LMS RESEARCH REPORT

INTRODUCTION

In Fall 2015, the Academic Senate tasked the Distance Learning Committee with making a recommendation regarding the Mt. San Antonio College Learning Management System (LMS). Along with the other 112 community colleges in the California education system, Mt. SAC was presented with the option to either stay with its current LMS, Moodlerooms, or to switch to Canvas, the ‘‘common course management system (CCMS)’’ selected by the 55-member Online Education Initiative (OEI) CCMS Selection Committee in February 2015¹. A CCMS was selected as a part of the three-tiered state OEI program. A common platform creates the basis for the Online Course Exchange program through the OEI Consortium². Mt. SAC is one of 24 pilot colleges participating in the course exchange, but is not obligated to adopt Canvas or participate in the course exchange beyond the pilot phase.

To inform the recommendation, the Online Learning Support Center (OLSC) has implemented three phases of data collection on behalf of the Distance Learning Committee in order to collect feedback from faculty and students at Mt. SAC regarding the LMS. Those are detailed here, as are the outcomes of each phase of research. Information about the research and the Canvas decision are published on the Mt. SAC OLSC website. http://mtsac.edu/olsc/canvas.html.

¹ For more on the selection of Canvas as the Common Course Management System, see:
http://ccctechedge.org/news/miscellaneous/508-canvas-chosen-for-course-management

² For more on the OEI Consortium and the Online Course Exchange, see here:
http://ccconlineed.org/technology-resources/canvas-ccms/.
EXECUTIVE SUMMARY – LMS RESEARCH REPORT

Three phases of feedback were collected by the OLSC between November 2015 and April 2016, and included focus group and survey information from faculty, as well as feedback after trainer-facilitated workshops or self-paced exploration. Diverse opportunities to explore Canvas and offer feedback were widely advertised and held online and on campus between February and April 2016. Because Mt. SAC is an Online Education Initiative (OEI) pilot college, three Mt. SAC professors are currently teaching courses in Canvas. They were asked to provide feedback as well. Professors who teach part-time at Mt. SAC but have used Canvas at other campuses also sent in comments to OLSC to share their experiences. Student feedback was also solicited. In November, twenty students completed a user testing scenario in Canvas, when entailed completing a set of common tasks required of students in an LMS environment, and then rating their opinions of Canvas. Students in the OEI pilot courses were surveyed for their opinions of Canvas in a real course scenario at mid-term point, eight weeks into a fifteen week course.

Overall, the feedback on Canvas from faculty and students is positive. Over 200 faculty have participated in feedback opportunities related to Canvas (see p. 6 of full report for specifics). In each round of feedback at least 2/3 of participating faculty have expressed support for a change to Canvas. Those who expressed concerns early in the feedback process expressed a need for more information on the proposed transition process including how their work in Moodlerooms would carry over, and also requested a timeline for the proposed transition. Some requested more information on Canvas, or evidenced a lack of knowledge about what Canvas was. In later phases that were based on interactions with Canvas positive feedback highlighted Canvas’ simplicity and intuitiveness, and its improved user-friendliness for faculty and students. This mirrored earlier feedback that Moodlerooms was overly complex. Some highlighted the added benefits for students and incentives for the college based on the selection of Canvas for the implementation of an online course exchange between community colleges in the entire California system. Although those who preferred Moodlerooms were in the minority, they expressed legitimate concerns that Canvas might be overly simplistic, and especially within the gradebook. There is a great desire among the college faculty to know the outcome of the recommendation, and its proposed transition schedule, and a request to ensure that any transition is accompanied by adequate instructions, guidance, and support to help professors successfully adapt courses.

Proportionally, fewer students were given an opportunity to provide feedback relative to the size of Mt. SAC’s student population. In each of the two rounds of feedback with students, at least 3 of 4 students report that Canvas is easy to use, and over 90% say it is equivalent or better than other LMS systems. Many students expressed a favorable opinion of Canvas with no complaints or concerns. All students were asked their least and most favorite things about Canvas. Items reported as “least favorite,” among students in the OEI pilot course related to early difficulties with accessing Canvas from the portal, problems with finding assignments, and questions about specific functionality. Some student comments indicated a lack of awareness of functionality that is available in Canvas, underlining the need of student orientation to a new LMS. Other critiques related to items or settings that a professor determines rather than a limitation of Canvas. This feedback is a reminder that coordination with IT is critical in order to make access straightforward, and educating
students and faculty on features, good practices, and navigation in the Canvas environment is an important component of success. Students consistently liked the gradebook, but comments on other specific tools were few and mixed with some positive and some critical feedback. Canvas is unlikely to be equally intuitive to all students, and assistance with learning the LMS and locating help will be needed if Canvas is adopted, in order to help students optimize available tools.

It is worth noting that the available resources for help with Canvas would be expanded due to Tier 1 support that accompanies an adoption, supplementing local help resources with 24/7 support to faculty and students. In addition Canvas differs from Moodlerooms in that it is a singular product with only one layout and a streamlined singular location for help guides and community support, which assists support. By contrast, Moodlerooms is often conflated with Moodle, has many versions and layout options, and offers limited support that cannot be found in a single location, or requires payment to access.

It is also worth noting that the online course exchange will be hosted in Canvas, so access to Canvas is a prerequisite to participation, although campus adoption is not required, and participation in the course exchange is an independent decision—participation is not required in order to qualify for subsidization of Canvas through 2019.

Here is a brief summary of the main Canvas items from faculty and student feedback across all research collected.

### FACULTY FEEDBACK ON CANVAS

<table>
<thead>
<tr>
<th>Faculty Technology Survey</th>
<th>Explore Canvas feedback</th>
<th>Solicited feedback from self-guided research</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.5% (108 of 165 respondents) leaned toward move to Canvas</td>
<td>82% (23 of 28) mostly or completely agree with moving to Canvas</td>
<td>100% of the 7 solicited/self-guided feedback sent to OLSC strongly favored a move to Canvas.</td>
</tr>
<tr>
<td>34.5% (57) leaned against Canvas</td>
<td>3 people had no opinion</td>
<td>3 people had no opinion</td>
</tr>
<tr>
<td>58% change in the LMS affects me</td>
<td>1 person mostly disagrees</td>
<td>1 person mostly disagrees³</td>
</tr>
<tr>
<td></td>
<td>1 person completely disagrees³</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT FEEDBACK ON CANVAS

<table>
<thead>
<tr>
<th>Canvas is somewhat or very easy to use:</th>
<th>neither easy nor hard to use</th>
<th>somewhat difficult to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% (19 of 20) UX research</td>
<td>1 of 20 UX research students</td>
<td>9% (n=3) OEI pilot students</td>
</tr>
<tr>
<td>75% (25 of 32) OEI pilot</td>
<td>16% (5 of 32) OEI pilot students</td>
<td>0 UX research students</td>
</tr>
</tbody>
</table>

Somewhat or much more likely to enroll in course using Canvas

| 66% of OEI pilot students | 75% of UX research students |

How does Canvas compare?

<table>
<thead>
<tr>
<th>Somewhat better or much better</th>
<th>About the same</th>
<th>Somewhat worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% (19 of 32) OEI pilot</td>
<td>33% (10) of OEI pilot students</td>
<td>7% (3) OEI pilot students</td>
</tr>
<tr>
<td>94% (19 of 20) UX research</td>
<td>1 UX research student</td>
<td></td>
</tr>
</tbody>
</table>

³ Attended session for under 5 minutes.
PHASES OF RESEARCH

Three phases of feedback were collected by the OLSC between November 2015 and April 2016. All phases of research were advertised through multiple channels, including the POD calendar, the campus calendar, email listservs, and fliers, in an attempt to reach all Mt. SAC faculty and inform them of their opportunity to participate in these events. One to three reminders were sent for each event in order to increase participation and ensure that participants who had signed up to participate remembered to attend events. As of Spring 2016, the OLSC web pages serves as the permanent location for information on Canvas research and activities, announcing news and providing a background on the progress so far: http://mtsac.edu/olsc/canvas.html.

Phase 1: Initial LMS Feedback, November 12–23, 2015

November 12–23, 2015: the OLSC completed three rounds of research to collect initial impressions and preferences from Mt. San Antonio professors and students on Canvas.

Faculty Focus Groups: Nov 12, 2015, 2 facilitated sessions, 12 professors participated
Faculty Technology Survey: Nov 16–23, 2015 (7 days), online survey 193 responses/176 complete
Student Research: Nov 12–23, 2015, user exercised with post-activity survey, 20 students

HOW WAS THE INFO COLLECTED?

