



RUTGERS

# Learning Management Systems

Transition to Canvas

Steering Committee

March 4, 2020

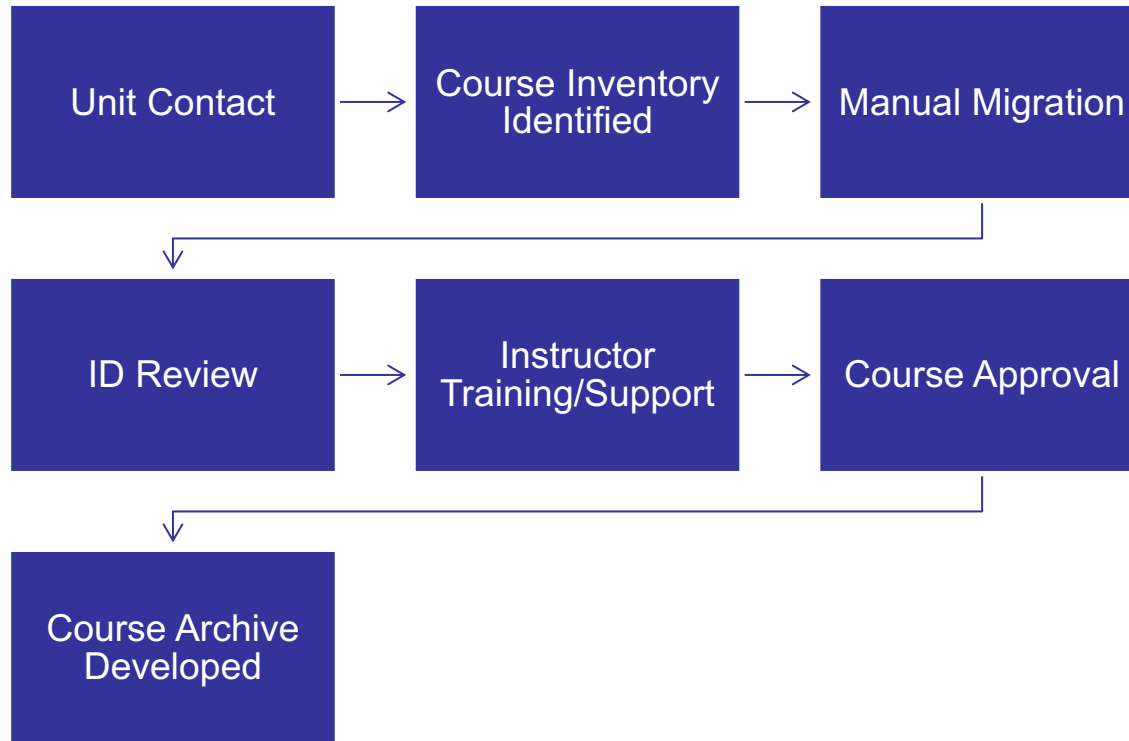
# Agenda

- Discuss & approve new migration process (K-16 Solution)
- Migration next steps
- Discuss and approve migration plan/timeline
- LMS technical updates
- Recommendations for Learning Technology Ecosystem
  - Learning Technology Leadership Team
- Next steps

