

CCLE Annual Report 2008-2009



CCLE ANNUAL REPORT

2008-2009

CCLE Annual Report Academic Year 2008-2009

Table of Contents

1. Introduction	1
2. Goals and Benefits	1
3. Milestones	2
4. CCLE Home	3
Staffing	3
Growth	3
Outreach	3
Community Engagement: All Hands Meeting	4
Planning and Budget	5
5. Reports from CCLE Subgroups	5
Standards and Practice Group	5
Common Interest Groups	5
System Operations	6
Developers Group	7
Functionality/Support	9
6. Statistics	11
Historical Overview	11
Site Data	12
Storage Reports	14
Downloads	14
Category (School, Divisional and Department) Reports	16
Activity Modules	19
Resource Modules	21
Blocks	22
Activity Reports (Category and Site)	24
Social Science Computing (SSC): Site and User Data	24
7. Innovation and Development Program	25
8. Copyright and Licensing Initiatives	27
9. Assessment of Student and Faculty Needs	29
Advisory Groups	29
Surveys	29
10. Requirements Gathering and Planning	33
11. Long term Funding Models	34
12. Appendices	35
Appendix A: Plan for scaling the CCLE Shared System	36
Appendix B: CCLE Faculty and Student Surveys: Text Responses	38
Appendix C: CCLE Subgroups Membership Lists	45

CCLE ANNUAL REPORT ACADEMIC YEAR 2008-2009

1. Introduction

This report contains an overview of the UCLA Common Collaboration and Learning Environment (CCLE) for the academic year 2008–2009, including major milestones, statistical data, user survey results, and near to long term planning data.

CCLE supports education and research for faculty and students within a common digital environment. Based on Moodle, an open source Course Management System (or CMS), CCLE provides the campus with a common platform that includes content, support and training. CCLE's infrastructure is based on a network of both local and shared Moodle server installations.

Since its pilot implementation in spring quarter 2007, CCLE has quickly shown the potential to develop into a mission-critical, enterprise-level application by more than tripling the number of hosted courses in the last year. Prior to CCLE there were approximately 22 discrete CMS implementations on campus. This count is projected to be 14 by fall 2009. The sense of community and cooperation among participants is very high and has contributed to the rapid growth of CCLE.

CCLE's has successfully made the transition from a project to a campus system directly supporting education at UCLA. CCLE Home recognizes that there are many aspects of the system that require additional development and improvement. CCLE is a modern Web 2.0 application that must continue to develop and evolve if it is to meet the ever expanding needs and expectations of researchers, faculty, students and staff.

2. Goals and Benefits

CCLE Goals:

- Provide the campus with a robust, easy to use, extendable course and collaboration system;
- Promote shareable innovation and standards-based integration with campus services;
- Maximize the impact of the service across campus by using a combination of shared, central and local services and resources, all driven by community collaboration within UCLA and the Moodle community worldwide.

CCLE Benefits:

- **Common platform:** reduces the burden on users having to learn multiple systems;

- **Programming efficiencies:** using fewer resources to achieve better results by working from a common code base and shared integration path with data providers;
- **Improved security:** centrally coordinating user authentication and the application of security patches;
- **Interface consistency:** by having participants agree to adhere to Information Architecture best practices;
- **Reduced intellectual property liability:** extending and solidifying the reach of Copyright and Licensing information by giving the widest possible audience a single point of contact in CCLE Home;
- **Common support infrastructure:** training, documentation and local support all benefit from the synergies arising from a common system;
- **Unified presence as a CMS:** enhances UCLA's reputation as a forerunner in the use of technology-based tools to improve instructional development and collaborative research.

3. CCLE Milestones

2008 – 2009 Academic Year

- Recruited and hired CCLE Home staff;
- Developed CCLE Privacy notice with Campus Consul and Registrars Office;
- Enabled new modules (user Blogs, Feedback) and features (profile pictures);
- Created process for Open Source contribution to Moodle.org with Campus Copyright and Licensing;
- Gathered requirements for potential projects;
- Evaluated and funded proposals under auspices of the Innovation and Development Program;
- Designed and implemented new hardware architecture;
- Developed an automated Help Request ticketing system;
- Conducted surveys of CCLE students and faculty;
- Completed requirements gathering for near to long term planning;
- Researched and resolved a wide variety of Help Request trouble tickets including those involving the Quiz module and the MyUCLA and Library Reserves blocks;
- Evolved original proposed CCLE budget into a workable budget within Office of Instructional Development;
- Developed CCLE business plan and began a dialog with members of CITI, Vice Chancellor Steve Olsen and members of S&PG on long term funding models for CCLE;
- Continued outreach to other campus units running Moodle.

4. Report from CCLE Home

Staffing

The 2008/2009 academic year in many ways marked the official beginning of CCLE Home. All the previous planning and alpha testing laid the ground work for building up CCLE Home. Perhaps the greatest achievement in this area was the staffing of all CCLE Home positions. These hires include:

- CCLE Coordinator: Curtis Fornadley (start date 9/9/08)
- Lead Developer: Nick Thompson (start date 3/3/09)
- Support Coordinator: Deborah Kearney (start date 1/20/09)
- Copyright and Licensing Librarian: Martin Brennan (start date 2/2/09)

All new staff members have quickly come up to speed with Moodle and the CCLE collaborative process and have provided a stable, responsive and knowledgeable unit that is able to lead the UCLA CCLE effort.

Growth

This year has served as turning point for CCLE as the number of courses offered in CCLE increased dramatically in Fall Quarter 2008 and continued to increase in winter and spring. The largest contributor to this step in growth was in the Humanities division where CDH completed their migration from Web CT to CCLE Moodle. Other units joining the CCLE shared system this year include the Graduate School of Education and Information Studies (GSEIS), the School of Public Health, the School of Public Affairs, the department of Ethnomusicology, and the department of World Arts & Cultures in the School of Arts and Architecture.

The division of Social Science's instance of CCLE Moodle saw steady growth over the past year and is now positioned for a full conversion from ClassWeb to CCLE Moodle in fall 2009.

Outreach

Following the implementation of the new CCLE Shared System hardware architecture during Spring break CCLE Home held outreach meetings with several units that are potential future adopters of the CCLE. In all cases the benefits of the IDP program were explained and all individuals were encouraged to submit proposals to help explore the aspects of Moodle that might need to be modified or augmented in order to meet their particular course management needs.

School of Engineering and Applied Sciences (Orachat Chieu and Rex Lorenzo)

The meeting included a demo of the latest version of SEAS accreditation system and Course Web. SEAS will begin exploring Moodle this summer and evaluate the possibility of integrating the SEAS accreditation system with Moodle. SEAS

plans to run a few summer courses on the CCLE Shared System as part of their evaluation of the Moodle interface and functionality.

School of Medicine (Anju Relan)

CCLE meet with Anju Relan and her team to review the special CMS needs of the medical school in light of Angel being bought by Blackboard. They seemed interested in learning how Moodle assessment tools compare to Angel and may participate in the Moodle Boot camp offered by CDH and SSC as a way to more fully evaluate the capabilities of Moodle. In addition, there may be an application for mobile Moodle in managing the transfer of patient data to handheld devices used by third year medical students. Their interest in mobile Moodle may result in an IDP proposal.

Department of Statistics (Jose Hales-Garcia)

Statistics is a long time user of Moodle and has made extensive use of the Quiz module. This summer CCLE Home will run tests to determine the best way to port the Statistics' quiz bank to the CCLE Shared System. This is a promising area that could benefit both CCLE and Statistics as more disciplines begin expanding their use of the Quiz module.

Department of Mathematics (Edson Smith)

Math is currently using Moodle for its Program in Computing (PIC) courses. They have been waiting for CCLE to reach a level of maturity before transitioning to the CCLE Shared System. They are now ready to move. The goal is to make the transition this summer and be ready to begin hosting courses on the shared system in fall of 2009. Only a few minor changes need to be made to accommodate the move:

- Add the JS-Math module to accommodate the rendering of LaTeX code;
- Make a slight modification to the assignment module.

Departments of Chemistry (Peter Xi)

CCLE met with Peter Xi regarding his interest in moving his users onto CCLE. Peter has been developing and hosting his home grown application Virtual Office Hours (VOH) for the past seven years. Peter is interested in moving to CCLE to meet the requests he has been getting for quiz and grading tools which are part of core Moodle application. Peter will be hosting his first course Chemistry 20L on the CCLE Shared System in summer 2009. Peter estimates that it may take up to a full year to move all Chemistry courses from VOH to CCLE. CCLE staff will work with Peter to replicate within CCLE some of the unique features he has developed for VOH including his Q&A service which allows instructors to review questions from students privately and answer selected questions publicly.

All Hands Meetings

CCLE Home hosts an “All Hands” meeting twice a year. These meetings provide the opportunity for the whole CCLE community to come to together and review progress, share experiences and discuss current needs and future directions. The fall meeting was held on Nov 17, 2008. The next meeting is scheduled for June 29, 2009

Planning and Budget

During the preparation of the 2008-2009 CCLE status report to the Committee on IT Infrastructure (CITI) it became clear that the CCLE project had entered its operational phase. This transition from a campus pilot to a major campus system happened faster than expected. CCLE has emerged as a modern web 2.0 application that is largely operations, but which has ongoing project development components. The "project" aspects moving forward can be regarded as improvements and enhancements. Because of this transition to operations it became clear to CITI that an ongoing business model would have to be developed to make CCLE sustainable over the long term. To this end CITI requested that the status document be presented as a business plan including CCLE’s operational costs and growth projections out to 2012. This plan, presented to CITI April 2009, now provides a platform for discussing and developing a funding model.

5. Reports from CCLE Subgroups

Standards and Practice Group (S&PG)

The Standards and Practice Group (S&PG), serves as the main governance body of CCLE, setting overall priorities and direction. The members of this group represent schools and divisions which have opted-in to CCLE or are interested in actively following the direction and progress of CCLE for possible active participation in the future. Vincent Riggs has acted as the S&PG chair for the 2008-2009 fiscal year. The S&PG meets on the first Tuesday of every month. Over the past year the S&PG has:

- Defined the guidelines for the CCLE innovation and development program;
- Nominated and selected the IDP review committee;
- Actively worked to resolve student privacy issues within CCLE;
- Reviewed and approved the design and implementation of a new hardware architecture for the shared system;
- Reviewed and approved the CCLE business plan in support of the CITI budget review;
- Begun discussion on long term funding scenarios;
- Selected Annelie Rugg, Ph.D. Director/Humanities CIO as the new S&PG chair for FY 09-10.

Common Interest Group (CIG)

The Common Interest Group (CIG) is an active working group, meeting weekly, that reports directly to S&PG. There are several members that participate in both groups. CIG must constantly balance immediate needs and issues that arise with near to long term planning.

CIG monitors operations of the shared system, the course building process and other routine tasks that must be completed, especially at the beginning and end of each term. CIG manages the communication with CCLE users and determines the timetable for planned down times and provides action plans for unplanned outages.

When necessary, CIG helps to prioritize the work of the Developers, Functionality and System Operations subgroups. CIG provides direction on issues that involve policy, setting of precedent, or impact future scalability. In most cases CIG will review changes to the user interface, usability changes and content presented to CCLE users on the home page. When necessary, CIG will conduct a simple majority vote. Some of the issues CIG managed this past year include:

- Approved the upgrade to Moodle 1.9.2
- Coordinated agreement with campus intellectual property to allow CCLE to contribute back to Moodle.org
- Facilitated adding the Privacy notice to all CCLE pages
- Approved restoring the user Blog function in CCLE Moodle
- Approved allowing users to change Moodle profile images

CIG participated in a lengthy requirements gathering exercise to inform near term and long term planning that resulted in the first CCLE “Features and Functionality Matrix” (FFM) The matrix will be used to group and prioritize tasks which can then be turned into phased projects for CCLE. The FFM can also be used by the IDP committee when assessing the relative value of future IDP proposals.

System Operations Group (Sys Ops)

The Systems Operations group (Sys Ops) is responsible for the operation, maintenance, and scaling of the CCLE shared system hardware as well as network, database and system configuration for the system. The group expanded this spring and now also serves as an advisory group to the broader CCLE community interested in hosting their own CCLE Moodle instances. Sys Ops meet as a group once a week but must monitor the shared systems and respond to issues on continuous basis through out the year. Sys Ops actively seeks to discover and implement ways to make error detection proactive and ways to make the system self healing.

The CCLE shared system suffered one major outage during the year. On Thursday 12/18/08 at 5:11 PM ccle.ucla.edu went down because of a power interruption in the MSA Data Center as the result of DWP work being performed. The surge triggered a

hard failure in the VMWare cluster architecture for the CCLE production server. The shared system was restored to service at 10:00 PM Friday 12/19/08. The lessons learned from this outage resulted in steps to prevent this type of failure from happening again.

- 1) CCLE purchased a rack based UPS as a back up for the building UPS
- 2) A new and much simplified hardware architecture was developed and deployed (3/25/09) focusing on proven commodity technologies and skills. This included moving the production server off of a Virtual machine and on to a dedicated Linux server. The Moodle database was moved to a dedicated server, separate from the web/application server. In order to improve system performance the CCLE MySQL database was converted from a MYISAM format to the INNODB format which allows for row level locking as opposed to table level locking. This summer the database server will be configured for replication to a dedicated secondary database server. On June 17, 2009 the Windows based iSCSI connection and SAN, hosting the Moodle user files, was replaced by an actively managed storage system know as the Blue Arc, hosted at the IDRE Research data center on campus. This will allow for storage of Moodle user files as well as “warm” backups of the system and will have a direct connection to the TSM tape robot backup system. Performance, reliability, and storage scalability will be greatly improved with the Blue Arc system.

