CALIFORNIA COMMUNITY COLLEGES
AND
CHABOT --- LAS POSITAS
COMMUNITY COLLEGE DISTRICT

#92-0028
and
#92-0029
## Summary

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<th>Fiscal Year</th>
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**Project Title**

Distance Education Support Center Grant/Loan Combination

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<td>A --- Nontraditional Instruction</td>
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<th>Project Director</th>
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<td>David Butler, Associate Dean of Instruction</td>
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**Proposal Description**

This proposal is a grant/loan combination request. This Proposal addresses nontraditional forms of instruction for providing educational services for new clientele including older, working adults desiring transfer education courses. This combination Grant/Loan will provide convenient services within a Distance Education Support Center (DESC) for older, working adults who wish to take transfer education courses. Once these services are in place, a pilot study will be conducted to evaluate the effectiveness of the new services and instructional enhancements.

**Expected Outcomes:**

- Operate an automated Distance Education Support Center which will: (1) provide efficient services to all distant learners; (2) rent videotapes for all distant learning courses to all enrolled students; (3) furnish new technology communication tools for both students and instructors; (4) increase student retention rates for distant learning courses; (5) offer additional distance education transfer courses; (6) enable students to check out an information videotape containing Chabot Matriculation and DESC procedures; (7) provide each student with a Distance Education Manual; (8) conduct staff development activities using Training/Procedure Manual for Distance Education Instructors; (9) contact local businesses with a plan for delivering distance education courses for special populations.

This a grant portion of the grant/loan combination.
1. This proposal addresses:
A (1a) nontraditional form of instruction for providing (1d) educational services for new clientele including older, working adults desiring (2a1) transfer education courses. This combination Grant/Loan will provide convenient services within a Distance Education Support Center (DESC) for older, working adults who wish to take transfer education courses. Once these services are in place, a pilot study will be conducted to evaluate the effectiveness of the new services and instructional enhancements.

2. Specific Problems this Grant/Loan Addresses:
During the last 4 years, Chabot has experienced a 600% increase in student enrollment in distant learning courses and the following problems exist due to this growth: (1) handling 600% growth in enrollment using manual office procedures; (2) lack of duplication equipment to copy enough videotapes for all students enrolled in distance education courses; (3) communication with the instructor having one office hour per week is difficult; (4) high enrollment courses do not allow for enrichment activities; (5) lack of duplication equipment prevents new transfer course offerings; (6) getting important information to late registrants who miss distance education orientation; (7) staffing shortages have prevented development of distant education model for contract education.

3. Population Being Served:
The Chabot distance education courses serve: (1) part-time students, full-time working adults; (2) part-time students, part-time working adults; (3) full-time students, full-time working adults; (4) part-time students, full-time mothers; and (5) PACE students (Program Adult College Education) who will be transferring to one of the State Colleges or Universities, with 51 percent of the students coming from culturally and ethnically diverse backgrounds.

4. Project Objectives:
(1) automate the administrative paperwork functions for distance courses to meet current and expected growth; (2) expand the videotape duplication capabilities to enable all distance students to rent videotapes; (3) increase the communication tools working students can use to interact with the instructor; i.e., E-Mail, FAX; (4) enhance student success and retention by providing computerized enrichment materials correlated with textbook; (5) expand the number of transfer courses which can be delivered via distance education following the pilot study; (6) provide Chabot Matriculation/Distance Education Support Center information via a videotape
and student manual; and develop a Training/Procedure Manual for Distance Education Instructors; (7) produce a distant education course model for contract education for special populations.

5. PROPOSED ACTIVITIES:
The following activities will take place: install the equipment asked for in the Loan portion of the combination grant/loan (see loan proposal budget) during Autumn Quarter, 1992; use equipment during pilot study, Winter, 1993; and evaluate effectiveness Spring Quarter, 1993; write a Student Distant Learner Manual, a Training/Procedure Manual for Instructors of Distance Education Courses, and a Distance Education Model for Contract Education, Autumn Quarter; develop, implement and refine DESC procedures following the pilot study, Winter Quarter; Evaluate the pilot study and refined procedures, and write the final report.

6. EXPECTED OUTCOMES:
Operate an automated Distance Education Support Center which will: (1) provide efficient services to all distant learners; (2) rent videotapes for all distant learning courses to all enrolled students; (3) furnish new technology communication tools for both students and instructors; (4) increase student retention rates for distant learning courses; (5) offer additional distance education transfer courses; (6) enable students to check out an information videotape containing Chabot Matriculation and DESC procedures; (7) provide each student with a Distance Education Manual; (8) conduct staff development activities using the Training/Procedures Manual for Distance Education Instructors; (9) contact local businesses with a plan for delivering distance education courses for special populations.

7. EVALUATION PLAN:
During the pilot study, Winter Quarter, 1993, a detailed survey will be completed by 75 percent of all students enrolled in the pilot study course on the new services provided in the DESC. All project personnel and pilot study instructors will complete evaluation forms for each activity. All suggestions will be considered, evaluated, and adopted for permanent use when deemed practical.

8. DISSEMINATION PLAN:
Send summary report and results of automating DESC and conducting pilot study to 107 California Community Colleges and provide a postcard to be returned if additional materials are desired; i.e., final report, Student Distance Education Manual, Training/Procedures Manual for Distance Education Instructors.
1. Specific Educational Program Being Addressed

SPECIFIC EDUCATIONAL PROGRAM/SERVICES PROPOSAL ADDRESSES (GRANT)

This Fund for Instructional Improvement combination grant/loan proposal for Automating the Chabot College Distance Education Support Center (DESC) addresses by priority the following items under:

Eligible Programs and Services:
1. Nontraditional forms of instruction,
2. Educational services for new clientele including older, working adults, and Board of Governors 1991-92 Basic Agenda Focus:
3. Transfer Education

Priority Number 1: Supporting Distance Education - Nontraditional form of Instruction

Distance learning as a form of nontraditional instruction is viewed where "...technology transports information, not people...and where the distance between teachers and students are bridged with an array of familiar technology as well as the new machines of the information age." [Office of Technology Assessment contractor report, May, 1989, by Jason Ohler, University of Alaska Southeast, "Distance Education and the Transformation of Schooling."]

