



RUTGERS

# Learning Management Systems

Transition to Canvas  
Steering Committee Kickoff  
March 12th, 2019

# Rutgers Learning Management Systems (LMS)

**Sakai (2004)** – LMS in use by roughly 60% of University (most of NB and Camden). Estimated 20,000 courses. Also heavily used for project sites.

**Moodle (2011)** – LMS for most RBHS programs. Estimated 5000 courses.

Blackboard

**Blackboard (2002)** – Predominantly used in Rutgers-Newark. Roughly 8,000 courses.

Canvas

**Canvas (2016)** – Introduced in 2016 as the replacement for Pearson eCollege. Approx 9,000 courses.

eCollege

**eCollege** – LMS for online managed programs and some residential courses. Replaced by Canvas.

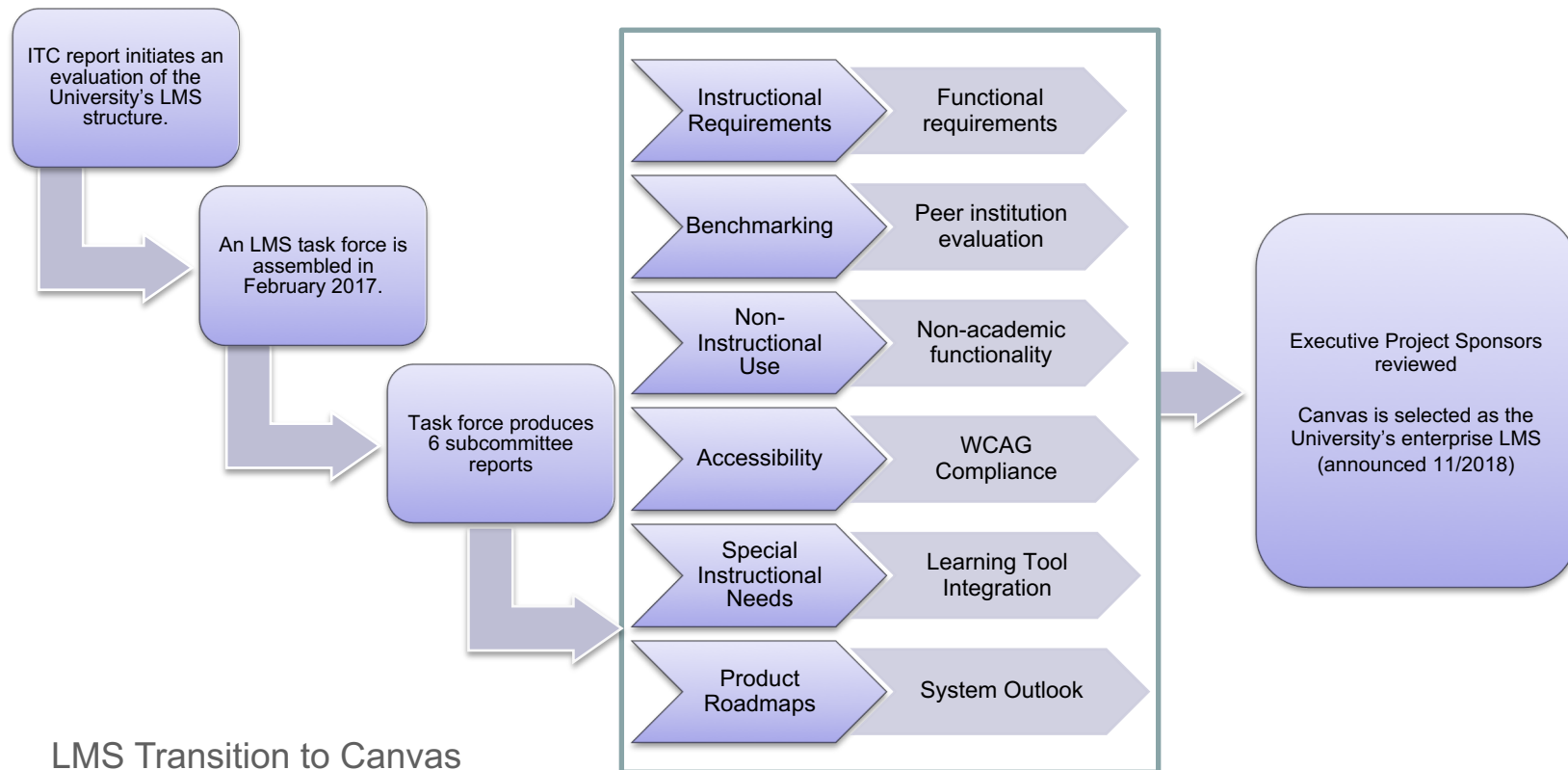
Others

**Others** – Specialized, in-house developed

Online learning  
?  
?  
?



# LMS Selection Process



# Canvas Benefits

## For Students

- **Single unified LMS** - Improves the learning experience for students by reducing number of systems to use.
- **Clean interface** - Responsive design that works well on different screen sizes, and also offers native mobile applications.
- **Grade forecasting** - Students can include hypothetical grades and view their final grade percentage throughout the term.
- **Simplified collaboration** - Proactive approach to group work, sharing documents and hosting discussions all within the LMS.

## For Instructors

- **Peer Review** - Enabled for any assignment which allows for anonymous or non-anonymous peer reviews.
- **Improved Feedback** - Rubrics makes the grading process fast and easy, while clarifying grading criteria for students and Instructors. Helps ensure Instructor grading neutrality, consistency, and focus.
- **Easier building experience** - Easy to navigate, courses built easily and consistently allowing the content to be the focus.
- **SpeedGrader** - Grading assignments made easier, enabling instructors to give students more thorough and efficient feedback.

## For The University

- **Best of Breed platform** - Canvas is the fastest growing LMS on the market, 12/14 B1G schools have adopted or are seriously considering.
- **Peer School Collaborations** - Leverage relationships with peer institutions, collaborate on Canvas improvements and solutions
- **Constant Improvements** - Follows the agile development cycle, which means bugs get fixed faster and new features are introduced regularly.
- **Improved Reporting** - Canvas includes better reporting (by school, by department) and basic analytics.

# Transitioning to Canvas – Project Objectives

## Governance and Policy

- Develop guidelines on use of Canvas and other learning technologies.
- Develop a project governance structure with representation from across the University
- Develop best practices and common controls for Course provisioning and development.

