

# Learning Management System Evaluation Report

Approved by Academic Technology Advisory Committee March 25, 2019

Approved with Amendments by Distance Education and Learning Technologies Committee March 27, 2019

(See Appendix C)

## Executive Summary

ECU's current Learning Management System (LMS), Blackboard Learn, supports over 18,000 course sections annually and is a critical tool in the teaching and learning environment. ECU has undertaken a review of our current and future LMS needs to determine next steps as our LMS hardware requires replacing in the next two years. The timing of this hardware replacement, combined with significant changes in the LMS market, makes this an opportune time to evaluate LMS options to determine which system will best meet ECU's needs.

The Academic Technologies Advisory Committee (ATAC) was formed to help guide this process. The committee includes faculty from each of the colleges and several faculty from the Distance Education and Learning Technologies (DELT) Committee, including the current committee chair.

The objectives of the ECU LMS Evaluation are:

1. Determine the instructional needs of faculty and students to guide the selection of ECU's next Learning Management System. ECU requires a system that will continuously evolve and remain innovative.
2. Assess and analyze the options available and determine which option will best meet the needs of ECU.
3. Compile a final recommendation to be submitted to the DELT Committee, Faculty Senate, and Academic Affairs administration.

The ATAC engaged in several activities this academic year to understand the LMS landscape and market in higher education, reviewed feature sets available in LMS tools, and solicited feedback. The committee has determined that Canvas is the tool of choice that will provide significant improvements over our current Blackboard Learn system. These improvements and advantages include:

- the ability for the instructor and learner to teach and participate in the class on a mobile device,
- ease of use and intuitive interface,
- accessibility features,
- the ability to manage a large number of sections,
- a rich tool set to provide student feedback, including a full-featured video tool with auto transcribing close captioning, and
- improved course analytics and reporting.

In addition, Canvas has been adopted by eight other institutions across the UNC system and the NC Department of Public Instruction for online K-12 learning. This creates a foundation of knowledge across the system and one less learning hurdle for students. Also considered an advantage by the committee were the positive peer reviews on Canvas support and LMS migration.

Based on student feedback at the public forum and faculty discussion, the ATAC has three additional recommendations for consideration:

1. To improve student communication and reduce confusion, we recommend that a syllabus be included within the course shell in all courses within the LMS, and that the syllabus be made available by the first day of class.
2. Research shows that consistent feedback is beneficial for learners. To that end, we recommend if grades are distributed in the course that the gradebook in the LMS be the one location a student visits to receive feedback on progress and performance.
3. To ensure everyone has the necessary base knowledge to be successful using Canvas, we recommend training be required prior to receiving access to the Canvas system. Training will be offered online, face to face, and individually.

Based on the Academic Technologies Advisory Committee's review and deliberations, the recommendation is that ECU adopt Canvas starting in the fall 2019. The committee recommends the development of a timeline that will overlap with our current Blackboard system and not extend archive access past spring 2022.

Throughout the evaluation process, faculty reinforced the idea that they are lifelong learners, and many faculty expressed excitement about the opportunity to explore new tools and develop new skills.

## Learning Management System Evaluation Report

### Background

ECU has been using Blackboard since 1999. Since that time, significant change has occurred in the LMS market and product offerings. From a product development perspective, Blackboard’s future is the Ultra platform, a cloud-hosted solution. The Blackboard software hosted at ECU will not continue to improve. Instead, Blackboard will focus all new development on their cloud hosted software, Blackboard Ultra. Cloud-based solutions such as Canvas and D2L Brightspace are now available that provide high availability, integration with third-party platforms, full-featured mobile experiences and new support models. Cloud-based systems can scale up resources during peak demand and implement continuous improvements without extended campus downtime. Additionally, there have been significant shifts in market share from Blackboard to Canvas, including eight UNC system schools migrating to Canvas in the last several years. Given ECU’s current position and age of equipment, and the new offerings available, the ATAC engaged in an LMS evaluation to examine systems that would meet the needs of ECU.

### *Academic Technologies Advisory Committee Membership*

<b>Academic Library Services</b>	Katy Webb	<b>College of Fine Arts and Communications</b>	Travis Alford
<b>Academic Technologies, ITCS</b>	Wendy Creasey*	<b>College of Health and Human Performance</b>	Susannah Berry
<b>Brody School of Medicine</b>	Skip Robey	<b>College of Nursing</b>	Jan Tillman
<b>College of Allied Health and Sciences</b>	Guyla Evans	<b>DELT Committee Chair</b>	Timm Hackett
<b>College of Arts and Sciences</b>	Irina Swain	<b>Health Sciences Library</b>	Amanda Haberstroh
<b>College of Business</b>	Ravi Paul	<b>Learning Platforms Manager, ITCS</b>	Ginny Sconiers
<b>College of Business – Representing Distributed IT</b>	Len Rhodes	<b>School of Dental Medicine</b>	Linc Conn <i>(See Note1 below table)</i>
<b>College of Education</b>	Elizabeth Hodge	<b>Office of Faculty Excellence</b>	Sarah Williams
<b>College of Engineering and Technology</b>	Mark Angolia	<b>SGA Representative**</b>	