The California Postsecondary Education Commission defines distance learning in the publication STATE POLICY ON TECHNOLOGY FOR DISTANCE LEARNING as follows: "distance learning means instruction in which the student and instructor are separated by distance and interact through the assistance of computer and communications technology." [p.1]

Chabot has made a commitment to distance education by including it in the newly revised Chabot Master Plan, MASTER PLAN FOR THE 1990'S: NEW BEGINNINGS FOR A NEW CENTURY. Chabot sees distance education as a way to remove "access to education" barriers for the older, working adult and to help alleviate the college problem of not having enough space to offer sufficient course sections on campus. To implement distance learning, equipment and personnel are required to automate the services for a Distance Education
Support Center, hereafter referred to as DESC. [The Independent Study Center (/SC) at Chabot College will be renamed Distance Education Support Center as of July 1, 1992.]

This combination grant/loan will provide funds to implement Phase I which will provide a foundation for implementing Phase II and III (see Appendix A). Five years ago when the administration saw distance education as a means to expand enrollment, full time faculty had to be given a hard sell as to the benefits of distance education, and they tentatively approved the concept for selected course offerings, but full-time faculty chose not to participate and part-time instructors were hired to teach the courses. Now due to budgetary cutbacks, full-time instructors are going to the Dean of Instruction asking to develop new distance education courses which include innovative ideas for offering laboratory courses. Before a variety of new models can be developed, it is imperative that Chabot automate the office functions, provide sufficient student videotape lessons, and improve student/instructor communications before a wide variety of alternative delivery systems are developed within distance education. This grant/loan addresses these needs which are required to offer nontraditional forms of instruction.

Priority Number 2: Providing Educational Support Services for New Clientele including Older, Working Adults.

The primary participants in Distance Education courses are the older, working adults who have busy schedules and need 24-hour communication tools to contact the Distance Education Support Center and the instructor. Distant learners require that services be accessible in a variety of ways. Coming on campus only five or six times a quarter is quite different from attending a daily or weekly class session. Services must be developed and supported which allow a large segment of the distance education student population to conveniently access information, as they tend to be full-time employees, part-time students, and full-time family members.

In order to accommodate the schedules of busy older, working adult students, Chabot College made a commitment to providing alternative delivery systems in 1988 when telecourses were reintroduced within the Independent Study Center (ISC); however, due to recent severe budget cuts, we will not be able to provide the automated student services which support the growth of this important delivery system. This grant/loan will allow Chabot to enhance student support services for the older, working adult, pilot test and refine the services, and incorporate them permanently.

Priority Number 3: Promote Transfer Education

In Winter Quarter, 1988, Chabot College reintroduced telecourses as a form of distance education to provide a convenient means for students to take transfer education courses and to provide the PACE program (Program Adult College Education--a transfer program) with one-third of its curriculum. Chabot initiated a meeting with California State University-Hayward in 1988 to offer encouragement for developing and offering a similar upper-division program
similar to the PACE model. This program was successfully launched Autumn, 1991, at Cal State Hayward following the first graduating class of Chabot PACE graduates.

At the present time, students who are having trouble enrolling in transfer courses at all colleges in the Bay Area, due to the cutback in the number of sections offered, are clamoring for new transfer courses to meet additional discipline specific transfer requirements. Chabot's manual processes, lack of duplication equipment and new technologies precludes the expansion of courses offered. This grant/loan addresses the need of expanding transfer distance education courses which will help Chabot College increase the student transfer rate to higher educational institutions.

1b. SPECIFIC EDUCATIONAL SERVICES LOAN REQUEST ADDRESSES Current Operations: At the present time there are two full-time Independent Study Center (ISC) employees who service 37 traditional independent study courses and four telecourses. Due to lack of staffing, the ISC is only able to remain open two nights a week. They also service eight libraries within the District and provide two hours per week of service to our sister college, Las Positas. There are three part-time student assistants who help with student questions and prepare mailings to students. There is one computer which is shared by the two full-time employees and one student assistant who keyboards instructor tests, syllabi, and course listings flyers.

Beginning Autumn, 1990, College by Cassette was initiated where students can place a deposit of $30 per videotape set and at the end of the quarter if all tapes were returned, $20 is refunded. Initially this option was provided as a way to accommodate the students who were not in close broadcast range of Channel 28. The service became so popular that almost 100 percent of the students want to rent tapes, and we are not able to provide enough tapes to accommodate student demands. Duplication of tapes solved a large number of problems (TV stations running the wrong tape, students forgetting to set their VCRs, etc.) but it created the problem of not being able to duplicate enough tapes for an entire class. Students who enrolled in the class and chose to view the broadcast very often later would decide to rent the videotapes, and if the supply was exhausted, they would drop the class. The duplication of tapes has increased our retention rate for the student enrollments who rent them, but the lack of tapes for all students created another reason for students to drop courses. This combination grant/loan addresses the need to provide (1) a sufficient volume of tapes for all students and (2) the duplication capabilities to expand the number of course offerings.

Enrollment. Between 1988 and 1991 the number of distance education students served by the current Independent Study Center (ISC) has increased from 0 to over 600, Winter, 1992. This tremendous growth has placed severe student service burdens on the ISC which uses primarily manual methods of processing student registration, tracking student progress, grading, and communicating with students.

Effective July 1, 1992, Chabot plans on changing the name of the Independent Study Center to the Distance Education Support Center (DESC) and has listed as a goal in the College Master Plan the development and implementation of this center. In Appendix A, Phase I, II, and
III activities as they exist as of February 15, 1992, are listed. These Phases are also a part of the overall campus-wide strategy to automate all student service functions as was evidenced by the recent Board of Trustees approval of purchasing and implementing a new District-wide Information Services System.

