

LEARNING MANAGEMENT SYSTEM SELECTION WORKING GROUP

CHARGE

In February 2013, Provost Kerry Fulcher formed a Learning Management System (LMS) Selection Working Group to evaluate the satisfaction of the existing LMS, Blackboard, and determine whether it would be suitable to meet the existing and future strategic needs of Point Loma Nazarene University. The group's charge was to involve faculty in measuring satisfaction and determining future needs, determining if other third party products could be consolidated on a single platform (i.e. assessment, electronic portfolios, etc.), and selecting the product that best met the current and future needs of the university. The selected product would be pilot tested by a limited number of faculty in the fall semester of 2013. Based on feedback from the pilot faculty and students, a recommendation would be made in October 2013 about whether to proceed with full implementation of the recommended pilot product in spring 2014. Feedback would be collected from the LMS Selection Working Group until October 2013 in order to make a final recommendation.

MEMBERS

To best represent both academic and administrative needs in the selection process, the working group was balanced with both faculty and administrative and staff members.

- Shirlee Gibbs, co-chair - Program Director, Special Education Department and Professor, School of Education
- Corey Fling, co-chair – Chief Information Officer, Information Technology Services
- Maggie Bailey - WASC Accreditation Liaison Officer and Vice Provost for Program Development and Accreditation
- Ryan Botts - Assistant Professor of Mathematics, Department of Mathematical, Information and Computer Sciences
- Nicole Cosby - Assistant Professor/Athletic Trainer, Department of Kinesiology
- Stephen Goforth – Professor, Literature, Journalism, and Modern Languages
- Holly Irwin – Dean, College of Social Sciences and Professional Studies and Professor of Psychology
- Kathy Potter - Instructional Design and Training Coordinator, Information Technology Services

PROCESS

Shortly after the group was formed, information was collected from other institutions that had recently undergone a selection process and change of LMS. This data, along with a high-level overview of the LMS market share, was distributed to group members to bring them up to speed with different LMS products and processes that others had followed elsewhere.

WORKING GROUP MEETING 1 - MARCH 19, 2013

The working group met to discuss the goals for the group, review the schedule for accomplishing the needed tasks in the short time period, and gain a clear understanding of the LMS products and market share (Appendix A). Additionally, the group reviewed a survey (Appendix B) to be distributed to faculty to solicit feedback of what worked well with the current LMS as well as determine the frustrations with that LMS. The five LMS products for review were Blackboard, Canvas, Desire2Learn, eCollege, and Moodle. The eventual goal was to reduce the list of five products down to two or three; those representatives were to be brought to campus to deliver a demonstration to both the working group and faculty. Due to cost, lower market share, no significant growth in market share over time, and poor reviews, eCollege was eliminated from the list. Links and resources to the various LMS products, as well as links to universities that had recently undergone an LMS review process, were distributed to the group members for review. Feedback and ranking was to be provided to the group by April 3, 2013 (full meeting minutes, Appendix D).

FEEDBACK FROM WORKING GROUP - APRIL 4, 2013

The working group decided to remove Moodle from the list of LMS products to evaluate. Blackboard, Canvas, and Desire2Learn were the top three products selected for demonstrations.

WORKING GROUP MEETING 2 - APRIL 9, 2013

The group discussed the final three products for review in the LMS selection process. They also reviewed the summarized results of the 109 responses from the faculty survey that expressed satisfaction with Blackboard (the current LMS) in addition to desired enhancements or use of the product (results shown, Appendix C). Finally, the group worked on a list of questions and topics that each product demonstration should cover (Appendix E), began a draft of a rubric to score the demonstrations (Appendix F), and designed a feedback form to solicit faculty feedback (Appendix G) about each product (full meeting minutes, Appendix D).

PRODUCT DEMONSTRATIONS - WEEK OF APRIL 22, 2013

Product demonstrations were scheduled for the week of April 22, 2013. Each vendor participating in the demonstrations was given a list of topics to cover, the rubric that the working group was using to evaluate and score each product, and the summarized analysis of the faculty feedback survey. Faculty participation at the live events was minimal; however, videos of each presentation were made available until May 9, 2013 (faculty feedback results are shown in Appendix H).

WORKING GROUP MEETING 3 - MAY 14, 2013

After collecting completed rubrics scoring the products from each member of the working group, the results were tallied and reviewed at the third meeting. Results were unanimous: the group agreed that Canvas was the best option. The group felt strongly that Canvas had an edge on Blackboard in an intuitive, easy-to-use interface. Additionally, every component of Canvas was built into the product. In contrast, Blackboard priced their product depending on which modules were desired. In order to have feature parity with Canvas, PLNU would need to purchase four additional modules in addition to the one module we currently license. The cost of these additions would price Blackboard significantly higher than either Canvas or Desire2Learn. Additionally, the group felt there was potential to replace LiveText and TaskStream, consolidating them into a single platform in Canvas. This would mean that Canvas could serve as the Learning Management System, ePortfolio, and Assessment platform (full meeting minutes, Appendix D).

PILOT RECOMMENDATION

On May 24, a report and recommendation were submitted to Cabinet from the working group. It was the recommendation of the working group that the campus move forward with a pilot of Canvas. In total, 15 faculty expressed interest in participating in some form of a pilot program during the fall semester, 2013. Ten faculty members were selected to participate in the pilot, and training began in July 2013. Faculty participating in the pilot were expected to participate in focus groups to provide feedback after using the system over the course of the semester. By October 2013, a final recommendation would be made, based on this feedback, about whether or not to proceed with Canvas as a permanent replacement for Blackboard as PLNU's learning management system. In a meeting on May 28, Cabinet approved this plan and Dr. Fulcher announced the changes to the faculty.

PILOT FACULTY FOCUS GROUP, MEETING 1 - AUGUST 30, 2013

In July 2013, faculty participating in the pilot began training to learn Canvas. Training was offered in person by the ITS training group, asynchronously in a course delivered by Instructure Canvas, and one-on-one training and support. On August 30, after faculty had created their material in Canvas but before they had taught in Canvas, a focus group was conducted with the pilot faculty to collect their feedback. Overall, the sentiment was that Canvas was easy to learn and use, it offered more flexibility, created efficiencies, and that students would benefit from the LMS. While there were items identified that could be improved in Canvas, faculty felt those were minor in comparison to the perceived benefits of Canvas over Blackboard (a summary of the focus group is included in Appendix I).

PILOT FACULTY FOCUS GROUP, MEETING 2 - OCTOBER 7, 2013

A second focus group was conducted with faculty on October 7 after faculty had taught in their courses for one month. Feedback from participating faculty remained very positive and supportive. As in the first meeting, there was a recognition that Canvas did have some bugs; however, either the bugs were not significant enough in nature to cause concern or Canvas was quick to remedy any problems. When asked if faculty felt we should switch from Blackboard to Canvas or stay on Blackboard (Eclass), every faculty member present indicated that the positives of the system outweighed any negatives and that PLNU should switch. Additionally, faculty felt that students liked using Canvas (a summary of the focus group is included in Appendix J).

STUDENT SURVEY - OCTOBER 7-9, 2013

During the fall semester, approximately 40 faculty and 100 courses were used or modified within Canvas. While this includes courses that may have simply been used for testing (and not actually taught), this extended far beyond the 10 pilot faculty and 15 courses originally selected to participate in the pilot. Over 700 students are enrolled in courses being taught in Canvas. A brief survey was given to these students to collect feedback about their experience in Canvas, and over 250 students participated in the survey. Of students who have used other learning management systems (including Blackboard), 86% indicated that Canvas was as good or better than the other LMS systems they had used, and 91% indicated that Canvas was easy to use. In addition to the quantitative feedback, useful qualitative feedback was given regarding how students learned to use Canvas as well as other comments about the system itself (a copy of questions included in the survey are shown in Appendix K; results are shown in Appendix L).

WORKING GROUP MEETING 4 - OCTOBER 10, 2013

After conducting two focus groups with faculty and completing the student survey, the LMS working group met a final time to gain consensus on a recommendation regarding the LMS. After reviewing feedback from faculty, discussing the results of the student survey, and hearing from three of the faculty in the working group who also used Canvas, the working group unanimously motioned to recommend Canvas as the primary learning management system at PLNU, replacing Blackboard (full meeting minutes, Appendix D).