\*Chair of Committee      \*\*Requested

*Note1: Dr. Linc Conn representing the School of Dental Medicine was unable to participate due to teaching commitments both clinical and pre-clinical. The Chair of ATAC met with Dr. Conn one-on-one and discussed the committee charge and task of selecting a new LMS.*

*From Dr. Conn: “The School of Dental Medicine uses iTunes U for posting of lecture capture and iTunes U Course Manager for a handful of projects. Because of the use of XComP as an assessment tool for clinical and pre-clinical exercises and assessments, ExamMaster for simple didactic and OSCE type examinations, and the use of iTunes U, the school of dental medicine does not have a need for a full blown LMS as does the main campus. As long as the committee does not decide to take away the aforementioned, products*

*such as iTunes U, the School of Dental Medicine will cooperate with the committee process and its decisions.”*

*NOTE2: There is an SGA Representative on the DELT Committee who has participated in the LMS discussion at these meetings. DELT will participate in the governance process.*

ITCS Resource Team: ITCS staff provided support, researched questions, provided documentation and tested LMS features.

<b>Project Management</b>	<b>Learning Management Team</b>	<b>Enterprise Applications</b>
Robin Viera	Adam Brewer	Ray Drake
	Michael Kocher	Chris Holcomb
	Paul LaMere	
	Matt Long	
	Jennifer Raby	

### **Committee Activities**

Committee activities in the Fall of 2018 included:

- the kickoff of ATAC,
- providing a summary of the evaluation process to the IRCC and the Academic Deans and Directors,
- creating the review criteria for an LMS,
- reviewing the market landscape,
- consulting with Gartner Research, a consulting firm, on the state of LMS vendors in higher education,
- reviewing ECU’s use of Blackboard, and
- hosting demonstrations by three LMS vendors (Blackboard, Canvas, D2L Brightspace) to the ATAC, and
- hosting of two public forums.

As a result of the work in the fall, the ATAC invited all three vendors to campus in the spring of 2019 for two days of campus demonstrations and meetings. The schedule for these events is located at <https://lms.ecu.edu>. The Provost provided a letter to the community describing the committee’s purpose – also located at <https://lms.ecu.edu/letter-from-the-provost>.

In the spring of 2019, the committee actively participated in three two-day vendor demonstrations (see <https://lms.ecu.edu>). Demonstration attendees were asked to submit a feedback survey on sessions.

The campus community was sent information about the LMS evaluation, provided access to view sample courses imported into each tool, provided videos for each platform that correspond to frequently-used tools at ECU, and provided an opportunity to submit feedback. Two public forums were held during which the university community had the opportunity to discuss the tools and provide input.

The committee also engaged in conversations about migrations with two references from each vendor. We consulted one final time with the Gartner research consultant to determine if any new changes had occurred in the LMS market. Lastly, the committee members actively solicited and shared feedback with

their colleges and provided the information at committee meetings. The committee members were involved and engaged throughout the process. (See Appendix A for details)

### Course Migration Testing

Four courses, from committee members, were provided to each vendor prior to demonstrations to import into their LMS. Migration of these courses into their systems provided committee members examples from ECU to evaluate quality and consistency of migration. We asked each vendor to leave two courses untouched and to modify the two remaining courses to make them work optimally within the LMS. Regarding the courses that were untouched after import, the consensus of the committee and owners of the courses is that courses imported into Canvas presented fewer issues, followed by D2L Brightspace. Blackboard Ultra imports presented the most issues in comparison to the other LMS vendors.

### Survey Feedback from Vendor Demonstrations

(See Appendix A for survey details and See Appendix B for detailed comparison of LMS features)

#### *Overall ratings of the three Learning Management Systems*

	Excellent	Very Good	Good	Average	Poor	Total
Canvas	58.9% (23)	20.5% (8)	18% (7)	0% (0)	2.6% (1)	100% (39)
D2L Brightspace	35.3% (6)	23.5% (4)	35.3% (6)	0% (0)	5.9% (1)	100% (17)
Blackboard Ultra	---	15.4% (2)	23.1% (3)	46.1% (6)	15.4% (2)	100% (13)

#### **Canvas**

We received 39 responses to the Canvas feedback survey. Feedback on items such as ease of use, tests and surveys, discussion forums, grades, reporting, competency-based learning, and adaptive learning ranged from Excellent to Good. The overall ratings for Canvas are 59% Excellent, 21% Very Good, and 18% Good. Approximately 98% of the overall feedback ranged from Excellent to Good.

Attendees were also asked to rate the tools on a variety of criteria and overwhelmingly, the feedback was Excellent to Good in all instances except a few that received an average rating included assignments (2.6%), discussion forums (2.6%), reporting and tracking student progress (5.3%).

Canvas received the highest percentage of positive feedback. Positive feedback was received on ease of use, locked-down course navigation, modern interface, adoption by the North Carolina K-12 system, effective management of large numbers of sections, course syllabus page that updates assignment deadlines, robust archival, intuitiveness, and the gradebook.

Feedback regarding what users liked least included the desire for more customization and the inability to add notes in the gradebook.

#### **D2L Brightspace**

We received 17 responses to the D2L Brightspace feedback survey. Most of the feedback ranged from Excellent to Good. However, ratings were not as high as Canvas. Brightspace was rated

Excellent to Good on all items except ease of use (11.7%), discussion forums (18.7%), grades and grade management (17.6%), and reporting (11.7%) received an average rating. The overall ratings for Brightspace are 48% Excellent, 24% Very Good, 26% Good, and 2% Poor.

