-Spring 2006 Institutional Research Data.*

While we had expected to find lower retention rates in online classes, we did not anticipate that non-success rates would actually be lower than in on-campus classes. This is perhaps, consistent with the stronger academic focus of online students—they don't want to fail their classes, and will withdraw if they don't believe they'll be successful.

We then worked with Sean McFarland and his team of student movie producers to develop a short film about online students. Online students were interviewed, and a 30-minute video, "Going the Distance" was produced. In this video, students explain why they need online courses, how they interact with their instructor and their classmates, and much more.

Finally, and most importantly, we surveyed our online students in Spring 2008. An astonishing 1,026 students participated in our online survey. Here's what they told us:



- Two-thirds of our online students prefer online classes because their family or work schedule makes attending on-campus classes difficult.
- Students believe online classes are equivalent to on-campus classes in terms of required time investment and difficulty.
- Students state that they participate as much or more in online discussions than they do in the classroom.
- They miss the interaction with the instructor and the lecture that occurs in the classroom, but appreciate the quick feedback they receive on quizzes and assignments. Multimedia technologies will enable faculty to provide “lectures” in online classes, and emerging tools may allow for more real-time interaction.
- They point to course organization as the single most important feature of an online class, and time management as the most important personal attribute in terms of their ability to succeed in an online class. This information gives us areas of focus in both faculty training and support and in student preparation programs.

Over the past two years, we’ve learned so much about our online students, and this learning will inform all of our work over the next few years. Although we’ll continue to update our research and probe further in specific areas, we believe that our inquiry in this area is essentially complete.

### **Rock #2: How Can We Improve Online Student Success?**

As stated earlier, our starting point in this inquiry is that there is no real difference in success rates for students in our online and on-campus courses. We did, however, develop certain hypotheses about factors that might influence the success of online students, such as completion of English-1A (given the more intensive writing requirements in many online classes), prior online learning experience, and attendance at required on-campus meetings. After testing these hypotheses by analyzing Institutional Research data, it’s clear that none of these are the “silver bullet” that determines online student success. Completion of English-1A does seem to be helpful, but that is also the case for on-campus courses. Required on-campus meetings have no impact on success rates, and previous online learning experience has a very minor impact.

Based on anecdotal evidence and our own instincts, we decided to proceed to develop student support programs that might improve both success and retention. Those programs include:

1. Including online courses in our tenure-track, adjunct, and professional review course evaluations. We piloted this program in Spring 2007, and fully integrated online courses into the evaluation process this academic year, with 28 online courses evaluated and 19 evaluators completing training.
2. Conducting optional campus-wide orientations for online students. We began this in Spring 2008 with 12 sessions. 142 students participated in

- Spring orientations, and another 87 in our two summer session orientations. Next fall, we'll begin to survey students on the effectiveness of the orientations, and to track their success and retention vs. other new online students.
3. Expanding Blackboard support hours, which began in Spring 2008. We added evening and weekend help request coverage, and also provided evening walk-in support for the first few weeks of the semester. We believe this support can improve success, retention, and satisfaction, and plan to continue this program. We've also begun a discussion with Las Positas College about possibly collaborating to provide even stronger support.
  4. Developing an Introduction to Online Learning 0.5 unit class, which was offered for the first time in Spring 2008. This course is intended to give students an overview of Blackboard and of online student success skills. We have scheduled 3 sections of this class for Fall 2008.
  5. Developing "mini-modules" that can be placed in any online course at the discretion of the instructor. Funded by a Basic Skills grant, the SearchPath Information Literacy tutorial was piloted in Fall 2007, and expanded in Spring 2008. This summer, we offered two additional modules—an introduction to Blackboard, and an online student success tutorial. These mini-modules can improve student preparation for their online course, and success in the research projects required in many online classes.
  6. Improving the information we provide to potential students about our online classes. We have revamped the printed schedule information, and are working with faculty to provide expanded web information about their online classes that can help students make wiser class choices. This is an ongoing process, and we need to continue to develop our web information for prospective students.

