Learning Management Systems

Transition to Canvas

Steering Committee

June 11, 2019

Agenda

- Current Moodle migration status

- Sakai Inventory

- Sakai Migration Pilot (SCI)

- Blackboard Discovery Meeting

- Work Group Sessions
  - LMS Use Guidelines
  - LMS Course Provisioning
  - LMS Support

- Data retention/course archive - Moodle

- Open forum

RBHS Migration Progress – ON TARGET

School / Unit	Term	#Courses	Kickoff	Inventory	Migration	White-glove	Completed
Biopharma Educational Initiative	All	84	X	X	90%	75%	7/2019
Rutgers School of Dental Medicine (RSDM)	All	150	X	X	50%	50%	8/2019
School of Graduate Studies (SGS)	All	130	X	X	100%	N/A	N/A
School of Health Professions (SHP)	SP2020	171	X	X	25%	10%	11/2019
New Jersey Medical School (NJMS)	N/A	N/A	X	N/A			
School of Nursing	N/A	N/A	X	X	100%	N/A	N/A
School of Public Health (SPH)	N/A	N/A	X	X	100%	N/A	N/A
Robert Wood Johnson Medical School	N/A	N/A	X	N/A	100%	N/A	N/A

Sakai Course Inventory - Summary

Course Count	2017	2018	2019	Grand Total
Schools				
Camden College of Arts and Sciences	1142	1207	557	2906
Edward J. Bloustein School of Planning and Public Policy	356	261	21	638
Ernest Mario School of Pharmacy	62	62	35	159
Graduate School of Applied and Professional Psychology	72	80	32	184
Graduate School of Education	219	229	90	538
Graduate School–Camden	122	119	47	288
Graduate School–Newark	2	8	1	11
Mason Gross School of the Arts	194	201	99	494
Newark College of Arts and Sciences	18	12	6	36
Office of the Provost	17	21	9	47
Rutgers Business School - Newark and New Brunswick	18	16	8	42
Rutgers Law School	8	1		9
School of Arts and Sciences	4351	4307	1837	10495
School of Business–Camden	206	170	61	437
School of Communication and Information	295	185	52	532
School of Engineering	300	317	163	780
School of Environmental and Biological Sciences	477	504	239	1220
School of Graduate Studies	697	735	310	1742
School of Management and Labor Relations	408	364	144	916
School of Nursing–Camden	14	7		21
School of Social Work	189	162	34	385
Grand Total	9167	8968	3745	21880

Sakai Migration Pilot (Goals)

- Gives the Project Team a better idea of time on task, impediments, etc.

- Provides more data on migration tier accuracy and resource estimates.

- Utilizes available migration resources as RBHS migration winds down.

- Creates set of early adopters / project champions that can be leveraged to support other instructors during transition.

Sakai Migration Pilot (SCI)

- Grade pass back will be available for SP20.

- SCI has been expressed interest in moving early.

- SCI's inventory includes simple and complex courses

- Plan is to move Spring courses first, utilizing TLT and SCI ID resources.

- Contingent on SC approval for migrating 2 academic years of course, but only white-gloving one site per course.

Blackboard Migration

- Initial discussions were held June 11, 2019

- Support for the RU-N community will be addressed via the support working group prior to migration

- Several LMS administrative processes and functions available in Blackboard require parity in Canvas or alternative solutions

- Request for a candidate school to participate in a pilot to discover and understand potential issues, gaps, and confirm migration work efforts for future migrations

- Potentially leverage migration services from Instructure to accelerate migration timelines

Working Groups

Topic/Issue	Deliverable/Expectation	Group Assigned	Chair	Cadence
Guidelines on Use of LMS	• Guiding Principles for LMS course Implementation • Use case mapping of "course" types to be implemented in LMS/Canvas • Definitions / Glossary	Faculty Advisory	LMS Project	Weekly 1 hour sessions for 1 month
Non-Instructional Project Sites Use Cases	• Use case matrix/mapping of solutions • Definitions / Glossary	Faculty Advisory	LMS Project	Weekly 1 hour sessions for 1 month
Course Provisioning	• Allowable methods (pros/cons) • Administrative requirements / controls • Service level requirements / objectives	Faculty Advisory	LMS Project	Weekly 1 hour sessions for 1 month
Best Practices on Canvas Course Development	• Canvas Feature/Function awareness training • Sample course discussion / dissection • Instructional Design approach • Migration lessons	Instructional Technology	TLT	Ongoing – bi-weekly(?)
LMS Support (e.g. Service Desk)	• Process development / optimization • Knowledge Management / Development • Service Desk expectation • Service Level requirements	? (Service Management / OIT) Faculty Instructional	OIT	Monthly

