NJIT Canvas Pilot Summary

The table below highlights the results of the Canvas pilot and further details of the benefits of Canvas, an alternative LMS to Moodle.

Canvas LMS: 24 Facts

Why Canvas?

1. As of 2018, Canvas has surpassed Blackboard as the primary LMS in colleges and universities across the U.S. As of October 2018, Canvas now owns 35% of market share.
2. 10 of our peer institutions are using Canvas. 9 known colleges in NJ use Canvas (Including the Rutgers and Stevens Institute).
3. Canvas is a market disruptor having entered the LMS market well after saturation.
4. It has customizable branding and apps at the institution, college, and program levels.
5. Easy roll-out and adoption is possible with UC Davis's adoption taking less than a year (From Spring 2016 to Fall 2016).
6. A study conducted by Northern Illinois University compared four LMSs: Canvas, Blackboard, Sakai, and Moodle. The study investigated usability, user satisfaction, and the most frequently used features by the instructors. Canvas had the highest SUS score (70.6) compared to BlackBoard (65.3) and Moodle (52.5).
7. The School of Global Studies (SGS) at Thammasat University also conducted their own study in 2017, which found that Canvas decreased the amount of time their faculty spent on administrative tasks while their students found greater ease in managing course requirements in comparison to Moodle.

Support

8. 99.9% uptime including maintenance & updates.
9. "Hands-free" updates every 3 weeks with enhancements, new features, accessibility updates, & bug-fixes (update calendar). Also provides release notes with every update and occasional screencasts to go-over updates.
10. Tier 1 Support for Admins via ticket submissions online, e-mail, phone, or chat 24/7/365.
11. Test and Beta environments are provided, allowing faculty and staff to test features, tools, and course designs without interrupting or compromising the live production environment.

Fall 2018 NJIT Pilot

NJIT Faculty

12. 80% had an overall positive experience with Canvas: positive (50%) and very positive (30%).
13. 80% **felt confident** they could successfully use Canvas for a future course with 30% agreeing and 50% strongly agreeing.
14. 70% agreed they would **recommend Canvas as an LMS** with 60% agreeing and 10% strongly agreeing.
15. 50% agreed that Canvas was a **superior experience to Moodle** with 40% agreeing and 10% strongly agreeing.
16. Faculty indicated the benefits of Canvas included easier/improved grading, navigation, editing/adding course materials, changing/managing due dates, responsiveness, internal messaging, and a user-friendly interface.
17. It was pointed out by pilot faculty that the discussion feature in Canvas, as well as the quiz tool for calculation-based questions, were in need of improvement. Pilot faculty also felt the gradebook in Canvas was just as confusing as Moodle.

NJIT Students

18. 78% had an overall positive experience with Canvas: positive (40%) and very positive (38%).
19. 80% **felt confident** they could successfully use Canvas for a future course with 26% agreeing and 54% strongly agreeing.
20. 71% would **recommend Canvas as an LMS** with 27% agreeing and 44% strongly agreeing.
21. 62% felt that Canvas was a **superior experience to Moodle** with 22% agreeing and 41% strongly agreeing.
22. Students polled in-person preferred Canvas to Moodle: 107 students to 0.
23. Students indicated the most useful features in Canvas included the "what-if" grades feature (grade projection), submitting assignments, viewing grades, notifications, calendar, the "To Do" feature on the side of the Dashboard (so students do not miss deliverables), ease of access/use/navigation, "cleaner" user interface, and the overall layout.
24. Some students found trying to view instructor feedback and/or comments on assignments was confusing, while some had issues with the quiz tool not correctly processing scientific notation.

Canvas NJIT Pilot
Summary of Evaluation
Draft- January 2019

Contents

Introduction

Since 2009, NJIT has been using Moodle as its learning management system (LMS). The provider for this service has been MoodleRooms (a company owned by Blackboard). At the time of this transition, Moodle's open-source nature and high adaptation level made it an attractive LMS platform.

Over the past decade, LMS systems have become commoditized. All of them have the same basic feature sets to provide digital learning for instruction.

Recently there have been major concerns regarding the future of Moodle at NJIT:
1. The availability of our system. In the Spring 2018 semester, it is estimated that NJIT had a total of over 38 hours of downtime. These disruptions were the result of our provider, and confidence in Blackboard to provide services for Moodle has diminished. Since then there have been several more disruptions. This included Blackboard adding students

back to Moodle courses that they had previously dropped (Sept. 2018), a downtime which disrupted an online final for a course (Dec. 2018), and an outage during the first week of the Spring 2019 semester.

2. Support from Blackboard has been questionable despite their reassurances. Response times to support tickets have increased and are treated as a secondary product to Blackboard Learn/Ultra. New features are implemented in Blackboard first and then Moodle.

3. This past summer, Blackboard pulled out of a partnership with Moodle.org. This has continued to raise concerns about the support of the product. In September, MoodleRooms changed their name to Blackboard Open LMS. Blackboard pulling out of its partnership with Moodle has raised doubts over the long-term future of the product with consideration to how they treated other LMS systems such as WebCT and Angel. Both of those systems were poorly supported and eventually retired by Blackboard.

