Moving to Moodle Fact Sheet

Why is Chaffey College changing online learning platforms?
Since the implementation of Blackboard 8.0, the faculty and students indicated dissatisfaction with testing situations, grading options, and system reliability, and the transition to a new system became the Distance Education Committee's top priority in 2008. The decision to change was a faculty-driven process.

- Blackboard contract ends December 21, 2010
- Vendor presentations of D2L, Angel, Moodle, E-College
- Moodle chosen for its features including ease of use, versatility, grading features, remote hosting, and block components

What are some of the benefits of Moodle?
The impeccable references, attractive pricing options, 24/7 responsive service through Remote-Learner host, scalability for change, and a 99% uptime guarantee all made Moodle the most attractive product.

What does Moodle cost?
Moodle's pricing is more competitive than Blackboard, saving the College approximately $20,000. Those savings, however, were not the reason Moodle was selected. Savings from Moodle are being considered for a Datatel integration component which will enable enrollment and unenrollment and course shell creation. The savings from Moodle will be used to additionally support distance education, not put into the College's reserve.

How will the transition for faculty be supported?
The Distance Education Committee and Distance Education Coordinator developed a programmatic transition plan.

- Orientations (1 hour)—4 sessions
- Proficiency training (8 hours) for online/hybrid instruction—3 sessions completed and 1 scheduled
- Introductory training (4 hours) for enhanced instruction—1 session thus far and 3 scheduled.
- Faculty compensated for summer training. Adjuncts compensated for all training
- Alternatives to Chaffey training in @ONE or prior instructional experience with Moodle
- Pilot group during fall 2009 and 2010
- Moodle Users group at Chaffey (devmoodle.chaffey.edu) and labs
- Respondus and DE support specialist for testing transition if requested
- DE Coordinator will mentor faculty

How will students be supported on Moodle?
Because Blackboard had so many challenges, Presidium (a 24/7 help desk) was implemented in 2009-2010 to support faculty and students (at a cost of $30,000). Because Moodle is more reliable, the College is utilizing enhanced "real time" help desk support from IT apprentices during "peak periods," term beginning, mid-term, and finals. Thus far, the help desk has addressed approximately 200 issues (at a cost of $2,000). The help desk support will be

repeated and enhanced in the spring 2011. Overall, students seem to prefer Moodle to Blackboard and experience fewer problems.

Is the college poised for a seamless transition to Moodle?

No. No transition of this magnitude is ever seamless. However, the Distance Education Committee has stressed the importance of training in order to simplify the transition. The pilot group is assisting the Dean of Instructional Support and the Distance Education Coordinator to determine what potential problems may occur, like testing transitions. In addition, Remote-Learner has been exceptionally responsive to addressing problems. Other colleges with massive distance education offerings, like Cerro Coso, are also Moodle users. Recently, the entire college system in North Carolina moved to Moodle using Remote-Learner and abandoning Blackboard for many of the same reasons that Chaffey did.

What are the next steps of the transition?

In order to support educational quality, the College continues to offer training options. An additional proficiency training component will occur in October in order to support distance education scheduled for spring. The fall will also include a full training schedule for enhanced users. The College will offer additional training if the need arises. In January, the distance education program at Chaffey College will be entirely supported by a Moodle learning system hosted by Remote-Learner.

Moodle provides an opportunity for the College to build an infrastructure that will strengthen the quality of both faculty and students' experiences. Other next steps include an emphasis on developing a set of "best practices" for online instructors and online academic support.