



## CANVAS 2014: Evaluation Report

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### EXECUTIVE SUMMARY

In Fall 2012, UW-IT made the Canvas Learning Management System available to all UW instructors, with training and support available at all three campuses. The UW Office of Educational Assessment (OEA) worked collaboratively with UW-IT to evaluate the pilot of Canvas in 2011-2012, the first year of UW-wide Canvas adoption in Winter 2013, and the second year of adoption in Spring 2014. This full report summarizes findings from online faculty and student surveys administered to all users in Spring 2014, and includes the faculty and student survey instruments.

### Key Findings

- **SATISFACTION:** Consistent with findings from 2013, faculty participants were satisfied with Canvas, and students' satisfaction ratings were higher than faculty's.
- **SATISFACTION:** Students and faculty generally find Canvas easy to use; however, students' ratings of ease of use were higher than faculty's.
- **IMPACT:** Most students and faculty agree that Canvas increases efficiency.
- **IMPACT:** Use of grading features and features that enable faculty to "flip the classroom" were associated with increased efficiency and innovation.
- **USE OF CANVAS:** Faculty who taught large lectures courses and those who taught online courses reported using different features of Canvas than those who taught other course types.
- **USE OF CANVAS:** Navigating the course site was again the most commonly reported challenge by faculty.
- **USE OF CANVAS:** The online grading system is a commonly used feature but one-quarter of faculty report that it is difficult to use and fails to offer the flexibility they need.
- **USE OF CANVAS:** Faculty who have more experience with Canvas use more features.
- **TRAINING AND PREPARATION FOR CANVAS:** The method of preparation mentioned most often by faculty was independent exploration. Faculty were interested in more workshops focusing on grading features and the majority were in favor of having a staff member in their department trained in Canvas.

## BACKGROUND

Canvas is an open-source Learning Management System (LMS) launched by Instructure ([www.instructure.com](http://www.instructure.com)) in 2011. During the 2011-2012 academic year, University of Washington Information Technology (UW-IT) piloted Canvas at all three UW campuses (Bothell, Seattle, and Tacoma). A small sample of faculty used Canvas in their classes in Fall 2011 and Winter 2012, then provided feedback to inform how to support use of the tool university-wide. In Fall 2012, UW-IT made Canvas available to all UW instructors, with training and support available at all three campuses. The UW Office of Educational Assessment (OEA) worked collaboratively with UW-IT to evaluate the pilot of Canvas in 2011-2012, and in Winter 2013 conducted an evaluation of the first year of UW-wide Canvas adoption. In Spring 2014, OEA worked with UW-IT to conduct an evaluation of the second year of UW-wide Canvas adoption. This report summarizes findings from online faculty and student surveys administered to all users in Spring 2014.

## METHODS

OEA worked with UW-IT to develop brief surveys for faculty and students, based on the instruments used in the Canvas pilot project evaluation. The instruments were designed to address the following questions:

**SATISFACTION:** Are faculty and students satisfied with Canvas?

**IMPACT:** How has Canvas affected faculty teaching practices? How has using Canvas affected students' practices as learners?

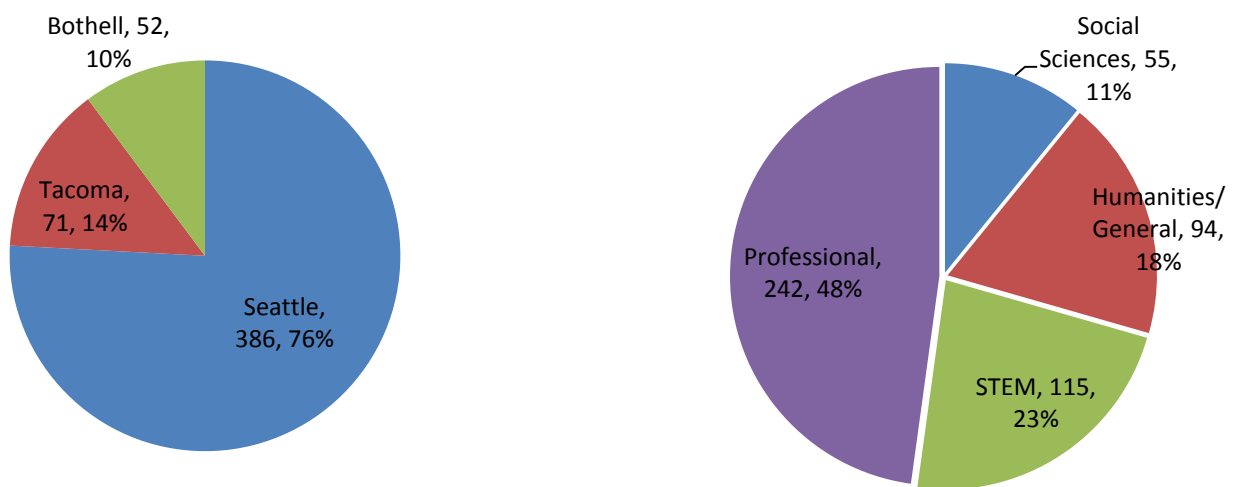
**USE OF CANVAS:** How are faculty and students using Canvas? Do faculty with previous experience use Canvas differently than those using it for the first time? Does use of Canvas differ across discipline, campus, class format (online or in person), or class type (e.g., large lecture, small seminar)?

Faculty and student Canvas users were recruited via system-wide announcements posted on UW Canvas. Student participants were entered into a drawing for twenty \$25 cash gifts to be applied to their student ID cards.

## PARTICIPANTS

### Faculty Survey

A total of 4565 instructors were invited to participate, and 546 responded to the survey (12% response rate). Information about disciplines taught and campus were gathered by linking faculty UW Net IDs to institutional data; results are shown in Figure 1.



**Figure 1. Distribution of faculty participants across campus and discipline<sup>1</sup>**

Participants also provided information on the surveys about the type and format of their classes, as shown in Tables 1 and 2.

**Table 1. Number and percentage of participants teaching different types of courses using Canvas**

Feature/Function	#	% <sup>2</sup>
Seminar/small discussion-based class (<25 students)	290	53
Small lecture (<100 students)	229	42
Large discussion-based class (25+ students)	214	39
Large lecture (100+ students)	98	18
Field experience, practicum, or clinic (course-based)	68	13
Independent study	48	9
Other	40	7

**Table 2. Number and percentage of participants teaching various course formats using Canvas**

Course type(s)	#	% <sup>3</sup>
In-person only	381	70
Hybrid only	39	7
Online only	8	2
In-person and hybrid	59	11
In-person and online	18	3
Hybrid and online	6	1
All three course formats	20	4

Note that 274 participants (51%) listed more than one type of class from Table 1.

For the purpose of comparison (see Part 2 of Appendix B), responses from participants who taught either small seminars (n = 86) or at least one large lecture (n = 98) were compared to participants who taught all other types of classes (n = 362).

For course format, comparisons were made between those who had taught at least one fully online course using Canvas (n = 52); those who had taught at least one hybrid course, but had never taught a fully online course (n = 98), and those who had only taught in-person courses using Canvas (n = 381).

<sup>1</sup> General studies courses (e.g., Interdisciplinary Arts and Sciences) were included in the same category as Humanities, because the courses would most likely be handled similarly in Canvas (e.g., grading of writing assignments and group work).

<sup>2</sup> Participants' responses were coded according to multiple categories; therefore, percentages will exceed 100%.

<sup>3</sup> Fifteen participants did not offer a response

Faculty participants also indicated in which quarters they had used Canvas. Figure 2 shows the number and percentage of participants according to their first quarter of Canvas use.

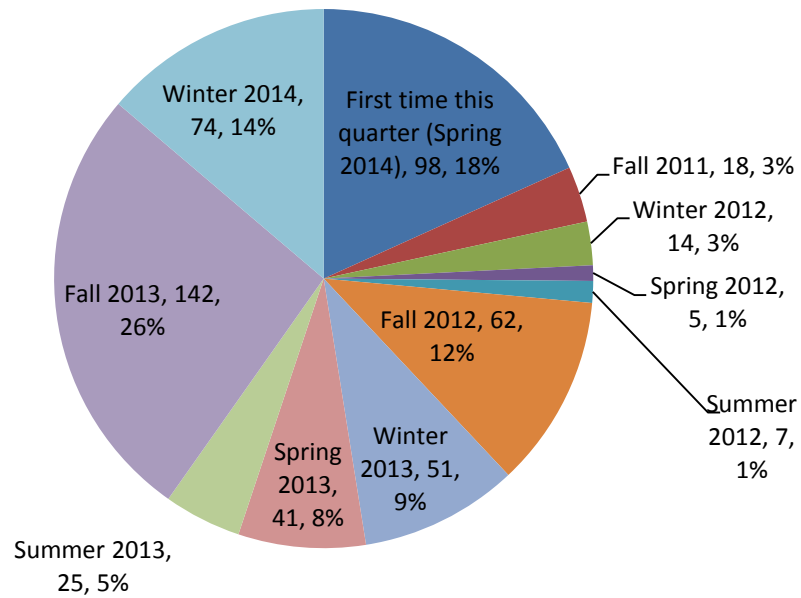


Figure 2. Faculty participants' earliest quarter of Canvas use (n = 537)

### Student Survey

Of the 36,120 students enrolled in Canvas courses in Spring 2014, a total of 7180 individuals responded to the student survey (20% response rate). Participants reported their class level, as shown in Figure 3.

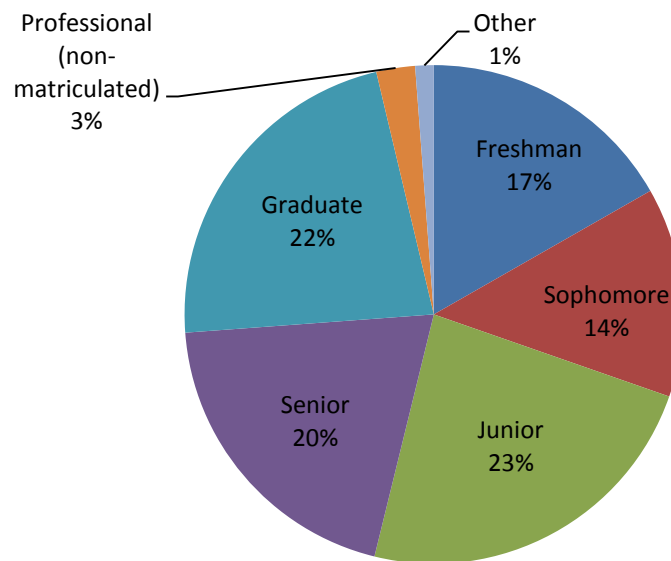
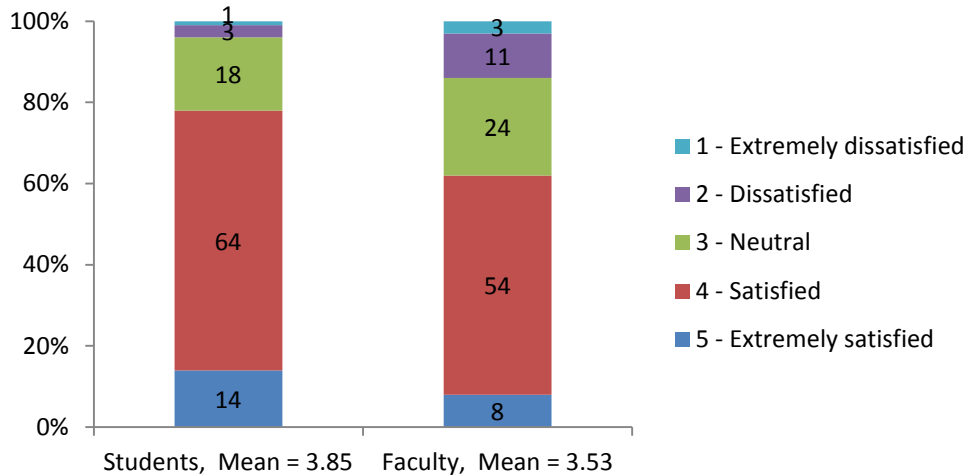


Figure 3. Percentage of student participants according to class level (self-reported)

## SUMMARY OF RESULTS

This summary represents the evaluator’s interpretation of key findings from the faculty and student surveys. For a more comprehensive reporting of all survey results, please see Appendix B.

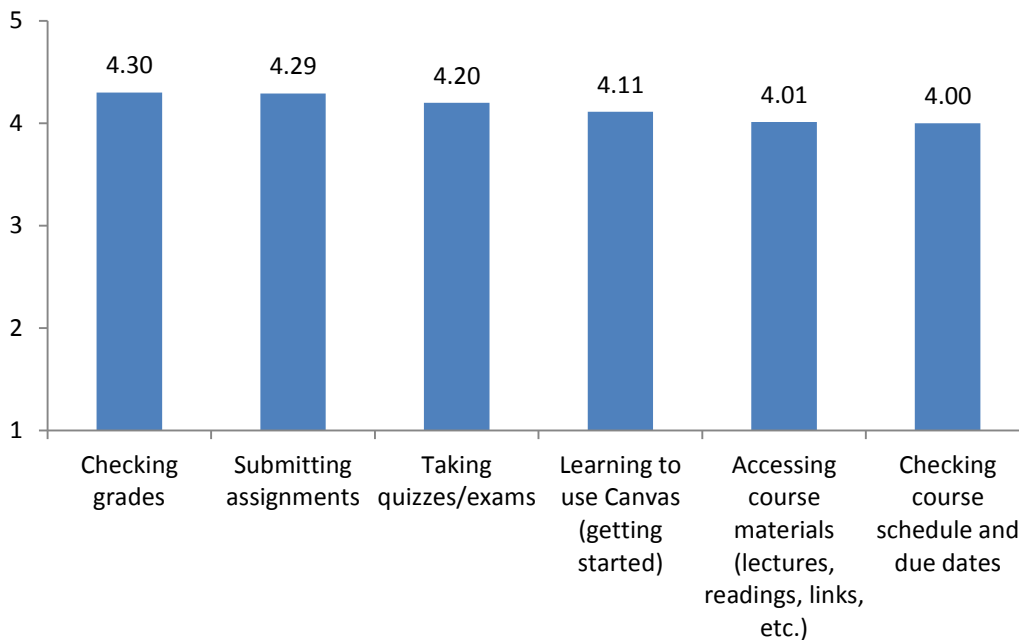
**(1) SATISFACTION: Consistent with findings from 2013, faculty participants were satisfied with Canvas; students’ satisfaction ratings were higher than faculty’s.**



**Figure 4. Frequency of satisfaction ratings and means for students and faculty (%)**

In addition, faculty who had taught at least one fully online course using Canvas were more satisfied than those who had taught either hybrid or in-person courses.