Brightspace received less positive feedback than Canvas but feedback was more positive than Blackboard Ultra. Positive feedback included ease of use, the mobile experience, adaptive learning and accessibility, drag and drop features, calendar and date submissions, menu customization, widgets, consideration of modifications, and internal web conferencing.

Feedback regarding what attendees liked least included the inability to demonstrate all features mentioned, interface layout and lack of intuitiveness, too much flexibility, inconsistent menu structure, badging limitations, storage limits, difficult implementation of anonymous grading, and lack of a comparable media recording and management tool similar to Canvas' ARC tool. Some features promoted during demonstration did not work. While the feature set is large, some features lacked functionality and seem to be in early development.

### **Blackboard Ultra**

We received 13 responses to the Blackboard Ultra feedback survey. Blackboard Ultra received the most negative feedback and lowest overall ratings on individual features. Particularly, the mobile experience (23%), adaptive learning (23%), and competency-based learning (8%) were rated poorly. The overall ratings for Ultra are 15% Very Good, 23% Good, 46% Average, and 15% Poor.

Attendees liked 'the more intuitive interface' and spoke positively about familiarity with Blackboard.

Feedback about what attendees liked least are that many features are not currently in Ultra and the product was considered incomplete. Many features were referenced as being on their roadmap for implementation. Other attendee feedback included comments on the interface not being modern, and the mobile experience was very limited.

### **Public Forums**

Two public forums were hosted, providing the campus community an opportunity to ask questions and submit feedback on each LMS and the Learning Management System Review project. Following is a summary of the key topics, questions and concerns communicated during the forums.

### **Faculty/Staff**

- 1. Transition Timeline:** The timeline for transitioning to our next LMS should be planned in full support of successful adoption while at the same time not requiring the parallel use of our current LMS past a reasonable end date.
- 2. Migration/Conversion Process:** The migration and conversion process of existing courses should be reliable so that faculty are not required to invest unreasonable amounts of time rebuilding or fixing courses.
- 3. Mobile Experience:** The mobile experience should allow faculty and students to work uninhibited in the LMS from mobile devices (phones, tablets, etc.). Faculty should be able to

build courses, and students should be able to submit work and participate in course activities from a mobile device.

4. **Feedback Loop:** Feedback to students is valuable. The LMS should provide integrated methods for providing feedback to students in multiple formats (e.g., video, audio, text, etc.).
5. **Existing Integrated Tools & Content:** Commonly used, integrated tools (i.e. Mediasite, VoiceThread, etc.) should work or have comparable options in the new LMS. Options to import content from such tools are important.
6. **Training/Support/Best Practices:** Adequate faculty and student training and support should be available from the vendor and the institution throughout the transition and for the life of our next LMS to ensure initial and ongoing success.

## Students

1. **Course Navigation/Standardization:** Currently, course navigation varies radically from course-to-course, which confuses students and requires them to search for content. Standardization of course organization in our next LMS could help eliminate this confusion.
2. **Access to Course Syllabus:** Students want to see a syllabus in every course within the LMS.
3. **Gradebook:** Students want to have grades reported throughout the course within the gradebook.
4. **Feedback:** Having features in the next LMS, which encourage faculty to provide more feedback would be helpful to students. Feedback informs students on how to improve and can be more beneficial than grades alone.

## References

### Canvas Peer Call Summary

Peer calls were scheduled with UNC-Charlotte and UNC-Wilmington. Peers provided their reasons for selecting Canvas, discussed vendor support and what made their implementation successful. Canvas was selected based on the Canvas feature set described as “head and shoulders above the rest” because Canvas is the only native cloud-based LMS, and due to having a UNC GA contract. Vendor support was described as “awesome,” including online resources. Both campuses have 24/7 support for their faculty and students. Communication and implementation plans made their transition to Canvas successful.

### D2L Brightspace

Peer calls were scheduled with Southern New Hampshire University (SNHU) and City Colleges of Chicago (CCC). Peers provided their reasons for selecting D2L Brightspace, discussed vendor support and what made their implementation successful. D2L Brightspace was selected because of their great customer service, clean interface, ease of use, and the fact that their roadmap was consistent with the campus direction. Overall, campus faculty were happy with the switch. One peer institution commented on the need for middleware applications to help manage courses with multiple sections and the vast amount of administrator roles. They also cautioned the gradebook functionality expected was not at the level of their previous Blackboard gradebook. CCC commented that the gradebook complaints could be resolved with training. The transition to D2L Brightspace was successful due to the Brightspace transition team, which provided excellent support for both institutions. It is important to note SNHU’s online program has

approximately 80,000 courses and faculty did not have choice in the look and feel of the course. Their campus courses are around 3,000 and only 30% use D2L Brightspace. CCC set the navigation menu for consistency and uses templates for their online courses. CCC has approximately 85,000 students across 7 campuses (total number of online courses unknown).

