



RUTGERS

Learning Management Systems

Transition to Canvas
Steering Committee
October 24, 2019

Agenda

- Current Moodle Migration Status
- Sakai Migration Status
- Blackboard Migration Status
- Future Migration Schedule
- LMS Use Guidelines Discussion
- Next Steps

RBHS Migration Progress – ON TARGET

School / Unit	Term	#Courses	Kickoff	Inventory	Migration	White-glove	Completed
Biopharma Educational Initiative	All	84	X	X	100%	100%	11/2019
Rutgers School of Dental Medicine (RSDM)	All	150	X	X	100%	100%	11/2019
School of Graduate Studies (SGS)	All	130	X	X	100%	N/A	N/A
School of Health Professions (SHP)	SP2020	171	X	X	100%	90%	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 Migration Pilot – School of Comm & Info

- All SCI Spring 2020 courses have been fully migrated
- 50% have been approved with remaining under SCI Review and pending approval
- Initial planning for migration of Summer and Fall 2020 SCI courses will be initiated
- Course content archives to be developed

Next Sakai Migrations – Target Summer/Fall 2020

- 23 schools with fewer than 100 fall courses (700 total)
- 4 schools with more than 100 fall courses (900 total)
- Camden has 574 courses (Camden is facilitating their own migration)
- SAS has a total of 2112 fall courses, will need to be broken down based on capacity

Next Sakai Migrations – Target Summer/Fall 2020

- **Phase I** - complete Fall 2020 courses for units underway
- **Phase II** - target the 23 schools for Fall 2020 migration (capacity yet to be determined)
- **Phase III** - target the mid-large schools
- **Phase IIII** - work with SAS leadership to determine best approach for migration

Blackboard Migration Pilot

- Migration Status
 - Approximately 150 courses have been identified for migration
 - Migration services from Instructure were leveraged
 - Turnaround time of 4-5 days
 - Effectiveness of migration was varied
 - Question Pools continue to require manual work efforts
- Pilot Goals
 - ✓ Discovery and experience in Blackboard migration efforts
 - ✓ Leverage Instructure migration services to augment internal efforts
 - ✓ Establish standard plans for Blackboard migrations
- Next Steps
 - Work with RU-N Leadership to determine migration schedule, requirements, and parameters.

Working Groups

Topic/Issue	Deliverable/Expectation	Group Assigned	Chair	Cadence
Guidelines on Use of LMS	<ul style="list-style-type: none"> Guiding Principles for LMS course Implementation Use case mapping of “course” types to be implemented in LMS/Canvas Definitions / Glossary 	Faculty Advisory	William Pagan	Drafting phase complete; ad hoc meetings as necessary
Non-Instructional Project Sites Use Cases	<ul style="list-style-type: none"> Use case matrix/mapping of solutions Definitions / Glossary 	Faculty Advisory	Charlie Collick	Drafting phase complete; TBD
Course Provisioning	<ul style="list-style-type: none"> Allowable methods (pros/cons) Administrative requirements / controls Service level requirements / objectives 	Faculty Advisory	Chris Valera	Drafting phase complete; ad hoc meetings as necessary
Best Practices on Canvas Course Development	<ul style="list-style-type: none"> Canvas Feature/Function awareness training Sample course discussion / dissection Instructional Design approach Migration lessons 	Instructional Technology	TLT	Suspended until Spring 2020
LMS Support (e.g. Service Desk)	<ul style="list-style-type: none"> Process development / optimization Knowledge Management / Development Service Desk expectation Service Level requirements 	? (Service Management / OIT) Faculty Instructional	Warren Nevins	BiWeekly; independent work groups
LMS Data Retention Planning	<ul style="list-style-type: none"> Develop minimum requirements Determine storage solutions Define archiving processes Access requests and control 	OIT / Instructional Technology Support	Chris Valera	Weekly 1 hour sessions

LMS Use Guidelines

The primary purpose of Canvas at Rutgers is to enhance the student's learning experience. Acceptable use of Canvas is governed by this principle and determines the types of courses permissible on the system. Sites created in Canvas should have students as the main audience or impact their learning.

- The following guidelines and procedures regulate the use of Canvas at Rutgers by instructors, students, and staff.
 - Canvas can be used for the following purposes:
 - For an official course published in the Rutgers schedule of classes
 - To support course content development
 - To provide program or degree resources for students enrolled in an official program or degree, such as a cohort site
 - For continuous education, extension, and professional development courses
 - For medical residencies, clinical rotations, and fellowship programs
 - To provide students with academic resources and training

LMS Use Guidelines

- Decision points
 - Additional Recommendations
 - Acceptance
 - Socializing
 - Communications

LMS Use Guidelines

- How are profit generating courses handled?
 - Should there be a cost share?
 - How will this be decided?
 - How will this be facilitated?
- How are staff training courses/PD handled?
 - Alternative product like Bridge?
 - Separate instance of Canvas?
 - Fee based usage of Canvas?

LMS Use Guidelines

- Non-instructional/project sites
 - How are alternative solutions delivered and supported?
 - How to get project sites off legacy systems?
 - What to do/timeline for non-permitted content currently on Canvas?
- LMS Use Governance
 - How will these guidelines be enforced?
 - Who will facilitate the exception review process?
 - New software request process

Next Steps

- Approve and submit LMS Use Guidelines to Sponsors
- Review and provide feedback on additional WG deliverables
- Develop process for learning technology requests
- Schedule migrations for Summer/Fall 2020

Steering Committee Cadence

November LMS Transition Steering Committee Meeting

Thursday, November 14, 2019

3:00pm – 4:30pm

Knightsbridge Building

Room 304/305 West Wing

Appendix

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"> • 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: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Scheduling/Registration generated• On-Demand• User-Requested

Outstanding Decisions

Decision	Impact	Recommendation
<p>Need of guidelines on use of LMS for non-academic scenarios</p>	<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 AUP effect</p>
<p>Solution for “Project” sites – Migrate to Canvas, then grandfather or migrate to new solution?</p>	<p>Approx 25,000 project sites have no transition solution. Many are actively being used</p>	<p>Based on Peer Institution Feedback, do not allow transition of these sites to Canvas. An alternate solution should be developed.</p>