Academic Services

Tom Lewis, Director
Academic & Collaborative Applications
Run = Catalyst Web Tools
History

• First release in 1999
• Used for teaching, learning, research, and everyday work by anyone with a UW NetID
• Designed with input from UW users
• Great accessibility
• Widespread usage (unique NetIDs):
  o 2008 = 91,532
  o 2009 = 98,907
  o 2010 = 109,773
History

• Total users = 636,816
  o UWNetID users = 583,845
  o Catalyst account users = 25,336
  o Extinct non-UW account users = 384
  o Google users = 16,197
  o ProtectNetwork users = 11,053
Current Status

• Adding HIPAA compliance for WebQ
• Just expanded storage
• Suite of 10 tools: Collect It, CommonView, GoPost, GradePage, Gradebook, Group Manager, QuickPoll, ShareSpaces, Umail, WebQ
• Other than client support, involves almost no FTE
Current Status

• Usage is not declining (unique NetIDs):
  o FY 2011 = 100,255
  o FY 2012 = 106,243
  o FY 2013 = 105,946 + 7,108 Google IDs
  o 2013 = 110,598 + 10,050 Google IDs

• 13,948 unique active owners an 90,995 participants in last 9 months
What’s Next?

• Great demand for additional WebQ functionality
• Impact of Microsoft and Google apps is unclear
• Canvas usage *should* decrease teaching use substantially but has not done so yet
• Retire things? (iSubscribe, EPost, PeerReview, Portfolio, SimpleSite)
• Gap analysis?
Grow = Canvas
History

• UW’s LMS Landscape in 2011:
  o 100k users in homegrown Catalyst
  o Blackboard in School of Business, UW Tacoma, UW Bothell
  o Moodle in School or Nursing, Educational Outreach

• The Provost *and* Students wanted a unified experience
History

• Piloted Canvas in 2011-12
• Why no RFP?
  o Flexible, extensible eLearning platform
  o Cloud-based and built for the Internet
  o Speed to innovation
  o Open standards and SOA
  o Modern user experience
History

• Pilot aimed to find out what would make the Canvas LMS successful at the UW

• Research on user experience:
  o Survey and interviews with faculty
  o Survey of students
  o Diverse course use cases

• Collected data about engineering, support, and system administration needs as well
# Pilot Participants

<table>
<thead>
<tr>
<th></th>
<th>Autumn ‘11-Winter ‘12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
</tr>
<tr>
<td><strong>In study</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>Instructors</strong></td>
<td>5,970</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>1,016 (17%)</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>65</td>
</tr>
</tbody>
</table>
Satisfaction with Canvas

Would you recommend other instructors/colleagues use Canvas (% responding "Yes")

How would you rate your overall satisfaction with Canvas? (Mean rating, 1 = "Extremely dissatisfied" to 5 "Extremely satisfied")
Comparison with other LMSs

Satisfaction ratings
(1 = Extremely dissatisfied, 5 = Extremely satisfied)

<table>
<thead>
<tr>
<th></th>
<th>Canvas</th>
<th>Other LMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalyst Users</td>
<td>3.71</td>
<td>3.79</td>
</tr>
<tr>
<td>Moodle Users</td>
<td>3.62</td>
<td>3.24</td>
</tr>
<tr>
<td>Blackboard Users</td>
<td>3.66</td>
<td>3.44</td>
</tr>
<tr>
<td>Catalyst Users</td>
<td>3.95</td>
<td>3.81</td>
</tr>
<tr>
<td>Blackboard Users</td>
<td>3.92</td>
<td>2.38</td>
</tr>
</tbody>
</table>

Students, Winter 2012

Faculty, Winter 2012

** Indicates a statistically significant difference according to a matched-sample t-test, $p < .01$. 
Impact on Faculty

Using Canvas this quarter has made teaching my course more efficient

One-time users (n = 20)
- Strongly Agree: 35%
- Agree: 25%
- Neutral: 5%
- Disagree: 5%
- Strongly Disagree: 0%