Distance Education Support Center Computer. In order to be able to interface the DESC student services with the new MIS system, a computer is needed which can be on-line with the College system 100 percent of the time. A college grading program will be installed which will enable the staff to correct multiple choice exams, scan in the grades, and calculate the grades according to the instructors weighting at the end of the quarter. This computer will not be used for word processing activities but strictly to automate the hand functions and to make inquiries about student enrollment status, assignments turned in, etc.

Pilot Study Instructor Computer. One computer is being requested for the pilot study instructor to use during the 1992-93 school year. If the pilot study is successful when using the new communication tools, Chabot will try to provide any distance education instructor, with 50 or more student enrollments, a computer for use in her/his office. New communication tools such as E-Mail and computer FAX capabilities will be integrated into this computer. Today's focus in distance education is to promote interaction between the student and instructor and between the students at a distance. The instructor of the pilot study will also be introducing the use of computer assisted instruction (CAI) activities as a supplement to the textbook and videotape materials because high course enrollments preclude having students write a paper. High enrollments encourage the use of CAI activities which provide immediate feedback and automatically record student success. This grant/loan combination addresses this need which will increase the student retention rate.

Computers for Distance Education Students. At the present time the Student Computer Room only has seven computers, and the course chosen for the pilot study has two sections of approximately 60 students enrolled. To accommodate this new influx of student use, we are proposing to purchase 10 computers for distance education enrichment activities. Students will be asked to purchase a disk in the bookstore, and they will have access to ten computers in the Student Computer Room which is open 68.5 hours a week in the library. Any time the Student Computer Room is open, a student computer tutor is available to assist students who have never used a computer or who experience some type of difficulty. One of the ten computers will be dedicated to providing on-campus E-Mail to the instructor and eventually an on-line bulletin board will be established which will enable students to dial in from an off-campus location and communicate with each other, including work groups at several different locations who could "chat" on-line with several members of the class. Two student computer tutors will be trained to operate this standalone student bulletin board. The student computer having E-Mail will only be accessible to students enrolled in the pilot study distance education course.

The enrichment activities for the pilot study will be an option and will replace writing a report. Students will have the option of purchasing the textbook with or without the computer software to provide equal access to class materials. If a student is on campus, she/he will not need the
software, however, if she/he does not come on campus except for the four required class meetings, she/he may wish to acquire the software if she/he has access to a computer elsewhere. Once the new Chabot instructional minicomputer is placed on line (two to three years), it is anticipated that distance education CAI programs can be accessed by dialing in via a computer/modem.

New Communication Tools, i.e., FAX machine, modems/E-Mail. Substantial research has been done which shows that the more interactive activities which take place between the learner and instructor, including feedback and dialogue, the higher the retention rate. The national dropout rate of distant learners ranges between 40 to 60 percent. The more typical distant learner either works full- or part-time and attends school either part- or full-time. At the present time, one ISC staff member who is knowledgeable about the College and all aspects of the distant learning courses spends almost full time on the phone answering questions. Chabot needs to develop and distribute detailed information about enrollment, class requirements, deadlines, grading policies, and tips on how to successfully complete a distant learning course in addition to the course syllabi which is prepared by the instructor. A FAX machine will enable students to fax their assignments to either the DESC or if they have computer-faxing capabilities, they can fax questions and/or assignments completed on the computer directly to the instructor. The funding of the grant/loan proposal will give busy working adults equal access in communicating with both the DESC office and the instructor.

Videotape Duplication Equipment. In order to handle the duplication requirements for an increased number of courses and to provide all students an opportunity to rent the tapes, ten VCR recorder/players are required which is asked for in the Loan Proposal. By acquiring additional equipment, Chabot will be able to expand the number of distance education transfer level courses which are extremely popular with the older, working adults who are pursuing an AA transfer degree. This equipment will assist with student retention and allow Chabot to increase the number of courses that can be offered each quarter.

Training. The DESC staff, the pilot study instructor, and the part-time hourly Television Tech who will duplicate the videotapes will receive training in operating the computers, fax machines, E-Mail software, and the duplication equipment. The project supervisor will develop the training with the assistance of the MIS staff and train the staff as required. The pilot study instructor will be trained in the use of computerized E-Mail and it will be necessary to assign students passwords to access the information. The Loan portion of this RFP will allow Chabot to purchase and use the equipment above as stated.
2. Specific Problems Being Addressed

Specific DISTANCE EDUCATION problems addressed in this proposal include:

HANDLING 600 % ENROLLMENT INCREASE USING MANUAL OFFICE PROCEDURES

During the last 5 years, the number of students enrolling in distance education at Chabot College has grown approximately 600 percent. It is like having a small college within a college. Services, which have been provided manually since 1970 for a limited number of students using only text and/or audio based instruction materials, are quite different from services needed for 100 plus students enrolled in one course of several using primarily visual learning materials. The volume of student questions asked after viewing a video activity quite often necessitates interaction with an instructor or instructional assistant. Today technology and software is available for automating a large portion of the student services which are currently done manually. It is imperative that the newly named Distance Education Support Center be automated to handle the increased number of students and to address the needs of the working adult by providing as many off-campus services as possible.

This grant is proposing that two administrative computers be purchased to automate the paperwork functions for distance education courses: one for the Distance Education Support Center (hereafter referred as DESC) and one for use by an instructor of a transfer course with a large enrollment. These computers will be used to automate the following functions: (1) tracking students from the point of registration (2) attendance at four required distance education class meetings, (3) logging in completed work assignments, (4) correcting tests and entering test scores in individual student databases, and (5) calculating final grades following the entry of a given set of grade parameters. It will be possible for the staff to search all student records and print out a list of those students who have not completed a given assignment. A phone call, FAX message, or computer E-mail message can be sent to students reminding them of past due assignments either by the staff in the DESC or the instructor.

LACK of DUPLICATION EQUIPMENT TO COPY ENOUGH VIDEOTAPES FOR ALL DISTANCE EDUCATION STUDENTS.

