CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE
ACADEMIC SENATE MEETING
Tuesday, March 8, 2011
UU220, 3:10 to 5:00pm

I.   Minutes: none.

II.   Reports:
   A.   Academic Senate Chair: Fernflores, in response to a previous question, indicated that she does not have a preference in regards to an internal or external provost since she has not seen the pool of candidates.
   B.   President's Office: none.
   C.   Provost: Koob reported that recommendations for a new Vice President for University Advancement and Athletics Director will be presented to President Armstrong soon.
   D.   Vice Provost for Student Affairs: none.
   E.   Statewide Senate: none.
   F.   CFA Campus President: none.
   G.   ASI Representative: none.

III.   Special Reports:
   A.   **Tim Kearns, Vice Provost for IT/Chief Information Officer – Blackboard vs. Moodle and new security standards.**   Information is available at:
        < http://www.calpoly.edu/~acadsen/minutes/10-11_minutes/lms_update.pdf >
   B.   **Andrew Schaffner, chair of the Curriculum Committee – online education**.
        PowerPoint presentation is available at:
        < http://www.calpoly.edu/~acadsen/meetings_calendar.html > scroll down to Minutes – 03.08.11

IV.   Consent Agenda: All curriculum proposals presented were approved.

V.   Business Item(s):
   A.   **Election of Academic Senate officers for 2011-2012:** The following were approved by acclamation:
        Academic Senate Chair – Rachel Fernflores, Philosophy
        Academic Senate Vice Chair – Steve Rein, Statistics
   B.   **Resolution on Guidelines for Academic Graduate Certificate Programs (Curriculum Committee):** Fernflores presented this resolution, which requests that the Academic Senate endorse the proposed *University Guidelines for Academic Graduate Certificate Programs*. M/S/P to approve the resolution.
   C.   **Resolution on Defining and Adopting the Teacher-Scholar Model (Teacher-Scholar Model (TSM) Task Force:** Fernflores presented this resolution, which request that Cal Poly adopt the definition of Teacher-Scholar Model as presented.. M/S/P to approve the resolution.

VI.   Adjournment: 4:55 pm

Submitted by

Gladys Gregory
Academic Senate

Learning Management System Update   🖨 **Print This Window**

What is a Learning Management System or LMS?

A learning management system stores and manages course content and activities online. At Cal Poly, the primary learning management system (LMS) is the Blackboard course management system. ITS also supports Learning Objects for wikis and blogs and Respondus for quiz development. In addition, some faculty use unsupported tools to meet their teaching needs. Since the number and types of tools that can be used to support teaching and learning is growing rapidly, Cal Poly would like to provide a more flexible and customizable technology platform to meet the needs of faculty and students.

Why is Cal Poly considering a different LMS now?

There are several reasons to consider a change in the campus LMS:

- The number and types of tools to support teaching and learning is growing rapidly. To better meet the needs of faculty and students, Cal Poly would like to provide a more flexible and customizable technology platform which includes current technology and allows for adding new technology as it becomes available.
- Cal Poly's current licensing contract with Blackboard expires in March 2012. By then, our current version of Blackboard will no longer be supported by the vendor. This forces us to choose between a new version of Blackboard or a different learning management system.
- The next generation of Blackboard has major changes to the look, feel and functionality and the level of effort to change to it is comparable to moving to a completely different system.

These factors provide an opportunity to consider change.

How did Cal Poly narrow the options to Blackboard and Moodle?

Fortunately, a lot of the work to identify and evaluate LMS options has already been done by other universities. Also the CSU has sponsored and facilitated an extensive investigation of many different LMS's with participation of faculty, staff, and students.

Based on the information from other universities, an analysis of the LMS products, and CSU pilots involving many campuses, the CSU has recommended that campuses use either Blackboard 9.1 or Moodle.

Cal Poly would like a more responsive, reliable, customizable, and cost effective system than our current version of Blackboard. Since Moodle has no licensing fees, allows easier customization, and has a reputation for high reliability, we are currently piloting Moodle. Assuming it is a good fit for Cal Poly's needs, we are likely to adopt it.

What factors will influence which LMS the campus will support?