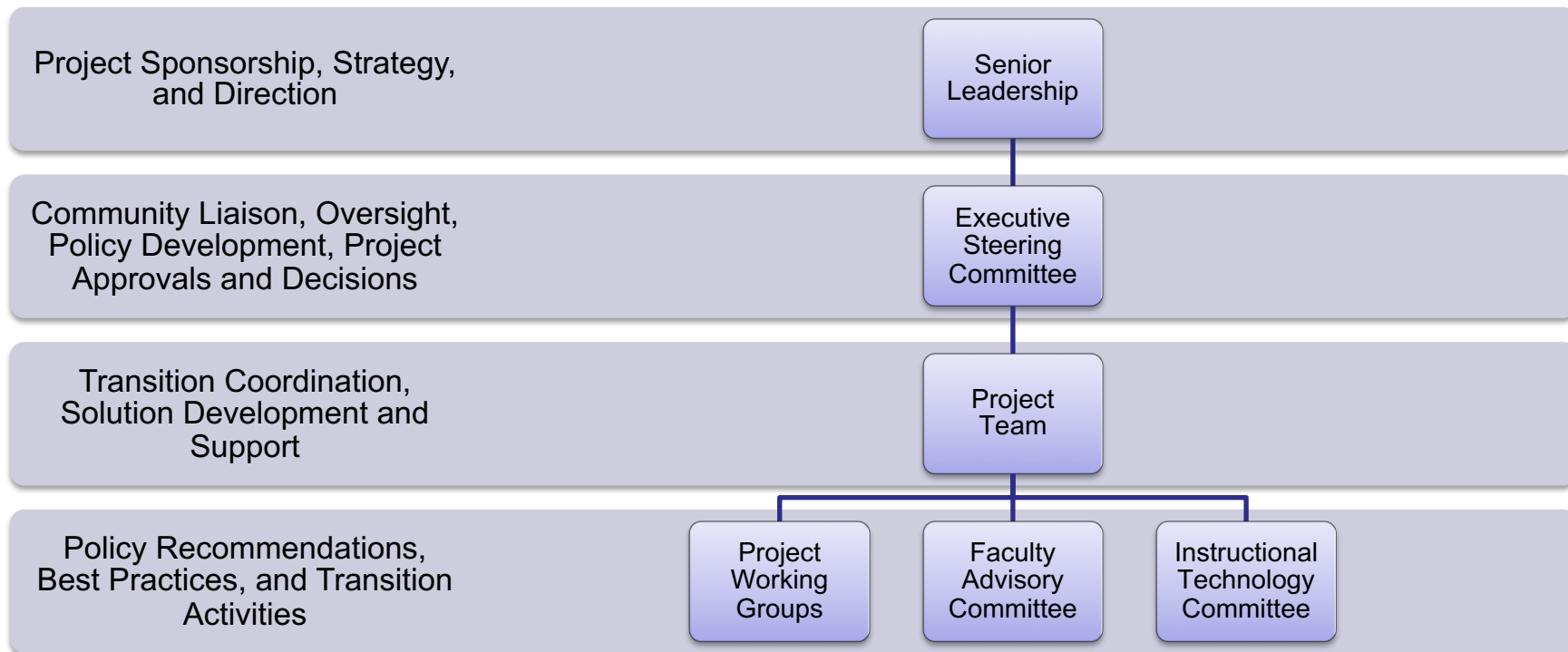
## Migration Support

- Complete an audit of non-academic project-based sites in legacy LMS.
- Provide the expertise, training and support resources necessary to migrate existing courses to Canvas
- Strengthen systems support structure by transitioning development and administration of Canvas from DoCS to OIT-EAS.
- Develop and provide a solution for non-academic content to be migrated from legacy LMS
- Perform gap analysis between legacy LMSs and Canvas to identify additional functionality needs.
- Identify all non-academic legacy LMS use cases and determine alternative solutions.

## Maintain Intellectual Capital

- Preserve, audit and migrate at least two calendar years-worth of course content from legacy LMS to Canvas where required
- Archive five years-worth of student interaction data from legacy LMS.