4. The Office of Digital Learning polled instructional staff in Spring 2018 and found mixed feelings about Moodle. Many respondents felt that Moodle is not an intuitive system, and there were many concerns about the speed with which Moodle responds.

It is important that a modern LMS is part of any long-term strategy for digital learning at NJIT. This is especially critical for online programs where the LMS is the most important system the student will interact with. Because of these concerns, NJIT piloted Canvas, another learning management system, for the Fall 2018 semester. The Office of Digital Learning arranged for a full featured pilot (for up to 400 users). This pilot was conducted with endorsement from the Teaching, Learning, and Technology (TLT) committee. The results of this pilot will help the NJIT community to make an informed decision if there is a need to migrate to a new LMS. This document is a summary of the results as well as an evaluation of features and support that Canvas provides.

Rationale

The infancy of the LMS focused on features, but now the usability and the intuitiveness of the product has become more important. Canvas is a LMS that is focused on a modern, intuitive interface.

The adoption level of Canvas has been incredibly high. Since its introduction in 2008, the market share for Canvas has grown year by year. In 2018, Canvas accounted for 28% of market share for higher education schools in the United States and Canada (Source: e-Literate). They are tied with Blackboard Learn for the highest market share. Canvas is also tied with Blackboard at 35% for primary LMS enrollments in the United States. By comparison, Moodle is currently at 11% (Source: e-Literate).

Schools are moving to Canvas at an incredibility high rate in comparison to Moodle. In 2017, 55% of schools that moved to a new LMS moved to Canvas. During that same time, 0% of schools moved to Moodle (Source: e-Literate).The growth of Canvas for new implementations worldwide is significant. The number of schools migrating to Canvas in the past few years is much larger than any other LMS platform.

Many of NJIT's peer institutions are also using Canvas.
Peer Schools Using Canvas:
- Colorado School of Mines
- Case Western Reserve

- Missouri University of Science and Technology
- Michigan Technological University
- New Mexico Institute of Mining and Technology
- MIT
- Carnegie Mellon University
- Georgia Tech
- Virginia Polytechnic Institute

Schools in the state that are using or moving to Canvas:
- Rutgers
- Hudson County
- Middlesex Community
- Ocean County
- Raritan Valley
- College of NJ
- Montclair University
- Rider University
- Stevens Institute of Technology

It is important that NJIT stays up-to-date in the digital learning space and provides a modern, relevant product for our students. The industry points to Canvas as the leader in the LMS space, which is the reason why NJIT chose Canvas for the pilot.

Pilot Courses

15 courses taught by 12 NJIT Instructors for a total of 403 students

- CHEM 125: Gen. Chem 1 (Bhavani Balasubramanian)
- STS 363 (Two Sections): Intro to Sustainability Studies (Maurie Cohen)
- FIN 600 (Online) Corporate Finance (Michael Ehrlich)
- HSS 408: Aesthetics and Modern Technology (Burt Kimmelman)
- HSS 408 (Online) Designing Effective Online Communication (Jim Lipuma)
- MATH 105: Elementary Probability and Statistics (Padma Natarajan)
- MIS 645 (Online): Information Systems Principles (Jerry Fjermestad)
- HIST 387 Computers, Innovators, and History (Elizabeth Petrick)
- BIOL 385: Evolution of Animal Behavior (Caroline Devan)
- FED 101 (Three Sections) Fundamentals of Engineering Design (Ashish Borgaonkar, Jaskirat Sodhi)
- ME 441:Computer Simulation and Analysis in Mechanical Engineering (Jaskirat Sodhi)
- IS 455: Information Systems Principles and Business Processes (Rich Egan)

Courses were selected based on a diverse mixture of colleges, complexity of Moodle content, and mode of instruction.

Digital Learning provided instructional and technical support for all pilot instructors. Course content was migrated from Moodle to Canvas using built-in tools. The majority of courses had no issues with importing. Digital Learning imported all course materials from Moodle to Canvas and would continue to do so in the event Canvas becomes a full-time platform for NJIT. One major expectation was CHEM 125. Because of the complex nature of the homework system, it was difficult to bring the quizzes over. Because of that, Moodle was used for the homework

system. This experience was helpful and allowed Digital Learning to identify a solution for CHEM 125 for the homework system for a future semester.

Canvas has support for the same external tools that are used in Moodle. Kaltura, Turnitin, Respondus, and Vocareum are all available in Canvas.

Evaluation Results Summary

Instructor Opinions

1. 80% had an overall positive experience with Canvas: positive (50%) and very positive (30%).
2. 80% **felt confident** they could successfully use Canvas for a future course with 30% agreeing and 50% strongly agreeing.
3. 70% agreed they would **recommend Canvas as an LMS** with 60% agreeing and 10% strongly agreeing.
4. 50% agreed that Canvas was a **superior experience to Moodle** with 40% agreeing and 10% strongly agreeing.
5. Faculty indicated the benefits of Canvas included easier/improved grading, navigation, editing/adding course materials, changing/managing due dates, responsiveness, internal messaging, and a user-friendly interface.
6. The discussion feature in Canvas was pointed out by pilot faculty to be in need of improvement as well as the quiz tool for calculation-based questions. Pilot faculty also felt the gradebook in Canvas was just as confusing as Moodle.