**(2) SATISFACTION: Students and faculty generally find Canvas easy to use; however, students’ ratings were higher than faculty’s.**



**Figure 5. Students’ mean ratings when asked to rate the difficulty of a series of tasks in Canvas (on a scale from 1 “Very difficult to 5 “Very easy”)**

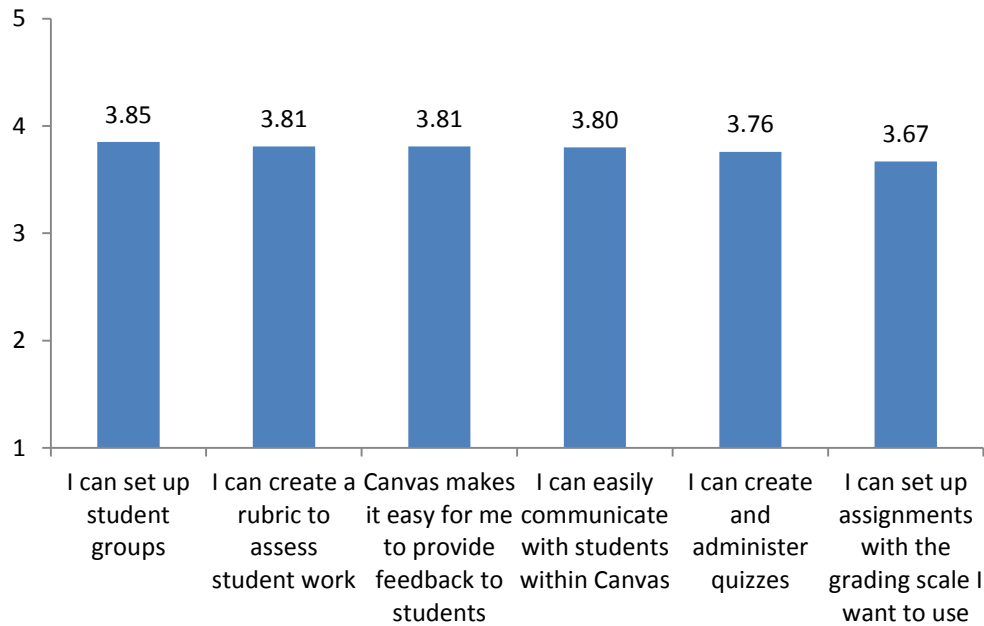


Figure 6. Faculty mean ratings when asked how much they agreed or disagreed with a series of statements (on a scale from 1 “Strongly disagree” to 5 “Strongly agree”)

**(3) IMPACT: Most students and faculty agree that Canvas increases efficiency.**

In a series of items for both faculty and students, participants were asked to indicate the extent to which they agreed or disagreed with statements about the impact of Canvas. Over one-half of students and faculty agreed that Canvas increased efficiency, as shown in Figure 7.

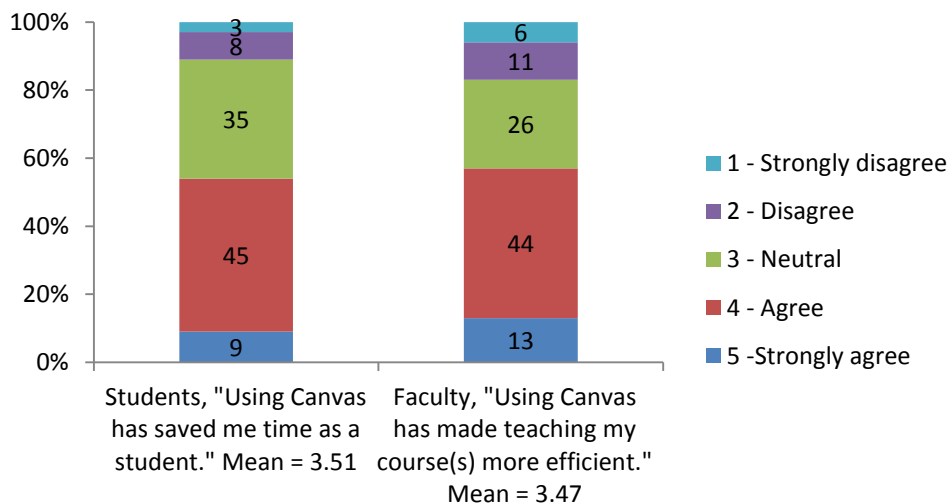


Figure 7. Frequency of endorsement ratings and means for students and faculty (%)

**(4) IMPACT: Use of grading features and features that enable faculty to “flip the classroom” were associated with increased efficiency and innovation**

Faculty teaching online courses and veteran Canvas users were more likely to indicate that they had tried something different or new in their teaching as a result of Canvas.

Overall, when asked about the most significant change or innovation they had made to their teaching because of Canvas, **faculty most frequently mentioned having students submit assignments online and faculty grading them online**, as in the following quote:

*Utilizing electronic submission of assignments with defined rubric and SpeedGrader. The turnaround for assignments with quality feedback has improved significantly.*

When asked what they found most valuable about using Canvas, the second-most frequent response (n = 110) was that **grading (e.g., SpeedGrader, Rubrics) and the ability to track student progress had become easier and more efficient**, as in the following quote:

*SpeedGrader is absolutely the most valuable tool and, for it alone, I would choose Canvas as the LMS platform.*

Students were similarly pleased with the grading features, reporting that they were able to both submit assignments and check their grades with ease ( $\underline{M}s = 4.29$  and  $4.30$ , respectively, on a scale of 1 “Very difficult” to 5 “Very easy”).

Faculty (n = 54) reported that **they had made changes or planned to make changes that were aimed at “flipping the classroom,” including lecture capture and pre-lecture quizzes** (see quote below):

*I flipped the classroom Winter 2013 by having an online assignment and then discussion via the group means. Then this quarter I want to have a Tegrity viewing for my group and then have discussion in class. So that is something very new for me.*

Moreover, faculty (n = 39) noted making use of (or planning to make use of) **enhanced assessment techniques such as multi-media feedback and the use of online rubrics**.

**(5) USE OF CANVAS: Faculty who taught large lecture courses and those who taught online courses reported several differences in the use of Canvas features.**

- Faculty who taught **large lecture courses** were more likely to report using online quizzes.
- Faculty teaching **large lecture courses** were more likely to use the Integrated Calendar as compared with those who taught only small seminars and all other classes.
- Faculty who taught **online courses** were more likely to report using online quizzes.
- Faculty teaching **online courses** were more likely than faculty teaching in-person courses to use a number of features including SpeedGrader, Discussions, Modules, Quizzes, Rubrics, Groups, and Pages (Wiki).
- Faculty teaching **online courses** were more likely to agree that they can do the following: set up student groups, create rubrics, provide feedback to students and create and administer quizzes via Canvas.

**(6) USE OF CANVAS: Navigating the course site was again the most commonly reported challenge by faculty**

Open-ended comments suggest that participants are still struggling with the navigation of the Canvas site. When asked to explain challenges they have encountered for tasks rated as “very difficult” or “difficult,” 33% of respondents mentioned navigating the course space, as in the following quotes:

*The set up is non-intuitive unlike catalyst tools. I never received training for catalyst but could quickly figure out how to use each tool and the common view web site. Canvas is completely confusing - unclear what page view you are on, which files you are opening or linking to.*

*Most of the additional tools require too much time investment and are not designed with intuitive GUI/features. Often they require multiple steps to complete simple tasks and then you have to repeat the investment each quarter for each class because of there is no central storage for rubrics, assignment criteria/description, etc. so it is often not worth the trouble to go through so many steps when it is faster to do things w/o canvas tools and less cumbersome.*

Those participants who taught online were more likely to use modules as were participants who were classified as “veterans” (participants who had used Canvas during at least one previous quarter). Moreover, veterans were more likely to report that they “can find the information and features” they need within their Canvas course.

**(7) USE OF CANVAS: The online grading system is a commonly used feature but one-quarter of faculty report that it is difficult to use and fails to offer the flexibility they need**

Approximately one-quarter of participants (25.9%) mentioned that the online grading system is challenging to use and does not offer the flexibility they need for diverse grading options. For example, the following quotes illustrate participants' challenges when attempting to weight assignments differently:

*I cannot figure out how to weigh assignments based on the percentage I have set in my syllabus; I find the grading organization on canvas really clunky, non-flexible, and confusing. I will end up downloading all the grades from Canvas into an Excel spreadsheet at the end of this quarter so that I can apply the right formula to weight each assignment correctly and figure out the final grades.*

*There is not enough flexibility within a grading category. For example, we had 7 homework assignments with different numbers of questions. We wanted each assignment to be weighted equally within the "homework" group. We never figured out how to do this short of creating a grading group for each assignment.*

*Grading is not flexible enough. It does not allow for the possibility that students could do 3 out of 4 assignments, nor does it allow for different weights given to particular assignments for each student.*

Participants also commented on the difficulty encountered when trying to calculate extra credit, as one participant stated:

*The grading options in the gradebook are not ideal. For example, I offer extra credit to students, but Canvas does not allow for a feature in which students can complete extra credit. Rather, all assignments must contribute to the course grade. I cannot set it up so that only students that complete the assignment get EXTRA credit. It's either set up so that students who complete the assignment receive no credit (and then I have to manually adjust grades) OR students that don't complete the assignment are penalized (as though it was a required assignment).*

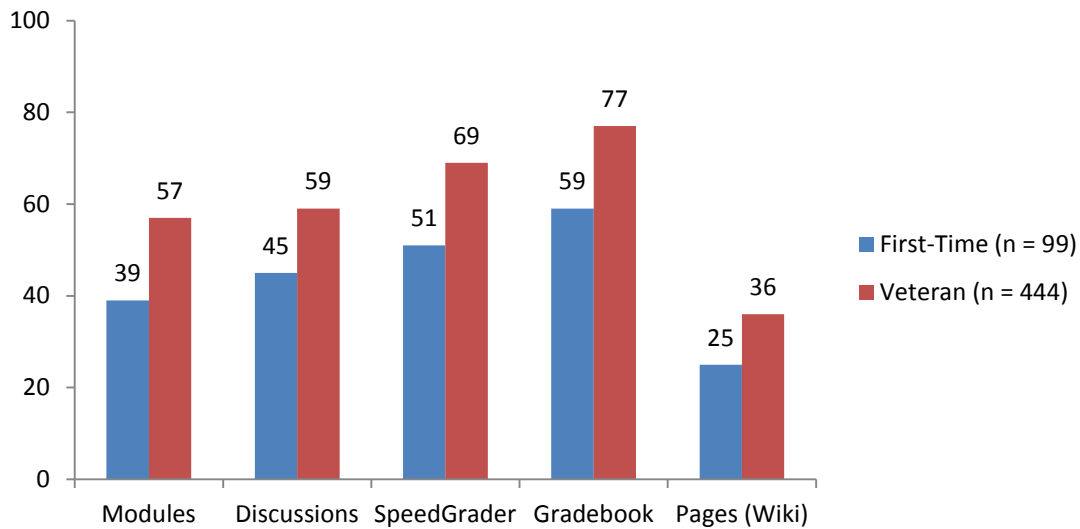
Moreover, participants mentioned that they have encountered a lot of problems with the SpeedGrader function, specifically regarding students' ability to see comments that faculty have made as in the following quote:

*I've had substantial problems using the speed grader function, mostly with students' abilities to find, download and use my comments. It seems that depending on the computer (mac vs pc) browser, and web aptitude, some students really struggle to find my feedback.*

**(8) USE OF CANVAS: Faculty who have more experience with Canvas use more features**

Those faculty who were using Canvas for the first time used approximately seven features ( $\underline{M}$  = 6.9, Median = 6.00, SD = 3.62) as compared with veterans (those who had used it before) who used approximately eight features ( $\underline{M}$  = 8.4, Median = 8.00, SD = 3.68). As shown in Figure 8, veteran users showed significantly higher use rates of several features.





**Figure 8. Percentage of participants who used Canvas features, according to their previous Canvas experience, for those who were using Canvas for the first time in Winter 2014 (first-time users) and those who had used it before (veteran users)**

**(9) TRAINING AND PREPARATION FOR CANVAS: Preparation by independent exploration was most frequently mentioned by faculty. Faculty were interested in more workshops focusing on grading features and the majority were in favor of having a staff member in their department trained in Canvas.**

Ninety-one percent of faculty respondents indicated that they independently explored Canvas on their own in preparation for their course and half reported that they consulted colleagues who had used Canvas before.

Those faculty members who took part in Canvas training workshops offered by UW-IT were, by and large, satisfied with the amount of preparation they offered. However, the advanced training workshops were less frequently attended with between 22 and 45 people reporting participation in workshops beyond Canvas 1.

It is important to note that 15 participants indicated that they were not aware of the Canvas workshops available and several more asked where they could find out about such opportunities in the future.

Faculty were interested in more in-depth workshops on specific features, with grading features such as SpeedGrader and Rubrics being mentioned most often. They expressed the need for more virtual training opportunities, including webinars, videos, and podcasts.

Finally, 70% of faculty indicated that having a staff member in their department trained in Canvas to help prepare them for their class was at least “somewhat important.”

## APPENDIX A: INSTRUMENTS

### PART 1: FACULTY SURVEY

You are invited to participate in a brief online survey administered by the UW Office of Educational Assessment (OEA) to provide feedback that will support and improve ongoing use of Canvas at UW. The survey consists of 16 questions and will take approximately 10 - 15 minutes to complete. Questions will focus on how you prepared to use Canvas, how you used Canvas in your class(es), your satisfaction with the tool, and any impact it has had on your teaching practices.

Your responses will remain confidential. Only OEA will have access to the link between your UW NetID and the responses you provide. OEA will summarize data in a report submitted to UW-IT; in addition, OEA will share anonymized data with UW-IT for future use. No identifying information will be included in the report or anonymized data set. Your participation is voluntary; you may skip any question you do not wish to answer.

If you have questions about this survey, please contact Angela Davis-Unger ([acd2@uw.edu](mailto:acd2@uw.edu), 206-616-1201).


To participate, please click "Next" below.

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#### I: Previous Canvas experience and training


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1. In which of the previous quarters, if any, have you used Canvas for teaching at UW? [Select all that apply]

- I am using Canvas for the first time this quarter
- Winter 2014
- Fall 2013
- Summer 2013
- Spring 2013
- Winter 2013
- Fall 2012
- Summer 2012
- Spring 2012
- Winter 2012
- Fall 2011
-   Other:

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2. What led you to decide to use Canvas originally? (Select all that apply)

- My department is switching to Canvas
- It was a good fit with my class
- Better alternative to other platforms (e.g., Catalyst, Moodle)
- Number of features available
- Ease of use
- Recommended by faculty
- Recommended by students
- Took a Canvas workshop
-   Other:

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3. Please rate the following Canvas training workshops offered by UW-IT. If you did not attend please select "N/A"

Canvas 1

Canvas 2

Canvas Rubrics

Canvas Collaboration

Canvas Quizzes


Canvas Modules and Navigation

- Did not prepare me at all.
- Provided some preparation: I spent a considerable amount of time after the workshop figuring out how to use the tool.
- Provided most of the preparation: After the workshop, I had to figure out a few things to get started.
- Prepared me fully: After the workshop I was ready to use the tool.
- N/A

3a. What additional content, if any, would have been helpful to include in the workshop(s) you attended?


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3b. Would you recommend the UW-IT workshop(s) you attended to a colleague planning to use Canvas for the first time?

- No
- Yes
- Not Sure
-   Other:

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4. Other than UW-IT workshops, which of the following resources/methods did you use to familiarize yourself with Canvas to prepare for your class. [Select all that apply.]

- Independent exploration of Canvas (i.e., just trying things out)
- Canvas "Help" content on the IT Connect Web site
- Canvas "Help" content on the Instructure site
- Colleagues who had used Canvas
- One-on-one help from UW-IT, including email correspondence
- UW-IT Quarterly Canvas newsletter (email)
- Technical support or local Canvas admin in my school/department
- In-practice workshops (sponsored by UW-IT and CTL)
- Faculty fellows
-   Other:

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5. How important, if at all, would it be to have a staff member in your department trained in Canvas usage and support?

- Not at all important
- Not too important

Somewhat important

Very important

6. What other forms of training, if any, would you like to see offered?

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## II: Use of Canvas

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7. For which of the following class type(s) have you used Canvas? [Select all that apply]

Seminar/small discussion-based class (<25 students)

Large discussion-based class (25+ students)

Small lecture (<100 students)

Large lectures (100+ students)

Field experience, practicum, or clinic (course-based)

Independent study

  Other:

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8. For which of the following class format(s) have you used Canvas? [Select all that apply]

Primarily in-person

Hybrid: Substantial online content with reduced in-person meetings

Online: Taught without any required in-person meetings

9. Which of the following best describes how you have used Canvas in your course(s)?

I used only Canvas (including any tools available on Canvas, such as Google Docs).

I used Canvas but replaced some Canvas features with other tools (e.g., I used GoPost for discussions, I used a third-party tool for assignments).