Renting videotapes for use at the convenience of the student has been one of the primary reasons student retention has increased, however, when students are not able to rent the videotapes which contain the learning materials they drop the class. Students who first decide not to rent the tapes and watch the TV broadcasts very often have changes in work schedules, an emergency arises, or they forget to set their VCR or view the television broadcast. Education needs to fulfill its commitment to making Distance Education convenient by eliminating the necessity of fighting traffic, finding a parking space in a crowded parking lot, going out at night for older adults or working adults, or obtaining a babysitter for the young mother. When only a portion of the class can obtain the tapes, we have not made the course totally convenient. Having a set of videotapes eliminates a phone call to the center when
students forget to set their VCR to record the program, or the television station broadcasts the wrong lesson. The reason for the lack of rental videotapes is due to the limited capabilities Chabot has to duplicate multiple sets of videotapes. Second, the lack of duplication equipment is also the limiting factor as to why Chabot cannot expand the number of transfer distance education courses which will be addressed later. Our goal is to provide efficient DESC services to an increasing number of students.

COMMUNICATING WITH THE INSTRUCTOR IS DIFFICULT WHEN DISTANCE EDUCATION INSTRUCTORS ONLY HAVE ONE OFFICE HOUR PER WEEK.

Instructors with large distance education enrollments do not have time during one office hour per week to call students they have not heard from, to answer the phone, and see students who drop by or to try repeatedly to return individual calls. By introducing new communication tools such as a FAX machine, computerized E-Mail, and Voice-Mail the distance education instructor will become more accessible to students and improve the student/instructor interaction which also has been shown to increase student retention rates in distance education courses. Students on the other hand, are not always available to call the instructor during the one hour per week they are available. Students working various shifts need to have 24-hour access to leaving a message for the instructor. The E-Mail system proposed for use through this grant, would allow an instructor to send one message to all students to inquire about their progress. Many colleges have found that the student retention rates in distance education courses have increased 30 to 50 percent when someone took time to make contact. Students having access to a computer and modem at work can often times use this technology during the lunch hour if the call is local.

OUR GOAL IS TO IMPROVE ACCESSIBILITY TO THE INSTRUCTOR AND DESC ASSISTANCE AND INFORMATION.

HIGH ENROLLMENT COURSES DO NOT ALLOW FOR ENRICHMENT ACTIVITIES.

Instructors with 100+ student enrollments cannot assign individually written reports or provide enrichment activities requiring the use of special materials. This combination grant/loan would allow Chabot to purchase 10 computers for distance education students to use to complete the interactive enrichment activities which are correlated with the textbook and video learning materials. These activities will not be mandatory, but will provide a way in which 70 percent of the students (Winter, 1992, statistic) who are enrolled in both a Chabot on-campus course and a distance education course can complete supplemental activities. These computers would be housed in the Student Computer Room where a student computer tutor is always on duty and can assist first time computer users and/or experienced users. Student retention in distance education courses also has been shown to be higher when planned supplemental activities are available. Computer activities which have immediate feedback on information presented are popular with distant learners who need reassurance.

LACK OF VIDEOTAPE DUPLICATION EQUIPMENT PREVENTS NEW TRANSFER COURSE OFFERINGS.
Due to the lack of videotape duplication capabilities and staffing, Chabot has not been able to expand the number of transfer distance education courses. Once students have taken the 2 or 3 basic courses we have been offering, they want to enroll in new courses which will satisfy core course requirements. With the current number of recorders, it takes Media Services approximately 20 to 30 eight-hour days to duplicate a set of 4 tapes for 60 students. By purchasing a slave and 10 additional recorders as proposed in the loan, Media Services will be able to reduce the time it takes to duplicate each set and free up time to duplicate a new course each quarter. Once the office procedures for processing distance education students are in place and the duplication equipment can handle an increased workload, plans for working with faculty in approving and developing syllabi for new courses can take place. At the present time, we have a core of approximately 600 students who are enrolled in distant learning courses. In both Autumn, 1991, and Winter Quarter, 1992, the number of course sections offered in the regular course schedule have been decreased due to State budget reductions each quarter which shows up in an increase in the number of students taking distant learning courses. DESC will have to place a class size limit if new technologies are not employed.

Within the last several months, three full-time instructors have approached the Dean of Instruction about teaching a distant learning course. In the past we have had to sell faculty on the idea of teaching a course, but now they are asking to teach a distance education course, and unless we are able to purchase this new equipment through the loan, we will not be able to capture their enthusiasm and make use of their innovative ideas.

LATE REGISTRANTS DO NOT GET MATRICULATION AND DISTANCE EDUCATION ORIENTATION INFORMATION. INSTRUCTORS DO NOT HAVE A PROCEDURAL MANUAL.

Due to staff shortages, we have not been able to develop either a videotape or in depth printed materials which would give students the required procedural information required if they do not attend a one hour orientation meeting which is held at the beginning of each quarter. A printed student manual has not been available which lists the procedures for enrolling and completing required work by certain deadlines to successfully complete the class.

This deficiency will be corrected with the funding of this combination grant/loan which will enable us to hire part time hourly staff to release present staff members to develop both (1) a videotape which can be checked out containing Chabot matriculation requirements and procedural informational for taking a distant learning class and (2) a printed Student Manual for Distance Education Coursework. The comprehensive orientation session held at the beginning of each quarter gives students matriculation information and procedural information for registering in a distant learning course, however, a large number of students each quarter do not enroll in time to attend the orientation.

The distant education courses lend themselves very well to late enrollment except for the fact that students have missed vital information about the College and how to successfully
complete a distant learning course when they do not attend the Orientation Meeting on the first Saturday of each quarter. To bridge this gap the first part of each videotape will have a brief introduction of all the instructors who will be teaching a distant learning course that quarter, so students can visualize their instructor as they either leave a voice-mail message, send a FAX, send an E-Mail communication, or talk on the phone to the instructor. By producing the videotape and a student manual, the telephone calls at the beginning of each quarter about procedures should be reduced by at least 30 percent.