Student Opinions

1. 78% had an overall positive experience with Canvas: positive 40% and very positive 38%.
2. 80% **felt confident** they could successfully use Canvas for a future course with 26% agreeing and 54% strongly agreeing.
3. 71% would **recommend Canvas as an LMS** with 27% agreeing and 44% strongly agreeing.
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5. Students polled in in-person preferred Canvas to Moodle by 107 students to 0.
6. Students indicated the most useful features in Canvas included the "what-if" grades feature (grade projection), submitting assignments, viewing grades, notifications, calendar, the "To Do" feature on the side of the Dashboard (so students do not miss deliverables), ease of access/use/navigation, "cleaner" user interface, and the overall layout.
7. Some students found trying to view instructor feedback and/or comments on assignments was confusing, while some had issues with the quiz tool not correctly process scientific notation.

Feature Comparison: Digital Learning conducted a feature comparison between Moodle and Canvas. The full chart can be viewed in Appendix II. Many features in Canvas are available in Moodle and vice versa. Of note is that Canvas does have strengths that Moodle does not have:

- Strong integration with Google Docs (available in Moodle, but Canvas was built with it in mind).
- A "What-If" Gradebook. This is a popular feature for students that can see how future grades in their course would impact their overall grade.
- LTI integration. Canvas is built to have strong and institution integration with outside tools. Outside plugins that NJIT uses such as Kaltura and Respondus have improved functionality in Canvas.

Usability:

Digital Learning looked at studies involving Canvas and the System Usability Scale (SUS), which measures the usability of the system:

- The University of Minnesota (UMN) conducted a learning management system review in 2017. This review included a usability evaluation of Canvas LMS that included both faculty and students. A system usability scale (SUS) score was assigned. The review found that participating UMN faculty gave Canvas an average SUS of 61 (below average, where a score of 68 is considered average) while participating UMN students gave it an average SUS of 76 (above average).

- The University Colorado Boulder conducted an ePortfolio user experience study comparing Digication, Chalk & Wire, and Canvas. While this study specifically focused on the ePortfolio feature of Canvas, the UX and SUS score can be attributed to Canvas's overall design. Canvas received a SUS score of 83.13 (almost excellent on the SUS).

- A study conducted by Northern Illinois University compared four LMSs: Canvas, Blackboard, Sakai, and Moodle. The study was investigating usability, user satisfaction, and the most frequently used features by the teachers moderating coursework. Canvas had the highest SUS score of 70.6 in comparison to Blackboard (65.3) and Moodle (52.5).

Administrative Support

During the pilot, the Office of Digital Learning had a positive experience working with the team from Canvas. Of particular note is the strength of Canvas in communicating issues with their end-users. See Appendix II for a comparison of the care of informing end-users of disruptions when compared to the support provided by Blackboard. Level of support from Canvas is superior to Blackboard. Currently, 24/7 chat and phone support does not exist with our Moodle product. In addition, updates happen much more frequently with Canvas and allows for faster resolution to problems.

Summary of Service Level Support		
	Canvas	**Blackboard Moodle**
Tier 1 Support	Tier 1 Help Desk for Admins	Tier 1 Help Desk for Admins
Support for LMS Administrators and End Users	Admins can submit support tickets online, e-mail, or phone 24/7/365.	Admins can support tickets online 24/7/365. Phone availability 8:00AM to 5:00PM.
Service Level Agreement	8 hours for support tickets. 60 seconds for phone calls. 120 seconds for live chat.	None currently defined in contract. No live chat available.
Number of Named Admins	Three	Three
Online Help Center &	Canvas community forums	Blackboard provides help

Community	are available for support.	documentation. Community assistance supported by Moodle.org.
Updates for system enhancements and bug-fixes	Every three weeks.	Major updates twice a year. Bug fixes four times a year.

Conclusion

All data and observations collected universally point to the following strengths of Canvas:
- Ease of use
- Modern interface
- Better support
- Increased availability

The information from the pilot produced results similar to other schools that have evaluated Canvas. This confirms the disruptive nature of Canvas in the industry. In a very short period of time, Canvas has become the largest learning management system by market share in the United States and Canada. Many of NJIT's direct peer institutions have moved to Canvas and several schools in the area are also on the platform.

The biggest concerns raised by users in the pilot was that Moodle looks outdated and is too complicated. Canvas' strengths align with what our stakeholders are seeking in a learning management system.

Overall, students enjoyed using Canvas. It is important that NJIT continues to meet the needs of today's students and using modern tools like Canvas can keep students engaged and successful in their classes. This is critically important for online programs where the LMS serves as a student's virtual campus.

The results of the pilot suggest that NJIT should consider Canvas as a potential full-time learning management system.