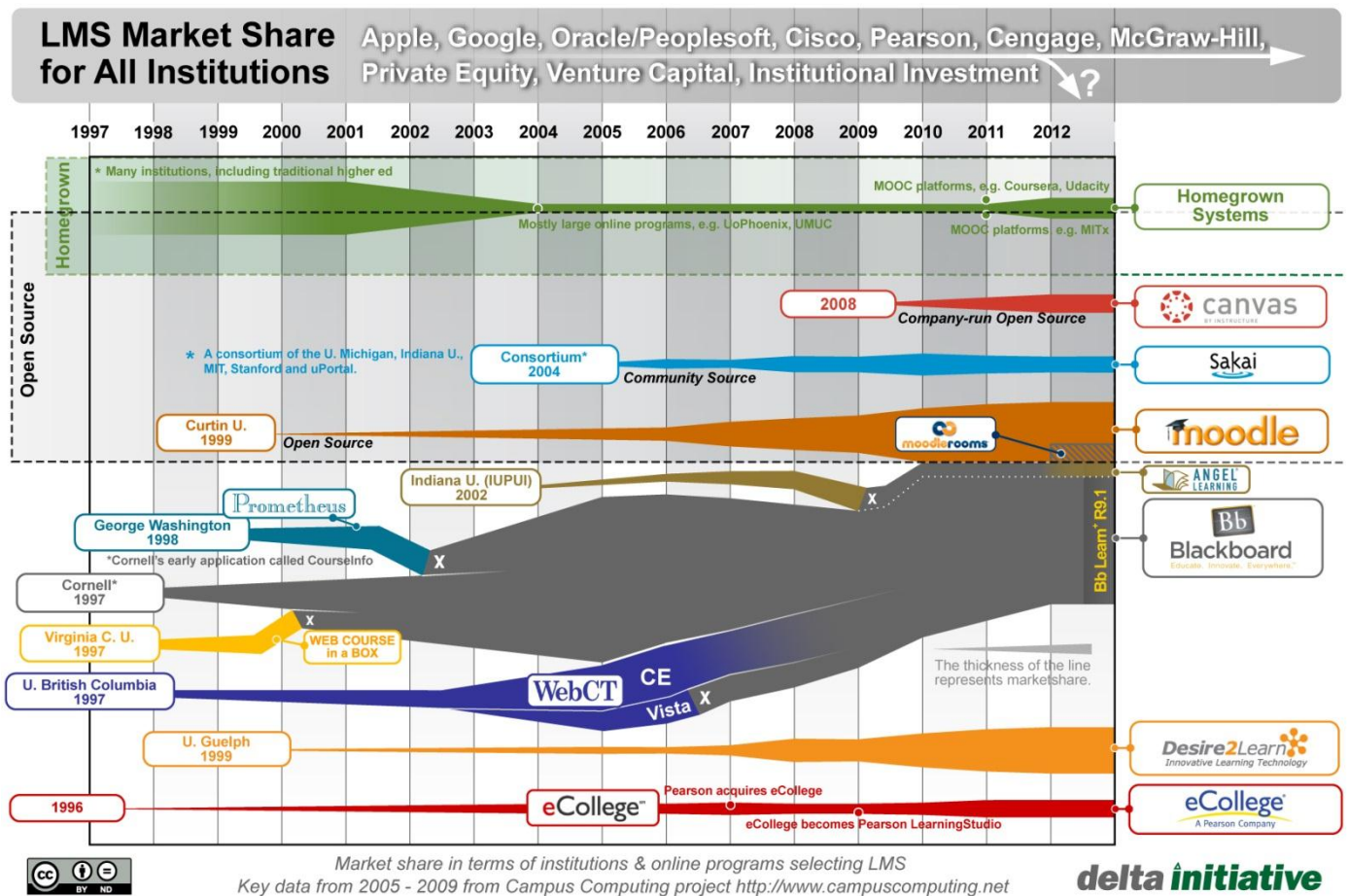
RECOMMENDATION

After participating in a pilot with Canvas involving as many as 40 faculty, 100 courses, and 700 students, it is the recommendation of the working group that Canvas replace Blackboard as the learning management system for PLNU. Additionally, the working group recommends that the implementation process is as follows:

- Fall 2013
 - Pilot faculty and other participants complete the fall semester teaching in their current LMS (Canvas or Blackboard)
 - Dr. Fulcher announces decision to campus
 - Instructional Designers begin helping faculty develop plans and learn about Canvas
- Spring 2014
 - All faculty have the option to use either Canvas or Blackboard
 - Instructional Designers continue helping faculty develop plans and learn about Canvas
 - Pilot faculty assist in training/sharing their experience in Canvas
 - Brown bag lunch-and-learn sessions to share about Canvas
- Summer 2014
 - All faculty have the option to use either Canvas or Blackboard, with use of Canvas strongly encouraged
 - Instructional Designers continue helping faculty develop plans and learn about Canvas
 - Pilot faculty assist in training/sharing their experience in Canvas
 - End of summer, faculty professional development days – have an orientation/fair where faculty can go around to tables to learn from their peers and instructional designers how to use specific functions of Canvas
- Fall 2014-End of Summer 2015
 - Canvas will be the only LMS that faculty use
 - Eclass will stay online in a read-only mode so that content can be exported; however, classes cannot be taught out of it
- Fall 2015
 - Eclass will be turned off

The working group seeks Cabinet's approval of both the recommendation to replace Blackboard (Eclass) with Canvas and the implementation schedule for phasing out Blackboard.

APPENDIX A – LMS MARKET SHARE



APPENDIX B – LMS FACULTY SURVEY

This survey is designed to gather information about who plans to use the LMS, how they intend to use the LMS, satisfaction with the current LMS, and what features and tools they need and/or desire in the LMS that is selected.

My position at PLNU can best be described as:

Adjunct faculty | Part time faculty | Full time faculty

I teach in this department: [drop-down of departments]

I currently teach

☐ Only undergraduate students

☐ Only graduate students

☐ Both undergraduate and graduate

I intend to use the LMS to (select all that apply)

- ☐ Enhance my faceto face courses
- ☐ Teach hybrid courses
- ☐ Teach online courses
- ☐ I do not intend to use the LMS

Please rate your experience with our current LMS (Eclass / Blackboard):

- ☐ Very Satisfied
- ☐ Somewhat Satisfied
- ☐ Somewhat Dissatisfied
- ☐ Very Dissatisfied
- ☐ Not Applicable

When balancing a robust set of features with ease of use, which would you favor?

- ☐ Robust set of features
- ☐ Neutral
- ☐ Ease of Use

The following questions refer to your experience with our current LMS (Eclass / Blackboard).

Describe how often you use each of the following tools (options: Often, Sometimes, Rarely, Never):

- Course Structure
 - Customizable course menu and navigation
 - Features that support ADA compliance (e.g., audio, captioning, font size / color) ADA is the acronym for Americans with Disabilities Act and represents standards for accessible design.
- Communication and Collaboration Tools
 - Wikis
 - Blogs
 - Journals
 - Discussion boards
 - Chat
 - User profiles (rosters)
 - Calendar
 - User groups
 - Notifications of course events
- Feedback, Grading, and Assessment
 - Notification feature for alerting instructors of atrisk students (e.g., performance dashboard)
 - Reporting / tracking tools (e.g. course usage, last access)

- Peer review tools
- Rubrics
- Weighted, letter, points, percentages grading options
- Surveys & polls
- Tests
- Assignment submissions
- Adaptive release (e.g., release content to specific students or groups)
- ThirdParty Integration
 - Clickers
 - Textbook publisher content
 - RSS feeds (e.g., subscribers receive updated content from outside publishers / websites)
 - Multimedia (e.g., YouTube)
- Other Features
 - Common appearance using a template for course creation (e.g., organization, icons, links)
 - Vendor provided training and resources
 - Compatibility with mobile devices
 - Web equation editor (e.g., math and science symbols and equations)

Each of the following contributes to your use of the available tools on Eclass / Blackboard. Rate each as to whether they inhibit or promote your use of the currently available tools (options: Strongly Promotes, Promotes, Neutral, Prohibitive, Extremely Prohibitive):

- User friendly interface
- Previous experience with Eclass / Blackboard
- Amount of time required to learn how to use the tools
- Availability and access to training / help in the use of this technology
- Course Structure
 - Customizable course menu and navigation
 - Simple interface with minimal clicks
 - Features that support ADA compliance (e.g., audio, captioning, font size / color) ADA is the acronym for Americans with Disabilities Act and represents standards for accessible design.
- Communication and Collaboration Tools
 - Wikis / Blogs / Journals Discussion boards
 - Chat / Instant messaging
 - Web conferencing / lecture capture
 - User profiles (rosters) with pictures
 - Calendar and notifications of course events and due dates
 - User groups
- Feedback, Grading, and Assessment
 - Notification feature for alerting instructors of at risk students (e.g., performance dashboard)
 - Reporting / tracking tools (e.g. course usage, last access)
 - Peer review tools
 - ePortfolio (e.g., students create collections of digital artifacts to demonstrate evidence of learning)
 - Rubrics
 - Plagiarism tool
 - Surveys & polls
 - Tests
 - Assignment submissions
 - Annotation for feedback on submitted assignments (without downloading)
 - Attendance tracking feature
 - Adaptive release (e.g., release content to specific students or groups)
- Third Party Integration
 - Social media Clickers
 - Textbook publisher content and eBooks
 - RSS feeds (e.g., subscribers receive updated content from outside publishers / websites)
 - Accepts and stores multimedia within LMS

- Embedding outside multimedia (e.g., YouTube)
- Other Features
 - Common appearance using a template for course creation (e.g., organization, icons, links)
 - Vendor provided training and resources
 - Compatibility with mobile devices
 - Web equation editor (e.g., math and science symbols and
 - Compatibility with popular web browsers
 - Instructor view as student function
 - HTML / embed codes (e.g., insert code to display images, videos, etc.)

APPENDIX C – FACULTY SURVEY ANALYSIS

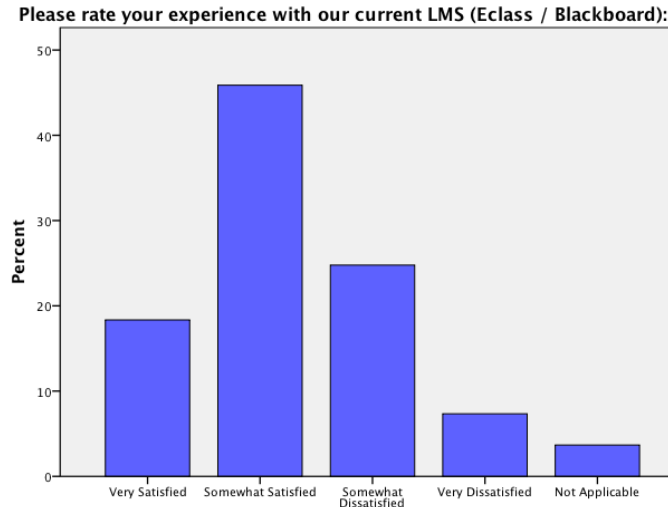
Goals:

1. Assess our current experience with Blackboard
2. What we use versus what we want?
 - a. Identify which tools we currently use.
 - b. Identify which tools we want.
3. Identify what influences our current use of the available tools.
4. Uses of LMS

