

PCCD Sub-committee on Distance Education

The DE sub-committee was instituted in the Spring of 2015 to serve as the district’s recommending body on distance education. The charge of the committee includes evaluating, recommending, and helping to institute improvements to Peralta’s online program that bring it closer to the Guidelines set by the California Community College State Chancellor’s Office for Distance Education.

Committee membership includes faculty, staff, students and administrators, from both instruction and student services. At the core of the membership are the Distance Education Coordinators, and the technicians who program and support Moodle, PCCD’s current LMS (Learning Management System).



During the 2015/2016 academic year, the DE sub-committee accomplished (among other things) two major projects. The first was the development and approval of a “DE Checklist” that serves as a guideline of parameters and requirements for quality online education. The second major accomplishment was that the committee approved and forwarded a resolution calling for increased resources and support for distance education at Peralta. That resolution was subsequently passed by the DEC and the PBC, and it was also passed by the District Academic Senate.

During the summer of 2016, the DE sub-committee held a retreat and developed the following 10 recommendations, with timelines, in order to flush out specific needs related to the resolution:

Recommendation	Timeline
Complete review and hire of temporary .5 FTE staff position of Educational Technology Analyst (Moodle technician) to replace Srujana Tumu while she is on maternity leave in fall semester.	*** Urgent *** Immediate with completion date of August 1, 2016
Assign Distance Education to Vice Chancellor Orkin for Fall 2016, with the stated goal of “coordinating and supporting college efforts to improve and expand distance education.” Maintain Distance Education as a priority area of responsibility in a Vice Chancellor portfolio going forward.	Immediate

Increase district DE budget to be used for faculty reassigned time and/or staff at the colleges; request each college be granted 1.0 FTE for faculty reassigned time.	Immediate
Increase Educational Technology Analyst position from .5 FTE to 1.0 FTE.	Process during Fall 2016 with deadline of January 1, 2017
Review and revise Board Policies and Administrative Procedures to reflect a district commitment to quality online teaching and student success in distance education courses.	Fall 2016
Begin process of transition to Canvas as Peralta's Learning Management System. This process includes: a) DAS approval for switch to Canvas, b) development of rollout plan, and c) completed application with State Chancellor's Office for participation in the OEI.	Fall 2016 planning with proposed launch of Canvas for Fall 2017
Colleges develop and implement processes to: a) review and approve online courses, and b) verify that online courses meet all DE requirements. This project will require collaboration among PFT, DAS, and CIPD.	Fall 2016
Improve and increase support services for distance education students; develop district-wide services where appropriate; support college improvements as well.	Fall 2016
Maintain contract (Tim Gibbons ICC) to provide online support to students and faculty using district LMS.	Ongoing / yearly

Some of the recommendations are already being implemented.

Fall 2016

- The DE sub-committee will continue to push for these recommendations to be fully implemented during the 2016/2017 year.
- The committee will also review it's charge and membership during fall semester.
- It's important to note that a great deal of work is needed in order to bring PCCD's online program up to the standards set by the State Chancellor's Office, and in order to offer quality online education that meets the needs of PCCD's students. Additional resources (fiscal and human resources) are needed.

MIGRATION TO CANVAS

On July 18, 2016, the PCCD Distance Education Committee recommended that Peralta begin a transition from Moodle to Canvas as Peralta's Learning Management System. This recommendation was based on the committee's belief that switching to Canvas will: a) allow PCCD to take advantage of valuable resources set up by the California State Chancellor's Office for community colleges that use Canvas, b) allow Peralta to join the statewide online education consortium, in which California Community College students taking online courses have a common learning management system, c) foster an environment of increased innovation and accountability in Peralta's online classes, d) provide a more user friendly LMS to students with better options for student support resources, and d) allow Peralta to improve the overall quality of online education.

Plan for DE Conversion to Canvas

Step One

Apply for Canvas Conversion to the OEI/Run the plan by the college government structures

Talking points for Canvas Conversion with Faculty

Features unique to Canvas include:

- [Course Setup Checklist](#): The Course Setup Checklist helps instructors remember all the necessary steps before a course goes live
- [Peer review](#): A peer review assignment enables students to comment and provide feedback to other students in the course (Audio and Video tools allow students comment in class forums discussions and peer reviews.)
- [Learning outcome mapping](#): Outcomes allow the administration and faculty to track mastery in a course
- [Online rubrics](#): Rubrics are a way to set up custom or outcome-based assessment criteria for scoring
- [Learning analytics](#): Analytics evaluate components of a course and student performance.
- [SpeedGrader](#): Instructors can view, annotate, comment on, and grade submissions without downloading and re-uploading files
- [Navigation Tools](#): Include Global Views, Activity Stream, To-Dos, and more
- [Canvas Commons](#): Commons allows Canvas users to share learning resources with other users as well as import learning resources into a Canvas course
- Easy and intuitive drag-and-drop editing