Appendices

Appendix I: Moodle vs. Canvas: Feature Comparison Report

Site Editing

Feature	Moodle	Notes	Canvas	Notes
Basic editing	Yes	There is a lot of opportunity	Yes	Courses are organized

		to individualize course setup. There are a variety of course formats (topics, weekly, folder, etc.) and labels can be formatted extensively across modules.		into modules, and don't create much opportunity for individualization. Instead of labels, there are text headers, but users can't adjust the format. This does, however, create a more uniform appearance for students across their courses.
Hiding / publishing	Yes	Items and weeks or modules can be hidden from students. If the course is hidden, students no longer see it in their account, which often creates confusion.	Yes	Items can be published and unpublished. The course can be unpublished as well, allowing students to see that they are enrolled in the course, but that it is not yet available.
Course Setup Checklist	**No**		Yes	The Course Setup Checklist shows instructors what they still need to do to complete their course setup, like adding assignments and files to the course, choosing a course homepage, adding calendar events, and publishing the course.
Student view	Yes	Student view can be accessed by clicking on your user profile, then "Switch role to" and then "Student."	Yes	Entering and leaving student view is more accessible.
Video integration	Yes	Integration with Kaltura allows videos to be embedded directly; however, there have been issues with the amount of time videos take to load.	Yes	Integration with Kaltura seems more seamless than in Moodle.

Content Development

Feature	Moodle	Notes	Canvas	Notes
Learning	Yes	Teachers can't create	Yes	Outcomes can be

Feature	Moodle	Notes	Canvas	Notes
Outcomes		learning outcomes individually; administrators must create competency frameworks that teachers can select from and add to their course.		created by instructors to align with assignments. Students must meet or exceed mastery on a set number of aligned items.
Syllabus	Yes	Instructors can upload their syllabus.	Yes	Automatically generates a list of assignments and their due dates that updates when changes are made in the course. Instructors may also choose to upload their own document to supplement or replace the tool.
Commons	**No**		Yes	Instructors can share content they've developed with other instructors and across Canvas.

Activities & Resources

Feature	Moodle	Notes	Canvas	Notes
Pages	Yes		Yes	
Books	Yes	Instructors can create multi-page resources with chapters.	**No**	There isn't a specific "book" tool in Canvas, however, the effect can be imitated very closely with "Previous" and "Next" buttons as well as the ability to link to other Canvas pages directly.
Lessons	Yes	Multiple pages of interactive content.	**No**	
Course files	**No**	Instructors have a Private files area.	Yes	Instructors can created restricted access for course files and schedule student availability. Students can see a concentrated list of all files in the course.
Student files area	Yes	Students have a Private files area to upload files to.	Yes	All files uploaded to Canvas and submitted

				to assignments are automatically organized and stored in the student's "My files" area to be accessed or downloaded. Students can also upload files manually.

User Engagement

Feature	Moodle	Notes	Canvas	Notes
Discussion forums	Yes	There are five different kinds of forums: A single simple discussion; Each person posts one discussion; Q and A forum; Standard forum displayed in a blog-like format; Standard forum for general use.	Yes	Discussion forum includes features for threaded replies, require students to post before seeing replies, podcast feeds, grading, "liking" and student to-dos.
Search within forums	Yes		Yes	
Grading forums	Yes	Instructors can use ratings to grade students' posts. Instructors can grade students' posts in the context of others.	Yes	Instructors view a student's forum posts simultaneously in the SpeedGrader; the caveat is they can't grade a student's reply to his or her classmate in the context of the original post.
Forum notifications	Yes	Students can subscribe to forums (or have a forced subscription) to receive email notifications about forum activity.	Yes	Students can receive forum notifications via email, text, mobile notifications, and Twitter.
Surveys	Yes	Questionnaire tool.	Yes	Instructors can create a quiz and select the quiz types "Graded" or "Ungraded Survey."
Attendance	Yes	Attendance is a plugin.	No*	Available via external Roll Call app for instructors to take attendance.

Quizzes

Feature	Moodle	Notes	Canvas	Notes
Quizzes	Yes	The question types are very robust, including calculated questions and drag and drop questions.	Yes	The Quizzes.Next LTI is supposed to make up for the lack in Canvas quiz flexibility.
Question banks	Yes	Default categories are supplied and instructors can create their own categories and subcategories.	Yes	There are question bank categories, but no subcategories. Instructors can also create Question Groups.

Communication

Feature	Moodle	Notes	Canvas	Notes
Email	Yes	Quickmail tool	No*	Messages can be sent through Canvas messages. User will be notified
Messages	Yes	Unlike Quickmail, which is sent to user's email addresses, messages is contained within Moodle.	Yes	The conversation tool is used instead of email. You can arrange to be notified via email when you have a new message in Canvas.
Chat	Yes	A Chat can be added to a course as an activity.	Yes	Each course has its own chat area.
Announcements	Yes		Yes	
Mobile application	No*	Because of the way we authenticate, the mobile app is unavailable.	Yes	