### **Blackboard Ultra (one response via email)**

Blackboard provided three contacts for campuses using Ultra. California State University (CSU) responded via email to share their reasons for selecting Ultra, discussed vendor support and what made their implementation successful. CSU selected Ultra due to the look and feel, cloud hosting, and Amazon Web Services being the hosting provider. They rated Ultra support a B- initially but over time, support improved to an A-. Careful planning, common sense, and great partners made their transition a success. They stated the importance of having a clear institutional process, anticipating 3rd party integrations and developing a clear communication plan for users.

### **Committee Recommendations**

Seventeen committee members comprise the ATAC; both the committee chair and manager of the Learning Platforms team abstained from voting to ensure faculty vote led the recommendation, one committee member did not participate in meetings, 13 committee members voted for Canvas, 1 voted for D2L Brightspace. The chair of the committee and the manager of Learning Platforms support the recommendation of the committee.

The committee members voting for Canvas considered the following advantages and improvements to support their recommendation.

- The Canvas philosophy and interface consistency provides a learner-centered approach.
- Canvas was initially built by students and the design supports the best learning experience for students.
- Canvas is used in online courses across the state of NC and is the leading LMS in the state.
- Features specifically highlighted by the committee include the grading rubric, group feature options, email send folder for all communications, peer review tool, ARC video tool, analytics, and the ability for instructors to perform a course merge.
- At the administrative level, 'Blueprint' template courses can be created for courses that offer a large number of sections.
- The Canvas Instructor app will give instructors increased ability to work with course content and grade when needed on a mobile device.
- The Canvas Student mobile application will allow students to complete course work on a mobile device.
- From a support perspective, Canvas has migrated more campuses and courses from Blackboard to Canvas and offers an open-source community.



While the overwhelming majority voted for Canvas, there was one vote for D2L Brightspace based on the following:

- Preferred the design and structure of Brightspace and its similarities to Blackboard Learn, which could lead to a smoother transition.
- Did not like that you could not create subfolders, which led to excessive page scrolling.
- D2L Brightspace offers more course customization than Canvas and feels that Canvas limits instructor's creativity when designing their course.
- Preferred Brightspace's adaptive-learning feature, release conditions, over Canvas' tool, Mastery Pass. Brightspace's tool contains more conditions/options than Canvas.

The committee member who voted for D2L Brightspace did find the ARC video tool and Blueprint, used for managing multiple sections, to be positive features of Canvas and supported the overall committee recommendation and process.

### **Timeline for Transition to Canvas**

Below is the recommended timeline for the transition and adoption of Canvas.

*The recommended timeline is dependent upon the final approval timeline, planning and training beginning in May 2019, resource allocation, purchasing, and the success of major project milestones. We recommend the migration to Canvas project be reviewed after key milestones such as administration final approval, project plan development, purchase complete, initial assessment of the migration, and others to determine if the timeline is appropriate and needs adjustment.*

#### **Summer 2019**

After approval of recommendation by the shared governance process, immediately begin project planning with Canvas determining the strategy for migration, standards, governance structure, purchase of third-party tools that will be integrated into the LMS (e.g., plagiarism and portfolio) needed, begin training for support personnel and faculty, develop a quick start transition guide for faculty and students, and a best practices course for the LMS. Identify fall participants and manually migrate pilot courses.

#### **Fall 2019**

Canvas course sites available to faculty selected for the initial launch. Required training and support for all faculty interested in migrating Blackboard courses in the Spring of 2020 Canvas environment. Collect feedback from pilot faculty and students, use feedback to shape training and resources for next semester. Bulk migration of Blackboard courses to Canvas.

#### **Spring/Summer 2020**

Both Canvas and Blackboard systems will run in parallel. Training will be required before Canvas access is granted. Training will be offered face to face and online through Cornerstone. Bulk migration of the spring and summer courses after the summer semester completes.

## **Fall 2020**

All ECU courses go live in Canvas at the beginning of fall 2020. Blackboard will be in archive mode. Access to Blackboard will be for reviewing student data and content download only.

### **Support and Implementation Recommendations**

The support solution for the LMS migration should be comprehensive and will require investment of university resources to be successful. Migration services will be needed for course migration (e.g., course data), LMS Student Information System (SIS) integration, initial setup, creation of college hierarchies and user roles, training for administrators, college IT support and pilot faculty, and assistance with migrating courses with complex needs.

Along with vendor training support, the ECU LMS team will provide multiple faculty and student training sessions, develop a quick start transition guide for faculty and students, and offer a best practices course for Canvas. The ECU LMS team will partner with each college and the Office for Faculty Excellence for Canvas training and targeted college-specific rollout strategies. We will use this as an opportunity to infuse Quality Matters, which is a well-known best practice for course design and best practices for student engagement and success into course development. We recommend engaging in template creation and instructional design services with Canvas.

Resources of all types are essential to the successful implementation of Canvas, and we recommend the following:

1. Assigning and training college Instructional Technology Consultants (ITCs) to train and retool on instructional best practices, Canvas, and Quality Matters.
2. Ensure all colleges have at least one instructional technologist assigned during the migration period.
3. Appoint at least one faculty per college to be a Canvas 'champion' to receive a stipend and/or course release in return for their service and support of their colleagues.
4. In addition to the ECU LMS team, college ITCs and Canvas faculty 'champions', we recommend that graduate students be hired to supplement training and course implementation tasks related to the migration.