Following the deployment of the new production hardware architecture an identical STAGE system was built, thus completing proper system architecture: TEST, STAGE and PROD server environments. In case of a severe hardware failure on PROD, the STAGE environment can be deployed as PROD within four hours

CCLE was asked to prepare a system scaling model with growth projections out to 2012 as part of this year’s report to CITI. This model includes strategies such as clustering the web and database servers are detailed in a 5 year cost model of a scaled system projection. This model can be viewed in Appendix A.

During the development of the CCLE business plan and the first official CCLE budget under OID, the original CCLE planning document was reviewed. The original budget planned for 25% of a System Administrator, per instance of Moodle. According to the original budget this was an in-kind contribution by ATS/OIT and not paid directly out of the CCLE budget. Since then the experience of running the CCLE campus system over the past year has demonstrated that this estimate was too low. As department participation increases in the CCLE shared system, so will the level of service expected. The working CCLE budget now reflects funding for a full-time PAIII with 50% of the funding coming from ATS/OIT so that the CCLE can have one dedicated system administrator.

In the coming year Sys Ops will be actively involved in developing archival scenarios to present to CIG and S&PG to address long term management of CCLE data.

Developers Group (DEV)

Over the past year, the development team has gone through a significant growth and restructuring. Slobodan 'Jova' Jovic, the acting CCLE lead developer left the university in September 2009. The CCLE Coordinator Curtis Fornadley led development efforts until the current lead developer Nick Thompson was hired on March 2nd 2009. The Developers group is very active and meets for 2 hours weekly. Members of this group include representatives from the Office of Instructional Development, Social Sciences Computing, Humanities, Nursing, and Academic Technical Services. We look forward to bringing in more active members from other departments currently evaluating Moodle and new any members interested in shaping the future of CCLE and Moodle.

During this past year significant efforts have been made to streamline and fine-tune development work in order to increase the overall efficiency of the development group. An example of this strategy is the implementation of a procedure for new developers to quickly come up to speed by using free tools such as the Netbeans integrated development environment (IDE), the XAMPP local web server and the SVN source code repository.

Another important tool used extensively by CCLE in this process is JIRA, a "browser-based bug, issue, task and defect tracking system." JIRA enables CCLE to establish workflow procedures and to facilitate high quality code review of all development work serving as the central knowledge base for individual and collaborative development work, JIRA was also central to the design of the new CCLE Support Help Request system. JIRA will soon be the exclusive tool used by Support to handle all technical issues that relate to CCLE. Lastly, JIRA is used for collaboration between other CCLE subgroups such as CIG, and Functionality.

Development projects completed this year include:

1. **Public/Private Capability:** This project involved the development of functionality that allowed instructors to set the security of their files on a granular level. Prior to the development of this feature all materials within a course had to be either open to everyone, or only open to members of that course, however now that security setting can be made for each individual resource. Currently members of the development team are preparing to package up this feature and submit it back to the open source community.
2. **Automating Course Creation and Population:** This development involved the automation of course creation, populating the newly created courses with students, and reconciling changes in enrollment status (dropping/adding activity) in a manner that is transparent to users (instructors/students). With the implementation of this feature, local support can now take advantage of an easy-to-use request form to create individual classes or to request course builds for an entire category of courses. Each course is then automatically populated and synced with Registrar data so that any changes in enrollment or assignment (if a student drops, or professor switches), the changes will be automatically reflected within the CCLE course site. This dual-pronged feature is a major selling point to departments considering the adoption of CCLE.

3. **Enhanced Security Features:** In response to restrictions mandated by the FERPA guidelines, the CCLE developers worked to guarantee that student information is only shared with classmates. These changes made it possible for the reintroduction of features previously deactivated due to security concerns (User Blogs, Profile Pictures).
4. **Implementation of the CCLE Support Help Request System:** As the result of a “needs analysis” conducted by the combined Functionality/Support subgroup, CCLE developers created a ticketing system that leverages JIRA and its web services API to assign tickets to the Support personnel responsible for a particular class or department. This ticketing system will enable the CCLE Support infrastructure to scale to the entire university. The new Support Help Request System is currently being tested in a few summer courses on a volunteer basis and is scheduled to be included in all course builds for fall, 2009.

The CCLE Developer Group has a full plate with many new projects on the horizon including:

- Improving the workflow within SVN in keeping with industry best practices;
- Contributing successful development code back to the Moodle.org open source community;
- Integrating the Moodle gradebook with the MyUCLA gradebook;
- Integrating user interface improvements proposed by the User Interface subgroup;
- Modifying existing features and researching the implementation of new modules to enable further adoption of CCLE by campus units;
- Improving reports and scheduled statistics and reports from within CCLE Moodle.

Functionality and Support Groups

In the fall of 2008 the Functionality and Support subgroups merged into one subgroup meeting for an hour and a half each week. Members regularly addressed user support concerns and investigated the ways in which Moodle functionality could respond to these issues. Although the decision to combine the two subgroups was initially one of expediency, specifically the need to maximize available resources until a Support Coordinator could be hired, members felt that the partnership was productive since the focus and goals of the two groups were largely complementary.

As CCLE Home is now fully staffed and as the number of departments, divisions and schools opting-in to the CCLE Share System continue to grow, it is time to pursue CCLE’s standing goal to build and maintain a knowledgeable and engaged support team that can serve as an example of cross department collaboration for the entire campus. Toward that end the CCLE Support Coordinator in conjunction with the CDH ITC Coordinator plan to reconstitute the subgroups as separate entities during summer 2009.

Functionality

Functionality has reviewed/revised and approved the following modules for production:

- User Blog
- Feedback Module
- Improvements to Quiz Module – specifically the feedback component

Support

The CCLE Support team is comprised of the members listed in Appendix C, local CCLE support staff, and an active and indispensable group of ITCs from the Center of Digital Humanities. Interacting with users (faculty, students and staff) on a daily basis, this group is responsible for fielding questions that range from course build requests to uploading files for the less technically experienced CCLE faculty members. CCLEhelp email (which was the central but not the only channel for help requests prior to the implementation of the Help Request system) regularly receives over 1000 messages per quarter. Support staff responsibilities also include preparing the system for a new term by creating new subcategories, requesting courses, cross-listing courses, compiling the list of support assignments for cross-listed courses, moving courses from the previous term to the appropriate sub categories.

Current and completed projects

- **Test and reconfigure the CCLE system to ensure compliance with student privacy regulations.** Rigorously tested the CCLE Shared System on a feature-by-feature basis to ensure that the public/private functionality was in place and working as designed.
- **Replace the email-based help system** with an automated help request or ticketing system. The CCLEhelp email box and the associated ccle-support listserv have served as the primary repository for users' questions, comments and complaints since CCLE's inception. Although this strategy was sustainable when CCLE was in its Alpha phase, it rapidly proved unwieldy as more units opted in and the routing and tracking of help requests became more complicated. Working with the Developers Group, Support mapped the "best case" trajectory for support requests and provided valuable input into the design of an automated help request system now available on the CCLE Production server.
- **Redesign the format, structure and functionality of the CCLE help site** to improve the delivery and scalability of online support. The deliverables for this project included:
 - Reconfiguring the user interface by incorporating a "less is more" strategy that gives users the information they need in an intuitive, easy to navigate environment;
 - Giving CCLE users (faculty, students and staff) multiple pathways to access information based upon their level of expertise, browsing expectations and self-identified role;
 - Identifying, implementing and modifying (if necessary) a Moodle module that would serve as a single source repository or "book of record" for support documentation;
 - Reviewing, revising and cataloguing existing support documentation.
- **Create and deploy a large-scale test plan** that would give CCLE Support staff a tool with which to assess application functionality via the user interface on a role-

by-role basis. The plan was used successfully during the CCLE hardware upgrade in March, 2009.

- **Research, evaluate and recommend revisions to the standard CCLE/Moodle interface.** This project will build upon the work currently being done by SSC as part of a CCLE IDP. The proposed user interface and functional modifications will be evaluated by a newly-formed User Interface subgroup.
- **Develop the specifications for a CCLE Brochure site** that will serve as the access point for new students, faculty and staff as well as the general user. The design for the site has been approved by CIG and is currently in development.

6. Statistics

A series of quantitative reports and statistics for the 2008-2009 academic year are presented below. The metrics used in this report were selected by CCLE home and CIG. In some cases the item requested were not available because the corresponding data was not being captured. Such cases have resulted in tasks for technical staff so that we may begin capturing the required data starting in summer 2009. The following data is included to provide useful historical context to this report:

Historical Overview

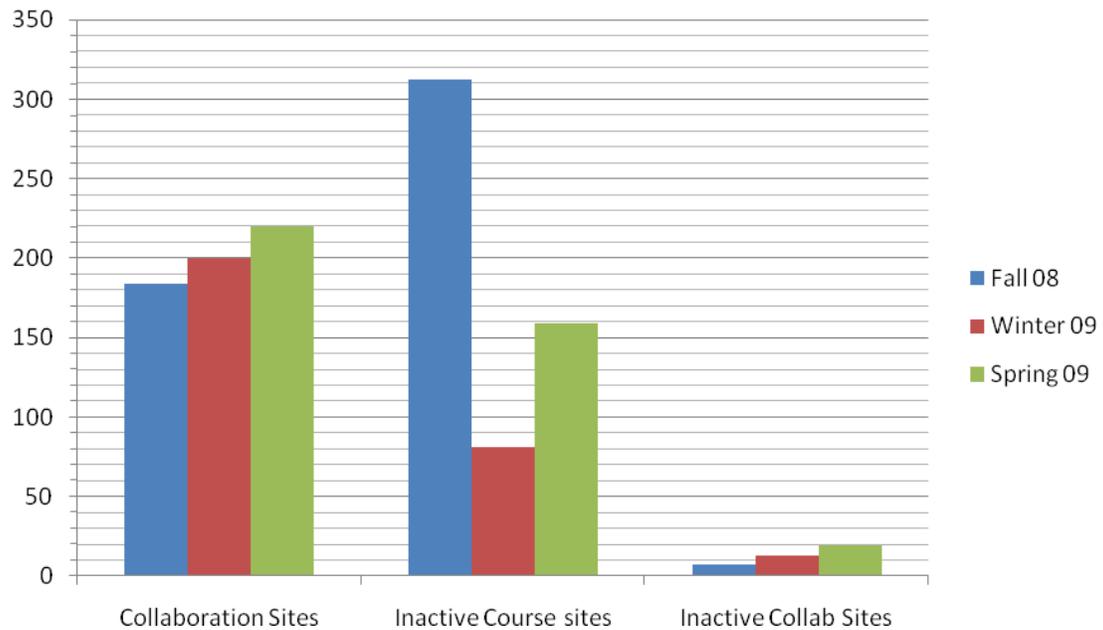
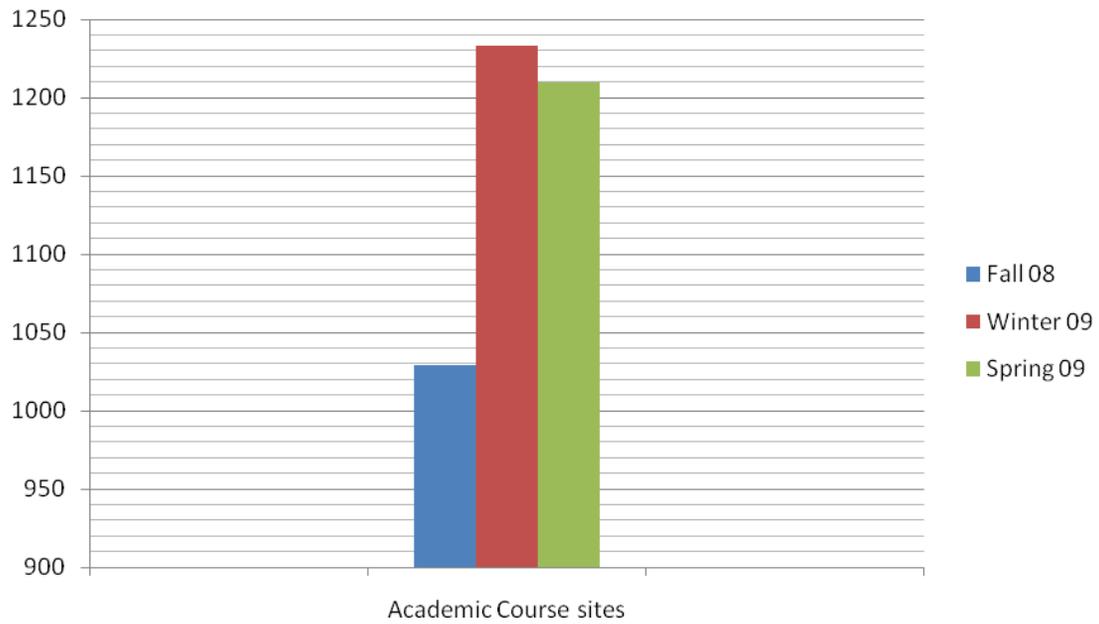
Number of different course management systems on campus

