

# Multimodal Learning Report – AY 2014-15

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Date: September 23, 2015

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This report outlines ongoing programs and initiatives undertaken by the Multimodal Learning Team during AY 2014-15.

## Personnel Updates

**Director, Multimodal Learning:** Chris Schedler is responsible for all day-to-day operations of the team, supervising 10 staff members and a faculty fellow, as well as leading the campus-wide initiatives outlined below. This position will transition to exempt Executive Director after an internal search is completed this Fall.

**Senior Instructional Designer/Instructional Technologist:** We hired Joy Bensiger to provide instructional design and instructional technology support to faculty starting this Fall. He will be primary administrator for Collaborate web-conferencing and Respondus online test creation/administration, as well as providing secondary support for Canvas.

**Director, Multimodal Education Center (MEC):** After the MEC lead position was reclassified from Manager to Director, Julie Jensen resigned her position in Spring to return to the corporate world. We currently have an open external search for a new MEC Director and will start review of applications in October.

**Senior Media Technician:** Last Fall, we hired Chad Schone as a full-time Senior Media Technician in the Multimodal Education Center to provide multimedia design and development support to faculty and students. With the MEC Director position vacant, he is currently supervising the student employee consultants in the MEC.

**Library Media Specialist, Multimodal Education Center (MEC):** After Leona Lindvig resigned her position in the MEC Library to focus on her non-tenure track teaching role, we reorganized the MEC Library position with the vacant MEC Office Assistant position to hire a civil service Library paraprofessional. After an external search, we have a final candidate and are waiting for the background check to make an offer for her to start in October.

**Distance Education Staff:** Three staff members who support DE/ITV were transferred from Information Services to Multimodal Learning effective June 30: Frank Jones in Ellensburg, Maury Webber in Lynnwood, and Pete Cusumano in Des Moines. These staff members also supervise student and temp employee operators for DE/ITV.

**Program Assistant:** Justin Carroll has served as office assistant for Multimodal Learning for the past year. With our move to the MEC, he took on additional responsibilities for technology and program support for our expanding unit. His position was reclassified as a Program Assistant to reflect his expanded duties.

## Online Degree and Course Enrollment

**Online Degree Enrollment** – The total number of enrolled majors in online degree programs increased 16% year-to-year, with enrollment in online graduate programs almost doubling, spurred by a new online graduate degree in ITAM and new online undergraduate degree in English: Professional & Creative Writing.

<b>OL Undergraduate Degree</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Change</b>
BAS ITAM	231	263	+32
BS ITAM	125	150	+25
Law & Justice	111	113	+2
Psychology	122	102	-20
Sociology	46	47	+1
Interdisciplinary Studies	101	87	-14
Paramedicine	17	29	+12
English: Prof/Creative Writing	-	24	+24
<b>Total OL Undergraduate</b>	<b>753</b>	<b>815</b>	<b>+62</b>
<b>OL Graduate Degree</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Change</b>
M.Ed. Higher Education	28	30	+2
M.Ed. Literacy	4	11	+7
M.Ed. School Administration	14	26	+12
M.Ed. Special Education	2	6	+4
MS Athletic Administration	27	32	+5
MS Health & Physical Ed	7	13	+6
MS ITAM	-	38	+38
<b>Total OL Graduate</b>	<b>82</b>	<b>156</b>	<b>+74</b>
<b>Total OL Majors</b>	<b>835</b>	<b>971</b>	<b>+136</b>

**Online Course Enrollment** – Total online course enrollments increased 20-30% and unique online students increased 12-25% year-to-year for each quarter. Close to 1/3 of CWU students now take at least one online course each quarter.

<b>OL Course Enrollments</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Change</b>
Fall	4516	5592	<b>+1076</b>
Winter	4974	5934	<b>+960</b>
Spring	4786	6220	<b>+1434</b>

<b>Unique OL Students</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Change</b>
Fall	2706	3044	<b>+338</b>
Winter	2898	3324	<b>+426</b>
Spring	2799	3524	<b>+725</b>

## Multimodal Learning Activities

**Quality Assurance** – The annual Quality Assurance of Online Learning report was prepared in Fall 2014 and included data from 1) Noel Levitz Priorities Survey for Online Learners (PSOL), 2) DFW comparisons of face-to-face and online courses, 3) SEOI analysis of face-to-face, online, and ITV courses, 4) data on instructional design consultations and course reviews completed by the Multimodal Learning team, 5) retention data for students in online programs, 6) data from the COACHE survey on faculty satisfaction with online teaching and support, and 7) data from the National Survey of Student Engagement (NSSE) to measure the engagement of online students.

**Master Online Teacher Certification** – Beginning with our inaugural Faculty Institute for Online Teaching in Summer 2014, we implemented a program for faculty to achieve certification as Master Online Teacher by completing the in-person institute, attending selected training workshops, participating in faculty learning community meetings, developing an online course, and submitting the course for quality assurance review. The initial Summer and pre-Fall institutes enrolled 35 faculty, with six applying for certification, and two completing all the requirements within the year.