# Transitioning to Canvas – Project Governance



# Project Communications



## Anticipated Communications Topics

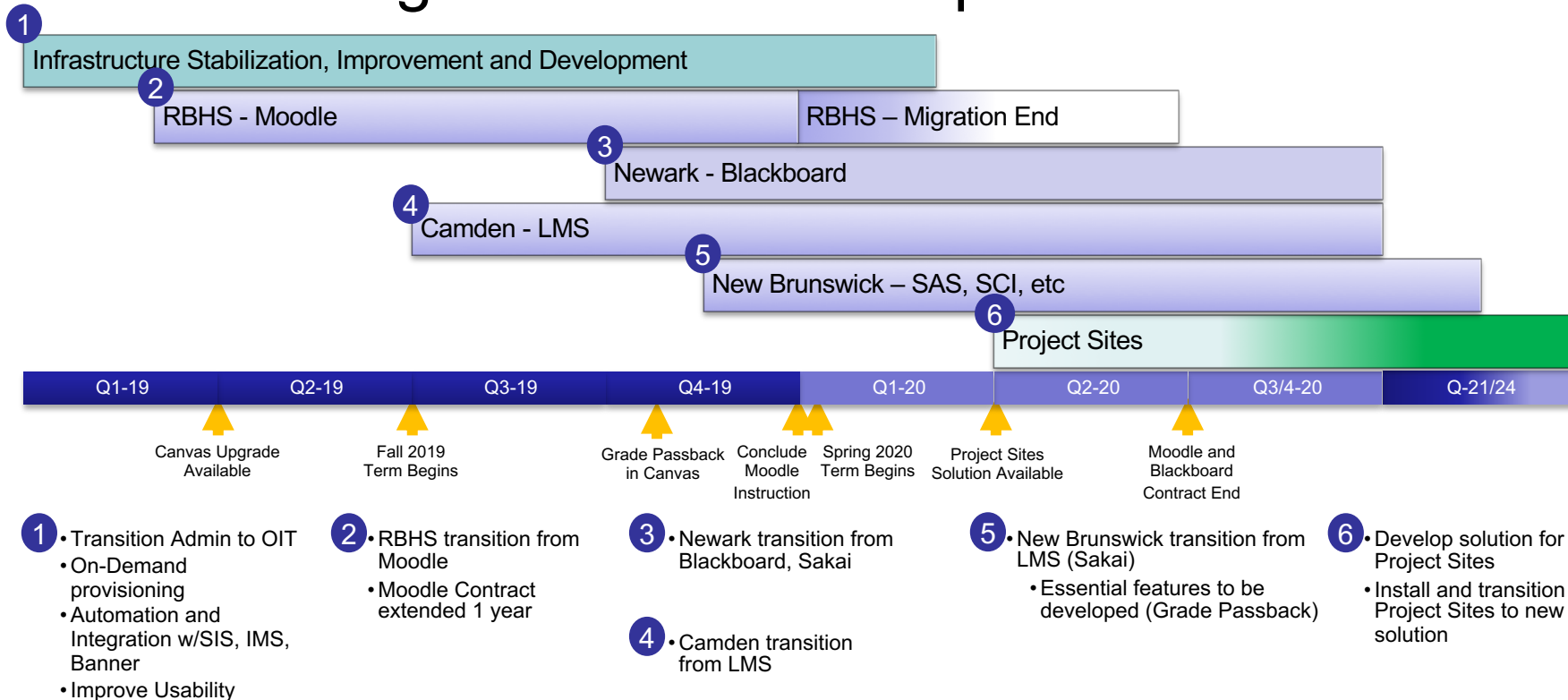
- ✓ LMS Selection
- ✓ Canvas Availability
  - Migration Progress and Status
  - Education and Training Availability
- ✓ Transition Support
  - Old LMS Decommissioning
  - Project Sites Solution(s)
  - New Function Developments and Deployment

