



## **Institutional Follow-up Report**

Submitted by

Ohlone College

43600 Mission Boulevard

Fremont, CA 94539

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

May 2021

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**Follow-Up Report Certification Page**

**To:** Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

**From:** Eric Bishop, Ed.D., Superintendent/President  
Ohlone College  
43600 Mission Boulevard  
Fremont, CA 94539

I certify there was broad participation/review by the college community, and I believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____ Eric Bishop, Superintendent/President	_____ Date
_____ Richard Watters, Chair, Board of Trustees	_____ Date
_____ Jeffrey Roberts, Chair, College Council	_____ Date
_____ Susan Myers, President, Faculty Senate	_____ Date
_____ Tony DiSalvo, Vice President, Academic Affairs/Deputy Superintendent	_____ Date
_____ Michael Bowman, Accreditation Liaison Officer	_____ Date

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## **Report Preparation**

This report was written with input from the eCampus team, including faculty, staff, and administrators. The report was shared with the participatory governance committees, including college council, faculty senate, and distance education (DE) committee in spring 2021.

## Summary Response to the Commission Action Letter

In the last year Ohlone College has taken several steps to improve its policies and processes to ensure online instructors consistently provide regular and substantive interaction between faculty and students and among students in response to the Commission Recommendation and Peer Review Team findings as outlined below.

### Commission Recommendation

“In order to meet the standard and Commission Policy, the team recommends that the College review and revise its existing processes and policies to ensure that faculty teaching online consistently provide regular and substantive interaction between students and faculty (Distance Education Policy, II.A.2).”

### Peer Review Team Findings

“The College has a clear policy on regular and effective contact and offers training for faculty teaching online. However, of the online courses reviewed by team members during the team visit, a substantial percentage did not meet the College’s definition of regular and substantive interaction (see Standard II.A.2).” (Checklist, p 15)

“A review of 15 randomly selected online courses showed that a significant number did not meet the standard for substantive interaction, with courses ranging from having robust and engaging instructor presence to very minimal faculty interaction with students.” p. 27

“The team confirmed that there is no specific required training and it falls to the deans’ right of assignment to determine which faculty teach online. While there is some accessibility training available for faculty teaching online, courses are not reviewed for accessibility.” p. 27

The following diagram (Figure 1) outlines the continuous improvement model the College is using to ensure compliance with Commission Standards, Recommendations, and Policy regarding Distance Education (DE). The model depicts the policy and process steps taken by the College to ensure compliance with Commission Standards, including Standard II.A.

#### Standard II.A.2.

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

**Figure 1 Process to Ensure Regular and Substantive Interaction in Online Classes. .**



The following Figure 2 checklist outlines policy and process changes that have occurred since March 2020.

**Figure 2 Summary of New Process and Policy Changes, March 2020 – March 2021**

- ✓ Distance Education (DE) Course Review
- ✓ Contractually Required training for DE faculty
- ✓ Professional development
  - Regular opportunities for professional development
  - Voluntary peer review
  - Regular communication to faculty with teaching tips
  - Revised eCampus website with resources for faculty
  - Staff support for accessibility review
- ✓ Faculty evaluation online classroom observation reporting form (new)
- ✓ Revised college strategic planning metrics and action items

Each step in the process for ensuring regular and substantive interaction in online classes at the College is further described below. Evidence supporting the changes are included in attachments to this document.

### **Distance Education (DE) Course Addendum Review**

In spring 2020, the DE committee revised the DE addendum used to review and approve a course to be taught online to accommodate the synchronous DE format and align with the revised Administrative Procedure (AP) 4105. Attachment 1 outlines the changes. The committee reviews the addendum, which represents how the content will be delivered in the online environment. The form requires explanation from faculty as to how the course will meet

requirements for instructor-to-student contact, student-to-student contact, student learning outcomes, accessibility, and course quality, including how images used will reflect the College's diverse students (see Attachment 1). Figure 3 depicts key questions from the addendum.

***Figure 3 Selected Questions from the DE Addendum***

*Instructor-to-Student Contact*

What tools and strategies will all instructors that teach this course use to initiate interaction with all students?

How many times per week will the instructors that teach this course initiate interaction with all students? Y 1-2 Y 3-4 Y 5 or more

*Student-to-Student Contact*

What tools and strategies will all instructors that teach this course use to facilitate student-to-student interaction?

How many times per week will the instructors that teach this course initiate interaction with all students? Y 1-2 Y 3-4 Y 5 or more

How will the Student Learning Outcomes/Objectives be met through an online format?

Accessibility is built into the course using which of the following?

*Course Quality, including:*

Materials and images used in the course will reflect the cultural diversity of Ohlone College students.

Faculty acknowledge that the DE version of their course is the "virtual equivalent" of an in-person course and commit to clear expectation for online engagement and the inclusion of multicultural images and materials that reflect the rich cultural diversity of Ohlone College.

All courses that are taught online are required to have local approval of a separate addendum outlining plans for instructor-to-student and student-to-student contact, as well as formal acknowledgement of and commitment to accessibility criteria. This addendum is reviewed and approved by the DE committee. From March 2020 to December 2020, 634 course addenda were reviewed, and the courses were subsequently approved for delivery through distance education.

A database for addenda was created to ensure local approval is in place for all courses delivered by DE.

DE addenda are reviewed every six years for each course. Changes to the addendum are made as needed to improve the collection of appropriate data and to ensure that specific criteria are met.

In spring 2021, the academic deans received training on the seven elements of accessibility to use as they evaluate faculty teaching online. In late spring 2021, the academic deans will be able to encourage faculty to work directly with the instructional accessibility specialist to address concerns identified in the evaluation.

As part of the DE addendum, beginning spring 2021, consideration will be given to asking for examples of student-to- student contact, instructor to student contact, and frequency of interaction. Additionally, consideration will be given to encouraging faculty to revise policies and syllabi to include more humanistic and equity-based policies, which are all important in creating a sense of community and belonging for diverse learners.

### **Required Training**

The second step in the process to ensure regular effective contact and substantive interaction in approved DE courses is required training for faculty teaching in an online delivery format. Major changes to required, optional, and continual local training and professional development activities have been implemented.

Following AP 4105 on DE (Attachment 2) approved in spring 2019 which states “*DE Instructors shall be trained to teach in the specific distance education delivery method*” the College negotiated with the faculty union for required training that began in June 2020: “*In order to teach an online or hybrid course, all instructors must demonstrate that they have undergone training...*”

Ohlone Online Instructor Minimum Qualifications Training (MQT) was created, implemented, and tracked. The training covers the basic use of Canvas, accessibility criteria, and the use of tools to promote regular effective contact and regular substantive interaction in both synchronous and asynchronous online courses (see Figure 4 for more detail). From June through November 2020, 24 MQT sessions were offered, and 452 faculty completed training. All faculty are required to complete this training before teaching online at the College.