A Student Distance Education Manual will be written, published, and given distant learners upon enrollment in the pilot study course. This document will help cut down on the number procedural calls handled by DESC each week. In order to better assist instructors with the routine procedures and to train new faculty who will be teaching a distance education course, a Training/Procedure Manual for Instructors of Distance Education will be developed and printed. This manual will be used during each faculty orientation on teaching at a distance.

STAFF SHORTAGES HAVE PREVENTED DEVELOPMENT OF DISTANT EDUCATION MODEL FOR CONTRACT EDUCATION FOR SPECIAL POPULATIONS.

The funding of this grant proposal will enable the DESC to hire part-time hourly help so the Project Director can develop the procedures and the model for delivering contract education for special student populations. For example, there are a number of basic skills courses which could be tailored to the needs of a company or a target population which would provide a foundation for enabling students to enroll in transfer courses at a later date. It is important that Chabot develop business/education partnerships for delivering distance education courses which can be taken independently by employees and benefit the employer. This function of the grant will (1) generate new revenue for Chabot College, (2) alleviate a space problem, and (3) allow for increased enrollment with a minimum amount of expense.
3. Population To Be Served

POPULATION BEING SERVED:

The majority of distant learners at Chabot College are either part-time students/full-time working adults, full-time students/full-time working adults or full-time students, part-time working adults. Approximately 70 percent of the students enrolled in distant learning classes are enrolled in at least one on-campus classes and work part-time as surveyed Autumn Quarter, 1991. Full- and part-time working students have indicated they could not take more than one class if it were not for the fact that they could enroll in either a mediated distance education course or an independent study course. In 1989, approximately 300 distant learners were surveyed and the number one problem of taking an on-campus class was finding a parking place. To alleviate this problem, the four required class sessions are held on Saturday morning when there are plenty of on-campus parking spaces. A large number of young mothers who would otherwise need a babysitter indicated that a distant learning course was the only way they could take courses at this time. Although the majority of students are on campus, they indicated they can always enroll in a distant learning course where they cannot always get their first choice of a time to take a transfer course.

Approximately two-thirds of the Chabot distant learners are enrolled in the PACE program (approximately 400 students). Approximately 80-85 percent of the PACE students are full-time working adults as the program is packaged so they take three courses: two on-campus classes and one distant learning course which equals a full-time load. PACE students attend on-campus classes one night a week and two Saturdays a month. The remaining third of the distant learners are older adults taking one distance education course for enjoyment or younger part-time students, part-time working adults. Approximately 75 percent of the total student population at Chabot work part time or more.

In a recent study on American Diversity it was noted that Hayward and Union City are two of the most ethnically diverse cities in America and that Alameda County is one of the ten most ethnically diverse counties in America. A large portion of the Chabot College student population are members of these communities. Through the funding of this combination grant/loan we anticipate being able to increase the number of distant learning courses which will be aimed toward target populations within the communities we serve such as English-as-a-Second-Language courses.

Automating the Distance Education Support Center will serve the older, working adult student with more efficient services, greater interaction with instructor, computer assisted instruction (CAI) activities on the short run and more classes and new participatory activities. This grant/loan will provide the hourly replacement personnel so the full time staff can develop and implement the new services for the pilot study. By implementing Phase I activities a foundation will be laid for accomplishing the goals set forth in Phases II and m for expanding DESC services and courses for this special group of students.
Short-term impact. Distance Education students will experience (year of pilot study):
- Expanded personalized services in DESC;
- Faster feedback of grades following an exam;
- More in hand information as a result of the new Student Distance Education Manual;
- Expanded communication tools to deliver assignments, contact DESC, and/or the instructor;
- Enrichment activities which utilize new course information both on and off campus;
- Greater access to renting course videotapes;
- A variety of 24-hour messaging systems;
- Higher course completion rate and success based on new, convenient services and reinforcement activities.
- Increased faculty/student interaction based on the availability of the student;

Long-term impact. Distance Education students will experience (1993-95):
- New services which have been tested in a pilot study and revised for final adoption;
- Expanded course offerings including new transfer courses which will enable students to complete; their transfer requirements in a shorter period of time;
- New courses including labs which will be developed by interested faculty;
- Capability to serve new target populations;
- Phase II and II implementation (Appendix A);
- Accessibility on-line to library resources in the future;
- A plan for delivering distance education for special populations through contract education;
- Accessibility on-line to employer on-site;
- Computer conferencing with instructor and on-line discussion with classmates.
4. Objectives

PROJECT OBJECTIVES for Distance Education Support Center: Performance Objectives:

1.1 Ninety percent of the paperwork functions for the Distance Education Support Center (DESC) will be automated by December 15, 1992 so the following services can be performed during the pilot study: registering students; tracking student progress in each course; correcting exams and scan the grade into student records; calculating final grades; accessing student enrollment on-line; creating mailing labels for a specific course enrollment; creating statistical reports for distance education data.

1.2 By April, 1993, the automated services listed above will have worked 95 percent of the time and 80 and 75 percent of the pilot study students will have completed an evaluation of the new services provided by the DESC.

1.3 By Spring, 1993, 85 percent of the students enrolled in Distance learning courses will benefit from the newly automated services in the DESC over the services provided Autumn, 1992.

2.1 All videotape duplication equipment purchased with the loan will be installed and ready for tape duplication by December 1, 1992.

2.2 By December 20, 1992, 60 sets (4 tapes per set) of videotapes will have been duplicated and ready for rental by students enrolled in the pilot study course.

2.3 By April 1, 1993, there will be an 80 percent increase in the number of videotapes to rent over the number available September 1, 1992.

3.1 The following new student/instructor communication tools will be installed and tested by December 1, 1992: FAX machine in the DESC and a FAX/modem board in instructor computer, E-Mail connections on the DESC computer, the instructor computer, and one student computer in Room 119 (Student Computer Room); a Voice Mail system in the DESC.

