

ONLINE EDUCATION INITIATIVE (OEI)
OEI TASK FORCE RECOMMENDATION
May 6, 2016

SECTION 1 - OVERALL RECOMMENDATIONS FROM OEI TASK FORCE

Introduction

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges to increase student success and completion by working together to increase access to quality online courses and support services for students. The goal of the OEI is to ensure that more students obtain certificates, degrees, and transfers to four-year colleges in a timely manner. Special attention is given to support services that are tailored to diverse needs of community college students.

CLPCCD formed an OEI Task Force to explore, investigate, and research the OEI and make a recommendation to the Chancellor about which aspects of the OEI – if any - are appropriate for CLPCCD participation. The OEI Task Force was to review the OEI Course Exchange and the Canvas Course Management System (CMS) as well as the other software tools available such as NetTutor for tutoring and Readiness Assessment. The OEI Task Force agreed to provide a recommendation to the Chancellor by the end of April 2016. As noted in the OEI Task Force duties: “The OEI Task Force was to report back to their constituencies, but will report its final recommendation to the Chancellor. The Chancellor will make the ultimate decision”.

The OEI Task Force has performed their review and this document summarizes the results of the review and the OEI recommendations at this time to the Chancellor. The OEI Task Force initially reviewed the status of the OEI Course Exchange since this consortium is the primary focus of the OEI which mandates the usage of a common platform using Canvas as the Course Management System (CMS). However, the OEI Task Force found out that this component of the OEI is still focusing on the original 8 pilot colleges who will not go live until Fall 2016 so information was still limited; therefore, the OEI Task Force agreed to defer any recommendation on this component and to proceed with evaluating the other components of the OEI initiative that includes the Canvas CMS and the other software tools for tutoring and readiness assessment.

This OEI Task Force recommendation document will be submitted to the Chancellor and the the OEI Task Force members will distribute the document to their respective constituent groups at the same time. The document will also be posted on the TCC webpage. All of the recommendations are provided in Section I of this document. Section 2 of this document contains a “Summary Report of OEI Task Force Activities” that provides the backup information supporting these recommendations.

OEI Task Force Recommendation on Canvas CMS:

Each of the OEI Task Force members provided their recommendation on the Canvas CMS and the other software tools with the reasons for their recommendation. The two colleges were polled separately since each of the colleges must submit their own Institution Participation Agreement to migrate to Canvas. The other recommendations related to training, the migration tool, and other software tools were made assuming the OEI Task Force recommendation is to join the OEI for Canvas and the other software services.

Each of the OEI Task Force members was asked:

“What is your recommendation for the Canvas Course Management System and the other support tools for tutoring and readiness assessment?”

There were a total of 14 OEI Task Force members who responded as follows:

The OEI Task Force responses had 4 categories:

“Yes” Move forward with Canvas CMS and the other support tools

“Delay” Recommendation to allow faculty more time for evaluation

“No at this time” Recommendation to allow more time for evaluation of Canvas CMS to include more faculty and the Academic Senate.

“Abstain” (Faculty Association representative abstained)

Total Responses for each College and District:

Chabot: 1 “Delay” and 4 “No at this time”

Las Positas: 5 “Yes” and 1 “No at this time” and 1 “Abstain” (includes Vicky Austin FA rep)

District: 2 “Yes” (includes Rachel Ugate SEIU rep)

Based on the results above, it is evident that there is not a consensus among the OEI Task Force members. The Chabot OEI Task Force members want more time to review the comparison of Blackboard and Canvas CMS before they can make a final recommendation. The majority of LPC OEI Task Force members and the District members have made their final recommendation to move forward on Canvas CMS at this time. Each college must complete an Institution Participation Agreement to sign up for Canvas.

The following are the individual comments for the recommendations from each OEI Task Force member:

Stacy Thompson – Chabot – Stacy voted to “delay” the recommendation at this time until Chabot faculty is OK with it. Stacy noted that a “no” vote to Canvas is a “no” vote to the OEI Course Exchange since Canvas is the required CMS platform to participate.

Wanda Wong – Chabot – Wanda voted “No at this time” on the recommendation to move forward with Canvas. She feels there is a need to continue the work on reviewing Canvas as well as completing all the nine duties in the task force’s charge. The process needs to involve more faculty in reviewing the Canvas CMS. She also feels it’s important to honor the shared governance process and get input from the Senates before a decision is made. In speaking with her colleagues in her division, she was not able to collect all the feedback on the “sandbox”; thus at this time, she cannot make a recommendation on behalf of Chabot College without further involvement from more faculty.

Cristina Moon – Chabot – Cristina voted “No at this time” on the recommendation. She feels it is important to honor the shared governance process and get input from the Senates before any decision is made. She does not feel comfortable making a recommendation on behalf of Chabot College at this time without more faculty input and support. Furthermore, she does not believe that the Task Force completed the nine duties given nor does have the complete membership indicated on the charter. It should be noted that currently there is no faculty chair and there is not an equal number of members representing each college. She feels that at best, this is a partial report of the known components of the OEI (mostly Canvas) and for that we cannot call this a recommendation at this time. She did note that if the ultimate goal is to join the OEI Course Exchange, then we are looking at this backwards. She feels that before deciding on Canvas we should first figure out what the OEI Course Exchange is and what it will do for the colleges and most importantly for our students (good and bad) and then share that information with the colleges. Deciding on Canvas should not be the real issue. What we should really be considering is whether we want to join the OEI Course Exchange and for that we must go through a shared governance process and involve the Senates. Cristina hopes that the next phase of the task force can be a more inclusive process, with representatives from different areas of the colleges working together to complete the nine duties of the OEI Task Force charter.

Lisa Ulibarri – Chabot – As the Chabot Faculty Senate representative, Lisa voted “No at this time” on the recommendation and feels it is important to honor the shared governance process and get input from the Senates before a decision is made. In line with the Chabot Faculty Senate’s concerns, this task force needs more time to do their due diligence, complete the nine duties listed on the charter, and involve all faculty in a decision that has such a huge impact on instruction. The OEI is not solely a technology decision, but rather an instructional decision which falls under the role of the Faculty Senate. Lisa added that prominent Chabot Faculty have already stated publically that they will choose to no longer offer online classes if they are not comfortable with the selected CMS. We cannot ignore such a strong faculty concerns on this matter. Furthermore, the Task Force has not yet completed the nine assigned duties, nor does it have the complete membership indicated on the charter. It should be noted that currently there is no faculty chair and there is not an equal number of members representing each college. Lisa feels that at best, this document is a partial report, with further clarification and research to come. Mirroring the differing votes from the colleges, she asserts that the research findings presented in this document are not a complete and accurate presentation of the perspectives of the Chabot Faculty task force members. Lisa contends that further exploration of the OEI should be an inclusive process, led by the Faculty Senates, with representatives from different areas of the colleges working together to complete the nine duties of the OEI Task Force charter.

Minta Winsor – Chabot – Minta voted “No at this time” for recommending any decision on the Canvas course management system as well as other tools or services as she feels that the OEI Task Force needs more time to cover all of the duties listed on the charter, including a thorough comparison between Canvas and both current and future versions of Blackboard. While Minta is enthusiastic about the various resources & services provided by the OEI, such as the Online Readiness Modules & embedded student services tools, there needs to be more campus-wide input, and any recommendation should go through the Senates prior to going to the Chancellor for a decision.

