University of Illinois Springfield
Student Government Association Resolution 013
Resolution in Support of the Academic Technology Committee's Pilot of Canvas LMS
Resolution Sponsor: President Mehmet

WHEREAS, the University of Illinois Springfield (UIS) Student Government Association (SGA) is vested with the authority to be the voice for the student body; and,

WHEREAS, there have been faculty noting issues with the campus learning management system (LMS) Blackboard; and,

WHEREAS, students have also been vocal regarding issues and concerns with Blackboard; and,

WHEREAS, these issues include not being able to integrate with real time conferencing software, poor mobile platform, service uptime, poor user interface, and poor data mining integration for accreditation initiatives; and,

WHEREAS, over 200 Universities have moved from Blackboard to a new LMS, Canvas in the past 3 years; and,

WHEREAS, the Academic Technology Committee has proposed a pilot program to test Canvas. See attached Exhibit 1.

THEREFORE, BE IT RESOLVED, that SGA stand in support of this pilot program and offer our assistance in ensuring the program's success.

_____   _____

Secretary E. Hartney   President A. Mehmet

EXHIBIT 1

MEMO

TO: Ranjan Karri, Chair, Campus Senate
CC: Lynn Fischer, President, UIS United Faculty
FROM: Brytton Bjorngaard, Chair, Academic Technology Committee
RE: Pilot of Canvas LMS
DATE: October 31, 2016

Last year the Academic Technology Committee (ATC) conducted surveys of the UIS faculty by college, asking them about their needs with technology on campus in relation to their teaching, service, and scholarship. There was an echo in faculty noting issues with the campus Learning Management System (LMS) of Blackboard (BB) from the faculty perspective, as well as a reporting of student complaints, summarized below in Table 1.

TABLE 1: Summary of comments from ATC Survery to PAA, CLAS, EHS, and CBM Faculty RE: BB LMS
Need better Learning Management System that can integrate real time video conferencing. The chat function in Blackboard is awful.
I hear student complaints about the Blackboard LMS but sometimes not sure if it is necessarily an interface issue but more of a course integration issue. I think accessing Blackboard can be limited especially with using tablets and smartphones.
sometimes blackboard is unavailable
nearly every semester a different BB anomaly emerges.
I think SIU Carbondale uses a system that can personalize tests by dynamically changing the parameters of a problem and adjusting the answers accordingly so that each student takes a different test but the grading can be automated. I don't know the name of that system but I'd like to have something like that.
Blackboard does a lot of things, but its user interface and usability are not up to the standards of the day.
Accreditation initiatives are incredibly important and are quite cumbersome without technology. It would be helpful to add technological capacity (Blackboard Analytics, LiveText, and other data mining technologies) to seamlessly gather data on an ongoing basis so that we are always prepared for self-studies, key reports, site visits, and such.
I hear complaints about Blackboard documents not opening.

COLRS and ITS proposed to ATC a pilot of the Canvas LMS (www.canvaslms.com) for use on campus. They believe it may address the limitations of the BB LMS including the lack of analytics and outcomes collection, high cost, and failure to keep current with technology trends in digital learning. The learning analytics and outcomes alignment tools in Canvas offer many opportunities for research on our courses and teaching practices.

From the cost perspective, the 24/7 tech support would relieve the load on the Tech Support Center and provide longer hours at no additional cost to the campus. Since Canvas is cloud-based, the on-campus web and databases servers that support blackboard would not be needed, which would save on electricity, maintenance and replacement/upgrade costs.

From a learning perspective, interface and integrated nature of the tools in Canvas should be more natural for students to learn and more adaptable to different learning styles. For faculty, fewer clicks are needed to develop a course and assess student work and participation.

The cost of a Canvas Pilot for UIS can be seen in Table 2 below.

TABLE 2: Canvas Pilot Costs	
Premium Pilot: $20,000.00	**Standard Pilot:** $10,000.00
400 Users 4 months of Subscription 24x7 Support - Guided Implementation - Standard Online Training Package 1 day of customized onsite training with our Trainer 1 day onsite with Implementation Consultant and Client Services Manager - Bulk Migration of up to 1000 courses, 5 courses with "white glove" treatment - Project Management assistance for the rest of the pilot - Tier 1 Support for all end users in Canvas	400 Users 4 months of Subscription 24x7 Support - Guided Implementation - Standard Online Training Package
Data Analytics: $7,500.00	Data Analytics: $7,500.00
Total: $27,500.00	**Total: $17,500.00**
*We can negotiate pricing, length, and number of users. For example, it would be nominal to extend the pilot to 6 months; that would give us 2 semesters if we started in June (summer and fall). If it goes way over 400 students, there may be additional fees. *If we decide to move forward with Canvas after the pilot, then the money we paid for the pilot goes towards full implementation.	