- Feb 2006: 22
- Feb 2009: 15
- Fall 2009 (projected): 14

Total Courses in CCLE

Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
23	63	104	239	572	267

Site Data



	Academic Course sites	Collaboration Sites	Inactive Course sites	Inactive Collab Sites
Fall 08	1029	184	312	7
Winter 09	1233	200	81	13
Spring 09	1210	220	159	19

Course site – any course prefixed with YYT

Collaboration site - any course that is not prefixed with YYT and is under the Collaboration category;

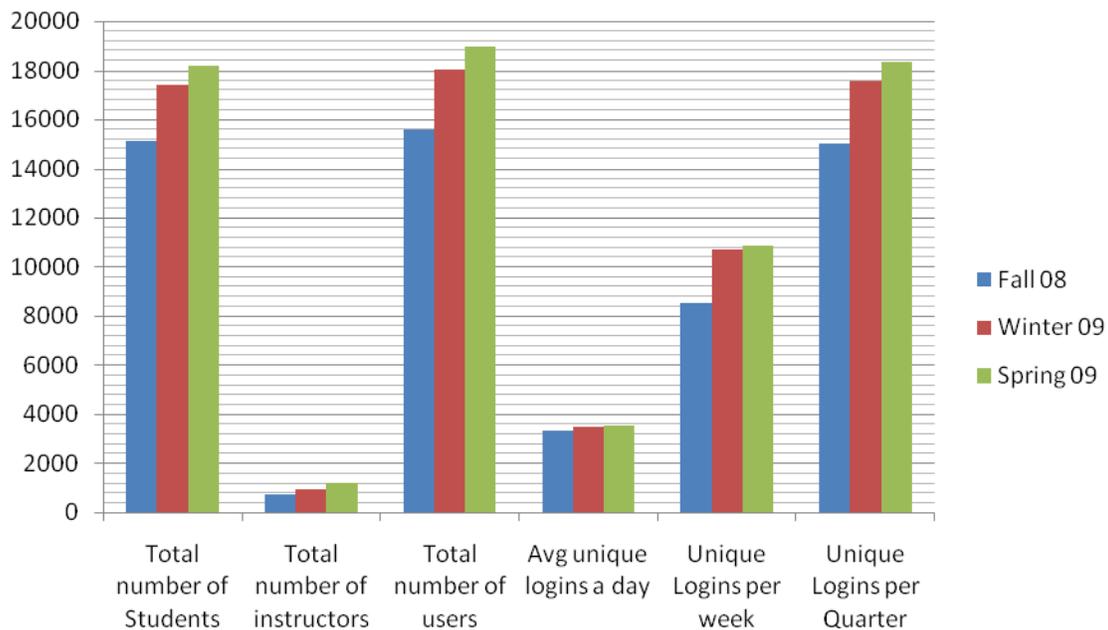
Inactive Course sites – any course site that has not had a single page view since the first week of the course;

Inactive Collaboration Site – any collaboration site that has not had a single page view in the 6 months prior to when the query is run.

Hits

In the past, this site data (hits per day, hits per month, hits per year) has not been collected, so we are unable to report on it at this time. We have since identified this flaw in our statistics gathering and have begun collecting this data. As of the next annual report, this data will be available, and presented.

User Data



	Total number of Students	Total number of instructors	Total number of users	Unique logins per day	Unique logins per week	Unique logins per Quarter
Fall 08	15136	722	15606	3300	8500	15033
Winter 09	17388	952	18001	3500	10700	17539
Spring 09	18170	1192	18959	3529	10857	18347

Student - a participant with at least 1 student role in any Course Site as defined above.

Instructor - a participant with at least 1 instructor role in any Course Site as defined above.

Users - the total number of people with any role in any Course Site as defined above. It is important to recognize that the total number of unique students added to the total number of unique instructors does not equal the sum of all users because users may be assigned multiple roles simultaneously. This aggregate is further complicated by the number of role types available to the user within the Moodle framework (guest, non-editing instructor, course creator are a representative few).

Unique logins - unique logins per username, not IP address.

Storage Reports

In the past, this data was not collected for all quarters, so we are unable to report past quarters at this time. We have since identified this flaw in our statistics gathering and have begun collecting this data. As of the next annual report, this data will be available, and presented.

Storage Size

Total size of file data	446 GB
Total size of Moodle database	6.3GB
Total Files larger than 1MB	19298

Downloads

Downloads	Fall 08	Winter 09	Spring 09
Total Downloads	575,966.00	573,556.00	555,968.00
Total Bandwidth	n/a	n/a	n/a

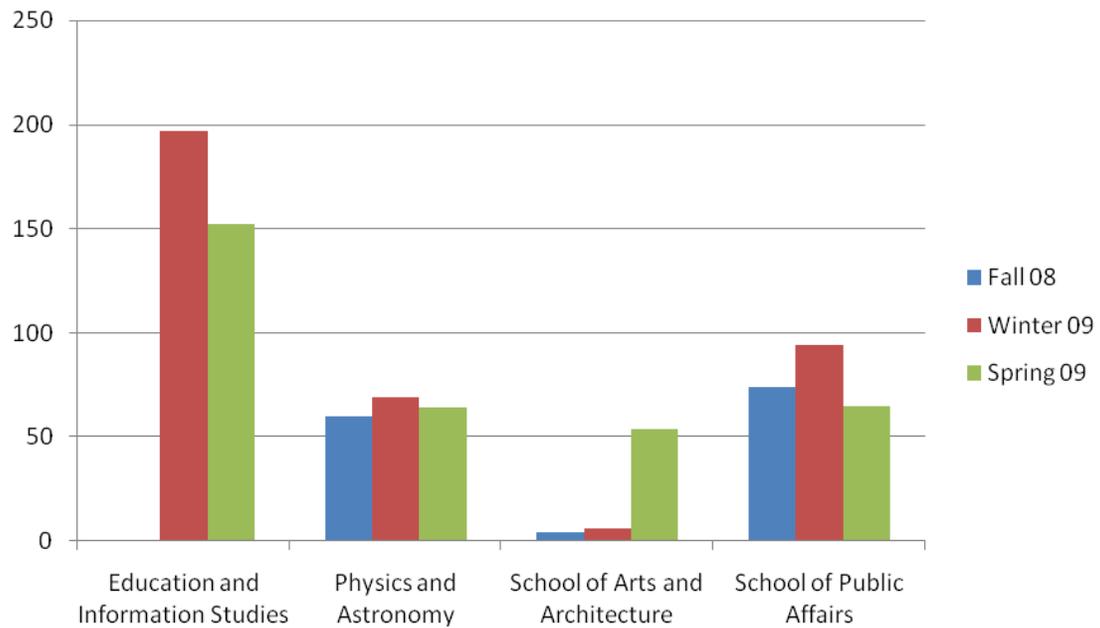
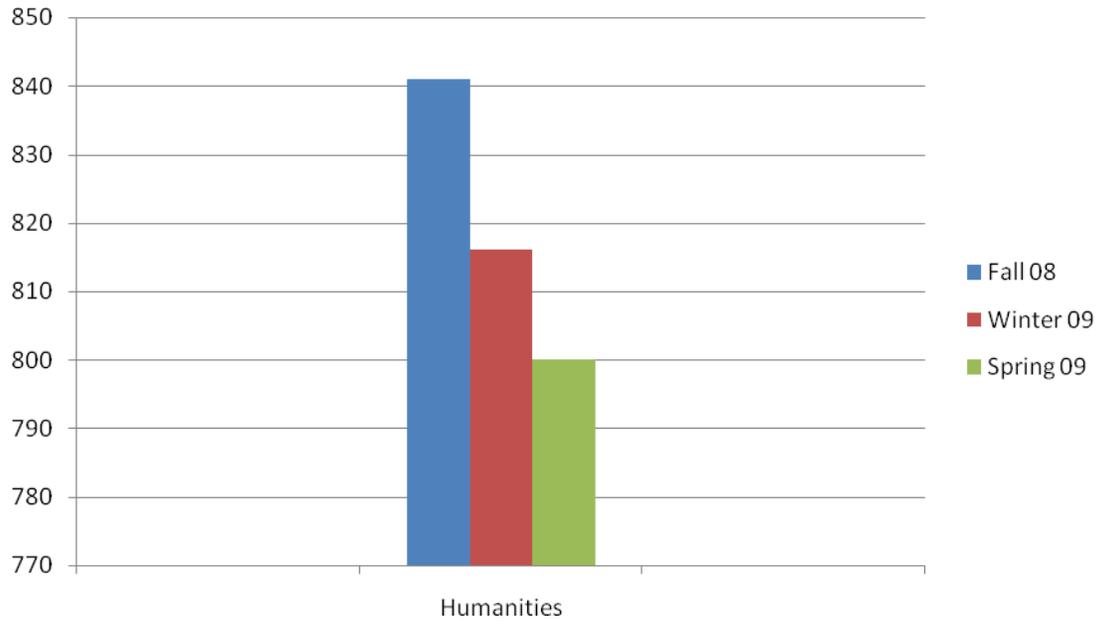
Files

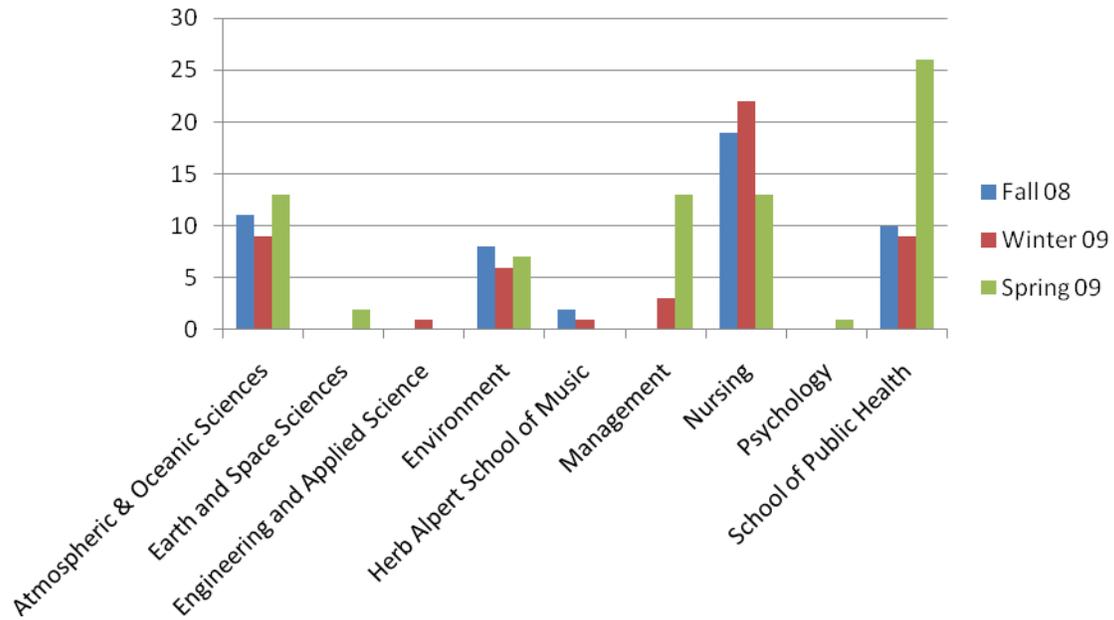
File Type	doc	docx	exe	gif	jpeg	jpg	pdf	png	ppt	rtf	tif	tiff	txt	xls	xlsx	xml	zip
File Counts	23366	2243	13	6889	147	26264	33828	24903	3371	684	91	50	456	1166	31	1006	2089

File Type	mov	mp3	mp4	mpeg	mpg	swf	wav
File Counts	2405	2960	523	3	24	823	199

Category (School, Division and Department) data

Total Courses





Category Subject Area	Fall 08	Winter 09	Spring 09
Atmospheric & Oceanic Sciences	11	9	13
Earth and Space Sciences	0	0	2
Education and Information Studies	0	197	152
Engineering and Applied Science	0	1	0
Environment	8	6	7
Herb Alpert School of Music	2	1	0
Humanities	841	816	800
Management	0	3	13
Nursing	19	22	13
Physics and Astronomy	60	69	64
Psychology	0	0	1
School of Arts and Architecture	4	6	54
School of Public Affairs	74	94	65
School of Public Health	10	9	26

Inactive Courses

Category Subject Area	Fall 08	Winter 09	Spring 09
Atmospheric & Oceanic Sciences	0	0	0
Earth and Space Sciences	0	0	0
Education and Information Studies	0	6	41
Engineering and Applied Science	0	0	0
Environment	2	0	0
Herb Alpert School of Music	0	0	0
Humanities	305	74	110
Management	0	0	0
Nursing	1	0	0
Physics and Astronomy	3	1	1
Psychology	0	0	0
School of Arts and Architecture	0	0	1
School of Public Affairs	0	0	0
School of Public Health	0	0	1