Roanna Bennie – LPC – Roanna voted “yes” to move forward with Canvas CMS and other software tools. She is in touch with other colleges who are very happy with Canvas CMS and she trusts that we can work out any concerns at our colleges.

Scott Vigallon – LPC- Scott voted “yes” to move forward with Canvas CMS and other software tools. Scott noted that he has been keeping up with OEI since its inception 2 years ago and was skeptical at first. From a personal standpoint, Scott felt that the OEI has addressed issues that are a concern of his. He thinks this is not a personal choice, but this is what is best for the students and Las Positas College in the long run and that is why he is in favor to move forward. He noted that there are 64 other colleges migrating to Canvas and he has not heard anything negative from other colleges. Scott said that besides the benefits to participate in the future in the Course Exchange, he also is interested in the other software tools that allow online Student Services to be integrated into Canvas which can’t be compared to what we are doing now. He noted that the state’s OEI has the leading educators across the state developing online Course Design Rubrics for the Course Exchange that will be a pedagogical advantage since it emphasizes quality. Also, these leading educators analyzed both Blackboard and Canvas and found Canvas to be better by a wide margin even though there may be individual preferences at our colleges.

Jim Gioia – LPC – Jim voted “yes” to move forward with Canvas CMS and other software tools as the first step toward participation in OEI. This is an exciting and forward-looking step in creating a robust, rigorous and accessible system of education for the 21st century. His overall feeling is that OEI Exchange presents an opportunity for the colleges to develop courses, consistent with state rubrics, that can expand educational opportunities to students throughout the state. It also addresses the ongoing concerns about student readiness and student support services, which are key elements for improving success rates in DE courses. Student success needs to be the primary focus of our efforts. The feedback from the colleges migrating to Canvas has been overwhelmingly positive. We can look to their experience and the adoption of Canvas by the vast majority of the State OEI Task Force as strong indicators of future success. This task force has done its due diligence at looking at the Canvas as an effective platform and has noted the impact making the change will have on faculty, as well as effective strategies to support faculty. Jim enthusiastically moves to forward our recommendations to the Chancellor and Academic Senates for their consideration and further discussion. If adopted, the colleges will be in a position to join the Course Exchange when it becomes available. Students first!

Deborah Bauer – LPC – Deborah voted “yes” to move forward with Canvas CMS and other software tools. Deborah noted that she has a more positive outlook on Canvas since she is using Canvas at another college. She thinks it is going to be better for the students because they can easily open up their home page and see their assignments. She also thinks that the navigation of Canvas is easier. Deborah noted that besides the fact that more and more community colleges are embracing Canvas, she feels it offers some ease in course access for all courses a professor teaches online.

Toby Bielawski – LPC – Toby voted “yes” to move forward with Canvas CMS and other software tools. She emphasized the importance of full support services to faculty for training and migration assistance. She did experience some problems with the “sandbox”, but she felt that we could migrate courses and work out any visual items. She felt that the support services offered by Canvas and the opportunity to join the Exchange was the best thing for our students even if there was effort to be done by instructors to get there. However, she feels it’s important to honor the shared governance process and get input from the Senates before a decision is made.

Ruth Hanna – LPC – Ruth initially voted to “abstain” in the April 22 meeting and then changed her vote in the May 5 meeting to “No at this time” for the following reasons: 1) agreeing with, and supporting the requests for more time from other faculty and staff, and 2) because this issue should now be taken under evaluation by the Senates and then follow the shared governance processes and flow on our campuses (Senate to College Council to President to Chancellor). This was the process that was followed at two of the other colleges, San Jose Evergreen and Ohlone (the 2 other colleges that we asked how they handled this process). She wanted to let everyone participate and she did not want to act on an OEI Task Force recommendation without going through the Senates. This Task Force fulfilled a very important role; spending a considerable amount of time to learn and collect information on the OEI & Canvas. This is the beginning of a process of evaluation, this is a launch point, a very important beginning, and we learned a tremendous amount and identified specific resources for all staff interested in the OEI & Canvas. The next appropriate step is to send our summary findings to the Senates so that this issue can be further investigated, evaluated and discussed across both campuses.

Ruth indicated that she had difficulty with her courses in the Canvas “sandbox” and she felt that Canvas was not more intuitive or easier from an instruction side. She felt that the product itself was not compelling pedagogically based on how we teach since it facilitates the students just going to take tests. The Canvas migration tool is insufficient, inappropriate, has simply been called ‘broken’ (Canvas admits ‘many instructors find it easier to just start over’), and is devastating to many faculty who have invested significant time and pedagogical effort in their online materials. This problem must be dealt with respectfully, and not dismissively, if the campuses decide to switch over to the Canvas system. From a personal standpoint, Ruth did note that she will support whatever decision her college

makes for Canvas CMS. The LPC Faculty Senate is currently beginning its process of evaluating the OEI and Canvas. The LPC Faculty is utilizing the information and findings from this Task Force. The LPC faculty agree with the concerns and comments of their Chabot counterparts. She thinks more time and study is needed.

Vicky Austin – LPC & FA Rep – Vicky voted to “abstain” since she felt that was the appropriate thing to do as the FA representative. From a personal standpoint, Vicky would recommend to move forward with Canvas CMS and the other software tools without reservation since she heard many positive things. Vicky does not see any great value to defer and push the decision out since she does not want to be the last college to adopt. She feels it’s important to honor the shared governance process and get input from the Senates before a decision is made.

Jeannine Methe – District – Jeannine voted “yes” to move forward with Canvas CMS and other software tools. Jeannine indicated that we need to look at the big picture as Stacy Thompson mentioned and we need to understand that the colleges cannot participate in the OEI Course Exchange in the future unless they adopt the Canvas CMS platform. We will not know anything more about the Course Exchange until the initial 8 pilot colleges complete their first Fall 2016 semester. Even though the OEI Course Exchange is still in its pilot stage until January 2018 when it will be offered to all the colleges, we need to strategize so that the colleges are in the position to be able to join when it is ready if they decide to. From a technology standpoint, we need 1 year prior to migrate to Canvas CMS before joining the Exchange, so we need to move forward in order to be well positioned to take advantage of this offering. Currently, there are 64 colleges out of 113 colleges already migrating to Canvas and there are 12 more getting close to signing up, so the number will be 76 within the first year. From the Banner interface to Canvas, the process for downloading the student information data is similar to Blackboard and is not a large impact to IT.

Rachel Ugale – District – Rachel voted “yes” to move forward with Canvas CMS and other software tools. Rachel represented the classified Senate and she had no further comments.

OEI Task Force Recommendation on Canvas Training Support:
--

The OEI Task Force recommends that additional staff be hired to assist the DE Coordinators/System Administrators at both colleges during the Canvas migration to train faculty and provide support on the creation or migration of courses. The current staff who provide support for Blackboard do not have adequate time to support the parallel migration to Canvas while also supporting the Blackboard platform. In addition to filling the vacant positions at the colleges in the Instructional Technology areas first, it was suggested to hire 1 additional full time Instructional Technology support person for each college. Some other colleges hired part-time student workers to also help with peer training or utilized faculty who

were knowledgeable in Canvas to assist with the “Train the Trainer” classes, which can provide additional layers of training. District ITS has recently hired a trainer who can also assist in the Canvas training.