To measure faculty interest in testing a pilot of Canvas, ITS surveyed faculty looking for those interested in partaking in the pilot. The 17 interested faculty, the courses in which they would adopt Canvas, and reasons for interest are summarized in Table 3.

TABLE 3: Faculty Initially Interested in Canvas Pilot			
Q1: Name	**Q2: Department**	**Q3: Courses you propose to teach on the Canvas LMS in Fall 2016. Please include the Department, Course Number, Anticipated Enrollment, and Format (On Campus, Online or Blended Format).**	**Q4: Please provide a brief personal statement about your interest in testing the Canvas LMS.**
Kathy DeBarr	MPH	MPH 506 Research Methods and/or MPH 561 Community Health Ed	I was an earlier adopter of tech with an online presence. I am always looking for something that will more fully engage our students. I teach primarily online... and I want to make the best use of my time and entice my students to become fully engaged with course materials, critical thinking, and knowledge production.
Bill Cox	Computer Science	CSC 421 CSC 422	Cisco NetAcademy uses Canvas. I adapted to it with some anxiety because I didn't take the time to learn it. Now, I am very comfortable with it. It is much easier for the instructor and the student. The platform is more stable. Setting up new courses was painless. Copying content and student enrollment was EASY.

			Scheduling tests is a little difficult or maybe I'm still in my learning curve. I would switch to Canvas in a heartbeat. Of course, you knew I just converted 4 Canvas courses to run in BlackBoard!!
Laurel Newman	CBM	MGT310 - online, 25	Interested in analytics potential
Karen Swan	EDL	EDL 541 Educational Research Methods	I am very interested in trying Canvas both to try another LMS and to be able to play with analytics tools.

Francois GiraudCarrier	MIS	BUS 322 A (on campus, enrollment of 45) and BUS 322 C (online, enrollment of 25)	I have used Canvas at the University of Utah before coming to UIS. I found the system easy to use for faculty and very effective with students. After using Blackboard for a couple of years, I am interested to learn how Canvas has evolved and how it compares to Blackboard.
TUNG NGUYEN	MATH	mat 336: INTRO/DIFFERNTIAL EQUA/APPLICA enrollment :15-20 Format: Online	Want to have a hand-0 experiment with using Canvas to compare with Balckboard
Harshavar dhan Bapat	Chemistry	CHE 141, 100, on campus	I am particularly interested in the data analytics piece of Canvas. I have heard a number of good things about it and want to try it out.
Donna Bussell	English and Modern Languages	ENG 501: Digital Humanities Research, on-campus, Fall 2016 Enr: 5-8 ENG 302: Introduction to Linguistics, on-campus, Fall 2016, Enr. 10-15 ENG 301: Introduction to the Discipline (core course), online, Spring 2017: enr. 15 ENG 552: Sociolinguistics in English Studies, on-campus, Spring 20157: enr: 8-10	I like the idea of students being able to access a CMS / LMS via their smartphones and tablets. Right now, it is very difficult to do this easily on Blackboard--a barrier for me as well as for the students. Frankly, students just don't used Bb unless they really, really have to. They don't like it much. I'd also like to have students do more multimedia work in discussion and presentations via our CMS/LMS. I can do this with Bb but it is still very cumbersome. It would be great to have a more elegant, integrated system for online and on-campus courses. I'd also like to have better analytics on student participation, assignments, and use of course resources.
Kristin Osiecki	Public Health	MPH 521 Environmental and Occupational Health Online (15 students) MPH 521 Environmental and Occupational Health On Campus (15 students) MPH 506 Community Health Research On Campus (15 students)	I am highly motivated to integrate best technological practices into all my courses both online and on campus. I have taught in a variety of technological management programs including Blackboard, Desire2Learn and OwlSpace and have effectively adapted to the strengths and weaknesses associated with each. At this time, I am in the process of redesigning both the online and on campus MPH 521 courses and the MPH 506 on campus course which makes it a perfect opportunity to develop my materials within Canvas LMS. Canvas LMS has a variety of features that I find exciting and I am very eager to learn more about the program. First, there are the administrative capabilities which would allow me to access daily generated data and analytics to better understand the effectiveness of my course materials. In addition, there is an outcome tool that can be tied to a specific goal to ensure measurable results. This sounds ideal as I integrate key concepts from the Quality Matters Rubric into my courses. Second, Canvas LM embraces student engagement with the ability to create and share audio and video within assignments, discussions and collaborative work spaces. Lastly, the Lossless Learning Initiative is something I currently strive for in my courses but it is a challenge especially with formative and individual assessments. Blackboard quizzes and Poll Everywhere surveys provide some insight, however; it appears that the Canvas LM features such as Canvas Poll, Magicmarker and Quiz Stats have a more intuitive approach to assessment. As I investigate the possibilities with Canvas LMS, I think the most exciting