ITS is working with faculty and student advisory committees, running pilots with volunteer faculty, and gaining experience running Moodle. Information from all these efforts will be used to make a final decision. There is a very long list of things that will influence decision. Some of the more important considerations are:

- Functionality that meets the current needs of faculty and students as expressed in annual surveys conducted by the faculty and student computing advisory committees, namely the IACC and SC3. In addition to standard LMS features like grading and quiz creation and management, we are evaluating a broad range of attributes of the systems like ease of use,

end user customization, etc.
- Ease of learning the system, availability of training and support materials.
- The flexibility and openness of the system to provide additional functionality to faculty and students at a reasonable cost to the campus.
- Support for mobile access.
- The reliability, performance, and stability of the system; the availability of support if problems occur. Both Blackboard and Moodle have large user bases and others who can help support the product in addition to that provided by the organization that created the system.
- Total cost including software licensing, hardware, personnel costs for support, etc. Universities that have switched to Moodle from Blackboard have generally seen costs rise in the 25% to 50% range during the transition year largely due to the costs of supporting two systems. Costs then fall significantly due to the lack of licensing costs. Blackboard costs have risen and are expected to continue to rise. In addition, since Blackboard is proprietary, adding additional functionality beyond what is in the base system can be expensive. For example, adding mobile device support is currently an additional cost.
- Support for accessibility. Cal Poly is committed to providing systems that support the learning of all Cal Poly students.
- Ease of integration with Cal Poly systems.
- Availability, quality and ease of integration with other important components of a learning platform. For example, ePortfolio, Assessment, Course plug-in modules.

What is Moodle?

Moodle was originally developed by Martin Dougiamas, an educator and computer scientist. Moodle is an open source, open standards learning management system. Open source applications are more customizable than proprietary systems and have no licensing fees. Developers can extend Moodle's modular construction by creating plugins for specific new functionality, and many free third-party Moodle plugins are available. As of February 2011, Moodle had a user base of 49,428 registered and verified sites, serving 40 million users in 4.2 million courses. (moodle.org). (Wikipedia, 2011). Plug-ins include:

- Activities (including word and math games)
- Resource types to enhance course content (files, folders, labels, URL's)
- Question types (multiple choice, true and false, fill in the blank, etc)
- Various application development and system integration resources

If you would like to learn more about the component structure of Moodle, you may wish to view a video created by Tomaz Lasic, who is an Education Researcher at Moodle headquarters in Perth, Australia. Link:
http://www.youtube.com/watch?v=C-p2KqU7QD4

What is Blackboard Learn 9.1?

Blackboard LLC was founded in 1997 as a consulting firm to provide technical standards for online learning applications. Blackboard's vision was to provide a user-friendly means by which college professors could put course information, including syllabi, reference sites, and study guides, on the Web. In 1998, Blackboard merged with CourseInfo LLC, a course management software provider and startup company at Cornell University, and the merged company soon released their first software product for online learning. Blackboard's continued growth and the expanding public profile was driven by acquisitions. Blackboard Learn: Course Delivery.

Is there risk associated with using an Open Source product like Moodle?

With open source software, upgrade development and support is the responsibility of the campus rather than the vendor. This presents some challenges, but Cal Poly has a strong IT infrastructure that is well positioned to support open source applications. We currently use and support open

source for the My Cal Poly portal (uPortal), web servers (Apache), web content management (Drupal), and operating systems (Red Hat Linux). A number of other CSUs have or are likely to adopt Moodle. This gives us a strong user community with whom we have close ties.

Are other CSU campuses piloting or using Moodle?

Based on the CSU investigation in May 2009, which recommended that Blackboard and Moodle are the best options to meet teaching and learning needs and accessibility mandates for the CSU, seven campuses have moved to Moodle from Blackboard or Blackboard Vista (WebCT). Four campuses are actively piloting Moodle to determine whether or not it will meet their needs, and several other campuses have expressed interest. As part of the Moodle Pilot, Cal Poly is participating with the CSU-wide Moodle Consortium, which includes the Moodle Common Interest Group and the Standards and Practices Groups to enable campuses to work together to develop and share Moodle code enhancements, support resources, and system administration strategies. These efforts are facilitated and supported by the Chancellor's Office, and participation is completely voluntary.