I used some features of Canvas but did not use Canvas as a course web site

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9a. Which of the following tools outside of Canvas did you use? (Select all that apply)

Assessment (e.g., WebQ, WebAssign, Publisher sites)

Grading (e.g., Catalyst Gradebook, Excel)

Lecture/screen capture (e.g., Panopto, Tegrity, Camtasia)

Course web site (e.g., Commonview, personal web site)

Discussion (e.g., GoPost, TodaysMeet)

Surveying (e.g., WebQ, Survey Monkey)


Blogging (e.g., WordPress, blogger.com)

Communication (e.g., Class email list, Facebook, Twitter)


Assignment submission (e.g., Dropbox, Collectit)

Video content hosting (e.g., YouTube, Flickr)

Web conferencing (e.g., Elluminate, Adobe Connect)

- File sharing (e.g., ShareSpaces, Dropbox)
  - Scheduling (e.g. Google calendar, Doodle)
  - Collaboration (e.g., Google Drive, PBWorks Wiki)
  - Audience response (e.g., Poll everywhere, Turing Technologies, iClicker)
  -   Other:
- 

10. Which of the following Canvas features have you used in your course(s)? [Select all that apply]

- Learning Outcomes
- Integrated Calendar
- Assignment posting
- Assignment submission
- Peer review
- Quizzes
- Modules
- Announcements
- Discussions
- SpeedGrader
- Rubrics
- Gradebook
- Files (File storage)
- Pages (Wiki)
- Video Chat
- Audio Chat
- Text Chat
- External Tools/Apps
- Conferences
- Groups
- Collaboration using Google Docs
- Collaboration using EtherPad
- Reporting (Monitoring course and student activity)
-   Other:

10a. If you checked "conferences" in the previous question, please explain how you are using the conferences feature in your course(s).

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### III. Satisfaction with Canvas

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11. How would you rate your overall experience with Canvas?

- Extremely dissatisfied
  - Dissatisfied
  - Neutral
  - Satisfied
  - Extremely satisfied
-

12. Please indicate how much you agree or disagree with the following statements:

**Rows**

I can find the information and features I need within my Canvas course.

I can set up assignments with the grading scale I want to use.

I can create a rubric to assess student work.

Canvas makes it easy for me to provide feedback to students.

I can easily communicate with students within Canvas.

I can collaborate with teaching assistants and co-instructors.

I can organize and moderate class discussions.

I can create and administer quizzes.

Canvas helps me assess learning in meaningful ways.

I can create and find calendar events.

I can set up student groups.

I can set up peer review.

I can facilitate web conferences for my class.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- N/A

12a. Please explain what challenges you encountered for questions that you disagreed or strongly disagreed with.

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**IV. Impact of Canvas**

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13. Please indicate the extent to which you agree with the following statements about your overall use of Canvas:

**Rows**

Using Canvas has made teaching my course(s) more efficient.

Using Canvas has increased students' participation and engagement with the course content.

I find myself communicating more frequently with students in my Canvas class(es) than I did when teaching classes without Canvas.

Students in my Canvas class(es) communicate with each other more than they would without Canvas.

Using Canvas has enhanced students' experience of the class.

Using Canvas has enhanced the quality of student assessment in my class.

I find my instructional practices improving as a result of using Canvas.

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

14. Have you tried anything different or new in your teaching practices because of Canvas?

- Definitely not
  - Not really, only minor differences
  - Yes, to some extent
  - Yes, definitely
  - Not yet, but I plan to do so in the future
- 

14a. Please describe the most significant change or innovation you have made or plan to make in your teaching practices because of Canvas.

UW-IT will be documenting Canvas best practices. OEA will be forwarding responses to Question 14a. above to UW-IT for this purpose. Do you consent for OEA to attach your UW NetID to your response to Question 14a. so that UW-IT can follow-up with you about your use of Canvas?

- Yes, you may forward my response to the Question 13a. attached to my name and UW NetID.
  - No, please forward my response without any identifying information.
- 

15. As an instructor, what, if anything, would you say is most valuable about using Canvas?

16. Is there anything that could have improved your experience using Canvas in your course(s)?

Anything more you would like to add about your experience using Canvas?

## PART 2: STUDENT SURVEY

You are invited to take part in a brief survey about the use of Canvas at the UW. The purpose of the survey is to assist UW Information Technology (UW-IT) in supporting and improving the use of Canvas at UW. The survey consists of **10 questions**, focusing on **how you have used Canvas in your course(s) and your satisfaction with Canvas as a tool**.


Responses to this survey are **confidential**. Your UWNetID will be used to select winners of the twenty \$25 gift awards, but it will not be linked to your responses. The survey data will be analyzed by the UW Office of Educational Assessment (OEA) and presented in a report to UW-IT; in addition, OEA will share anonymized data with UW-IT for future use. No identifying information will be contained in the report or shared data set.

If you have any questions about this survey, please contact Angela Davis-Unger, [acd2@uw.edu](mailto:acd2@uw.edu), 206 616-1201


To participate, please click "Next" below.

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1. Which of the following best describes your class level?

- Freshmen
- Sophomore
- Junior
- Senior
- Graduate
- Professional (non-matriculated)
-   Other:

2. In which of the following previous quarters have you used Canvas in a UW course?

- I am using Canvas for the first time this quarter
- Winter 2014
- Fall 2013
- Summer 2013
- Spring 2013
- Winter 2013
- Fall 2012
- Summer 2012
- Spring 2012
- Winter 2012
- Fall 2011
-   Other:

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3. As a student, how would you rate your overall satisfaction with Canvas?

- Extremely dissatisfied
- Dissatisfied
- Neutral
- Satisfied



Extremely satisfied

4. Please rate the difficulty of the following tasks in Canvas. If the task is something you have not done for Canvas, select "N/A."

Learning to use Canvas (getting started)

Navigating the course space

Checking course schedule and due dates

Accessing course materials (lectures, readings, links, etc.)

Submitting assignments

Taking quizzes/exams

Participating in discussions

Collaborating with classmates

Communicating with instructor(s)

Checking grades

1 - Very difficult

2

3

4

5 - Very easy

N/A

5. Have you **tried anything different or new** as a student because of Canvas? For example, have you communicated in new ways with an instructor or students, tried a new method of note-taking, or altered your study habits?

Definitely not

Not really, only minor differences

Yes, to some extent

Yes, definitely

*No response*

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5a. Please describe what new things you have tried because of Canvas.

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6. Please indicate how much you agree or disagree with the following statements:

Using Canvas has saved me time as a student.

Canvas makes it hard for me to keep track of what I need to do for class.

Canvas has interfered with my ability to communicate with my instructor(s)

With Canvas, I feel like a more active participant in class.

Using Canvas has hindered my ability to learn course content.

Canvas has enhanced my ability to communicate with my classmates.

Overall, Canvas has enriched my experience in this class.

Strongly Disagree

Disagree

Neutral

- Agree
  - Strongly Agree
- 

7. Are there Canvas features that you wish faculty would use more often?

- Yes
  - No
  - Not sure
- No response*
- 

7a. Which Canvas features do you wish faculty would use more often?

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8. Are there Canvas features that you wish faculty would use less often?

- Yes
  - No
  - Not Sure
- No response*
- 

8a. Which Canvas features do you wish faculty would use less often?

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9. Overall, what, if anything, did you find most valuable about using Canvas?

10. Is there anything that could have improved your experience using Canvas in your course(s) including both features and support?

Anything more you would like to add about your experience with Canvas?

## APPENDIX B: DETAILED FINDINGS

### PART 1: FACULTY SURVEY, DESCRIPTIVE RESULTS

#### A. Previous Canvas Experience & Training

##### 1. Experience

The first two questions asked participants to indicate which quarters since the launch of Canvas at UW in Fall 2012 they had used Canvas for their courses. Figure B1 shows the number and percentage of participants who selected each quarter as their first quarter of use.

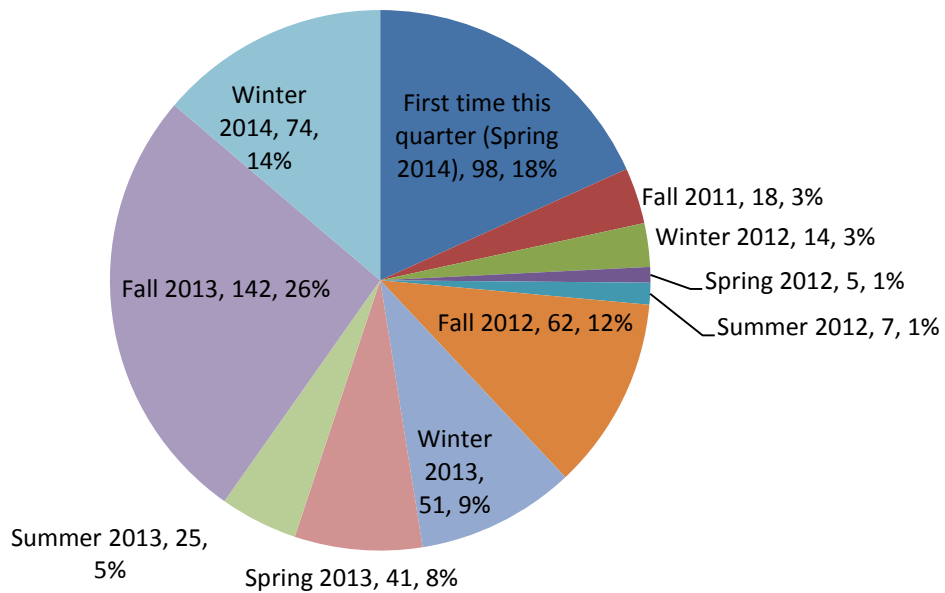


Figure B1. Participants' earliest use of Canvas (n = 537)

## 2. Motivation

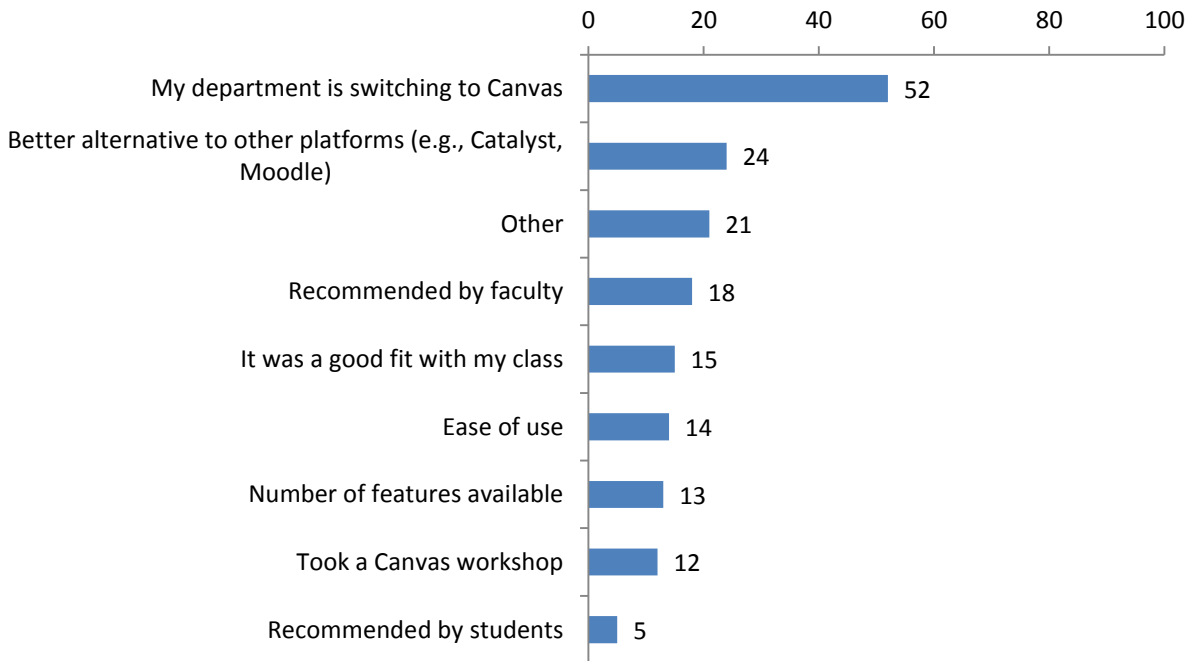


Figure B2. What led you to decide to use Canvas originally? (n = 540) %

## 3. Training and Preparation

Table B1. Please rate the following Canvas training workshops offered by UW-IT. If you did not attend please select "N/A"

	Did not prepare me at all	Provided some preparation: I spent a considerable amount of time after the workshop figuring out how to use the tool	Provided most of the preparation: After the workshop, I had to figure out a few things to get started	Prepared me fully: After the workshop I was ready to use the tool	N/A	Mean	SD	n <sub>Mean</sub>
	1	2	3	4	5			
<b>Canvas 1</b>	7 (5.1%)	68 (49.6%)	46 (33.6%)	16 (11.7%)	397	<b>2.52</b>	.77	137
<b>Canvas 2</b>	0 (0.0)	16 (35.6)	22 (48.9)	7 (15.6)	469	<b>2.80</b>	.69	45
<b>Canvas Rubrics</b>	7 (25.0)	7 (25.0)	11 (39.3)	3 (10.7)	479	<b>2.36</b>	.99	28
<b>Canvas Collaboration</b>	6 (27.3)	7 (31.8)	6 (27.3)	3 (13.6)	485	<b>2.27</b>	1.03	22
<b>Canvas Quizzes</b>	5 (20.8)	8 (33.3)	8 (33.3)	3 (12.5)	485	<b>2.38</b>	.97	24
<b>Canvas Modules and Navigation</b>	5 (16.1)	10 (32.3)	11 (35.5)	5 (16.1)	470	<b>2.52</b>	.96	31

Participants were next asked the following open-ended question: “What additional content, if any, would have been helpful to include in the workshop(s) you attended?” 122 participants provided a response.

Twenty-eight participants (23%) chose this opportunity to note that **they had attended some other training** aside from Canvas training workshops offered by UW-IT (e.g., one-on-one, department specific).

**The main theme that emerged among the remaining comments was that instructors were looking for more focused, in-depth coverage of a wide array of topics in contrast to a basic overview (n = 21, 17%).** As one participant said:

*The course I attended provided a very brief survey of all the bells and whistles. A more useful strategy would be a deeper introduction to the basic content combined with subsequent sessions focused on more specific tools.*

More specifically, **the most commonly mentioned topic that instructors wanted to learn more about was grading in Canvas** (e.g., SpeedGrader, grading systems, grading with rubrics) (n = 7). The following topics were mentioned by two instructors each: Student submissions, conferences, and the impact of Canvas design on pedagogy.