			component is the idea of student-centered learning. With the help of COLRS, I believe I can transform my teaching methods and continually improve my courses for optimal student learning both online and in the classroom.
Betsy Goulet	Public Administration	PAD 481 Perspectives on Child Maltreatment (blended) 20 anticipated enrollment	I am very enthusiastic to explore a new platform for online teaching. There are numerous issues with Blackboard that have still not been updated through the years so it will be exciting to have a more user-friendly format.
Lucinda Caughey	Computer Science	CSC570 SAN Essentials CSC570 Data Science Essentials	Computer Science courses are large and use many different features in Content management systems. I believe these graduate courses would offer valuable feedback from predominately technical and predominately international students.
Brytton Bjorngaard	Art, Music, and Theatre	ART/COM 236 A, 22 students, on campus	With large files used in graphic design creation, we use Box in the class for file transferring, but there is no integration with the blackboard course and it is hard to students to remember to log into the two different systems each week to view progress/see files/etc. Canvas having box integration and students being able to save work from the courses with ePortfolio are ideal for a smooth running design course.
Elizabeth L. Jones	English	Either English 101 (60 students in three sections) or English 152 (about 20 students). Both on campus.	I would like the opportunity to try a different LMS with increased metrics while also remaining compliant with FERPA requirements for access to grades and enrollment information. I am also particularly interested in the online grading functions and the calendar. I have found the calendar in Blackboard time-consuming to set up and ultimately do not use it. I am also very excited about the Canvabadges as I have wanted to "gamify" my courses.
Magic Wade	Political Science	Gender, Politics, and Public Policy - 14575 - PSC 444 - A (20) On Campus Introduction to Public Policy - 14573 - PSC 311 - A (20) On Campus Introduction to the American Political System - 13218 - PSC 201 - B (30) On Campus	I used Canvas at the institutions where I previously taught. I preferred the platform over Blackboard for its ease of use and integration features and would like to refamiliarize myself with Canvas in anticipation of the switch over. I also have a wealth of course assessments and question banks in Canvas format that I would like to be able to use again for the introductory American Politics course.
Ty Dooley	Public Administration	PAD 485 Administrative Law 20 students PAD 575 Community Economic Development 20 students. Both courses are online only.	I would like to test Canvas due to my research interest in Learning Management Systems. Additionally, I would like to be a part of this pilot program and test drive a system that provides more functionality to students.
Yifeng Zhang	mis	MIS 564 B, anticipated enrollment 20 students, on campus	just want to test the system
Carolee Rigsbee	Management	MGT 488 Strategic Management: The Capstone CRN 11790 Class size: 25	I have been actively/previously engaged in understanding BlackBoard Analytics and I understand Canvas has some tools that may be useful in this area. Also, I would like to support COLRS & ITS in their assessment of tools that may benefit the UIS course management tool user community.

In addition, faculty expressed interest in the following tools that would be available within the Canvas LMS, shown in Table 4.

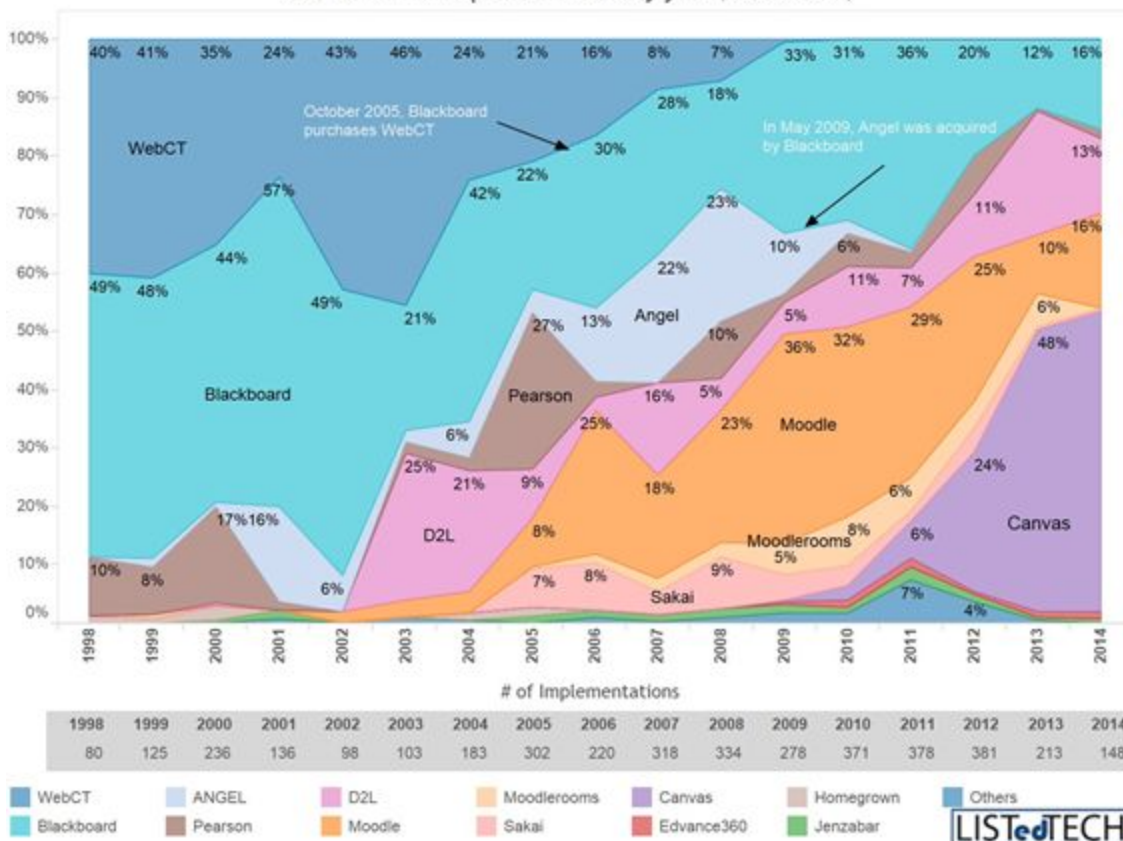| TABLE 4: Faculty Interested in Canvas Features	
Canvas Tool	# Faculty expressing interest