#### ***Figure 4 Ohlone Online Instructor Minimum Qualifications Training (MQT)***

Ohlone Online Instructor Minimum Qualifications Training (MQT) consists of six hours of synchronous training required prior to teaching online at Ohlone College.

MQT exposes participants to 1) effective practices for teaching online and compliance with regulatory requirements for effective teacher-student and student-student contact; 2) effective practices for meeting all legislative and regulatory requirements regarding accessibility, and 3) practical use of Canvas.

This is an ongoing requirement for new faculty and continuing faculty must attend training every three years.



## **Regular Opportunities for Professional Development**

With the addition of a full-time faculty distance education coordinator and a .75 staff coordinator to support the district's full-time Instructional Designer, the eCampus team is providing regular opportunities for professional development (see Attachment 3).

### *Professional Development*

Professional development opportunities, in addition to MQT, are included during Learning College Week (LCW)--held the week prior to the start of the fall and spring semesters--and throughout each term. During fall 2020, there were 18 themed sessions ranging from using Canvas Studio to creating groups in Canvas. There were three @ONE-adopted courses, each course lasting four weeks, and one capstone course offered to faculty. In January 2021, prior to the start of LCW, there were four intensive courses offered lasting four days each. Figure 5 provides a detailed list of professional development activities.

eCampus and various departments and/or committees (faculty professional development, academic affairs, etc.) will continue to work collaboratively to plan and host on-going various professional development opportunities for faculty and staff beyond the 2020-2021 academic year.

### ***Figure 5 Summary of Professional Development for Online Faculty***

- LCW fall 2020: 14 professional development sessions dealing with effective delivery of and best practices for online education ranging from Canvas Basics and Zoom to accessibility and course design
  - 387 total attendees; 143 unduplicated head count
  - 79 percent took more than one session
  - 22 percent took four or more sessions
- Optional trainings: Developed targeted mini-workshops to improve understanding of regular effective contact/regular substantive interaction (REC/RSI) in synchronous and asynchronous online learning
  - Between June and December 2020, 15 sessions devoted to REC/RSI were held, with 111 attendees
- September 2020 through January 2021: OEI adopted trainings offered
  - September: Assessment in digital learning; seven faculty completed
  - October: Creating accessible course content; five faculty completed
  - November: Humanizing online teaching; eight faculty completed
  - December: Introduction to online teaching and learning capstone; seven faculty completed
- November and December 2020: Departmental outreach to address questions, provide suggestions for REC/RSI and authentic assessment; Social Sciences Division and Math Department

- Winter Camp during January 2021: Four different intensive retreats, each lasting for four days and focused on the effective use of Canvas and Canvas tools, tips for humanizing online learning, maximizing Zoom tools for REC/RSI, and use of accessibility checkers; 42 faculty completed (30 faculty unduplicated count)
- LCW spring 2021: Offered sessions in Microsoft 365, OneDrive, and Sharepoint to empower faculty with options for group work and collaboration (student-student interaction)
- Bi-weekly workshops are held with hands-on learning opportunities to improve online teaching and learning.
- Weekly drop-in office hours (including Sundays) are provided for hands-on help for faculty.

### *Voluntary Peer Review Process*

The DE committee is also developing a plan for the implementation of a voluntary peer review process for course shells. Language has been added to the faculty contract that supports this action:

“Instructors can request additional support to teach online from the district’s Instructional Designer. The Instructional Designer will review an instructor’s online course structure and materials in the College’s chosen course management system using the online course observation form ...”

Faculty have been invited to complete professional development with the end result of submitting their coursework to the California Virtual Campus – Online Education Initiative (CVC-OEI). By the end of fall 2020 seven faculty completed the core coursework and the final capstone course. This shows faculty commitment to improving online delivery and meeting the high standards of the OEI rubric. The eCampus team is also working on the development and implementation of a local peer online course review team to assist faculty in meeting the CVC-OEI Rubric criteria and preparation for course submission to CVC for badging.

### *Consistent Communication to Faculty*

Professional development has also included consistent communication to faculty with online teaching tips. An [eCampus Newsletter](#) (see logo below in Figure 6) includes information to support teaching online and is published weekly, along with a corresponding weekly update of the eCampus website.

**Figure 6 eCampus Newsletter Logo**



**Revised eCampus Website with Resources for Faculty**

Starting in summer 2020 the eCampus website has been revised to include resources for faculty and students. The website includes weekly update of workshops, trainings, office hours, and technology tips. Also available is a repository of past eCampus Weekly Update publications which provide suggestions for syllabus language; welcome letters; explanation and exploration of the Peralta Course Equity Rubric; and suggestions for humanizing policies and course delivery.

The eCampus team is planning and developing a robust website or Canvas course that will organize all online teaching resources that will include, but is not limited to, how-to resources, best practices, research, examples, and templates to support ongoing faculty professional development opportunities and student success.

The eCampus team--including an administrative system analyst/application administrator, an IT student support technician, and an academic dean--also provide support for Canvas. A tracking form for faculty questions has been implemented and widely used for timely faculty support. For example, as noted in Figure 7, in January 2021 alone the following requests were addressed:

**Figure 7 Canvas Support for Faculty - January 2021**

Total Requests = 167, some had multiple items such as office hours and consent  
Flyers to promote upcoming course offerings = 4  
Canvas Features/Course Building = 34  
Zoom questions and issues = 7  
Student Consent to Record form embedded into courses= 45  
Office Hour Shell to improve instructor to student interaction = 83  
1 on 1 support = 5  
Other = 2 (merged shell and account issues)  
Note: this does not include additional email or IT ticket requests

**Staff Support for Accessibility Review**

The College continues to support efforts towards accessibility. An accessibility specialist is planned to be hired in spring 2021 to support faculty professional development and compliance with accessibility requirements. (See Attachment 4 for job description.) In addition, a Voluntary Product Accessibility Template (VPAT) review process is used to review tools that are used for distance education. See [technology website](#) for more information.

## **Faculty Evaluation Online Classroom Observation Reporting Form (New)**

In spring 2020, a new form (Faculty Evaluation Online Classroom Observation Reporting Form, see Attachment 5) was agreed to with the faculty union and was in use beginning fall 2020. The form includes sections relevant for online courses. Training on the criteria expectations included in the form was provided to both faculty and academic deans in fall 2020 and spring 2021. Additional training on the seven key elements of accessible digital content has been provided to the academic deans to help improve the consistency applied to the review for accessibility of online courses during faculty evaluations.

The form has been used to provide suggestions for improvement to faculty on topics ranging from course navigation and organization; delivery of instructional content; and student engagement and inclusiveness. The form includes accessibility as a component of the evaluation. Figure 8 below highlights one of the sections.