The migration plan will strategically identify faculty and online programs from each college to participate in a pilot and continue to target programs and high demand courses for migration. Additionally, we recommend the following:

1. All Blackboard course data that exists at the time of migration be fully copied and converted to Canvas content.
2. Engage the Canvas White-Glove service for courses that impact a large population of students as well as courses that have a high degree of complexity to ensure all aspects of the course are fully functional in Canvas.
3. All faculty must complete a Canvas training course before access to their converted past courses in Canvas is made available to them.
4. Purchase post-migration support solutions to include 24 x 7 x 365 support for faculty, staff and students via live text chat, ticketing, and phone.

5. Purchase premium support and migration services as part of the move to Canvas.
6. To ensure success, a strong communication plan, commitment of resources, and support from leadership within colleges is essential.
7. Ensure student training is available in online and face to face formats.

### **Additional Product Adoption**

Canvas does not have an integrated plagiarism tool such as Safe Assign. We recommend launching Turnitin in fall 2019 as a campus-wide plagiarism tool for integration into Canvas.

Additionally, to fulfill campus needs of the Blackboard Outcomes product and to consolidate assessment tools across campus, we recommend evaluation of additional assessment tools to be piloted in fall of 2019 pending committee discussion. Canvas has purchased Portfolium, a portfolio and assessment tool several groups at ECU have reviewed the tool in recent months. We are interested in understanding the impact and integration of this tool into Canvas. Non-curricular units such as Continuing Studies are supportive of the adoption of Canvas and they will explore the use of Catalog to provide co-curricular course content and registration.

### **Next Steps**

With the recommendation of ATAC, the report and recommendations will be presented to the Distance Education and Learning Technologies Committee, the Faculty Senate, and to Academic Affairs Administration. In parallel, ATAC will continue the planning process and consider elements and a migration plan that will ensure faculty and student success in the adoption of a new LMS.

## **Appendix**

- A. Survey Results without Comments
  - i. Blackboard
  - ii. Canvas
  - iii. D2L Desire 2 Learn
- B. Criteria and Tool Comparison
- C. Amendments from the DELT Committee March 27, 2019

# Appendix A Blackboard

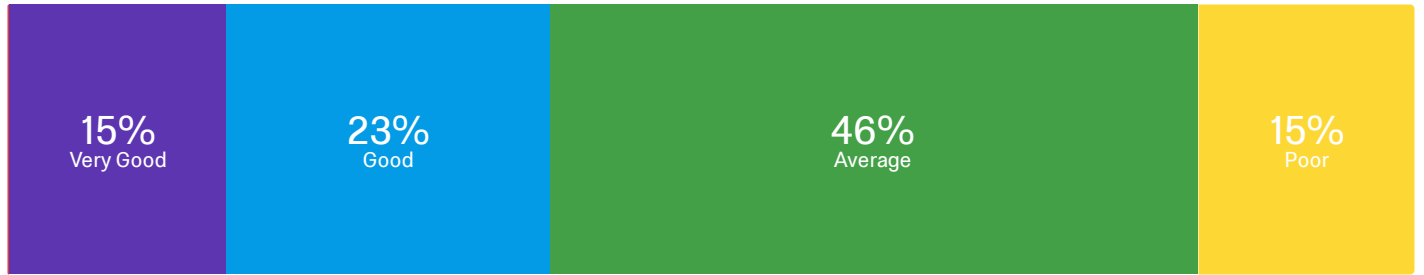
Blackboard Ultra Feedback March 20, 2019 4:10 PM EDT

## Q1 - How would you rate the following features in Blackboard Ultra?

#	Field	Excellent	Very Good	Good	Average	Poor	Unsure/NA	Total
1	Ease of use (quick to learn, intuitive interface)	7.69% 1	38.46% 5	7.69% 1	23.08% 3	23.08% 3	0.00% 0	13
2	Content management (uploading documents, presentations and media, modular learning, etc.)	7.69% 1	38.46% 5	15.38% 2	30.77% 4	7.69% 1	0.00% 0	13
3	Communication (e-mail, announcements, etc.)	0.00% 0	7.69% 1	46.15% 6	46.15% 6	0.00% 0	0.00% 0	13
4	Assignments	0.00% 0	23.08% 3	46.15% 6	30.77% 4	0.00% 0	0.00% 0	13
5	Tests and surveys	0.00% 0	23.08% 3	23.08% 3	38.46% 5	7.69% 1	7.69% 1	13
6	Discussion forums	0.00% 0	30.77% 4	7.69% 1	46.15% 6	7.69% 1	7.69% 1	13
7	Grading and grades management (points, weighting, rubrics, etc.)	0.00% 0	15.38% 2	46.15% 6	23.08% 3	7.69% 1	7.69% 1	13
8	Reporting and tracking (tracking student's progress, identifying at-risk students, etc.)	0.00% 0	23.08% 3	23.08% 3	30.77% 4	15.38% 2	7.69% 1	13
9	Support for mobile learning (build, manage and complete course activities from a mobile device)	0.00% 0	7.69% 1	30.77% 4	38.46% 5	23.08% 3	0.00% 0	13
10	Competency-based learning	0.00% 0	7.69% 1	7.69% 1	38.46% 5	7.69% 1	38.46% 5	13
11	Adaptive learning	0.00% 0	15.38% 2	7.69% 1	30.77% 4	23.08% 3	23.08% 3	13