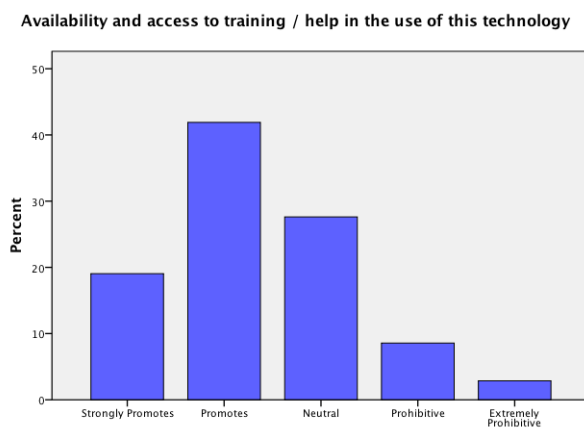
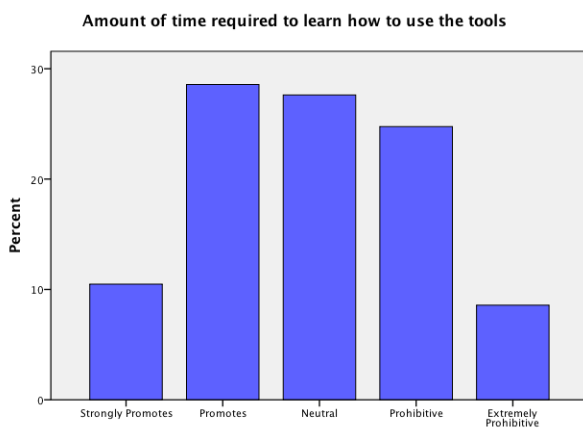
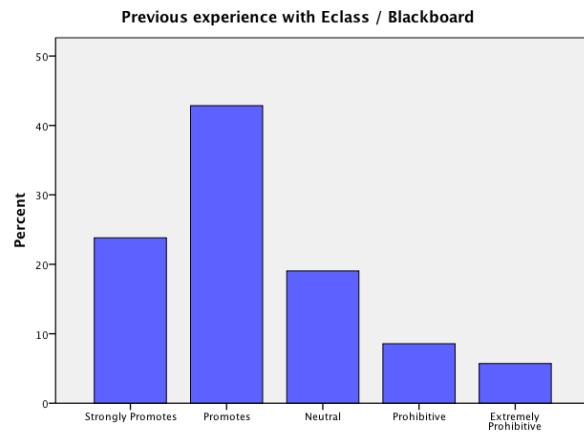
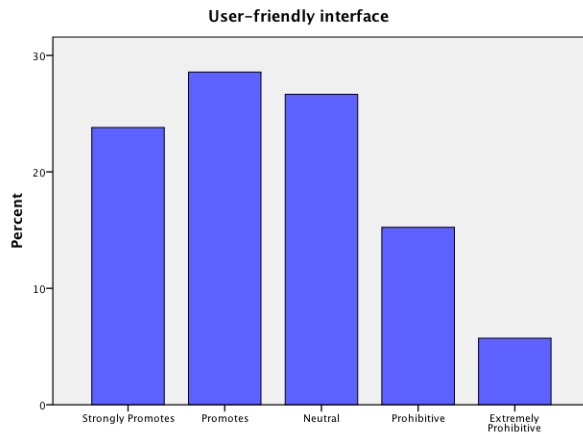
Our current experience with Blackboard

Summary: We appear satisfied with the current tools, however the fact that we don't use the available tool may point to a different conclusion.

1. Overall satisfied: 64.2% Somewhat satisfied or Very satisfied



2. Things that promote or inhibit our use:
 - a. Overall, training and the tools seem adequate, although the difference between what we use and what we say we want in an LMS are quite different.
 - b. 52.4% say that the User-friendly interface promotes or strongly promotes their use of the available tools.
 - c. 66.7% say their previous experience with Blackboard promotes or strongly promotes their use of the available tools.
 - d. Neutral on the amount of time required to learn to use Blackboard as prohibitive
 - e. 61% say training and availability of help promote or strongly promote the use of Blackboard.



Identify which tools we currently use and compare to the tools we want

Summary: We want a full range of tools, and for some reason we don't use many of the currently available tools. This discrepancy may point to some problem with the current system, however it is not clear what that may be. We also seem to want a full featured LMS. Note that there are several tools we consider very important that are not currently supported by Blackboard.

1. Discrepancy between what we use and what we want. Key examples
2. Tools that we want: All (almost) of them!
 - a. Note that we have already stated that we would trade off some tools for ease of use.
 - b. Some tools that we want that we don't currently use are the eportfolio and availability on mobile devices. We should check if the tools we don't use are even offered on eclass.
3. Don't use that many tools now. Why?

See attached table for data. The Dark green indicates greater than 75% Often/Sometimes use a tool or that the tool is Very Important/Somewhat important. Lighter green indicates greater than 50% Often/Sometimes use a tool or that the tool is Very Important/Somewhat important. Light orange more than 50% Rarely/Never use a tool or that the tool is somewhat important/unimportant. Dark orange more than 75% Rarely/Never use a tool or that the tool is somewhat important/unimportant.

	Often	Sometimes	Rarely	Never	Very Important	Somewhat Important	Somewhat Unimportant	Unimportant
Course Structure								
Customizable course menu and navigation	41%	34%	11%	14%	24%	29%	27%	15%
Features that support ADA compliance	11%	22%	25%	41%	18%	44%	28%	10%
Simple interface with minimal clicks					41%	49%	7%	4%
Communication and Collaboration Tools								
Wikis / Blogs / Journals Discussion boards					44%	35%	11%	11%
Wikis	2%	14%	20%	64%				
Blogs	4%	19%	18%	60%				
Journals	20%	17%	12%	51%				
Discussion boards	34%	24%	13%	29%				
Chat	2%	8%	18%	72%	9%	32%	26%	33%
User profiles (rosters)	27%	25%	10%	37%	30%	45%	12%	14%
Calendar	12%	25%	15%	48%	33%	49%	11%	8%
User groups	14%	27%	13%	46%	22%	40%	26%	12%
Notifications of course events	46%	26%	7%	21%				
Web conferencing / lecture capture					23%	37%	18%	21%
Feedback, Grading, and Assessment								
At-risk student notifications	4%	13%	23%	60%	14%	46%	29%	12%
Reporting / tracking tools	20%	28%	19%	33%	22%	46%	21%	11%
Peer review tools	2%	14%	24%	60%	10%	29%	45%	17%
Rubrics	20%	25%	18%	38%	37%	41%	11%	12%
Weighted, letter, points, percentages grading options	35%	18%	17%	30%				
Surveys & polls	10%	26%	19%	44%	35%	44%	17%	5%
Tests	22%	23%	19%	37%	45%	31%	16%	9%
Assignment submissions	50%	24%	6%	21%	75%	18%	3%	4%
Adaptive release	13%	20%	16%	51%	29%	39%	24%	8%
Plagiarism tools					41%	37%	16%	7%
ePortfolio					31%	34%	19%	16%
Annotation for feedback					31%	34%	19%	16%
Attendance					39%	37%	15%	10%
Third Party Integration								
Clickers	6%	10%	14%	70%	17%	43%	26%	14%
Textbook publisher content	14%	17%	25%	44%	27%	45%	18%	10%
RSS feed	9%	6%	15%	70%	12%	32%	34%	22%
Multimedia (e.g., YouTube)	38%	27%	10%	25%	57%	29%	7%	7%
Accepts and stores multimedia within LMS					42%	33%	16%	9%
Other								
Common appearance using a template	31%	36%	11%	21%	50%	33%	11%	6%
Vendor-provided training and resources	6%	25%	20%	50%	29%	41%	25%	5%
Compatibility with mobile devices	9%	16%	16%	59%	40%	38%	15%	7%
Web equation editor	2%	2%	12%	84%	8%	21%	28%	43%
Compatibility with popular web browser					70%	20%	6%	4%
Instructor view-as-student function					60%	31%	5%	4%
HTML / embed codes					42%	33%	15%	10%
Social media					19%	45%	18%	18%

How do we plan to use LMS?

Summary: Most faculty want to use LMS as in their course. A large percentage plan to use the LMS for hybrid and online instruction, so we should identify an LMS that can easily facilitate these modes of instruction.

1. 90% said they plan to use LMS to enhance their face-to-face courses
2. 49% plan to use LMS to teach hybrid
3. 29% plan to use LMS to teach online
4. 6% do not intend to use LMS

APPENDIX D – MEETING MINUTES

MEETING 1 – MARCH 19, 2013

LMS Working Group – Meeting 1			
3/19/13		1-2pm	Ryan Learning Center – ITS Conference Room
Meeting called by	Shirlee Gibbs, co-chair		
Facilitator	Corey Fling, co-chair		
Note taker	Shirlee Gibb, Corey Fling		
Attendees	Maggie Bailey, Ryan Botts, Nicole Cosby, Corey Fling, Shirlee Gibbs, Kathy Potter		
Not Present	Holly Irwin, Stephen Goforth		
Introduction / Goals			
5 minutes	Corey Fling		
Discussion: Goals for the working group are: <ul style="list-style-type: none">Evaluate top 5 LMS contenders - Blackboard, Canvas, Desire2Learn, eCollege, MoodleNarrow list down to 2-3 LMSBring LMS vendors to campus for demonstrationCollect feedback from facultyWorking group evaluates solutionsWorking group makes a recommendation for a FA13 pilot test by May 31, 2013After FA13 pilot test, final decision will be made to stick with recommendation or re-evaluate again. Other discussion around top 5 LMS vendors, looked at market share. Corey indicated solution needed to be a cloud-based or off-premise solution (not hosted at PLNU) – all 5 solutions listed above are capable of this. Ryan Botts asked if cost is a major factor in decision.			
Conclusions: In response to Ryan’s question, Corey indicated that if one LMS were an outlier on the high end, it would be a factor, but expects prices to be between \$70,000-100,000 per year for most vendors. Within that range, features and functionality are main factors.			
Action Items		Person Responsible	Deadline
Timeline Overview			
20 minutes	Corey Fling		
Discussion: Discussed the proposed calendar and schedule of activities. Reviewed timeline between now through December, 2013. Focus was on the survey to solicit faculty feedback, Kerry Fulcher’s update at faculty meeting on March 20, next steps in conversations with vendors, selection process for pilot volunteers, vendor demonstrations.			
Conclusions: It was agreed that the schedule seemed aggressive, but reasonable to complete. Everybody present indicated that they were available to extend the search through the end of May (it was originally to be completed by May 3). Nicole Cosby also indicated desire for faculty in LMS working group to be able to participate in pilot (even if they didn’t receive a stipend).			
Action Items		Person Responsible	Deadline
Begin working with vendors, get ballpark pricing, begin coordinating dates		Corey Fling	3/27/13
Review and summarize details for vendor demonstrations, review at next meeting		Kathy Potter	4/9/13
Send updated info to vendors for preparing for demonstrations		Kathy Potter	4/10/13
Review of Survey			
25 minutes	Corey Fling/Kathy Potter		
Discussion: Reviewed the first draft of the survey that Kathy Potter compiled. Group critique and feedback.			
Conclusions: The following changes should be made to the survey <ul style="list-style-type: none">Question about rating Bb9.1 experience – Add option for “do not use”Question about importance of features vs. ease of use – Make on a 1-5 scale, with features on one side, ease of use on other sideRating importance of specific tools – Give examples of some tools that may not be obvious, such as ePortfolios, RSS, Single Sign on, HTML embed codes, multimedia. Also, add a tool specific to YouTube in Third-Party integrationBlackboard tool review – Give examples of same tools as above			
Action Items		Person Responsible	Deadline
Revise survey based on feedback, distribute to working group		Kathy Potter	3/20/13
Review Kathy’s revisions, provide feedback to Kathy/Group for any additional changes		Working Group	3/21/13
Implement final changes from group, set up survey in Qualtrics, email group link		Kathy Potter	3/22/13 - AM