OEI Task Force Recommendation on Canvas Help Desk Support:

For Canvas Help Desk Support, both colleges have daytime DE Coordinator/System Administration staff for onsite support. The free offering for these services from the Canvas contract is free Evening/Weekend support for all. Another possibility is to give consideration to adopting the method during the first year migration cutover that Ohlone adopted which is to pay an additional annual fee for Canvas Help Desk support during the day as well as the free off-hours service.

OEI Task Force Recommendation on Canvas Course Migration:

The OEI Task Force recommends doing a combination of methods, allowing the faculty to choose to rewrite their courses or use the migration tool. In addition, it was recommended that CLPCCD hire at least one contractor to clean up the portion of the courses that do not convert over 100% as we did during our Blackboard conversion years ago. This contractor would be responsible for working with faculty to assist them in getting their courses migrated over fully on an as needed basis. Vicky Austin, the FA representative, noted that it is recognized that any impact effects of the change from Blackboard to Canvas have to be negotiated.

OEI Task Force Recommendation on Tutoring Services:

The OEI Task Force notes that tutoring services are available and recommends that each college investigate whether they are appropriate for use at their campus.

OEI Task Force Recommendation on Readiness Assessment:

The OEI Task Force notes that readiness assessment services are available and recommends that each college investigate whether they are appropriate for use at their campus.

OEI Task Force Recommendation on Plagiarism Software:

The OEI Task Force is waiting until the OEI finalizes the contract for plagiarism software, which is what other colleges are doing, before our colleges make a decision.

ONLINE EDUCATION INITIATIVE (OEI)
OEI TASK FORCE SUMMARY REPORT
May 6, 2016

SECTION 2 – SUMMARY REPORT OF OEI TASK FORCE ACTIVITIES

A summary is provided below of the OEI Task Force activities that led to the recommendations presented in this document.

I. OEI Task Force Meetings:

All OEI Task Force Meeting Documentation of product demonstrations and reports, presentations, and recordings of other college feedback are posted on the district's Technology Coordinating Committee webpage.

Below are the Important Websites for the OEI and Canvas CMS:

1. Important Websites with OEI Information
 - a. OEI Task Force Meeting Documents for CLPCCD – posted on TCC webpage
<http://www.clpccd.org/ipbm/TCCTask-forces.php>
 - b. Information on the State's OEI website
<http://www.CCCOnlineEd.org>
 - c. Canvas URL <http://canvas.instructure.com>
 - d. Canvas Implementation Guide
<https://ccconlineed.instructure.com/courses/90/pages/implementation-guide>
 - e. CCC Technology Center OEI Website – Canvas information
<http://ccconlineed.org/technology-resources/canvas-ccms/>
 - f. CCC Technology Center OEI Website – How to Adopt Canvas
<https://ccconlineed.instructure.com/courses/90/pages/home>
 - g. Link to Canvas Documentation – Admin-Instructor Guide
<https://community.canvaslms.com/community/answers>
 - h. Canvas Course Migration Support
<http://ccconlineed.org/technology-resources/canvas-ccms/canvas-course-migration-support/>

II. Background on the Online Education Initiative (OEI):

The Online Education Initiative (OEI) is a state-wide initiative that is available to California Community Colleges through the State Chancellor's Office. A brief background of the Online

Education Initiative (OEI) is provided based on excerpts from Steve Klein's presentation on March 4 to the OEI Task Force at Chabot-Las Positas Community College District.

The Online Education Initiative (OEI) is available to all California Colleges to join and is funded through a grant distributed by the CCC Chancellor's Office. The OEI is sponsored by the Foothill-DeAnza Community College District in partnership with the CCC Technology Center at Butte College who are recipients of this grant.

The OEI requirement is "to provide distance education in a uniform, easily navigated online environment with a full complement of support and tools for both students and faculty." The "OEI Goals include: (1) Increase the number of college associate degree graduates and transfers to four-year colleges (2) Improve retention and success of students enrolled in online courses (3) Increase the ability of our students to complete their educational goals."

Some key components of the OEI are to establish a Course Exchange consortium and to determine a Common Course Management System (CCMS) in order to support the Course Exchange. The OEI formed a committee composed of 55 California Community College representatives that included both faculty and students who participated in a formal process to select the best CCMS to "serve the needs of students online and in face-to-face classes." The OEI Committee recommendation was submitted to the OEI Steering Committee on February 6, 2015 for the selection of the Canvas Course Management System by the vendor, Instructure. The Instructure Contract was signed and ratified during the summer June/July 2015. The OEI Committee confirmed that the Blackboard vendor was one of the CCMS contenders, so there was a comparison made of Blackboard to Canvas by the OEI Committee at the state.

For additional Information on the Online Education Initiative refer to the following:

- (1) The OEI website – <http://www.CCCOnlineEd.org>
- (2) Steve Klein's Presentation on March 4 to CLPCCD: [Canvas Implementation Steve Klein OEI 03-04-16](#)
- (3) A comprehensive summary of the Online Education Initiative is provided in the "[Report of the Telecommunications and Technology Infrastructure Program 2016](#)" on pages 3 through 14 that was issued by the California Community Colleges' Chancellor's Office.

III. OEI Discussions in Committees at CLPCCD:

The OEI state offering has been discussed in the Chabot and Las Positas Committee meetings since September 2014, so the topic was not a new one at the time the OEI Task Force was formed. Representatives from the State Chancellor's office, Patricia James, OEI Executive Director for the state, and Michelle Pilatti, Interim Chief Professional Development Officer, have made presentations on the OEI project status at the Chabot COOL Committee and at a post-LPC Town Meeting session.

The other Committee forums for the OEI discussion have been the Technology Committees for both Chabot and Las Positas as well as the district-wide Technology Coordinating Committee (TCC) as is reflected in the committee meeting notes.

As of May 2015, none of the Chabot or Las Positas Committees had decided what action to take for their colleges on the OEI. Debbie Fields, LPC faculty and FA representative on the district TCC, suggested in May that the TCC convene a district-wide OEI Task Force in order to have a district-wide dialogue to review the OEI components and to come up with a recommendation to the Chancellor on how the colleges should proceed. The TCC unanimously voted to submit an OEI Task Force recommendation to Chancellor Jackson, who approved the recommendation in June 2015. At that time, both colleges were focusing on the October 2015 Accreditation visit, so it was suggested to wait to form the OEI Task Force until after October.

The OEI Task Force members were selected in November 2015 by the Chabot Technology Committee, Las Positas Technology Committee, and the Technology Coordinating Committee and email announcements went out announcing the participants. All of these technology committees include faculty who are part of the colleges' COOL and DE Committees as well as include the colleges' DE Coordinators/System Administrators, so the OEI Task Force members provided a good cross-section of all these committee representatives who are users of the Blackboard CMS. The OEI Task Force began their meetings in December 2015 with faculty, classified professionals, and administrators from both colleges and the district to evaluate the OEI state offering including the "Canvas" CCMS and other software tools.

The TCC OEI Task Force Recommendation to the Chancellor provided the following list of constituent groups that needed to be represented for faculty, classified professionals, and administrators as well as a list of duties.