Users

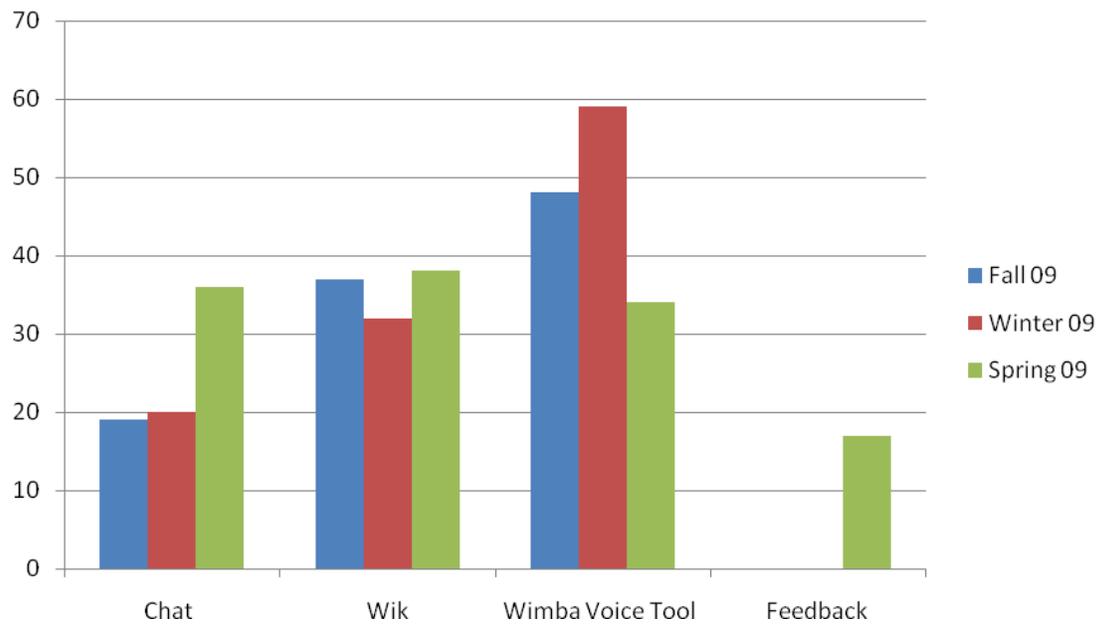
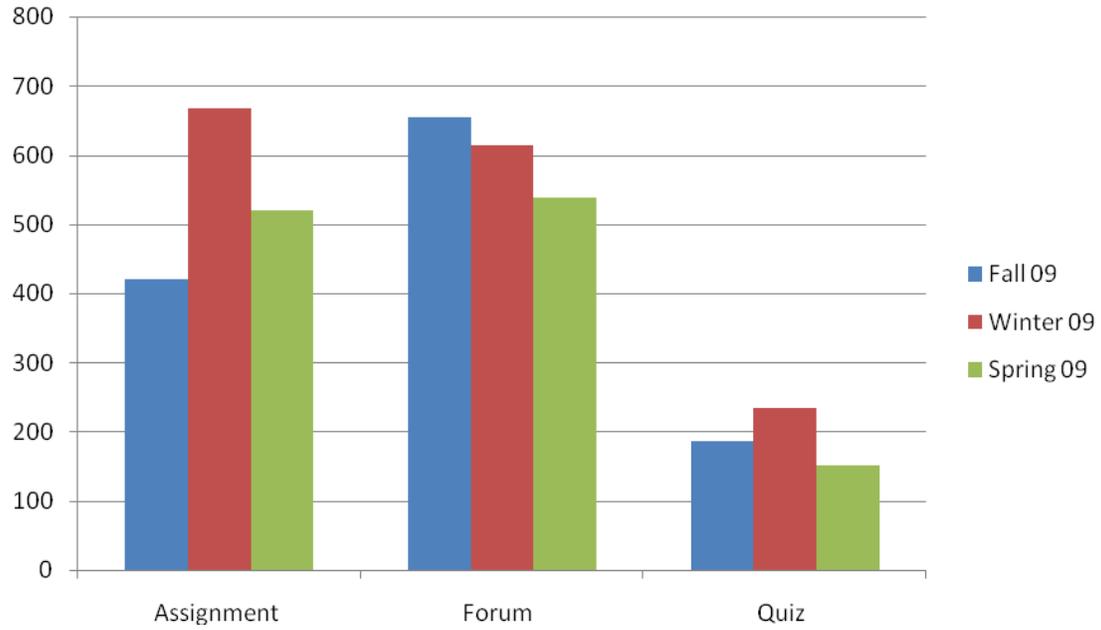
Category Subject Area	Fall 08	Winter 09	Spring 09
Atmospheric & Oceanic Sciences	799	158	623
Earth and Space Sciences	0	0	105
Education and Information Studies	0	1572	1748
Engineering and Applied Science	0	15	0
Environment	205	261	279
Herb Alpert School of Music	86	40	0
Humanities	11245	12501	11981
Management	0	107	1206
Nursing	432	494	304
Physics and Astronomy	3030	3035	3059
Psychology	0	0	17
School of Arts and Architecture	101	127	1457
School of Public Affairs	1089	1386	1162
School of Public Health	261	112	544

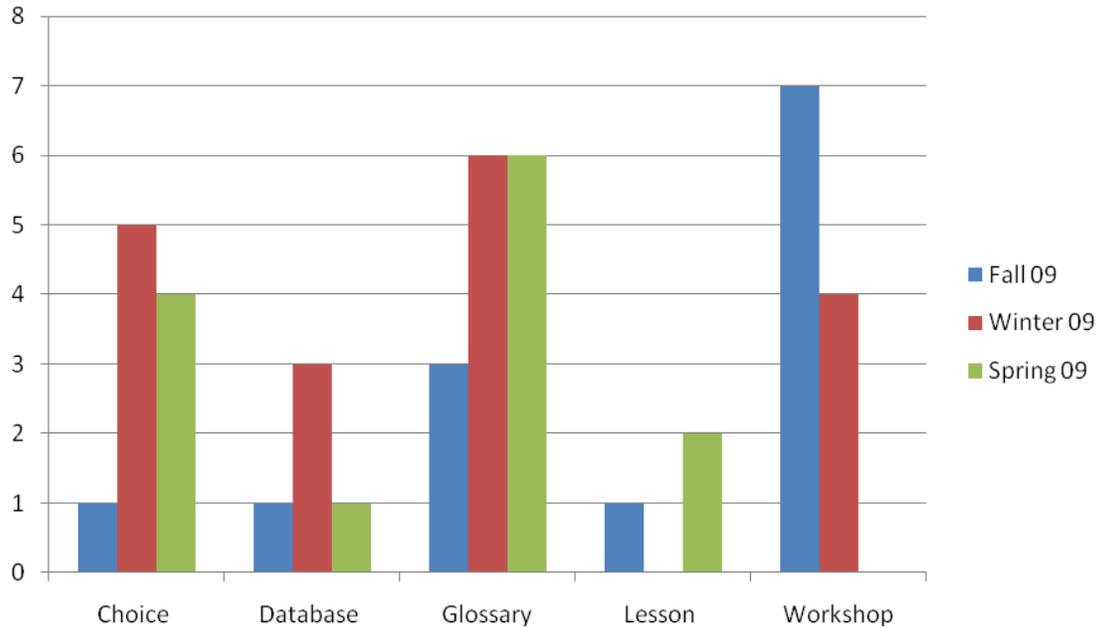
Total Courses - Total number of course sites as defined above that are under one of the subcategories of the Courses parent category

Inactive Courses – Courses that have not had a single page hit after the first week of class

Users - Total number of people that have had any role in any course site in the specified category.

Activity Modules

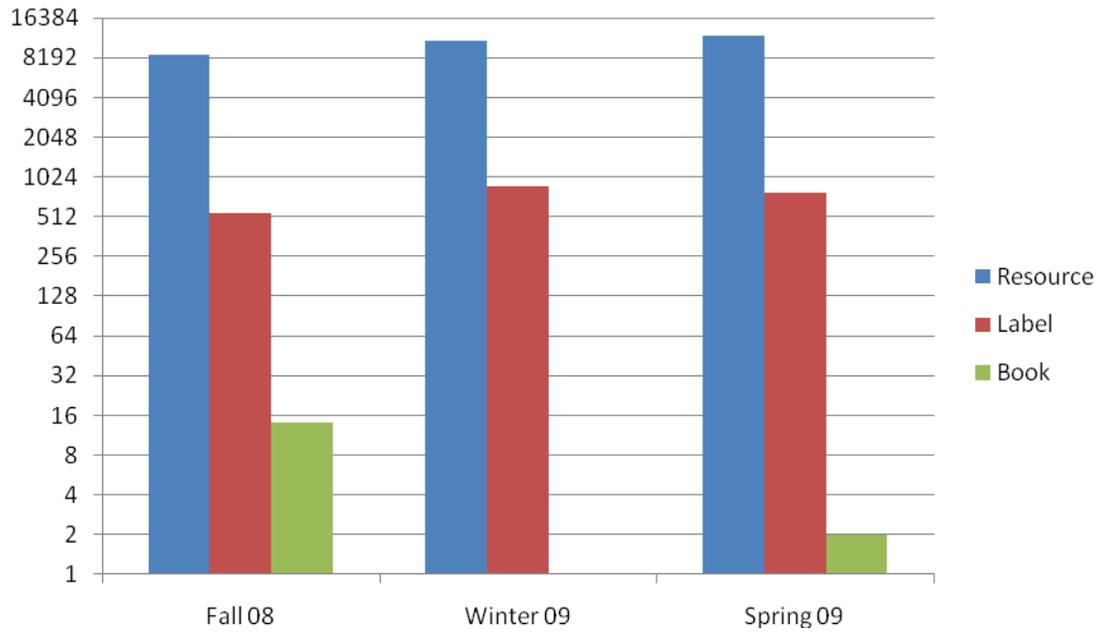




Unique Instants of Activity Modules per Term

Activity module	Fall 08	Winter 09	Spring 09	Collaboration
Assignment	420	668	520	774
Chat	19	20	36	4
Choice	1	5	4	28
Database	1	3	1	12
Feedback	0	0	17	3
Forum	655	614	538	762
Avg # threads	17.7	11.8	12.1	9.4
Avg # posters	4.0	3.5	4.3	0.3
Glossary	3	6	6	11
Lesson	1	0	2	3
Quiz	186	235	151	1594
SCORM/AICC	0	0	0	180
Wik	37	32	38	183
Wimba Voice Tool	48	59	34	3

Resource Modules*

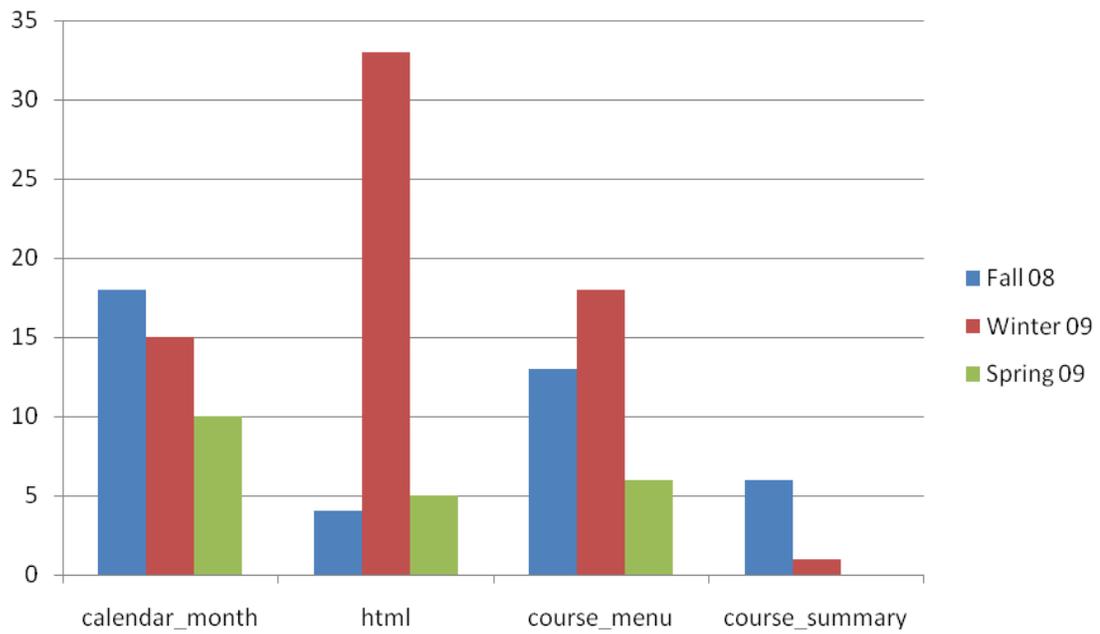
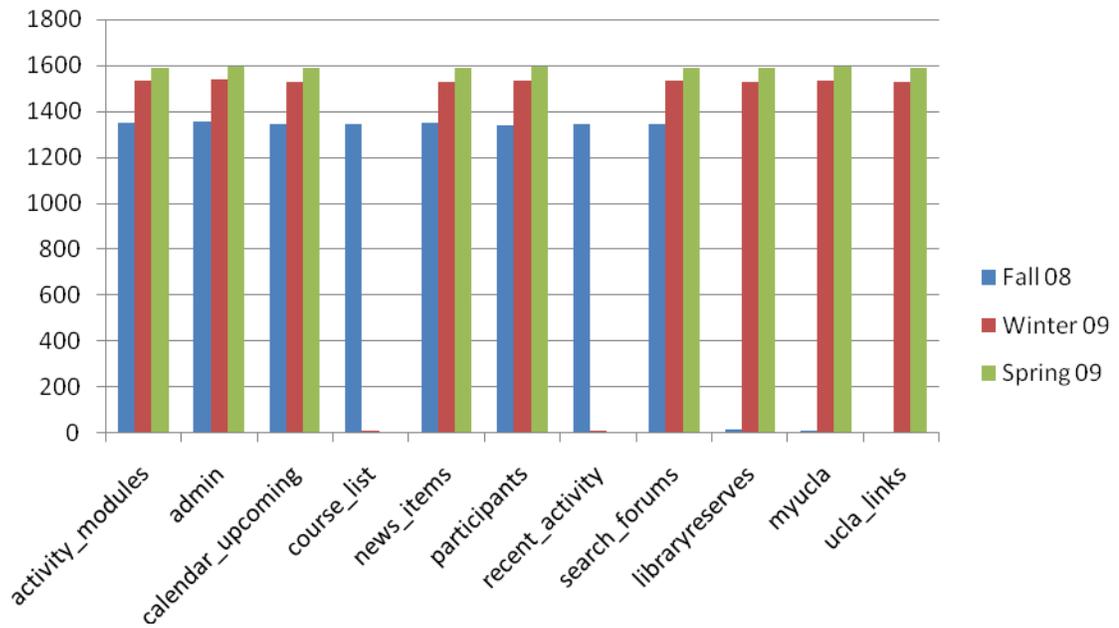