Review Qualtrics survey link and provide any changes/feedback		Working Group	3/22/13 - COB
Send email to All Faculty about survey		Shirlee Gibbs	3/25/13
Send reminder to faculty about survey		Shirlee Gibbs	4/2/13
Close survey		Kathy Potter	4/3/13
Review and summarize survey results		Ryan Botts	4/5/13
Shorten list of vendors			
10 minutes	Corey Fling/Group Discussion		
Discussion: Determined the best way to shorten the list of 5 LMS vendors down to 2-3 top choices. Asked whether, based on reviews and feedback, if eCollege and Moodle should remain on list.			
Conclusions: Due to cost, lower market share, no significant growth in market share over time, and poor reviews eCollege was eliminated from the list. Because there were mixed reviews of Moodle, the decision was to leave it on the list for the time being. Process to narrow the list further was to have each team member rank the remaining LMS vendors (Blackboard, Canvas, Desire2Learn, and Moodle) from most preferred to least preferred. This process will be used to determine which vendors are eliminated early on. Based on feedback, either two or three vendors will remain and will be brought on-site for demonstrations.			
Action Items		Person Responsible	Deadline
Rank and give feedback on LMS vendors, submit to group		Working Group (all)	4/3/13
Schedule demonstrations with vendors		Working Group (all)	4/4/13
Post-meeting follow-up			
15 minutes	Corey Fling/Shirlee Gibbs (after working group adjourned)		
Discussion: Discussed meeting minutes, upcoming goals, at risk items			
Conclusions: <ul style="list-style-type: none">Shirlee comfortable presenting at faculty meeting on 4/10 with Ryan BottsStill need to assign somebody to create email about faculty volunteers for LMS pilot (to be sent 4/4/13)Need to schedule dates and rooms for vendor presentations ASAP, even if vendors unknown – selected afternoons of 4/23 and 4/25, optional afternoon of 4/26 if third vendor selectedNeed to begin working on faculty feedback formNeed to begin working on evaluation rubric for working group to compare vendors after demonstrationHow do we compare feedback of faculty if they are not present at all 2 or 3 demonstrations?Discussed agenda items for following meeting on 4/9/13			
Action Items		Person Responsible	Deadline
Create draft of feedback form for faculty		Kathy Potter	4/8/13
Create draft of rubric for working group to compare vendors after demonstrations		Kathy Potter	4/8/13
Send meeting invite for 4/9/13 at 1pm (ITS Conference Room)		Shirlee Gibbs	3/21/13
Outstanding/At Risk Items			
<ul style="list-style-type: none">Still need to assign somebody to create email about faculty volunteers for LMS pilot (to be sent 4/4/13)How do we compare feedback of faculty if they are not present at all 2 or 3 demonstrations?			

MEETING 2 – APRIL 9

LMS Working Group – Meeting 2			
4/9/13		1-2pm	Ryan Learning Center – ITS Conference Room
Meeting called by	Shirlee Gibbs, co-chair		
Facilitator	Shirlee Gibbs, co-chair		
Note taker	Shirlee Gibbs		
Attendees	Ryan Botts, Nicole Cosby, Shirlee Gibbs, Kathy Potter		
Not Present	Holly Irwin, Stephen Goforth, Corey Fling, Maggie Bailey		
Status Update			
10 minutes	Shirlee Gibbs		

Discussion: Status updates on several topics: <ul style="list-style-type: none">Narrowed vendors – emailed Blackboard, Canvas, D2L and times scheduled (eCollege eliminated in previous meeting; Moodle eliminated from Working Group survey)Need to communicate times to faculty ASAP2 hours per demonstration, with 30 minutes for questionsKerry to send out email on to faculty (may also discuss at Faculty meeting on 4/10), inviting them to participate		
Conclusions: Shirlee to send Kerry email suggesting wording about expectations of faculty who are selected. Faculty should know there are expectations they will commit their time to participate in training by ITS staff beginning in June and continuing throughout the summer.		
Action Items	Person Responsible	Deadline
Prepare email for Kerry to send	Shirlee Gibbs	04/09/13
Review Survey Results		
10-15 minutes	Shirlee Gibbs / Ryan Botts	
Discussion: Survey closed 4/3; 109 responses. Ryan discussed his analysis. Survey results confirmed faculty see a simple interface as important; portfolio important, multimedia capability important, compatibility with mobile devices important.		
Conclusions: Survey results to be sent to Vendors prior to Demo’s		
Action Items	Person Responsible	Deadline
Survey results to be sent to Canvas, Desire2Learn, and Blackboard	Kathy/Corey	Prior to 4/23
Create Questions for LMS Vendors		
15 minutes	Shirlee Gibbs / Kathy / Group Discussion	
Discussion: Discussed questions and agenda items that each vendor should cover		
Conclusions: Gathered and refined a list of questions. Kathy Potter to finalize list and email each vendor so they can prepare appropriately. Shirlee to connect with Maggie regarding specific items with Assessment (analytics, gradebook, etc. helpful for accreditation) and ePortfolio functionality.		
Action Items	Person Responsible	Deadline
Finalize questions/agenda to guide vendors demos	Kathy Potter	4/9/13
Send finalized questions to group for feedback	Kathy Potter	4/10/13 AM
Group feedback to Kathy about finalized questions	Group	4/10/13 End of day
Send faculty email about vendor demonstration dates	Shirlee Gibbs	4/11/13
Send vendors questions	Kathy Potter	4/11/13 AM
Send faculty reminder email about vendor demonstration dates	Shirlee Gibbs	4/22/13
Vendor Demo Preparation		
XXX minutes	Shirlee Gibbs / Group Discussion	
Discussion: Discussion about what needs to be set up for demonstrations. Presentations dates: <ul style="list-style-type: none">4/23 - 9:00-11:30 (Fermanian Conference Room) - Blackboard4/25 - 9:00-11:30 (Library Room 202) - Canvas4/26 - 9:00-11:30 (Library Room 202) – Desire2Learn		
Conclusions: Each vendor received their favored date/time slot. Refined Faculty Feedback Form at Vendor Demo’s. Agreed to keep form simple. Removed question about whether rater stayed for the entire Demo. Group seemed to think that faculty may not be able to stay for the entire 2.5 – 3 hours of Demo. Need to make faculty feedback form available for faculty who view videos of Demo’s to gather their input.		
Action Items	Person Responsible	Deadline
Create rubric for selection working group to rate LMS vendors	Shirlee / Kathy	04/10/13
Create form for faculty feedback following LMS vendor demonstrations	Shirlee / Kathy	04/09/13
Share rubric and feedback form with group	Shirlee / Kathy	04/10/13
Group feedback on rubric and feedback forms	Group	04/10/13
Finalize forms	Shirlee / Corey	04/10/13

Preparation for Discussion at Faculty Meeting		
5 minutes	Shirlee Gibbs	
Discussion: Conferred about what needed to be relayed to faculty at faculty meeting on 4/10/13 by Shirlee.		
Conclusions: Give info about Vendors and Demo dates/times/ places. Email to follow as a reminder asking faculty to indicate which they will attend.		
Action Items	Person Responsible	Deadline
Shirlee to send Kerry Email about expectations of faculty in Pilot	Shirlee	04/09/13
Outstanding/At Risk Items		
<ul style="list-style-type: none">None identified at this time		

MEETING 3 – MAY 14, 2013

LMS Working Group – Meeting 3			
5/14/13		9-10:30am	
		Ryan Learning Center – ITS Conference Room	
Meeting called by	Corey Fling, co-chair		
Facilitator	Corey Fling, co-chair		
Note taker	Corey Fling		
Attendees	Maggie Bailey, Holly Irwin, Nicole Cosby, Corey Fling, Shirlee Gibbs, Kathy Potter		
Not Present	Ryan Botts, Stephen Goforth		
Summary of Results			
20 minutes	Corey Fling		
Discussion: Corey shared a summary of the rubric’s that were submitted by the working group members. The group collectively scored Canvas at 92% of the possible points, Blackboard at 76%, and Desire2Learn at 59%. Further details on the summary broke the data down into the five main areas on the rubric. Since Ryan and Stephen were not present, Corey had collected their feedback prior to the meeting and shared it with the group as well.			
Conclusions: N/A			
Action Items		Person Responsible	Deadline
Recommendation			
30 minutes	Corey Fling		
Discussion: The group quickly eliminated Desire2Learn as an option and felt the product would not meet the campus needs and was inferior to both Blackboard and Canvas. With Blackboard, many were surprised that the recent updates were big improvements to the product. However, there was frustration that it has taken so long to have them make any progress. Additionally, there were big concerns about pricing. The current price of Blackboard is roughly \$55,000 in licensing, \$12-17,000/year in hardware costs, and additional salary costs associated to upkeep of system patches and updates – approximately 20% FTE (roughly \$14,000). Total cost of ownership of Blackboard in its current configuration is \$81-\$86,000/year. If PLNU is going to keep Blackboard, it is recommended that we move the software into Blackboard’s data centers and they host it as a cloud application (Software as a Service). The base cost for this configuration with the one module in Blackboard Learn that we currently license is \$100,000. There would be additional costs to add feature parity to the desired modules offered in Canvas – ePortfolio, Assessment, and Analytics. While the costs of these are not currently know, it would easily add more than \$30,000 onto the cost of the base software already licensed. Canvas’ entire package based on our FTE costs \$82,000 with basic technical support (Monday-Friday 8a-6p). If premium support (24/7/365) is desired, this brings the annual cost to \$98,000. If LiveText and Taskstream were displaced by Canvas, there would be additional cost savings; however, both programs are currently paid for by students with a special fee.			
Pricing aside, discussion was shaped around the quality of the product. There was agreement that Canvas had a more intuitive interface, was user focused, and had a superior mobile platform.			