### ***Figure 8 Faculty Online Observation Form – Selected Section***

#### Student Engagement and Inclusiveness

- Opportunities for student-initiated interaction with other students and instructor are clearly available and encouraged.
- Frequency of student-to-student contact occurs weekly.
- Frequency of instructor-initiated contact occurs weekly (e.g. weekly emails or announcements, online office hours, feedback on student work, etc.).
- Makes various contact methods for communicating with the instructor available to students (e.g. email, chat, virtual office hours, etc.).

Between fall 2020 and spring 2021, about 140 full- and part-time faculty were evaluated using the Online Observation form. The academic deans have used this process to provide suggestions to strengthen online teaching (see Attachment 6 for examples).

## **Revised College Strategic Planning Metrics and Action Items**

Assessment of distance education activities has been included as revised college strategic planning metrics and action items that are tracked annually. The assessments will be discussed with College participatory governance groups and used to inform course review and professional development activities. See Attachment 7 for a complete list of objectives and action items. Figure 9 below lists one objective as an example.

### ***Figure 9 Selected eCampus College Strategic Planning Objections and Action Items***

By Fall 2024, eliminate disproportionate impact in success rates for student groups enrolled in asynchronous online courses.

- a) By Fall 2021, provide training on syllabus redesign.
- b) By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.

- c) By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.
- d) By Fall 2021, gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.
- e) By Summer 2021, advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
- f) Explore an organizational structure that includes representation for academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.
- g) By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
- h) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.

In addition to the metrics included in the College's strategic plan, the research and planning office has provided information of drop and success rates (see Attachments 8 and 9). A survey of students was conducted in summer 2020 to assess the online experience in order to inform faculty practice. The survey results were shared in the Campus weekly and presentations to constituent groups.

Program review is being revised to include additional data elements as well as a peer review process that will incorporate discussion of different teaching modalities. The final institutional innovation and effectiveness plan - integrated program and services review calls for the inclusion of disaggregated data for DE.

### **Summary**

The College has created a continuous improvement process to systematically ensure effective and substantive student contact per ACCJC Standards and Policy. The College strategic plan provides a vehicle for assessment and reflection to strengthen the process each year. Mandatory training and specific revisions to the addendum and online course evaluation processes have been put in place to improve compliance with REC/RSI requirements, and accessibility laws and standards.

**Attachment 1 – DE Addendum Changes**

**Comparison of DE Addendum – 2018 to 2019**

<b>Criteria</b>	<b>Old Form (pre-2018)</b>	<b>New Form (2019)</b>
Format	Hybrid Only; Fully Online and Hybrid	Hybrid Only; Fully Online and Hybrid; Fully Online in State of Emergency Only
Effective Contact-Instructor-to- Student	Online and hybrid classes must demonstrate and document regular and substantive interaction between students and faculty. Substantive interaction includes timely and documented feedback for student work, as well as methods of student engagement. Please describe the NATURE and FREQUENCY of Instructor-to-Student interactions.	Any portion of the course that is taught online requires regular substantive contact. This includes the online portion of hybrid/PO coursework.  Regular and effective/substantive interaction includes timely and documented feedback for student work, as well as methods of student engagement such as regular announcements, discussion boards with appropriate instructor feedback, email, live chat, web conferencing, blogs/wikis, etc.
Frequency	Built in to item above	How many times per week will the instructors that teach this course initiate interaction with all students? (Drop down menu includes 1-2, 3-4, 5 or more)
Effective Contact Student-to- Student	Online and hybrid classes must demonstrate and document regular and substantive interaction between students. Please describe the NATURE and FREQUENCY of student-to-student interactions.	Regular and effective/substantive interaction between students may include discussion boards, web conferencing, live chat rooms, email, blogs/wikis, student groups, student collaborations, study forums, etc. What tools and strategies will all instructors that teach this course use to facilitate student-to-student interaction?
Frequency	Built in to item above	How many times per week will the instructors that teach this course initiate interaction with all students? (Drop down menu includes 1-2, 3-4, 5 or more)

<b>Criteria</b>	<b>Old Form (pre-2018)</b>	<b>New Form (2019)</b>
Effective Contact Policy	This online course meets the Effective Contact Policy as defined in the attached document - link to document with check box.	Not included
Integrity of Student Work	Explain methods used to address cheating and plagiarism and to promote academic honesty.	What methods do all instructors that teach this course use to promote academic honesty and prevent cheating and plagiarism? Examples of plagiarism and cheating deterrents include plagiarism check software like TurnItIn, randomizing quiz and test questions, smaller assignments that allow instructors to identify uniqueness of student's voice, etc.
Student Learning Outcomes	Not addressed	<p>All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. (Examples of potential challenges include educational materials, labs, models, presentations, requirements to present in front of a live audience, field trips, requirements to attend a live performance, or other.)</p> <p>Please list any uniquely challenging SLO and how it will be achieved in the online format.</p> <p>State the SLO, identify the potential challenge that exists in the online format, and indicate how you will meet that challenge.</p> <p>(Check box) Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).</p>

Criteria	Old Form (pre-2018)	New Form (2019)
Accessibility	<p>This online course meets the (incorrect link - links to Effective Contact Policy rather than Accessibility Policy) as defined in the attached document.</p>	<p>In accordance with Title 5 (link) and AP4105 (link), instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794d).</p> <p>Accessibility is built into the course using which of the following? Drop down menu:</p> <ul style="list-style-type: none"> <li>• Simple, logical, uncluttered course design (module structure)</li> <li>• Use of Header and Paragraph styles on longer pages</li> <li>• Font formatting, rather than color, for emphasis in text</li> <li>• Transcripts of audio clips</li> <li>• Captions for video clips</li> <li>• Alt tags on graphics</li> <li>• Descriptive URL links</li> <li>• Tables accessible to screen readers (tables should only be used for simple data and have row and column headers and tables should not be used for course layout)</li> <li>• Directions for accessing support services available for students are clearly posted</li> <li>• Other, please specify</li> </ul>
Course Quality	<p>Verify that the online section meets the same standard of course quality as the traditional face-to-face class in the following areas:</p> <ul style="list-style-type: none"> <li>• Course objectives and content have not changed.</li> <li>• Outside assignments and assessments meet the same standard of course quality.</li> </ul>	<p>All DE courses are the "virtual equivalent" of the in-person sections of the course. Verify by clicking the box that the online section meets the same standard of course quality as the traditional face-to-face class in the following areas:</p> <ul style="list-style-type: none"> <li>• Course objectives and content have not changed.</li> </ul>