What other universities use or are committed to moving to Moodle as their primary Learning Management System?

A few examples of universities using Moodle are:

- Open University of the UK (Completely online with 180,000 students – one of the largest universities in the world)
- Louisiana State University (30,000 students)
- San Francisco State University
- University of Minnesota (51,000) moving in 2012
- North Carolina State University (31,000 students) moving in 2011
- Idaho State University

To see what some other universities are saying about their transition to Moodle visit

University of Minnesota: http://www.oit.umn.edu/moodle/transition/index.htm
Bethel University: https://www.bethel.edu/offices/tlt/resources/moodle/faq-moodle-transition
Florida International: https://ecampus.fiu.edu/moodle_transition.php
Southern Oregon University: http://www.sou.edu/distancelearning/moodlepilot.html and
https://sites.google.com/a/pilot.sou.edu/moodle/moodle-news/moodlemaniabegins

How is the Moodle pilot going?

Three Cal Poly faculty members — Brian Greenwood, Peggy Papathakis, and Joseph Ragsdale — participated along with their students in a Fall 2010 Moodle pilot. During this pilot, we surveyed the faculty members and their students to determine if Moodle can support Cal Poly's teaching and learning needs.

All three faculty participants preferred Moodle to Blackboard and spent ten hours or less to learn to use Moodle.

Of the 73 students who participated in the Fall 2010 survey, 78% preferred Moodle over Blackboard and 89% would recommend Moodle to a friend. Students spend between one and three hours to learn Moodle, most choosing to learn by trial and error rather than asking for help or using online tutorials.

For complete survey results see Fall Faculty Results and Fall Student Results.

During Winter 2011 we expanded our evaluation to 18 faculty members, 23 courses and approximately 550 students drawn from a variety of disciplines and technology backgrounds. Winter 2011 faculty and students will be surveyed and results will be available online during Spring quarter 2011.

Several Fall and Winter faculty participants have already requested to teach additional courses in Moodle. While this may not be possible since the Moodle Pilot system has limited resources and is administered by another CSU campus, this is indeed an encouraging sign.

Has Cal Poly already decided to move to Moodle?

The final decision regarding Moodle has not been made; it is contingent on the Winter Pilot findings and concurrent efforts underway to develop a fully functional production Moodle system at Cal Poly. This production system will allow us to incorporate additional features and functions that are not included in the CSU Moodle Pilot system. The production system will include login via the Cal Poly Portal, links to Blackboard and Moodle courses within the My Classes channel, automatic course shell creation, instructor access, and student enrollment. These efforts will ensure that our teaching, learning, and system needs can be met by Moodle.

If we move to Moodle, how will existing BlackBoard course materials be migrated?

If we move to Moodle, course content will not be migrated automatically from Blackboard to Moodle, and some changes in course "setup" will be an inherent part of moving to a completely different system.

The reason automated migration will not be done is that programs designed to move and "map" content between the two disparate systems have met with only very limited success. While course migration may seem an attractive option, in reality, most faculty have opted to "start fresh" as they learned to use Moodle. In fact, NOT having existing and potentially obsolete content in unexpected locations within Moodle was actually preferable; it enabled them to capitalize on improved file management functionality in Moodle and to structure and design their Moodle courses to best advantage.

If we move to Moodle, transition support teams will provide software, training workshops/labs, and other resources to assist faculty to move content to the new system. Software tools will be available to pull content and quizzes from Blackboard. Trained support will also be available to assist individual faculty members to move course content.

What is the timeline?

Depending on the results of the Fall and Winter quarter pilots, and if the campus determines a change is appropriate, Cal Poly may have a production Moodle version 1.9.9 system available to faculty members for course development sometime in late Summer 2011. If the change is implemented, Moodle and Blackboard would run in parallel sometime in Summer 2011, and through Fall 2011 and Winter 2012 in order to give faculty time to transition to the new learning management system.