Conclusions: The group agreed that Canvas was the best choice. It was rated highest among the working group (by 16%) and was rated highest by faculty on the feedback forms.		
Action Items	Person Responsible	Deadline
Create report to recommend Canvas	Corey Fling/Shirlee Gibbs	5/24/13
Next Steps		
15 minutes	Corey Fling/Shirlee Gibbs	
Discussion: Discussion about the group’s next steps		
Conclusions: Next steps: <ul style="list-style-type: none">• Create pilot faculty expectations• Finalize pilot faculty with Kerry, announce• Contracts with Canvas (Corey)• Training plan (Instructional Design)• Focus groups with pilot faculty and students• Finalize recommendation on long-term LMS in October		
Action Items	Person Responsible	Deadline
Pilot faculty expectations	Shirlee/Corey with Katie	5/20/13
Select pilot faculty	Shirlee/Corey with Kerry	5/21/13
Get contracts and final pricing from Canvas	Corey Fling	5/24/13
Make training plan	Corey Fling with Katie	6/1/13
Focus groups with faculty and students	Group	Fall semester, 2013
Finalize recommendation in fall	Group	Mid-October, 2013

MEETING 4 – OCTOBER 10, 2013

LMS Working Group – Meeting 4			
10.10.2013		8:30-9:30am	Ryan Learning Center – ITS Conference Room
Meeting called by	Corey Fling, co-chair		
Facilitator	Corey Fling, co-chair		
Note takers	Corey Fling		
Attendees	Maggie Bailey, Ryan Botts, Holly Irwin, Corey Fling, Shirlee Gibbs, Stephen Goforth, Kathy Potter		
Not Present	Nicole Cosby		
Discussion about Canvas Assessments			
10 minutes	Maggie Bailey		
Discussion: Maggie shared her feedback about Canvas from an assessment perspective. There were some strengths in that rubrics and outcomes can be created institutionally and shared with courses. While the product isn’t a Cadillac compared to LiveText or TaskStream, it does meet our basic needs and we likely don’t need all of the features offered in the other products long-term.			
Conclusions: Maggie does not feel like we can completely discontinue the use of LiveText or Taskstream at this present time due to program reviews; however, it is something that could probably be replaced with Canvas functionality over time. Maggie emphasized the desire to have Canvas include AACNU rubrics so they can be imported.			
Action Items		Person Responsible	Deadline
Review of Faculty Focus Groups			
20 minutes	Shirlee Gibbs, Corey Fling		
Discussion: Shirlee and Corey shared notes and discussion from the two faculty focus groups.			
Conclusions: N/A.			
Action Items		Person Responsible	Deadline
Review of Student Survey Results			

15 minutes	Group		
Discussion: The group reviewed the results from the student survey and discussed.			
Conclusions: N/A			
Action Items		Person Responsible	Deadline
Conclusion/Recommendation			
15 minutes	Group		
Discussion: Group discussion about recommendation to Cabinet for next steps.			
Conclusions: The group (including Nicole Cosby, who submitted feedback by email even though absent) unanimously concluded that PLNU should switch from Blackboard to Canvas. There was discussion about how long both products should overlap. ITS recommendation was to allow faculty to teach from Blackboard or Canvas in spring and summer of 2014, then switch Blackboard to a read-only mode (can't teach out of it, but can retrieve data) during the 14/15 academic year, getting shut off at the end of summer 2015. While there was some concern about this schedule due to other competing priorities in academics, it was determined that this is the best option because 1) it provides a better user experience for students - based on student feedback and survey response, 2) allows instructional design team to better focus support and training on a single product and 3) allows for PLNU to only pay for one LMS the 14/15 academic year rather than paying maintenance for both Canvas and Blackboard simultaneously.			
Action Items		Person Responsible	Deadline
Write a final written recommendation		Corey Fling	10/13/13
Review and submit changes to recommendation		Group	10/14/13
Present recommendation to Cabinet		Corey Fling/Shirlee Gibbs	10/15/13

APPENDIX E – TOPICS FOR PRODUCT DEMONSTRATIONS

Topics to cover for LMS demonstration at PLNU

*Please prepare a demonstration that highlights all of the key functionality of your product. During this presentation, please be sure to consider the following items about which we would like better clarification, but don't limit your presentation to this list only. If any feature you show **is not** part of the base product, and requires extra licensing to the university or its students, that should be mentioned during the demonstration so it isn't assumed it is base functionality.*

- The ease of posting (and recording, then posting) audio/video multimedia.
- Ease of linking files together (linking a file multiple places in a course, a single file in multiple courses, etc. – so when updated, updates all locations).
- Calendar
 - Can calendar be used to help build syllabus?
 - Can a change in the calendar update the assignment due dates, or do they need to be changed in two places?
- Demonstrate or discuss the integrations into Facebook, Twitter, or other social media.
- Ease of communicating with entire class.
- Any web conferencing support (is it built in or an add-on)?
- Any Gmail or Google Docs integration?
- Overview (or demonstration) of how a test is set up (how faculty create, students take, and score is entered into grade system).
- Gradebook
 - Demonstrate the ease of grading assignments (those submitted as pdf, Word, Excel, etc.).
 - The ease of use of gradebook; is it easy to move gradebook data back and forth between Excel (e.g., will it export to Excel or at least .csv and can it import from Excel)?
 - Can a gradebook be set up so that a grader can only see a part of the gradebook? We have undergraduates who grade homework and labs; it would be helpful if they could enter those scores into the LMS without having full access to all of the students' grades (e.g., exam scores).
- Analytics
 - Demonstration of the types of student analytics offered (e.g., number of visits to the site, time in the site, student error rate by exercise, etc.).

- What learning analytics or features does product have that will increase efficiencies with regard to facilitating a course (ways to quickly gather data on who is engaged, ways to efficiently provide feedback, ways to track activity in a course, ways to determine students at risk)?
- Assessment
 - Assessment Activities – does the LMS have rubric functionality (development, assessment, aggregate scoring), curriculum/ course mapping capability, assessment with rubrics that can be analyzed in the aggregate at course and program level? What other assessment activities can be supported?
 - Assessment Planning – link assessment plans to specific program learning outcomes assessment, align standards and learning outcomes, curriculum map, embed criteria for success for each learning outcome.
 - Assessment Analytics & reporting tools – track assessment results in the aggregate and longitudinally. What reporting analytics are available?
- ePortfolios
 - What ePortfolio functionality is available?
 - How does this functionality integrate with grading and assessment functionality?
 - Can students take their ePortfolios with them when they graduate?
 - Can students and faculty create multiple ePortfolios and pull artifacts from wide range of sources (e.g., PDFs, YouTube, images, exhibit center, etc.)?
 - What is the ease of development of an ePortfolio?
 - Is there ePortfolio size limit?
- Does the LMS include plagiarism detection functionality?
- Mobile
 - How does the LMS address mobile learning?
 - What functionality is available from a mobile device and what **is not** available from a mobile device – for both students and faculty?
 - Is mobile product a native app for Android/iOS or is it a mobile-enabled website viewable in the mobile browser?
 - Is there an additional cost for any mobile features?
- Does the LMS address ADA compliance? Does it have functionality to help faculty check the accessibility for materials they have uploaded to their course? Or create accessible materials?
- What other universities are using your LMS who are doing an exemplar job—and who might we speak with there?

APPENDIX F – WORKING GROUP RUBRIC TO SCORE PRODUCT DEMONSTRATIONS

LMS Evaluation Rubric						
Instructions: Please use this rubric to rate the features/tools of the LMS being demonstrated. The rubric lists a number of features/tools that have been designated by faculty as important to be present and effective in the LMS tool that is selected. Add a check mark or X in the column that you feel is the most accurate description for each category						
Name of Product: _____ –		Name of Person Rating Product: _____				
Feature/Tool	Weight	Present and Effective	Present and Somewhat Effective	Minimally Present or Somewhat Effective	Not Present or Not Effective	Score
		<i>The tool or feature is present and highly effective; it offers sophisticated options and</i>	<i>The tool or feature is present and somewhat effective; it offers enough options to</i>	<i>The tool or feature is minimally present or somewhat effective; it offers basic functionality</i>	<i>The tool or feature is not present or its functionality can be considered ineffective for the needs of</i>	Multiply weight times rubric score for feature/ tool

		<i>functionality.</i>	<i>suit the needs of most users.</i>	<i>but won't suit the needs of most users.</i>	<i>our users.</i>	
Communication and Collaboration		3	2	1	0	Score
1. Wiki	1					
2. Blogs	1					
3. Journals	1					
4. Discussion boards	1					
5. Chat / Instant messaging	1					
6. Calendar	1					
7. Groups	1					
8. Web conferencing	1					
9. User profiles with pictures	1					
10. Notifications	1					
Feedback, Grading, and Assessment		3	2	1	0	Score
11. Early warning system (or other learning analytics)	2					
12. Peer review tools	1					
13. ePortfolio functionality	7					
14. Rubrics	3					
15. Grading options (weighted, letter, %, points)	1					
Feature/Tool	Weight	Present and Effective	Present and Somewhat Effective	Minimally Present or Somewhat Effective	Not Present or Not Effective	
		<i>The tool or feature is present and highly effective; it offers sophisticated options and functionality.</i>	<i>The tool or feature is present and somewhat effective; it offers enough options to suit the needs of most users.</i>	<i>The tool or feature is minimally present or somewhat effective; it offers basic functionality but won't suit the needs of most users.</i>	<i>The tool or feature is not present or its functionality can be considered ineffective for the needs of our users.</i>	
Feedback, Grading, and Assessment (continued)		3	2	1	0	Score
16. Plagiarism detector	1					
17. Surveys and Polls	1					
18. Tests	1					
19. Assignment submission	1					