Announcements	13
Assessments and Quizzes	14
Question Banks	11
Assignments	16
Browser capabilities	9
Calendar	11
Content Import from Publishers	9
Copying Content across courses	13
Document Previews	7
ePortfolio - students able to save work from their courses	9
Notifications on personal device for Course Calendar	10
Text-based chat	6
Groups	11
Migration Tools to move content from Blackboard	13
Canvas Commons - OER modules	5
Peer Review	11
RSS Feeds for announcements	7
Selective Release (adaptive release)	6
Single Click Grading Tool	10
Single Sign On with other UIS tools	9
Social Media Integration	8
Student View for faculty use	10
Rubrics	13
File upload	12
Content pages (items or pages in Blackboard)	13
Discussion	11
TurnItIn integration	10
Kaltura integration	12
Examity Integration	6
External URL	9
Date management (roll course dates over between semesters)	6
Google Drive Collaboration integration	5
Attendance Tracking (Rollcall)	12
Mobile app access for faculty to grade and participate	10

Mobile app for student participation	9
Student access analytics (total activity in course)	11
Skype for Business Integration	5
Link validation for any links in the course content	7
Box integration	11
SlideShare integration	9
Canvabadges for issuing badges to students inside Canvas	4
Big Blue Button Web Conference Tool	3

Based on conversations with other universities, Canvas administrators, and online research ATC, ITS, and COLRS know there are over 200 Universities that have moved from Blackboard to Canvas in the last three years. As seen in Chart 1 below, you can see the growing market for Canvas within North American schools.

CHART 1: Canvas Implementation

In addressing the issue of the need for analytics, currently more than 30 client institutions, including University of Central Florida and Utah State University, have had early access to Canvas Data. They are leveraging the data to develop strategies that improve programs and offerings. For example, Unizin, a

consortium of progress-minded higher education institutions, has been developing custom services for its members by leveraging Canvas Data's premium features, including real-time data stream capability based on the IMS Caliper RAM standard.

During the proposed pilot, a group of faculty and students, as well as COLRS and ITS staff, will gain first-hand experience with the tool. We propose to survey both the students and faculty about their experiences to determine the success of the pilot. For faculty, the survey will focus on the ease of transition for Blackboard users, any feature improvements in Canvas, tools missing in Canvas but present in Blackboard, assessment of analytics and goals tools, and usability of the Canvas mobile app for teaching activities. The student survey will focus on ease of use, interface comparison with Blackboard, assessment of the Canvas 24/7 Help Desk for student support, and usability of the mobile app for learning activities.

The following transition plan is proposed:
•   Pilot semester with surveys
•   Present findings of faculty and student survey evaluations, side-by-side videos of faculty and students performing the same tasks in Blackboard and Canvas to let folks who were not among the pilot users to see and assess the interface
•   Blackboard would then remain the primary LMS that most courses are taught from for two semesters, Users who have developed courses in Canvas will be able to teach in Canvas
•   After the transition time, Blackboard would go dark and Canvas would be the UIS LMS for all courses and Blackboard would only be available on campus to copy materials to Canvas and maintain records for incomplete grades

SUMMARY

ATC, ITS, and COLRS are ready to pilot a test of the Canvas LMS system for the UIS system with the goal of full implementation for the campus. While the research shows it is a good choice for our University, before the time and money is spent on a pilot, we would like the faculty to have a larger voice in the discussion and the decision.