Project Costs (these are estimates)

Training for IT folks in providing Canvas support to students (\$5000.00)

Train the trainers retreat to provide trainers at each college

Faculty training types (\$60,000.00 divided between the colleges)

- Trainer training
- Online training
- F2f group training
- Faculty training retreats

In addition, we should budget for the following types of support, this could be in form of a part time person at each campus or the DE coordinator (possible increase of DE coordinator time)

- Individual Support either f2f or online
- Individual Appointments
- A help desk (these should be our existing Moodle support folks)

Training Levels for Group Training

- **Canvas 101**– An introduction to the Canvas that incorporates Instructure (Canvas) quick start guide including logging in, navigating the Canvas environment, accessing and editing profile setting and comparing and contrasting tools currently used in Moodle to tools in Canvas. This training will provide the new users with a solid foundation to navigate the new system. (1 hour)
- **Canvas Basics:** What we have discovered during our years supporting Moodle is that a majority of instructors use a handful of tools. This training will target those tools (forums, file uploads, quizzes, gradebook, etc) in Canvas. We will train instructors on how to use those tools while also emphasizing best online practices enumerated by the OEI. By the end of training instructors will have the basic tools to set up their course for the semester. (1 hour)
- **Advanced Training:** As faculty gets more comfortable with the environment, advanced training will be available on specific tools. A training may focus on just forums or how to set up a synchronous meeting space. These advanced trainings will combine Canvas training with online best practices. (1 hour)

This training can be conducted by faculty already in Peralta, who could provide “train the trainer” training to get the project going and then provide support when needed by the trainers.

We would need to contact Canvas to see if we can use Canvas shells for this. We also need to find out the timeline for getting a Canvas setup for our courses.

When will Canvas replace Moodle?

Our conversion goals will have to be based on the information we get from Canvas.

How will we decide who will convert and when?

The first thing would be to find willing faculty. Obviously we would focus first on fully online courses. The timeline depends on when we can get on the Canvas conversion bandwagon, which at this point is an unknown.

What about blended courses?

Blended courses are becoming a more critical part of the face-to-face lecture experience. Online courses will have a higher priority initially because all information is disseminated by the course itself. Those instructors teaching in Canvas online should also be allowed to have their blended course in Canvas to avoid having to go back and forth between learning management systems (LMS).

Will there be stipends for instructors to convert their courses over to Canvas?

Most of the other colleges are helping faculty to convert, but not paying for the conversion. However, training that is amenable to faculty in some way could be provided, for example incentives to teach online, small stipends, other sorts of motivators.

Free Resources we can use

Video Support

There is already extensive video training material available for instructors:

- [Instructure \(Canvas\) in VIMEO](#)
- [Instructure \(Canvas\) in You Tube](#)

Written Training Material

Since there are so many existing materials on how to use Canvas, this will mean there is no need to create materials, which will save money.

- [Canvas Instructor Quick Start Guide](#)
- [LSS Canvas FAQ](#)
- [Instructure \(Canvas FAQ\)](#)

DRAFT – Timeline for conversion to Canvas

Fall 2016

- Update DE Website
- Peralta Selects Canvas to replace Moodle
- Submit application to CCCSCO
- Recruit faculty for teaching and training
- Continue Moodle support

Spring 2017

- Implementation contract with Canvas
- Determine interface capability with Peoplesoft 9.0
- Colleges select online classes and instructors for Fall 2017 Canvas pilot
- Canvas “train the trainer” implementation
- Canvas training for instructors
- Continue Moodle support

Summer 2017

- Canvas Training for instructors
- Prepare for Fall launch of Canvas pilot
- Continue Moodle support

Fall 2017

- Launch Canvas pilot, including student services support
- Continue Canvas training for instructors

Spring 2018

- Continue Canvas pilot
- Continue training for instructors
- Prepare to phase out Moodle

Spring 2019

- Moodle phased out
- Migration to Canvas complete

Peralta Community College District Distance Education Checklist

This checklist was developed as a tool for PCCD faculty, staff, and administrators to use with any aspect of distance education. It is not intended to serve as a regulatory document. Instead, it was designed to serve as a baseline guide of the parameters for, and best practices in, distance education.