3.2 Eighty percent of the students enrolled in the Winter Quarter Pilot Study will have successfully utilized one of more of the new DESC communication tools by April 1, 1993.

3.3 By April 1, 1993, 75 percent of the students enrolled in the pilot study will have completed an evaluation of the new student communication tools.
4.1 The instructor of the pilot study will have developed the computerized enrichment activities which will be correlated with the textbook and videotapes and the instructions for each assignment will be ready for printing by December 1, 1992.

4.2 The MIS staff will have installed the 10 new student computers and software in Room 119 by December 1, 1992.

4.3 By April 1, 1993, 75 percent of the students enrolled in the pilot study course will have completed an evaluation form rating the quality and quantity of the course enrichment activities.

4.4 During Winter Quarter, 1993, 70 percent of the students enrolled in the pilot study will utilize the new student computers for completing the optional enrichment activities developed by the instructor.

5.0 By February 28, 1993, the list of expanded course offerings for transfer distance education courses will have been approved for the 1993-94 school year.

5.1 By November 20, 1992, the project supervisor will have investigated the available telecourses to determine which ones may be used for a transfer course currently offered at Chabot. Faculty will be consulted to determine if the course content is equivalent.

5.2 By December 5, 1992, the project director will have surveyed the full-time faculty to determine the number of faculty interested in teaching a distance education course.

5.3 By January 15, 1993, the project director and supervisor will have met with all instructors who are interested in teaching distance education courses and will have given them copies of the textbook, sample videotape lessons and related materials for review.

5.4a By February 15, 1993, the new distance education transfer courses and the instructor for each will have been identified and the list will have been submitted to the Chabot Curriculum Committee.

5.4b By February 28, 1993, the Dean of Instruction will have approved the new distance education courses which will be offered during the 1993-94 school year.

6.1 By October 15, 1992, the Project Director and Supervisor, the pilot study instructor and Associate Dean of Matriculation, and other interested distance education faculty will have met once to begin working on:
   6.1a Developing the contents of the Student Manual for Distance Education Courses;
   6.1b Developing an outline of the information which will be included in the Matriculation/Distance Education Orientation videotape which may be checked out.
6.2  By December 1, 1992, the project director and project supervisor will have duplicated
the student manual and 35 copies of the informational videotape.

6.3  The student manual and the informational videotape will be used during the pilot study,
Winter Quarter, 1993, to determine the effectiveness of the information contained.
During the first three weeks of Winter Quarter, 1993 the number of telephone calls to
the DESC will have been reduced by 30 percent over the same period of Autumn
Quarter, 1992.

6.4  By April 1, 1993, 75 percent of the student enrolled in the distance education pilot study
course will have completed a survey rating the relevance of the information contained in
(1) the Student Distance Education Manual and the videotape containing Chabot
Matriculation and DESC information.

7.1  By October 25, 1992, the project director and supervisor will have met with a minimum
of three distance education faculty including the pilot study instructor who have
previously taught a distant learning course to outline the contents of the
Training/Procedure Manual for Distance Education Instructors.

7.2  By November 20, 1992, the project director and/or supervisor will have produced the
Training/Procedure Manual for Distance Education Instructors.

7.3  During the week of December 7, 1992, the new Training/Procedure Manual for
Distance Education Instructors will be used during the orientation for new distance
education instructors.

7.4  Ninety percent of the new faculty using the manual during Winter Quarter, 1993,
(including the pilot study instructor) will have evaluated the contents and made
suggested changes to the project supervisor by March 15, 1993, for incorporation into
the revised manual.

8.1  By December 30, 1992, the project director will have developed a distant education
course model for contract education which will be used when Chabot delivers distant
education for special populations to businesses.

8.2  By February 15, 1993, the project director will have contacted three corporate entities
who are interested in developing a business/education partnership with Chabot for the
purpose of delivering distance education courses.

8.3  By February 28, 1993, the contracts will be signed for courses which will be delivered
during Spring Quarter, 1993.

9.0  By May 1, 1993, tabulate results of evaluation of all aspects of the objectives which
were completed from September 16, 1992 to April 15, 1993.
10.0 By May 28, 1993, complete summary report and final report which will be disseminated to 107 California Community Colleges.

10.1 By June 30, 1993, sent all requested documents to interested parties who have returned the postcard by June 15, 1993.
5. Workplan Narrative

PROPOSED WORK ACTIVITIES:

a. LOAN
Autumn Quarter, 1992. The equipment specified in the budget detail will be purchased with the funds from the LOAN portion of the proposal which will enable Chabot College to: (1) automate the DESC office functions, (2) provide expanded videotape duplication capabilities, (3) increase the communication tools (FAX, E-Mail, etc.) for students and the pilot study instructor, and (4) provide students with computers for distant learning enrichment activities. See work statement form for specific dates.

b. GRANT
Autumn Quarter, 1992. Work activities will first be focused on hiring temporary replacement personnel to do the routine office activities in the DESC and the personnel to install and duplicate the videotapes. Personnel will be trained to use the new equipment and procedures in preparation for the pilot study Winter Quarter, 1993. Temporary replacement personnel will be hired so the full time staff can: (1) develop and implement the transition activities which are required for automating the manual office functions, (2) train the staff to use the new equipment and procedures; (3) write the student and instructor manuals and develop the distance education model for contract education. The part time Television Technician will be hired and trained to duplicate by January 4, 1993, a minimum of 60 sets of videotapes for the pilot study.

In addition, the pilot study instructor will receive one office hour per week during autumn quarter (1) to be trained in the use of the new student/instructor communication tools (E-Mail, FAXING) (2) to develop the computerized enrichment activities which correlate with the textbook and video lessons, and (3) to work with the project supervisor in developing the new student and instructor manuals.

The project director will develop the distant education course model for contract education for special populations. Chabot College will begin meeting with various employers in the area Chabot serves with the purpose of developing business/education partnerships for the delivery of distance education courses.