OEI Task Force Members are Listed by Constituent Groups They Represent:

1. Lisa Ulibarri - Chabot Academic Senate, Chabot Distance Ed, Chabot COOL, Chabot Tech Committee, District TCC
2. Stacy Thompson - Chabot Enrollment Management, Chabot Curriculum Committee, Academic Services
3. Roanna Bennie - LPC Enrollment Management, LPC Curriculum Committee, Academic Services
4. Jim Gioia - LPC Counseling, LPC Tech Committee
5. Minta Winsor - Chabot DE Coordinator, Chabot COOL, Chabot Tech Committee, District TCC, Classified Senate
6. Scott Vigallon - Distance Education Coordinator, LPC DE Committee, District TCC, Classified Senate
7. Wanda Wong - Chabot COOL, Chabot Tech Committee
8. Toby Bielawski - LPC Distance Ed Committee, RAW Coordinator
9. Rachel Ugale - District ITS, District TCC, District ESS, SEIU Classified Senate
10. Jeannine Methe - District ITS, District TCC

11. Vicky Austin - Faculty Association
12. Cristina Moon – Chabot Tech Committee, Chabot COOL Committee
13. Deborah Bauer – LPC Tech Committee
14. Ruth Hanna – District TCC, LPC Academic Senate

The OEI Task Force initially consisted of 17 staff members – 11 faculty (5 LPC, 5 Chabot, 1 FA representative who is LPC faculty), 3 Classified professionals (1 each from Chabot, LPC, district), and 3 administrators (1 each from Chabot, LPC, district). Two faculty members, 1 each from Chabot and LPC, chose to not participate before the first OEI Task Force meeting due to schedule conflicts leaving 15 staff members. One additional Chabot faculty left in early March after the demos leaving a total of 14 staff members.

The OEI Task Force meetings were on an accelerated schedule and were held over a 5-month period from December 7 through April 29 which constituted weekly meetings starting in February that totaled 19 meetings. There were a total of 11 OEI Task Force group meetings, 2 OEI System Administrator/DE Coordinator meetings, and 6 Meetings with other colleges who are in all stages of migrating to Canvas. These months turned out to be a good timeframe since other colleges had feedback in December through April that was not available in June 2015.

IV. OEI Task Force Duties to Evaluate Various Components:

There are 2 components to the OEI (1) Colleges adopt “Canvas” Course Management System (includes other software tools and services) (2) Colleges join Course Exchange consortium which requires the adoption of “Canvas” as the CCMS.

The primary discussion topics were to demo the Canvas System for both faculty and the System Administrators, get responses to all CLPCCD questions about Canvas, determine what is involved in a Canvas migration, review other OEI software tools or tutoring and readiness assessment, other plagiarism tool options, poll colleges for feedback on their Canvas experiences, practice creating and migrating Blackboard courses using the Canvas “sandbox”, comparing the Blackboard system features, and reviewing the current status of the OEI Course Exchange using the OEI Course Design Rubric.

The OEI Task Force has reviewed the items in their Task Force Duties as planned and based on that information the team composed their final recommendation to the Chancellor. The OEI Task Force added some duties to their tasks that were not originally listed in the recommendation, such as, polling other colleges who are migrating to Canvas and providing a live “sandbox” of the Canvas CMS for faculty. The 6 colleges that we polled include the Northern California colleges close to our region or those colleges who migrated from Blackboard and were not part of the 8 pilot colleges for Canvas.

A summary of the OEI task force activities completed to-date is provided in this Section 2 for each of the duties. The OEI Task Force Charter approved in June 2015 can be found at the following link on the TCC webpage: [Recommendation Form - OEI for 5/8/15 meeting - FINAL](#)

The following excerpt from the OEI Task Force Charter lists the duties:

1. Review findings of the three OEI pilots: Common course management system, Online readiness, Online tutoring.
2. Compare costs of Canvas vs. Blackboard.
3. Identify/compare features in the OEI's implementation of Canvas to the current and future versions of Blackboard.
4. Identify and evaluate the effects of the course exchange on Enrollment Management, Curriculum, Library, Student Services (Admissions and Records, Tutoring, Counseling, Financial Aid), etc.
5. Review the OEI's contract with Canvas, and identify effects it might have on the colleges and district.
6. Investigate separate contracts with Canvas to determine if additional services are needed.
7. Explore the OEI's online student support tools and plans, and compare them to what the colleges can offer.
8. Explore if and how the OEI projects would impact our Faculty Association contract; for example, offering courses as part of the Online Course Exchange.
9. Make a recommendation to the Chancellor about which aspects of the OEI—if any—are appropriate for CLPCCD participation.

Items #4 and #8 pertain to the OEI Course Exchange whereby our recommendation was deferred until after the first phase with the 8 pilot colleges is completed at the end of the Fall 2016 term, when more information will be available to evaluate.

Items #1 through #3 and #5 through #7 and #9 were addressed by the OEI Task Force. However, Chabot Task Force members want to spend additional time on #3 comparing features of Canvas to the current and future versions of Blackboard. Some of the other OEI Task Force members felt that they had sufficient information on item #3. The state's OEI Committee did evaluate the features of both Blackboard and Canvas, resulting in the selection of Canvas. Other colleges who used Blackboard and have decided to migrate to Canvas also compared features of Blackboard and Canvas, resulting in the selection of Canvas. For the OEI Task Force, Scott Vigallon did provide information on Blackboard's current and new releases from the Blackboard website, from a Webinar he attended, and from a demo video. He also showed the Blackboard "sandbox" that is available via their website. Therefore, we do have a "sandbox" for both Canvas and Blackboard that is still available for faculty to review.

A. Canvas CMS and Other Software Tools:

The “Canvas” CCMS offering is free to all the California Community Colleges through Spring 2019 and the agreement includes training and an automatic conversion tool to migrate courses from our existing system, “Blackboard”. Steve Klein from the CCC Technology Center did comment that with the faster adoption rate of the CCCs that they expect the current funding to continue beyond Spring 2019.

The first launch of “Canvas” included 8 pilot colleges: Butte, Coastline, Foothill, Shasta, Fresno City, Lake Tahoe, Mt. San Jacinto and Ventura.

Since June 2015, the adoption rate for the colleges continues to increase more rapidly than anticipated. As of February 2015 as noted in Steve Klein’s presentation on March 4, OEI had 59 Colleges or 52% of the 113 California Community Colleges in various stages of implementing “Canvas”. Since March 2016, the number of colleges who are now migrating to Canvas has grown from 59 colleges to a total of 64 colleges which is 56.6%. Another 12 colleges are in the process of confirming their campus decisions which would total 76 colleges or 67.3%. The number of colleges adopting “Canvas” in less than 1 year from June 2015 when the Canvas contract was signed with only 8 pilot colleges to now April 2016 is more than the state expected in 3 years.

The reference to 59 Colleges adopting Canvas can be found in Steve Klein’s presentation: [Canvas Implementation Steve Klein OEI 03-04-16](#)

The following OEI article mentions the 64 colleges signing with Canvas: http://ccctechedge.org/index.php?option=com_content&view=article&id=644&Itemid=3

In accordance with the state’s OEI guidelines, the maximum implementation timelines allowed for the colleges who have adopted “Canvas” to-date include: a maximum of 9 months to offer the first group of courses to students using “Canvas” which includes installation setup in the Cloud followed by a maximum of 18 months to migrate off of the current Blackboard system. Most colleges who have implemented “Canvas” have taken fewer than the maximum months. This was confirmed by the CLPCCD OEI Task Force through their discussions with 6 colleges migrating to Canvas who took from 6 months to 1 year.