We are also beginning to explore online counseling and online tutoring options, and to expand faculty training opportunities. We believe that all of these efforts will help our students to make better decisions about whether to take online classes, which classes to take, will improve retention, and may enhance success.

So, what have we learned in this inquiry? We've learned that we have much to do to make the college fully accessible to our online students. We've also learned that success rates per se are not an issue unique to online classes, and that a stronger focus on retention is likely to pay bigger dividends. That stronger focus will occur in the 2008-09 academic year.

#### **Rock #4: How Can We Motivate Faculty to Teach Online?**

As we began our Program Review, we were clear that there would be no online program if faculty were not motivated to teach online. There was considerable opposition to online teaching from some faculty, and a lack of interest from quite

a few others. Others were interested, but didn't know where to begin, or just didn't have the time or the support of their colleagues and administrators to take on this new teaching modality.

We began a four-tiered effort: learning about faculty concerns, widely sharing what we were learning about our online students and the initiatives we were beginning, providing training and mentoring opportunities to interested faculty, and providing some modest incentives to faculty that developed new online courses.

In Fall 2007, we surveyed our faculty, and learned from those that replied that:

- 29% were already teaching online, and an additional 31% planned to teach online at some point in the future.
- Faculty were evenly split on whether online and on-campus courses provide equivalent learning experiences for our students.
- The vast majority of faculty believed that online courses enhanced accessibility to a community college education, and also believed that it helped our overall enrollment.
- Faculty wanted to learn more about student learning in online courses, about retention issues, and about academic integrity in online courses.

Although this wasn't a statistically valid survey, this information gave us some directional clues, and encouraged us to continue sharing our learning with faculty. We did this through a series of Online Learning Newsletters (5 to date) containing information about our online students, our initiatives to better support students, learning about cannibalization of on-campus enrollments by online classes, opportunities for training, an analysis of online offerings at key Bay Area community colleges.

We also began an incentive, training, and mentoring program in Fall 2006, offering a small monetary incentive, plus an incentive for completing an @One training program, and providing paid, experienced online mentors to faculty that developed a new online class. This program continued through Spring 2008, and will likely be renewed for the next academic year.

We have also expanded training opportunities for faculty, with FLEX workshops, College Hour and other training workshops, and the purchase of a Sloan college pass that enables our faculty to take Sloan workshops at no cost.

All of this has contributed to a dramatic increase in the number of Chabot faculty teaching online, from 21 in Fall 2006 to 58 in Fall 2008. Although these efforts must continue, we believe we now understand how to meet the needs of those faculty that are open to online teaching, and will continue to fine tune our programs.

### **What's Next?**

Next year, in the third year of our program review cycle, we will continue to learn about our students, continue to focus on ways to help our students succeed, and continue to support online faculty. Our emphasis, however, will shift slightly to the two “rocks” on which we’ve made the least progress: improving student retention and demonstrating online vs. on-campus course equivalency.

We know that retention is an issue in online courses, not just at Chabot but nationally. The post-census withdrawal rate is 7 points higher in online courses, and the pre-census withdrawal rate is 3 points higher in online courses than in their on-campus equivalents. Of every 100 students that register for an online course, only 55 complete that course (vs. 62 for on-campus courses). We have some ideas on how to improve this, including helping students understand before they register for a course if online learning is right for them, and better preparing those who do register through orientations and tutorials on how to succeed in online classes. We’ve identified classes with very high retention rates, and plan to gather best practices from those instructors and share them with all online faculty.

We also know that there is a concern among some faculty that online courses are not providing equivalent learning to our students. Research doesn’t validate this concern, and we need to better communicate the research that has been conducted nationally, and the self-reports from our students. We also would like to identify disciplines that would be willing to share information from next fall’s SLO assessments for courses that are offered both online and on-campus. Finally, we need to address academic integrity concerns, which may be a key factor underlying the faculty concerns. We just adopted one tool, SafeAssign, that can help prevent and detect plagiarism. We need to explore other tools that can help ensure academic integrity, and to more broadly communicate the tools we already have.