Winter Quarter, 1993. Work activities will be focused on utilizing the newly automated functions during the pilot study to; (1) register students, (2) accessing student progress records, (3) logging in completed work assignments, (4) correcting tests via a Scan-tron machine attached to the computer and posting the final score to a student file, (5) calculating final grades, and (6) preparing distance education statistical reports. During the pilot study, weekly meetings will be held to evaluate the process and make recommendations, which will be implemented as the project progresses. Documentation will be kept on the recommendations made and the changes implemented during the pilot study. During the 9th or 10th week of the quarter, students enrolled in the pilot study course will complete an evaluation and the results will be
tabulated. The pilot study instructor and the staff in the DESC will also complete an evaluation form. All the evaluation information will be compiled into a final evaluation report which will be included in the Grant/Loan Final Report.

Telecourse materials will be researched to determine how many additional transfer courses could be offered via distant learning and faculty will be surveyed to determine the number of faculty who are interested in teaching a distance education course. Transfer courses will be given priority, however, courses which support the local adult working force which aid the economic development of the communities Chabot serves will also be supported.

The project director will work toward obtaining three contracts for one or more courses which will be delivered by distance education for Spring Quarter, 1993.

Spring Quarter. 1993. The project director and supervisor will collect all the data and prepare (1) a final report, (2) a summary report containing the highlights of the final report which will be mailed to 107 California Community Colleges with a postcard to be returned if additional project materials are desired, i.e., (1) the student distance education manual, (2) the training/procedure manual for distance education instructors, and (3) the video tape with a handling and shipping fee. Meetings will be held with faculty interested in teaching a distant learning course as part of their course load. Contract education courses will be delivered as arranged.
6. Expected Outcomes

EXPECTED OUTCOMES OF PROJECT ACTIVITIES:

A. Project Objectives:

When the project objectives are met, the following outcomes will be realized:

1. Distance Education Support Center will be able to provide efficient automated services to an increased number of students which will allow the College to expand the number of distant learning courses and DESC will be better able to support distant learning instructors through the purchase and development of a computerized office system;

2. All students will have access to renting a set of video cassettes for all distant learning courses as a result of purchasing additional videotape duplication equipment;

3. Students will have increased options to communicate with both the DESC office and the distant learning instructor through the purchase of a FAX machine, computerized Electronic Mail (E-Mail) which can be accessed both on and off campus. At a later date, computer conferencing will be instituted where the instructor will be able to present a lecture on the computer, and students will be able to have a dialogue about the topics presented with the instructor and/or other classmates;

4. Students will be able to complete computerized supplemental course activities which will enhance their understanding of the materials presented in the textbook and video lessons and thereby improve their grades--these activities will give immediate feedback to the student and give directions for additional activities which will aid in student retention;

5. New distance education transfer courses will be developed for future offerings to enable students who have taken the basic four courses to continue taking additional distance education courses. The automation of the DESC and the purchase of additional videotape duplication equipment will allow for the expansion of additional courses.

6. Students who miss the distance education orientation meeting will be able to obtain important Chabot Matriculation information and the procedures for successfully completing a distant learning course by checking out a videotape.

7. Students will have a Student Manual for Distance Education Courses to refer to and to look up answers to procedural questions which will reduce the number of calls made to the DESC.
instructors will have a Training/Procedure Manual for Distance Education Instructors which will be used for staff development activities for training new distant learning instructors and they will be used as a reference tool during the quarter.

the project director will develop a model for offering Distance Education Courses to businesses through contract education for special populations; contacts will be made with local business to develop business/education partnerships; and courses will be delivered as contracted.

B. Impact of the Project.

The Project will provide the resources for implementing Phase I of the Distance Education planning which was incorporated in the 1988 LEAP (Learner/Educator Assistance Program) proposal (see Appendix B). The LEAP proposal was developed prior to the current Chabot Master Plan which includes distance education as a way to expand our course offerings and services to students even though there are limited college resources. The 600 percent growth of students enrolling in telecourse over the last four years has definitely proven that by supporting this program with modest funding, the returns to students in support services and the increase in the number of students which can be served will increase threefold.

Distance Education is very cost effective, but it truly needs to be education at a distance and automated support services and communication tools need to be in place to allow a limited staff to function efficiently. All barriers to accessing services and receiving instructional support need to be implemented for a distance education program to be successful. This combination grant/loan will provide the resources to let Chabot College take the first step to develop a Model Distance Education Support Center.

C. Continued Support for Distance Education:

In May, 1991, the faculty and staff were asked in a survey conducted by the Chabot Institutional Planning Committee to list the goals and priorities the college should be addressing. This grant/loan combination addresses the top three goals as listed:

1. "Enhance STUDENT ACCESS...."
2. "Enhance STUDENT SUCCESS...."
3. "...develop programs which encourage students to enter and remain in the local work force and advance the state's economic development."

Chabot's commitment to distance education is evidenced by the fact that as Chabot continues to support the PACE program. This program is truly a success in promoting transfer AA degrees. PACE was originally developed as a partnership with a large corporation which required all employees to enroll in a transfer level college program or face the possibility of losing their jobs. However, the College resources have been stretched to the maximum to allow the telecourse portion of this valuable program to continue and to afford other students the opportunity of taking distance education courses.
The new Dean of Instruction, Dr. Victoria Morrow, is excited about the possibility of changing the image of the Independent Study Center from a more traditional text/audio based center to a visual learning center which will be incorporated in the new Chabot Distance Education Support Center. To support this change in focus, the librarians in the Learning Resource Center are eager to provide on-line library services to distant learners as soon as possible. This grant/loan will assist Chabot College in taking a step toward that goal as the college plans for "Chabot 2000".