Work Group Session – LMS Use Guidelines

- Standardize terminology / develop project glossary (mid-July)
- Map existing system roles to Canvas roles (permissions)
- Identify and define course site types
  - Instructional vs non-instructional
  - For credit/non-credit vs training
  - Committees, working groups, and project management
  - Student life / organizations
  - Demographically based sites
- Develop recommendations for LMS use guidelines (end of July)

Work Group Session – Course Provisioning

- Initial meeting focused on a discussion of provisioning "for-credit" courses
- Reviewed current course provisioning options in the existing respective LMSs
  - Create all courses in Student Information Systems (IMS & Banner)
    - Explanation of critical conditions in query and data set.
  - Self Service
  - Request form submitted to Admin who creates the course
- Provisioning at other B1G and R1 Canvas schools varied widely

Next step: Identify, optimize and document a proposed common course provisioning process

Work Group Sessions – LMS Support

- Expanded participation to discuss LMS support needs and direction

- Major goals and objectives include:

  - Streamline and improve Support Services

    - Standardize support processes across LMS's within in TLT Support

    - Coordinate processes with OIT Help Desk to improve call handling and problem resolution

    - Update and continue improvements on knowledgebase articles

  - Research technologies and solutions to better manage support calls and requests

    - Call management technologies

    - Ticketing systems

    - Reporting of help desk support performance

Next Step: Continue process analysis and technology / tools research

Data Retention/Content Archive - Moodle

- Discussions held with Lambda, with the following proposal and potential solution identified:
  - Maintain a "read only" Moodle instance for 5 years
  - Basic maintenance to remain current with respect to critical updates
  - Limited to 10 hours of technical support
  - Reduced user count to 500
  - No new course creations or modifications to existing courses

Steering Committee Cadence

- Working groups have been initiated with weekly meetings.
- The July and August SC Meetings will be suspended while WGs produce deliverables and recommendations.
- Monthly status reports will be delivered to SC members over the summer.
- SC will reconvene in September to review and discuss WGs deliverables and recommendations.

Questions, Comments, Concerns?

OPEN FORUM

Next Steps

- Complete preliminary inventory of existing LMS courses.
  - Blackboard inventory needs to be confirmed.
- Next step is to develop Sakai/Blackboard timelines/targets.
  - Sakai migration pilot will provide more accurate estimates for migration/white-gloving based on tier levels, resource needs, and impediments.
  - Inventory will be broken out into migration units (merging small schools and departments, segmenting large schools (SAS, Camden, SEBS).
- Develop progress tracking system / status reporting.

Next Steps

- Continue to engage Instructure and vendors regarding Sakai migration tool/services.

- Develop data retention/content archive plans for each LMS.

- Provide University community with project update.

Appendix

Key Project Risks and Issues

Risk / Issue	Impact	Plan
Need of guidelines on use of LMS for non-academic scenarios	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 The need of guidelines creates risks around what new solutions will or won't be needed for non-instructional project sites.	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.	• Users can continue to utilize legacy LMSs for non-academic use until further notice. • A use case matrix is in development to identify solutions for projects sites. • Steering Committee and Project Teams will work to fill gaps via development or procurement of new solutions.
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

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	Migration of Sakai content mired with issues that lead to course content to be misplaced, scrambled or not migrated at all.	Investigate alternative methods for migration: • Work with Unizin/BTAA/Instructure on a migration tool • Engage and work with an experienced migration vendor service • Hire additional instructional designers to handle lengthy (5-40 hours/course) white-glove migration
Guidelines on course provisioning	Related to guidelines on LMS use, uncontrolled provisioning may lead to unintended uses	Task committee to recommend guidelines • Scheduling/Registration generated • On-Demand • User-Requested

Outstanding Decisions

Decision	Impact	Recommendation
Need of guidelines on use of LMS for non-academic scenarios	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 The need of guidelines creates risks around what new solutions will or won't be needed for non-instructional project sites.	Guidelines to be developed by working teams and should be recommended by the SC and be submitted for policy development. 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 AUP effect
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.