Besides the Canvas CMS, the OEI Task Force reviewed the RP Report on the offering for NetTutor tutoring software and the Readiness Assessment software. In addition, the OEI has developed the OEI Course Design Rubric which many of the colleges are utilizing to improve the quality of their DE course offerings.

The OEI Task Force has confirmed that the Canvas software is free to the colleges, the training is free provided by both the Canvas vendor (Instructure) and in partnership with @One, and the migration tool with technical assistance provided by Instructure is free. Most colleges adopted the “Train the Trainer” model and the DE Coordinators or DE Deans from the colleges led that effort.

Steve Klein from the CCC Technology Center provided a list of colleges who selected to purchase additional training. Only 2 colleges (Santa Rosa and Santa Monica) and 1 district (Mission & West Valley) chose to purchase additional training at a costs from the vendor.

Canvas can be used for online classes as well as for non-instructional purposes as is done at both colleges today.

Canvas also provides free off-hours technical support for colleges who have DE Coordinators/System Administrators during the day for user help.

B. OEI Course Exchange:

The second component of the OEI is the Course Exchange. Within the Course Exchange, students can register for online courses at any of the colleges within the consortium. Since the Course Exchange is still in the preliminary stages of implementation with the pilot colleges, CLPCCD will be evaluating this option at a later date. The OEI Task Force validated that the OEI Course Exchange component was still in the first phase with the 8 pilot colleges with the expectation that 16 more colleges would come on board in 2017 and then all colleges would be offered to join in the beginning of 2018. Since Canvas is mandatory to participate in the OEI Course Exchange, then the review of Canvas with the other software tools became the focus of the Task Force. In order to be ready for the OEI Course Exchange in 2018, the colleges must allow time to complete the Canvas migration in the prior year.

For the OEI Course Exchange, Steve Klein from the CCC Technology Center noted in a CISOA presentation in February 2016 some guidelines and standards that they are developing with the pilot colleges. The FTES for the students would belong to the home school and that students would be allowed to participate only if the home school does not offer the courses. Also, the OEI Course Exchange has developed the OEI Course Design Rubrics which colleges such as College of the Desert have utilized to improve significantly their Distance Education Program. The article from College of the Desert provides the “big picture” of the advantages to colleges who join the OEI. The DE Coordinator at San Jose Evergreen commented that she is following the same process for the OEI initiative as College of the Desert is. College of the Desert notes that usage of the Course Design Rubric results in better designed online courses that reflect best practices. Also, the OEI is developing a network through Canvas that will connect instructors throughout the state by discipline. This will allow instructors to share ideas and lesson plans with other instructors who teach in the same discipline.

OEI Newsletter on College of Desert Migrating to Canvas and OEI Tools
<http://ccctechedge.org/news/660-non-pilot-college-employs-oei-resources>

References to OEI Course Design Rubrics

<https://sites.google.com/site/coursedesignrubricoeifinal/>

<http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/>

C. Canvas Demos & Questions:

Demos were conducted for the Canvas product and also demos were done on the System Administration features for the DE Coordinators on February 26, March 4, and March 18. The Canvas vendor was able to respond to all the CLPCCD questions. Canvas did provide comparable functions to Blackboard, and had additional features as well. According to other colleges, Canvas is more innovative and they thought that Canvas has a more modern interface and will be integrated with the OEI's online support services. One of the features it has that is not currently available in Blackboard is the ability for an instructor to provide video feedback to students on assignments. However, solutions for the plagiarism tool and journals/blogs had to be researched further. The custom demos include a personalized session for CLPCCD staff to ask their specific questions. Also, Canvas demonstrated their open ended interface with any third party products.

CLPCCD solicited input from the LPC and Chabot Student Trustees on the Canvas demos, and the LPC Student provided positive feedback on Canvas. She thought students would have a smooth transition from using Blackboard to Canvas since the basic functions are the same but the layout is different. She thought Canvas is a better online resource. However, both Chabot and Las Positas each had one example of a student who indicated they did not like Canvas.

The demo on Canvas by Instructure for faculty on February 26 was recorded:

[Link to Canvas Demo with Micah Larsen](#) (input name & email for access)

The demo on Canvas by Instructure for System Administrators/DE Coordinators on March 4 and March 18 was recorded:

- [System Admin. Demo #1 on March 4, 2016](#) (input name & email for access)
- [System Admin. Demo #2 on March 18, 2016](#) (input name & email for access)

The following is the CLPCCD List of Questions for the Canvas Demos:

[CLPCCD Questions for Canvas Demo on 02-26-16](#)

D. Canvas Sandbox:

The vendor Instructure offers a free trial system of Canvas on their website where users can experiment with the product. Initially, the OEI Task Force members used this free site, but

then the Canvas vendor offered to set up a “sandbox” system starting March 25, which is equivalent to a live system for faculty to use Canvas that included the Blackboard migration tool. Only the 8 faculty on the OEI Task Force were provided access to this “sandbox” system since they understood their limitations without having full Canvas training and without having vendor assistance to migrate courses from Blackboard to Canvas. Faculty on the OEI Task Force tested the migration on their courses which didn’t convert everything as expected. Some of these faculty thought they could work with the Canvas CMS after some training; whereas other faculty had difficulty migrating their courses and didn’t like the Canvas CMS. Unfortunately, the test of the “sandbox” set up for the OEI Task Force had a risk associated with it due to the lack of training in advance and only having the Canvas instructions to follow with no vendor involvement as would be available during a live migration.

As of April 8, the faculty on the Task Force extended the “sandbox” to 11 more faculty to use to get feedback. Nine of the faculty from Chabot from Applied Technology & Business, Language Arts, and Math & Science responded and provided feedback by the April 26 due date. However, the feedback from Chabot faculty was negative on the Canvas “sandbox” experience for many features and this information has been posted on the TCC webpage at the following link: [Chabot Sandbox Feedback](#).

Below is the Chabot College Summary of Faculty Feedback on the Canvas “Sandbox”:

Appearance:

- The overall aesthetic is not-motivating, very confusing. The lack of color and the excessive input of text make it a dull interface. Can’t personalize the style/color. Appears cheap, and unprofessional.
- Design/interface is not clear. Uses outdated elements of web design.
- Canvas does not look as visually interesting as most other CMS.
- Images must be uploaded into a file folder in the course site, then selected to insert into content.

Navigation:

- The hierarchical structure readily visible in Bb is lost in Canvas. There is no intuitive path for students.
- Have to publish/unpublish everything - even though dates are entered.
- Assignments show up when a module opens, which is how you can keep future assignments closed to students. You can’t change open or close dates by Assignment.
- Students cannot start their own Discussion thread and must “reply” to a starter post.
- There is no option for the expanded view of text.
- There are also more clicks (steps) required for students to access content and assignments. This could be a potential issue in terms of both time commitment and attention span for students.
- Editing/ reordering content items or the main navigation menu must be done from a separate menu in settings under the area specific tab. Bb allows for editing/reordering directly from the content areas.