Grading & Gradebook

Feature	Moodle	Notes	Canvas	Notes
Weighting categories	Yes	Course aggregation and category weights are set up in the gradebook setup. Natural weighting allows instructors to grade in a point-based environment. There is a great deal of flexibility in the Moodle	Yes	Grade weighting is set up under "Assignments" and then "Assignments settings." There are two options for weighing: to "Weight final grade based on

		gradebook, but the cost is that it is confusing and not very intuitive.		assignment groups" or to weigh everything in the course equally. There is less flexibility, but the items are much easier to manipulate.
Rubrics	Yes	Available for assignments	Yes	Available for assignments and discussions
Extra credit	Yes	There is an option to mark an item as extra credit; however, marking an item as extra credit removes the score of that item from the category or course total, adding it only after other totals have been calculated.	**No**	There are a number of workarounds for creating extra credit in Canvas.
Ungraded assignments	Yes	Instructors can choose to select "None" as a grade type on an assignment, meaning it won't appear in the gradebook. Instructors can also weigh an item at zero percent in the gradebook setup.	Yes	Instructors can choose "Do not count this assignment towards the final grade" or choose "Not graded" so the grade won't be displayed.
Offline grade items	Yes	Instructors can create offline "Grade items" in the gradebook setup.	Yes	Instructors can choose the assignment Submission Type "On Paper."
Override grades	Yes	Overridden grades in Moodle are highlighted in the grader report.	Yes	The final grade cannot be overridden. The suggested workaround is to create an override assignment.
Extensions & User overrides	Yes	Instructors can create user and group overrides to allow for extensions on assignments and assessments.	Yes	Instructors can use the Moderate Quiz page to give students extensions or extra attempts on quiz items. Instructors can give students extensions on assignments directly in the assignment editor.

Feedback	Yes	Feedback comments and files.	Yes	Canvas allows for assignment comments in the form of text, file attachment, or media. Audio or video feedback can be recorded directly in Canvas. There is also a Speech Recognition feature.
Hypothetical grades	**No**		Yes	In Canvas, the "What-If" feature allows students to plug in hypothetical grades to see how their future assignment grades might impact their total in the course.

Groups & Collaboration

Feature	Moodle	Notes	Canvas	Notes
Google Docs	**No***	Integration currently not turned on in Moodle.	Yes	Canvas has integration with Google Docs so that students can submit assignments directly from their drive. Google Docs is also supported in the Collaborations feature so that students can work together on group projects or note taking.
Groups & groupings	Yes	Students can be organized to Groups manually or automatically. Instructors can also creating Groupings, or groups made up of existing groups. Instructors can set up group enrollments, but it is not intuitive.	Yes	Students can be placed in Groups. Students can be placed in Group sets manually or automatically. Instructors can also allow students to self-sign up and choose to set a student as the group leader. Groups also have individual homepages.
Group	Yes	The entire course can be	Yes	Instructors can choose

Feature	Moodle	Notes	Canvas	Notes
assignments		set to Group mode (either Visible or Separate groups). For assignments, instructors can require students to submit in groups and choose whether all group members must submit. When the instructor grades one student in the group, that same grade will apply to the other members.		whether an assignment is a group assignment and whether they will assign grades to each student individually or collectively. Instructors can create new Group Categories when editing the assignment.
Peer review	Yes	Students can conduct peer reviews if the instructor uses the Workshop tool.	Yes	Peer reviews can be required and assigned manually or automatically. Instructors can also choose whether reviews will appear anonymously.

Course Progress & Analytics

| Feature	Moodle	Notes	Canvas	Notes
Reports & logs	Yes		Yes	
Activity completion	Yes	Instructors can turn activity completion on in the course and then set most items in the course.	Yes	Instructors can create requirements for their students, deciding whether students must complete every requirement and whether students will move through the requirements sequentially.
Progress bar & course completion status	Yes	The progress bar block has been replaced by course completion status.	No	Instructors can track student progress through requirements and analytics.
Analytics	Yes	I am not sure if we have analytics models enabled.	Yes	Course analytics are accessible from the homepage and very easy to read.
Student To Do	No	A similar effect can be	Yes	A To Do list appears

list		created using the course calendar.		for students with upcoming activities and assignments organized by due dates.

Appendix II: Full Faculty Survey Results

To be shared first during TLT meeting.

Appendix III: Full Student Survey Results

To be shared first during TLT meeting.
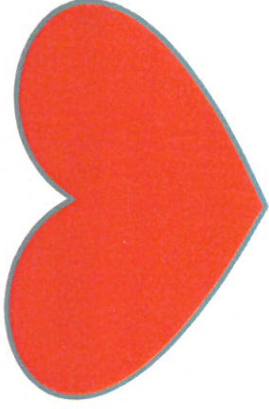
Canvas Pilot and LMS Discussion

TLT Committee Update

2/14/19

Michael Koskinen, Ed.D

NJIT
New Jersey Institute of Technology

Moodle Concerns

- Availability
  - 38 hours of downtime in Spring 2018 semester
    - Several disruptions since then
  - An online final was disrupted due to downtime in December
  - Moodle provider (Blackboard) accidently added students who had dropped their course in September
- Support from Blackboard has become questionable
  - Response times to service tickets has increased
  - Blackboard has pulled out of partnership with Moodle.org
  - Product has been renamed from MoodleRooms to Open LMS
  - Concerns regarding the future of our product in respect to how Blackboard treated other products they have owned (Angel and WebCT).
- Instructor poll in Spring of 2018 found that Moodle was not intuitive and has become slow in responsiveness.