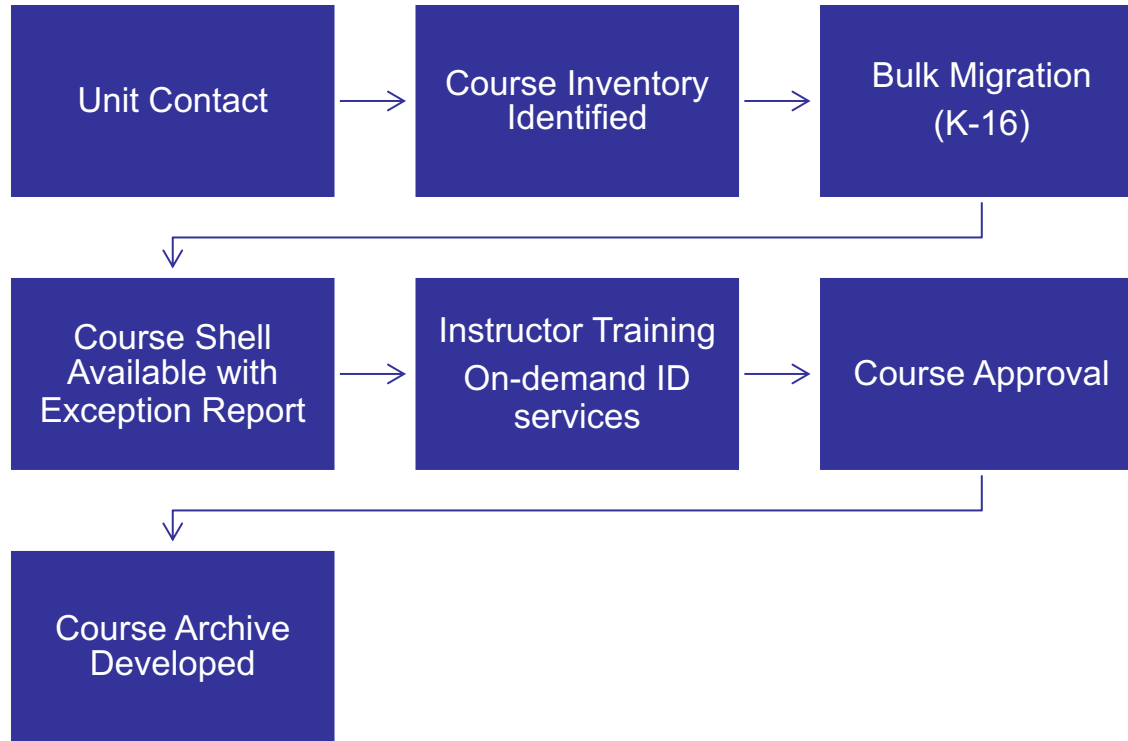
# K-16 Solutions Migration Tool

- K-16 completed development of an automated migration tool
- Tool is first and only migration tool available for Sakai 11
- Tool improves migration process by:
  - Process automation and bulk migration
  - Alleviates pain points
  - Produces exception report
- The agreement will allow up to 21,000 Sakai migrations and 10,000 from Blackboard
- The migration will be completed within a 2-year time frame

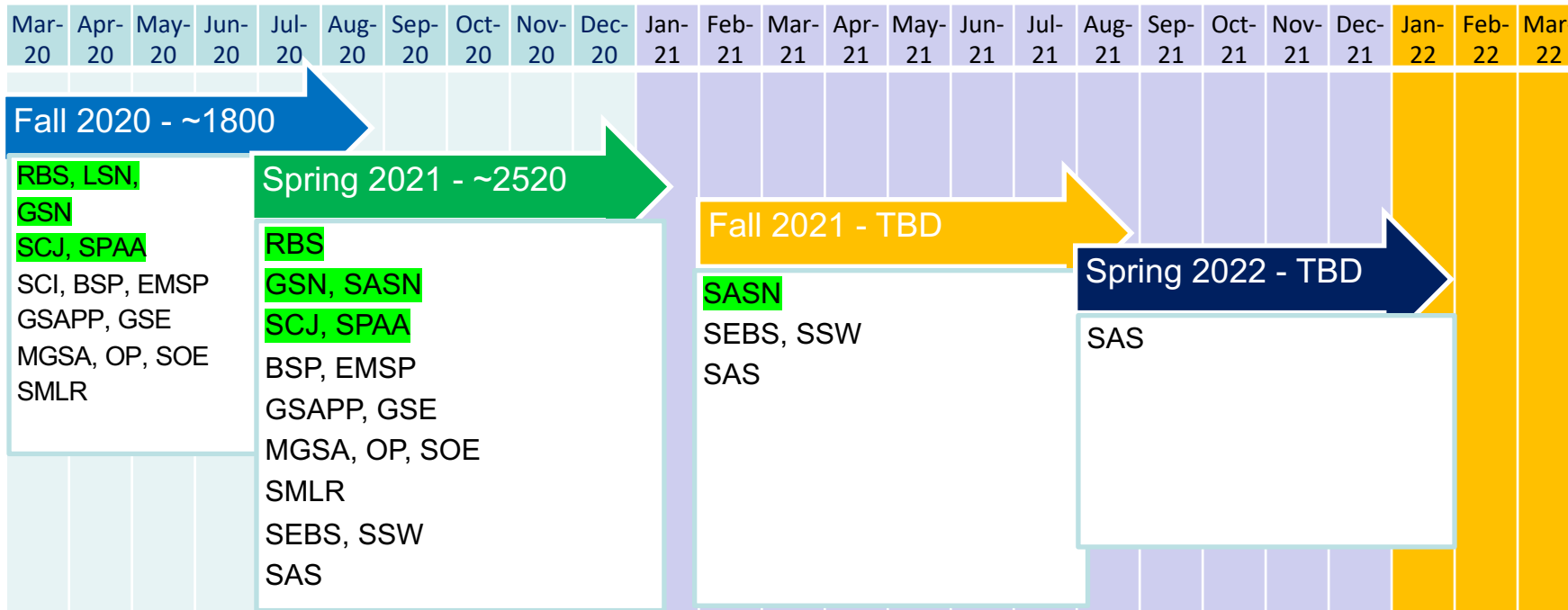
# Migration Process Update (Manual Migration)