Criteria	Old Form (pre-2018)	New Form (2019)
	<ul style="list-style-type: none"> <li>• Method of instruction meets the same standard of course quality.</li> <li>• Serves manageable number of students per section as determined by faculty in the department.</li> <li>• Required texts meet the same standard of course quality.</li> <li>• Specific expectations will be posted for students with respect to a minimum amount of time per week for student and homework assignments (1 unit = 3 hours of class and study time).</li> <li>• Specific expectations will be posted regarding class policies and procedures, including logging in and completing work.</li> </ul>	<ul style="list-style-type: none"> <li>• Outside assignments and assessments meet the same standard of course quality.</li> <li>• Method of instruction meets the same standard of course quality.</li> <li>• Serves manageable number of students per section as determined by faculty in the department.</li> <li>• Required texts meet the same standard of course quality.</li> <li>• Specific expectations will be posted for students with respect to a minimum amount of time per week for student and homework assignments (1 unit = 3 hours of class and study time).</li> <li>• Specific expectations will be posted regarding class policies and procedures, including logging in and completing work.</li> <li>• Materials and images used in the course will reflect the cultural diversity of Ohlone College students</li> </ul>
Technology	<p>Will you be using any of the following methodologies or technologies for instruction?</p> <ul style="list-style-type: none"> <li>• Other Technology Description:</li> <li>• Wikis and/or Blogs</li> <li>• Third-Party Software</li> <li>• Images (jpeg, gif, etc.)</li> <li>• Chat Rooms, Skype, CCCConfer, etc.</li> <li>• Multimedia (streaming, video, audio, etc)</li> <li>• Discussion Boards</li> <li>• Email</li> </ul>	<p>Section not included Technology changes. Methods to achieve REC and RSI are documented in Effective Contact sections above.</p>

Criteria	Old Form (pre-2018)	New Form (2019)
LMS	<p>Anticipated course management software:</p> <ul style="list-style-type: none"> <li>• Canvas</li> <li>• Other Management Software Description:</li> </ul>	<p>Anticipated course management software:</p> <ul style="list-style-type: none"> <li>• Canvas</li> <li>• Other Management Software Description:</li> </ul>
Integrity of Student Work	<p>Explain methods used to address cheating and plagiarism and to promote academic honesty.</p>	<p>What methods do all instructors that teach this course use to promote academic honesty and prevent cheating and plagiarism? Examples of plagiarism and cheating deterrents include plagiarism check software like TurnItIn, randomizing quiz and test questions, smaller assignments that allow instructors to identify uniqueness of student's voice, etc.</p>
Training	<p>If the instructor does not have a certificate in online education, what combination of the following will the department accept as qualification to teach online? Check all that may apply.</p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• e-Campus Group Workshops</li> <li>• One-on-one sessions with e-Campus staff</li> <li>• Course work in online instruction</li> <li>• @ONE desktop seminars</li> <li>• Experience as an online student</li> <li>• Pedagogical reading on online education</li> <li>• Faculty completion of an online academic course</li> <li>• Other:</li> </ul>	<p>Not included Mandatory training was negotiated and implemented.</p>
Additional Resources	<p>State if any additional college resources will be needed and/or additional costs will be incurred to implement Distance Education sections.</p>	<p>State if any additional college resources will be needed and/or additional costs will be incurred to implement Distance Education sections.</p>

## Attachment 2 – AP 4105 Distance Education

### AP 4105 Distance Education – Administrative Procedures, Chapter 4 Academic Affairs

References: Title 5 Sections 55200 et seq.; References: U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17.; ACCJC Guide to Evaluating Distance Education and Correspondence Education

1. **Definition:** Distance education (DE) is a mode of education and instruction which uses one or more technologies to deliver course content to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.
2. **Authentication:** Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates and verifies that the student who registers in a DE course is the same student who participates in and completes the course or program and receives the academic credit. At the time of registration, the District provides each student with a statement of the process in place to protect student privacy.

The office of Academic Affairs utilizes one or more of the following to authenticate or verify the student's identity:

- Secure Credentialing/Login and Password:
    - Students are issued a specific 7-digit ID and Password.
    - Students access DE courses through the colleges Course Management System using a static URL link.
  - Proctored Examinations:

In addition to the authentication login students in the Nursing Program are required to take online exams in person with a faculty member present as a proctor.
3. **Accessibility:** The College adheres to all state and federal rules and regulations regarding accessible content.
  4. **Separate Course Approval:** (§55206) When any portion of the instruction in a newly proposed or existing course or course section is designed to be provided through distance education an addendum to the official course outline of record will be required. The addendum documents that the online section meets the same standard of course quality as the traditional face-to-face class with respect to:
    - course objectives and content;
    - assignments and assessments;
    - methods of instruction;
    - student to faculty ratio;
    - required textbook;
    - posted expectations for student time commitment; and

- posted policies and procedures, including frequency of logging in and expectations for completion of work.

All DE courses approved by the college distance education committee (a subcommittee of the Curriculum Committee) under this procedure will continue to be in effect unless there are substantive changes of the course outline.

**5. Instructor Contact:** All DE courses at Ohlone College, whether hybrid or fully online, will include regular effective contact and substantive interaction as described below. The course will be designed in a manner that will ensure regular contact is maintained throughout the instructional term.

- **Initiated Instructor-to-Student Interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Frequency of instructor-to-student contact in distance education courses is comparable to a corresponding face-to-face class. Formats and tools suggested to facilitate this kind of contact include regular announcements (text, audio/video, weekly updated home page, etc.), discussion boards (with appropriate instructor participation), web conferencing, live chat, email, electronic versions of class lectures or other classroom presentations (written, audio or video recorded) authored by the instructor, timely feedback on student work, and other collaboration tools.
- **Initiated Student-to-Student Interaction:** Instructors will regularly initiate and/or facilitate interaction between students. Frequency of student-to-student contact in distance education courses is comparable to a corresponding face-to-face class. Formats and tools suggested to facilitate this kind of interaction include discussion boards, web conferencing, live chat rooms, email, blogs/wikis, group projects, and other student collaboration tools.

**6. Faculty Preparation:** DE Instructors shall be trained to teach in the specific distance education delivery method in alignment with all state and federal rules, regulations, and negotiated agreements.

Recommended by Academic Senate on April 17, 2019

Adopted April 24, 2019

## Attachment 3 – Professional Development Activities

### Item 1: INFORMATION – #13

#### OHLONE COMMUNITY COLLEGE DISTRICT MEMORANDUM

TO: Board of Trustees  
FROM: Eric Bishop  
DATE: October 14, 2020  
SUBJECT: Accreditation Update

The Vice President of Academic Affairs will provide the Board of Trustees with an accreditation update including steps taken that address the ACCJC finding around distance education. The presentation will focus on the progress made in training faculty in effective pedagogy when teaching at a distance as well as the number of faculty having completed Minimum Qualification Training (MQT) over the summer. The college continues to allocate resources to support instructional accessibility and in providing Online Teaching Certification programs to Ohlone College faculty.

RECOMMENDATION: Item for information only.