Faculty focus groups were on campus on the afternoon of Thursday November 12. Focus group moderators used a script (provided in appendix A) to collect information in two facilitated sessions that were two hours in length. Sessions were recorded for exact transcription of comments, and note takers from Research on Institutional Effectiveness (RIE) assisted in capturing comments in context.

The Faculty Technology Survey was collected online using the Qualtrics program. The survey included 2 parts—one on Canvas and Moodle rooms and one on Gmail and Google Tools. Only part 1 is relevant here (see appendix B). The FT survey opened on November 16, and closed seven days later on November 23 at noon. The survey was estimated to take between 10 and 20 minutes, depending on which branched questions a respondent received, and the length of time professors spent inputting comments on open-ended questions. In total 193 faculty responded to the survey, with 176 completing the entire survey, and 16 only partially completing the survey. The first question served as a qualifying question that verified the respondent’s status as a professor at Mt. SAC. If the respondent answered no, they were sent to the end of the survey. Additional settings in Qualtrics ensured that respondents could only answer the survey once.

Student Research was collected through a convenience sample, when students were solicited nearby to building 6 at various times of day, passively through signage, or actively through being approached by OLSC staff and asked to participate. All four members of OLSC collected data using the same script (see appendix C) with the same neutral language to present the tasks. Students were left alone to complete answers on a paper survey (see appendix D). reduce bias by being asked directly by the person who had directed the tour, and language was included to try to make students comfortable with having critical or positive opinions of the LMS.
Phase 2: Explore Canvas Sessions, February 2–April 7, 2016

The Faculty Technology Survey revealed that many Mt. SAC professors were unfamiliar with Canvas, and this was a barrier to their participation in decision making. In response, the OLSC developed a series of “EXPLORE CANVAS” opportunities to suit diverse needs, schedules, technological experience, and interests. The guided opportunities to “Explore Canvas” each included an experience in the Canvas LMS environment, an overview of the Mt. SAC LMS decision process and the OEI, a comparison/contrast between Canvas and Moodlerooms, and a tour of the most commonly used features and the most unique features in Canvas. Self-guided options were also presented.

**Explore Canvas workshop sessions during Winter 2016 eLearning Week:** Two-hour sessions on Canvas were scheduled across the three days of eLearning week, February 2, 3, and 4, 2016. eLearning week precedes each major semester with opportunities for professional development in educational technology.

**Explore Canvas workshop sessions in March and April 2016:** Shorter, 55-minute sessions on Canvas were scheduled on different days and at different times to allow the opportunity for faculty with varying schedules to attend if desired. Sessions were held on Mar 23, 29, and April 6 and 7. The April dates coincided with Learning Technology week, which was being held in the Language Learning Center adjacent to the OLSC computer lab.

An online, self-paced Explore Canvas option was released in March 2016. This self-paced tour is hosted in Canvas, and features all the information that was covered in person in Explore Canvas sessions. Available March 21 to present (access is ongoing).

Instructions to create one’s own free Canvas account were provided. In addition to the above options, professors were provided instructions to create their own “forever free” account in Canvas. This no-strings account allows professors to explore Canvas tools and interface in the instructor role, experiment with all tools and features, and import their own course materials into Canvas for review.

Instructions for exploring the Canvas community and Canvas help guides were provided for those who did not wish to sign up for an account or participate in an activity. Canvas Community and Canvas Guides provide a wealth of information in multiple formats (including video, writing, and visuals), as well as sample courses and feedback and reviews from Canvas users, providing a resource that may help professors develop an impression of Canvas.

Options were advertised across campus, professional development, and training calendars and were announced through multiple emails, fliers provided to chairs and directly to faculty. All options for exploring Canvas, as well as additional information and updates on the Canvas decision process are hosted at [http://mtsac.edu/olsc/canvas.html](http://mtsac.edu/olsc/canvas.html).

Phase 3: OEI Pilot Feedback

On April 1, an online survey for OEI pilot students was launched in Qualtrics. On the same day, an online feedback form for OEI pilot professors was also launched in Qualtrics. Emails with templated announcements and instructions were provided to the faculty for communicating with students about the survey, and support in posting the announcements was offered. Faculty and students were given until April 9 to complete these items.

**Feedback from OEI Pilot Faculty** A 10-question online survey for the three OEI pilot faculty.

**Feedback from OEI Pilot students** A survey expected to take between 5 and 15 minutes was sent to the 133 students in OEI pilot courses through their Canvas-based course announcements and via email reminders from faculty and OLSC. Entry into a drawing for two $15 Starbucks gift cards was offered as an...
incentive to participate. Participation in the survey was explicitly separated from the course—students were told that their professor would not know if they completed the survey nor would they be rewarded or punished in the course based on their participation or lack of participation.

### SUMMARY OF FINDINGS—FACULTY

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Who participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Focus Group</td>
<td>November 2015</td>
<td>12 professors</td>
</tr>
<tr>
<td>Faculty Technology Survey</td>
<td>November 2015</td>
<td>193 professors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(176 completed)</td>
</tr>
<tr>
<td>Explore Canvas campus sessions</td>
<td>February–April 2016</td>
<td>30 professors</td>
</tr>
<tr>
<td>Explore Canvas self-paced course</td>
<td>March–April 2016</td>
<td>10 professors</td>
</tr>
<tr>
<td>Volunteered comments via email</td>
<td>November 2015–April 2016</td>
<td>5 professors</td>
</tr>
<tr>
<td>OEI pilot faculty feedback</td>
<td>April 2016</td>
<td>2 professors</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6 months</td>
<td>252 total&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

### FACULTY FOCUS GROUPS

Comments from both focus groups expressed the opinion that Moodlerooms was overly complicated. As a result, professors regularly circumvent the tools. For instance, professors will not use the gradebook because it is too complex, or will upload word doc quizzes instead of building quizzes in MR tools because there are too many settings to navigate.

In one focus group, the consensus was that switching to Canvas was a no-brainer. Their logic was: 1) technology often changes and is a part of the job, 2) there is no contractual obligation to stay with Canvas if we don’t like it, 3) Canvas is free until 2019 saving our campus money for at least 2 years and possibly more, and 4) Canvas makes participation in course exchange easier. Based on these reasons, the consensus was in favor of switching. Both focus groups thought that there were benefits beyond LMS features related to switching to Canvas, namely:

1. competitiveness for grants
2. access to other (OEI) tools
3. CMS stability, given that many schools in the state would be using it, so it would likely grow with us and we would stay with the LMS longer (assuming it was liked) or likely revert to a known LMS if not

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<sup>4</sup> There is no guarantee that this total represents 252 unique professors. There were 252 unique participations within the various opportunities to provide feedback on Canvas. At least 193 unique professors participated because the survey was only able to be taken once by each professor. If a professor participated in more than one event, they may have been counted more than once.
Concerns in both groups were (1) how well will courses carry over from Moodlerooms, and with (2) is the specific functionality and integration compatible with tools professors currently use?

**FACULTY TECHNOLOGY SURVEY**

**Division**
- 24% Humanities & Social Sciences (n=44)
- 22% Business Division (n=42)
- 20% Natural Sciences Division (n=37)
- 10% Technology and Health (n=19)

**Status**
- 59% Full time (n=111)
- 41% Part time (n=76)

**Course Type (DL/hybrid)**
- 32% taught DL course (online or hybrid) at Mt. Sac in last 5 years
- 5% taught DL course in last 5 years, but not at Mt. SAC.
- 68% not taught DL at Mt. SAC in last 5 years
- 23% currently teaching a DL course (this semester)
- 27% teaching a DL course in Winter or Spring 2016

**LMS Experience**
- 45% had experienced with an LMS other than Moodlerooms—the majority (77%) had used Blackboard.
- 13% had experience with Canvas. It was the largest group, third to Blackboard and Moodle

**Technology Survey Results: Opinion on Canvas**

10% Disagree  
24% Unsure/lean against change to Canvas  
34% leaning against Canvas  
12% Agree  
53% Unsure but lean toward change to Canvas  
65% leaning toward Canvas

**REASONS GIVEN FOR OPINION IN SURVEY**

**Opposing:** Of the reasons for not wanting to switch: not wanting to learn a new system was the most common answer by far, with 2/3 of respondents agreeing that this was their main reason. About half of these 50 expressed skepticism that savings would be ongoing beyond 2019. Very few based their decision on trying Canvas, on a preference for Moodlerooms, or
opposition to participating in the OEI initiative. The few write-in comments did not want to change what’s working, or expressed a weariness with changes in technology, but this was only 5-10 comments.