Curriculum and Delivery Format

Required instructional hours for this class:

- 100% online — All aspects of course (orientation, instruction, assignments, testing, etc.) delivered 100% online
- Hybrid — Course will include online and face-to-face delivery

Authentication

- Class is taught within the Peralta Community College District LMS - currently Moodle
- Instructor uses Peralta email for class and instructor/student communication

Course Content and Learning Activities

- Course Outline of Record (COR) used to design and set up course content

Mode of Content Presentation	Description
<input type="checkbox"/> Instructor created written content	
<input type="checkbox"/> Instructor created video content	
<input type="checkbox"/> Instructor created content (other)	
<input type="checkbox"/> Instructor curated outside/web content	
<input type="checkbox"/> Instructor curated publisher content	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
Mode of Student Interaction with Content	Description
<input type="checkbox"/> Read / watch / listen to content	
<input type="checkbox"/> Forums / blogs / Wikis	
<input type="checkbox"/> Chat sessions	
<input type="checkbox"/> Group Projects	
<input type="checkbox"/> Written papers	
<input type="checkbox"/> Internet research	
<input type="checkbox"/> Quizzes, tests, exams	
<input type="checkbox"/> Journal writing	
<input type="checkbox"/> Simulations / exercises	
<input type="checkbox"/> Social Media	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

Student-Instructor Interaction

Activity	Description
<input type="checkbox"/> Announcements	
<input type="checkbox"/> Email / Messaging	
<input type="checkbox"/> Forums / Blogs / Wikis	
<input type="checkbox"/> Video Conferencing	
<input type="checkbox"/> Chat Sessions	
<input type="checkbox"/> Social Media	
<input type="checkbox"/> Response to student work	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

Student-Student Interaction and Community Building

Activity	Description
<input type="checkbox"/> Forums / blogs / Wikis	
<input type="checkbox"/> Group Projects	
<input type="checkbox"/> Group Chat Sessions	
<input type="checkbox"/> Group Video Conferencing	
<input type="checkbox"/> Social Media	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

Accessibility

<input type="checkbox"/> Close-captioning for videos	<input type="checkbox"/> Text descriptions for detailed visuals
<input type="checkbox"/> Transcription for audio	<input type="checkbox"/> Formatting and coding for tables
<input type="checkbox"/> Alt labels for images	<input type="checkbox"/> Other
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

Student Support and Success

<input type="checkbox"/> Course Outline of Record (COR), syllabus, and online content are clearly aligned	
<input type="checkbox"/> Online student support services and resources (information & links) are indicated in the syllabus and in the shell	
<input type="checkbox"/> Admissions & Records	<input type="checkbox"/> Tutoring
<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Services and resources for students with disabilities
<input type="checkbox"/> Assessment	<input type="checkbox"/> Other
<input type="checkbox"/> Counseling	<input type="checkbox"/> Other
<input type="checkbox"/> Library	<input type="checkbox"/> Other

DE Classes by Campus Fall 2016

Term	Campus	Dist Ed Type	Classes	Headcount	Census Enrl	Ftes Total
F16	Alameda	100% online	54	1492	1821	206.59
F16	Alameda	50% or less online	11	271	276	33.73
F16	Alameda	51% or more online	15	413	433	55.25
F16	Berkeley	100% online	54	1354	1653	173.39
F16	Berkeley	50% or less online	45	1152	1259	148.23
F16	Berkeley	51% or more online	3	96	97	9.9
F16	Laney	100% online	44	1361	1570	161.63
F16	Laney	50% or less online	9	165	165	25.43
F16	Laney	51% or more online	19	427	456	63.66
F16	Merritt	100% online	17	387	446	55.22
F16	Merritt	51% or more online	53	1563	1866	203.37
District total			324	7047	10042	1136.39

Alameda

Term	Dist Ed Type	Classes	Headcount	Census Enrl	Ftes Total
F16	100% online	54	1492	1821	206.59
F16	50% or less online	11	271	276	33.73
F16	51% or more online	15	413	433	55.25
F16 Total		80	2176	2530	295.57

Berkeley

Term	Dist Ed Type	Classes	Headcount	Census Enrl	Ftes Total
F16	100% online	54	1354	1653	173.39
F16	50% or less online	45	1152	1259	148.23
F16	51% or more online	3	96	97	9.9
F16 Total		102	2602	3009	331.52