20. Annotations for feedback	3					
21. Attendance tracking	1					
22. Adaptive Release (release content to specific students or groups)	1					
Third-Party Integration		3	2	1	0	Score
23. Social media	2					
24. iClickers	1					
25. Textbook publisher content / eBooks	1					
26. Web equation editor	1					
27. RSS feeds	1					
28. Rich content capabilities (editor accepts multimedia)	1					
29. YouTube	1					
30. Gmail / Google apps integration	1					
LMS Attributes Important to Faculty		3	2	1	0	Score
31. Tool is easy to use (intuitive) for course design and instruction	1					
32. Product is customizable according to individual user preferences, navigation, and course menu	1					
Feature/Tool	Weight	Present and Effective	Present and Somewhat Effective	Minimally Present or Somewhat Effective	Not Present or Not Effective	
		<i>The tool or feature is present and highly effective; it offers sophisticated options and functionality.</i>	<i>The tool or feature is present and somewhat effective; it offers enough options to suit the needs of most users.</i>	<i>The tool or feature is minimally present or somewhat effective; it offers basic functionality but won't suit the needs of most users.</i>	<i>The tool or feature is not present or its functionality can be considered ineffective for the needs of our users.</i>	
LMS Attributes Important to Faculty		3	2	1	0	Score
33. Operates on a variety of popular web browsers	1					
34. Instructor view-as-student functionality	1					
35. A single file links to multiple locations	1					

36. Mobile functions enhances instruction	2					
37. HTML embedded codes	1					
38. Vendor offers a variety of training / support resource options	1					
LMS Attributes Important to Students		3	2	1	0	Score
39. Tool is easy to use (intuitive) to interact with courses	1					
40. Product is customizable according to user preferences, dashboards, and screen layout	2					
41. Mobile functionality enhances student engagement	3					
42. Vendor offers a variety of training / support resource options (i.e. student help videos)	1					

APPENDIX G – FACULTY FEEDBACK FORM

Faculty Feedback Form

You can fill out this paper survey or alternately fill out the results online at:

<http://www.pointloma.edu/lmsdemosurvey>

Please use this form to give us your feedback regarding the LMS that is being demonstrated.

Name of product _____

The department I teach in is _____

Based on this demonstration, please rate your level of enthusiasm for this product. Circle your answer below:

1 2 3 4 5

Low High

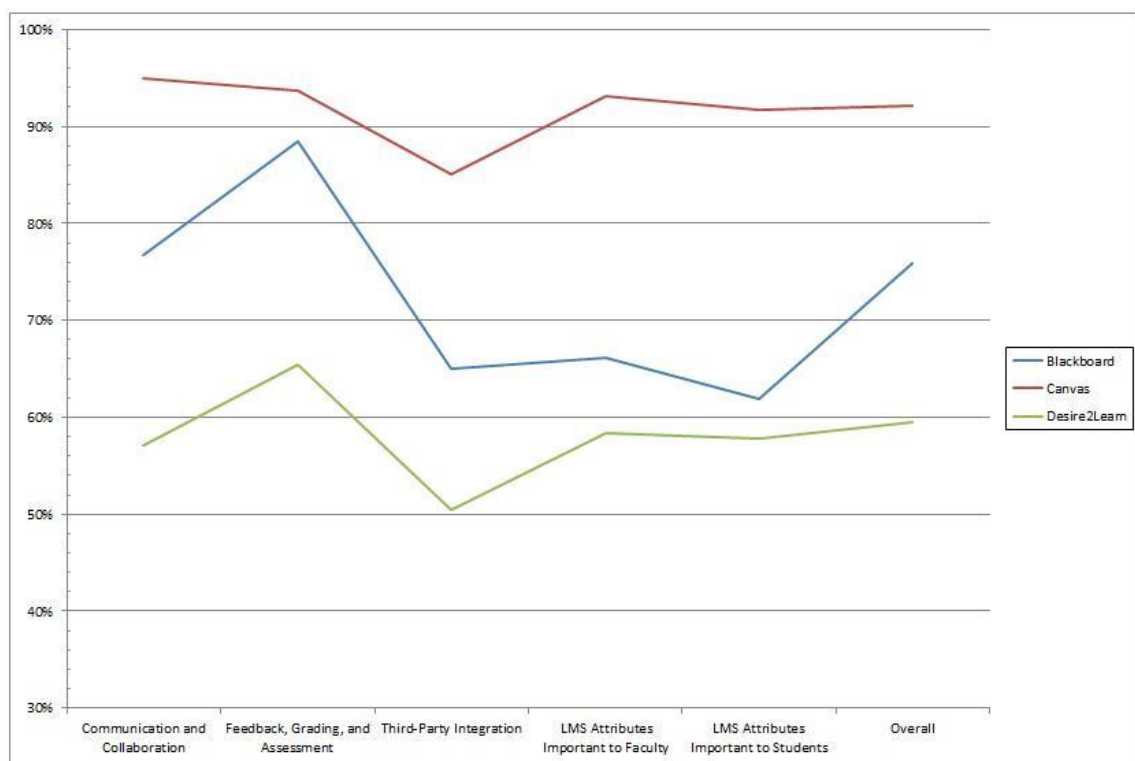
Please comment on what you really like about the functionality of this LMS:

Please comment on what you really **did not** like about the functionality of this LMS:

APPENDIX H – FACULTY FEEDBACK RESULTS

As mentioned above, every member rated Canvas first, Blackboard second, and Desire2Learn a distant third. Overall, three products - Canvas, Blackboard, and Desire2Learn--ranked 92%, 76%, and 59% respectively on their overall scores on the rubric. The chart below shows the scoring by section.

In addition to qualitative feedback from faculty, the faculty who participated in or viewed the demonstrations were asked to rate their level of enthusiasm for each product on a scale of 1-5 (one being low and five being high). Canvas scored an average of 4.9, Blackboard 3, and Desire2Learn 2. Feedback from both the working group and the faculty feedback forms praised the ease of use and simplicity of the product, while still meeting faculty and student needs. Additionally, all of its features are licensed as a single base cost compared to Blackboard for which each component is an add-on at an additional cost. From a technical perspective, Canvas allows for rapid scaling of the environment to grow with PLNU's needs.



APPENDIX I – FACULTY FOCUS GROUP, MEETING 1

Summary

Canvas Pilot Faculty Feedback Session 1

August 30, 2013

A group of 16 PLNU faculty working with the new LMS pilot of Canvas gathered together on August 30 prior to the start of the school year to give feedback about their use of Canvas. Comments and feedback from that session are given below.

QUESTION: DESCRIBE YOUR EXPERIENCE LEARNING CANVAS.

- *The system seems intuitive*
- *Overall was fine*
- *Online training vs. classes on campus through IT was good*
- *Videos are good- short and specific*
- *Easy to Google questions and get answers*

- *Auto population*
- *Challenges with integration of some applications*

QUESTION: WAS THERE A TRAINING RESOURCE YOU WISH WAS AVAILABLE (THAT WASN'T) THAT WOULD HAVE BETTER HELPED YOU LEARN CANVAS?

- *LTI integration tips*
- *Overall was fine*
- *Trainer vs. Teacher – start with module then add to*
- *Guides were well done-can answer most questions*
- *Need more immediate feedback from Biray*
- *Confusing to start – pilot vs. building your own course*
- *Individual sessions helpful*
- *Have IT staff do training instead of Instructure (training at stations like Katie/Jo did)*
- *Overall schematic (how do things relate to each other)*
- *Flowchart (i.e., outcomes to rubrics to assignments)*

QUESTION: ARE YOU USING FEATURES IN CANVAS THAT WERE UNAVAILABLE IN CANVAS? WHAT FEATURES?

- *Wasn't using Blackboard for anything more than storage*
- *Canvas has ability to write equations*
- *Can see how to use it as a teaching tool*
- *Video made easy*
- *Quizlet integration*
- *Calendar is great*
- *Quizzes – some losses, some gains*
- *Multiple drop-downs, formatting easier*
- *Instant media to student*
- *Students can send media back*
- *Speed Grader – connect to Gen Ed outcomes for assessment*
- *Students can choose to receive notices from tweets, email, etc.*
- *See assignments due in one place*
- *Easy to add rubrics*
- *Linking small groups face-to-face with larger groups on Canvas*
- *Video office hours*
- *Drag and drop*
- *Small groups post assignment to “page” to share*

QUESTION: WHAT ARE THE POSITIVES AND THINGS YOU STILL HAVE QUESTIONS ABOUT?

- *Intuitive*
- *Marketing accurately represents product*
- *Fast to build courses*
- *Module feature*
- *Could not have done course without Canvas; impossible with Eclass*
- *Linked calendar/syllabus*
- *Hide/release assignments*
- *Equation editor*

- *Media – video and audio*
- *Integration of separate parts that complement each other (interrelated)*
- *Ease of doing multi-media*
- *Integration to Gmail*
- *STAR students good but missing how lectures work – thorough editing*
- *How to control environment for academic integrity (i.e., Respondos)*
- *Copying Canvas to Canvas didn't work well*
- *Canvas can be slow*
- *Video camera quality is poor*
- *Like openness of Canvas – can be more creative*
- *Bandwidth for groups?*
- *Trouble having a quiz with no points*
- *Can't center the video link – always goes to left margin*
- *Conversion from Eclass to Canvas was more difficult than led to believe*
- *Canvas only allows for one answer paired with one question*
- *Needed to fix: too many clicks to pick release date; recurrent appointments in calendar*
- *The module format takes the students through the course in a very clear, sequential way*
- *Had some trouble with the graphic design ability of Canvas so had to use another program and then import it.*
- *It is problematic that you can upload something to Canvas and then not see it right away.*

QUESTION: HOW PREPARED DO YOU FEEL WITH THE BUILDOUT OF YOUR COURSE AND YOUR PREPARATION IN TEACHING IN CANVAS?

- *Too early to answer*
- *Generally hopeful*
- *Some concern about experienced slow down*
- *Feel confident going into semester*
- *Feel students will benefit far more (no more book)*
- *Completely changing the way the course is taught*
- *Feel very prepared to teach my course*
- *Getting answers and support when working on course*
- *Sent email to students – some students couldn't get in because of 9/4 start date set in system*

APPENDIX J – FACULTY FOCUS GROUP, MEETING 2

Summary Report

Canvas Pilot Feedback Session II

October 7, 2013

A group of 6 PLNU faculty working with the new LMS pilot of Canvas met on October 7, 2013 to give feedback about their use of Canvas in their classes during Fall semester. Comments and feedback from that session are given below.