# Migration Process Update (K-16 Migration)



# Proposed Migration Plan/Timeline



**Blackboard** - SAS course breakdown is TBD – Contract Constraint 720 Days -

LMS Transition to Canvas

# Migration Next Steps

- Develop migration pathways between K-16 and LMS
- Begin bulk Blackboard migrations for RBS
- Finalize and verify accuracy of migration exception reports
- Redesign training and resources to match process changes
- Begin bulk Sakai migrations for RBS
- Reach out to academic unit leadership to schedule migrations

# LMS Technical Updates

- REGIS GradeSync – Spring 2020
- NetID Lookup in Canvas – Spring 2020
- Photo Rosters in Canvas – Fall 2020
- New Faculty Tools Portal in Canvas for local tools/apps
- Sub-Account Admin and API - access request process implemented Spring 2020 term using OIT-EAS policies
- LMS Usage Dashboard
  - <https://canvas.rutgers.edu/transition/lms-usage-statistics/>



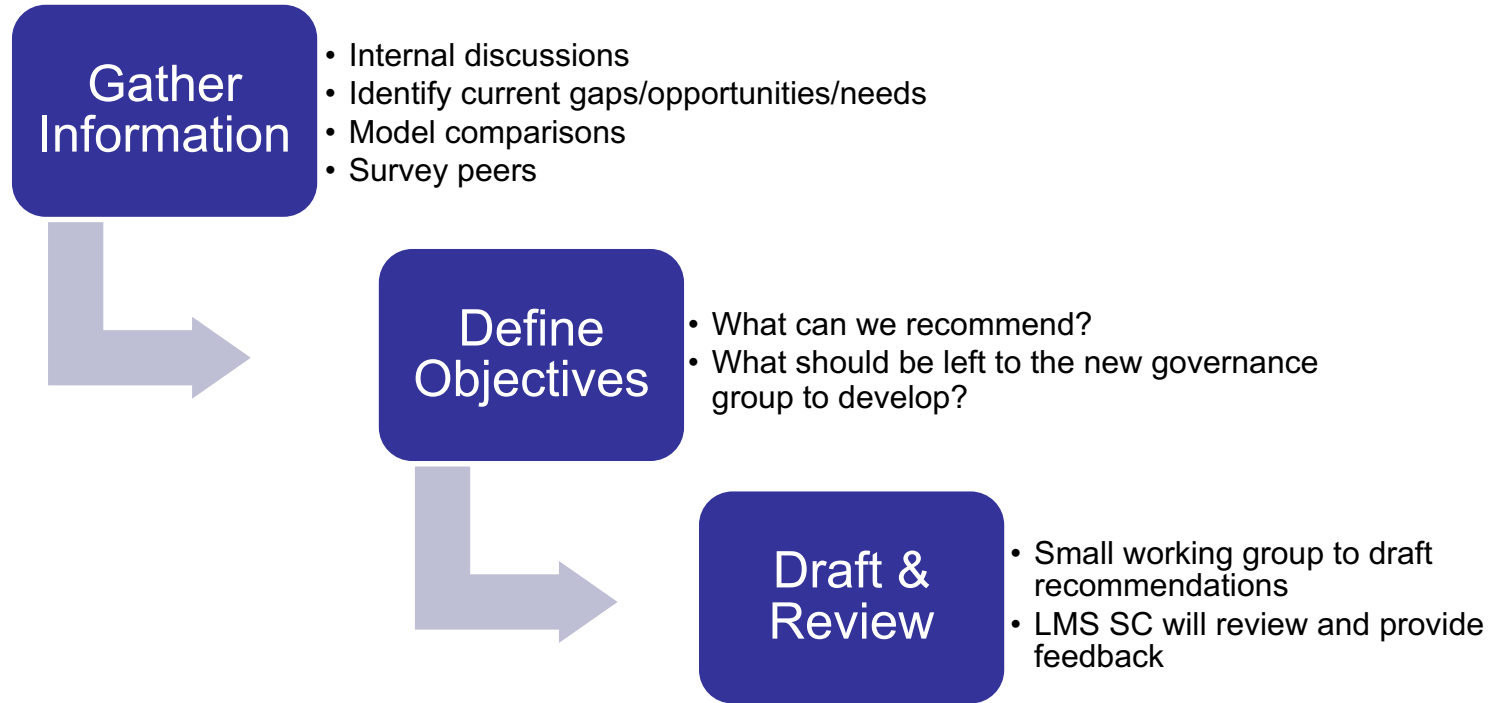
## Recommendations for Learning Technology Ecosystem