Showing rows 1 - 11 of 11

## Q2 - What is your overall rating of Blackboard Ultra?



Excellent Very Good Good Average Poor

#	Field	Choice Count
1	Excellent	0.00% 0
2	Very Good	15.38% 2
3	Good	23.08% 3
4	Average	46.15% 6
5	Poor	15.38% 2
		13

Showing rows 1 - 6 of 6

**End of Report**

# Appendix A Canvas

## Canvas Feedback

March 20, 2019 4:16 PM EDT

### Q1 - How would you rate the following features in Canvas?

#	Field	Excellent	Very Good	Good	Average	Poor	Unsure/NA	Total
1	Ease of use (quick to learn, intuitive interface)	55.26% 21	18.42% 7	21.05% 8	0.00% 0	0.00% 0	5.26% 2	38
2	Content management (uploading documents, presentations and media, modular learning, etc.)	44.74% 17	34.21% 13	7.89% 3	0.00% 0	0.00% 0	13.16% 5	38
3	Communication (e-mail, announcements, etc.)	60.53% 23	13.16% 5	15.79% 6	0.00% 0	0.00% 0	10.53% 4	38
4	Assignments	39.47% 15	28.95% 11	15.79% 6	2.63% 1	0.00% 0	13.16% 5	38
5	Tests and surveys	29.73% 11	27.03% 10	8.11% 3	0.00% 0	0.00% 0	35.14% 13	37
6	Discussion forums	31.58% 12	28.95% 11	13.16% 5	2.63% 1	0.00% 0	23.68% 9	38
7	Grading and grades management (points, weighting, rubrics, etc.)	50.00% 19	21.05% 8	13.16% 5	0.00% 0	0.00% 0	15.79% 6	38
8	Reporting and tracking (tracking student's progress, identifying at-risk students, etc.)	39.47% 15	15.79% 6	13.16% 5	5.26% 2	0.00% 0	26.32% 10	38
9	Support for mobile learning (build, manage and complete course activities from a mobile device)	44.74% 17	26.32% 10	13.16% 5	0.00% 0	0.00% 0	15.79% 6	38
10	Competency-based learning	23.68% 9	21.05% 8	23.68% 9	0.00% 0	0.00% 0	31.58% 12	38
11	Adaptive learning	23.68% 9	26.32% 10	15.79% 6	0.00% 0	2.63% 1	31.58% 12	38

Showing rows 1 - 11 of 11

## Q2 - What is your overall rating of Canvas?



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

#	Field	Choice Count
1	Excellent	58.97% 23
2	Very Good	20.51% 8
3	Good	17.95% 7
4	Average	0.00% 0
5	Poor	2.56% 1
		39

Showing rows 1 - 6 of 6

**End of Report**



# Appendix A D2L Brightspace

## D2L Feedback

March 20, 2019 4:12 PM EDT

### Q1 - How would you rate the following features in D2L?

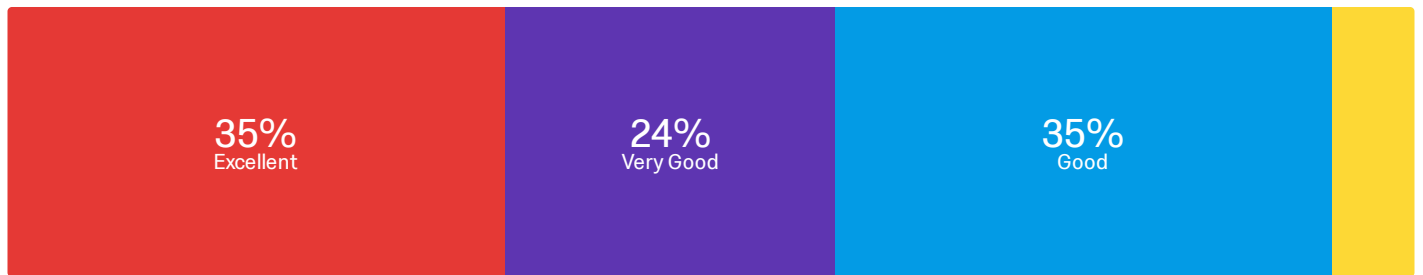
#	Field	Excellent	Very Good	Good	Average	Poor	Unsure/NA	Total
1	Ease of use (quick to learn, intuitive interface)	23.53% 4	35.29% 6	29.41% 5	11.76% 2	0.00% 0	0.00% 0	17
2	Content management (uploading documents, presentations and media, modular learning, etc.)	35.29% 6	29.41% 5	23.53% 4	5.88% 1	5.88% 1	0.00% 0	17
3	Communication (e-mail, announcements, etc.)	17.65% 3	41.18% 7	29.41% 5	5.88% 1	0.00% 0	5.88% 1	17
4	Assignments	25.00% 4	37.50% 6	31.25% 5	6.25% 1	0.00% 0	0.00% 0	16
5	Tests and surveys	29.41% 5	23.53% 4	41.18% 7	5.88% 1	0.00% 0	0.00% 0	17
6	Discussion forums	18.75% 3	31.25% 5	25.00% 4	18.75% 3	0.00% 0	6.25% 1	16
7	Grading and grades management (points, weighting, rubrics, etc.)	23.53% 4	41.18% 7	17.65% 3	17.65% 3	0.00% 0	0.00% 0	17
8	Reporting and tracking (tracking student's progress, identifying at-risk students, etc.)	29.41% 5	29.41% 5	29.41% 5	11.76% 2	0.00% 0	0.00% 0	17
9	Support for mobile learning (build, manage and complete course activities from a mobile device)	35.29% 6	11.76% 2	29.41% 5	5.88% 1	0.00% 0	17.65% 3	17
10	Competency-based learning	23.53% 4	17.65% 3	29.41% 5	0.00% 0	0.00% 0	29.41% 5	17
11	Adaptive learning	29.41% 5	23.53% 4	17.65% 3	11.76% 2	0.00% 0	17.65% 3	17