The following topics were noted by one instructor each: Announcements, how to build home pages, surveys, rubrics, posting assignments/readings, video posting, and the student user experience, as in the following quote:

*I would have liked to see more explanation of what’s visible and isn’t visible to students. At times, it’s a bit tough to know what the students see vs. my own experience. For instance, I didn’t know that the students could see the class’s grade average, and I would have wanted to know that ahead of time.*

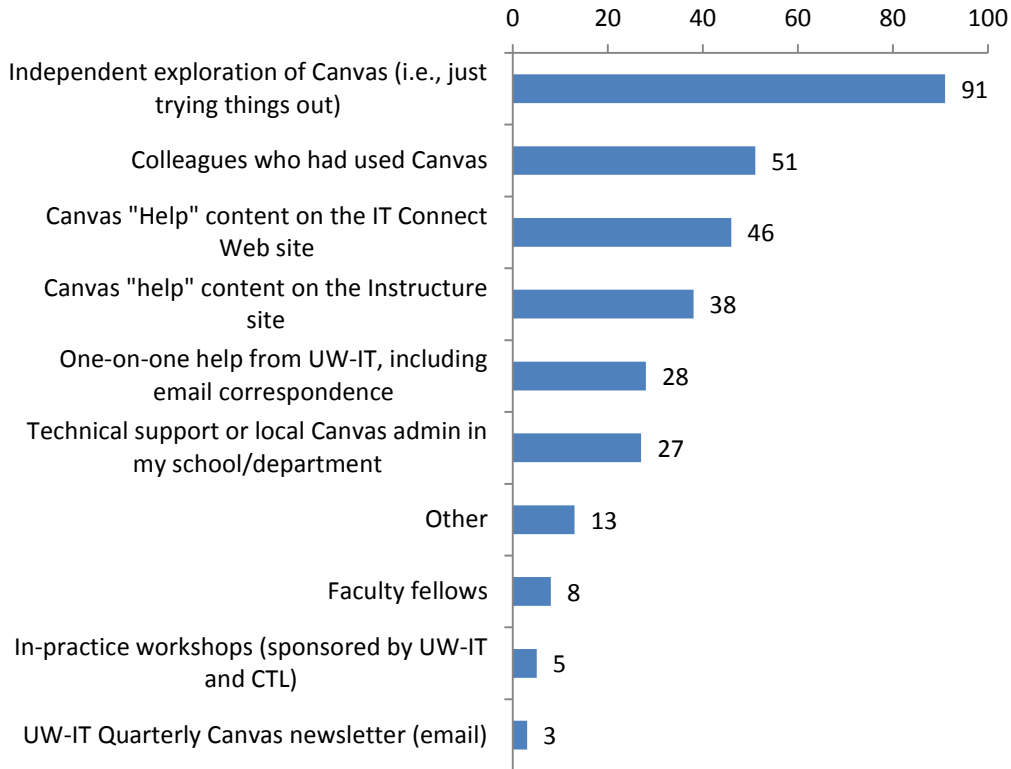
Fifteen participants (12%) said that they were not aware that Canvas workshops were available and several asked how they could find out about such opportunities in the future. See below for the remaining themes with frequencies in parentheses:

- Did not attend any workshops (8)
- More hands-on instruction (7)
- Positive comments about the workshops (6)
- Negative comments about the workshops (6)
- Offer more workshops at other campuses (e.g., Bothell, Tacoma) (5)
- More instruction on the basics of Canvas (3)
- Easy to use/didn’t need workshops (3)
- Make sure training aligns with timing of actual classroom use of Canvas (2)
- Best Practices (2)
- Offer more online help (2)

An additional fourteen respondents (12%) provided other idiosyncratic comments such as frustration with Canvas more generally or personal circumstances.

Approximately 37% (n = 143) of participants indicated they would recommend the UW-IT workshop(s) they attended to a colleague planning to use Canvas for the first time. Forty-eight percent (n = 185) said that they were “not sure” and only 7% (26 participants) said that they would not recommend the workshop(s)<sup>4</sup>.

Participants were asked to “select all that apply” from a series of nine resources/methods that they may have used to familiarize themselves with Canvas to prepare for their class.



**Figure B3. Other than UW-IT workshops, which of the following resources/methods did you use to familiarize yourself with Canvas to prepare for your class [select all that apply] (%)**

Of the 66 participants who chose “other,” 57 provided codable open-ended responses. Most (n = 19) noted a **campus specific training** (e.g., Bothell, Tacoma, Seattle Central Community College) or **assistance from TA’s** (n = 9). Participants also mentioned the following:

- Online (e.g., Google searches, YouTube) (8)
- Support staff unspecified (7)
- Department specific training (e.g., iSchool, College of Education) (6)
- Experience using Canvas as a student (4)
- Technology teaching fellows (2)
- Comments regarding frustration (2)

<sup>4</sup> 33 participants (8%) chose “other” and 120 participants wrote “not applicable/did not attend.” Those who indicated not applicable/did not attend were not included in % calculation (n = 387)

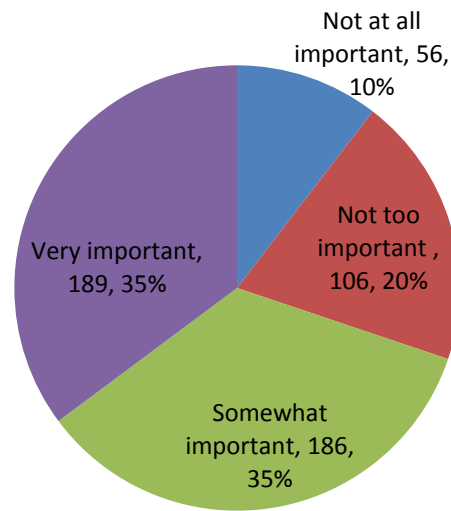


Figure B4. How important, if at all, would it be to have a staff member in your department trained in Canvas to prepare for your class? (n = 537)

Table B2. What other forms of training, if any, would you like to see offered? (n = 139)

Categories	n
More opportunities for virtual training (e.g., webinars, videos, podcasts)	32
Short workshops on advanced topics (e.g., video, peer review)	14
Best practices/sample course pages	13
More regularly scheduled training	13
One-on-one help/walk-in help	12
No additional training needed	10
Trained staff member in department	6
Additional training on new features	4
Ensure that faculty are aware of training opportunities	4
Cover new features	3
How to transform your pedagogy using Canvas	3
Make sure other campuses have same opportunities as the Seattle campus	2
Allow access to a "bugs" page like blackboard	2
Other	21

## B. Use of Canvas

### 1. Class type and format

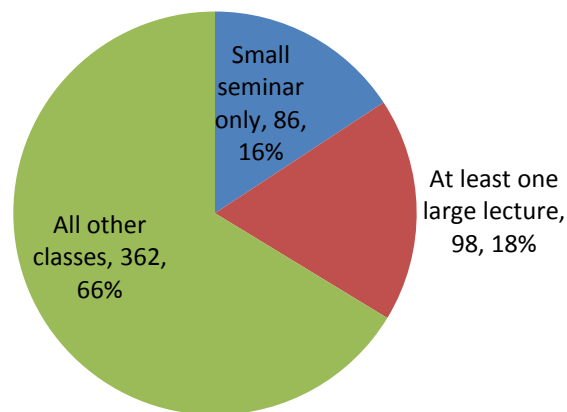
The survey included several items intended to allow for comparisons across different factors. One of these was course type. Participants indicated all the course types they had taught using Canvas and results are shown in Table B3.

**Table B3. Number and percentage of participants teaching different course types using Canvas**

Feature/Function	#	% <sup>5</sup>
Seminar/small discussion-based class (<25 students)	290	53
Small lecture (<100 students)	229	42
Large discussion-based class (25+ students)	214	39
Large lecture (100+ students)	98	18
Field experience, practicum, or clinic (course-based)	68	13
Independent study	48	9
Other	40	7

Note that 274 participants (51%) listed more than one type of class.

For the purpose of comparison (see Part II of Appendix B), responses from participants who taught *only* either small seminars (n = 86) or at least one large lecture (n = 98) were compared to participants who taught all other types of classes (n = 362) (Figure B5).



**Figure B5. Number and percentage of participants listing various types of classes taught, as categorized for numerical comparisons**

Class format (in-person, online, or hybrid) was also a factor of interest for analysis. Participants could select all the types of class formats they had taught using Canvas, and many had taught classes in multiple formats. Comprehensive results from these items are shown in Table B4.

<sup>5</sup> Participants' responses were coded according to multiple categories; therefore, percentages will exceed 100%.



**Table B4. For which of the following class format(s) have you used Canvas?**

Course type(s)	2013		2014	
	#	%	#	%
In-person only	305	73	381	70
Hybrid only	26	6	39	7
Online only	19	5	8	2
In-person and hybrid	26	6	59	11
In-person and online	14	3	18	3
Hybrid and online	8	2	6	1
All three course formats	6	1	20	3
No response	12	3	15	3

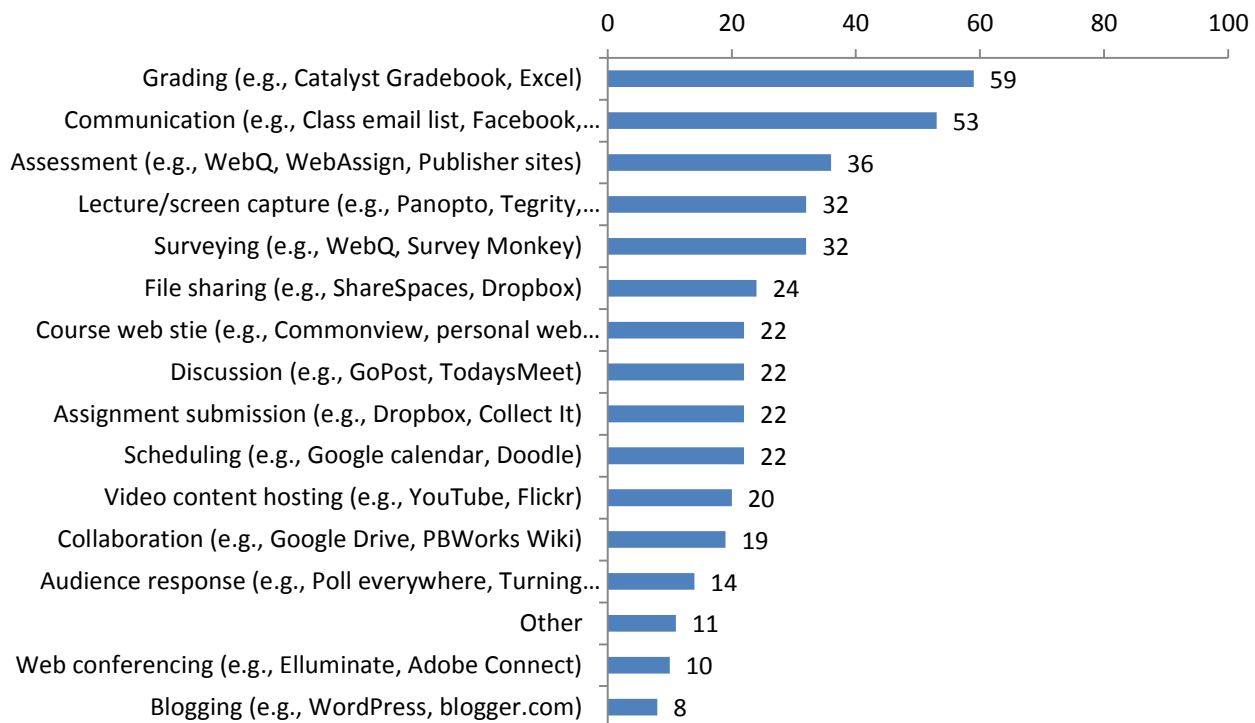
## **2. Feature use**

For the purpose of comparisons, three categories were created: those participants who taught only in-person courses (n = 381); those who had taught at least one completely online course (n = 52), and those who taught at least one hybrid course, but had not taught a course completely online (n = 98).

Participants were asked to choose from a series of three choices, which best describes how they used Canvas in their courses; results were as follows:

- I used only Canvas (including any tools available such as GoogleDocs): n = 409, **76%**
- I used Canvas but replaced some Canvas features with other tools (e.g., I used GoPost for discussions, I used a third-party tool for assignments): n = 102, **19%**
- I used some features of Canvas but did not use Canvas as a course website: n = 25, **5%**

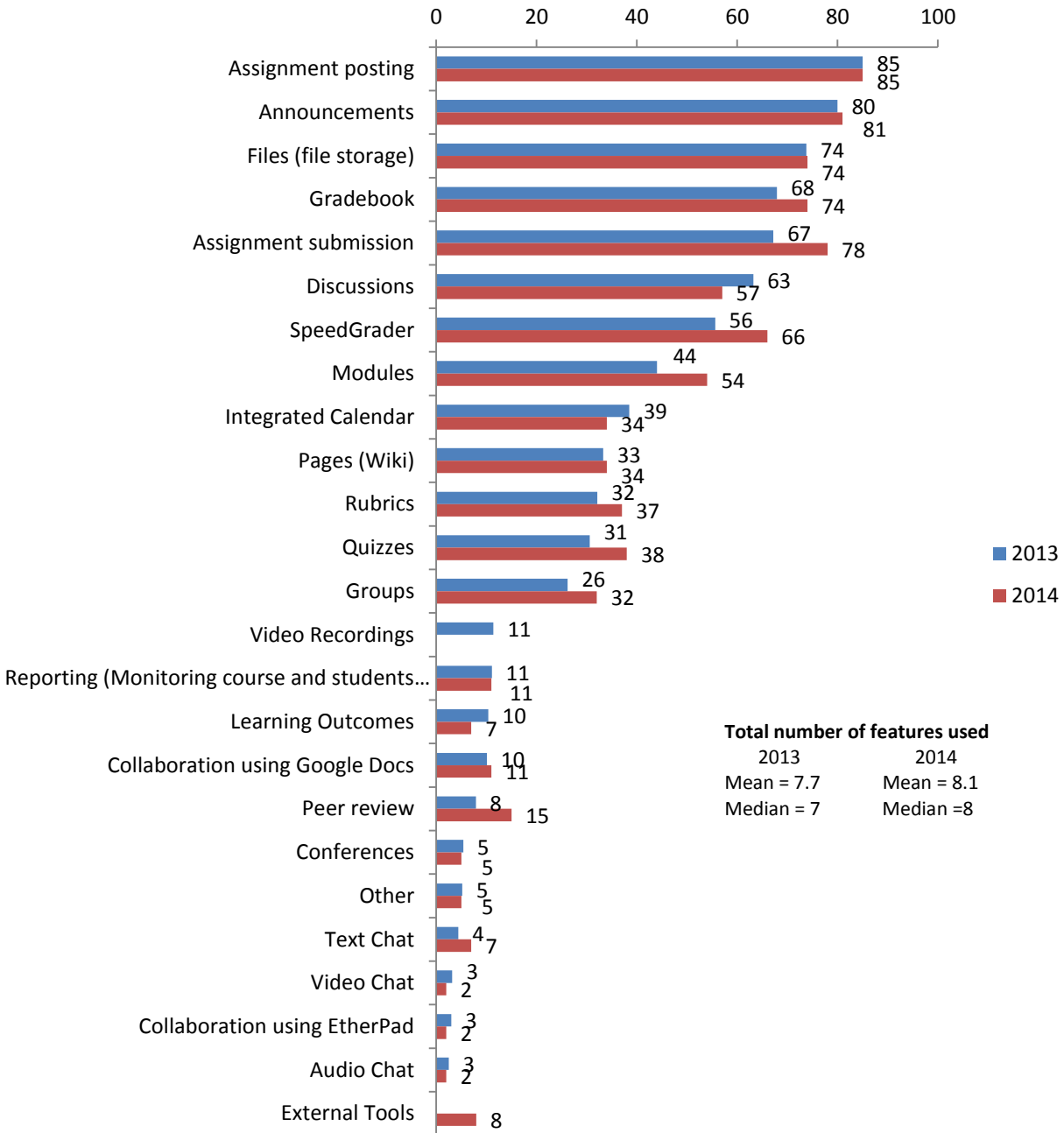
Participants from the second and third categories above were asked to indicate tools outside of Canvas they have used. See Figure B6.



**Figure B6. Which of the following tools outside of Canvas did you use? (Select all that apply) %**

Eleven participants chose “Other”; see below for write-in responses:

- Peer Review (e.g., elireview) (2)
- Padlet
- Photo Sharing (e.g., Flickr)
- 3<sup>rd</sup>-party software source code submission tool
- Depository of related files for students and announcements
- E-learning platform & Articulate Storyline
- Jooners for scheduling
- Edthena
- Catalyst
- Gallery of student work & student portfolios



**Figure B7. Which of the following Canvas features have you used in your course(s)? Select all that apply. %'s for 2013 and 2014**

Twenty-six participants chose "Other" and 17 offered codable responses. See below for a summary of responses:

- Email (3)
- Attendance (2)
- Syllabus (2)
- Embedded video tutorial loaded onto YouTube
- Big Blue Button
- Integration with TurningPoint software
- Other audio/visual component migrated from Angel
- PowerPoint
- Tegrity
- Streaming movies from the library

- Turning technology clickers
- Turnitin plagiarism checker
- Video comments

If participants checked “conferences” in the previous question, they were asked to explain how they are using the feature in their classes; 13 participants provided open-ended responses<sup>6</sup>. See below for a summary of responses:

- Online office hours (5)
- Online lecture (4)
- Did not like feature (3)
- Tutorial Q&A
- Student Conferences

### C. Satisfaction with Canvas

Participants were asked to rate their overall experience with Canvas on a scale from 1 “Extremely dissatisfied” to 5 “Extremely satisfied.” See Figure B8 for data from both 2013 and 2014.