Migration:

- The migrated course site is a mess. There are duplicates/ triplicates of many items and they are not in the correct areas. Wondering if it is just faster to rebuild from scratch, which is a ridiculous solution.
- Import completely changes course design – not recognizable. Some content just didn't migrate, though didn't appear on the list of errors.
- The transfer of one of my BB courses proved incomplete (no answers to the tests transferred, visuals/images, links are missing, files no longer organized – if they copied over).
- Hierarchy of folders in BB does not carry through to Canvas. Not all folders transferred over.
- External and Course links did not copy over.
- Tests with formula questions appeared to import, but the formula to calculate the answer doesn't display in the edit window, nor does the tolerance or table of values for the variables.
- None of the adaptive release settings transferred from BB.
- The migration uploaded multiple versions of same exam and quizzes (three of each quiz or exam).
- Pages: While the folders from Blackboard did transfer to "Pages" only the PowerPoint slide links work. None of the PDF or Word files transferred, but are instead listed in the "Files"
- Not all content carried over. Test banks were carried over but not the answers, the Instructor would need to manually re-enter each answer to create a usable quiz. Content areas did not transfer into the correct location, there were duplicate items; course will need to be reorganized.

General:

- I do NOT perceive any benefits for me (or my students) to use Canvas over BB. Canvas interface is not as user-friendly as BB. Why change to something that is inferior to the system we currently use?
- Canvas seems messy and it appears to be in the developmental stage. While they are developing the necessary tools, how are we going to meet the needs of our students in the interim?
- Working in Canvas does not seem to be as intuitive for the instructor as most of the other CMS. There is a steeper learning curve right from the start, and more steps involved in creating content.
- Students may not be as comfortable with Canvas, there are more steps required to access content, including crucial areas like Announcements; usually a source of important information.
- While I understand and respect the desire for a uniform CMS to be used for California Community Colleges, if this is the only motivation to switch from Blackboard to Canvas I did not see a compelling reason to do so during my trial and review of the system.

One of the LPC faculty on the OEI Task Force expressed a similar negative opinion of Canvas when she attempted to migrate her courses in the "sandbox". LPC had Scott Vigallon do training on the February Flex Day where 47 faculty attended and created Canvas courses in a free sandbox. The feedback from LPC faculty was positive on the Canvas CMS and this information has been posted on the TCC webpage at: [LPC Canvas Feedback Summary](#).

LPC did have current faculty that have experience in using Canvas CMS and their inputs are summarized below:

- The OEI Task Force had an instructor from Las Positas, Deborah Bauer, who also taught at Contra Costa where they are migrating to Canvas. Therefore, Deborah had first-hand experience to share with the team on migrating from Blackboard to Canvas since she was part of the pilot group creating new courses using Canvas for the

Summer 2016 term. Deborah indicated that she thinks it will be better for the students because they can easily open up their home pages and see their assignments. Also, she thinks that the navigation of the Canvas system is easier. She noted that there are some things that make this much easier than Blackboard such as grading, organizing assignments, quizzes, and the page content seems less rigid. She noted that the apps seem to be easy to use and incorporated into each course or shared among courses. She does think there is a learning curve with all new formats, but that will subside as one becomes familiar and training seminars are set up.

- The OEI Task Force also talked with John Perez, another instructor at Las Positas who has used Canvas. John also teaches at Ohlone and Solano, both of which are migrating to Canvas. John noted that he is an early adopter and he is active on Canvas over the past two terms. He indicated that the students like the format better than Blackboard, and one such area that the students prefer is the grade section. John notes that Canvas is much easier to navigate and read comments.
- Another instructor from LPC, Colin Schatz, also has used Canvas and provided positive feedback. Colin notes with Canvas that navigating to necessary information/materials is easier and students like it better compared to their Blackboard classes. He thinks that has to do with the setup of courses and the overall “model” for organizing content that is different in the two systems. He says that Canvas doesn’t have nested folders within its “Modules” component, but the interface makes moving stuff around with a module (or between modules) easily accomplished on one page. He likes it much better than dealing with layers of nested folders.

Canvas Instructions on Using the Sandbox and Importing Courses can be found at this link: [Canvas Sandbox](#)

Here are some of the Canvas Instructor Guides to assist faculty on how different Canvas features work:

- Getting Started: <https://community.canvaslms.com/docs/DOC-2035>
- Videos for instructors: https://community.canvaslms.com/docs/DOC-3891#jive_content_id_Instructors
- All guides for instructors: <https://community.canvaslms.com/docs/DOC-4131>
- How Faculty can test importing their content: Guide: <https://community.canvaslms.com/docs/DOC-2676>
- Guides for admins too! <https://community.canvaslms.com/docs/DOC-4141>

E. Canvas Training & Support:

The OEI Task Force has confirmed that the Canvas software is free to the colleges. The training is free provided by both the Canvas vendor (Instructure) and in partnership with @One. CLPCCD has a subscription to Lynda.com which also has training for Canvas.

Only 2 colleges (Santa Rosa and Santa Monica) and 1 district (Mission & West Valley) chose to purchase additional training at a costs from the vendor. Most colleges adopted the “Train the Trainer” model and the DE Coordinators or DE Deans from the colleges led that effort.

Canvas provides free off-hours technical support to faculty and staff for colleges who have support staff during the day, and day time support services for a fee. Of the 6 colleges we spoke with, Ohlone chose to pay extra (\$14,000 annually) for the day time Canvas support. One possibility is to consider purchasing the day time support during the first year of migration and implementation.

There are four types of Canvas training courses that are available to faculty and staff:

Option #1: The recommended Canvas Training Courses offered through Webinars that are no costs to the colleges and are part of the OEI software agreement with Canvas include:

Course #200 CMS Admin Training (Duration – 2 hours)

This training instructs CMS Admins how to configure the administrative settings in Canvas. Participants learn how to manage users, sub-accounts (domains), courses, and enrollments, as well as how to organize courses, manage users and permissions, and create shared content that can be used by instructors.

Course #201 Canvas Support Training (Duration – 1 hour)

This training teaches local support personnel how to troubleshoot problems and support end users. Participants will learn how to utilize Canvas documentation, interact with the user community, and effectively use the help ticketing system.

Course #203 Canvas Fundamentals for Faculty (Duration – 4 hours – two 90 minute and one 60 minute for 20 faculty/staff for each college for a total of 40 staff)

This training is delivered in 3 parts.

Part 1 & Part 2 – Provides faculty with an overview of basic Canvas functionality. This will take place in two 90-minute sessions. Institutions are provided with a 90-day subscription for 20 users to attend Fundamentals Trainings as often as time will permit. Users will self-register for sessions using a URL provided by your Customer Success Manager

Part 3 – Is a 1 – hour custom follow up session scheduled towards the end of Part 1 that allows each customer to receive training and ask question specific to their institution. *It is strongly recommended that you complete each part in sequence

Option #2: In addition, the OEI has a partnership with @One Training which is also free to the colleges and provides more Canvas courses.

@One Training – <http://www.onefortraining.org> (up to 4 weeks training)

Introduction to Teaching with Canvas (facilitated webinars)
Introduction to Teaching with Canvas (self- paced)

Option #3: CLPCCD has a district-wide subscription to Lynda.com which also provides Canvas training and is available using your Outlook login. Lynda.com Login Instructions are provided at this link: [Instructions using Lynda.com Tutorial](#)

Option #4: Colleges can coordinate with the Canvas vendor for additional Canvas Training Courses if desired at an additional cost.