In favor: Reasons for supporting the change to canvas was most supported by wanting our school to benefit from the savings (74%), and the additional LMS support services the state is offering (72%), wanting students to use an LMS that they would encounter at other California schools (68%), and wanting to participate in the OEI to help define what would happen in community colleges in California through the OEI (64%). Several also would be able to teach on the same LMS across colleges. About 1/3 stated that they did not like Moodlerooms.

INVESTMENT
We asked respondents to gauge if this decision would affect them. About half responded that the LMS change was important to them, and 60% said they would be affected in some way, while 25% of those who answered the survey said that their limited use or lack of use of the LMS means that the decision is only of minimal importance to them.

WHAT TOOLS MATTER
Most used tools in current LMS (over 50% report use), according to survey:
- 85% Announcements forum
- 79% Gradebook (standard or Joule)
- 78% Post Documents/Store documents for students (word, powerpoint, pdf or other)
- 73% Assignments/Homework tools
- 63% Discussion forums
- 53% Quizzes

Least used tools (under 10%)
Many advanced features were used by few to none. No one reported using Blackboard collaborate video or Mahara eportfolio tool, and under 3% of sample had used badges, or learning outcomes with learning objectives. Only 4% reported integrating publisher materials/SCORM into Moodlerooms. Between 5 and 10% of respondents reported ever using the glossary or database activities, or the Personalized learning designer.

MOODLEROOMS GRADE CARD

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Average grade given to gradebook: about 50% of respondents gave this tool a C or lower grade. 11.5% A, and 28% B</td>
</tr>
<tr>
<td>B-</td>
<td>Discussion Forums most common grade was a C Nearly 1/3 of respondents gave it a C, followed by B (28%)</td>
</tr>
<tr>
<td>B-</td>
<td>Assignments/Quiz average grade was a low B, with the most common grade a B, followed by C.</td>
</tr>
<tr>
<td>B-</td>
<td>Overall organizational structure, ease of editing, and ease of learning all averaged at a low B or high C grade.</td>
</tr>
</tbody>
</table>

FACULTY FOLLOW UP “EXPLORE CANVAS” Sessions
A total of 30 people attended the Explore Canvas sessions. Of those who attended, 28 completed surveys. The majority of attendees (17 of 28) had worked at Mt. SAC for over 10 years. Five had worked at Mt. SAC for 5-10 years, and six had worked at Mt. SAC for under 5
years. Fourteen were full-time and thirteen reported being part-time faculty on our campus, while one person did not answer. Respondents were from diverse departments on campus, but included the library, natural sciences, CIS/business, English, CSDT, foreign languages, LAC, and student services. Sixteen were teaching an online course in the recent past, present, or future, and eleven did not (one taught online but at a different college). Of those who did not currently teach DL, eight used Moodlerooms within the last three years for teaching at Mt. SAC.

**Explore Canvas Session Results: Opinion on Canvas**

![Pie chart showing the distribution of opinions on Canvas.]

**OPINIONS ON CANVAS**
- 82% completely or mostly agree with Mt. SAC moving to Canvas (23 of 28 responses)
- 14 completely agree: 9 mostly agree
- 13% No opinion (3 of 28)
- 7% mostly or completely disagree
- 1 mostly disagree and 1 completely disagree\(^5\)

\(^5\) The person who “completely disagreed” did not attend the session. They showed up 30 minutes in and stayed for under 5 minutes of the session—long enough to fill out this question and leave.
Focus Group Comments

The following quotes are representative of some main themes that came up in the Focus group sessions.

Moodlerooms is Complex:
“I was using it in my traditional class to submit their weekly homework assignments, and I gave them instructions to create a word document and upload it and I would say more than half couldn’t figure it out. So I ended up just taking the hard copy in class. Because it just got to the point where—or they submitted it and, oh, I wanted to change it. And then I had to go back in, because the settings weren’t for multiple (submissions), and it was just a mess. So I just didn’t do it.”

“I think sometimes the quizzes are needlessly hard to set up. Even when importing from a quiz bank... it can be unnecessarily hard to set up the quizzes within Moodle. So you download the test bank and go through and that can be needlessly complicated. I think they made that too hard.”

“The only pet peeve would be just the grades.... With latest version of MR, it was not easy to sum total the grade points. And it was just a little teeny tiny icon at the top of the page that was not visible. For a novice, I’m unfamiliar with any of these systems, I will say it did not seem to be user friendly.”

“I don’t think anyone on this campus has a love affair with Moodlerooms. Moodlerooms is owned by a company that we left for a reason.”

Comments on Changing LMS
“I taught online courses back before we had an LMS in eCollege, then Blackboard, now we are on Moodlerooms, and I guess you know, all the online platforms address the basic learning necessities for students, and we the faculty, we try to adapt to the new online platform, and we learn it, and we publish within a certain platform to accommodate students and help them accomplish their learning goals. My input on this one here, if the school is paying half a million dollars every three years on Moodlerooms, and Canvas is free and subsidized from this date, it’s a no-brainer! They should really just go ahead and move into it. And we will try it, and down the road after two or three years if things don’t work, they might just go ahead and draw us back to Moodlerooms or another online platform, and if it works, we’re going to continue with it. Because in the future it is expected that this will continue to be subsidized by the state. It’s as simple as this.”

“What I really care about is support. “You would think that if all the community colleges went to it that the support would be excellent because we are such a big customer”

“I think taking a look at the comparison between Moodlerooms and Canvas is important for me because I have a lot of adjunct faculty and Moodlerooms is very complicated especially if they have some other experience in another course management system. And if Canvas is much more intuitive and easier to learn, provided it has the common functionality (shown on handouts), my life is so much easier, and I’m going to have much more participation.”

If we could get higher adoption rates among Mt. SAC faculty, we could start incorporating some of the outputs from Canvas, or LMS into our student information system and start making some analytical decision for our research office to use with student success rates, so that’s another benefit if you’ve got an LMS system that gets more participation in by the faculty, we could gather more information to gather wisely to make more decisions and what success and failures are having within certain courses.
Faculty Survey Comments

Comments for supporting or opposing a change to Canvas:

“Cheaper may not be better?"
“Once again we have changed to a different system after spending time learning a new system instead of working on updating content”
“Another top-down ed program fad”
“adopt the system used by major universities to make it easier for the students. Tired of the people making decisions for the colleges who don't use it on a daily basis in a classroom setting.”
“Already invested too much time learning moodle rooms. If moodle rooms is working, why not keep it. Few years ago we moved from an "excellent blackboard" to "average" Moodle Rooms. It has been quite time consuming to learn Moodle Rooms. I would dislike to see all my effort wasted and starting all over with a new LMS.”
“I have only tried Moodlerooms and it has been working fine for me”
Seems to be a pattern of switching to new technology every few years lately as soon as we get comfortable with a new system it changes again. I'm afraid we will deter people from wanting to teach online as it's cumbersome to always have to start over. However if it can be guaranteed that we won't have to start from scratch again for at least 10 years or so after adopting then I would be more open to it.”
“This technology does not work in my area of expertise [may not know what Canvas is]”
“I've never even heard of Canvas before.”
“Concern that Moodlerooms will not continue to be as supportive with the merger
“If OEI chose Canvas, it will likely be adopted eventually anyway, so just do it now.’
“Not sure if Canvas will be bought out by Blackboard too.”
“I do not want a requirement that all faculty use any LMS, such as to post grades in progress.”
“I love Moodlerooms”
“Worried Canvas is even worse than Moodlerooms.”
“We can only have an opinion about it, it really depends after all of us have tried it.”
“Technology should not drive curricula.”

FOLLOW-UP “EXPLORE CANVAS” RESPONSES

Faculty were given the opportunity to give feedback in written comments. Here are the comments they provided:

“Clean and clean – seems to be much more simple to use.”
“Canvas has more features to use; more online support; more feedback to students and more in-line with students' learning styles/technology expectations to engage learning. We need to adopt Canvas to be technologically in-line with incoming high school populations who are already using this technology.”
“It is much more streamlined and in touch with the twenty-first century learning and teaching methods.”
“I like Canvas because it meets my needs better than Moodle (gradebook, user-friendliness...).”
“From what I have seen, Canvas is very interesting. I see how it can help us in many ways.”
“It's free for Mt. SAC. For the foreseeable future. A common system with OEI. Canvas is more student friendly. Direct involvement in enhancing product. Assignment dates are autoplaced from term to term.”
“Canvas has superior navigation for the student.” (emphasis in original)
“[Canvas offers] simplicity and power.”
“Canvas has a simpler interface and looks 'cleaner.' It also looks easier in terms of the gradebook and grading assignments.”
“Many teachers do not use Moodlerooms because it is too complex. Canvas looks like a great choice!”
“I did use Blackboard a few years ago, and have been exposed to Moodlerooms but have not taught with it. I don’t yet have enough experience with Canvas but like the idea of having all schools on the same LMS. [Canvas] does appear to be user friendly.”
“Canvas appears to have features that make it easier and more convenient to use than Moodlerooms. Can we get it sooner than 2017 please?”
[Canvas] system looks much more intuitive. Not as overwhelming.”
“I don’t personally see any advantage. I don’t have any reason to disagree to a move. Theoretically, I like the idea for the purpose of Canvas so that students can take classes online between community colleges.”
“(1) Standard LMS throughout community colleges. (2) less overhead, less complex. (3) better communication features. [reasons provided for opinion, completely agree with moving to Canvas]
“I am informed! Go to Canvas!”