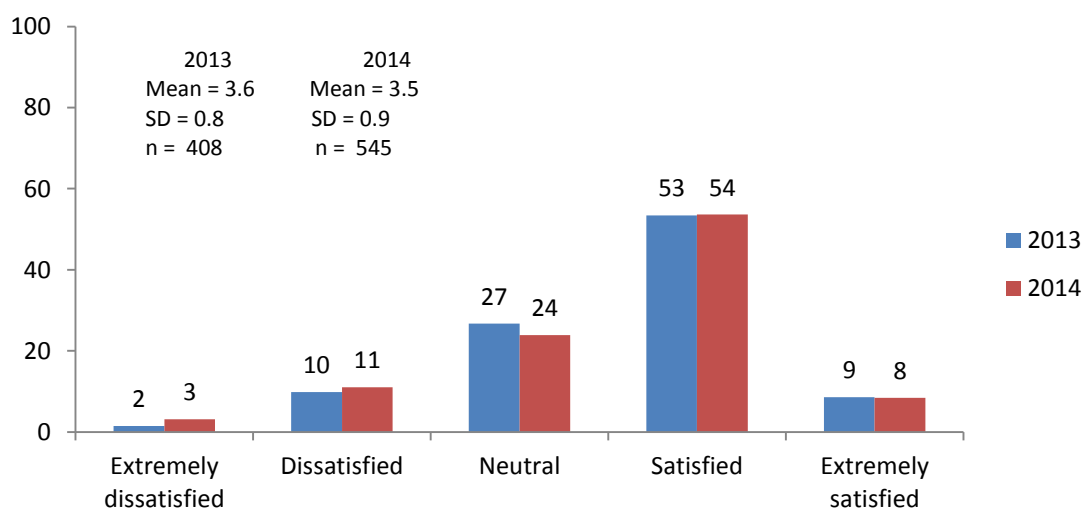


Figure B8. How would you rate your overall experience with Canvas? Comparisons between 2013 and 2014. (%)

<sup>6</sup> One participant provided two uses.

Next, participants were asked to indicate how much they agree or disagree with the following statements. See Table B5 for all frequencies and descriptive statistics.

**Table B5. Please indicate how much you agree or disagree with the following statements:**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Mean	SD	n <sub>Mean</sub>
	1	2	3	4	5				
I can find the information and features I need within my Canvas course.	19 (3.6%)	66 (12.4%)	90 (16.9%)	271 (50.9%)	72 (13.5%)	14 (2.6%)	<b>3.60</b>	.99	518
I can set up assignments with the grading scale I want to use.	27 (5.1)	64 (12.1)	62 (11.7)	193 (36.5)	117 (22.1)	66 (12.5)	<b>3.67</b>	1.17	463
I can create a rubric to assess student work.	13 (2.5)	27 (5.1)	74 (14.0)	139 (26.3)	100 (18.9)	175 (33.1)	<b>3.81</b>	1.05	353
Canvas makes it easy for me to provide feedback to students.	17 (3.2)	54 (10.2)	76 (14.4)	194 (36.7)	142 (26.8)	46 (8.7)	<b>3.81</b>	1.09	483
I can easily communicate with students within Canvas.	21 (4.0)	51 (9.6)	88 (16.6)	195 (36.7)	153 (28.8)	23 (4.3)	<b>3.80</b>	1.10	508
I can collaborate with teaching assistants and co-instructors.	12 (2.3)	23 (4.4)	84 (15.9)	128 (24.3)	58 (11.0)	222 (42.1)	<b>3.65</b>	1.00	305
I can organize and moderate class discussions.	18 (3.4)	28 (5.3)	78 (14.9)	148 (28.2)	57 (10.9)	196 (37.3)	<b>3.60</b>	1.04	329
I can create and administer quizzes.	15 (2.8)	24 (4.5)	60 (11.4)	120 (22.7)	81 (15.3)	228 (43.2)	<b>3.76</b>	1.09	300
Canvas helps me assess learning in meaningful ways.	24 (4.5)	65 (12.3)	154 (29.2)	140 (26.5)	32 (6.1)	113 (21.4)	<b>3.22</b>	.99	415
I can create and find calendar events.	20 (3.8)	34 (6.4)	92 (17.4)	158 (29.9)	71 (13.4)	154 (29.1)	<b>3.60</b>	1.06	375
I can set up student groups.	10 (1.9)	20 (3.8)	57 (10.8)	145 (27.5)	80 (15.2)	215 (40.8)	<b>3.85</b>	.98	312
I can set up peer review.	13 (2.5)	33 (6.3)	71 (13.5)	71 (13.5)	30 (5.7)	306 (58.4)	<b>3.33</b>	1.08	218
I can facilitate web conferences for my class.	19 (3.6)	28 (5.4)	69 (13.2)	24 (4.6)	8 (1.5)	375 (71.7)	<b>2.82</b>	1.03	148

If participants rated any of the previous Canvas tasks as “difficult” or “very difficult,” they were asked to explain their ratings. A total of 258 participants responded. See Table B6 for categories of responses and selected quotes.

**Table B6. Please explain what challenges you encountered for tasks you rated as “very difficult” or “difficult” (n = 258)**

Categories	Selected quotes	n <sup>7</sup>
Navigating the course space/general	<i>I've tried multiple ways of simplifying the navigation on the page and students (graduate students, by the way) still complain that they don't know what the difference is between "pages" and "modules" (and I can't rename these -- even though a module will be used/mean something different from professor to professor, so the students don't know what to expect). Part of the problem is that there's so many ways to access one piece of information; secondly, information is visually "cut off" in boxes and sometimes students don't scroll down to read the entire page (even with much prompting).</i>	84
Issues with grading	<i>I cannot figure out how to weigh assignments based on the percentage I have set in my syllabus; I find the grading organization on canvas really clunky, non-flexible, and confusing. I will end up downloading all the grades from Canvas into an Excel spreadsheet at the end of this quarter so that I can apply the right formula to weight each assignment correctly and figure out the final grades.</i>	67
Communicating with students	<i>Easily communicate with students - we very much miss having "send to email" functionality within this LMS. We regularly use announcements and messages but there's no guarantee the messages will be received by students if they disable this function in their settings. Would very much like send to email from within Canvas.</i>	53
Not Applicable	<i>I just haven't tried out many elements/features yet.</i>	22
Quizzes (e.g., lack of flexibility)	<i>The biggest problem I had with Canvas was that the quiz feature was not sufficiently flexible. For instance, I would like to allow students to take retake a quiz and correct answers that they got wrong. However, it is not possible (as far as I can tell) for a student to access and correct a graded quiz. I am able to do this in Catalyst WebQ but importing WebQ scores into Canvas is a pain.</i>	18
Issues with the calendar	<i>The calendar is a pain that requires a lot of manual work. There is no way to say repeat every week on MWF for instance. There is no way to input the information from a spreadsheet.</i>	16
Difficulties providing student feedback (e.g., Crocodoc)	<i>I have had numerous problems using Crocodoc and otherwise trying to provide feedback to students about their assignments in Canvas. Sometimes my work has been lost, other times it has been lost temporarily and then re-appeared. The editing tools in Crocodoc are very quirky and hard to use.</i>	12
Class discussion	<i>The discussion threading is pretty basic--I need something more robust to be able to follow topics and support in-depth discussion in seminar-type classes. Something akin to Catalyst GoPost would be great, it worked very well for this sort of thing.</i>	10
Peer review	<i>Peer review did not run smoothly, compared to other course management systems (and turnitin) that I have used in the past. I have given it up for the time being and have gone back to paper peer review, which is not my preference.</i>	10
Support not sufficient	<i>Mostly due to lack of adequate orientation and lack of step-by-step printable guide. It would also help to have IT Canvas staff available evenings and weekends since that is when my course is or when I am working on it.</i>	10
Student groups	<i>The feature for setting up student groups is possible, but not extremely convenient and students usually opted to communicate in other ways.</i>	8

<sup>7</sup> Participant responses were coded according to multiple categories; therefore, n's will exceed 258.

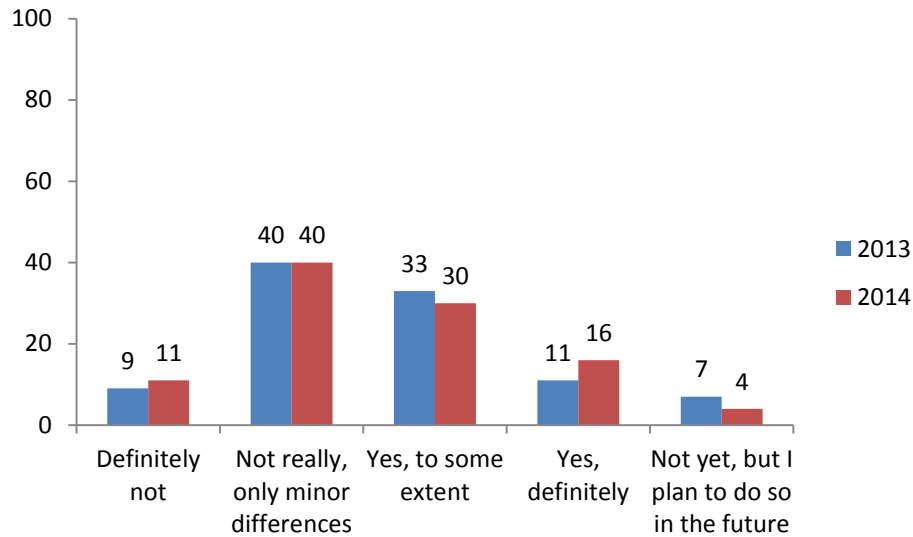
Categories	Selected quotes	n <sup>7</sup>
Conferencing	<i>Web conferences have been hit or miss with student teams - some students could not get their video or audio to work.</i>	7
Collaborating with co-instructors or TA's	<i>Collaboration would be better if it were easier for me to find new comments collaborators have left, e.g., on assignments (feedback to students).</i>	5
Assessing student learning	<i>Problems with Canvas have interfered with assessment</i>	2
Other	<i>The most difficult thing about Canvas for me is the syncing issue with the registrar's course roster at the beginning of the quarter. Syncing does not appear to happen regularly, and students have to be manually added and removed from the course. This means that I am cross-checking between MyUW and the Canvas roster on a daily basis for the first week+ of the quarter. So frustrating!</i>	25

#### IV. Impact of Canvas

Participants were asked to indicate the extent to which they agree with a series of statements about their overall use of Canvas. See Table B7.

**Table B7. Please indicate the extent to which you agree with the following statements about your overall use of Canvas.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	n <sub>Mean</sub>
	1	2	3	4	5			
Using Canvas has made teaching my course(s) more efficient.	31 (5.9%)	60 (11.3%)	138 (26.1%)	230 (43.5%)	70 (13.2%)	<b>3.47</b>	1.05	529
Using Canvas has increased students' participation and engagement with the course content.	23 (4.4)	100 (19.0)	233 (44.3)	143 (27.2)	27 (5.1)	<b>3.10</b>	.91	526
I find myself communicating more frequently with students in my Canvas class(es) than I did when teaching classes without Canvas.	40 (7.7)	160 (30.7)	183 (35.1)	106 (20.3)	32 (6.1)	<b>2.87</b>	1.02	521
Students in my Canvas class(es) communicate with each other more than they would without Canvas.	41 (7.9)	155 (30.0)	233 (45.1)	66 (12.8)	22 (4.3)	<b>2.75</b>	.93	517
Using Canvas has enhanced students' experience of the class.	31 (6.0)	75 (14.4)	219 (42.0)	172 (33.0)	24 (4.6)	<b>3.16</b>	.93	521
Using Canvas has enhanced the quality of student assessment in my class.	33 (6.3)	88 (16.9)	218 (41.8)	144 (27.6)	39 (7.5)	<b>3.13</b>	.99	522
I find my instructional practices improving as a result of using Canvas.	43 (8.3)	103 (19.8)	215 (41.3)	133 (25.5)	27 (5.2)	<b>3.00</b>	.99	521



**Figure B9. Have you tried anything different or new in your teaching practices because of Canvas? Comparisons between 2013 and 2014. (%)**

Participants were asked to describe the most significant change or innovation they had made to their teaching practices because of Canvas. A total of 267 participants responded with nine of those taking the opportunity to provide further criticism of the tool. The strongest themes from the remaining 258 participants are presented in Table B8, including a description of the theme, representative quotes, and the number of participants who indicated they have already made this change and those planning to do so in the future.



**Table B8. Please describe the most significant change or innovation you have made or plan to make in your teaching practices because of Canvas. (n = 258)**

Categories	Selected quotes	Done	Planning	Total <sup>8</sup>
<b>Increased efficiency:</b> Assignments submitted and graded online	<p><i>Speed grader makes it easy to give thoughtful feedback quickly and to ensure that I am being consistent across students. It has also greatly facilitated higher quality grading from my TAs in my larger classes, since we can all easily see each other's qualitative and quantitative assessment of student work before this is released to students and make changes to normalize our grading as needed.</i></p> <p><i>The grading system is easy and makes it faster and more efficient. I like to be able to access the performance of the students before they come to class by looking at their answers and quizzes. This way, I can discuss points that most of them might not have understood.</i></p>	55	1	56
<b>Flipping the classroom:</b> Lecture capture, pre-lecture quizzes, online quizzes	<p><i>I flipped the classroom winter 2013 by having an online assignment and then discussion via the group means. Then this quarter I want to have a Tegrity viewing for my group and then have discussion in class. So that is something very new for me.</i></p> <p><i>Self-assessment quizzes on course content that allows students to determine their progression</i></p>	51	3	54
<b>Enhanced assessment:</b> multi-media feedback, use of rubrics	<p><i>More integrated and frequent feedback for assignments submitted.</i></p> <p><i>I plan to use videos for providing feedback on writing assignments.</i></p>	34	5	39
<b>Student-to-student interaction:</b> Introduced online discussion	<p><i>For our major claim and counterargument workshop, I have students to post their own work on Discussion Board, so that they can respond to one another, meanwhile they can see the work of the whole class. The quality of student's work on Discussion Board seems stronger than before.</i></p> <p><i>Canvas discussions allow for class participation to extend beyond class sessions, permitting students to make thoughtful comments as their time permits.</i></p>	26	0	26
<b>Student-to-student collaboration:</b> Peer review or group work	<p><i>I have used Collaborations as a way for students to confer for group projects and presentations with the goal of reducing the burden of traditional group work (i.e., scheduling overlapping times in everyone's schedules to meet face to face). I think they appreciate not needing to waste as much time coordinating with each other in terms of logistics and can focus more on the project content. It also gives me a way to see how the group's thinking is evolving, what they are planning to address in their presentations, etc. and that is not something I would have access to otherwise.</i></p>	26	4	30

<sup>8</sup> Participant responses were coded according to multiple categories; therefore, n's will exceed 267.