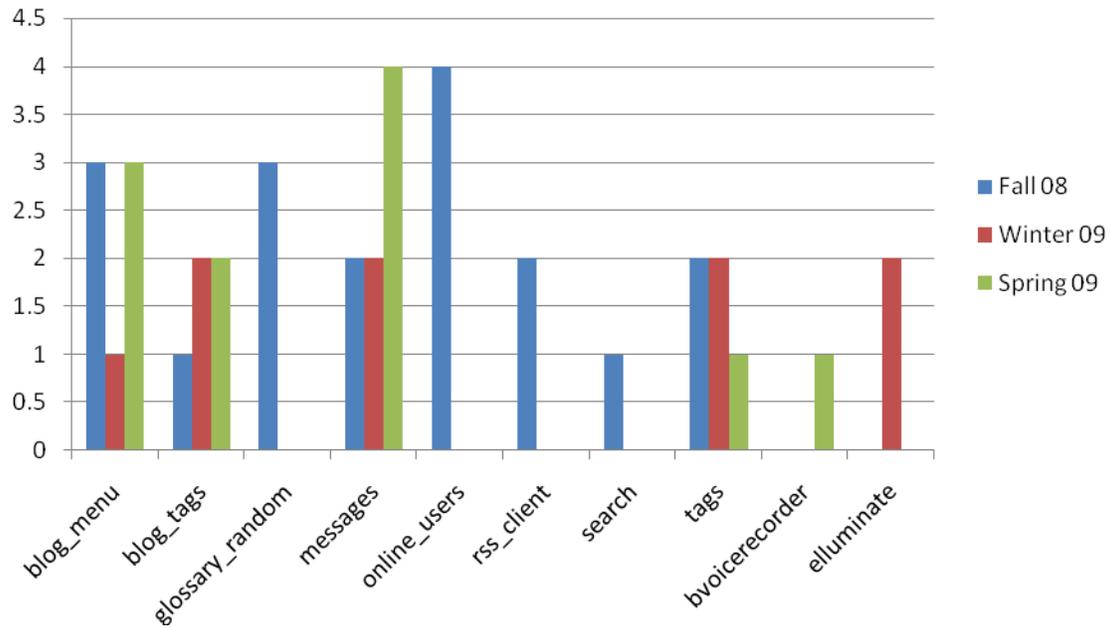
* Values are presented on a logarithmic scale

Unique Instants of Resource Modules per Term

Resource	Fall 08	Winter 09	Spring 09	Collaboration
Resource	8651	11001	11926	4347
Label	544	861	783	183
Book	14	0	2	0

Blocks





Unique Instants of Blocks per Term

Blocks	Fall 08	Winter 09	Spring 09	Collaboration
activity_modules	1351	1531	1590	170
admin	1353	1537	1596	229
blog_menu	3	1	3	30
blog_tags	1	2	2	23
calendar_month	18	15	10	71
calendar_upcoming	1342	1529	1590	166
course_list	1344	8	3	150
course_menu	0	0	0	5
course_summary	6	1	0	3
glossary_random	3		0	1
html	4	33	5	63
messages	2	2	4	19
news_items	1347	1527	1587	1
online_users	4			3
participants	1338	1534	1594	21
recent_activity	1342	7	3	164
rss_client	2	0	0	3
search	1	0	0	213
search_forums	1346	1530	1589	1
tags	2	2	1	163
bvoicerecorder	0	0	1	1
course_menu	13	18	6	174
libraryreserves	14	1526	1589	3
myucla	8	1531	1593	1
ucla_links	4	1525	1589	23
illuminate	0	2	0	0

Activity Reports

Hits

Statistic by number of hits	Fall 08	Winter 09	Spring 09
Most Active Course	Mus Hist 5 Hist-Rock and Roll	Hebrew 1B Elementary Hebrew	Classic 30 Classical Mythology
Most Active Discipline	Nursing	Nursing	School of Public Health AP&TESL Foreign Language Teaching Practicum
Course using the most space on disk	African 12A Intermediate Yoruba	ESL 39B Communication Strategies	
Average number of topics in a given Moodle course	9.27	9.26	9.30
number of hits the help course receives	698	1219	1215
number of courses that deviate from the default theme	28	49	44
Inactive Course sites	312	81	159
Inactive Collab Sites	7	13	19

Other

The two most active collaborative sites:

- CCLE Subgroups Site with 205 Video Furnace Links and 665 picture changes.
- UCLA Sefer Ezer (Sherman)

Most Active Course - Course with the most total number of page views

Most Active Discipline - Discipline with the most number of page views per participant

Social Science Computing (SSC): Site and User Data

	Academic Course sites	Collaboration Sites	Total number of Students	Total number of instructors	Total number of users
Winter 09	26	0	978	36	1511
Spring 09	97	1	4066	79	4214

7. Innovation and Development Program

The CCLE Innovation and Development Program (IDP) seeks to encourage innovative CCLE enhancements at UCLA, including new Moodle tools and services that can be contributed to the Moodle community. The Innovation and Development Program is vital to the success of the CCLE as it encourages the innovations that will make CCLE a thriving application that will continue to grow in usefulness and thus drive adoption. Without this program all development, enhancements and innovation would fall solely on the CCLE lead developer and whatever “volunteer” developer time was available on campus. In practical terms, the growth and evolution of CCLE would be drastically slowed without the Innovation and Development Program.

The members of the IDP Selection Committee for calendar year 2009 are:

- Roger Bourland, Professor and Chair, Music
- Troy Carter, Associate Professor, Physics and Astronomy
- Curtis Fornadley, CCLE Coordinator (non-voting member)
- Mike Kusunoki, Director, Anderson Computing & Information Services
- Vincent Riggs, Director, School of Public Affairs Computing and Chair of the CCLE S&PG

Under the guidelines set out by the S&PG the CCLE IDP selection committee completed its first review and funding of large proposals. The first call for proposals closed 3/13/2009 and resulted in 11 proposals amounting to \$283,330.18. The budget for FY 08-09 was \$186,000. In April 2009 the following proposals received CCLE IDP funding:

Illuminate Virtual Classroom/Meeting Pilot

This proposal seeks to provide for the entire UCLA campus, a one year pilot and evaluation of a Moodle integrated version of the browser based virtual classroom/meeting software known as Illuminate Live. This would be the second part of a two part pilot project. The first phase is a limited user pilot funded by OID and OIT that will focus primarily on integration, administration and cost sharing scenarios.

Asian Languages and Cultures (ALC) Language Placement

This proposal explores using Moodle to automate the process of placing new students in foreign language courses. “We need to develop on-line procedures for managing enrollments in foreign-language courses. While focused on our immediate needs, we aim to develop on-line tools that could be implemented by (or serve as a model for) other foreign language departments at UCLA. Our staff and/or faculty are willing to work with other interested departments to insure that the Moodle components meet their needs as well as ours.”

MyUCLA Gradebook Integration

The Office of Undergraduate Education Information Technology (UIT) requests funding for a project to link the Moodle gradebook feature provided by the new Common Collaborative Learning Environment (CCLE) with MyUCLA’s Gradebook. UIT believes the results of this collaboration can establish the seamless and

transparent user experience envisioned for CCLE. Currently CCLE has no mechanism for displaying the contents of a Moodle gradebook outside of the Moodle interface. UIT proposes to integrate MyUCLA's Gradebook with the Moodle gradebook in three phases. The first phase would ensure that intra-term grades entered into the Moodle gradebook are accessible to counselors via Counselor Desktop and to students via MyUCLA. Phase 2 will involve a more thorough integration to reverse the flow of data to Moodle and ensure accurate and secure transmission of any intra-term grades entered into MyUCLA's Gradebook

UCLA Library Moodle Widget

UCLA Library Moodle Widget is being developed to provide a contextualized library information source within Moodle courses. The goal of the UCLA Library Moodle Widget is to sharpen the focus of the resources particular to the course context. This means getting the most precise information resources for the course, closer to the students, and easily accessible.

Proposal to Enhance the CCLE Shared Moodle System

As the campus gains more experience with the use of Moodle to offer course management materials and the CCLE consortium receives increased feedback from faculty and student users, it has become clear that the interface of the current shared system should be redesigned to improve usability and increase user satisfaction. Social Sciences Computing (SSC) is proposing the creation, modification, or integration of several important improvements for the shared system. These improvements include:

- A control panel for common tasks, include a simplified file upload tool
- Simplify the "look" of class (course) pages
- Redesign of the CCLE Moodle home page (simple and intuitive means to search for their courses.)

CCLE Video Playback and Analysis

Digital Civic Learning requested funding to support the development of a video embedding and analysis tool for the CCLE. The tool will be an integrated Moodle plugin, available to students, instructors, and researchers through the UCLA's CCLE site, and designed from the ground up to be portable across Moodle deployments. The plugin is intended to allow instructors "one-click" embedding of online video using a consistent player interface. For instructors wanting a more interactive experience, the plugin will allow instructors to build video analysis in their course projects and assignments, and faculty and their assistants to code video material for research projects using existing Moodle database elements. Reports generated by the plugin will also be suitable for a wide variety of uses, from simply verifying which students viewed the assigned video, to more detailed sharing and exports of content analysis metadata or tags.

CCLE Moodle Course Readiness Camps

This proposal will help fund the first in what we hope will be a regular schedule of intensive CCLE Course Readiness Camps (CRCs) during summers and quarterly

intercessions. The purpose of the CRCs is to offer instructors who are completely new to CCLE some dedicated consulting support hours from proficient CCLE/Moodle instructional-design staff available through the Center for Digital Humanities (CDH) and Social Sciences Computing (SSC). The CCLE CRCs will serve as an “onboarding” program for *any* instructor in *any* opted-in unit needing help getting one or more course(s) onto CCLE/Moodle. Though staff will work out of CDH and SSC, they will work with any eligible instructor. Instructors will be eligible if (a) they are teaching the relevant courses in the coming academic year, and (b) they are from an opted-in unit but have not yet used either the shared or the local CCLE/Moodle systems for instruction.

Adding Audio Playback to the Hebrew E-Workbook

The Hebrew E-Workbook, the first project at UCLA to adapt the CCLE Moodle’s Quiz Tool, offers for the first time for the instruction of Hebrew as a foreign language a full year of systematic and intensive online teaching and practice of Hebrew grammar. Building on this improvement, a one-year project has been proposed to enhance the Hebrew E-Workbook through the addition of an audio playback feature, for developing student oral skills. This feature is available within Moodle, but has not been tested before at UCLA. An improved E-Workbook would benefit many Hebrew students and could serve as a model for other languages.

The proposals for these funded projects are open for review at:

http://ccle.ucla.edu/course/view/CCLE_Grants

Moving Forward

The next call for CCLE IDP proposals began on June 17, 2009, and will remain open until October 1, 2009.

8. Copyright and Licensing initiatives

CCLE Home and the UCLA Library hired Martin Brennan as the CCLE Copyright and Licensing Librarian in February of 2009. The Copyright Librarian’s central agenda is to deliver focused, customized group instruction and/or one-on-one consultation, to faculty and those assisting them in CCLE site development, on issues such as:

- Course Management Systems and Copyright
 - Rights and Responsibilities of Instructors and Students
 - Course Reserves, Coursepacks and other delivery options for materials licensed by the library
 - Explaining Public Domain
 - Determining Fair Use of Copyrighted Materials
 - Obtaining Permissions (when necessary)
- Protecting your own Copyrighted materials
 - UC Policies on Ownership of Faculty Work
 - Using Creative Commons licensing to share materials in a targeted manner

Within the library, the Copyright Librarian works with Digital Collections Services (DCS), under the direction of Sharon Farb, the Associate University Librarian for Collection Management and Scholarly Communication. DCS, in coordination with the UCLA Library's Scholarly Communication Steering Committee, plans and delivers targeted seminars, instruction and outreach to faculty, students and staff on topics such as:

- Course Management Systems and Copyright
- Faculty Rights as an Author / Understanding Your Publisher
- NIH Public Access Policy
- UC Policies on Ownership of Faculty Work
- Teaching Students about Copyright and Academic Integrity
- Patents, Software, and Open Source
- Using eScholarship to Store and Preserve Data, Published (or Unpublished) Research, and much more

Though such efforts are targeted to all groups regardless of opt-in to CCLE, the Copyright Librarian brings a CCLE focus and perspective to such efforts, and reiterates the value of his services and the rest of CCLE Home to those departments who opt-in to CCLE.