Laney

Term	Dist Ed Type	Classes	Headcount	Census Enrl	Ftes Total
F16	100% online	44	1361	1570	161.63
F16	50% or less online	9	165	165	25.43
F16	51% or more online	19	427	456	63.66
F16 Total		72	1953	2191	250.71

Merritt

Term	Dist Ed Type	Classes	Headcount	Census Enrl	Ftes Total
F16	100% online	17	387	446	55.22
F16	51% or more online	53	1563	1866	203.37
F16 Total		70	1950	2312	258.59

TERMS	SUCCESS RATE %	WITHDRAW RATE %
2013 Fall	59.64%	25.41%
Berkeley City College	59.30%	27.50%
NOT ONLINE	64.20%	23.00%
ONLINE	54.40%	32.00%
College of Alameda	63.05%	21.95%
NOT ONLINE	67.30%	18.70%
ONLINE	58.80%	25.20%
Laney College	57.55%	26.55%
NOT ONLINE	66.00%	19.30%
ONLINE	49.10%	33.80%
Merritt College	58.65%	25.65%
NOT ONLINE	64.40%	20.30%
ONLINE	52.90%	31.00%
2013 Spring	61.41%	25.04%
Berkeley City College	62.15%	26.45%
NOT ONLINE	64.20%	23.90%
ONLINE	60.10%	29.00%
College of Alameda	62.30%	22.80%
NOT ONLINE	67.20%	19.40%
ONLINE	57.40%	26.20%
Laney College	59.95%	26.05%
NOT ONLINE	67.00%	20.30%
ONLINE	52.90%	31.80%
Merritt College	61.25%	24.85%
NOT ONLINE	66.10%	20.30%
ONLINE	56.40%	29.40%
2014 Fall	61.40%	22.04%
Berkeley City College	61.00%	24.55%
NOT ONLINE	64.30%	21.20%
ONLINE	57.70%	27.90%
College of Alameda	62.40%	18.55%
NOT ONLINE	64.60%	18.90%
ONLINE	60.20%	18.20%
Laney College	62.30%	22.35%
NOT ONLINE	68.20%	18.30%
ONLINE	56.40%	26.40%
Merritt College	59.90%	22.70%
NOT ONLINE	64.10%	18.20%
ONLINE	55.70%	27.20%
2014 Spring	61.74%	23.85%
Berkeley City College	61.35%	26.35%
NOT ONLINE	64.00%	23.30%
ONLINE	58.70%	29.40%
College of Alameda	63.95%	22.15%
NOT ONLINE	66.60%	18.80%

ONLINE	61.30%	25.50%
Laney College	60.20%	24.90%
NOT ONLINE	67.70%	20.10%
ONLINE	52.70%	29.70%
Merritt College	61.45%	22.00%
NOT ONLINE	66.30%	18.80%
ONLINE	56.60%	25.20%
2015 Fall	62.03%	21.00%
Berkeley City College	59.45%	22.70%
NOT ONLINE	63.80%	20.20%
ONLINE	55.10%	25.20%
College of Alameda	63.30%	19.45%
NOT ONLINE	68.80%	16.00%
ONLINE	57.80%	22.90%
Laney College	63.65%	20.55%
NOT ONLINE	68.50%	16.70%
ONLINE	58.80%	24.40%
Merritt College	61.70%	21.30%
NOT ONLINE	65.70%	17.50%
ONLINE	57.70%	25.10%
2015 Spring	61.36%	22.61%
Berkeley City College	60.90%	25.25%
NOT ONLINE	64.30%	22.20%
ONLINE	57.50%	28.30%
College of Alameda	63.45%	20.20%
NOT ONLINE	67.60%	17.90%
ONLINE	59.30%	22.50%
Laney College	59.90%	23.10%
NOT ONLINE	69.00%	18.20%
ONLINE	50.80%	28.00%
Merritt College	61.20%	21.90%
NOT ONLINE	65.90%	17.20%
ONLINE	56.50%	26.60%
2016 Spring	64.25%	20.51%
Berkeley City College	61.60%	23.30%
NOT ONLINE	65.40%	20.20%
ONLINE	57.80%	26.40%
College of Alameda	65.40%	17.80%
NOT ONLINE	70.30%	15.60%
ONLINE	60.50%	20.00%
Laney College	66.35%	19.90%
NOT ONLINE	69.40%	17.00%
ONLINE	63.30%	22.80%
Merritt College	63.65%	21.05%
NOT ONLINE	66.60%	17.30%
ONLINE	60.70%	24.80%
Grand Total	61.69%	22.92%