**Canvas** – After the successful migration from Blackboard to Canvas learning management system, AY 2014-15 was our first full-year using Canvas as our enterprise LMS, and the number of faculty, courses, and students active in Canvas more than doubled from the previous year. Each quarter, 45-55% of all courses and 80-85% of faculty use Canvas:

Canvas	Fall 2014	Winter 2015	Spring 2015
Faculty	605	584	600
Courses	1,174	1,179	1,154
Students	10,255	10,053	9,729

**Turnitin Plagiarism Detection** – In the second full year of our Turnitin integration for Canvas, the number of faculty, students, and submissions using the plagiarism detection system doubled from the previous year:

Turnitin	Fall 2014	Winter 2015	Spring 2015
Faculty	421	471	624
Students	7442	7923	9250
Submissions	25,789	21,502	35,666

**MediaAmp Streaming Media** – During AY 2014-15, over 20,000 media requests were streamed through MediaAMP, with the largest providers being Multimodal Learning for instructional media in courses (6,000+ requests), Archives for ScholarWorks digital collections (4,000+ requests), DE-ITV for recordings of distance education classes (8,000+ requests), and Library for copyrighted video in online courses (1,000+ requests). Phase II of the MediaAmp streaming media project included development of a campus media portal managed by Public Affairs for public video and live event streaming. The campus portal will

allow sharing of media from existing MediaAmp accounts (Library/Archives, Multimodal Learning), as well as new accounts (Film & Video Studies, Music, Athletics). We also integrated MediaAmp with our Canvas learning management system for streaming instructional videos and hosting Panopto lecture capture recordings.

**Panopto Lecture Capture** – We rolled-out Panopto lecture capture to faculty in Winter quarter. For the final two quarters of the academic year and summer session, we had close to 150 courses using Panopto, with more than 850 sessions/260 hours of recordings, and almost 12,500 sessions/1,450 hours of viewings. We provide a faculty recording studio in Black Hall and mobile recordings kits for faculty checkout on the Ellensburg campus and Westside Centers.

**Technical Support** – Student and faculty tier-one support (phone/chat/web) for Canvas is available 24 hours a day, 7 days a week. Close to 4,000 Canvas support interactions were logged during AY 2014-15 (a 40% increase from the previous year). Tier-two assistance (phone/in-person/email) is available from our onsite instructional technologists, who fielded over 2,150 support requests (a 30% decline from the previous year as more users turned to Canvas support for help).

**Faculty Training** on Canvas and other instructional technology tools is offered each quarter through face-to-face workshops, webinars, drop-in Canvas labs, and one-on-one sessions. Close to 350 participants engaged in these training opportunities during AY 2014-15. While attendance at workshops was down by 50% from the previous year, attendance at our new open Canvas labs made up the difference, suggesting that faculty appreciate the convenience of the drop-in labs.

**Multimodal Learning Communities** of practice are open to faculty, based on relative experience and expertise in teaching online (Vanguard for the more experienced; Explorers for beginners). MLC meetings over the past year addressed such topics as: Online Tutoring, Future of Educational Technology, Panopto Lecture Capture, Canvas Outcomes, Student Acceptance of Canvas, Using Digital Library Resources, Knowledge Transfer in Online Discussions, Qualtrics Online Surveys, and Best Practices for Video Production. Over 250 attendees participated in these professional development meetings during AY 2014-15.

**Multimodal Education Center** – During our first full year of operation in the Multimodal Education Center in Black Hall, we made the following upgrades to technologies and facilities: video-conference room for Multimodal Learning team, digital collaboration rooms and multimedia production booths for students, video recording studio for faculty, 3D printing services, and new checkout equipment for faculty and students (laptops, iPads, video cameras, recording kits). We are planning an MEC Open House for Fall, and over the upcoming year, we will be upgrading the student recording studios, makerspace and Library resources, Mac and PC computer labs, and installing new carpet.

## Future Initiatives

**New Online Degrees & Program Management** – New online degree programs launching for Fall include 1) B.S. Social Services and 2) B.S. Aviation Management. In addition, an RFP was released for online program management consulting services with the goal of increasing recruitment, enrollment, and graduation of students in fully online degree programs. We will work with the selected vendor from the RFP to develop a partnership proposal and financial pro-forma outlining the projected enrollment growth, costs, and revenue-share model. A workgroup will be convened to hold stakeholder meetings and make recommendations to the Academic & Student Life Council for a decision this Fall.

**eTextbooks & Open Education Resources** – A taskforce is investigating opportunities for adoption of e-textbooks and open education resources to provide students with more timely access to course texts, lower-cost textbook options, digitally-enhanced instructional materials, increased engagement, and higher academic achievement. In Fall, we will hold stakeholder meetings with students, faculty, and staff; invite representatives from Tacoma Community College to present on their OER initiative; test e-textbook and OER platforms; identify potential pilot courses/faculty; and develop a business case for pilot project.

**Exam Proctoring** – Last year, an ATAC task force investigated ways to provide comprehensive exam proctoring services to students on campus, online, and at the Centers. The task force administered faculty and student surveys and viewed demos of different proctoring solutions. For the upcoming year, we expanded our license of Respondus Monitor to provide web-cam recordings of students taking online exams in order to determine baseline usage for online proctoring. We will also develop a business case for a system to manage face-to-face proctoring through the Ellensburg campus, Centers, and database of vetted individual proctors.

**Student Response System (Clickers)** – Last year, an ATAC task force investigated an enterprise solution for a student response system that would integrate with Canvas and allow students to use either smartphones or clickers for student response polling in face-to-face classes. On-campus vendor demos were provided by Turning Technologies and iClicker, the two primary solutions used at CWU and the only hybrid solutions on the market. Based on proposals from the two vendors, we will develop a business case to standardize on the Turning Technologies solution, starting Winter quarter.

**DE/ITV Transition** – In Winter, the Cabinet made the decision to transition Distance Education (DE) course delivery away from interactive television (ITV). Multimodal Learning was tasked with leading an investigation into alternative distance education technologies. Over the Summer, we viewed demos and received proposals from Polycom and Cisco, with an additional demo planned from Skype for Business. Ideally, an enterprise solution for distance education should integrate with the enterprise solutions for video-conferencing and voice-over-IP telephone systems currently being investigated. Based on the vendor proposals and decisions on other enterprise systems, we will develop a business case to present to ATAC and EISC and support faculty, students, and staff in the transition to be completed by Fall 2016.