Showing rows 1 - 11 of 11

## Q2 - What is your overall rating of D2L?

#	Field	Choice Count
4	Average	0.00% 0
1	Excellent	35.29% 6
3	Good	35.29% 6
5	Poor	5.88% 1
2	Very Good	23.53% 4
		17

Showing rows 1 - 6 of 6



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

**End of Report**

## APPENDIX B LMS Feature Comparison

Based on demonstrations, documentation and vendor question responses.

Common Features and Functionalities				Notes
	Brightspace	Canvas	Ultra	
<b>Global Functionality</b>				
Notifications	x	x	x	<p><b>Brightspace</b> provides an activity stream at the LMS level. Up and coming course events and both text and email notification options (20).</p> <p><b>Canvas</b> provides an activity stream at the LMS level and upcoming information at the course level. Fully functional text and email notifications. (25 options) Offers a TO DO LIST and Up and Coming.</p> <p><b>Ultra</b> provides an activity stream at the LMS level. Limited text and email notifications (12 options)</p>
Calendar	x	x	x	<b>Canvas</b> calendar can sync both ways: Canvas calendar to Outlook or Outlook calendar to Canvas.
Appointment Scheduling		x		<b>Canvas</b> has a scheduler tool that allows students to sign up for time slots. This tool can be used for office hours, presentations or TA sessions.
Navigation Menu	x	x	x	<p><b>Brightspace</b> – left navigation area is fully editable.</p> <p><b>Canvas</b> – the left menu names are frozen. The order and availability can be edited. The middle area or module area can be customized.</p> <p><b>Ultra</b> – the left menu is frozen. The middle area or module area can be customized.</p>
<b>Course Functionality</b>				
File Storage	x	x	x	<p>This is a licensing item and an administrative setting. A course size limitation can be applied. All three systems have the same functionality. (There is a difference between archive, frozen, and live courses.)</p> <p><b>Brightspace</b> counts any course that is live toward your storage quota unless archived. Brightspace has a soft storage cap and courses can be removed if needed.</p> <p><b>Canvas</b> does not count a frozen course and does not have a system size limit. Canvas does not delete courses and does not have a hard storage limit. Canvas stated that they have not had a customer meet their storage limit yet.</p> <p><b>Ultra</b> has a hard cap and courses would need to be deleted.</p>

Course Custom Roles	x	x	x	All 3 systems provide custom roles. <b>Brightspace</b> and <b>Canvas</b> provide fully customizable roles at both the course level and the system level.
Recording - lecture capture, feedback	x	x	x	All 3 tools have a video feedback solution. <b>Brightspace</b> offers audio and video feedback but not as much as Canvas. <b>Brightspace</b> provides Video Note, a built-in tool for short video-based feedback, comments or instructions. <b>Canvas</b> instructors can record video using the Rich Content Editor (Announcements, Assignments, Discussions, Pages, Quizzes, Syllabus). <a href="#">Video feedback</a> can be provided using SpeedGrader. <b>Canvas</b> provides the ARC Platform. <b>Ultra</b> – leverages the Collaborate web conferencing platform for audio and video feedback.
Section Merge Tool		x	x	<b>Brightspace</b> – faculty cannot merge courses. <b>Canvas</b> – faculty can merge their courses. <b>Ultra</b> – faculty can merge their courses.
Template Course	X	X	X	
Course Copy	x	x	x	In all three systems, instructors can copy content. <b>Canvas</b> and <b>Brightspace</b> have a smart copy feature that can change course dates to the new semester.
Dynamic Course Template		X		<b>Canvas</b> provides Blueprint Courses to deploy, update and maintain course design templates or components across courses or instructors. Dynamic updates can be pushed to dependent courses. This will allow for large section course sites to be developed all at once.
Adaptive Release/Learning Paths	x	x	x	All three systems provide. Of the 3 systems, <b>Brightspace</b> offers the highest number of learning path options with <b>Canvas</b> second followed by <b>Ultra</b> .
Group Features	x	x	x	All three systems offer groups. <b>Canvas</b> provides the most group options including student leaders, signup feature, and split groups, followed closely by <b>Brightspace</b> .
Scientific and Mathematical Editors	x	x	x	<b>Brightspace</b> offers MathML, La TeX, Chemistry and Graphical equation features. <b>Canvas</b> offers La TeX Math Editor in the Rich Content Editor <b>Ultra</b> offers a Math Editor for equations in the Rich Text Editor
Secondary Assessment Workflow			X	<b>Ultra</b> provides a separate product called Outcomes, which is currently used by ECU.
<b>Assignments/Grading</b>				
Assignments	x	x	x	
Plagiarism Check	x			<b>Brightspace</b> integrates with Turnit In and Unicheck integration is limited.