# Transition Guidelines

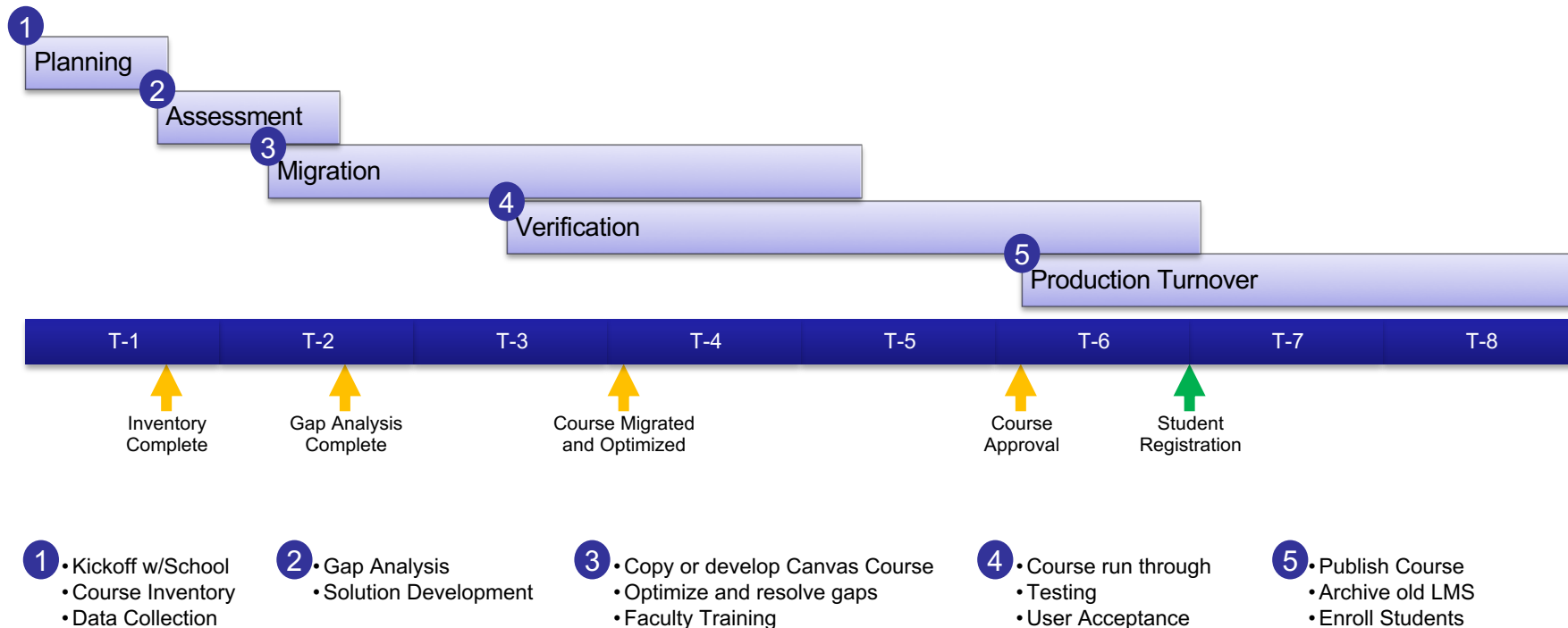
- Transition priorities will be based on
  1. LMS contract termination dates
  2. Academic vs non-academic courses
  3. Academic calendars and unit-specific terms (Fall 2019, Spring 2020, etc.)
  4. Availability of transition resources
  5. Number of courses
  6. Project sites (after alternative solutions are identified and implemented)
- Initial efforts per migration unit will target Term+1, then current Term