Outreach efforts have already included a handful of Faculty, Deans, and CCLE local support groups, and will systematically reach out to all Faculty from departments opted into CCLE. The teaching materials developed for this effort will also be added to the CCLE Help Site and the UCLA Library website

CCLE is currently coordinating with the UCLA library to post a general Copyright Notice, which will link on the footer of every CCLE page. Additionally, a more concise Copyright Warning will be integrated into all pages and forms related to uploading materials onto CCLE. This work should be completed by the end of June 2009.

As capabilities expand with future iterations of Moodle, more detailed tracking of Copyright status for individual documents, audio and visual files, and other learning objects should become possible. Key groups in CCLE, the UCLA Library, and Campus Counsel will coordinate to craft a metadata scheme and protocol that will help CCLE users track their copyright decisions down to the item level, which will lead to greater focus of outreach and training needs.

Additionally, these groups are systematically reviewing all conduits for the delivery of course materials, including the functionalities of CCLE itself, and other campus units that channel content through CCLE, including but not limited to:

- UCLA Library e-reserves
- Instructional Media Lab's streaming video service
- UCLA Music Library's streaming audio reserves

The goal of such examination of each of these delivery methods is to gain mastery of the full variety of delivery options available to Faculty through CCLE, and work with these external units to insure that Copyright and Licensing concerns are handled in an optimal manner whenever possible.

9. Assessing Student and Faculty Needs

One of the key design principles outlined in the original CCLE planning document (see “Implementing Infrastructure and Community: Planning the Next Phase of the UCLA Common Collaboration and Learning Environment”) laid particular emphasis upon the role that faculty and student experience must play in determining the direction of any common campus course management system if it is to be a success. The CCLE governance structure was urged to look to “faculty and student advisory groups” for this information in addition to a more “formal assessment” of the target populations. CCLE Home has taken the following steps toward the realization of this critical goal

Formation of Advisory Groups

Faculty: The CCLE Coordinator presented an overview of the CCLE project to the Faculty Committee on Educational Technology (FCET) in January of 2009 and requested that the FCET take the role of the CCLE Faculty Advisory group during the preliminary stages of this project. The FCET agreed to assume the role as defined by CCLE’s governance model.

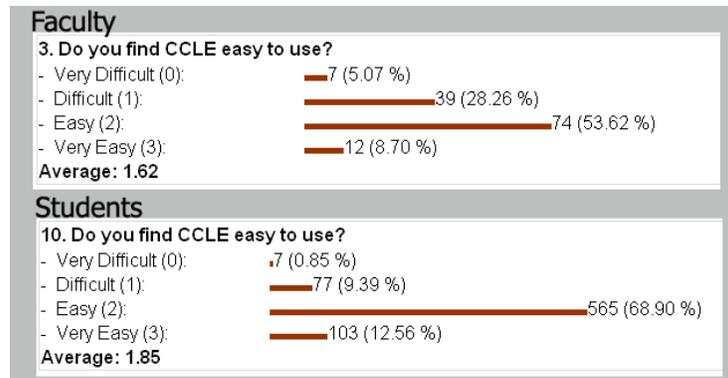
The group’s initial observations focused on improvements to the CCLE interface, the need for increased integration with other campus applications, the importance of further research into tools specific to collaboration and research, as well as suggestions for how the delivery of support materials could be made more effectively.

Student: In order to create effective and proactive student advisory groups, CCLE used the CCLE Student Survey to canvas UCLA students who had enrolled in at least one course administered by CCLE during the current academic year. In what was otherwise an anonymous survey students were asked to provide contact information if they were willing to participate in a follow-up focus group. Over fifty students volunteered. The way in which the feedback from these groups will be leveraged within the larger model of CCLE governance has yet to be determined, but at the very least their input will serve to validate or qualify the results garnered from the online surveys.

Implementation of Online Surveys

The type of formal assessment available through online surveys was another potential source of valuable information about “faculty and student experience and needs” identified in the CCLE planning document cited above. A small team comprised of the CCLE Support Coordinator and the Copyright and Licensing Librarian researched a variety of survey tools including one hosted by SurveyMonkey and another by MyUCLA. Ultimately the tool chosen was CCLE’s own recently activated Feedback module which offered the advantages of scalability and security.

Whenever possible the survey team used similar guidelines to inform the structure and content of the two surveys. For example, there were approximately the same ratio of multiple choice to open-text questions in each survey, and both had questions regarding the system’s usability, functionality and reliability (see example below).



Finally, drafts of the survey tools were distributed to the CCLE subgroups (S&PG and CIG, in particular) for feedback and final approval.

CCLE Student Survey Spring 2009

The CCLE Student Survey was launched on May 11, 2009, and closed on the last day of the spring term, June 12. During that five week period 820 students submitted survey results. Participants were asked to respond to 8 multiple-choice and 6 open text questions. A complete list of the text responses for each of the open-ended questions is available in Appendix B of this report.

Overview

Student responses to our user survey were generally favorable, though comments came in across the spectrum of complimentary to critical. In positive terms, greater than 90% of students appreciated having course materials available 24/7 through a centralized location, more than 80% found CCLE “easy to use,” and over 60% rated their overall experience with CCLE as “Good” or “Excellent.” Some representative positive comments:

- “I really like having the ability to access all of my materials on this interface, and I also love being able to interact with other students who are taking this course. It has proven most helpful!”
- “The CCLE is a very useful tool, especially when professors take full advantage of its potential. Being able to access course materials is a great advantage.”
- “Great feature that enhances the educational experience of students.”

In critical terms, a consistent theme emerged regarding students’ perceived misuse or underutilization of CCLE by the teaching faculty. Students want more faculty to use CCLE, and wants greater utilization by those who already use it. Encouraging further faculty buy-in to CCLE, more than 60% found it important or very important that their “courses at UCLA have the same interface and use the same tools.” Some sample comments:

- “CCLE is useful but it depends on how much the instructors got involved.”
- “Professors should post more information on CCLE and encourage students to discuss on CCLE too.”
- “I wish that more classes used CCLE!”

There was also much feedback on the functionality of the system, regarding login issues, problems with PDF downloading, and interface design issues, providing lots of suggestions for ongoing future development of the interface and its features. Additionally, a handful of perception problems emerged, suggesting CCLE could better market and explain its system and mission to students. Students perceived that they pay too much for the system, even though their fees do not support it, and very few knew what the acronym CCLE stand for. Moreover, this savvy community of web users retains high expectations for interface usability, and expects CCLE to keep up with the latest in interface design. Fortunately, a high number volunteered to participate in focus groups, which will allow us to leverage this interest and garner more input from students in further development over the coming year.

CCLE Faculty Survey Spring 2009

The CCLE Survey for faculty was available from May 18 through June 19. During that period over 138 instructors submitted survey results out of the 1609 who were invited to participate via email and a MyUCLA notification. Participants were asked to respond to 16 questions, four of which were open-ended. A complete list of the text responses for each of the open-ended questions is available in Appendix B of this report.

Overview

When asked for their feedback about CCLE, the response of UCLA’s diverse faculty was predictably mixed. While some were enthusiastic about the positive effects technology had on their classrooms, others were quick to point out the downside, with one instructor noting: “Students tend to write like they’re texting, which is not helpful in an English class.” A few even questioned the wisdom of relying on a CMS to deliver course materials when the usefulness of the system is “dependent on servers staying up.”

The majority, however, agreed on the value of having course materials accessible to both students and faculty from anywhere a network connection was available:

- “I really like having a central location where my students can find answers to questions, course material, other support materials (like image databases, URLs, etc.) ... My students can no longer complain that they couldn't find something or access materials.”
- “Availability to students at any time...allows me to revise syllabi and other course materials as needed.”
- “I can grade anywhere and everything is always in one place.”

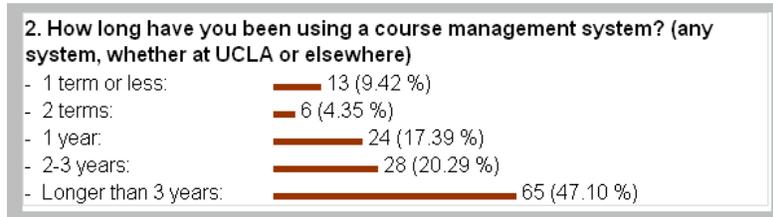
Cost savings – both tangible (“avoids costs of readers,” “it saves them [students] money”) and intangible (“reduces paper waste,” “cuts down on the use of paper,” “save on paper/trees”) was another common theme.

The feature most frequently criticized by faculty was the CCLE interface. Comments ranged from “Moodle is ugly!” to “the most atrocious examples of user interface design I have ever seen,” and “it seems to have been designed by techies with little to no thought about a clean, functional appearance.” When asked what feature should be considered a priority for CCLE in the near future, one respondent suggested “get a GUI designer” and another that “developers...take design courses.” There were some, however, who expressed interest in taking a proactive approach:

“A new interface design using focus groups for testing. And, blind testing by new users. What this means is, turn a few users loose on the interface and see what they tell you: where are they confused? What didn't work as THEY expected it to work.”

Interesting finds:

- When asked to name the “most significant advantages of using CCLE,” over a third of the respondents specifically praised the “site organization” and overall “ease of use.” When asked to name the “most significant *disadvantages* of using CCLE,” a similar number of respondents complained about the “poor organization” and the “level of technology” needed to use the system.
- Over half of the faculty respondents rated their skill level with CCLE course tools as “intermediate” or “expert” and expressed no desire to be trained on how to better use CCLE.
- 85% of the survey participants have at least one full year’s of experience using course management tools (see below)



Conclusion

Clearly a common theme in the feedback received from advisory groups and survey participants is that the user interface needs to be improved. As a first step in rectifying this problem CCLE will create a User Interface subgroup to serve as a taskforce responsible for improving this area of the system. We hope to recruit new qualified campus collaborators who are experienced in graphic design and information architecture. If this talent cannot be found on campus, S&PG will evaluate options for issuing an RFP for these services. Of equal importance will be securing the active input of our focus groups (faculty and student) during the development and testing phases of the new interface.

10. Requirements Gathering and Planning

Everyone involved in CCLE recognizes that there are many aspects of the service that require additional development and improvement. Modern information technology services must evolve or become irrelevant. This is true for CCLE and Moodle; they must change and grow to meet the ever expanding needs of users. Because of this CCLE must engage in a regular planning process.

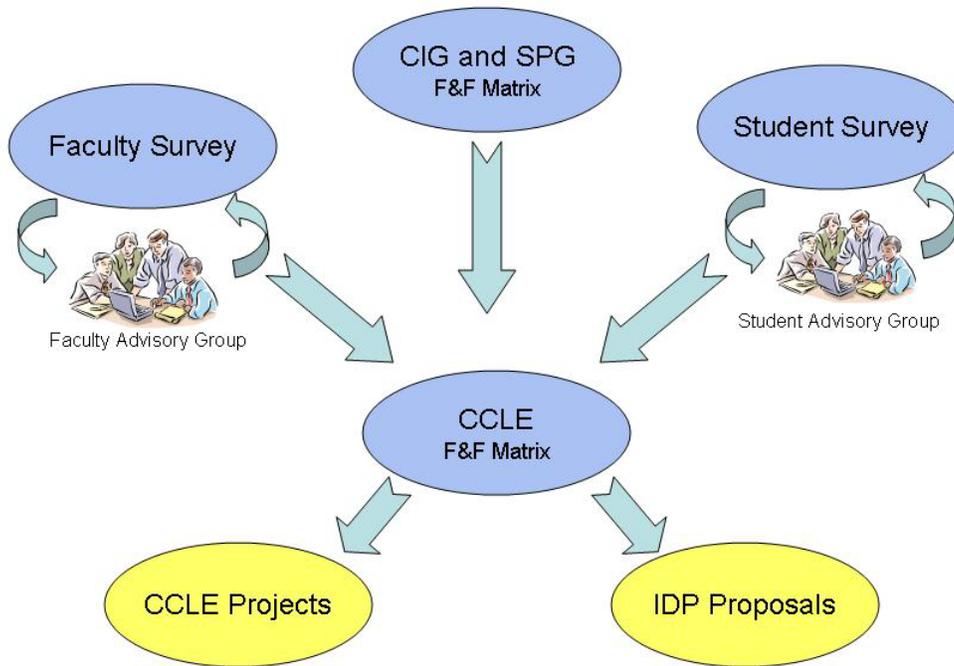
CCLE is taking a three-pronged approach to requirements gathering which will consist of eliciting feedback from representatives of the CCLE Governance Structure (members of the Common Interest Group and the Standards and Practices Group) as well as the faculty and students who have used the CCLE Shared System.