NJIT
New Jersey Institute of Technology

Why Canvas?

- NJIT has been using Moodle as our LMS since 2009. Since then Canvas has emerged as a market leader:
  - 35% US & Canadian Schools (largest market share)
  - Peers are adapting Canvas at a high rate
    - 9 Middle States peer schools
    - 9 schools in NJ Canvas schools see a significant increase in instructor LMS adaptation rates:
      - Michigan Tech University from 44% to 80% adaptation
      - University of Mary Washington from 55% to 82% adaptation
- Cloud-based software-as-a-service SaaS:
  - 99.99% uptime (highest in the industry)
  - Updates every 3 weeks (4 times a year with Moodle).

**NJIT**
New Jersey Institute of Technology

Ease of Use

- Schools are moving to Canvas because of the ease of use of the product.
- A study conducted by Northern Illinois University compared four LMSs: Canvas, Blackboard, Sakai, and Moodle. The study was investigating usability, user satisfaction, and the most frequently used features by the teachers moderating coursework. Canvas had the highest SUS score of 70.6 in comparison to Blackboard (65.3) and Moodle (52.5).
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Instructor Feedback

I feel confident that I could successfully use Canvas for a future course.
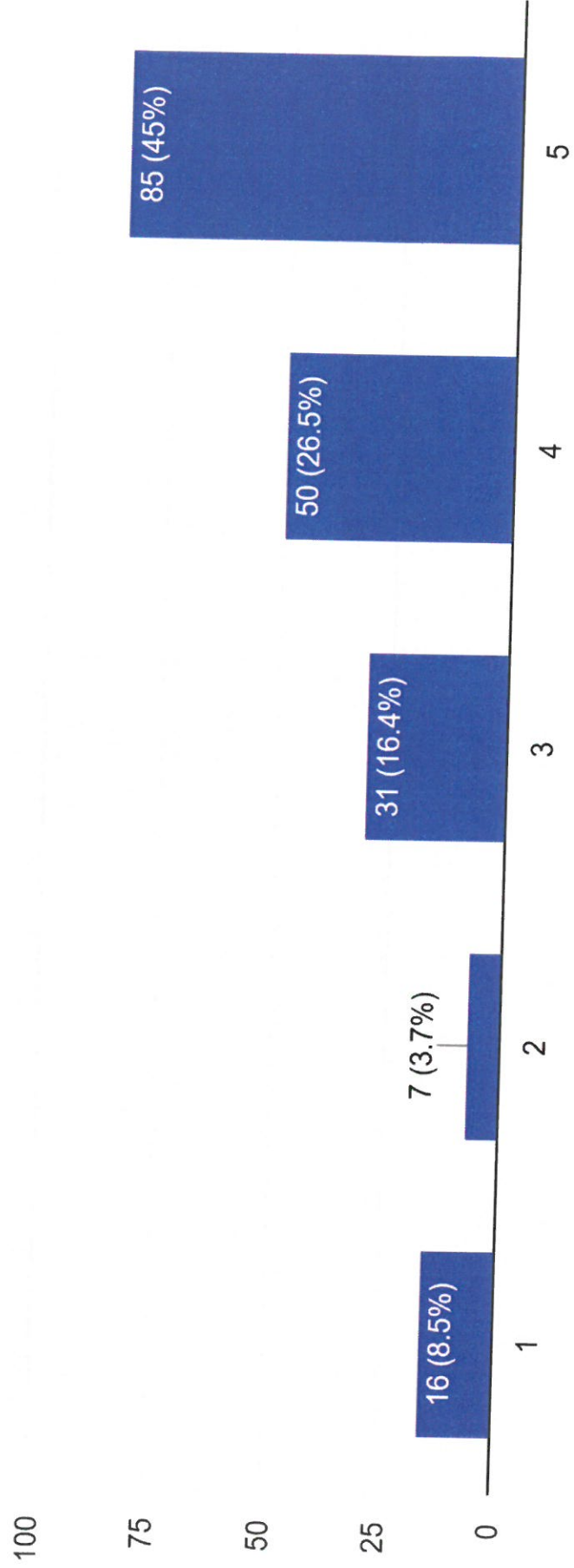
10 responses
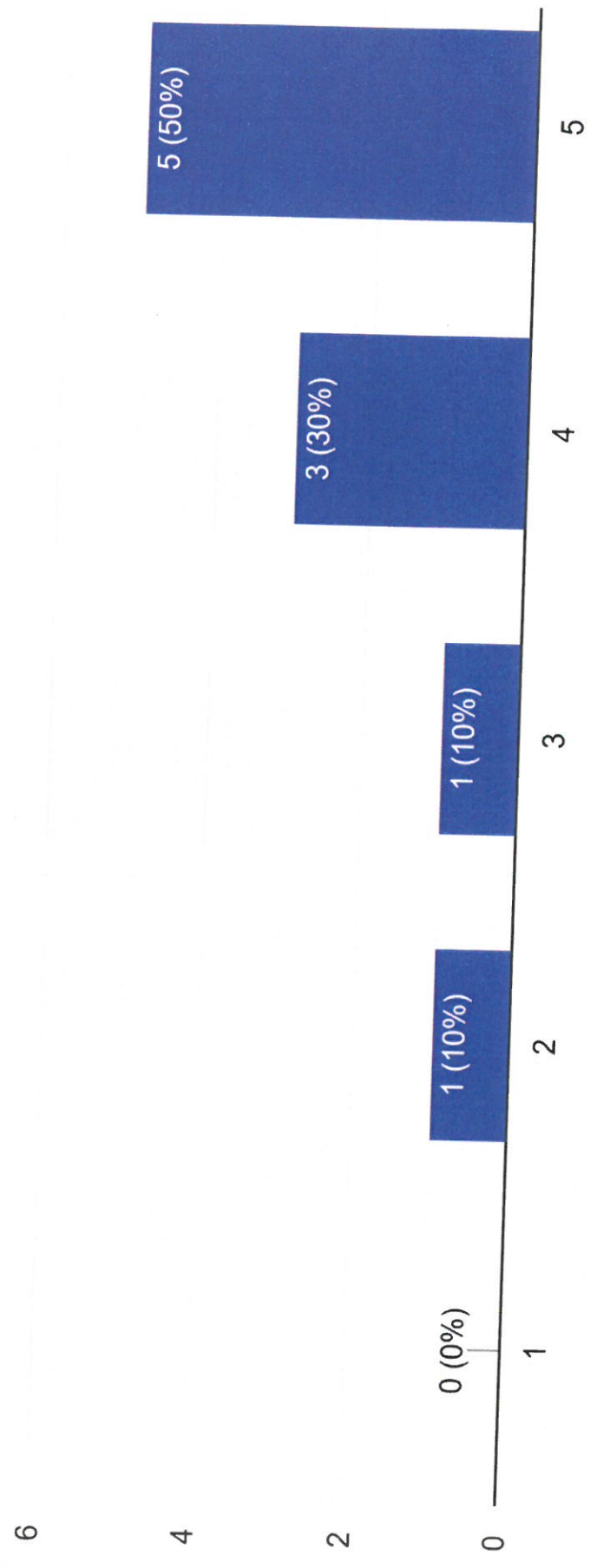
I would recommend Canvas as an LMS (Learning Management System).
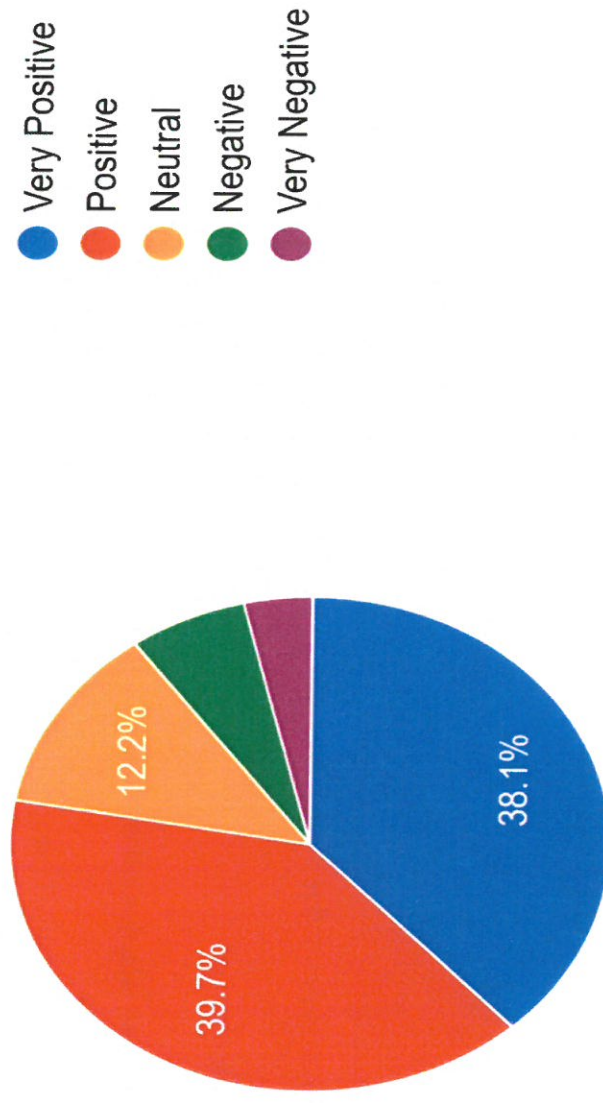
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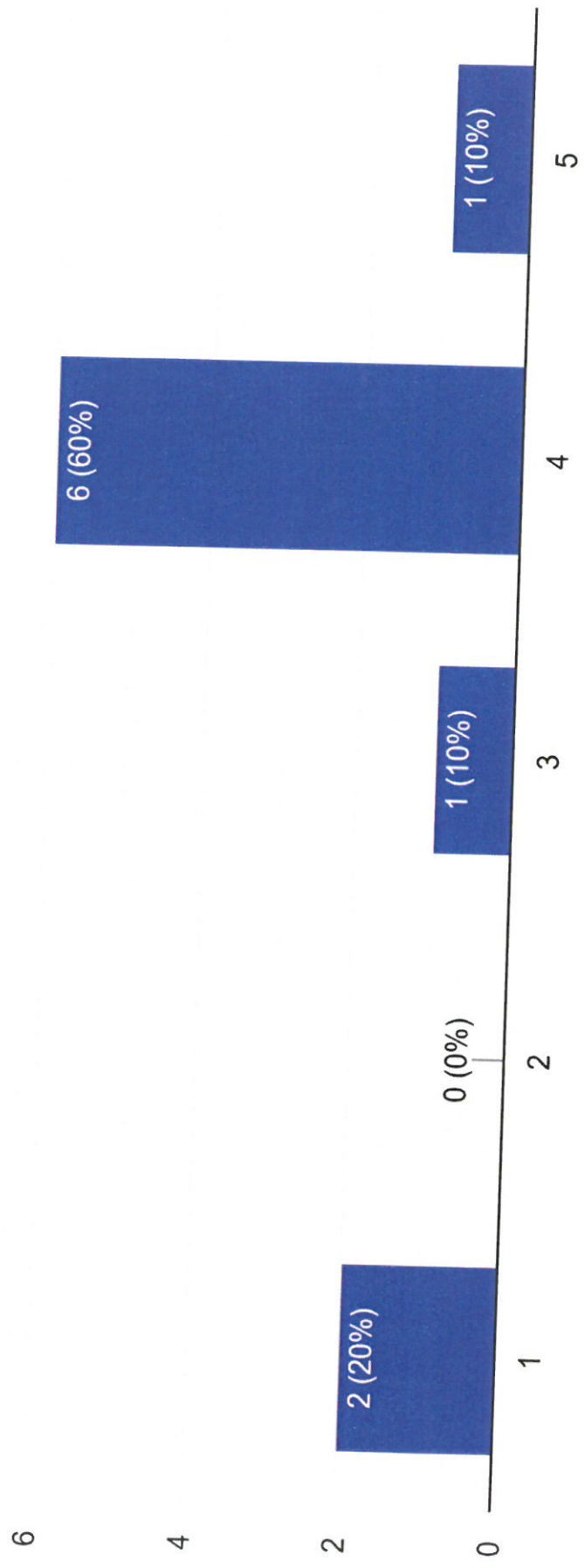
Student Feedback