Repeat users (n = 14)
- Strongly Agree: 22%
- Agree: 57%
- Neutral: 14%
- Disagree: 7%
- Strongly Disagree: 0%

Total (n = 34)
- Strongly Agree: 29%
- Agree: 44%
- Neutral: 14%
- Disagree: 6%
- Strongly Disagree: 0%
Impact on Student Experience

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**Winter 2012**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>... learn course content more effectively.</td>
<td>7%</td>
<td>33%</td>
<td>44%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>... saved me time...</td>
<td>10%</td>
<td>43%</td>
<td>31%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>... more like an active participant ...</td>
<td>6%</td>
<td>25%</td>
<td>45%</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>... enhanced my experience...</td>
<td>9%</td>
<td>39%</td>
<td>35%</td>
<td>11%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Students, n = 703
Current Status

• Usage is growing
• UW-IT has added lots of useful integrations
• Assessment continues:
  o Satisfaction: Are faculty and students satisfied with the Canvas?
  o Impact: How has Canvas affected faculty teaching practices? How has using Canvas affected students’ practices as learners?
  o Use of Canvas: How are faculty and students using Canvas?
Student participation by college/school (Winter 2014)
Overall usage

<table>
<thead>
<tr>
<th>Canvas Courses</th>
<th>Total Page Views</th>
<th># Assignments</th>
<th># Discussion Topics</th>
<th># Files Uploaded</th>
<th># Media Recordings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,030</td>
<td>27,537,179</td>
<td>24,369</td>
<td>23,600</td>
<td>111,190</td>
<td>3,349</td>
</tr>
</tbody>
</table>

Student participation by activity

What students access Canvas for (Winter 2014)
How colleges/schools use Canvas
Participants

416 instructors (32.4%)
- Tacoma, 60, 15%
- Bothell, 43, 11%
- Seattle, 287, 74%

2833 students (14.7%)
- Graduate, 24%
- Senior, 21%
- Junior, 22%
- Sophomore, 12%
- Freshman, 19%
- Other, 4%
Generally satisfied with Canvas

Students
- Extremely Satisfied: 16%
- Satisfied: 58%
- Neutral: 18%
- Dissatisfied: 6%
- Extremely Dissatisfied: 1%

Faculty
- Extremely Satisfied: 9%
- Satisfied: 53%
- Neutral: 27%
- Dissatisfied: 10%
- Extremely Dissatisfied: 2%
Impact: Canvas increases efficiency

Faculty "teaching more efficient"
- Strongly Agree: 11%
- Agree: 42%
- Neutral: 30%
- Disagree: 13%
- Strongly Disagree: 4%

Students "saves time"
- Strongly Agree: 15%
- Agree: 43%
- Neutral: 26%
- Disagree: 11%
- Strongly Disagree: 5%
Impact: Grading features

• Grading and tracking student progress easier and more efficient

• Online submission and grading of assignments most significant change

• Faculty have strong interest in enhancing assessment techniques, esp. with audio and video feedback
Impact: Experienced faculty use more features

- Announcements: First-time users (n = 202) 76%, Veteran users (n = 201) 84%
- Assignment Submission: First-time users 58%, Veteran users 77%
- SpeedGrader: First-time users 48%, Veteran users 63%
- Modules: First-time users 38%, Veteran users 50%
- Pages: First-time users 28%, Veteran users 39%
- Rubrics: First-time users 26%, Veteran users 38%
- Quizzes: First-time users 24%, Veteran users 38%
- Groups: First-time users 17%, Veteran users 35%
Supporting guests with social login

You are required to log into your account:

- UW NetID
- Google

- Remember my choice for this computer

Login
Manage users with UW Groups

You can add people to this course by using UW Groups. Learn more about using UW Groups or browse to find groups.