Over the past 6 months CIG identified requirements that they viewed as most important in order to make CCLE “ready for prime time” for the entire campus. These requirements were mapped into a “Features and Functionality Matrix” which placed items into one of sixteen major feature and functionality categories. The “Features and Functionality Matrix” is a 2-3 year planning tool used to prioritize and group tasks that can then be turned into phased projects for CCLE. Some of these tasks are already in progress. It can also be used by the IDP committee when assessing the relative value of future IDP proposals [as a “needs” tool for the IDP committee when evaluating future IDP proposals.]

CIG and S&PG have been asked to assign a “value” rating to each item. The CCLE Developers group has reviewed the matrix and assigned a level of technical difficulty to each item in the matrix. These results will be aggregated and presented to CIG and S&PG in July 2009.

The other two “prongs” are represented by the quantitative and qualitative input received from the student and faculty surveys previously discussed in this report. In fall 2009 the results of the faculty survey will be reviewed by FCET, the acting CCLE Faculty Advisory Group. Students that volunteered in the student survey will serve as the Student Advisory Group and will be asked to review and comment on the results of the CCLE Student Survey

The results of faculty and student input will be overlaid with the “Features and Functionality Matrix,” to identify areas of agreement and divergence with regard to “value.” This information will inform scheduling and prioritizations of work as CCLE moves forward. It is anticipated that a reassessment of requirements will be done on an annual basis so that we can fine-tune our direction and concentration of resources.



11. Long Term Funding Models

The projected CCLF budget for 2009-10 is roughly \$900,000.00. What is not represented in this number is the in-kind contribution of staff across all units. An estimate of this value is presented in the original 5 year cost analysis. We believe it would be very difficult to derive an accurate measure of contributed cost assigned directly to CCLF. The amount of effort would result in little value and would contain many assumptions that would be difficult to verify.

UCLA faces difficult economic times during which many important funding decisions will have to be made. Among these decisions will be how to fund CCLF over the long term.

The fiscal year 2009-10 CCLF budget is funded by CITI funds, IEI funds and carry-over from previous years. Bridge funding is likely to be required in the following fiscal year as a funding model is developed and implemented. The first step in developing a long term funding model was the CCLF business plan delivered to CITI in March 2009. Since then discussion of funding invariably ends up in debates over “fairness” and “individual needs verse the greater good.” Some of the points of agreement that have been heard in discussions thus far included:

- The bulk of CCLE should be paid for out of a larger campus fee. Funding sources that have been discussed include:
 - TIF - captures instructional users as well as research collaborators
 - IEI - primarily College instructional users
 - A new “UC Technology Fee”
- If all or part of CCLE is paid for out of a larger campus fee then all units would indirectly pay, even if they choose to use a different CMS.
- Academic and research users should be willing to pay at least some baseline fee for the system.

Years of work, team building and establishment of trust relationships across campus have gone into making CCLE what it is today. CCLE now directly supports and is integral to education here at UCLA. CCLE is a model for long term cost savings and campus IT efficiency accomplished through the focusing of resources on a common platform coupled with a layered IT services model based upon collaboration. Long term funding sources will need to be identified and secured.

**CCLE ANNUAL REPORT
2008-2009**

APPENDICES

Appendix A

Plan for scaling the CCLE shared campus system

Estimated on 2/5/2009

- Assumptions:**
- 1) As we need to scale we will cluster webservers
 - 2) We will use 10 Gig network cards to boost performance as needed
 - 3) We may invest in DBArtisan to do performance tuning on the database as needed
 - 4) Upper boundaries of courses & students are hit in 2012

Cost assumptions:						
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Cost assumptions:	Dedicated Tape Backup system	\$15,000				
	Estimated Server price	\$10,000				
	Blue Arc TB	\$1,500				
	10 GIG Network Cards	\$4,000				
# of courses	1534	2393	3733	5824	5824	
# of collab sites supporting	300	390	507	659	857	
Total # of sites supporting	1834	2783	4240	6483	6681	
# of Enrolled Students	17,676	23,930	42,401	42,401	42,401	
Average Unique Logins per day	3,535	4,786	8,480	8,480	8,480	

		Parameters to change:	
Average # of Students/course		10	
Rate collab sites increase		30%	
Rate courses increase		56%	
Ratio of unique logins per day		20%	

HARDWARE COSTS											
		#	NEW Costs								
PROD SYSTEM	UPS	1	\$2,600	0	\$0	0	\$0	0	\$0	1	2600
	Webserver(s)	0	\$0	1	\$10,000	1	\$10,000	1	\$10,000	1	\$10,000
	database & replication db	2	\$20,000	0	\$0	0	\$0	0	\$0	2	\$20,000
	10 Gig Network Cards per svr	0	\$0	4	\$16,000	0	\$0	0	\$0	0	\$0
	Blue Arc as FileServer	1	\$1,500	2	\$3,000	2	\$3,000	2	\$3,000	2	\$3,000
	Near line - Blue Arc	1	\$1,500	2	\$3,000	2	\$3,000	2	\$3,000	2	\$3,000
	Dedicated Tape Backup	1	\$15,000	0	\$0	0	\$0	0	\$0	0	\$0
ARCHIVE	Moodle/MySql/Apache Linux	0	\$0	1	\$10,000	0	\$0	0	\$0	0	\$0
DEV / TEST	Moodle/MySql/Apache Linux	0	\$0	0	\$0	1	\$10,000	0	\$0	0	\$0
STAGE	Moodle/MySql/Apache Linux	0	\$0	0	\$0	1	\$10,000	0	\$0	0	\$0
SVN SYSTEM	Use the current SAN	0	\$0	0	\$0	0	\$0	0	\$0	1	\$10,000
TOTAL HW Estimates:			\$40,600		\$42,000		\$36,000		\$16,000		\$48,600
SOFTWARE COSTS											
JIRA	Enterprise Edition	1	\$600	1	\$600	1	\$600	1	\$600	1	\$600
Linux	Red hat enterprise edition	9	\$540	9	\$540	9	\$540	9	\$540	9	\$540
MYSQL Enterprise	Enterprise edition unlimited (40K)							1	\$40,000		
DB Artisan	A tool got DB performance tuning				\$2,500						
TOTAL SW Estimates:			\$1,140		\$3,640		\$1,140		\$41,140		\$1,140
Projected costs Total:			\$41,740		\$45,640		\$37,140		\$57,140		\$49,740

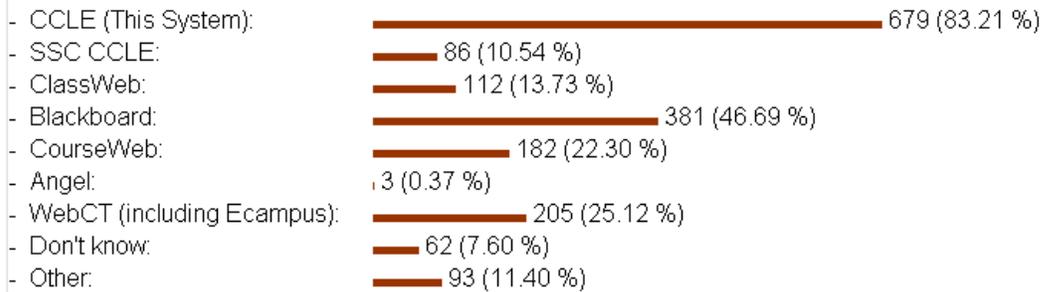
Appendix B

CCLE Faculty and Student Surveys

CCLE Student Survey

Participants were asked to respond to 8 multiple-choice and 5 open text questions. See below for the answers to the quantitative questions and a brief summary of the text responses. A list of all comments is available on the CCLE Subgroups page under CIG, working documents: <http://ccle.ucla.edu/mod/resource/view.php?id=79061>. (Please note: this document is very large so it may take a few minutes to load.)

1. Which course management systems (if any) have you used to access course materials? (select all that apply)

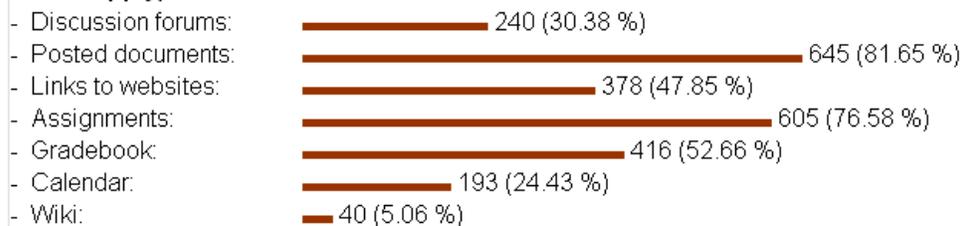


2. How important is it to you that all your courses at UCLA have the same interface and use the same tools?



Average: 1.66

3. Which of the following CCLE activities or tools do you find most useful in your courses? (select all that apply)



4. How would you describe your overall expertise or skill in using CCLE course tools?



5. Please add any comments on CCLE activities/tools

(198 Total Responses)

- Technical / Interface: 54
- Comments on specific tools: 43
- Faculty are underutilizing and/or misusing their CCLE sites: 31
- PDFs and Documents: 19
- Login issues: 12
- We pay too much for CCLE: 7

6. Overall, what are the most significant advantages of using CCLE to access course materials?

(388 Total Responses)

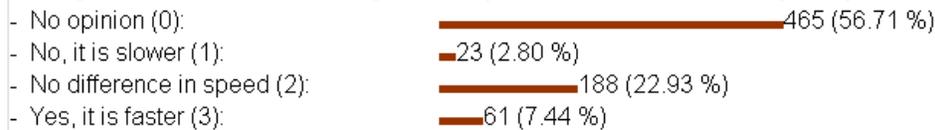
- 24/7 access: 178
- Course Materials: 142
- Convenience: 87
- Specific Tools: 36
- Design/Organization: 23
- Syllabus: 19
- Good for the Environment: 18
- Improved Communication: 15
- Cheaper than print: 9

7. Overall, what are the most significant drawbacks of using CCLE to access course materials?

(374 Total Comments)

- Professors don't use / misuse: 75
- Flaws in the Interface: 75
- No drawbacks: 52
- Login Issues: 48
- PDF issues: 38
- Various Tech Issues: 32
- Too slow: 24
- System Instability: 23
- Cost Issues: 20
- Specific Tools: 20
- Inconsistency between sites: 15
- Access restricted: 10

8. Do you think that the CCLE system responds faster now than in past quarters?

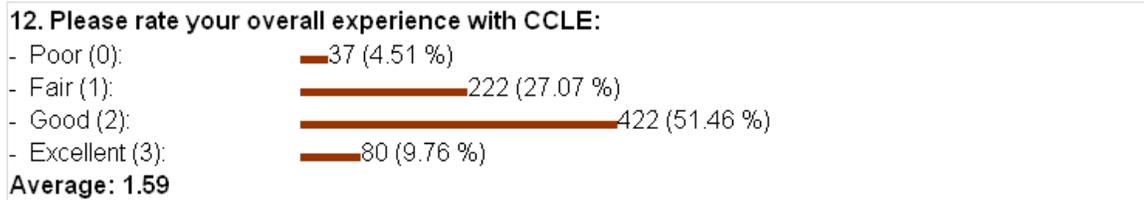
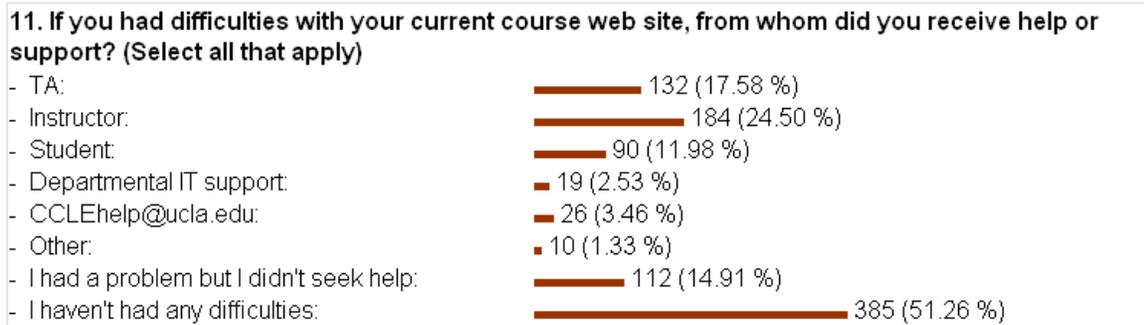
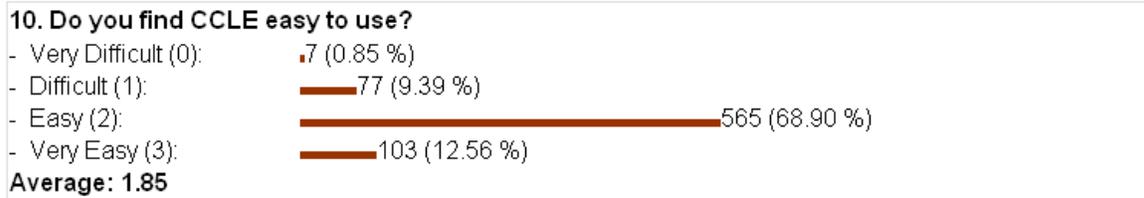


Average: 0.71

9. Please add any comments about the CCLE system's speed and reliability.

(204 Total Responses)

- Positive: 89
- Mixed: 53
- Negative: 35
- PDF issues: 15
- Login issues: 15
- Slow at peak usage times: 9
- Don't Know: 7



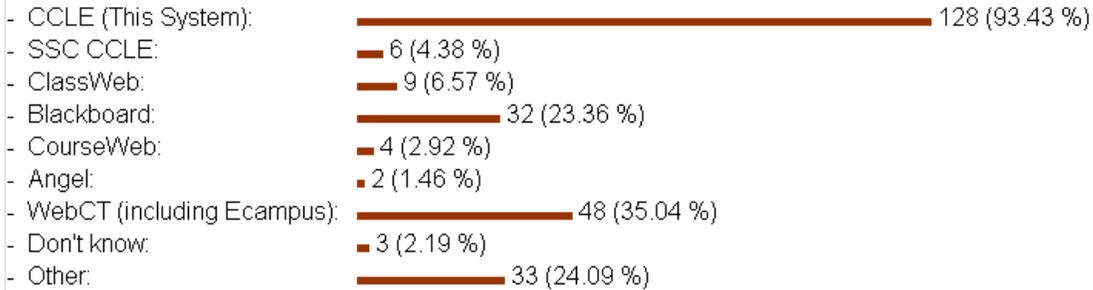
13. Without looking elsewhere for the answer, tell us: What does CCLE stand for?
(478 Total Responses)

- Don't know: 195
- Half right / Good guesses: 136
- Common Collaboration and Learning Environment: 72
- Common *Collaborative* Learning Environment: 19
- Not even close: 42
- Jokes: 11
- Commentary: 8

CCLE Faculty Survey

Participants were asked to respond to 16 questions, four of which were open-ended. See below for the answers to the quantitative questions and a brief summary of the text responses. A list of all comments is available on the CCLE Subgroups page under CIG, working documents: <http://ccle.ucla.edu/mod/resource/view.php?id=79075>.