*Note. Documents shared with the Board can be found at [Ohlone.edu](http://Ohlone.edu)*

### Item 2: eCampus Accomplishments: March through October 2020 as of October 7, 2020

#### March 13 - Immediate mobilization

- Training sessions held for faculty on ConferZoom and Canvas 8:00 – 12:00
- Develop training materials (tutorials, student and faculty FAQs, training sessions)
- eCampus email initiated with 24/7 coverage

#### March 17 –20 – Triage Help Provided

- Over 40 online group help sessions and office hours were offered

#### March 23 – 27

- Over 24 online group help sessions and office hours were offered

#### April

- Revised DE addendum in CurricUNET adding sections for accessibility and SLOs
- Developed Basic Training Module for Online Teaching Certification (40 hour training)

#### May

- 12 DE Addendum Trainings offered (ongoing through summer)
- Continue to develop faculty guides for online instruction
- Developed and ran Minimum Qualifications Training (MQT) program (6 hours)

- eCampus Help Ticket created
- Facilitated 3 Basic Training sessions (40 hours)
  - 33 faculty received certificate for completing all components of course

Summary: Implemented for summer 2020

- Developed and implemented new faculty trainings.
- Emails from eCampus-Team to Faculty with reminders and tips for engaging students.
- Website redesign with a student focus.
- Students (ASOC led) developed welcome video for other students.
- Live information zoom sessions (5) attended by over 600 students.
- Separate support for OFK and noncredit students.
- Conducted a survey of summer students on online access

June - August

- 22 MQT sessions administered
- 435 faculty, staff, admin completed the MQT training (unduplicated head count)
- 47 Make it Take it sessions run with 284 participants (duplicated head count)
- Website enhanced with student and faculty resources
- eCampus Weekly Update initiated (12 editions to date)
- eCampus website updated weekly
- Learning College Week (LCW) – Two days devoted to eCampus/ Online Teaching and Learning
  - Canvas LCW Course shell developed as repository
  - 8 sessions on Monday; 6 sessions on Tuesday regarding online teaching and learning
  - 378 participants (duplicated head count)
    - Most popular sessions: Humanizing Online Learning (43); Create an Orientation Video (34); Master Teacher Panel (52); Canvas Studio (56) and Tools for Regular Effective Contact (42)
- Created sample welcome letters and equity-based syllabi to serve as examples for faculty
- Created tutorials and video with instructions for how to create and complete the DE addendum
- Created Zoom settings and best practices guides
- Weekly eCampus Dean email communications to SU20 faculty

September

- Open office hours scheduled first week of classes for faculty help – 13 sessions; second week of classes – 4 scheduled sessions
- One on one help available daily – averaging 4-8 faculty per day, including weekend hours
- Launched ‘Nuggets’ – one-page emails with important information such as Zoom updates
- Launched “Inspirations” – one hour workshops every week with topic alternating every other week

- Canvas Studio
- Zoom – Take the Lead
- VoiceThread
- Show and Tell sessions for faculty to share what is working
- Launched 3-week CVC-OEI course – Assessment in Digital Learning (8 participants completed)
- DE Addendums approved: 245 March-September. Anticipate another 150-200 by end of December.

#### October

- Inspirations continue
  - Gradescope
  - Turned on Discussion Boards
  - Rethinking Assessment
- Offer 3-week CVC-OEI course – Creating Accessible Course Design (begins 10/12)
- Provided training to Deans on online evaluations.
- Planned MQT sessions for November given the college decision to be online in spring 2021
- Provided training sessions (2) to faculty scheduled for evaluation regarding the evaluation criteria

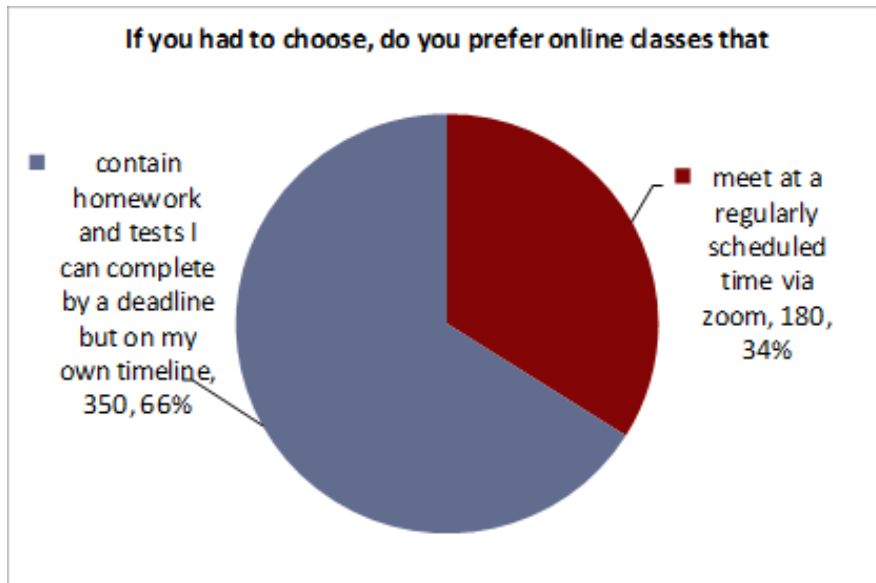
#### New Software Implemented

- Canvas Studio
- Labster
- Edfinity
- GradeScope
- Pope Tech
- ConferZoom
- Pisces
- Gizmos
- Proctorio
- RedShelf

### Item 3: Operational Metrics/Goals: Reduce Drops (net) from Opening Day to Census.

<b>Fall</b>									
5-Oct-20									
	Online classes		Asynchronous		Not-Online classes		Online		Drop rates prior to census declined fall to fall in both formats, adds rates also declined.
	2019FA		2020FA		2019FA		2020FA		
Enrollments first day of class	5,358	100%	7,514	100%	17,754	100%	14,336	100%	
Enrollments at census	4,854	91%	7,001	93%	17,202	97%	13,742	96%	Synchronous or Zoom classes had a lower drop rate in fall 2020 compared to fall 2019 but also a lower add rate than classes that were not fully online in fall 2019.
Drops prior to census	-736	-14%	-755	-10%	-2,123	-12%	-1,444	-10%	
Adds, reinstatements prior to census	232	4%	242	3%	1,571	9%	850	6%	
Net Drops (Drops minus Adds)	-504	-9%	-513	-7%	-552	-3%	-594	-4%	
	Fall enrollment on the first day dropped from 23,112 to 21,850 (-5.5%).								
	The percentage of fully online (asynchronous) classes on the first day increased from 23% to 34% from fall 2019 to fall 2020.								
	For 2020 terms and formats the drop rate prior to census averaged about 10%.								
<b>Summer</b>									
22-Jun-20									
	Online classes		Asynchronous		Not-Online classes		Online		
	2019SU		2020SU		2019SU		2020SU		
Enrollments first day of class	3,207	100%	3,920	100%	2,632	100%	3,245	100%	
Enrollments at census	2,872	90%	3,760	96%	2,640	100%	3,152	97%	The summer saw higher rates of course adds prior to census in both formats, as compared to fall.
Drops prior to census	-491	-15%	-383	-10%	-328	-12%	-343	-11%	
Adds, reinstatements prior to census	156	5%	223	6%	336	13%	250	8%	
Net Drops (Drops minus Adds)	-335	-10%	-160	-4%	8	0%	-93	-3%	
Source: Research and Planning excludes consortium and dual enrollment									

### Item 4: Support faculty development of fully online asynchronous classes.





## **Item 5: The eCampus Team from Across the College**

**Ghada Al-Masri** serves as the academic dean representative on the DE committee. She helped with the initial in-person training in March 2020 when the pandemic hit, and has led the student support team for eCampus, organizing and hosting student Canvas information sessions attended by hundreds of students during summer and fall 2020.