Categories	Selected quotes	Done	Planning	Total <sup>8</sup>
<b>Changes to course structure:</b> Use of modules, online syllabus, calendar	<i>The calendar function really helps keep me and my students organized. From the events on the calendar, I link readings for the weeks, and I like how canvas automatically posts assignments and links to assignment sheets on the calendar on due dates.</i> <i>Structuring the course around the syllabus and linking the assignments and due dates using Canvas.</i>	21	0	21
<b>Faculty-student communication:</b> Posting or communicating via Canvas, virtual office hours	<i>Using announcements more frequently than email.</i> <i>Making an announcement on Canvas besides of sending an email with the class email list.</i>	15	1	16
<b>Enriched content:</b> Videos, readings, links	<i>Use of external videos embedded in Canvas which generate ideas for discussion.</i> <i>I chose to upload readings to canvas rather than having students access them through the library.</i>	13	0	13
<b>Would like to learn more</b>	<i>I would like to learn more about opportunities to improve teaching using Canvas, but could benefit from workshops to help me identify those opportunities.</i>	4	--	4
<b>Enhanced assignments:</b> Additional or more creative assignments	<i>I plan to have students record themselves speaking more often as a way of reviewing and practicing information.</i>	1	1	2
<b>Other</b>	<i>Well my courses were fully automated before using a combination of Catalyst and Moodle, so it was mainly a transition to a new technology that has some improvements and some decrements, so I haven't really changed. This doesn't mean that I don't like Canvas, it is just another tool - a useful one - that replaces the previous tools that I was using.</i>	12	--	12

Next, participants were asked what, if anything, they would say is most valuable about using Canvas; 385 participants offered a response.

**Table B9. As an instructor, what, if anything, would you say is most valuable about using Canvas? (n = 385)**

Categories	Selected quotes	n <sup>9</sup>
Integrated digital platform for all teaching tools/organizes teaching	<i>It provides a common platform familiar to all students to present class material, manage assignments, promptly share grades, and communicate with some or all students as needed.</i>	119
Grading (e.g., speedgrading, rubrics)/ Tracking student progress	<i>Speed grader (with rubrics) makes TA grading tasks much quicker and more consistent. This has been a boon in large and very large classes with multiple TAs and is the main reason I switched to Canvas.</i>	110
Flexibility/ease of use	<i>Pretty easy to use (set-up and changes); if done well, easy to navigate by students. Modules, pages, uploading documents &amp; inserting links, creating assignments - all of that is quite easy.</i>	37
Better communication with students	<i>Canvas often saves me time in communicating with students...</i>	35
Online storage/file sharing	<i>posting lecture slides and reading materials for student's references</i>	32
Assignment Submission	<i>On-line submissions, and lack of paper work to keep track of</i>	31
Nothing/ambivalent	<i>There are more options, which is good, but at times the plethora of options makes it more challenging.</i>	27
Students like it/consistency	<i>Common interface for students. Consistency across classes is important.</i>	18
Other	<i>Course management systems overall help me hold students accountable and responsible for their own work; keeping to deadlines, finding materials, etc.</i>	16
Managing groups	<i>Groups, especially students being able to sign up themselves with my restrictions (e.g., maximum number of members, within sections).</i>	10
Online quizzes	<i>The quiz feature is very useful. It is nice to be able to create a question bank of different types of questions and have students receive a subset of the questions so that they can't answer share.</i>	8
Opportunity for collaboration	<i>Can collaborate easily with sharing.</i>	7
Discussion board	<i>Discussion boards are amazing.</i>	7
Integrated calendar	<i>Common calendar shared with multiple instructors teaching in modules within a course.</i>	7
Multimedia capacity (e.g., web conferencing/video)	<i>the fact that it handles posted video better than Blackboard...</i>	7
Available tech support	<i>my interaction with the UW Help desk has been great - they have been very responsive and helpful every time I have contacted them via e-mail, call or Canvas Help submittals. Great job!</i>	3
Works well with a hybrid course	<i>Effective for online program</i>	3

<sup>9</sup> Participant responses were coded according to multiple categories; therefore, n's will exceed 385.

## PART 2: FACULTY SURVEY, COMPARISONS

Each of the following five sections describes comparisons made according to variables of interest. For each independent variable, numerical data from the following set(s) of items were made:

- Features used: Pearson's chi-square
- Satisfaction ratings: One-way ANOVA with Tukey's post-hoc test
- Ease of use: One-way ANOVA with Tukey's post-hoc test
- Impact of using Canvas: One-way ANOVA with Tukey's post-hoc test
- Trying new teaching practices: Pearson's chi-square

For all items, only differences reaching statistical significance are reported.

### A. Class Type

Participants were asked to select from a list of different course types which they had taught using Canvas. Of particular interest for comparison were extreme course sizes, so participants were placed in three categories:

**Large lecture** (n = 98): Those who had taught at least one large lecture course using Canvas

**Small seminar** (n = 86): Those who had taught *only* small seminars using Canvas

**Other** (n = 362): All other participants

There were no significant differences in ratings of satisfaction or trying new teaching practices.

## Features used

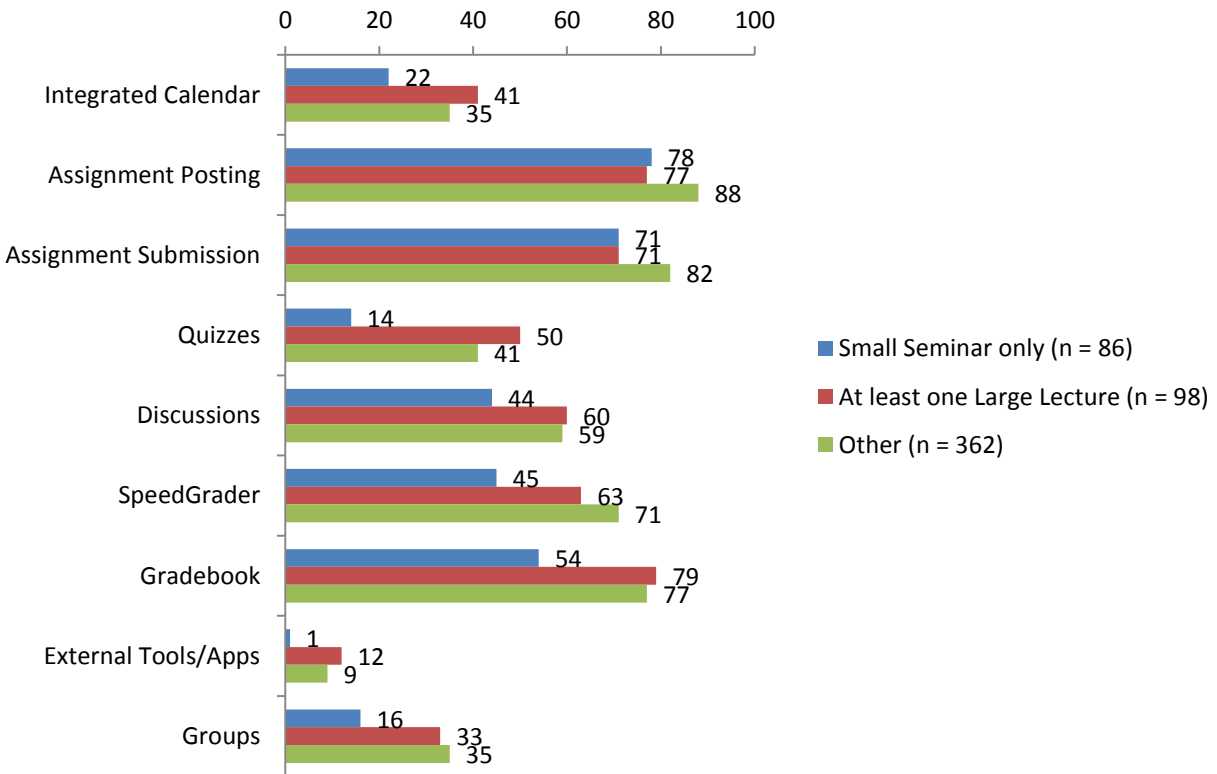


Figure B10. Percentage of participants who used Canvas features, according to class type, for items showing significant differences (%)

## Ease of use

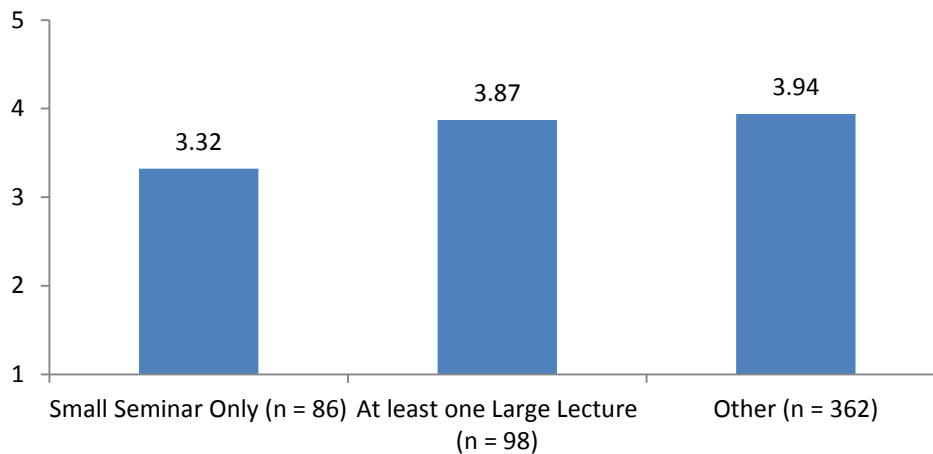


Figure B11. Mean endorsement ratings (on a scale from 1 "Strongly disagree" to 5 "Strongly agree"), according to course format, for the item: "I can set up student groups"

## Impact of using Canvas

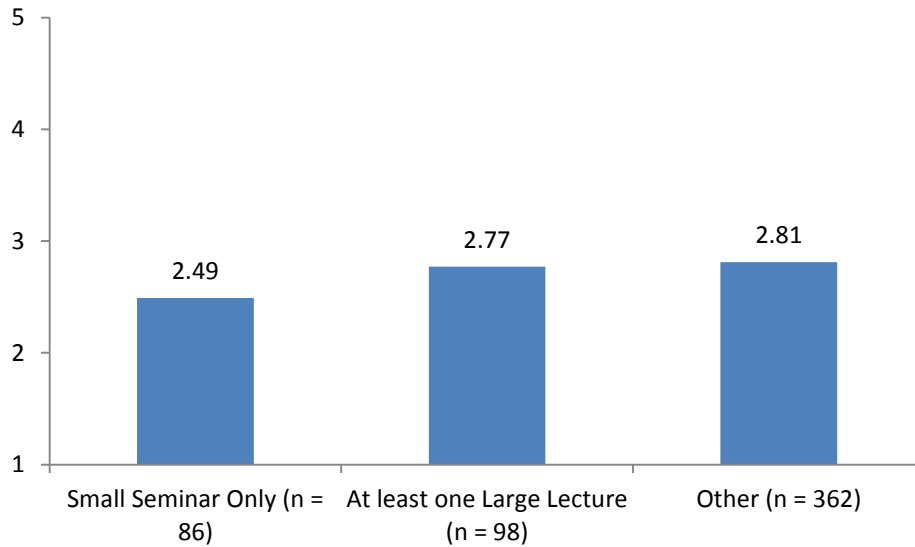


Figure B12. Mean endorsement ratings (on a scale from 1 “Strongly disagree” to 5 “Strongly agree”), according to class type, for the item: “Students in my Canvas class(es) communicate with each other more than they would without Canvas.”

## B. Course Format

Participants indicated whether they had taught online, hybrid, and/or in-person courses. 274 participants listed more than one format of course, and the following criteria were used to create three discrete categories.

**Online** (n = 52): Participants who taught at least one fully online course using Canvas

**Hybrid** (n = 98): Those who had taught at least one hybrid course, but had never taught a fully online course using Canvas

**In-person** (n = 381): Participants who taught only in-person courses using Canvas

Below are results for differences in features used, satisfaction ratings, ease of use, impact of using Canvas, and trying new teaching practices.

## Features used

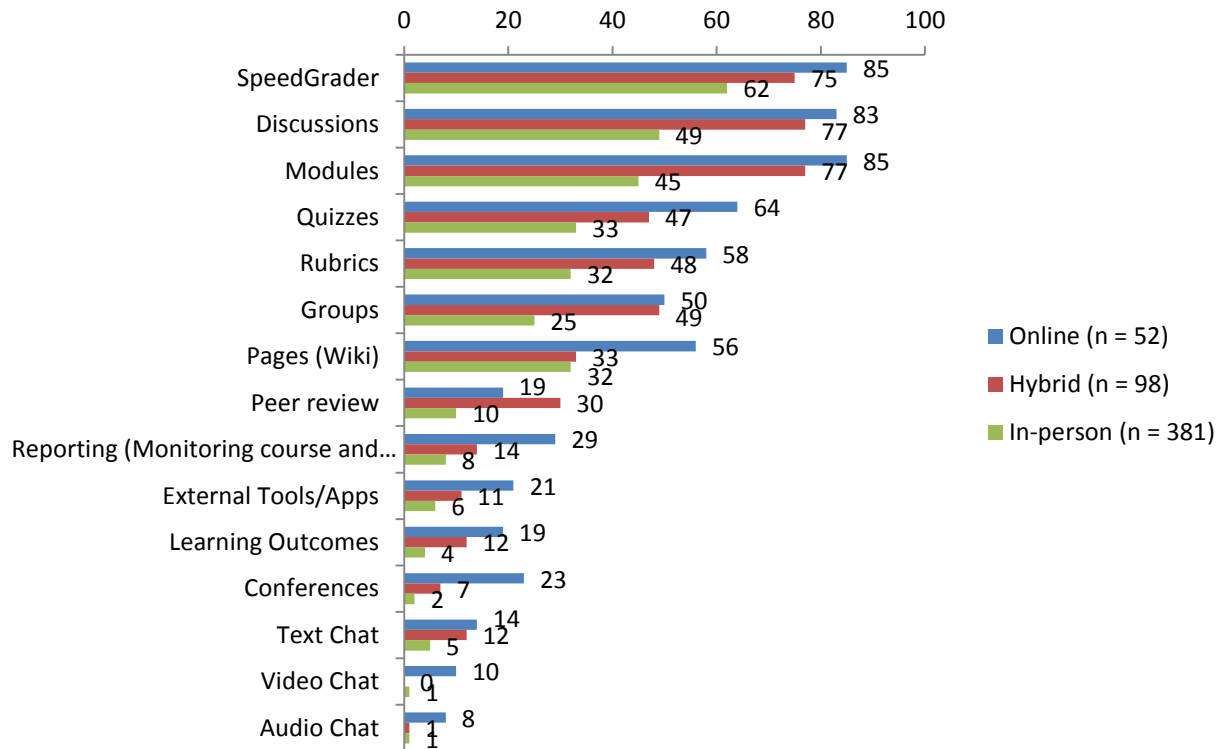


Figure B13. Percentage of participants who used Canvas features, according to class format, for items showing significant differences (%)