# Transitioning To Canvas – Proposed Overall Plan



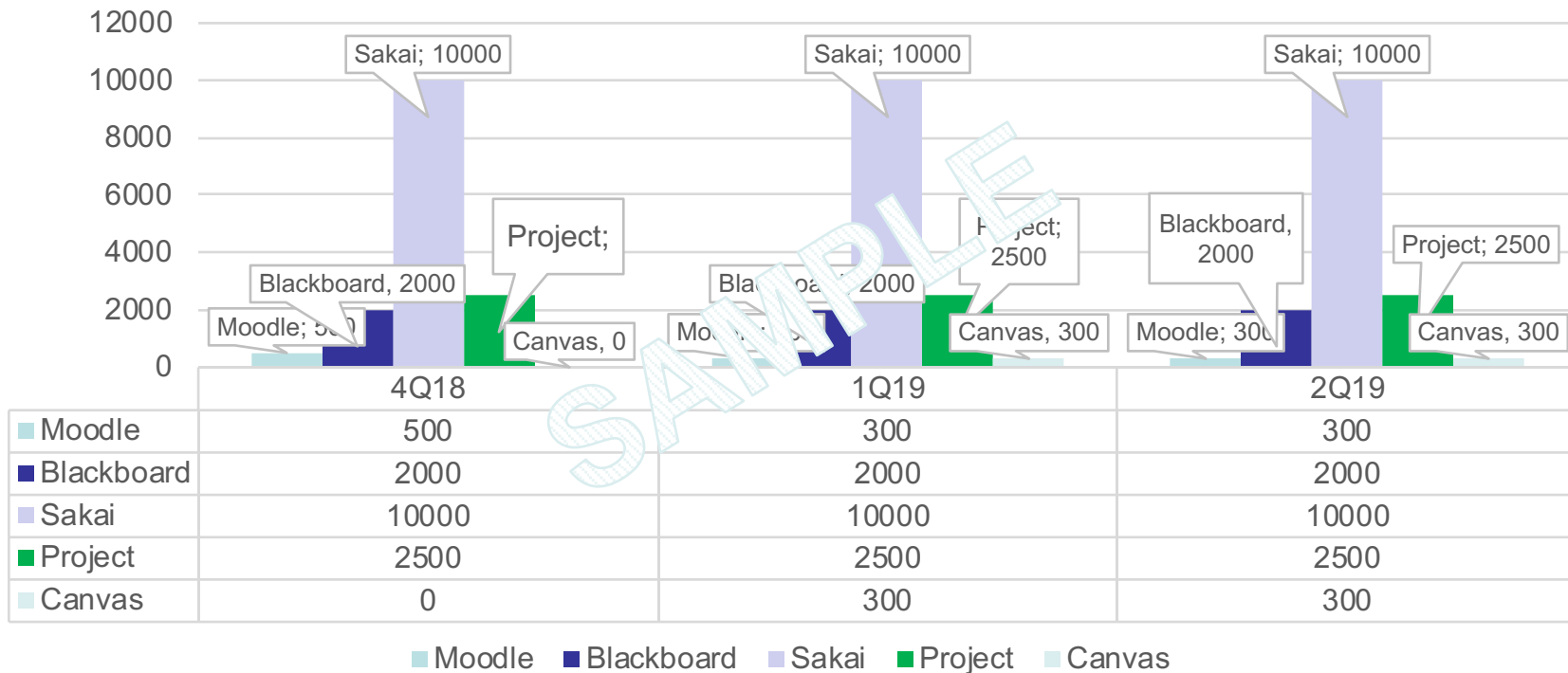
# Transitioning To Canvas - Course Migration Timeline / Process



# Project Status – By Transition Unit

		Planning		Assessment		Migration		Verification		Production		Comments
RBHS		%	Date	%	Date	%	Date	%	Date	%	Date	
	RSDM	100%	1/15/19	100%	2/4/19	50%	9/30/19				12/31/19	
	SPH											
	RWJMS											
	NJMS											
	UBHC											
	SN											
	CINJ											
Camden												
	Sakai											
	Blackboard											
Newark												
	Blackboard											
	Sakai											
New Brunswick												
	Sakai											
	Others											

# Project Status – Courses Identified; By LMS



# Challenges and Constraints

Solution for “project sites”	<ul style="list-style-type: none"><li>• Users can continue to utilize legacy LMSs for non-academic use until further notice.</li><li>• A use case matrix is in development to identify solutions for projects sites.</li><li>• Steering Committee and Project Teams will work to fill gaps via development or procurement of new solutions.</li><li>• There are over 25000 project sites on Sakai. An audit will be conducted to determine appropriate course of action.</li></ul>
Blackboard and Moodle Contractual Terms	<ul style="list-style-type: none"><li>• Moodle Contract expires in June 2019. A one year extension has been negotiated, however, instruction offered through Moodle should be concluded by December 31, 2019</li><li>• Blackboard contract is set to expire on June 30<sup>th</sup>, 2020</li></ul>
Term start and end dates	<ul style="list-style-type: none"><li>• Activities and tasks need to be completed prior to term start and end dates</li><li>• Contingency plans will be required</li></ul>
Availability of ID/IT resources to support transitions	<ul style="list-style-type: none"><li>• Seven migration support specialists (1-year contracts) will be hired and assigned to the Moodle migration first, before assisting with migrations from Blackboard and Sakai. Funding for these initial positions will come from online course fee revenue, but may require additional funding as the project moves forward.</li><li>• Instructional Designers are required for “white-gloving” or ensuring the course content was migrated correctly, that the course is in teachable condition, and improving the pedagogical use of Canvas tools if necessary.</li></ul>
Migration Strategies and Cost	<ul style="list-style-type: none"><li>• Weighing the pros and cons of migration approaches both at the enterprise and local academic unit levels.</li><li>• Developing cost estimates, project budgets, and ongoing costs associated with LMS and learning technologies.</li></ul>

