

Distance Education Status Report

Migration Status

Many faculty have either completed or are in the process of completing their migration from CATE or Moodle to Canvas. Our focus is now on those instructors who have never responded to us regarding their migration plans, and those instructors who still need to migrate one or more online classes to Canvas. There are still many instructors who are in the process of both learning to use Canvas and organizing their course material in that new environment.

Fall 2016 Canvas Usage

(As of 9/20/16)

808	389	17,073	15,620	7,752	39,360	925
Courses	Teachers	Students	Assignments	Discussions	Files	Recordings

Canvas Training

Since Fall of 2015, the Distance Education Department has offered a wide variety of help to faculty looking to learn how to use the Canvas course management system or to migrate their content. This includes workshops, boot camps, one-on-one appointments, and drop-in sessions. In addition, we have lots of folks who stop by to ask questions or get help outside of our drop-in hours, and we always try to accommodate them.

For instructors who want to teach online courses, a compact 12-hour online course is available that helps them understand the basics of online teaching and learning, as well as the basic use of Canvas. Completing this course results in a Certificate of Online Expertise which is required by most departments in order to be eligible to teach an online course.

Process of Migrating a Course to Canvas

The process of migrating a single course to Canvas varies greatly, depending on where the course originally "lived," and which components were being used there.

For CATE courses, the process begins with an appointment with a Canvas Ninja to determine which content the instructor wants to move to Canvas. This is necessary because CATE was often used for a wide variety of purposes, not all of which directly map into a Canvas course. Once identified, those components are moved to Canvas via a tool built by Bill Stone just before he retired. After moving the content, the instructor then has the option of asking the Ninja to help them organize the content in Canvas, taking that task on themselves, or some combination. Often the Ninja can provide suggestions in terms of options that might make sense based on content type and use.

For Moodle courses, those that existed in Fall of 2015 were migrated to Canvas by Instructure. The content lives in a Canvas course shell accessible by the instructor. DE can easily move the content from more recent Moodle courses into Canvas as well. Each instructor can then decide whether they would like help organizing that content in Canvas.

Naturally there are some features that existed in CATE and Moodle which do not exist in Canvas (e.g. CATE Schedules and Moodle Books), and some features which Canvas offers that did not exist in CATE or Moodle (e.g. SpeedGrader and in-line recordings). These differences necessitate a thoughtful strategy

when migrating to Canvas. The DE Ninjas are trained to help instructors identify these situations and discuss the options they have.

In many instances, the DE Ninjas have done all or nearly all the work of migrating courses to Canvas for instructors. This is especially true for face-to-face courses, since the amount of content is limited. In all cases, instructors are given the option of asking the Ninjas to perform as much or as little of the work as they desire, communicating with them whenever necessary to ensure the instructor receives the results they are looking for.

Benefits of Canvas

While no CMS is perfect, Canvas is very highly-rated by both faculty and students. Students, in particular, find it easy to use and appreciate the way they can set their own notification preferences so they can receive information and updates via email, SMS, or when they log into Canvas. Faculty like Canvas's simplicity, and in particular like the SpeedGrader app which streamlines the process of both grading student assignments and offering meaningful feedback.

Currently, 91 of the 113 CCCs are somewhere in the process of adopting Canvas on their campuses. This is significant for several reasons. First, students who move from one area to another will find that their courses at the local CCC look very similar in layout to those from their previous school. Second, CCCs have gained some leverage with Instructure (the developers of Canvas) that allows them to have more influence regarding updates and enhancements that will benefit us and our students. Third, a "community" of users has been created that allows the staff at the various schools to share ideas, practices and solutions.

Perhaps the most significant benefit to SRJC in adopting Canvas came with the addition of their support options. Whereas support for CATE and Moodle were limited to the availability (and knowledge) of the DE staff, both faculty and students now have access to a team of Canvas experts 24 hours a day, 7 days a week, 365 days a year. When a student has difficulty turning in their assignment at 11:53pm, or a faculty needs help revising a course component on the weekend, they simply call the toll-free number and a Canvas expert is there to help.

Benefits Beyond Canvas

In June, 2015, the Public Policy Institute of California studied the online learning programs at CCCs. Of particular significance was the research that identified the most successful online courses as those that had been offered for only 2 terms. "To improve student results, courses taught online for many terms should be updated."

As the DE staff meets with instructors, we offer the opportunity to discuss new ways to present online information, engage students, and foster enhanced communication with and between their students. While we don't presume to know the best way to teach their course, we can offer ideas, strategies and even new ways to interact with their students. We have helped faculty turn PowerPoint slides into audio-enhanced presentations, take text-only lecture material and convert it into educational games, and take traditional summative exams and add formative assessment options for students to use as they learn the material.

Faculty who teach online courses are encouraged to take a look at the rubric developed to help evaluate the courses that will become part of the Online Course Exchange in January, 2017. This set of criteria was carefully crafted by a group of faculty and Instructional Designers from a variety of CCCs. Each area can help faculty consider whether their online course meets these high standards, and decide whether they would like to make any changes.

Faculty also have the option to meet with our Instructional Designer who can offer tips and suggestions regarding course design, use of online tools, and ways to improve student learning and engagement.

Help from the Online Education Initiative (OEI)

The OEI is made up of faculty, staff, technologists, and administrators. Funded by the CCC Chancellor's Office, the goal of the OEI is to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. In addition to providing Canvas (CCMS), the OEI has provided all CCCs with access to no-cost tools such as the Online Readiness Modules, the Worldwide Whiteboard, and @One training courses. In addition, it has negotiated reduced-cost contracts for services such as online tutoring, online proctoring, and online counseling platforms.

CCCs are under no obligation to become part of the OEI Consortium (the Course Exchange initiative) or to use any of the tools provided. Each college can choose to adopt only those tools that it deems appropriate and worthwhile. Only courses that a college chooses to include in the Course Exchange are required to use the CCMS (Canvas) and to go through the course review using the evaluation rubric. The ability for non-pilot schools to join the Consortium will not be available until sometime in 2018. SRJC is currently not part of the Consortium.

What's New and Exciting

The DE team has been researching and implementing new options for helping faculty create and store course content that students will find engaging, and that could improve student success and retention. Some of the options that are now available are:

- Storyline: a tool for creating interactive content modules such as timelines, visual knowledge checks, and clickable images maps
- H5P: a collection of web-based tools for creating multimedia content such as interactive videos and tools for making large text documents more engaging
- 3CMedia: a place to upload and stream videos for students, as well as simplified access to the state-funded captioning process
- Office Mix: an add-on to PowerPoint that turns slideshows into interactive online presentations
- LTI's (apps) that have been integrated into Canvas such as the WorldWideWhiteboard, Curriculum Builder, OneDrive, Dropbox, and various publisher resources.