Questions
Faculty were also given the opportunity to write in questions they had following the session.

“Wondering how much time and effort it will take to import/create my course in Canvas.”
“I would be willing to play with a sandbox Canvas course.”
“A timeline of the possible transition [would be useful] to get a sense of when it will all happen.”
“I’d like to be sure we can have question banks with option to randomize questions” (we can). “I like inserting videos and pictures. I didn’t have time to look at gradebook. Still have questions.”

OEI Pilot Faculty
The two pilot faculty who answered the survey reported that “there is no real difference” between Moodlerooms and Canvas in their perception of student experience with the LMS.

“I think the gradebook for Canvas is limited. But otherwise, I find it fairly compatible.”
Both reported having to recreate under 50% of content, but also reported that everything within the course had to be reorganized to work in the course. Both rated editing in Canvas as “straightforward.”

“The communication capabilities and tracking of student progress is lacking in Canvas compared to MR. Mostly in the area of the usefulness of PLD. The gradebook features and functionality is severely lacking. While the basic nature of the Canvas gradebook may appeal to some, any advanced use (such as calculating columns from multiple items) is missing. Canvas does provide a nice summary on the Home Page of what needs to be graded and what is upcoming which helps keep track of grading progress. So while Canvas does all the “things” that a LMS needs to do, it does it in a bit of a watered-down manner and it is missing useful tools entirely (e.g., PLD).”
“I think I feel more comfortable in MR but this is probably because it is more familiar to me. I may re-work the way I’ve set up my Canvas course because I feel a bit less connected to the students in Canvas.”

One thought we should adopt Canvas, and one thought we should stay with Moodlerooms.

Self-guided/Unsolicited comments from Faculty
“Moodlerooms is a nightmare in terms of being user friendly. There are too many options and it is too complicated to figure out intuitively. From what I see of the canvas system, it is much simpler and therefore more intuitive. People who are not teaching distance learning aren’t going to want to go to the trouble to learn such a complicated system (like moodlerooms). Canvas looks like a better option especially since the new Mt SAC system (course studio) is an utter and complete failure in terms of being user friendly. Everyone I spent the last 2 years convincing to use it to post syllabi etc. now flat out refuse to use it at all because the new one
is so terrible and complicated. 11 steps to send an e-mail to your students? 11!?! Anyway, not the point, but canvas looks like a better option to me!”

“Truthfully, it seems a foregone conclusion that we will be switching. So the single greatest pro for this switch is Canvas’ ability to autopopulate individual courses from semester to semester. Moodlerooms is a tedious, labor-intensive system that requires way too much of my time to set up and program and then wastes even more time (that should be devoted to student learning) tediously changing dates and many, many other programming buttons/drop-down menus/etc. So, no, I will not be sad to see the end of Moodlerooms. However, the single greatest con remains the lack of real support for either faculty teaching DL or our support team itself. I cannot say enough about how wonderful the faculty/staff are who work in/on DL. The people who are here to help us – Paul Kittle, Mary Johnson, etc – work just as hard as we do. That is not my complaint. I have now been through Blackboard and Moodlerooms. At no time have I felt full corporate or institutional support in these endeavors. Instead, it really is up to us, the individual instructors, to spend enormous amounts of time – that is neither acknowledged or compensated – learning these systems. This is time that is not spent on developing curriculum, preparing for classes or student interaction. So the question isn’t which LMS we are going to use, instead the important question is whether SAC is ever going to truly invest in online education.”

“I used Canvas for a semester at another college in 2013. I liked it a lot and can't wait to explore more!”

“1. Improved communication for instructors and students. Students can send messages inside the course shell to the instructor. When students have a question, you can quickly take a look without using an external campus email. 2. Discussion boards assignments can be posted inside content modules. Also students and instructors can like each others' comments, which is similar to social networking. Canvas settings can be adjusted to message the instructor when new discussion board comments are posted. 3. More flexibility with external links. Instructors that use turnitin, youtube videos, or web-conferencing software (Adobe Connect) have the ability to use the listed apps inside Canvas, which keeps the students inside your course shell without distraction from other websites.”

Thumbs up on Canvas: I've been at Mt. SAC for ten years. I also teach at [another community college in southern California]. They use Canvas at [other college], and so I had to learn it this past semester. I really like it. It is much more intuitive, and much easier to learn. I really recommend switching from Moodle. I think it would be a great move. Moodle is not very user friendly, and it has too many variables and options that can go wrong. Although it has a lot of functionality, I think it's too much of a good thing! I frequently find myself going in a labyrinth of menus and links, many of which are not intuitive, and getting lost. I will figure out how to do something, unsure that I will know how to do it again in the future! I've just started using Canvas and I feel much more comfortable in that environment than Moodle, and I've been using Moodle for several years.

“I hope we move to Canvas: here’s what I like:
1) It make is easy for students to see their own grades as they are input by me. that way they are accountable to themselves
2) I can give them feedback on papers turned in online by typing feedback in online or even using a "microphone" to give them audio feedback, which is even much more precise and a lot faster.
3) You can set up role on canvas by clicking on the student's name... if Mt. Sac can populate each student account with a "picture", the professors can learn their names a lot faster!
4) As a professor, you can enter student grades with your computer, Ipad, or even your phone! Those are some of my highlights.”
Student research consisted of a mock course. Students were asked to complete a set of 8 tasks by going through a mock course set up by the OLSC. At the end, they completed a survey.

WHO PARTICIPATED IN THE STUDENT RESEARCH

- 13 women
- 7 men

How many college courses have you taken?

- 15% 1-3 classes
- 25% 4-6 classes
- 10% 7-10 classes
- 50% over 10 classes

Taken an online course ever?

- 30% yes

None had ever used Canvas before.

Overall Canvas is easy to use

- 80% Very easy
- 15% Somewhat easy
- 5% Not easy or hard
- No one said it was somewhat difficult or very difficult

Of the 17 students who had used Moodlerooms:

- 11 thought Canvas was “much better”
- 5 said it was “somewhat better”
- 1 said it was “about the same”

If a course was offered in Canvas, who said they would be more likely to enroll?

- 25% would not affect choice one way or the other
- 35% somewhat more likely to enroll
- 40% much more likely to enroll

UX STUDENT FEEDBACK AND COMMENTS

Students liked that there was less clicking and it was all “right there.” Most characterized it as “simpler,” “cleaner,” and “more organized” than Moodlerooms. About half said there was nothing they liked least; the other half reported an item where initial navigation had been hard to locate. In most cases, this was initially finding the inbox link, or the button to submit for as assignment or discussion forum. Students had difficulty in places where the navigation was placed at the top right instead of at bottom middle or at left.

Many reported the thing they liked most as the special features that are not part of Moodlerooms, such as the students option to try out “what if” grades and see a grade score
effect on overall grade. Many also commented positively on the easy navigation, syllabus tool, and the calendar.

A few thought the integration to turn in assignments from Google docs was helpful, but this was fewer than half of respondents. One noted that there was not a chat tool that could used to talk to classmates. No other missing features were mentioned. No student expressed an overall negative impression, but many said they would want specific instructions or a walk-through from professors when a tool was first used. It seemed that the minor navigation issues would be resolved by repeated use or by offering best practices that clarified navigation.

OEI Pilot Students
Of the 133 students enrolled in one of the five OEI pilot courses (online courses taught in Canvas by Mt. SAC professors to Mt. SAC students), only 32 responded to the survey. Who are they?

- Administration of Justice students 11 (34%)
- Human Geography students 17 (53%)
- Introduction to Psychology students 4 (13%)

How many college courses have you taken?
- 3 or less: 8 (25%)
- 4 to 9: 9 (28%)
- 10 or more: 15 (47%)

Taken an online course before?
- Yes: 21 (66%)
- No: 11 (34%)

Of the 32 students who answered the survey, 94% (30 of 32) had used an LMS before, and only 1 student had seen the Canvas LMS prior to the current OEI pilot course.