### **What Broader Issues Have We Encountered?**

As we’ve worked on our program review rocks and the broader work of the Distance Education Committee, there are two overarching issues that we’ve identified. Those are:

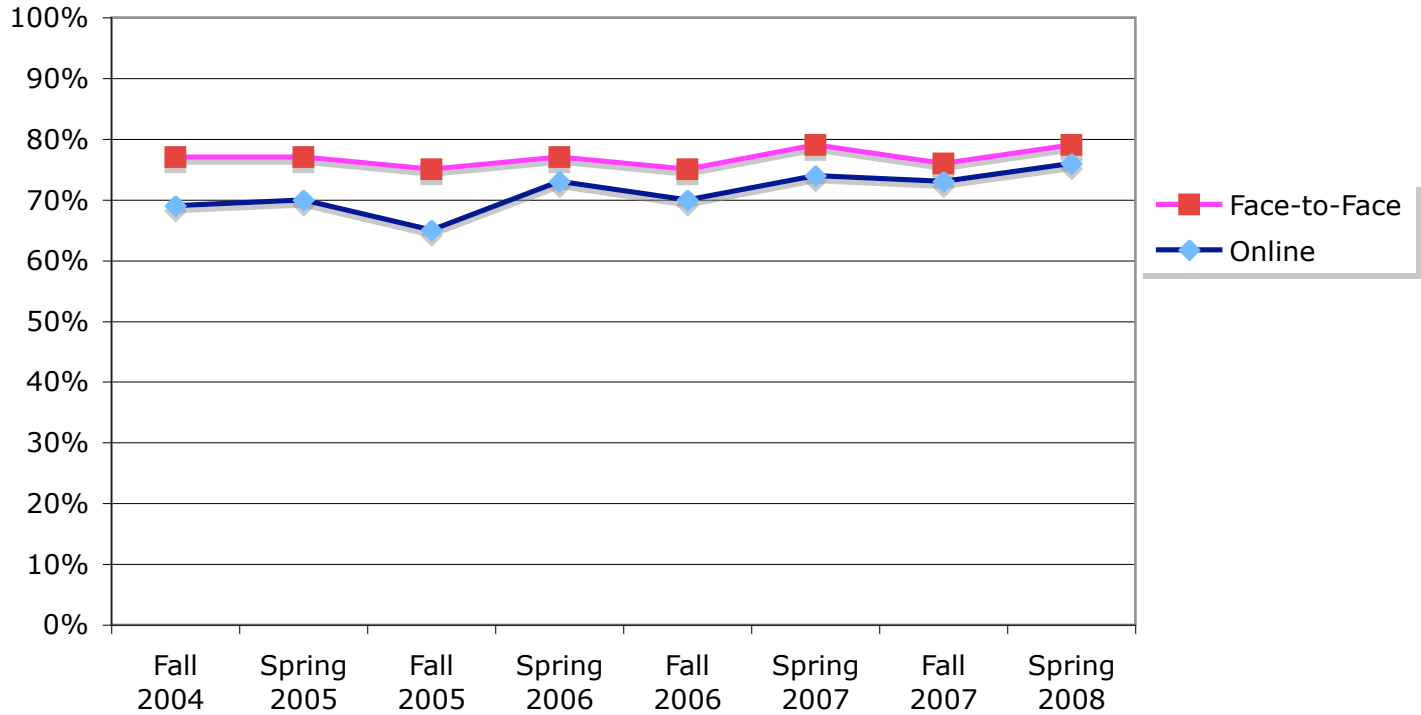
- Uncertain institutional commitment to online teaching and learning. It’s unclear that developing a great online curriculum at Chabot is a significant priority. That uncertainty is demonstrated by the absence of an ongoing budget commitment, by uneven commitment by administrators (or at least an uneven demonstration of that commitment), and by uneven commitment by faculty. These make planning and goal-setting very challenging, and not as productive as they could be. We hope to clarify Chabot’s goals and

commitment when we undertake our first strategic planning process for online learning in 2008-09.