**Mariah Garza** serves as an IT student support technician and started in September 2020. Mariah works directly with students to answer their questions about getting started with Canvas.

**Lynn Hickson** is the manager, information technology support and services, and has helped solve both student and faculty issues regarding access to Canvas and ConferZoom from multiple devices.

**Padmapriya Krishnamurthy** is a biotechnology lab technician on assignment to support faculty requests to caption short videos.

**Alison Kuehner** served as the equity committee chair in 2018-2019 and then afterwards completed a sabbatical in 2019-2020 where she went through OEI training and developed new online course materials. During summer 2020 she helped facilitate MQT and other learning sessions for faculty.

**Robin Kurotori** is on 100% release time in 2020-2021 and has been the faculty DE committee chair since fall 2019. She is responsible for developing and facilitating faculty senate endorsement for the college's DE policy on effective contact. She also led the revision of the DE addendum to include emergency approval as well as an equity-related question; organized the review of DE addendums; and worked with Governet to make revisions to the College's CurricUNET system. She created and manages the database tracking system for DE addenda approvals. In addition, she helped organize professional development activities around online learning for LCW and helped to facilitate MQT training.

**Andrew LaManque** is the executive dean, academic affairs and the Newark center, and serves as the administrator of eCampus, providing coordination of staffing and planning of support activities.

**Quan Nguyen** is an administrative system analyst/application administrator overseeing the Canvas software. He supports the creation of faculty Canvas shells and the integration of new software into Canvas. He works with both faculty and students to ensure access to Canvas.

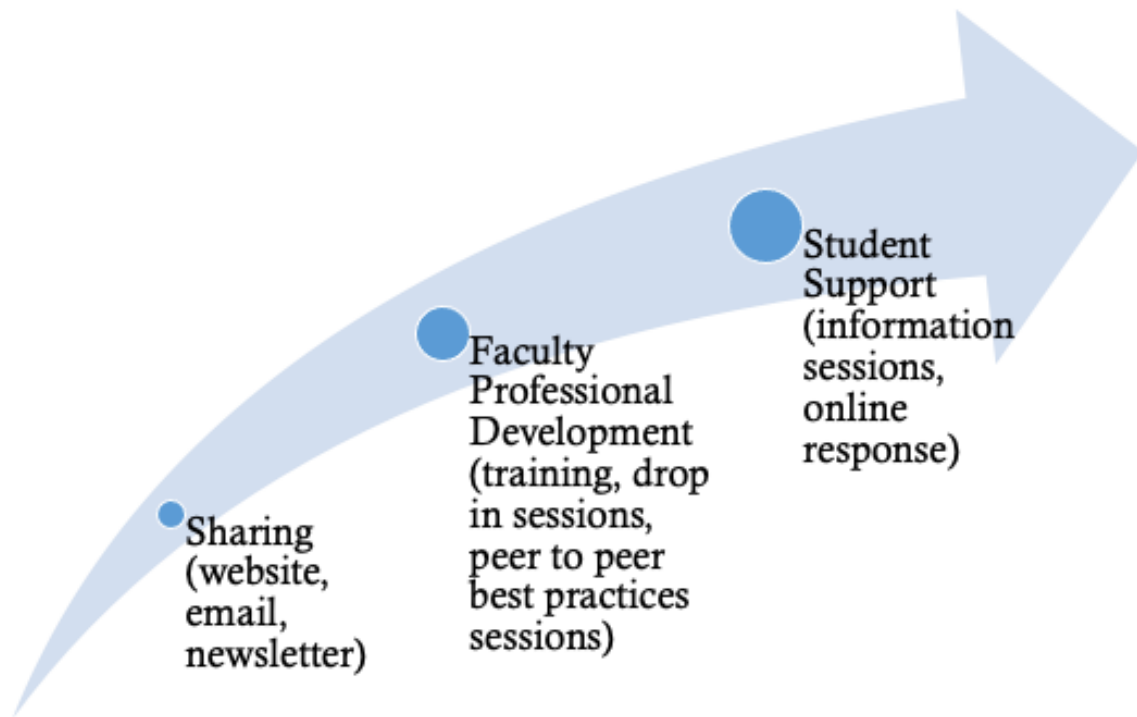
**Jacqlyn Vetter** has completed OEI training and has taught online courses for over ten years. Jacqlyn helped facilitate MQT sessions, often working one-on-one with faculty to solve their unique challenges. Starting April 2020 she works 75% time supporting faculty individually and in online training sessions.

**Mary Wilhelm-Chapin** has been the instructional designer since summer 2019. She is responsible for developing a series of online courses for OEI certification starting fall 2020. She designed the MQT module and has provided assessment of and training on new technology to be

used by faculty. She facilitated the technology and training used to set up tutoring as well as interpreters on zoom meetings.

**Instructional accessibility specialist** is a new position that will provide technical assistance, training, and resource materials to faculty in the areas of accessible online education and accessible digital media.

### Item 6: eCampus Support Path



## **Attachment 4 – Job Description Instructional Accessibility Specialist**

CLASS TITLE: INSTRUCTIONAL ACCESSIBILITY SPECIALIST

BASIC FUNCTION:

Under the general direction of the Executive Dean of Academic Affairs & the Newark Center, provide expertise in universal design application and assist faculty and other instructional staff with ensuring that documents and other materials are accessible using universal design techniques.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Designs and delivers training and course materials for faculty and staff in the areas of online accessibility.
- Advises and assists faculty and staff in learning management system(s) and other technology to create content that integrate with assistive technology.
- Maintains database that tracks course reviews and progress towards accessibility compliance; interfaces with internal and external resources to support captioning needs.
- Perform live trainings for employees on universal design.
- Perform complete audits and validation testing on software and documents, based upon Section 508 and/or W3C WCAG 2.1 accessibility guidelines.
- Maintain current knowledge of emerging trends related to accessibility of information and communications technology.
- Work in collaboration with Information Technology Services, Student Accessibility Services, Distance Education, and other related departments to plan, coordinate and educate the college community about the importance of universal design.
- Identify and recommend areas where existing policies and procedures require change, or where new ones need to be developed, especially as it relates to information and communications technology accessibility.
- Participates in conferences and activities related to technology and accessibility.
- Write detailed findings to document identified issues and recommend potential solutions and best practices for remediation of accessibility violations.
- Work with third-party service providers, vendors, and serve as a liaison for information and communications technology accessibility services.
- Monitor and advise on new or changing laws and technical standards related to technology accessibility.
- Prepare and conduct training on accessibility related topics.
- Assist in making complex documents accessible and recommend solutions for future reference.
- Develop training materials and guides - to make various documents accessible such as manuals, training videos, and quick tips.
- Inspect documents manually to ensure the accuracy of automatic accessible checkers.