It should be noted that the OEI Task Force reviewed the technical and procedural requirements for training and course migration. The OEI Task Force did not address the topic of compensation through stipends for faculty for either training or the migration of their courses from Blackboard to Canvas since this is to be addressed by the Faculty Association in negotiations with the District. Vicky Austin was the FA representative on our OEI Task Force and she can provide any comments that the 6 colleges we talked with made regarding this topic, since they varied across these colleges.

F. Migration Tool from Blackboard to Canvas:

The OEI Task Force confirmed that the migration tool to convert Blackboard courses to Canvas is free to the colleges as part of the Canvas agreement and includes technical assistance by the Instructure vendor. Blackboard export files for prior terms can also migrate over using the migration tool since there is no limit to the storage amount in Canvas. Some colleges we talked to chose to convert only two semesters/terms.

The OEI Task Force reviewed the options for using the migration tool since Canvas indicates that only 60-75% of the courses convert using the automatic tool and then manual adjustments need to be made manually. The 6 colleges that we talked with about their Canvas migration all used different approaches to the migration of their Blackboard courses to Canvas. Some colleges let the faculty rewrite their courses in Canvas in order to learn the Canvas System and to also take advantage of the new features available in Canvas. The OEI Task Force suggested that if faculty chooses to rewrite their courses, then they should utilize the OEI Course Design Rubric to apply the new standards for quality online courses. Other colleges let the faculty use the migration tool to convert their Blackboard courses and

then make the necessary changes for that portion of the course that did not convert over. Then the other colleges let the Instructure vendor with the IT staff convert all the Blackboard courses automatically and then provide the end result to the faculty to make the necessary adjustments for what did not convert over.

The website that contains instructions for the Canvas Course Migration Support is:

<http://ccconlineed.org/technology-resources/canvas-ccms/canvas-course-migration-support/>

G. Other Software Support Tools for Tutorial and Readiness Assessment

(1) NetTutor Tutoring Services:

The OEI Task Force reviewed the RP Report on the NetTutor online tutoring service. NetTutor provides live and asynchronous tutoring in a variety of subjects. The vendor, LSI, offers a free Worldwide Whiteboard to colleges to use with their own tutors. Live and asynchronous tutoring costs \$24/hour and the colleges can sign up for these additional services if needed. Links are provided below for the primary reports and websites that describe these tutorial services.

Description of the NetTutor software offering can be found at this vendor link:

<http://www.nettutor.com/>

The comprehensive RP Report on NetTutor is available below:

<http://www.clpccd.org/ipbm/documents/RPReportSpring2015OnlineTutoringEvaluationReportFinal113015-1.pdf>

Additional Tutoring Services information can be found on the OEI website:

<http://ccconlineed.org/student-success-resources/tutoring>

(2) Readiness Assessment – Smarter Measure:

The OEI Task Force also reviewed the Readiness Assessment tutorials which are free to the colleges. Smarter Measure is a diagnostic software tool which can be used in conjunction with the tutorials. Links are provided below for the primary reports and websites that describe these readiness assessment services.

Refer to the Readiness Software offering

<http://apps.3cm mediasolutions.org/oei/>

Readiness Software – Smarter Measure Report

http://www.clpccd.org/ipbm/documents/Smarter_Measure_example_report.pdf

Additional Readiness Assessment information can be found on the OEI website:

<http://ccconlineed.org/student-success-resources/readiness>

(3) Plagiarism Software (like Blackboard Safe Assign)

The OEI Task Force investigated what options were available within the OEI offering that would provide plagiarism software similar to the Blackboard Safe Assign feature. We did talk with other colleges about the Turnitin software as an option. Currently, the Foundation is working with the OEI to select a new software vendor to provide the plagiarism requirement. The Foundation indicated that the Turnitin software has more features than just plagiarism capabilities, and so the costs are more than the current vendors the Foundation is evaluating for the OEI offering. The new vendor selection will be completed by the end of Summer 2016 and colleges will then be able to adopt this solution.

(4) Journals and Blogs

Another item brought up by one of the OEI Task Force members is that Canvas does not handle Journals and Blogs the same way that Blackboard does. Canvas does provide alternative methods to be used in their software features which are documented on the webpage with instructions for the “Canvas Migration”. Canvas does not have a blog tool. However, most instructors do not see a difference between Blackboard’s blog tool and the Canvas discussion board. Canvas also has a feature whereby they can interface openly with any other third party products, and so this may be another option to pursue other than the Canvas recommendation.

H. Institution Participation Agreement and Canvas Contract:

Each college separately does need to complete an Institution Participation Agreement to sign up for Canvas with the Instructure vendor.

Canvas Sample Institution Participation Agreement Final

Members of the OEI Task Force representing IT and a DE Coordinator who deal with the vendor contracts reviewed the state’s Canvas Contract with the terms and conditions. The Contract is a standard agreement with the provisions as advertised by the OEI. The Contract included a “Subcontract Agreement” and “Addendum - Subscription Services Terms”.

I. Feedback from other Colleges Migrating to Canvas:

The OEI Task Force received several lists from Steve Klein that included the 8 pilot colleges, 18 colleges that used Blackboard and are now migrating to Canvas, and the list of the 59 colleges that have signed up to migrate to Canvas as of his March 4 presentation. The OEI Task Force selected 6 colleges to solicit feedback on their current Canvas migration. The 6 colleges that we polled include the Northern California colleges close to our region or those colleges who migrated from Blackboard and were not part of the 8 pilot colleges for Canvas.

Ohlone and Cabrillo were pilot colleges for the tutoring and readiness software, but not for Canvas CMS.

Below is a list of the 18 colleges that are currently migrating from Blackboard to Canvas as of March 2016:

[List of 18 Colleges Migrating Blackboard to Canvas](#)

The 6 colleges provided all positive feedback on the Canvas software, implementation process, training, migration, vendor support services, and student preference for Canvas. They said that Canvas was intuitive, easier to learn, and had newer features such as mobile apps. All 6 colleges are migrating fully to the Canvas CMS in a much shorter timeframe within either 6 months or 1 year instead of the 18-27 months allowed by the OEI.

The 6 colleges selected by the OEI Task Force include: West Valley, Ohlone, Cabrillo, Solano, San Jose Evergreen, and Sierra. Colleges were in different stages of the migration from the start to the end to get a thorough perspective on the scope of the tasks.

- The 6 colleges handled their training themselves through their DE Coordinators; although, CLPCCD thinks their DE Coordinators need added staff.
- The 6 colleges have a variety of methods used for their migration to Canvas: faculty selected to rewrite courses to take advantage of new Canvas features, faculty selected to run the migration tool on the courses desired, or the technical staff (Instructure and IT) converted current and prior semester courses using the migration tool and then turned over to the faculty. None of the colleges paid for a contractor to do the migration like CLPCCD did for the Blackboard migration.
- The 6 colleges varied on stipends to faculty – some provided no stipends, some for initial 3 hour training only, and some for volunteering to be a pilot instructor for the first term of Canvas courses.
- All 6 colleges did not utilize the maximum timeline offered by the OEI state Chancellor's office of 9 months for first course release and then an additional 18 months. The colleges varied from 6 months implementation to coincide with their current CMS license expiration to 1 year which appeared to be the norm. One college did the migration in 3 months, but that was a special case at Sierra.
- Another college, Foothill, who was one of the pilot colleges will take 1 year to migrate which included the development of a new tool for their Etudes conversion.
- Vicky Austin, the FA representative, noted that although some districts were able to complete the migration in less than the 18 months allowed by the OEI, the FA recommends that any timeline allow for up to 18 months.