## Satisfaction

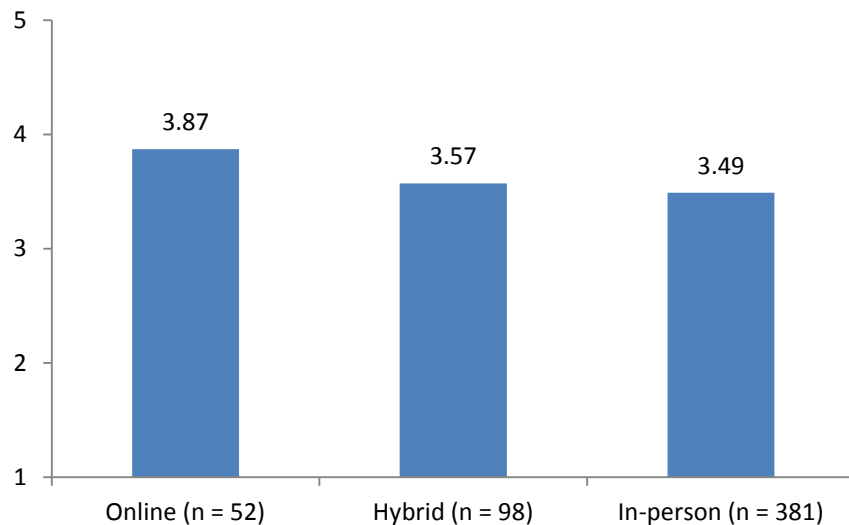
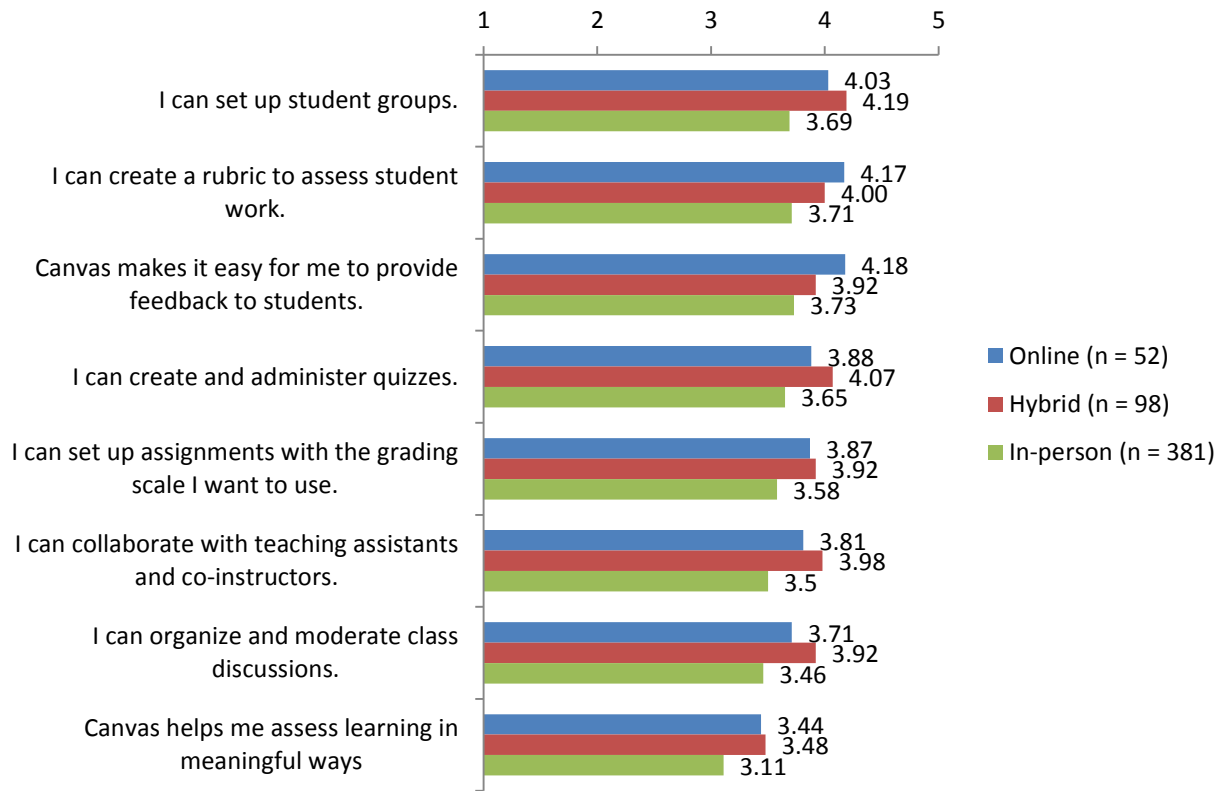


Figure B14. Mean ratings of satisfaction (on a scale from 1 “Extremely dissatisfied” to 5 “Extremely satisfied”), according to class format

**Ease of use**



**Figure B15. Mean endorsement ratings (on a scale from 1 “Strongly disagree” to 5 “Strongly agree”), according to class format, for items showing significant differences**



## Impact of using Canvas

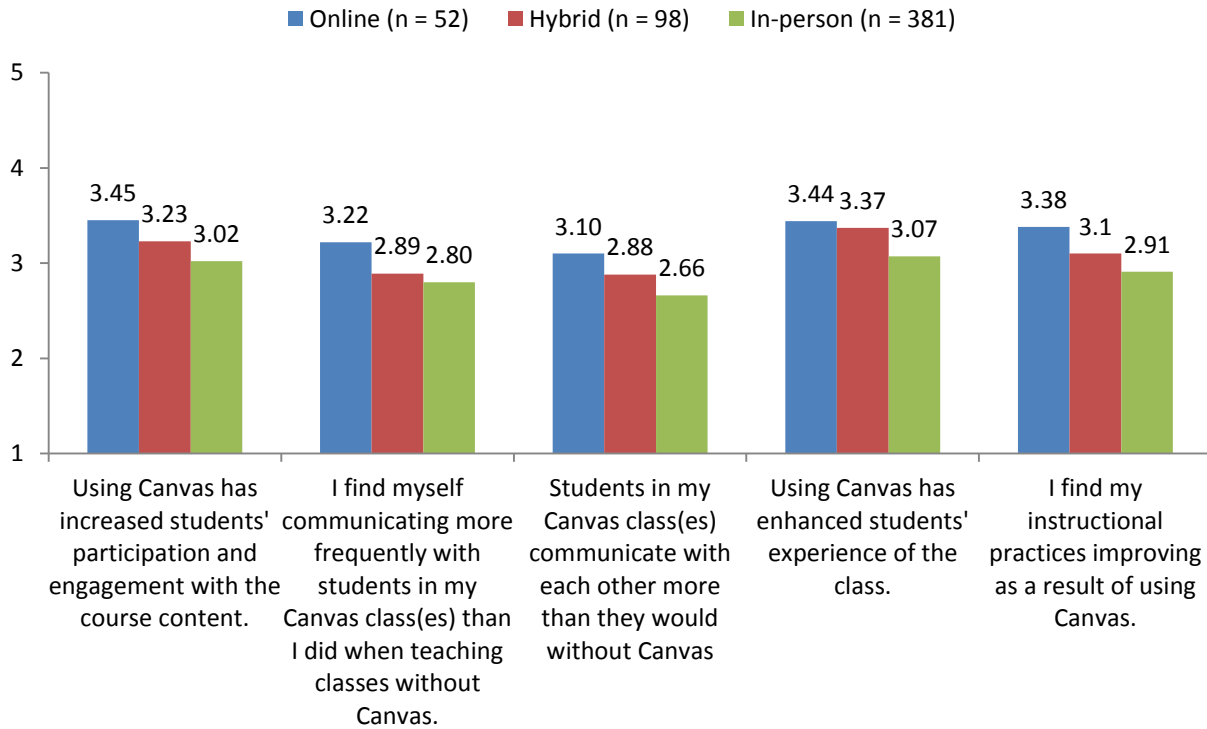


Figure B16. Mean endorsement ratings (on a scale from 1 “Strongly disagree” to 5 “Strongly agree”), according to class format, for items showing significant differences

## Trying new teaching practices

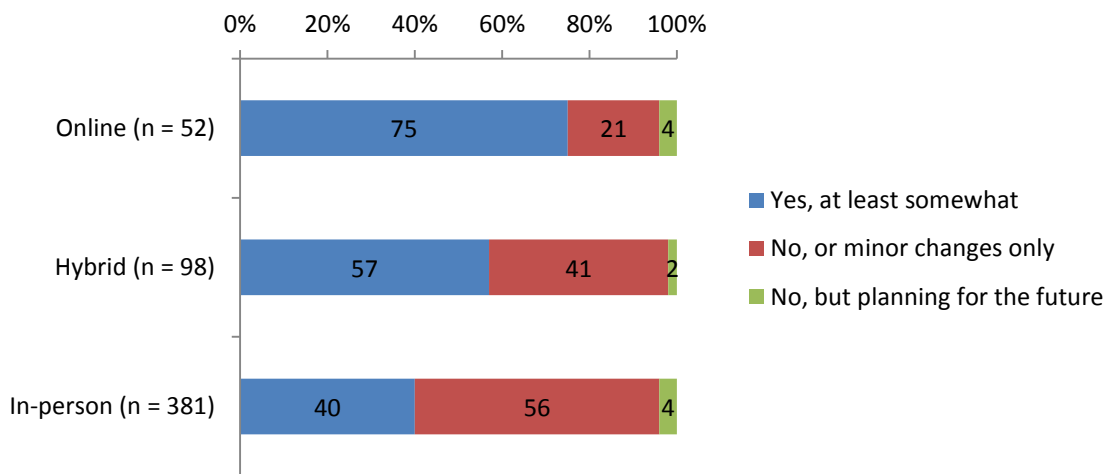


Figure B17. Percentage of participants who tried something new in their teaching because of Canvas, according to class type

### C. First-time vs. Veteran Users

Participants who were using Canvas for the first time in Spring 2014 (n = 99) were compared to those who had used it during at least one previous quarter (n = 444)

There were no significant differences between these groups on ratings of satisfaction, impact of using Canvas, or trying new teaching practices.

#### Features used

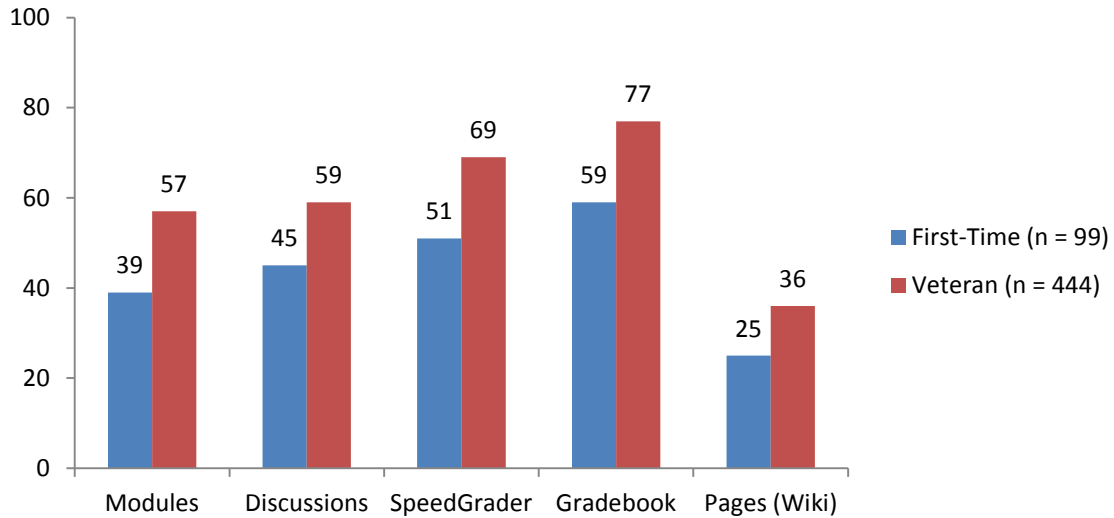


Figure B18. Percentage of participants who used Canvas features, according to their previous Canvas experience, for items showing significant differences

#### Ease of Use

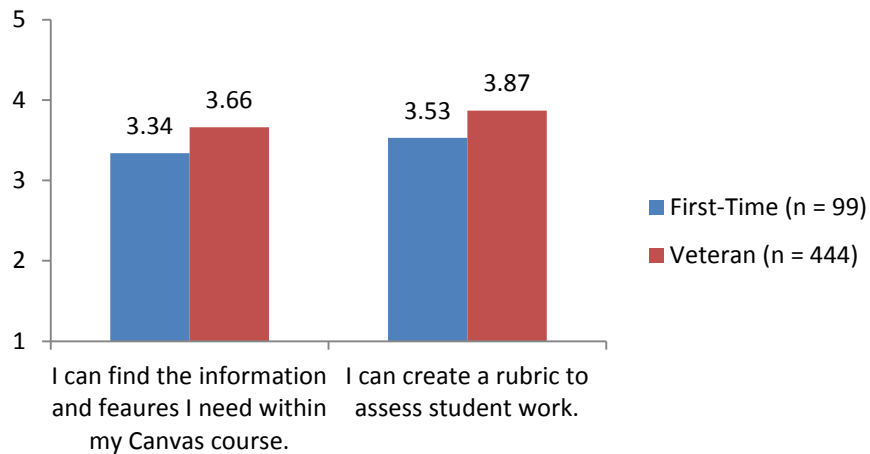
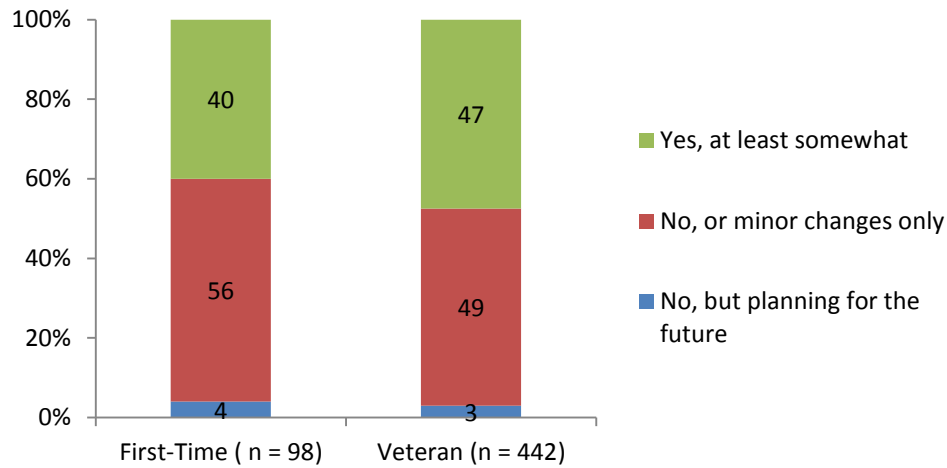


Figure B19. Mean endorsement ratings (on a scale from 1 "Strongly disagree" to 5 "Strongly agree"), according to previous Canvas experience, for items showing significant differences

In addition to differences in specific features used, first-time users indicated a significantly lower mean number of total features used ( $M = 6.9$ ) than veteran users ( $M = 8.4$ ). See Figure B20 for a comparison of first-time and veteran Canvas users regarding whether they tried something new in their teaching.



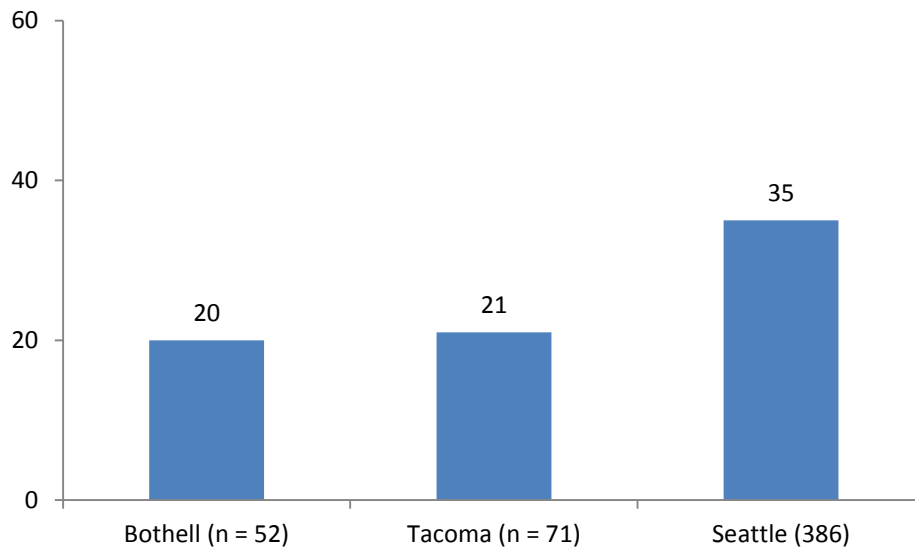
**Figure B20. Percentage of participants who tried something new in their teaching because of Canvas, according to previous Canvas experience**

#### D. Campus

Comparisons were made according to participants' campus: Bothell (n = 52), Seattle (n = 386), or Tacoma (n = 71). There were no significant differences in satisfaction, ratings of impact of Canvas, or trying new teaching practices.