# Key Project Risks and Issues

Risk / Issue	Impact	Plan
Need of guidelines on use of LMS for non-academic scenarios	<p>The need of established guidelines on the use of LMS for non-academic student use cases (demographically based sites, student groups, etc.) could negatively impact the student experience</p> <p>The need of guidelines creates risks around what new solutions will or won't be needed for non-instructional project sites.</p>	Establish a Committee comprised of Faculty, Staff, Stakeholders and IT to develop guidelines and policies on the use of LMS
Need of Project Sites Solution	Approx 25,000 project sites are on Sakai.	<ul style="list-style-type: none"><li>• Users can continue to utilize legacy LMSs for non-academic use until further notice.</li><li>• A use case matrix is in development to identify solutions for projects sites.</li><li>• Steering Committee and Project Teams will work to fill gaps via development or procurement of new solutions.</li></ul>
A streamlined help desk support model would improve customer experience.	Current help desk process is a direct handoff from OIT help desk to the LMS help desk	A coordinated optimization effort should be initiated with the Rutgers Service Management Office and the two help desks.

# Key Project Risks and Issues cont.

Risk / Issue	Impact	Plan
Sakai GradeBook passback functionality to Rutgers SIS is not available in Canvas	The lack of GradeBook passback functionality in Canvas would require a manual workaround	A development effort has been identified to provide the necessary functionality in Canvas, however, target date for completion is 4Q19. Thus Sakai migrations will be deferred until available.
Sakai migration pathways are typically inefficient	<p>Migration of Sakai content mired with issues that lead to course content to be misplaced, scrambled or not migrated at all.</p> <p>Availability of existing resources will be insufficient to meet deadlines</p>	<p>Investigate alternative methods for migration:</p> <ul style="list-style-type: none"><li>• Work with Unizin/BTAA/Instructure on a migration tool</li><li>• Engage and work with an experienced migration vendor service</li><li>• Hire additional instructional designers to handle lengthy (5-40 hours/course) white-glove migration</li></ul>
Guidelines on course provisioning	Related to guidelines on LMS use, uncontrolled provisioning may lead to unintended uses	<p>Task committee to recommend guidelines</p> <ul style="list-style-type: none"><li>• Scheduling/Registration generated</li><li>• On-Demand</li><li>• User-Requested</li></ul>

# Outstanding Decisions

Decision	Impact	Recommendation
Need of guidelines on use of LMS for non-academic scenarios	<p>The need of established guidelines on the use of LMS for non-academic student use cases (demographically based sites, student groups, etc.) could negatively impact the student experience</p> <p>The need of guidelines creates risks around what new solutions will or won't be needed for non-instructional project sites.</p>	<p>Guidelines to be developed by working teams and should be recommended by the SC and be submitted for policy development.</p> <p>Guidelines should be developed around “use cases” such as academic courses, user training, student-oriented administrative sites, student groups, etc. to ensure all potential uses are covered under future policy. Cutover dates for Legacy LMS project sites and current Canvas project sites dates need to align with this effect</p>
Solution for “Project” sites – Migrate to Canvas, then grandfather or migrate to new solution?	Approx 25,000 project sites have no transition solution. Many are actively being used	Based on Peer Institution Feedback, do not allow transition of these sites to Canvas. An alternate solution should be developed.



# Next Steps

- Complete preliminary inventory of existing LMS courses
  - Audit of courses to be migrated
  - Development of data retention plans for each Legacy LMS
  - Identify all non-academic use cases in Legacy LMS
- Prioritize migration units
- Begin planning meetings with individual migration units
- Establish project governance committees and prioritize working group activities
- Initiate discussion on course fee structure and funding model