UW Groups already added

<table>
<thead>
<tr>
<th>UW Group</th>
<th>Role</th>
<th>Added by</th>
</tr>
</thead>
<tbody>
<tr>
<td>u_kroberts_tools</td>
<td>Student</td>
<td>kroberts</td>
</tr>
</tbody>
</table>

Add new UW Groups

- Add u_kroberts_canvas-pilot as Teacher
- Add type or paste UW Group ID as Teacher
- Add another group

Save
COURSE TYPE

- **Future course** (to prepare a course in advance of the provisioning period)
- **Non-academic course** (to create staff training materials or extracurricular workshops, etc.)
- **Test course** (used to evaluate Canvas)

CURRICULUM

Type the name of the course's curriculum (e.g. "Astronomy") or the curriculum code (e.g. "ASTR")

- CHE
  - (B CHEM) Chemistry - Bothell
  - (CHEM) Chemistry
  - **(CHEM E) Chemical Engineering**
  - (EDTEP) Education (Teacher Education Program)
  - (BIOC) Biochemistry
  - (MEDCH) Medicinal Chemistry

Please select a correct curriculum
Start your research with the **UW Libraries website** in order to access thousands of resources specifically tailored to the study of Aeronautics and Astronautics. Use the links below to learn more about what the Libraries can do for you.

**Resources for Aeronautics and Astronautics**

- **Aeronautics and Astronautics Subject Guide**
  Get research recommendations and tips tailored to your subject area via this online guide.

- **Citation & Writing Guide**
  Find citation style guides, citation management tools, and writing/grammar help.

- **Engineering Library**
  The Engineering Library supports research and study in numerous engineering fields as well as computer science.

**Need help?**

**Find Your Librarian**
At UW Libraries, there's a dedicated librarian for Aeronautics and Astronautics who can help you with your research needs. Get in touch!

Mel deSart  
netid@uw.edu  
206-555-5555

**Ask Us!**
UW librarians are also available to help answer your general questions by email, phone, text, or 24/7 real-time chat.

**"How Do I..." Tutorials**
This online guide addresses common research and library tasks with short video tutorials and links to other UW help guides.
What Next?

• Provide guidance for using TurnItIn
• Promote Canvas App Center
• More analytics on student usage
• Fix 4.0 grading issues
• Understand what it takes in terms of FTE to support Canvas 24x7
• Expand usage – but how?
Transform = UW Exchange Local
History

• UW-IT began offering Exchange Local in 2007
• Began using Microsoft cloud email offering in 2008 (first for alumni)
• Migrated from Exchange 2007 to Exchange 2010 in 2011 in part to pave the way towards leveraging cloud email
• On-premise infrastructure never purpose-built for Exchange
History

• In 2011, started project to migrate to nascent Office365 platform

• 2 years of 2 steps forward and 2 steps backwards
  o Wave 14 migration versus Wave 15 green field and the “those left behind” saga
  o Lots of conversation with Microsoft, Internet2 and partners in higher education

• Most successful path forward has been trying, testing, clarifying, and fixing – rinse and repeat

• SkyDrive Pro and Lync Online released to UW community in October 2013
Current State

• First mailbox moved online in December 13, 2013
• Moved 30 UW-IT mailboxes on January 21, 2014
• Moved 201 mailboxes on March 11
• Moved 73 mailboxes on March 23
• Have moved 289 so far in April
• Hardware at end of life in June 2014
What’s Next?

• No alumni email
• Move stranded Live@edu/MyUW.Net in May
• Finish moving users to UW Exchange by June 31
• Over summer, begin work on tools and systems needed for general availability
Retire = Deskmail
History

• Deskmail has a long and storied history at the UW (b. 1989), as we invented IMAP, Pine, and Alpine
• Supports a host of mail clients
• Supports byzantine folder structures
• Supports even more byzantine email features and functionality
• Stopped offering Deskmail to most students in 2011
Current Status

• Running on new hardware with expanded storage
• Infrastructure end-of-life is 4 years
• Usage is substantial and not declining:
  o January 18, 2013 = 37,353 users
  o February 21, 2014 = 36,682 users
What’s Next?

• Retirement:
  o Slow, painful death?
  o Rip off the Band-Aid?

• Lots of engineering and client support involved:
  o DIY?
  o Tools?
  o Hand-holding?

• Change avoidance / fatigue / management
Questions?