Retention Rate by College 08-21-2016

Term	Enrollment	Retained	Retention Rate
2013 Fall	71,665	53,149	74.2%
Alameda	13,557	9,435	69.6%
NOT ONLINE	12,120	8,364	69.0%
Online	1,437	1,071	74.5%
Berkeley	14,786	10,999	74.4%
NOT ONLINE	13,104	9,890	75.5%
Online	1,682	1,109	65.9%
Laney	28,127	22,093	78.5%
NOT ONLINE	26,447	20,950	79.2%
Online	1,680	1,143	68.0%
Merritt	15,195	10,622	69.9%
NOT ONLINE	14,062	9,841	70.0%
Online	1,133	781	68.9%
2013 Spring	72,761	53,254	73.2%
Alameda	14,978	10,526	70.3%
NOT ONLINE	13,424	9,390	69.9%
Online	1,554	1,136	73.1%
Berkeley	14,739	10,824	73.4%
NOT ONLINE	13,220	9,775	73.9%
Online	1,519	1,049	69.1%
Laney	28,609	21,893	76.5%
NOT ONLINE	26,622	20,566	77.3%
Online	1,987	1,327	66.8%
Merritt	14,435	10,011	69.4%
NOT ONLINE	13,228	9,184	69.4%
Online	1,207	827	68.5%
2014 Fall	72,616	54,007	74.4%
Alameda	13,595	9,451	69.5%
NOT ONLINE	11,281	7,683	68.1%
Online	2,314	1,768	76.4%
Berkeley	16,361	12,487	76.3%
NOT ONLINE	14,313	11,032	77.1%
Online	2,048	1,455	71.0%
Laney	27,519	21,394	77.7%
NOT ONLINE	25,017	19,583	78.3%
Online	2,502	1,811	72.4%
Merritt	15,141	10,675	70.5%
NOT ONLINE	13,573	9,606	70.8%
Online	1,568	1,069	68.2%
2014 Spring	74,256	54,119	72.9%
Alameda	14,363	9,924	69.1%
NOT ONLINE	12,357	8,464	68.5%
Online	2,006	1,460	72.8%
Berkeley	15,788	11,653	73.8%

NOT ONLINE	14,164	10,544	74.4%
Online	1,624	1,109	68.3%
Laney	28,609	21,627	75.6%
NOT ONLINE	26,251	20,042	76.3%
Online	2,358	1,585	67.2%
Merritt	15,496	10,915	70.4%
NOT ONLINE	13,894	9,781	70.4%
Online	1,602	1,134	70.8%
2015 Fall	72,986	55,953	76.7%
Alameda	13,689	9,786	71.5%
NOT ONLINE	10,431	7,386	70.8%
Online	3,258	2,400	73.7%
Berkeley	16,782	13,038	77.7%
NOT ONLINE	14,420	11,286	78.3%
Online	2,362	1,752	74.2%
Laney	27,800	22,298	80.2%
NOT ONLINE	24,898	20,146	80.9%
Online	2,902	2,152	74.2%
Merritt	14,715	10,831	73.6%
NOT ONLINE	12,763	9,384	73.5%
Online	1,952	1,447	74.1%
2015 Spring	72,396	54,441	75.2%
Alameda	13,490	9,577	71.0%
NOT ONLINE	10,787	7,492	69.5%
Online	2,703	2,085	77.1%
Berkeley	15,961	12,047	75.5%
NOT ONLINE	14,606	11,082	75.9%
Online	1,355	965	71.2%
Laney	28,216	22,141	78.5%
NOT ONLINE	25,463	20,177	79.2%
Online	2,753	1,964	71.3%
Merritt	14,729	10,676	72.5%
NOT ONLINE	12,623	9,167	72.6%
Online	2,106	1,509	71.7%
2016 Spring	70,422	54,392	77.2%
Alameda	13,669	10,200	74.6%
NOT ONLINE	10,231	7,462	72.9%
Online	3,438	2,738	79.6%
Berkeley	15,924	12,342	77.5%
NOT ONLINE	14,280	11,144	78.0%
Online	1,644	1,198	72.9%
Laney	26,898	21,585	80.2%
NOT ONLINE	24,022	19,422	80.9%
Online	2,876	2,163	75.2%
Merritt	13,931	10,265	73.7%
NOT ONLINE	12,038	8,869	73.7%
Online	1,893	1,396	73.7%

Retained = A, B, C, D, F, IP, I, RD, PS, NP

Census Enrollment = Dropped after census or didn't drop

Retention Rate = Retained / Census Enrollment

Retained is not unduplicated and includes all courses per student