Pilot Students’ Opinions of Moodlerooms

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<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>I really like Moodlerooms</td>
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<td>43%</td>
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<tr>
<td>I somewhat like Moodlerooms</td>
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<tr>
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<td>4%</td>
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<tr>
<td>Total</td>
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</table>

Pilot Students’ Opinions of Canvas

How easy or hard is Canvas to use?

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<tr>
<td>Extremely difficult</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>
Compared to experience with other learning management systems, Canvas is:

- Much better: 12 (40%)
- Somewhat better: 6 (20%)
- About the same: 10 (33%)
- Somewhat worse: 2 (7%)
- Much worse: 0 (0%)

Total: 30 (100%)

If you found out that a course would use Canvas, would you now be more or less likely to enroll in it?

- Much more likely to enroll: 13 (43%)
- Somewhat more likely to enroll: 7 (23%)
- It would not affect my choice either way: 8 (27%)
- Somewhat less likely to enroll: 2 (7%)
- Much less likely to enroll: 0 (0%)

Total: 30 (100%)

Pilot Student Comments

When asked to explain their opinions of Moodlerooms (favorable or unfavorable):

- Moodlerooms is better because it is easier to access
- It was user friendly
- Moodlerooms was used in a previous online class that I took. It was my first online class and i did well. I feel Moodlerooms was easier than Canvas because with Canvas, I have to search for any assignment the Professor adds. It doesn't just seem to appear on the front screen.
- I like it because it easy. But at the same time its pretty basic nothing to brag about.
- I like Moodlerooms because it is simple and easy
- I like the layout of Moodlerooms because its fairly easy to find stuff.
- It wasn't complicating and it got the job done at least.
- I did not like the Moodlerooms structure, canvas is much more user friendly in my opinion.
- I like Moodlerooms because all my online courses are in one place easy to find.
- I like it because is easy to use
- This semester Moodlerooms and the Mt Sac websites have been down more than ever. It is hard when you work full time and taking a full load as you have limited time to work on your homework and when it is down - especially on the weekends (one time it was down for 8 hours!) and the professor makes comments like - you should be using time more wisely when the weekends is the time you do your homework!
- Easy to use right away
- I personally prefer Canvas because it lets you calculate what you grade will be if you get certain points on assignments, which motivates me to improving my grades to get where i want.
- I was able to access Moodlerooms with no problem from any device and or computer and with canvas for some reason I cannot access it from my home p.c
- Easy to navigate through, much like Blackboard.
- Moodlerooms is a more self-explanatory system to find your way through the navigation capabilities that we depend on toward getting online classes started and for doing stuff like work, collaborate on stuff with other people, something which is important to have -communication.
- As long as the professor teaching the course is organized then Moodlerooms is simple.
When I started using Canvas I knew that canvas was preferable than Moodlerooms. It is well organized and one hardly miss an assignment unlike other online resources. Moodlerooms seems a bit difficult to use, because you are not able to reply to your classmates’ posts right after submitting your post. You need to wait at least 30min to an hour for before you are able to reply. Besides from that, Moodlerooms was fairly easy to use. With Canvas, you are able to reply right away without any wait time.

When asked what they liked least about Canvas:
It was hard to access
I sometimes can't access it
I have to continually hunt through the Canvas to find any assignments the Professor added. It just seems to need a more user friendly front page...
Nothing that I don't like. It was just a major upgrade from Moodlerooms. And no one taught you how to use it, after all it is an online class. So it was a major adjustment.
I don't like that I can't see my grading scale on my mobile device.
The thing I liked least about Canvas is it was more difficult, and/or time consuming to find assignment and posts. I also did not like the way they did the discussion board. It was harder to navigate.
The least thing I liked about Canvas was the quiz format.
Nothing.
I don't like how you can't reply to individual replies in discussion forums.
In the discussion, it's kind of a hassle to scroll all the way down so might want to have a hide/show response kind of concept.
In the discussion forums, I don't like that you cannot see other people's post until you post your own comment. Seeing what other people have said would help clear up some questions for me.
That I have to go back to the main page in order to get to an assignment.
It was confusing to use at first.
I think it’s very simple, but I did have hard time to find the study questions.
Na
I don't like that I cannot access Canvas from my home.
Everything works just fine.
It was kind of confusing at first because things were not labeled like they are in Moodlerooms.
Canvas is much more difficult to navigate through. Many times I found myself looking for an assignment or lecture for 5 or more minutes.
You know, honestly I have no idea what Canvas is.
I don't like the format in which grades are displayed, it is confusing and difficult to understand.
I don't like it takes a couple of steps to get where I'm going.
There is no least for me as far as Canvas. As long as the professors are organized in entering the information and assignments we need I don't have a problem with Canvas.
The layout is inferior to that of Moodlerooms.
I like everything.
N/a
N/A I like everything about Canvas.
When asked what they liked most about Canvas:

That the grades were updated and it was organized
Easy to navigate
I can access it from my cell phone
I LOVE the organization of it.
I like that it's simple to access and how easy it is to see my discussion forums and quizzes
I liked the calendar feature that Canvas has.
I like how you're able to see the grade you would have got if one did better on the assignment.
I like how it is easy to navigate through the page and be able to submit my homework.
I like how the gradebook lets you enter scores on each assignment to see what your overall grade would be if you got those scores.
I like how it is organized, and I receive a bubble with a number indicating if an assignment was assigned or graded.
I like the fact that after you take your quizzes it provides you with the answers so I know what I missed right away.
It's well organized and easy to navigate.
I like how the instructor can give out the assignments and it feels like were close to the teacher because we can see our grades and teachers can leave feedback on individual work that i can see future grades to know what i need to do to get where i want.
I like the way its structured in modules, quizzes, discussions etc.
I like that it is user friendly.
The notifications are helpful.
It was more updated than Moodlerooms so it was newer.
I like the calendar that shows me when my assignments are due.
I like the structure in which the discussion forums are. It is easy to reply and interact with classmates.
I like how everything is organized.
It is simple to navigate.
I like the display of the calendar, if the assignments and tests were to be pinned there, it'd definitely help out with my schedule and planner.
I like how easy and simple it is to use Canvas.
Organization.
I like how easy it is to reply to a classmates' post without having a wait time.
APPENDIX A: FACULTY CANVAS FOCUS GROUP SCRIPT

QUESTIONS
Let’s begin with a quick introduction. Please tell us your name your department, and tell us what area you live in (or what is your favorite tech toy these days).

FEATURES
1. How do you use the current learning management system in your courses?
   → how do you structure your course?
   → What types of course materials do you post there?
   → What feature or features do you use the most?
2. Are you happy or unhappy with how our current currently works?
   → If you could call up Moodlerooms, and ask them to change something and they would change it, what if anything would you change?
3. Specifically, what assignment types do you use in the current LMS, if any?
   → What do you like about the way the assignments in MR work?
   → Are there any other assignment types you feel are not well represented that you’d like to have?
4. How many of you use the Joule grading tools in MR to grade assignments online?
   → What do you like or dislike about grading in MR/ or grading online (as opposed to on paper)?
   → Anything additional feedback about grading assignments related to the LMS?
5. How many of you currently use the gradebook to track or post student grades in MR?
   → Those who do use gradebook: what tools or features of the gradebook do you use (or do you just do a simple sum of grades?)
   → Those who do not use gradebook: do you have any feedback about why you do not use this tool in MR? What would persuade you to use an LMS gradebook?
6. Now let’s talk a little about how you communicate with students. Do you use any of the LMS tools to communicate with students?
   → Which ones? What do you like or dislike about them?
   → If not, why not?

EDITING/CANVAS/PROGRAMS
7. We have talked about elements of the course, but now I’d like you to think about creating or editing your courses in Moodlerooms?
   → How has your experience been with using Moodlerooms editing tools?
   → What could make Canvas better or worse than MR for editing options?
8. We sent info for how to create a Canvas account. Although you were not required to do so, If you did go into Canvas, do you have any feedback on its editing tools or its features and functions?
   → Which features or functions did you try and what was your impression?
9. What programs or software do you currently rely on in your teaching (such as powerpoint for instance, or even youtube)?
Do you currently incorporate items from those programs into your MR courses?
If not, would you want to? If so, how important is this to you?