- The 6 colleges did not hire additional staff for the migration, but CLPCCD DE Coordinators from both colleges noted that they would need more staff to migrate to Canvas since they are already under-staffed.
- The 6 colleges reviewed the OEI Course Design Rubric for the standards to be followed that were developed for the OEI Course Exchange.
- Student Feedback from the 6 colleges were all positive – intuitive, easier for students to learn and navigate, liked the mobile apps, felt it was more innovative than Blackboard, liked the format better and the grade section, and little or no training for students was needed.
- John Perez, who teaches in Canvas at both Ohlone and Solano, gave two examples of students who were not sure of Canvas at first and then later learned it and were pleased.
- The 6 colleges said customer service from Canvas was outstanding.
- Two of the 6 colleges, San Jose Evergreen and Ohlone, went through the shared governance process through their Academic Senate and College Council for the recommendation to migrate to the Canvas CMS.
- One of the colleges, Cabrillo, started to migrate their online courses first and then followed with the remaining hybrid courses. Their transition took one semester, but they started the discussion on Canvas an entire year before they started the migration.
- Another college, West Valley, was forced to change to Canvas because their current CMS ended in September 2016, so they are doing a 6 month migration to be fully on Canvas by Fall 2016.
- Faculty Senates from both colleges, Mission and West Valley, approved the State Faculty Senate recommendation to put aside the money they are saving through the OEI. Each division has an ambassador who is a volunteer who will help faculty with quick questions on Canvas.

J. Costs of Blackboard:

CLPCCD currently utilizes “Blackboard” as our Course Management System which costs \$189,515 annually and the 2-year contract expires in July 2017. From the first year 2003-2004, at \$99,000, the Blackboard costs have increased each year by varying percents. Blackboard sent an unsolicited email on March 14 to the OEI Task Force that at the time of renewal, the vendor would cut the costs by 50% to \$94,757.50 for both colleges which equates to \$6/FTES. This reduction in pricing would be effective at the July 2017 expiration date, but was not known previous to this email by any district staff, who handles all the contract negotiations with vendors, nor by any of the college DE Coordinators who interface with Blackboard on an on-going basis. The district staff responsible for contract negotiations and approval had no contact with the Blackboard vendor since the last 2-year contract renewal in June 2015. However, Canvas is free to the colleges which also includes training, the migration tool, after hours technical support, other software tools like Tutoring and Readiness Assessment, and the OEI Course Design Rubric. Additional services that are

optional are also available through the Instructure vendor at additional costs, which needs to be evaluated further by the colleges.

K. Blackboard New Features Update:

Scott Vigallon of Las Positas was invited to participate in Blackboard's Teaching and Learning Roadmap webinar in which Blackboard's new Ultra version would be featured. Scott volunteered to share the most important information with the task force at its April 15 meeting. He also received an invitation to explore the new version in a hands-on manner with an Educator Preview for Ultra. Scott provided an overview of Blackboard Ultra at the April 15 meeting. He was able to share the webinar information and to show a brief demo of the Blackboard Ultra sandbox. He also provided the link to a Blackboard Ultra video demo posted on the web. The Chabot OEI Task Force members want to have the Blackboard vendor do an updated demo on the future Ultra release, so they can do a more detailed comparison of the features of Blackboard Ultra to Canvas.

Scott presented screenshots of [Blackboard's roadmap charts](#) for the Learn course management system, the Collaborate web conferencing system, and the mobile app. The charts showed which features are now available in each of the systems, which are in beta testing, which are in development, and which are in research. While Blackboard has made progress in its core Learn Ultra product since it was first publicized in 2014, it is still a work in progress. For instance, commonly used tools like tests and rubrics are still in development, and its anti-plagiarism service, Safe Assign, is still in the design/research phase. The main changes to Blackboard Learn are an updated, modern interface and a Software-as-a-Service platform. However, Canvas has already implemented both of these features. Blackboard will allow clients that upgrade to Learn Ultra to choose whether they want to use an interface similar to the current 9.1 October 2014 version or use the new interface. Like most software companies, Blackboard will ultimately remove the option to use the current interface. If the CLPCCD stays with Blackboard, its users will eventually need to be trained on the new interface.

Scott provided the Educator Preview website where the OEI Task Force could go to a Blackboard "sandbox" and see the Blackboard Ultra System. This website provides FAQs about Ultra. It includes a link to register for an account, so users can experience Ultra in a hands-on environment. The Educator Preview offers a combination of courses in Ultra and in "original" mode, and it offers the ability to create and enroll a student user. When the Educator Preview for Ultra was presented, Scott demonstrated features that were available and he noted that not all of the features of Blackboard Learn were available. Blackboard said other features will be added to the preview at future dates. Prior to the meeting, Scott gave his login information to his two Chabot counterparts, Mintia Winsor and Lisa Ulibarri, for testing.

On April 15, Scott received information from Blackboard announcing its "complete end-of-support and removal" of the Snapshot Command Line and Snapshot Client Tools and he

forwarded this information to the DE Coordinators/System Administrators at Chabot and to district ITS staff. Snapshot and Snapshot Controller integrate all of the courses, students, and instructors from the CLPCCD Banner system with Blackboard. If CLPCCD upgrades to the version 9.1 Q2 2016 release or eventually to Ultra, it will need to adopt a new system called Blackboard's SIS Integration. For the Canvas System, the Banner interface is similar to the Snapshot Controller method in Blackboard and therefore will require minimal effort for the ITS staff to implement.

Refer to the Blackboard Roadmap Charts:

http://www.clpccd.org/ipbm/documents/Bb_roadmap_charts_4-7-16.pdf

Refer to the Blackboard Educator Preview:

https://en-us.help.blackboard.com/Learn/SaaS/Instructor/006_Ultra_View/Welcome_to_the_Educator_Preview

Other Blackboard Information:

<http://www.blackboard.com/new-learning-experience/teaching-learning-reimagined.aspx>

In reviewing the Blackboard Learn CMS which is currently being used by our 2 colleges and the new future Blackboard Ultra, the following items were noted:

- Blackboard has been talking for 1.5 years about the new version Ultra which is still not fully available and they now estimate an updated release in July 2016
- Blackboard Ultra is seemingly copying the interface of Canvas, and customers can choose to continue to use Blackboard's old interface, but will eventually have to switch to the new interface. User training on the new interface will be similar to training on Canvas interface because Blackboard seems to be replicating Canvas.
- The Canvas vendor provided the information that 70% of about 900 higher ed institutions come from Blackboard, so Blackboard appears to be trying to do catch-up.
- The preview version of Blackboard Ultra that is available was reviewed by the OEI Task Force and several key features in the current Blackboard Learn are missing in the new Ultra version. Blackboard says that ultimately they will be built in.
- System Administration on Blackboard can be burdensome for the DE Coordinators, and Canvas claims to simplify and reduce the workload which is important with a limited staff.
- Blackboard has historically had problems after completing new release upgrades and bug fixes. Canvas utilizes a "Software as a Service"(SaaS)

model, which keeps its products from having to deal with customers at different releases. Blackboard is moving to that model.

- Canvas mobile app allows students to do coursework on the go. Blackboard's mobile app for students, Mobile Learn, is mainly known for its inadequacies, which is why Blackboard is working on the Blackboard student app.