OTHER DUTIES: Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Fundamentals and techniques of creating and producing online forms, and digital media;
- Development, assessment, and remediation of accessible web pages;
- Accessibility testing tools;
- Web accessibility laws and web standards, including ARIA and HTML 5 and WCAG 2.0;
- Use of latest methods for progressive enhancement and responsive/adaptive design;
- Current technology including web development tools, computer graphics packages, courseware authoring tools and/or learning management systems, content management systems, with particular expertise in accessibility features of MS Word and Adobe Acrobat software;
- Teaching and or presentation experience;
- Experience with course or program development;
- Information and Communications Technology (ICT) and Instructional Material Accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, in accordance with California Government Code §7405.

ABILITY TO:

- Work collaboratively and effectively communicate with faculty and staff
- Solve problems and provide recommendations and solutions
- Plan and organize work
- Prepare for and conduct training sessions
- Serve as a technical resource for ICT accessibility to faculty and staff
- Interpret, apply, and explain rules, regulations, policies and procedures
- Establish and maintain cooperative and effective working relationships with others
- Operate a computer and assigned office equipment
- Meet schedules and timelines
- Work in a team
- Maintain records and files
- Differentiate colors and provide guidance on color contrast requirements that meet WCAG standards
- Prepare comprehensive narrative and reports
- Provide services at both Fremont campus and Newark Center.
- Effectively and independently lead projects to completion

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree with significant coursework in computer science, instructional design, instructional technology, digital arts, or related field; one year experience with accessibility compliance techniques and testing tools in creation and repairing of documents.

## Attachment 5 – On-Line Classroom Observation Reporting Form

Ohlone College On-Line Classroom Observation Reporting Form (*reformatted for report*)

Faculty Name: \_\_\_\_\_ Observer: \_\_\_\_\_

Online Class Observed: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Total Observation Time (Minimum 45 minutes): \_\_\_\_\_

**General Directions:** Observations of online courses should be conducted with the faculty member being evaluated so that they can “show” their course and any possible license restricted third party programs. This can be done in person or via Zoom, Skype, or some other video conferencing tool that allows for screen sharing.

**Brief Observation Overview:** (e.g. “I began my observation on the course home page. I observed the overall course navigation and structure. I observed effective contact between the students and instructor. I focused in depth on week 5, reviewing a variety of instructional assignments.”)

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**OBSERVATION:** Please be aware that all of the items listed below may not be observed in any one course.

<p><b>COURSE NAVIGATION and ORGANIZATION:</b></p> <ul style="list-style-type: none"> <li>• Navigation and content flow are easily determined by the user.</li> <li>• Provides orientation to course and its structure.</li> <li>• Content is presented in visibly distinct learning units or modules that are consistently structured.</li> </ul>	<p><b>COMMENTS:</b></p>
<p><b>DELIVERY of INSTRUCTIONAL CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).</li> <li>• Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explain the purpose of external resource, etc.).</li> <li>• Multiple types of assessments are used (research project, objective test, discussions, etc.)</li> <li>• Clearly organizes and explains online assignments and related due dates.</li> <li>• Clearly presents expectations and grading policies (e.g. grading rubrics and examples).</li> </ul>	<p><b>COMMENTS:</b></p>

<p>KNOWLEDGE of SUBJECT:</p> <ul style="list-style-type: none"> <li>• Content of the course is current and consistent with the Course Outline of Record.</li> <li>• Effective use of Canvas technology.</li> </ul>	<p>COMMENTS:</p>
<p>STUDENT ENGAGEMENT and INCLUSIVENESS:</p> <ul style="list-style-type: none"> <li>• Opportunities for student-initiated interaction with other students and instructor are clearly available and encouraged.</li> <li>• Frequency of student-to-student contact occurs weekly.</li> <li>• Frequency of instructor-initiated contact occurs weekly (e.g. weekly emails or announcements, online office hours, feedback on student work, etc.).</li> <li>• Makes various contact methods for communicating with the instructor available to students (e.g. email, chat, virtual office hours, etc.).</li> </ul>	<p>COMMENTS:</p>
<p>OTHER DISCIPLINE SPECIFIC CRITERIA OBSERVED:</p>	<p>COMMENTS:</p>

**FACULTY MEMBER STRENGTHS:** This feedback should focus on ways that the faculty member was most successful in course organization, teaching methods, instructional delivery, student-to- student and student-to- instructor effective contact, etc.:

**AREAS FOR IMPROVEMENT:** This feedback should focus on ways for the faculty member to improve course organization, teaching methods, instructional delivery, student-to- student and student-to- instructor effective contact, etc.:

**POSTMEETING:** Verification that the observation form and suggestions have been read and discussed.

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Signature indicates only that this form has been reviewed and does not indicate agreement with its contents by the instructor.)

## Attachment 6 – Online Faculty Evaluation Suggestions for Improvement

I offer the following suggestions:

- To improve navigation, it would be helpful to have a clear “start here” or “next” link so that students don’t have to back out of each component of the module to link back to the next part of the module lesson. I also recommend using a welcome video that orients students to the course structure/organization and how to most effectively navigate through the materials. All videos used in Canvas *must* be closed captioned and accessible. Please refer to the eCampus website for faculty resources on accessibility and closed captioning.
- To help clarify expectations on specific assignments, I recommend using a grid-style rubric as a supplement to your written instructions and guidelines.
- For students who may not have regular access to Wi-Fi, I also recommend you provide a downloadable link to a pdf version of the syllabus. This will enable students to refer to it without needing wifi connection.
- I also encourage them to reach out to our eCampus team and Ohlone’s instructional designer to continue his professional development in online instruction.

To support them in continued development, I offer the following suggestions:

1. Try using the Announcement feature in Canvas to share information with the entire class, rather than an email to all students. The announcements are then listed in one place in Canvas rather than students having to search through emails. Also, the announcements can be listed on the course homepage so students are certain to see it rather than over email where it could be overlooked. I encourage you to explore the eCampus Instructor Resources page where there are short “how-to” videos on using the announcement feature.
2. I encourage you to continue developing your online teaching skills and possibly explore developing fully online asynchronous courses. I think this is a positive step and I encourage you to explore this further through working with our Instructional Designer and eCampus support team for further training and development opportunities.