- A lack of integration of online learning into all facets of the college. Much of our work is on a parallel path to the ongoing work of the college. This includes staff development, academic services, counseling, possibly tutoring, retention efforts, and many other student support services. At some point, everyone at Chabot needs to “own” online education, and it needs to be integrated into the “normal” work of the college. We also hope to address this in our strategic plan.

We have an ambitious agenda for next year, and will communicate our learning and the impact of that learning on the development of a strong online program in next year’s final program review report.

### Chabot College Course Retention Rates in Online vs. Similar Face-to-Face Classes Fall 2004 to Spring 2008



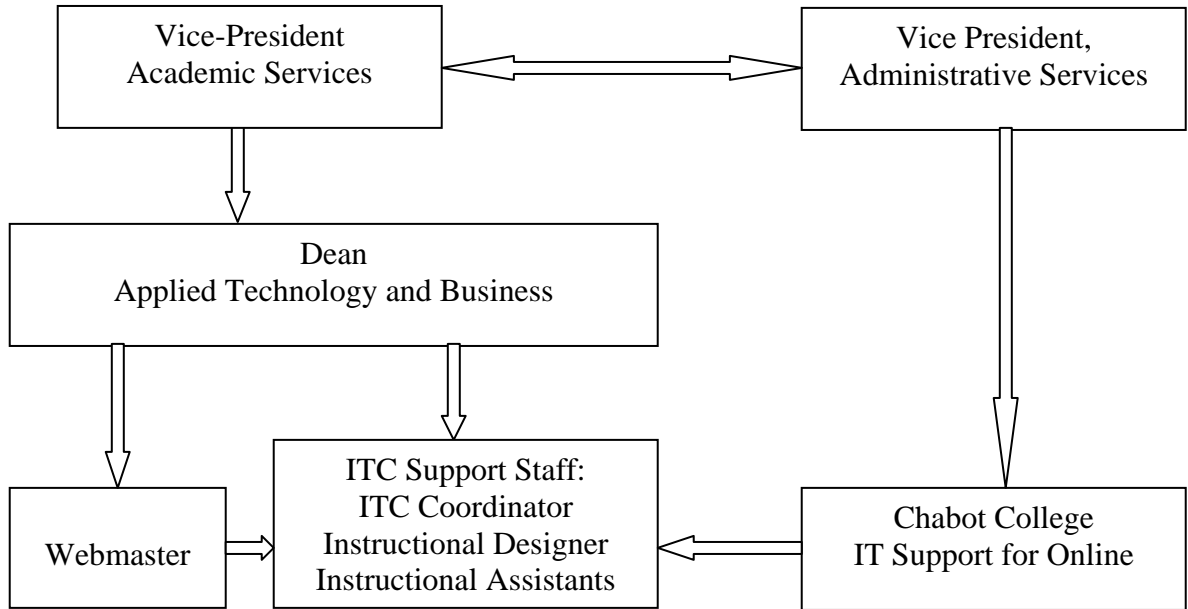
Source: Chabot College Office of Institutional Research

Chabot College  
Course Retention Rates of Online vs. Similar Face-to-Face Classes  
Fall 2004 to Spring 2008

	Online	Face-to-Face
Fall 2004	69%	77%
Spring 2005	70%	77%
Fall 2005	65%	75%
Spring 2006	73%	77%
Fall 2006	70%	75%
Spring 2007	74%	79%
Fall 2007	73%	76%
Spring 2008	76%	79%

Note: Retention is a grade of A, B, C, D, F, CR, or NC.

### Appendix I Organizational Chart of Human Resources



Appendix J  
 Chart of Financial Resources

<b>Description</b>	<b>Cost</b>	<b>Income</b>	<b>Surplus</b>
Faculty 15 FTE (2008-2009)	\$675,000		
Campus ITC 80% FTE devoted to Online	\$170,472		
Webmaster	\$10,570		
Campus IT 5% FTE devoted to supporting ITC	\$15,766		
Counseling, Admissions, Other Student Services 50% of 1 (one) FTE	\$45,000		
331 FTES (2008-2009)		\$1,489,500	
Total	\$916,808	\$1,489,500	\$572,692*

\* This figure is for Chabot College only; it does not include District expense for software licenses.