- Recommendations or areas of improvement collected via:
  - LMS Transition Steering Committee Discussions
  - LMS Transition Working Groups
  - ID/ITS Meetings
  - Unit Migration Meetings
  - Faculty Training
  - Project Team Discussions
- The LMS Transition Steering Committee will begin to document formal recommendations for improvements to the Rutgers Learning Technology Ecosystem

# Recommendations for Learning Technology Ecosystem

- Project Sponsor's Charge
  - Governance & Policy
  - Migration Support
  - Properly Preserve Academic Intellectual Property
- Improve the Overall Student Learning Experience
  - Consolidation of LMS onto Canvas
  - Further changes/actions required, but a permanent structure and processes are needed first

# Recommendations for Learning Technology Ecosystem



# Recommendations to be Discussed

- Learning Technology Ecosystem Oversight/Shared Governance
  - U-wide Initiatives, Tool Consolidations, Future Transitions
  - Research/Awareness of Learning Technology Trends in Higher Education
  - Development and enforcement of appropriate use guidelines
- Standard Processes for Selecting, Piloting, Purchasing, and Implementing new Learning Technologies
- Clear and Defined LT Support Structure (U-wide, Campus, Local)
  - Increased Local Control in the LT Ecosystem
- Learning Technology Compliance
  - Data Security/Retention
  - HIPPA, FERPA, ADA

# Recommendations to be Discussed (cont.)

- Improved Integration between Physical/Digital Learning Technology
- Facilitate Collaboration between University and Consortiums
- Improved Communication between University Community and Learning Technology Professionals
- Standardization of pedagogical, development, and review processes
- Learning Analytics Oversight and Guidance (UDP, etc.)
- Provide Oversight of Learning Technology Operations
  - Local/custom Development
  - Third Party Integrations
  - Provisioning Processes

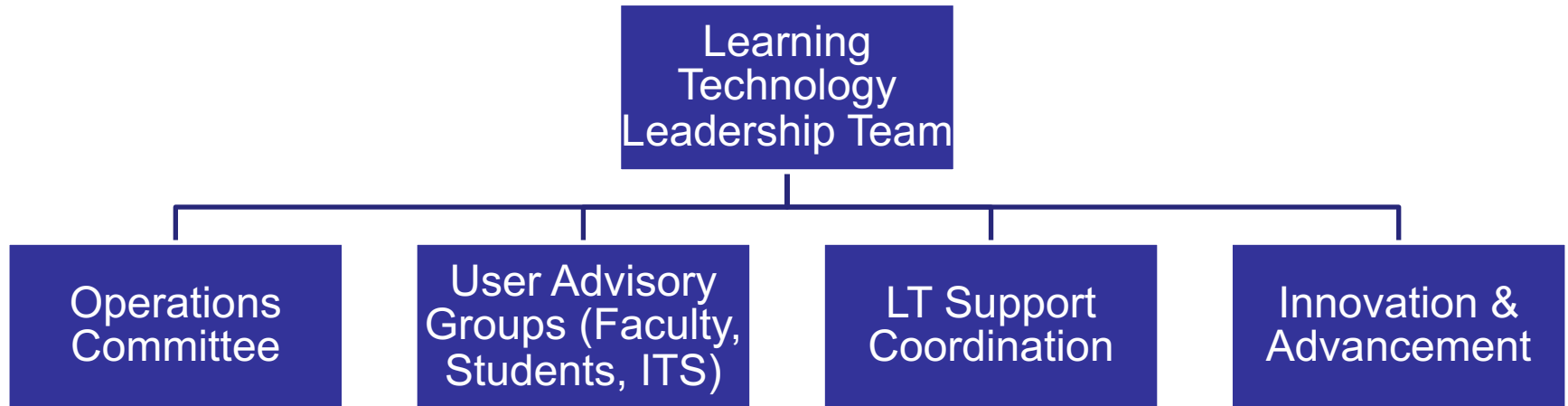
# Learning Technology Governance/Oversight

- “A set of governance committees and advisory groups exists to prioritize shared needs regarding teaching and learning with technology at NYU.”
- “The Teaching & Transformational Learning Technologies Committee (TTLTC) provides input for the teaching and learning mission of Texas A&M University by reviewing, evaluating and recommending strategies, plans and policies regarding IT projects and services that support teaching and learning by faculty and students.”