QUESTION: DID IT CHANGE THE WAY YOU FACILITATED THE CLASSROOM?

- *Canvas makes it easier to build modules*
- *I am spending less time to get things ready due to the ease of building out a course in Canvas*
- *There is better ability to do a hybrid course in Canvas*
- *Really helps with the “flipped classroom” process*
- *More efficient and convenient for students to access*

- Still teaching the same content but able to use Canvas effectively to provide more media, activities, group discussion, interesting content
- Just used for Blackboard for storage; can use Canvas to teach

QUESTION: WHAT ARE STUDENTS SAYING TO YOU ABOUT CANVAS?

- Students like it; they can access from any device
- No specific issues although some issues with videos on a Mac
- They really like it a lot more than Eclass
- Everything they need is in the module

QUESTION: DID THE FEATURES IN CANVAS WORK AS YOU HOPED? IF NOT, WHY?

- *Like the Quiz options; a blessing to be able to give a listening exam now*
- *Embedding of Google forms*
- *Ability to chunk modules – have to work through in order, easy for students*
- *Ability to give better assessments than ever before – rubrics with comment lines*
- *Grading – love Speed Grader*
- *Comments in Rubric seem truncated until you click on it*
- *Grade book works well*
- *Clear system for students to work through each module*

QUESTION: WHAT ARE THE POSITIVES AND THE THINGS YOU STILL HAVE QUESTIONS ABOUT?

- *Modules list – how to serve up just the day's work*
- *Embedding Google docs does not work well in Mac*
- *Canvas processing seems slow at times*
- *Uploading some images seems to have to be done 8-9 times for it to catch*
- *How organized the modules are; uploading a video for the class to view; being able to respond verbally instead of typing a long response*

QUESTION: WHAT RESOURCES DID YOU USE TO LEARN CANVAS?

- *Learned most by setting up trial course prior to semester*
- *Trial and error*
- *Used Canvas Guides*
- *One on One Support from Katie, Paul, Dan, Donna, Star students*
- *Wish online Canvas training was how to set up class*
- *Wish there was a flow chart about how things inter-relate*
- *Need to learn Canvas definition of Modules*
- *Plug-ins*

QUESTION: ANY FINAL COMMENTS/REFLECTIONS?

- *Canvas worthwhile because of everything it automates*
- *New technology, but willing to take the leap while they work through stuff*
- *Conversion to Canvas from Blackboard not easy at all; better to build from bottom up*
- *Need to think about what students may need to be oriented to Canvas, common training module*
- *Apple files not working*
- *Shockwave up-date not working*
- *Analytics for a module cumbersome; has to be student by student*
- *Canvas can't tell you where a student is "in progress" with assignments, etc.*
- *Canvas has its own use of specific vocabulary; syllabus is not syllabus, module.etc.*
- *Recordings not great*
- *Have a template of a course for training to give a "Big Picture".*

APPENDIX K – STUDENT SURVEY

1. Year in school
2. If you have used any other LMS systems (like Moodle, Blackboard/Eclass, etc.), how does Canvas compare?
 - ☐ Better
 - ☐ As Good
 - ☐ Not as good
 - ☐ I have not used any other LMS
3. Course(s) you are using in Canvas
4. How easy was it for you to learn Canvas?
 - ☐ Easy
 - ☐ Hard
5. What resources did you use to learn Canvas? (Check all that apply)
 - ☐ My Professor
 - ☐ Online Canvas Guides
 - ☐ Self-taught
 - ☐ Other: (specify)
6. Is there anything else you want to tell us about Canvas?

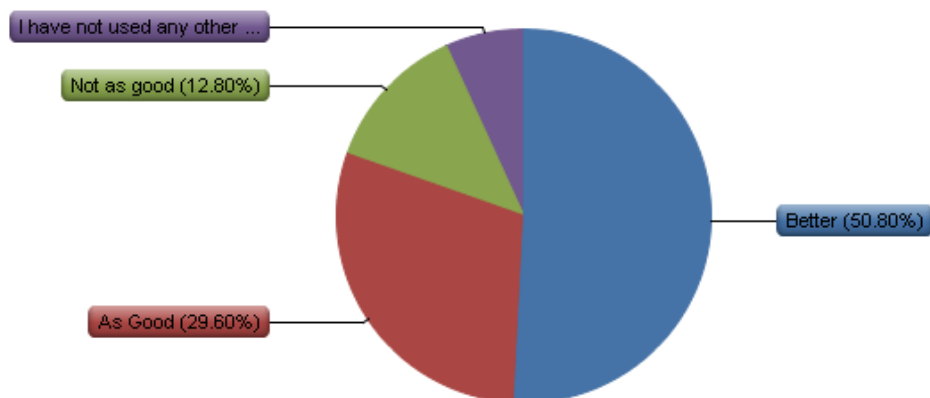
APPENDIX L – STUDENT SURVEY RESULTS

Year in school

#	Answer	Response	%
1	Freshman	193	77%
2	Sophomore	10	4%
3	Junior	14	6%
4	Senior	14	6%
5	Graduate Student	20	8%
	Total	251	100%

If you have used any other LMS systems (like Moodle, Blackboard/Eclass, etc.), how does Canvas compare?

#	Answer	Response	%
1	Better	127	51%
2	As Good	74	30%
3	Not as good	32	13%
4	I have not used any other LMS	17	7%
	Total	250	100%



Course(s) you are using in Canvas:

- world civilizations and core values **(2)**
- ATR 102 / Core values
- ATR102, FYE100, CHE103
- ATR102: Emergency Response and Risk Management
- ATR390, 493, 460
- ATR415 / ATR390
- ATR415, ATR390
- Advanced Nutrition **(2)**
- African Cultures and Histories / Statistics /
- African histories and cultures / problem solving / twentieth century Europe
- Assessment Procedures and Services for Students with Disabilities
- BIO 130, FYE
- Bible 101 with Dr. Wright and FYE
- Bible, core values, psychology
- Business 100, communications, core values
- CHE 103 / / FYE 100
- CHE 103, PSY 101, Core Values
- CHE 103, WRI 110, and FYE 100
- CHE103 and FYE100
- COM 100 / FYE 100
- COM 150
- COM 150 / COM 275 / FYE 100
- COM100, CHEM103, CORE VALUES
- COM100, Core Values
- COM313, COM150, COM312
- CORE VALUES
- CORE values (FYE 100)
- Calculus 164 / Intro to computer programming 143 / Intro to computer science 133 / Core values and convocation /
- Calculus and Modeling, Core Values Convocation, Intro to Computer Programming, Principles of Human Communication
- Calculus with Applications; African Culture and History
- Chem 130 / FYE
- Chemistry 103 / Fye
- Chemistry 103 / Core Values /
- Chemistry 103 / Core Values Convocation
- Chemistry, Bible, and Core Values. /
- Chemistry, Core Values Convocation
- Chemistry, Core values, Psychology
- Chemistry, EMR
- Christian Tradition, French 101 & Private Violin
- College Composition (WRI 110-13), Core Values Convocation (FYE 100-6), Principles of Human Communication (COM 100-13)
- Com 100 / Fye 100 / Wri 110
- Com 100, wri 110, fye 100
- Com 150, com 275
- Communications 101 / Core values FYE
- Communications and core values.
- Core Calues / Composition
- Core Value Convocation
- Core Value Convocation, Calc Tutorial
- Core Value Convocations / Communication 100 /
- Core Values **(7)**
- Core Values / Intro into Chemistry
- Core Values / World History II
- Core Values & Communication
- Core Values / Chemistry 103
- Core Values / Psychology of Personal Development / Intermediate French
- Core Values Convocation **(14)**
- FYE100) / Elementary French 1 (FRE101) / Principles of

- Human Communication (COM100)
- Core Values Convocation (FYE100) and Psychology of Personal Development (PSY101)
- Core Values Convocation (FYE100-2) / Calculus-1 (MATH164-1) / Introduction to computer programming and information systems (CSC133-1) / Introduction to computer programming(CSC143-2) /
- Core Values Convocation and World Civilizations II
- Core Values Convocation, College Composition, Yearbook Workshop
- Core Values and Business 100
- Core Values and Convocation / Pre-Calculus
- Core Values and Intro to Business
- Core Values and Intro to Chemistry (103)
- Core Values and Writing 110
- Core Values convocation and Principles of Human Communication
- Core Values, COM 100, Chemistry
- Core Values, Pre-Calculus for the Sciences
- Core Values, Writing
- Core convocations and chemistry
- Core values
- Core values / Com 220
- Core values and Intro to Chemistry
- Core values and chemistry 103 /
- Core values convocation
- Core values convocation / / Precalculus mathematics 123
- Core values convocation and calculus
- Core values convocation and general chemistry
- Core values convocation, Business 100, and French 101
- Cultural Anthropology and Core Values Convocations
- Cultural Anthropology [SOC201], Introduction to Spanish [SPA101]
- Cultural Anthropology and Core Values
- Cultural Anthropology, College Composition, Core Values
- EDU 600
- EDU 600 and EDU 650
- EDU 650
- EDU 650
- EDU600 / EDU650
- EDU650 & EDU600
- Edu 650
- Edu 650
- FCS 365 - Advanced Nutrition
- FCS365
- FRE 101
- FYE (27)
- FYE / COM100
- FYE 100 / CSC 143
- FYE 100 / MTH 133
- FYE 100 / MTH 133 /
- FYE 100 Core Values Convocation / Com 100 Principals of Human Communication
- FYE 100 and CHE 103
- FYE 100 and CHE103
- FYE 100, CHEM 103
- FYE 100- Core Values Convocation
- FYE 100: Core values
- FYE 101 and CHE130
- FYE Core Values
- FYE, BUS
- FYE, and Intro to Business
- FYE- Core Values Convocation
- FYE-100
- FYE-100 Core Values / MTH-164 Calculus 1
- FYE100 & HIS111
- FYE100 / HIS111
- FYE100 / MTH 133
- FYE100 / WRI110
- FYE100 Core Values Convocation
- FYE100 and CHE103
- FYE100 and WRI110
- FYE100, ATR102, PSY101
- FYE100, WRI110
- FYE100-2 / PSY101-03
- FYE100-3 / BIB 102-1 / PSY101-3
- FYE: Core Values Convocation
- First Year Experience
- First year experience
- French / Core values
- French 101
- French 101
- GED 661
- GED 668
- GED 668
- GED 670
- GED 672
- GED 672, EDU 600
- GED661
- GED672
- GED672 and EDU600
- Ged 672
- History 111
- History, Core Values
- Intro to General, Organic, and Biological Chemistry, Intro to Psychology, FYE Core Values Convocations
- Intro to Media Communication (Com150) and Intro to Music (Muh100)
- Intro to Music, Core Values Convocation
- Intro to Organic Chemistry and Core Values Convocation
- Intro to business / Core values
- Intro to music, core values convocation
- Introduction to Business and Core Values
- Introduction to French (FRE 101) - Lescart / Management