##### **Features used**

Use of groups was the only feature that differed significantly between campuses (Figure B21).



**Figure B21. Percentage of participants who used Canvas features, according to campus, for the feature, groups (%)**

## Ease of Use

Among the list of features for which participants provided ratings of difficulty, one showed a significant difference across campus; specifically, in response to the question “I can set up peer reviews,” ratings from Tacoma were significantly higher than ratings from Seattle.

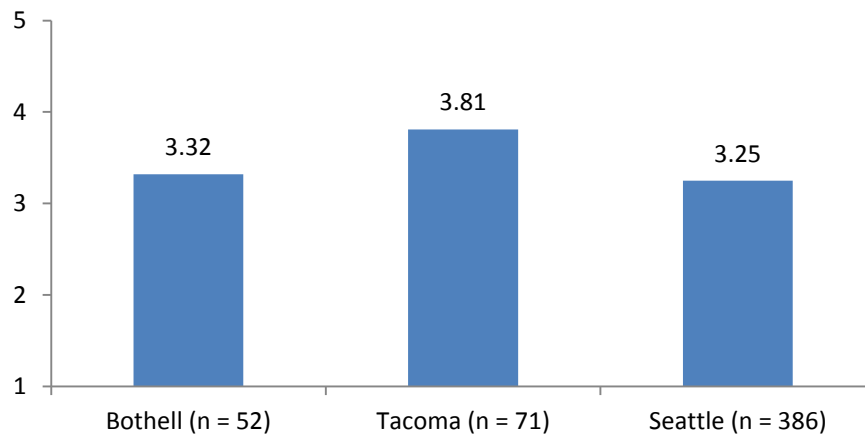


Figure B22. Mean endorsement ratings (from 1 “Strongly disagree” to 5 “Strongly agree”) for the question: “I can set up a peer review” by campus

## E. Discipline

Based on a list of courses taught by each instructor, participants were coded according to discipline using the following categories:

**Professional** (n = 242): Education, nursing, medicine, dentistry

**STEM** (n = 115): All science, technology, engineering, and mathematics courses not included in the “Professional” category.

**Humanities/General education** (n = 94): Includes English writing courses, as well as Interdisciplinary Arts and Sciences courses taught at UW Bothell and Tacoma

**Social sciences** (n = 55): Sociology and psychology, among others

There were no significant differences across discipline for features used, satisfaction ratings, impact of using Canvas, or trying new teaching practices.

## Ease of Use

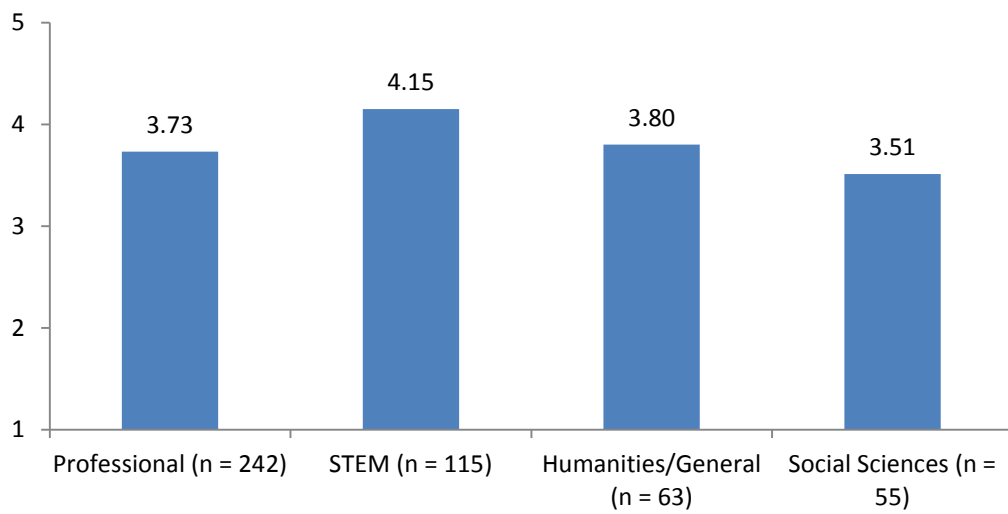


Figure B23. Mean agreement rating (from 1 “Strongly disagree” to 5 “Strongly agree”) for the question: “I can create a rubric to assess student work.”

### PART 3: STUDENT SURVEY, DESCRIPTIVE RESULTS

Below are basic, descriptive results from all closed-end student survey items.

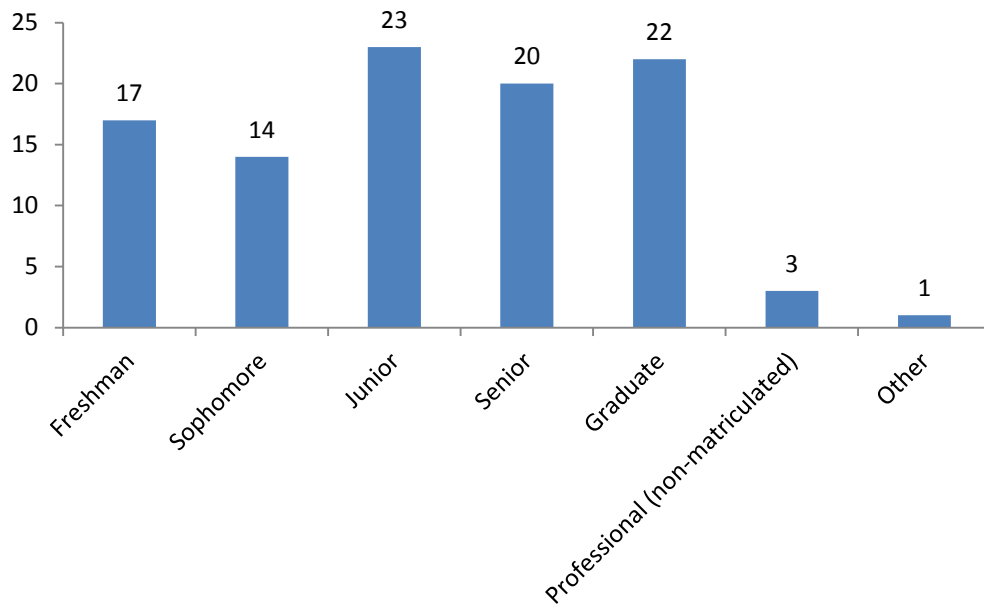


Figure B24. Which of the following best describes your class level? (%)

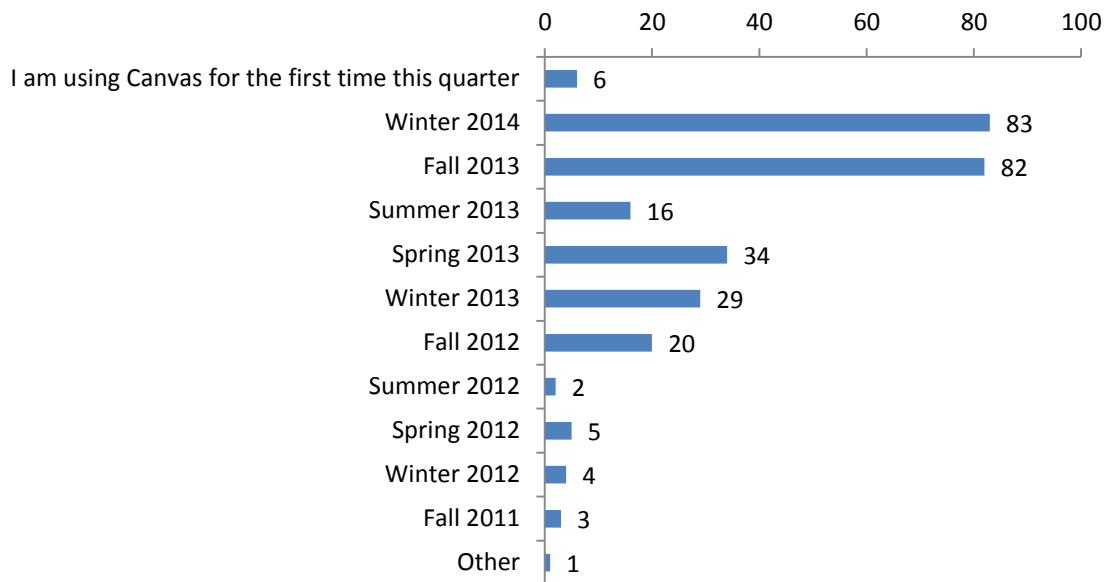


Figure B25. In which of the following previous quarters have you used Canvas in a UW course? (%)

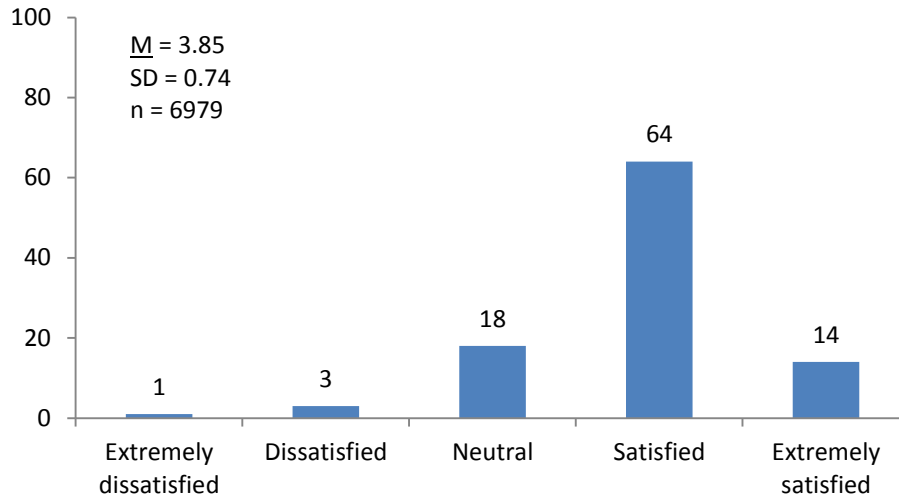


Figure B26. As a student, how would you rate your overall satisfaction with Canvas? (%)

Table B10. Please rate the difficulty of the following tasks in Canvas. If the task is something you have not done for Canvas, select “N/A.”

	Very difficult					Very easy	NA	Mean <sup>10</sup>	SD	n <sub>Mean</sub>
	1	2	3	4	5					
Learning to use Canvas (getting started)	72 (1.0%)	335 (4.7%)	1213 (17.0%)	2610 (36.6%)	2868 (40.3%)	24 (0.3%)	<b>4.11</b>	.92	7098	
Navigating the course space	96 (1.3)	489 (6.8)	1406 (19.7)	2699 (37.7)	2411 (33.7)	49 (0.7)	<b>3.96</b>	.97	7101	
Checking course schedule and due dates	103 (1.4)	527 (7.4)	1376 (19.3)	2356 (33.1)	2706 (38.0)	59 (0.8)	<b>4.00</b>	1.00	7068	
Accessing course materials (lectures, readings, links, etc.)	82 (1.1)	470 (6.6)	1397 (19.5)	2511 (35.1)	2659 (37.2)	36 (0.5)	<b>4.01</b>	.97	7119	
Submitting assignments	47 (0.7)	247 (3.6)	869 (12.5)	2199 (31.7)	3524 (50.9)	43 (0.6)	<b>4.29</b>	.87	6886	
Taking quizzes/exams	45 (0.8)	229 (4.1)	843 (15.1)	1910 (34.1)	2532 (45.2)	41 (0.7)	<b>4.20</b>	.90	5559	
Participating in discussions	109 (1.7)	440 (7.0)	1328 (21.1)	2105 (33.4)	2267 (36.0)	46 (0.7)	<b>3.96</b>	1.01	6249	
Collaborating with classmates	263 (4.5)	822 (14.0)	1633 (27.9)	1610 (27.5)	1480 (25.3)	43 (0.7)	<b>3.55</b>	1.15	5808	
Communicating with instructor(s)	210 (3.3)	658 (10.4)	1461 (23.0)	1870 (29.5)	2106 (33.2)	38 (0.6)	<b>3.79</b>	1.11	6305	
Checking grades	96 (1.4)	304 (4.4)	848 (12.2)	1837 (26.5)	3766 (54.3)	88 (1.3)	<b>4.30</b>	.94	6851	

<sup>10</sup> NA responses are not included in mean calculations.

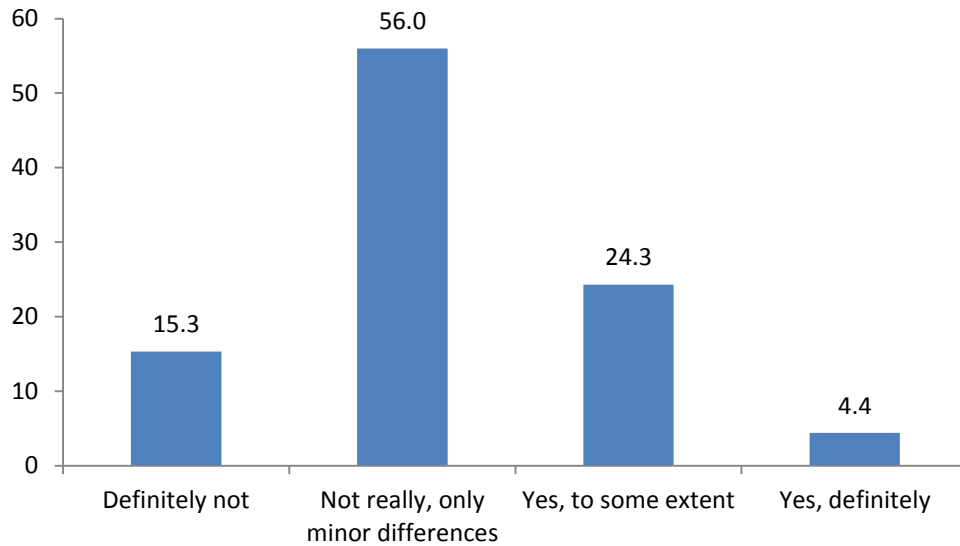


Figure B27. Have you tried anything different or new as a student because of Canvas? (%)

Table B11. Please indicate how much you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	n <sub>Mean</sub>
	1	2	3	4	5			
Using Canvas has saved me time as a student.	170 (2.4%)	557 (7.8%)	2510 (35.2%)	3238 (45.4%)	656 (9.2%)	<b>3.51</b>	.86	7131
Canvas makes it hard for me to keep track of what I need to do for class.	1244 (17.5)	3426 (48.1)	1413 (19.8)	834 (11.7)	211 (3.0)	<b>2.35</b>	.99	7128
Canvas has interfered with my ability to communicate with my instructor(s).	1746 (24.5)	3313 (46.6)	1472 (20.7)	476 (6.7)	106 (1.5)	<b>2.14</b>	.91	7113
With Canvas, I feel like a more active participant in the class.	340 (4.8)	1426 (20.1)	3366 (47.3)	1648 (23.2)	331 (4.7)	<b>3.03</b>	.90	7111
Using Canvas has hindered my ability to learn course content.	1809 (25.4)	3342 (47.0)	1384 (19.5)	453 (6.4)	122 (1.7)	<b>2.12</b>	.92	7110
Canvas has enhanced my ability to communicate with my classmates.	264 (3.7)	1102 (15.5)	2900 (40.8)	2292 (32.2)	555 (7.8)	<b>3.25</b>	.94	7113
Overall, Canvas has enriched my experience in this class.	146 (2.0)	461 (6.5)	2535 (35.5)	3299 (46.2)	697 (9.8)	<b>3.55</b>	.83	7138

When asked whether there are Canvas features that students wish faculty would **use more often**, 36% (n = 2597) said “Yes,” 24% (n = 1707) said “No,” and 40% (n = 2857) were “Not Sure.”

When asked whether there are Canvas features that students wish faculty would **use less often**, 10% (n = 724) said “Yes,” 57% (n = 4005) said “No,” and 33% (n = 2288) were “Not Sure.”