To support them in continued development, I offer the following suggestions:

1. Create grid-style rubrics so students can clearly identify what you are looking for in each assessment and the associated point value. This helps students be clear about expectations. If more effective, rather than rubrics, offering students an example or sample of an excellent assignment can help students understand what they need to aim for and include before submitting for grading.
2. You are enrolled in @One training for effective online instruction, and you shared with me that you would like to use more videos of yourself providing mini-lectures or having a podcast. I think this is a positive step and I encourage you to explore this further. If you need support in this area, please work with our eCampus team and our Instructional Designer for additional resources.

## Attachment 7 – eCampus Strategic Plan Objectives

December 2, 2020

**Objective:** By Fall 2022, improve the student online learning experience through faculty training and consistent application of distance education guidelines. (ACCJC)

### Measurable Outcomes and Action Plans

- 2) By Fall 2022 reduce the net drop rate from opening day to census for full-length academic term asynchronous classes to under 3%.
  - a) By Fall 2021, provide training on syllabus redesign.
  - b) By Fall 2021, eCampus staff will collaborate with Outreach to provide information about taking courses through eCampus.
  - c) By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
  - d) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.
  - e) Explore an organizational structure that includes representation from academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.
- 3) By Fall 2021, a minimum of 75% of course shells to be voluntarily published the week before regular term classes start.
  - a) Provide training and support to faculty on best practices for publishing fully online/asynchronous course shells.
  - b) By Fall 2021, eCampus will establish and implement a communication plan that will proactively inform instructors of essential dates and responsibilities.
  - c) Explore an organizational structure that includes representation from academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.
- 4) By 2024, achieve alignment of at least 20% of online courses or sections based on the CVC-OEI Course Design Rubric.
  - a) By Summer 2021, strongly advocate hiring additional staff to complete these initiatives aimed at improving online student success and time to completion.
  - b) By Fall 2021, provide training on syllabus redesign.
  - c) By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
  - d) By Spring 2022, develop and adopt a peer online course review plan.
  - e) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.
- 5) By Fall 2024, eliminate disproportionate impact in success rates for student groups enrolled in asynchronous online courses.



- a) By Fall 2021, provide training on syllabus redesign.
- b) By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
- c) By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.
- d) By Fall 2021, gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.
- e) By Summer 2021, advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
- f) Explore an organizational structure that includes representation for academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.
- g) By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
- h) By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.

### **Summary of Action Plans**

1. By fall 2021, provide training on syllabus redesign.
2. By Fall 2021, provide online course material accessibility training opportunities for 100% of faculty and hands-on support to a minimum of 25% of online faculty each term.
3. By Fall 2021, eCampus staff will collaborate with Outreach to provide information about taking courses through eCampus.
4. By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.
5. By Summer 2021, hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
6. By Fall 2022, provide online information sessions that are attended by a minimum of 50% of new to Ohlone College online students.
7. By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.
8. Provide training and support to faculty on best practices for publishing fully online / asynchronous course shells.
9. By Fall 2021 gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.
10. By Summer 2021, strongly advocate to hire additional staff to complete these initiatives aimed at improving online student success and time to completion.
11. Explore an organizational structure that includes representation from academic affairs, student services and IT, to reduce and remove barriers to student success in the online environment.

## Attachment 8 – Student Success Rates by Teaching Modality

**From:** Andrew Lamanque

**Sent:** Wednesday, February 3, 2021 4:46 PM

**To:** Tony DiSalvo <tdisalvo@ohlone.edu>

**Cc:** Larissa Favela <LFavela@ohlone.edu>; Brenda Arteaga Reynoso <BArteaga@ohlone.edu>; Melissa Cervantes <mcervantes@ohlone.edu>; Robin Kurotori <rkurotori@ohlone.edu>; Jacquyn Vetter <JVetter@ohlone.edu>; Mary Wilhelm-Chapin (mwilhelmchapin@ohlone.edu) <mwilhelmchapin@ohlone.edu>; Ghada Al-Masri <galmasri@ohlone.edu>; Jose Rico <jrico@ohlone.edu>; Sergio Suarez <SSuarez@ohlone.edu>; Sara Goldware <sgoldware@ohlone.edu>; Mike Aquilina <maquilina1@ohlone.edu>; Sima Sarvari <ssarvari@ohlone.edu>; Michael Bowman <MBowman@ohlone.edu>; Matthew Ng <mng@ohlone.edu>

**Subject:** Fall 2020 Course Success Rates

Tony, please find attached information on our course success rates for last fall.

We had a great discussion with the Research and Planning Office and Data Coaching teams that provided input into the observations included in the memo.

The data show that there was not much difference in overall success rates between modalities of teaching, whether fully online or via zoom or hybrid, and that differences in success rates between ethnic groups can be found regardless of teaching method.

Our fully online enrollment increased by more than 30% from fall 2019 to fall 2020, and while the overall success rate went up (even with the addition of faculty who had not previously taught online) the difference between groups remained.

## Attachment 9 – Student Drops by Teaching Modality

### Student Drops from Opening Day to Census Summer and Fall

#### Fall

5-Oct-20

	Online classes 2019FA		Asynchronous 2020FA		Not-Online classes 2019FA		Online Synchronous 2020FA	
	Enrollments first day of class	5,358	100%	7,514	100%	17,754	100%	14,336
Enrollments at census	4,854	91%	7,001	93%	17,202	97%	13,742	96%
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Adds, reinstatements prior to census	232	4%	242	3%	1,571	9%	850	6%
Net Drops (Drops minus Adds)	-504	-9%	-513	-7%	-552	-3%	-594	-4%

Drop rates prior to census declined fall to fall in both formats, adds rates also declined.

Synchronous or Zoom classes had a lower drop rate in fall 2020 compared to fall 2019 but also a lower add rate than classes that were not fully online in fall 2019.

Fall enrollment on the first day dropped from 23,112 to 21,850 (-5.5%).

The percentage of fully online (asynchronous) classes on the first day increased from 23% to 34% from fall 2019 to fall 2020.

For 2020 terms and formats the drop rate prior to census averaged about 10%.

#### Summer

22-Jun-20

	Online classes 2019SU		Asynchronous 2020SU		Not-Online classes 2019SU		Online Synchronous 2020SU	
	Enrollments first day of class	3,207	100%	3,920	100%	2,632	100%	3,245
Enrollments at census	2,872	90%	3,760	96%	2,640	100%	3,152	97%
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Adds, reinstatements prior to census	156	5%	223	6%	336	13%	250	8%
Net Drops (Drops minus Adds)	-335	-10%	-160	-4%	8	0%	-93	-3%

The summer saw higher rates of course adds prior to census in both formats, as compared to fall.

Source: Research and Planning  
excludes consortium and dual enrollment