I would recommend Canvas as an LMS (Learning Management System).

189 responses

Please rate your overall experience using Canvas:

189 responses

Legend:
- Very Positive
- Positive
- Neutral
- Negative
- Very Negative

38.1%
39.7%
12.2%

What features in Canvas need improvement?

- nothing that I can think of
- It is poorly set up as the word choices used are unclear and confusing. After you finally piece together what goes where, it's all smooth sailing.
- the quiz system was a little weird
- Everything but the grade menu was confusin, especially the assignment locations on the main dashboard, as it would show the current assignments in different weeks.
- The flow of modules. Moodle has a much friendlier layout and uses different shades, colors, and indentations to separate weeks and course content. Canvas was very bland.
- Built in PDF viewer is very slow - it would be better to open PDF files natively in a new browser tab rather than display it in-page.
- can't think of anything
- I haven't run into anything that was really confusing.
- Navigating week by week trying to understand what's due next was a huge issue
- Nothing.
- How the material was presented, could be the instructors style.

- the video systems did not work easily with safari, only in chrome.
- It's a bit difficult for me to change the view of the classes, like assignments on week 1, week 2, etc. and upcoming/past assignments
- Moodle is much better
- The answers to questions were wrong due to scientific notation
- the order of the assignments and resources
- Messaging
- There was not a feature in Canvas that was confusing to use.
- None really, most features are pretty intuitive to use
- Viewing remarks or comments on submissions of assignments
- Nothing was confusing
- It was at times confusing trying to reach the feedback comments given to us on assignments.
- Modules and assignments

Next Steps

The results of the pilot confirm what other schools have found:

Most users prefer Canvas over Moodle.

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Transition Timeline

Logistics: Moodle remains available until fall 2020.

- **Summer 2019:** Moodle remains the primary LMS and select instructors use Canvas.

- **Fall 2019:** Canvas becomes the primary LMS. All courses will be created and listed in Canvas. Instructors who wish to use Moodle will be able to do so upon request.

- **Spring 2020:** Canvas is the primary LMS. Instructors can use Moodle upon request.

- **Summer 2020:** Summer will be the last semester where Moodle can be used.

- **Fall 2020:** NJIT retires Moodle and Canvas is used for all courses. Moodle course content is archived and available upon request.

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Conclusion & Discussion

It is important that NJIT offers modern and update to date digital learning infrastructure for our students. Final discussion to take place at next TLT meeting.

Does Faculty Senate support a transition to Canvas?

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