- of Allied Healthcare (ATR 460) - Ganz
- Introduction to Media Communication (COM 150)
- Introduction to Organic and Biological Chemistry, Psychology 101, First Year Experience
- MTH 303 / SOC 375
- MTH303 WRI345
- Macroeconomics, World Civilizations 110, Communication 100, and Philosophy 201
- Muh 100 / Core Values and Convocations
- New Testament History & Religion, Cultural Anthropology & Core Values
- Old Testament, Writing, Sociology
- PSY 101 / CHE 103 / FYE100
- PSY 101 / FYE 100
- PSY101, FYE100
- Philosophy, Psychology, Political Science
- Politics, Psych
- Pre calc / Core values
- PreCalculus and Core Values
- Problem Solving **(3)**
- Problem Solving / Advanced Audio Production
- Problem Solving, German 101
- Problems Solving
- Psy 309 and mth 333
- Psych 101 / Calculus 1
- Psych 101, chemistry 103, core values
- Psych 101, core values, math 123
- Psych and chem
- Psychology / Core Values
- Psychology and Core Values
- Psychology of Personal Development (PSY101), Core Values Convocation (FYE100)
- Psychology, Core Values
- RISK MANAGEMENT & EMERGENCY RESPONSE (ATR102-1)
- Risk Mangemenet and Emergency Response / Core Values Convocation
- SOC201 and FYE100
- Spanish
- Television Production / Media Com 150 / Television News Writing
- WRI110 / FYE100
- World Civ II, Principles of Communication, Core values
- World Civ, core values, Writing
- World Civilizations, Core Convocations
- World civilizations II and introduction to statistics
- Writing 110 / Core Values Convocation
- Writing 110, Communication 100, History 111- World Civilizations 1
- Writing 110, Core Values, SOC 201 - Cultural Anthropology
- Writing and Core Values
- bib 102, com 100, cmi 150
- core values
- core values / chem
- core,convocation , chem103
- fye100
- psy101, fye

**** NOTE:** Results with a number in bold/red in parenthesis denotes multiple entries for that result

How hard was it for you to learn Canvas?

#	Answer	Response	%
1	Easy	226	91%
2	Hard	23	9%
	Total	249	100%

What resources did you use to learn Canvas?(Check all that apply)

#	Answer	Response	%
1	My Professor	135	54%
2	Online Canvas Guides	20	8%
3	Self-taught	222	89%
4	Other:	8	3%

Other:

peers

I used it at my summer school (New Mexico State University)

Friends

Our professor was really good about utilizing everything canvas has to offer which shows us how good it is.

FYE Seminar

I am experienced with Angel

Is there anything else you want to tell us about Canvas?

- I personally think we should use Canvas for every subject.
- Canvas has that convenient "to do list" in the top right corner. I have trouble finding assignments in Eclass and only got the hang of it now, but whether you know the ins and outs of Canvas you can usually find an upcoming assignment. Plus, it comes with a handy app. I think Blackboard does too but it isn't free?
- It is much easier to navigate and use than blackboard. Very much approve of it for future use.
- It is very organized with the setup and easy to access certain topics.
- I wish less work was online and more personal
- We should have all teachers and classes using one site whether it be Canvas or not. It's not that I do not like Canvas, the core values class is simply confusing using the Canvas system.
- I love Canvas, it is so much easier to use than eclass and is really organized.
- Canvas is easier to navigate than blackboard in my opinion.
- No
- It's still kind of confusing.
- I HATE that my responses for assignments are public. I'm far less likely to write a "real" response to FYE if everyone else can see my answers. Besides that class if my hardest class due to all the little details they use to dock us points ALREADY, so this program on top of that is beyond frustrating.
- nope
- The program is great!
- I think it is wonderful! I like using it much better than Eclass! It helps me to stay on top of assignments and quizzes because it has constant reminders when I log on.
- no.
- Somewhat harder to navigate in comparison to Eclass
- Very clean cut and easy to use
- No
- Easy to pick up on, very straightforward.
- really clean layout, easy for me to read, like how the homepage has the checklist of upcoming assignments
- it's a little confusing with the calendar and the assignments.
- There are many option tabs for just one class.
- I like how it tell you if you have submitted assignments and also in the discussion section it won't let you view comments until you have submitted something of your own first.
- I just feel that the organization of blackboard is a lot better. It's neater- you can see everything you need to at a glance- and I feel that we should just use one site instead of both, as it can get confusing and one will most likely become neglected. I definitely prefer blackboard, although canvas is okay.
- I like it
- Visually, It is too busy.
- I like it, although I think it might be confusing if/when I have more than one class on canvas at a time. But I do not know since I only have one class right now.
- I found Canvas to be MUCH better than Class (blackboard). Canvas is student friendly and has very helpful features. Not to mention, it's easier on the eyes and looks much better.
- Please Switch all classes to canvas it's way better!
- It would be more helpful to have all classes on either canvas or Eclass, but switching between the two gets confusing.
- I do like this system better, but the home page is confusing in how it displays the info for all of your classes together.

- I'm not sure how to decline getting emails about all the responses that have been posted that day, and it is rather annoying.
- When I try to open articles from core values in Microsoft word, the article / will not transfer in English. Instead, a bunch of symbols show up on the / page instead.
- Nope
- Notifications and video conferences are great!
- Seems to work pretty well for communication and turning in assignments. It is also great for an addition to our syllabus to see when things are due. It leads you through the lesson.
- It seems like it has more to offer on the website than on Blackboard
- its simple, and I like it
- How you have to go back and forth to assignments is confusing.
- It's pretty easy to learn, but so is eclass
- Some of the formatting is a little confusing but it's not impossible to work with.
- The interface is too clunky, and the notification settings are a nightmare. Overall I think Blackboards is much easiet and efficient to use.
- much better, easier to use, and more user- friendly than Eclass
- Everything is easy to get to.
- Too many links
- Canvas is very helpful in keeping me updated in my classes.
- I like the user interface and the overall design the website presents. The ease of use helps to keep track of classes.
- It has a more clear layout than E class, in my opinion.
- e-class is more organized
- canvas is literally the most confusing and pointless thing ever.
- Good grading system
- It works well
- It's great. Much better than blackboard
- No
- more user friendly than Eclass. overall, much better than Eclass
- I like how Canvas sends notifications to my email.
- I this it's a good system. I like that you can re-submit things if they're wrong. The assignment lock isn't my favorite, I like to do things ahead of time.
- calendar should tell more specific dates like where to go for FYE
- No
- Like it the best! Better than Eclass
- Its a good program as long as someone explains it and I have time to try it out myself.
- I prefer using Eclass to Canvas. Courses are difficult to manage online when the school is using different websites.
- Eclass works great but if everything was on one site instead on FYE being on Canvas and courses being on eClass, that would be helpful. Some great resources on Canvas
- It is easy to use as long as the professor sets up the page well
- No it's fine.
- Sometimes my home screen comes up text only. No borders or colors.
- The calendars seemed confusing to me.
- Much easier to understand than eclass!
- the issues aren't with the program itself, but rather with the course itself. Lectures shouldn't be part of canvas
- Canvas had a little bit of a learning curve, but I think overall it is a good system.
- Nope
- Modules work better when teachers put less information on each slide in the module and put pictures.
- It is an incredibly easy and efficient way to stay on top of grades, assignments, group projects, messages and more.
- It's confusing and not user friendly
- It works pretty well

- We should thoroughly abolish the use of blackboard and make everyone transfer to Canvas. 110% better.
- Its ok. It's kind of confusing in its layout. I will say it's easier to find grades on Canvas than on Eclass
- It's not organized as well as E-class
- The modules was the easiest part for me, I liked how convenient everything there was, very neat and organized. The calendar did not always display correctly for me so I thought that was slightly ineffective, however I am not entirely sure it wasn't just my computer.
- Can be a little confusing when first starting out, but after I got the hang of it it was very manageable. I am able to use it fine now. I like how Canvas sends me updates about my activity on there; eclass doesn't do this.
- I enjoyed using Canvas
- It looks better than eclass.. but I don't know how my other classes would work on it. I'm just used to navigating eclass for them and so it sounds easier not to switch over at this point.
- N/A
- difficult to navigate and to post power points etc.
- Much more aesthetically appealing, streamlined and efficient than Eclass. Looking forward to the inevitable change.
- This system is WAY better than Eclass.
- Not really
- No
- It's annoying. I hate using it. Especially since one of my teachers uses it a lot. I don't get online to look at my Canvas a lot.
- I like it, and it helps keep me organized
- I think it's useful and easy.
- The interface is much easier and more functional than elcass, granted I only have one class on Canvas that might not be the case if it was as crowded as my eclass.
- To-Do list is nice. A little overwhelming with all the links available. EClass is good in that it is simpler.
- I think as more classes use Canvas, it will be easier to catch on.
- I like it
- I like that it shows the due dates, but it only works if the teachers know what they're doing as well.
- I like how it's set up. It's easy to use, and it's easy to find things.
- I think all teachers should use canvas because it is a great system and it was very easy to use. I also feel it would be more convenient for students if all the teachers used the same grading system. I like canvas because the way it is set-up visually and lays everything out so you know what is what.