HELP WITH PROBLEMS/OEI/WRAP-UP
10. What do you do when you have a problem with the current LMS?
   → How about when a student has a problem?
   → Is there anything for which you feel you need additional resources or support, for you as faculty or for students related to LMS?
11. What are the upsides to adopting the OEI-recommended LMS, and are there downsides that you foresee?
   → Are there advantages or disadvantages for keeping Moodlerooms versus changing to Canvas?
   → Based on what we have already discussed, do you have additional questions about Canvas that would help you decide if you did or did not think Mt. SAC should adopt it in place of Moodlerooms?
12. Is there anything else you’d like to add to your thoughts about Canvas versus Moodlerooms, the role of the LMS in teaching, or other thoughts about the OEI?
**APPENDIX B: FACULTY TECHNOLOGY SURVEY**

**Q0** Are you a professor at Mt. San Antonio College?
- Yes (1)
- No (2)

*If No Is Selected, Then Skip To End of Survey*

**Q1** In which Mt. SAC Division do you work?
- Instruction (1)
- Arts Division (2)
- Business Division (3)
- School of Continuing Education (4)
- Humanities and Social Sciences Division (5)
- Kinesiology, Athletics, & Dance Division (6)
- Natural Sciences Division (7)
- Library & Learning Resources Division (8)
- Technology & Health Division (9)
- Student Services (10)

**Q2** Department

**Q3** How many years have you worked at Mt. SAC?
- Less than 5 years (1)
- 5-10 years (2)
- Over 10 years (3)

**Q4** Do you work in a full-time or part-time position?
- Full-time (1)
- Part-time (2)

**Q5** How would you characterize your relationship with technology in general?
- I'm a minimalist. I'm a late adopter of devices and programs, and I only use them for specific purposes (1)
- I'm probably an average user. I pick and choose my tech use. I'm not first or last in adopting technology. (2)
- A little above average. I probably spend more time than the average person on technology/devices, and sometimes adopt new tech early, but I'm no computer expert/programmer/app developer. (3)
- I am technologically adept. I am very comfortable with technology, adopt early, use a lot, and may even know programming languages/ have computer expertise/teach computer programs or skills. (4)
Q6 How would you characterize your relationship with educational technology and learning management systems?

👀 I stick to low-tech teaching methods. I use no educational technology, or use in a very limited way, such as posting grades, or uploading and downloading documents. (1)

👀 I only learn the education technology I know I will use. I limit technology use to specific situations in my teaching. I am probably average or less than average in my use of technology at Mt. SAC. (2)

👀 I explore different educational technology options and experiment with ways to use technology in my teaching. I am probably above-average in my use of technology at Mt. SAC. (3)

👀 I am an education technology fan and I seek it out. I like to experiment, and have tried many tools. I am probably well above the average in my use of technology at Mt. SAC. (4)

Q7 Have you taught a distance learning course—either hybrid or online—at Mt. SAC in the last 5 years?

👀 Yes, over 5 hybrid or online courses at Mt. SAC. (1)

👀 Yes, between 1 and 5 DL courses at Mt. SAC. (2)

👀 No. (3)

👀 No, but I have taught online or hybrid courses at another school in the last 5 years. (4)

👀 Other (5) __________________

Q8 Are you currently (this semester) teaching a distance learning (hybrid or online) course at Mt. SAC?

👀 Yes (1)

👀 No (2)

Q9 Will you teach a distance learning (hybrid or online) course in Winter or Spring 2016?

👀 Yes (9)

👀 No (10)

Q10 Have you used Moodlerooms in any of your courses (traditional, hybrid, or online) at Mt. SAC in the last two years?

👀 Yes (1)

👀 No (2)
Announcements forum (1)
Assignments (homework) tool (22)
Book and/or Lesson tools (2)
Discussion Forums (Regular or Advanced) (7)
Document storage (readings, powerpoints, pdfs, Word docs, etc.) (15)
Gradebook (standard or Joule) (3)
Quizzes (6)
SCORM/ publisher materials (14)
Attendance tool (8)
Chat / IM tools (9)
Database activity (11)
Glossary activity (10)
Groups feature (16)
Question Bank Library (18)
Quickmail (4)
Badges (19)
Blackboard Collaborate video sessions (12)
Joule Grader (online grading tool) (5)
"Mahara" eportfolio tool (13)
Outcomes feature with learning objectives (17)
Personalized Learning Designer (21)
Reports (logs, user tracking) (20)
Answer If Have you used Moodlerooms in any of your courses (traditional, hybrid, or online) at Mt. SAC in the last two years? Yes Is Selected

Q10B Please rate the following aspects of Moodlerooms. Base your rating on any experience you had in creating courses in Moodlerooms, as well as your experiences with using Moodlerooms courses as the instructor.

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<thead>
<tr>
<th>Aspect</th>
<th>A-very good (1)</th>
<th>B-above average (2)</th>
<th>C-average (3)</th>
<th>D-below average (4)</th>
<th>F-failing grade (5)</th>
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<tr>
<td>Overall organization/structure (1)</td>
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Q11 Have you used any other learning management systems in the past 3 years?
○ yes (1)
○ no (2)

Answer If Have you used any other learning management systems in the past 3 years yes Is Selected

Q11A Which learning management systems have you used in the past 3 years? (SELECT ALL THAT APPLY)
☐ Blackboard (1)
☐ Canvas (4)
☐ Desire2Learn (D2L)/Brightspace (2)
☐ eCollege (8)
☐ Google Classroom (6)
☐ Moodle (3)
☐ Sakai (5)
☐ Other (7) ____________________

Answer If Which learning management systems have you used in the past 3 years? (SELECT ALL THAT APPLY) Canvas Is Selected
Q11B You have reached this question because you said you have experience using Canvas. Please rate the following aspects of Canvas. Base your rating on any experience you had in creating/editing courses in Canvas, as well as your experiences with using Canvas courses as the instructor.

<table>
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<tr>
<th>Aspect</th>
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<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>Discussion Forums (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Email/Chat tools (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Gradebook (8)</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Built-in grading tools (5)</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Group assignment/ Collaboration tools (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ease of editing and revising the course (7)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Easy to learn (9)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Q37 The California Community College's Online Education Initiative (OEI) is developing a set of resources and programs that seek to integrate and improve existing technology services in order to improve timely degree completion or transfer to four-year programs by community college students. To create a more consistent experience for students, the OEI has researched learning management systems (LMS), and has selected Canvas as the common learning management system for California's community colleges. This system is subsidized by the state legislature through a grant to the California Community Colleges Chancellor's office. It will be free from now until the end of the 2018/2019 academic year. It is expected to be free or subsidized beyond 2019. Each college's Academic Senate must decide if the school wishes to participate by adopting Canvas. Choosing to adopt Canvas does not require a contract of any specific length, and does not obligate the college to participate in any other OEI programs. Keeping this information in mind, please answer the following questions.
Q12 Do you have any experience with the Canvas learning management system?

- Yes, I have taught with it before. (1)
- Yes, I have previewed it but have not used it to teach (2)
- No, I have not seen Canvas before (3)

Q13 Based on your current knowledge about Online Education Initiative (OEI) and learning management systems (LMS), what is your opinion about whether Mt. SAC should or should not adopt Canvas by 2017?

- I disagree with moving to Canvas (1)
- I am unsure, but I mostly disagree with moving to Canvas (2)
- I am unsure, but I mostly agree with moving to Canvas (3)
- I agree with moving to Canvas (4)

Answer If Based on your current knowledge about Online Education Initiative (OEI) and learning management systems (LMS), what is your opinion about whether Mt. SAC should or should not adopt Canvas by ... I disagree with moving to Canvas Is Selected Or Based on your current knowledge about Online Education Initiative (OEI) and learning management systems (LMS), what is your opinion about whether Mt. SAC should or should not adopt Canvas by ... I am unsure, but I mostly disagree with moving to Canvas Is Selected

Q13A Can you identify the main reasons for your position (strongly disagreeing with a move to Canvas)?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not at all like me (2)</th>
<th>Mostly not like me (3)</th>
<th>Mostly like me (8)</th>
<th>Completely like me (9)</th>
<th>I do not know (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tried Canvas and don't like it (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I prefer MoodleRooms to Canvas (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not want to learn / do not have time to learn a new system (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am skeptical that the cost savings for Canvas will be ongoing (8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not believe Mt. SAC should participate in the state's OEI initiative (9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer If Based on your current knowledge about Online Education Initiative (OEI) and learning management systems (LMS), what is your opinion about whether Mt. SAC should or should not adopt Canvas by ... I am unsure, but I mostly agree with moving to Canvas Is Selected Or Based on your current knowledge about Online Education Initiative (OEI) and learning
management systems (LMS), what is your opinion about whether Mt. SAC should or should not adopt Canvas by ... I agree with moving to Canvas Is Selected

Q13B Which of these factors are important to your opinion about whether we should stay with Moodlerooms or move to Canvas?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not at all like me (3)</th>
<th>Mostly not like me (5)</th>
<th>I do not know (8)</th>
<th>Mostly like me (6)</th>
<th>Completely like me (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tried Canvas and I like it (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't like Moodlerooms (8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moodlerooms merged with Blackboard after we adopted it, and I don't like Blackboard (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want students to use Canvas here if that is what other schools will expect them to use (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not know whether we should stay with Moodlerooms or move to Canvas (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe it is important to participate in OEI to help define the future of community college education in California (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want our school to benefit from the significant savings by getting a free/subsidized LMS (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q14 Please identify how much this statement reflects your opinion: "In truth, I don't use the LMS or my use is very limited, so this decision won't affect me very much."