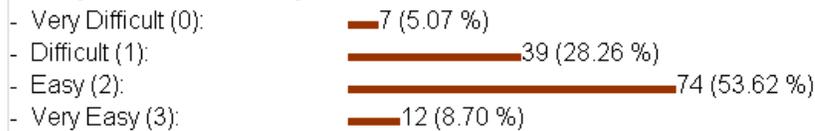
1. Which course management systems have you used to deliver course materials? (select all that apply)



2. How long have you been using a course management system? (any system, whether at UCLA or elsewhere)



3. Do you find CCLE easy to use?



Average: 1.62

4. How would you describe your overall expertise or skill in using CCLE course tools?



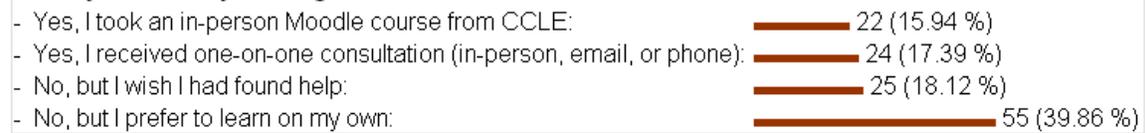
5. How many hours of work did it take to reach that level of proficiency?

30 min	1hr	2hrs	2.5hrs	3hrs	4hrs	5hrs	6hrs	8hrs	10hrs	12hrs	15hrs	20hrs	25hrs	40hrs	50hrs	100hrs
1	21	17	1	15	4	19	5	1	12	3	1	13	1	3	1	4

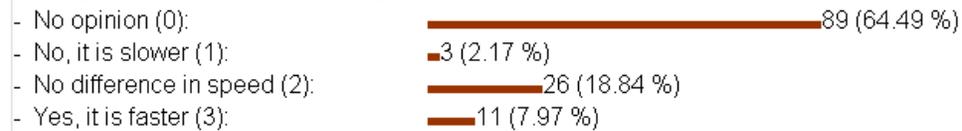
Average: 9.53*

*Both the lowest number "0" and the highest "9,999,999,999.00"

6. Did you take any training in CCLE?



7. Do you think that the CCLE system responds faster now than in past quarters?



Average: 0.64

8. How frequently do you expect your students to use (login to) your CCLE course site?



9. Overall, what are the most significant advantages of using CCLE to deliver course material?

(117 Total Responses)

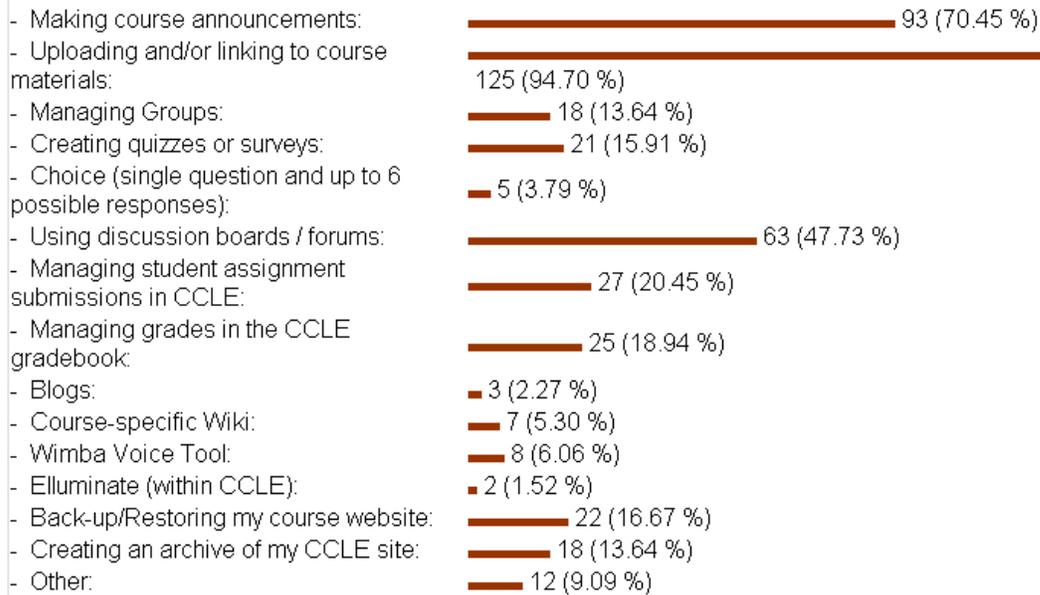
- General usability: 46
- Accessibility (course materials in one place): 25
- Facilitates communication: 7
- Cost savings: 6

10. Overall, what are the most significant drawbacks of using CCLE to deliver course material?

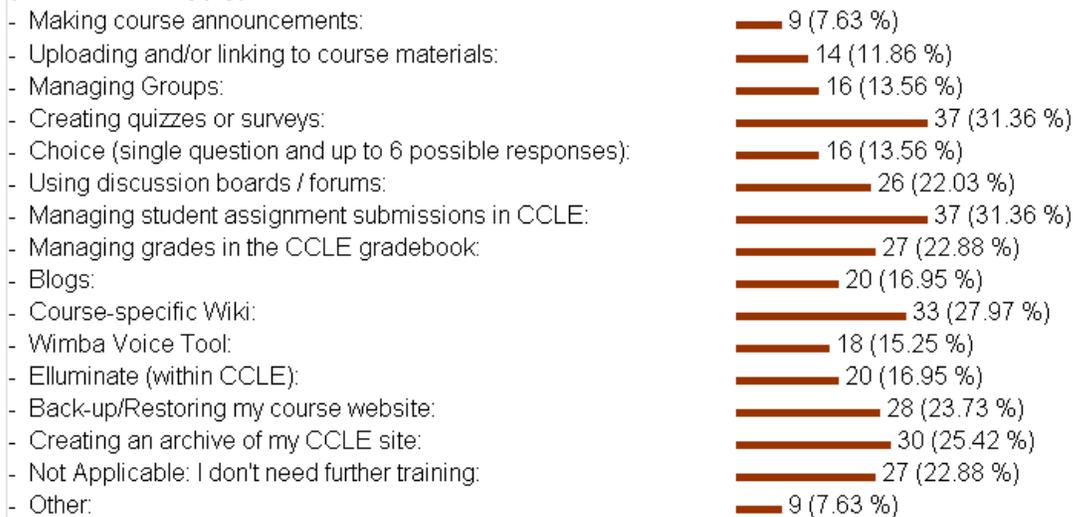
(120 Total Responses)

- General Usability: 21
- Integration with other applications: 3
- Interface/Design: 35
- Application Functionality: 21
- System Functionality and Accessibility: 18
- Support: 4
- Misc: 6

11. What CCLE activities / tools do you already use?



12. Please indicate in which of the following areas you would be interested in receiving training (select all that apply):

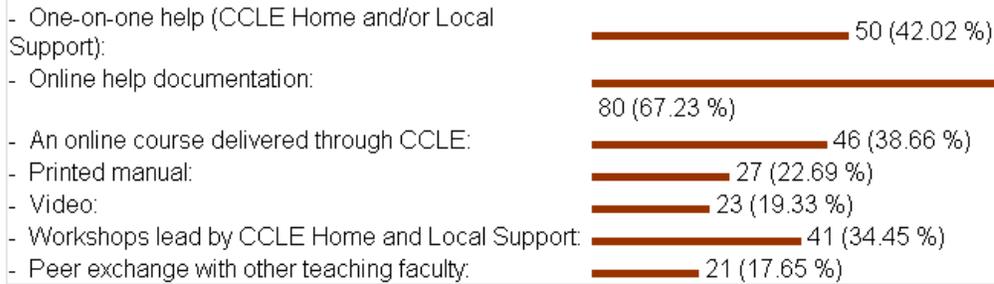


13. Please indicate the areas in which you would be interested in receiving additional training.

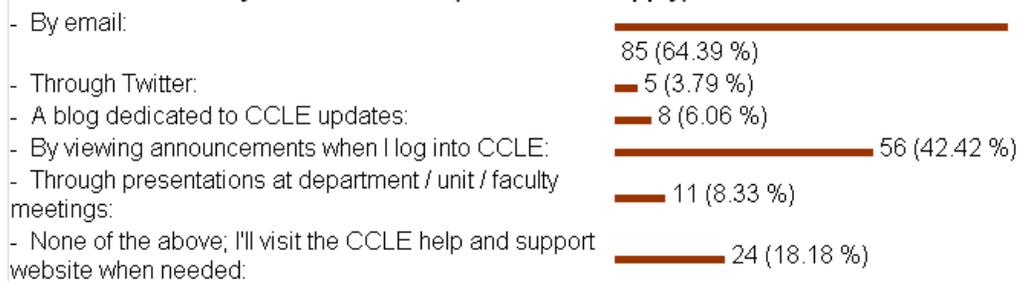
(12 Total Responses)

- Not interested in training: 4
- Would like training in basic features: 2
- Would like training in advanced features: 4

14. Please select how you would like to receive help using CCLE course tools (select all that apply)



15. How would you like to receive information about CCLE updates including features enhancement and system downtime? (select all that apply)



16. Please identify one or two features or capabilities you'd like to see incorporated into CCLE in the near future.

(61 Total Responses—duplications removed)

- Integration with other applications: 9
- Interface/Design: 18
- Application Functionality: 26
- System Functionality and Accessibility: 7
- Support: 3

Appendix C

CCLE Subgroups Membership Lists

Standards and Practice Group (S&PG)

Julie Austin - SEAS
Martin Brennan - Library
Eric Chang – Extension
Tito Deveyra – TFT
Scott Dicks - Nursing
Curtis Fornadley – CCLE Home
Bill Jepsen – Arts
Lisa Kemp Jones - Library
Max Kopelevich – Physical Sciences
Peter Kovaric - GSEIS
Kumar - Management

Michelle Lew - OID
Larry Loeher - OID
Ed Nakashima – Public Health
Tom Phelan - SSC
Salman Quazi – Law
Anju Relan – Medical School
Vincent Riggs – Public Affairs
Rose Rocchio - ATS
Annelie Rugg – CDH
Mary Tawfall – Dentistry

Common Interest Group (CIG)

Julie Austin, SEAS
Martin Brennan, Library
Bob Cargill, CDH
Annelie Chapman, CDH
Scott Dicks, Nursing
Curtis Fornadley, CCLE
Deborah Kearney, CCLE

Peter Kovaric, GSEIS
Kumar, Management
Michelle Lew, OID
Vincent Riggs, Public Affairs
Rose Rocchio, ATS
Caroline Tam, SSC
Nick Thompson, CCLE

System Operations Group (Sys Ops)

Eric Bollens, ATS
Julie Chen, SSC
Curtis Fornadley, CCLE
Joseph Lierl, ATS

Paul Philabaum, Arts
Rose Rocchio, ATS/OIT
Ed Sakabu, ATS
Nick Thompson, CCLE

Developers Group (DEV)

Eric Bollens, ATS
Harsh Desai, CDH
Scott Dicks, Nursing
Curtis Fornadley, CCLE

Mike Franks, SSC
Ed Sakabu, ATS
Nir Shemer, Nursing
Nick Thompson, CCLE

Functionality and Support Groups

Elaine Blakeman, OID
Martin Brennan, CCLE/Library
Bob Cargill, CDH
Scott Dicks, Nursing
Travis Garrett, Public Health
Deborah Kearney, CCLE

Mauro Leonardo, Astro&Physics
Ted Liu, CDH
Nurit Meir, Management
Paul Phillabaum, Arts
Nir Shemer, Nursing
Caroline Tam, SSC