# Learning Technology Governance/Oversight

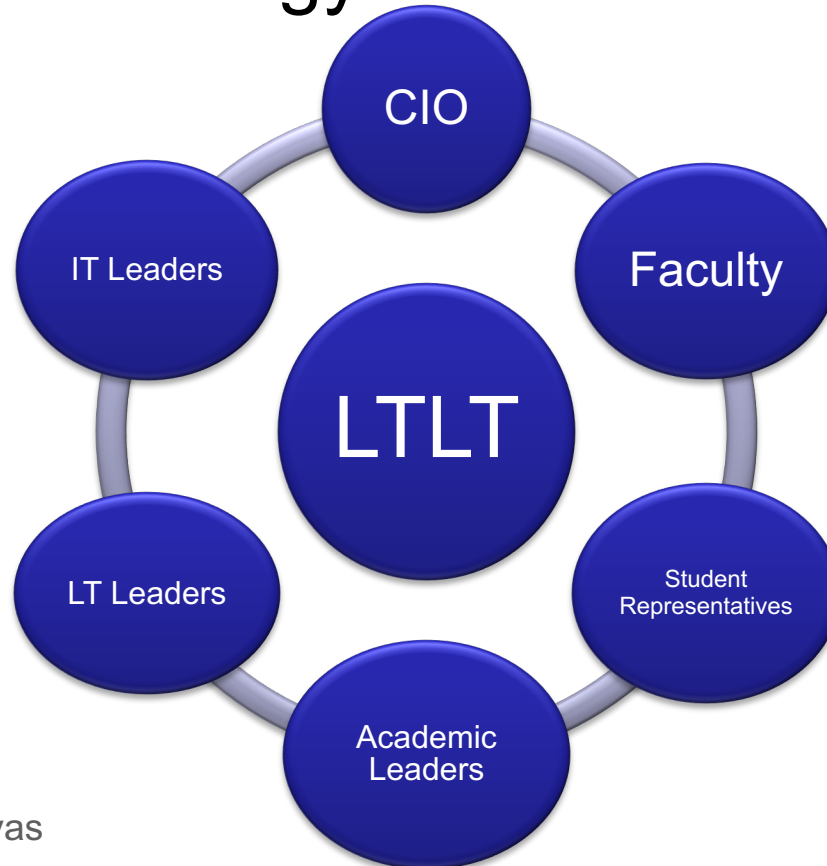
- "The Academic Technology Governance Council (ATC) was created to ensure that technology services are more effectively aligned throughout the University and to enable the faculty and academic areas to participate directly in providing strategic direction in technology decision-making for campus.
- "The committee consults on technology issues impacting teaching, learning, advising, and student life and makes recommendations on the implementation and continuing evolution of various academic technology services."

# Learning Technology Governance/Oversight





# Learning Technology Governance/Oversight



# Learning Technology Governance/Oversight

- LTLT Guiding Principles
  - Teaching and learning should be enhanced through the use of technology, not encumbered by it. I.e. a student's learning comes first, technology second.
  - Overall technology costs to students should be minimized.
  - Faculty to play a key role in use of and choices of educational technology.
  - Technology should support student success.

# Learning Technology Governance/Oversight

- LTLT Charges
  - Provides strategic leadership for the Learning Technology Ecosystem in order to support the teaching and learning mission.
  - Makes recommendations/decisions on LT investments.
  - Provides strategic guidance for identification, selection and adoption of significant University-wide learning technologies.
  - Oversees the development of policies regarding the deployment, use and operation of learning technologies, in collaboration with other relevant academic committees.

# Next Steps

- Develop and verify new migration process (K-16)
- Finalize and communicate transition timeline/migration plan
- Meet with academic leadership to begin unit migrations
- Continue LMS technical developments
- Continue development of learning technology recommendations

# 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"> <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

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"><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	Task committee to recommend guidelines <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 AUP 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.