Fall 2010	Phase I Pilot • Three faculty • Three courses • Approximately 100 students
Winter 2011	Phase II Pilot • 18 faculty • 23 courses • Approximately 550 students

Spring 2011	Phase III Pilot • 20 faculty • 28 courses • Approximately 650 students
April 2011	Recommendations and final decision regarding Moodle. If the decision is to move forward ...
Summer 2011	Production Moodle available sometime in the Summer for Course Development Training and transition support available
Fall 2011	Production Moodle available for all Moodle and Blackboard systems running in parallel Training and transition support available
Winter 2012	Production Moodle available for all Moodle and Blackboard systems running in parallel Training and transition support available
March 23, 2012	Blackboard is turned off when licence expires
Spring 2012	Moodle is in sole LMS in use at Cal Poly

Will all courses need to transition to Moodle right away?

No. If the change is implemented, Moodle and Blackboard would run in parallel from Summer 2011 through Winter 2012 in order to give faculty time to move online course content. Some faculty will want to move right away and others will choose to wait. If we move to Moodle, Blackboard will be turned off and no longer available as of March 23, 2012.

How will you help faculty transition from Blackboard to Moodle?

If we move to Moodle, faculty will have from Summer 2011 through Winter 2012 for the transition. The current Blackboard support team will be available to ease the transition to Moodle. They will provide software, training workshops, open labs and other resources to assist faculty to move content to the new system. Software tools will be available to pull content and quizzes from Blackboard. Trained support staff and student assistants will also be available to help individuals in their transfer of course content from Blackboard to Moodle.

Didn't we just have a Blackboard change? How can I teach when you keep changing technology?

A commercial vendor like Blackboard requires customers to upgrade to newer versions on a regular basis and eliminates support for older versions as they age.

We do not have a say in what versions they will support or require, nor what changes in user interface or functionality are implemented. This gives Cal Poly less control over the pace of technology change than participating in an open source product such as Moodle. In this case, we must move off our current version of Blackboard no later than March 23, 2012.

On the other hand, as an open source product, even older versions of Moodle will be supported by its user community as long as they can be properly secured. It has also been Cal Poly's experience with open source products that their user interface and general design tend to remain more stable over time than commercial systems because its large user community has greater influence on what changes are incorporated into the core design of future versions. Even if we don't change to Moodle after the pilot, faculty will still have to change technology. The new version of Blackboard is so different from our current system that the required learning curve would be equivalent to that of transitioning to Moodle. We believe that a change to Moodle will allow us to pace technology change on our own schedule.

How can I give you my feedback regarding the LMS?

We would be happy to hear your thoughts on how Cal Poly's learning management system can better serve your needs. Particularly, we would like to know about the features that are most important to you and the problems with the current LMS that you would like to see resolved. Please send your feedback and questions to Luanne Fose, Ext., 6-7360 or lfose@calpoly.edu.

last updated 3/4/11

ONLINE CURRICULA

Where are we?
Where might we go?

Andrew Schaffner
Academic Senate Curriculum Committee, Chair

March 8, 2011

WHY ME?

- Chair of Curriculum Committee
  - May develop or assist in the development of policy
  - Must review curricula
- Role of Instruction Committee
  - "review and input concerning electronic teaching techniques"
- Reminding us of existing policy
- Measuring the climate
- Change is in the wind

WHY THE CONVERSATION NOW?

Image stolen and modified without permission
from www.carlsontoons.com/wp-content/uploads/2010/07/hacksC1.jpg

WHY THE CONVERSATION NOW?

- **Continuing Ed summer course offerings**

- New course proposals with significant online components

- Discovery of existing courses with significant online components

- Entire programs under development

- CSU Online Learning Initiative

CSU Online
Learning Initiative

Existing Policy

AS-488-98/IC

AS-488-98/IC

Faculty Governance Of Mode Of Instruction
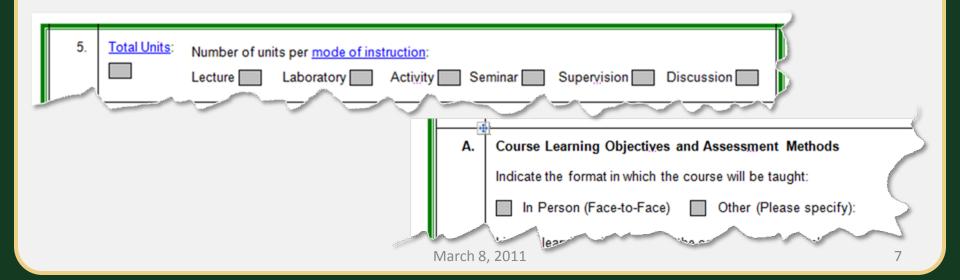
AS 488-98/IC