- Not at all like me (1)
- Not much like me (2)
- Somewhat like me (3)
- Quite a lot like me (4)
- Just like me (5)

Q15 What questions, if any, do you have related to the decision about changing to Canvas or remaining with Moodlerooms? What type of information would be useful to help you arrive at an informed position about Mt. SAC's decision to adopt Canvas or stay with Moodlerooms? (This question is optional.)

R1 Thank you for completing our survey. If you would like to be entered into the raffle for a $25 gift card to Ralph's grocery store, please provide your name and email address here. First and Last Name:

R2 Email address:


**APPENDIX C: STUDENT USER RESEARCH**

**STUDENT UX RESEARCH SCRIPT**

### RECRUITING

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you a current student? (currently enrolled in any courses at Mt. SAC?)</td>
<td>I work at the Online Learning Support Center at Mt. SAC, and we are collecting feedback from students about a new course management system that may replace MoodleRooms. You get a $5 gift card at the quick stop for your time. To complete the questions, you need to be able to log into a computer. Do you have 20 minutes to help with some research?</td>
</tr>
</tbody>
</table>

### UX QUESTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Have you ever used a course management system such as MoodleRooms or Blackboard, where your professor posts course materials online?</td>
<td>I want to show you the CMS called Canvas.</td>
</tr>
<tr>
<td>B. We are considering Canvas because California colleges and universities are being encouraged to adopt the same system statewide. What are your thoughts on that?</td>
<td>We want to see how students with different levels of college experience and computer experience navigate Canvas. This is not a test of you, so please do not feel bad if you are not sure, or can’t find things. There is more than one way to complete most tasks, and what you find easy or hard helps us learn how to support Canvas if we do decide to use it at Mt. SAC.</td>
</tr>
</tbody>
</table>

1. Let’s begin by taking a look at a Canvas course. Let’s pretend you’ve enrolled in Math 201 and your professor is providing materials for the course through Canvas. Take a moment to look it over and tell me what your first impression is. **PROMPTS: [if yes to other LMS experience] how would you compare this to other LMS courses?**
   | **PROMPTS: [if yes to other LMS experience] how would you compare this to other LMS courses?** |
   | What do you think of the look or organization of the page? |
   | Does it remind you of any other programs you have used? |
2. Okay, now let’s pretend it is the beginning of the semester and you want to figure out what you need to do to get going in this course. Please go ahead and just walk me through what you would do. Go ahead and do it, but talk me through what you are looking for.

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |

3. Thanks. Now let’s pretend you are preparing for the semester, and you realize you have a lot going on during the week of NOVEMBER 16. You want to see what you need to do in this course and how much credit it is worth for that part of the course. What would you do? Again, go ahead and do it, but feel free to talk me through it.

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |

4. In this scenario, let’s say that you have to complete an assignment. The assignment is to post a comment to the WEEK 1 SURVEY DESIGN discussion forum. Can you go ahead and show me how you would approach that task, and please tell me if anything is not clear to you about how to do this.

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |

5. Let’s pretend like you’ve completed PROJECT 1. Good job! Now how would you turn it in using Canvas?

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
6. It is now midterms, and you’ve just been reminded by the professor that you have a midterm due for this course. The professor says that she put everything you need to complete the midterm onto Canvas. Where would you look?

7. You have a question for your professor and you want to ask her using Canvas. How would you do that? (If student goes to email address: okay, but can you find a way to contact her within Canvas?)

8. It is almost finals, and before you take the exam, you want to see how you are doing in the course and figure out how well you need to do on the final to get the final grade you want. What would you do?

That is all!

I really appreciate your time and patience to give this a try.

Before you go, I would really like to know what is your overall impression of Canvas, so if you wouldn’t mind, please fill out this brief survey, and turn it back in to get your free gift card!

Thanks again! We will be doing these surveys until we run out of gift cards, so send your friends by!
APPENDIX D: STUDENT USER SURVEY

Student Usability Test – Post Survey
Thank you for participating in today’s usability test. Your feedback is important to the college as we strive to improve student success. Please complete the following questions and then proceed to the Check-Out station to receive your gift card.

1. How many courses have you taken here at Mt. SAC?
   a. 1-3
   b. 4-6
   c. 7-10
   d. more than 10

2. Have you ever taken an online course?
   a. Yes
   b. No

3. You just interacted with the learning management system (LMS) Canvas; have you ever used Canvas prior to today’s activity?
   a. Yes
   b. No

4. What did you like least about the usability of the LMS in which you just interacted?
   __________________________________________________________________________

5. What did you like most about the usability of the LMS in which you just interacted?
   __________________________________________________________________________

6. Overall, what did you think of the ease of use of this LMS? Please rate:

<table>
<thead>
<tr>
<th>1 very easy</th>
<th>2 somewhat easy</th>
<th>3 neither easy nor hard</th>
<th>4 somewhat hard</th>
<th>5 very hard</th>
</tr>
</thead>
</table>

7. Have you ever used the learning management system at Mt. SAC, Moodlerooms?
   a. Yes
   b. No

8. Have you ever used any other learning management system?
   a. Yes If yes, please indicate here ____________________________________________
   b. No

10. Complete the following sentence: Compared to my experience with other LMS’s, Canvas is:

    | 1 much better | 2 somewhat better | 3 about the same/ not better or worse | 4 somewhat worse | 5 much worse |
    |---------------|-------------------|--------------------------------------|----------------|------------|

11. If you found out a course would use Canvas, would you be more or less likely to enroll?

    | 1 much less likely to enroll | 2 somewhat less likely to enroll | 3 it would not affect my choice either way | 4 somewhat more likely to enroll | 5 much more likely to enroll |
    |-----------------------------|---------------------------------|------------------------------------------|-----------------------------|---------------------------|
APPENDIX E: “EXPLORE CANVAS” SESSIONS

began by discussing why were considering a change of LMS from Moodlerooms to Canvas at this time, and included information about the Online Education Initiative (OEI). Next, Moodlerooms and Canvas were compared by features, showing what the two shared, and the major differences between them. Migrating courses from Moodlerooms to Canvas was also discussed. The rest of the workshop was spent in a hands-on Canvas course, with attendees logged in as students. The faculty view was displayed on the screen at the front of the classroom. Attendees could experience the Canvas environment as a student while browsing information on many topics. The facilitator showed the basic options for structuring a course in Canvas, then fielded questions about particular features and functions. In the absence of questions, Canvas’ unique features were discussed in three categories: instructor and course design support tools in Canvas, Grading tools, and Communication/course organization tools.

Near the end of the workshop, attendees were given the option to log in as a professor to try out Canvas features from the professor role. At the end, attendees were asked to fill out a short survey that paralleled the questions asked in the initial online survey. At the beginning and the end of the session, attendees were reminded that the facilitator was simply presenting the info to allow faculty to decide what they liked better and that the facilitator was not there to persuade attendees to prefer either Moodlerooms or Canvas.
APPENDIX F: OEI FACULTY SURVEY

OEI Pilot Faculty Survey

Q1 Hello Mt. SAC Faculty Member, You are being asked to participate in this feedback survey because you are teaching an OEI pilot course in Canvas during Spring 2016. The Distance Learning Committee would like to know your opinion of Canvas, and any specific feedback you have for the committee regarding its task to recommend either staying with Moodlerooms or switching to Canvas. Thank you for taking the time to complete the following questions. Please complete your feedback by APRIL 9.

Q2 When comparing Canvas and Moodlerooms on the following tools and features, please indicate your preference.