This combination grant/loan will enable Chabot to provide special services needed for distant learners. It will also allow for the number of courses to be expanded. With the implementation of Phase I in this grant, Chabot will be able to plan and commit future resources to implementing Phase II and II (see Appendix A) which will allow for further expansion in the areas of providing: (1) instructional resources for off campus students to access, (2) expand the variety of courses which can be offered via distance education and in particular transfer courses which include a laboratory component, (3) distant education contract education courses, and (4) investigate the implementation of live Instructional Television Fixed Services with either one-way video/two-way audio, or two-way video/two-way audio.

D. Potential for adaptation to other institutions or programs.

This proposal will provide detailed information about: (1) the procedures and equipment required for automating a distance education support center; (2) the process used in conducting a pilot study to test the effectiveness of the various services, communication tools, and instructional activities developed to strengthen and expand the course offerings to currently enrolled students and to the business community as well; and (3) the procedures/processes for automating the DESC; and (4) accomplishing all other tasks outlined in this combination grant/loan. This grant/loan will provide a number of "How to..." and "Tips on..." which will be helpful to other institutions planning DESCs.

All information developed for the implementation of this grant will be shared as requested with other community college personnel.
7. Evaluation Plan

EVALUATION PLAN

The evaluation plan for this grant/loan combination provides for the continuous evaluation as activities are accomplished as well as a final evaluation at the completion of each task. The evaluation is broken down into three parts--one for the grant, one for the loan, and one for the pilot study. All personnel involved with this grant/loan will be required to participate in the evaluation process of this proposal.

GRANT: The evaluation plan for the grant will include completing a form which will require the following information to be completed: (See Appendix C)

1. List the activity which was completed.
2. List the problems encountered during the completion.
3. List the procedures (process) used by personnel to complete each task.
4. Identify the successes and solutions to problems.
5. A "Tips on doing XYZ" will be developed and incorporated into the final report and available for dissemination as requested.

Following the completion of the evaluation form by all personnel working on a task, final recommendations for completing each activity will be written and included in the final grant report. As a part of the final report, the final report will contain the "How to ... and/or Tips on Doing ..." the task in a recipe format.

LOAN: The evaluation plan for the loan will include completing a form which will require the following information to be completed (see Appendix D):

1. Item(s) purchased
2. Source of purchase
3. List the problems encountered during purchasing or installation.
4. List the procedures utilized in installing and configuring
   a. Computer hardware/software
   b. Videotape duplication equipment
5. List the solutions to problems and/or short cuts in achieving the goal.
6. A "Tips on Installing XYZ" will be developed as the final recommendations.

PILOT STUDY
The project supervisor and the pilot study instructor will develop a detailed student survey which will be completed during the 9th or 10th week of the quarter by 75 percent of all students enrolled in the pilot study course. All student services provided by the Distance Education Support Center will be evaluated, and recommendations for improving the services which provide convenient access will be solicited. In addition, students will be asked questions about the new computerized enrichment materials (Computer Assisted Instruction) and their effectiveness in helping the student achieve success in the class.
The survey form will include a rating scale for various services for:

1. Services provided
2. Problems encountered in accessing the slated service
3. Suggestions for improving the services
4. "What I liked about this new service in 25 words or less:"
5. I would recommend a Chabot distant learning course to a colleague because:

After all the data has been collected and tabulated from the various groups participating in the evaluation process, the project director, the project supervisor, and the pilot study instructor will study the information and collectively write the final evaluation of the proposal which will be incorporated in the final project report.
8. Dissemination Plan

DISSEMINATION PLAN

The plan for disseminating information about this combination grant/loan includes sending the Summary Report to the 107 California Community Colleges which will include a self-addressed postcard with a check list for receiving (1) the final report, (2) the student manual, and (3) the instructor manual which will be sent upon receipt of the postcard. The Summary report will contain the highlights of the Final Report for a Distance Education Support Center. If colleges wish to receive the informational videotapes, they will be asked to donate $5 toward the cost of handling and mailing the tape.

A. Reports produced.

Two reports will be produced as indicated above and the two manuals developed during the grant --- (1) student manual and (2) instructor manual---will be sent upon request.

Final Report. The Final Report will include:
   a. implementation plan for automating DESC
   b. results of student survey on the effectiveness of the new services provided by DESC, the new communication tools, computerized enrichment activities
   c. list of new transfer courses which have been recommended for adoption
   d. summary of items contained in student manual and content of orientation videotape
   e. summary of items contained in training/procedure manual for distance education instructors
   f. synopsis of distant education model for special populations through contract education
   g. evaluation report with "How to " and "Tips on"

Summary Report. The summary report will contain the highlights of the grant/loan proposal and a postcard which can be returned requesting the (1) the final report, (2) the Distance Education Student Manual, and (3) the Training/Procedure Manual for Distance Education Instructors be sent.

B. Target Population.

The target population for disseminating the Summary Report within the 107 California Community Colleges will be the Independent Study Centers, Telecourse Offices, and Distance Education Centers. (All Colleges will receive a copy of the Summary Report regardless of whether or not they have a separate distance education learning center).

C. Determining Target Population.
Colleges known to have distance education support centers will receive a complete copy of the final report via the US Mail in addition to the summary report. All colleges will receive a copy of the Summary Report and by returning the postcard will receive the materials listed on the checklist.

D. Timetable.
The Summary report will be mailed to 107 California Community Colleges by May 30, 1993. The Final Report will be mailed to colleges having a known distance education department by June 1, 1993. Colleges returning postcards by June 15, 1993 should receive the additional materials by June 30, 1993.

E. Evaluation of Dissemination Plan.
The number of postcards returned by interested individuals requesting additional items will be used as an indicator of the interest in automating a distant learning office. In addition a log will be kept on the number of phone inquiries requesting additional information.

CONCLUSION:
Although the funds requested for the grant fall into the small category, the results and services it will provide will be large. "One small step for man, but a large step for mankind."

The funds requested for the loan are, perhaps, considered to be moderate to high. The income generated from offering five contract education distant learning courses each of the three years will repay this loan handsomely.

The faculty and staff at Chabot College are eager to pursue a model of excellence for a DESC. This seed money will enable Chabot to commit to implementing Phase II and III.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]