				<b>Canvas</b> integrates with Turnit In and Unicheck. <b>Ultra</b> provides Safe Assign.
Peer Review				<b>Brightspace</b> does not have a peer review tool. <b>Canvas</b> provides a peer review tool for Assignments and Discussion forums. <b>Ultra</b> provides a peer review tool available on Assignments (currently is ineffective in Learn).
Faculty and Student Recording Tool	x	x	x	All three systems have options for student recordings. <b>Brightspace</b> provides Bongo. Bongo does not provide automatic closed captioning or a standalone environment for recording distribution outside of a course/LMS. <b>Canvas</b> provides and integrates with the ARC tool. ARC provides automatic captioning and a standalone environment for recording distribution outside of a course/LMS. <b>Ultra</b> leverages Collaborate web conferencing, which can be used as a recording tool with auto captioning and a standalone environment for recording distribution outside of a course/LMS. Automatic captioning not included. [Limited 5-minute recording]
Rubrics	x	x	x	<b>Canvas</b> provides a “live” interactive rubric which links to the course content and the calendar.
Tests/quizzes (types and pools)	x	x	x	<b>Brightspace</b> – fully functional quiz engine. <b>Canvas</b> provides a fully functional test engine, with a new product coming out soon. <b>Ultra’s</b> test engine is missing some question types and does not have the ability to use question pools.
Gradebook (Weighting)	x	x	x	Admin feature in <b>Canvas</b> : anything, including grades can be restored. <b>Ultra</b> provides grade history.
<b>Communication Tools</b>				
Announcements	x	x	x	
Web Conferencing	x	x	x	All three systems provide a web conferencing solution.
Email or messaging	x	x	x	<b>Canvas</b> offers a SENT folder for all course communications.
<b>Collaboration Tools</b>				
Web Conferencing	x	x	x	All three systems provide a web conferencing solution.
Blogs/wikis	x			<b>Brightspace</b> provides a student blog feature.

Groups	x	x	x	All three systems offer groups. <b>Canvas</b> provides the most group options including student leaders, signup feature, and split groups, followed closely by <b>Brightspace</b> .
Discussion Forums	x	x	x	All three systems offer a discussion forum feature. <b>Brightspace</b> provides the number of reads on posts.
<b>Analytics</b>				
Course Activity	x	x	x	All three systems provide analytics. <b>Brightspace</b> provides limited analytics. <b>Canvas</b> provides the most analytics. <b>Ultra</b> provides the same as ECU current reporting.
Folder/File Stats	x	x	x	
Retention Solution	x	x	x	<b>Brightspace</b> provides Intelligent Agents with criteria and conditional messaging between instructor and student. <b>Canvas</b> provides features for retention with criteria and conditional messaging between instructor and student. Starfish integration works with all three vendors.
<b>Course Interaction (Mobile)</b>				
Mobile App	x	x	x	All apps offer push notifications. Canvas provides the most functionality via the mobile apps.  <b>Brightspace</b> Pulse app for students – 15.6k reviews and 5 stars. The Brightspace LMS is designed to be viewable via the browser on mobile. The Pulse app is used for push notifications, access to content on or offline. Instructors must use a browser for grading vs. an app, which requires multiple tabs for grading. <b>Canvas</b> provides a fully functional mobile app. From both the faculty and student perspective a course can be taught or taken using the app. The student app has 712k reviews and is 5 stars. The faculty app at 13k review and is 4.7 <b>Ultra</b> provides a limited mobile experience for faculty with some areas where content can be added. E.g. the forums area. The student app is primarily read only. Blackboard Student app 162k reviews and is 4.5 stars. Bb faculty app has 386 reviews and a rating of 3 stars. (Reference mobile write up)

Authoring a course	x	x	x	<b>Ultra</b> is limited.
Completing course work	x	x	x	<b>Ultra</b> is limited.
Notifications	x	x	x	
Gradebook Access	x	x	x	All three systems allow faculty to post grades and students can access their grades.
<b>Accessibility/UDL</b>				
Accessibility Checker	x	x	x	<b>Brightspace and Canvas</b> have accessibility checkers built into the GUI. Ultra uses Ally.
Provide Accessible File Formats	x	x	x	All three systems can provide accessible file formats via the Ally product.

## Appendix C

### *Amendments from the DELT Committee March 27, 2019*

1. In Executive Summary – insert ‘additional’ to read “Based on student feedback at the public forum and the faculty discussion, the ATAC has three **additional** recommendations for consideration:
2. Add title above Background Section
3. References Section for Canvas Peer Call Summary - remove ‘,’ before because
  - a. Place double quotes (“) around awesome with the comma inside of the quotes
  - b. Change 2<sup>nd</sup> sentence to read ‘...and due to having a UNC GA contract.’
4. Timeline Section
  - a. Fall 2020 section should read as follows: ‘All ECU courses go live in Canvas at the beginning of fall 2020.’
5. In timeline section, add bullet #7 to the recommendations to read as follows: ‘7. Ensure student training is available in online and face to face formats.’
6. In Appendix B, file Storage for Brightspace should read as follows: ‘Brightspace counts any course that is live toward your storage quota unless archived’.