<table>
<thead>
<tr>
<th>Tool/Feature</th>
<th>Canvas</th>
<th>Moodlerooms</th>
<th>No preference/both are good</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing content (1)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Organizing content and navigation (9)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Making assignments with quiz tool (10)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Creating discussion forums (4)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Creating assignments other than quiz or discussion forums (12)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Using built-in grading tools (Joule Grader in MR/ Speedgrader in Canvas) (14)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Using built-in email/messaging tools (15)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Announcements (16)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Using the gradebook (3)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Student view (viewing course elements from the student perspective) (2)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Finding help/support (17)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>
Q3 What is your perception of the student experience when comparing Canvas and Moodlerooms?
- Students have fewer issues working in Moodlerooms (1)
- Students have fewer issues working in Canvas (2)
- There is no real difference (3)
- Other (4)

Answer If What is your perception of the student experience when comparing Canvas and Moodlerooms? Other Is Selected

Q3a Please describe your reason for answering "other" when describing your perception of the student experience.

Q4 When you migrated your course from Moodlerooms to Canvas, how much CONTENT did you have to manually recreate (note: this means you had to cut and paste or retype content.)
- I had to basically recreate 90% or more of my course, a great deal of work and effort (1)
- I had to manually recreate over half of my course, less than half carried over. (2)
- I had to manually recreate half of my course; about half carried over. (3)
- I had to manually recreate under half but more than 10% of my course. (4)
- Most of my course migrated from Moodlerooms; I had to manually re-enter about 10% of my course. (5)

Q5 When you migrated your course from Moodlerooms to Canvas, how much did you have to revise the ORGANIZATION/NAVIGATION of the course to prepare for teaching?
- Everything had to be reorganized to work in the course (11)
- Most (more than half) had to be reorganized (12)
- Under half (but more than 10%) of the course had to be reorganized (13)
- Minor revisions, less than 10% of the course had to reorganized (15)

Q6 Editing in Canvas is (select all that apply)
- frustrating (1)
- confusing (2)
- straightforward (3)
- easy (4)
- intuitive (5)
- fun (6)
- slow (7)
- fast (8)
- convoluted (9)
- other (11)

Answer If Editing in Canvas is (select all that apply) other Is Selected

Q6a Please explain what is meant by "other" for describing "Editing in Canvas"?

Q7 Are there differences, either positive or negative, for how you use the LMS to teach when using Canvas compared to Moodlerooms? Please feel free to elaborate on those here. For example, does it change how you communicate with students, how you review their work
using analytics, how you grade, or have you found other benefits or limitations of specific features that might help the Distance Learning Committee understand your experience?

Q8 Please elaborate here with any "best" and "worst" qualities of Canvas that you think the Distance Learning Committee should consider when making a decision to recommend our future LMS.

Q9 Canvas has been selected as the "common course management system" for the online course exchange among California Community Colleges. Beyond individual features and tools, using Canvas expands support and resources and reduces costs. Please indicate here if any factors about participating in OEI are important to your preference for which LMS the Distance Learning Committee recommends.

- The 24/7 Tier-1 support provided for free in addition to campus support resources (3)
- Canvas is free until 2019 and is expected to be subsidized at low cost beyond 2019 (4)
- Faculty will have the same LMS if they work at multiple California community colleges (5)
- Students will experience the same LMS across educational experiences in California colleges (6)
- Additional tools made available through OEI will work well with Canvas (7)
- Because Canvas is a systemwide choice, colleges are less likely to change to a new LMS (8)
- Because Canvas is a systemwide choice, training for professors may become more streamlined (9)
- Canvas will be the platform for online course exchange, and adopting Canvas will allow us to better participate. (10)
- Other (11)

**Answer**

If Canvas has been selected as the "common course management system" for the online course exchange among California Community Colleges, Beyond individual features and tools, using Canvas expands support and resources and reduces costs. Please indicate here if any factors about participating in OEI are important to your preference for which LMS the Distance Learning Committee recommends.

Q9a Please list other factor(s) that are important to your consideration.

Q10 Based on your use of both Canvas and Moodlerooms as learning management systems (LMS), what is your opinion about Canvas?

- We should adopt Canvas (1)
- We should stay with Moodlerooms (2)
- I have no preference; we should adopt the LMS preferred by Mt. SAC faculty (as expressed through DLC data that has been collected) (3)
- Other (4)

Q10a If you answered "other" to your opinion on Canvas, can you please briefly describe what choice you feel is right for Mt. SAC?
APPENDIX G: OEI STUDENT SURVEY

Student Canvas Survey-OEI students

Q00 Hello! Are you a student in an online course hosted in Canvas during Spring 2016? Complete this survey on Canvas and be entered in a drawing to win one of two gift cards for $15 to Starbucks! Feedback is about Canvas, so focus on the Canvas system rather than the course content. Feedback given here will be used to help the campus make decisions about which LMS to use at Mt. SAC in the future. Your name will not be connected to your survey feedback. Completing this survey is voluntary and will not be known by your professor or have any effect on your course grade. Survey length: 10-15 minutes (depends on the time you take to write comments)

Q0 In which course are you currently enrolled?
- Administration of Justice (ADJU 1) (1)
- Human Geography (GEOG 2) (2)
- Introduction to Psychology (PSYC 1A) (3)
- other/none of these (4)

If other/none of these is selected, then skip to end of survey

Q1 How many courses total have you taken here at Mt. SAC? Include in-person and online courses.
- 1-3 (1)
- 4-6 (2)
- 7-10 (3)
- more than 10 (4)

Q2 Prior to the course in which you are currently enrolled, had you ever taken a course for credit online?
- Yes (1)
- No (2)

Q3 For this course, you have been using the Canvas learning management system. Have you ever used Canvas prior to this course?
- Yes (1)
- No (2)
Q4 Have you ever used a learning management system for a college course other than Canvas (such as Moodlerooms, Blackboard, Sakai, or Etudes)?
- Yes (1)
- No (2)

Answer If (Optional) Feel free to add a brief description explaining your rating/opinion of Moodlerooms here. Why did you rate your like or dislike of Moodlerooms as you did in the last question? Click to write Choice 1 Is Selected

Q5 What other learning management system have you used for college courses?
- Moodlerooms (1)
- Blackboard (2)
- Sakai (3)
- Etudes (4)
- other (5)

Answer If What other learning management system have you used for college courses? other Is Selected

Q6 Please name other learning management systems you have used here:

Answer If What other learning management system have you used for college courses? Moodlerooms Is Selected

Q7 Which of these options best represents your opinion of Moodlerooms?
- I really like Moodlerooms (1)
- I somewhat like Moodlerooms (2)
- I neither like nor dislike Moodlerooms (3)
- I somewhat dislike Moodlerooms (4)
- I really dislike Moodlerooms (5)

Answer If Which of these options best represents your opinion of Moodlerooms? Like a great deal Is Selected Or Which of these options best represents your opinion of Moodlerooms? Like somewhat Is Selected Or Which of these options best represents your opinion of Moodlerooms? Neither like nor dislike Is Selected Or Which of these options best represents your opinion of Moodlerooms? Dislike somewhat Is Selected Or Which of these options best represents your opinion of Moodlerooms? Dislike a great deal Is Selected

Q8 (Optional) Feel free to add a brief description explaining your rating/opinion of Moodlerooms here. Why did you rate your like or dislike of Moodlerooms as you did in the last question?
Q9 Overall, what is your opinion about how easy or hard it is to use Canvas?
- Extremely easy (1)
- Somewhat easy (2)
- Neither easy nor difficult (3)
- Somewhat difficult (4)
- Extremely difficult (5)

Answer If (Optional) Feel free to add a brief description explaining your rating/opinion of MoodleRooms here. Why did you rate your like or dislike of MoodleRooms as you did in the last question? Click to write Choice 1 Is Selected

Q10 Complete the following sentence: Compared to experience with other learning management systems, Canvas is:
- Much better (1)
- Somewhat better (2)
- About the same (3)
- Somewhat worse (4)
- Much worse (5)

Q11 What do you like least about the Canvas LMS used in this course? Please be specific about why you don't like the element you mentioned. (For instance, instead of saying "discussion forums," say "I don't like how hard it is to find where to reply in discussion forums.")

Q12 What do you like the most about the Canvas LMS used in this course? Please be specific about what it is you like. (For instance, instead of saying "discussion forums," say "I like how easy it is to add replies to the discussion forums.")

Q13 If you found out that a course would use Canvas, would you now be more or less likely to enroll in it?
- Much more likely to enroll (1)
- Somewhat more likely to enroll (2)
- It would not affect my choice either way (3)
- Somewhat less likely to enroll (4)
- Much less likely to enroll (5)

Q1 Thanks for your responses. If you have completed all required responses, you will be entered into a raffle to win one of two $15 gift cards to Starbucks. Please provide the information below to be entered into the drawing. Note that your name and contact info will not be connected to your survey responses.
R2 First Name
R3 Contact information (email or phone number)