- Course proposals should specify
  - whether or not "distance or distributed learning" (DDL) techniques will be used
  - to what extent
  - a rationale for how they will contribute to positive student outcomes

- Existing courses changing mode must be reviewed under current policies

- ASIC and ASCC provide annual reports to the full Senate regarding the use of DDL

AS-488-98/IC

Out of compliance!

- There are existing courses that have evolved online/hybrid counterparts that have not been reviewed! Maybe for many years!

- I can't recall the last ASCC or ASIC report to the Senate on DL

- Existing forms do not make these requirements transparent to proposers or reviewers

Existing Policy

AS-581-02/CC

AS-581-02/CC

Distance Education (DE) Policy

AS-581-02/CC

- Senate endorsement of policy by IACC and ASCC

- Purpose: "to ensure oversight and review to uphold standards of quality already established at Cal Poly"

- Defines Technology Mediated Instruction

  - "all forms of instruction that are enhanced by or utilize electronic and/or computer based technology"

  - Specific designations for Distance Ed: *Face-to-face*, *Synchronous*, and *Asynchronous*.

AS-581-02/CC

- Applies to **all new and existing** credit-bearing courses including those offered by Open University

- Courses must demonstrate
  - that the use of DE **enhances teaching effectiveness** with respect to learning outcomes, or
  - **increases access** to education producing a course that is **at least equivalent in quality** to current curricular offerings
  - that **demand** exists
  - instructional and student support **infrastructure** in place

- **Student/faculty ratios should be maintained** and workload in accordance with bargaining agreements

AS-581-02/CC

- DE Courses shall provide the opportunity for substantial, personal, and timely interactions between faculty and students and among students

AS-581-02/CC

"Any new course that includes, or any **existing course** being changed to include, a DE component that will replace 33% or more of face-to-face time shall have this indicated on the Course Description form **to be reviewed by the curriculum committees as part of the regular curriculum review process**"

AS-581-02/CC

Regarding Academic Freedom

- prized

- encourages innovation

- **AND,**

    "collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees."

AS-581-02/CC

Assessment

- Criteria developed locally by academic units

- Must be held to same standards as traditional courses at all levels of review (dept., coll., univ., prog. rev.)

ASCC

NEXT STEPS

REVIEW CE SUMMER PROPOSALS

- Only consider existing approved courses
- Require description of online resources / technology used
- Require discussion of how online resources support learning objectives
- Consider units in mode and plans for delivering peer/instructor contact time
- Consider student/faculty ratios
- Probationary approval
  - Summer only
  - Two years

Untrained, Unprepared

ASCC can assess **curriculum**

ASCC does not feel qualified to assess **delivery**

THINGS WE COULD PROPOSE

- **Task force** to aid in policy development
  - Draw from CTL, ITS, ASCC, ASIC, IACC
  - Identify best practices and help develop/update policy for ASCC implementation

- **Create Instruction Technology Subcommittee** of the ASCC with expertise in online instruction
  - Aid in curriculum review
    - Require memo from subcommittee (similar to library memo) for online component approval

- **Update forms** to reflect current policies

- **New designations** for courses with online components (e.g., STAT 217o, STAT 217h, STAT 217t)

WE ARE NOT ALONE

- Other ASCCs
- Statewide Senate
- Chancellor's office
- CSU Board of Trustees meeting (e.g., Mar 2009)
  www.calstate.edu/atac/docs/TSC-Online_Degree_Prgm_Overview_v1-3.doc
  - Campus Best Practices
  - Design Principles
  - Common Online Course Catalog
  - Improved Campus and Systemwide Policies

More research is needed

Move ahead with caution

CAUTION
WATCH
YOUR STEP