IRCC
Learning Management System Update

October 9, 2018
Why evaluate now?

- ECU’s BlackBoard environment is hosted on site at ECU.
- The hardware and database infrastructure will be End of Life in the next several years.
- Since BlackBoard was adopted by ECU there have been significant market changes.
- Opportunity to ensure GOOD FIT for the next 5 – 7 years or longer.
LMS Landscape
LMS Market Share For US & Canadian Higher Ed Institutions

LEARNING MANAGEMENT SYSTEM


Consolidation of vendors with fewer than 50 active implementations

- A consortium of the U. Michigan, Indiana U., MIT, Stanford and uPortal

- Consortium 2004

- Sakai

- Open Core: wikipedia.org/wiki/Open_core

- Canvas

- Started as Community Source, now run as Open Source

- Other

- Schoology

- Canvas

- Sakai

- Moodle

- Moodlelearning

- Blackboard

- Bb

- Open Source

- Prometheus

- George Washington 1999

- Blackboard

- Cornell (CourseInfo) 1999

- Virginia C. U. 1997

- U. British Columbia 1997

- WebCT

- Web Course 1996

- Real Education 1996

- eCollege

- eCollege became Pearson LearningStudio

- eCollege becomes Pearson Learning Studio

- ANGEL Learning

- U. Guilford 1999

- Desire2Learn

- Pearson acquires eCollege

- Desire2Learn rebranded as Brightspace by D2L

- SPRING 2018 EDITION

OTHER

SCHOOLOGY

HOMEGROWN

The thickness of the line represents percentage of institutions in US | Canada using selected system as primary LMS

EOL = End-of-life

All data from LISTServTECH LMS database under agreement with MindWires, LLC
LMS Landscape

US Primary LMS Systems, July 6th, 2018

- 28% Canvas
- 23% Moodle
- 0% Homegrown
- 12% Brightspace
- 28% Blackboard
- 1% Schoology
- 3% Sakai
- 6% Others
### LMS Market Share by Enrollment for North American (US & Canada) Higher Education

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas</td>
<td>1,149,953</td>
<td>2,069,434</td>
<td>2,790,174</td>
<td>3,521,054</td>
<td>5,346,247</td>
<td>7,168,346</td>
<td>8,315,007</td>
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<tr>
<td>Blackboard Learn</td>
<td>10,879,190</td>
<td>10,666,203</td>
<td>10,622,648</td>
<td>10,302,057</td>
<td>9,878,725</td>
<td>8,693,732</td>
<td>7,864,430</td>
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<tr>
<td>ANGEL</td>
<td>1,741,428</td>
<td>1,185,602</td>
<td>748,515</td>
<td>226,428</td>
<td>111,308</td>
<td>2,322</td>
<td>2,322</td>
</tr>
<tr>
<td>Moodle</td>
<td>3,815,083</td>
<td>3,870,031</td>
<td>3,801,493</td>
<td>3,685,937</td>
<td>3,499,586</td>
<td>3,125,608</td>
<td>3,081,680</td>
</tr>
<tr>
<td>Sakai</td>
<td>1,281,891</td>
<td>1,299,213</td>
<td>1,314,416</td>
<td>1,249,565</td>
<td>959,559</td>
<td>745,224</td>
<td>644,062</td>
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<tr>
<td>Pearson LearningStudio</td>
<td>773,058</td>
<td>762,755</td>
<td>761,918</td>
<td>570,212</td>
<td>414,760</td>
<td>27,661</td>
<td>11,914</td>
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<tr>
<td>Other</td>
<td>401,564</td>
<td>406,815</td>
<td>411,334</td>
<td>420,307</td>
<td>395,697</td>
<td>352,113</td>
<td>309,591</td>
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<tr>
<td>Homegrown</td>
<td>1,128,844</td>
<td>958,237</td>
<td>916,002</td>
<td>812,425</td>
<td>600,533</td>
<td>571,311</td>
<td>223,312</td>
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<tr>
<td>Schoology</td>
<td>7,371</td>
<td>7,305</td>
<td>9,998</td>
<td>26,524</td>
<td>39,307</td>
<td>50,192</td>
<td>61,290</td>
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<tr>
<td>WebCT</td>
<td>1,323,216</td>
<td>231,487</td>
<td>6,298</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total (NA = US &amp; Canada)</td>
<td>25,316,728</td>
<td>24,699,702</td>
<td>24,780,162</td>
<td>24,293,871</td>
<td>24,877,174</td>
<td>24,395,515</td>
<td>23,996,197</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas</td>
<td>4.5%</td>
<td>8.4%</td>
<td>11.3%</td>
<td>14.5%</td>
<td>21.5%</td>
<td>29.4%</td>
<td>34.7%</td>
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<tr>
<td>Blackboard Learn</td>
<td>43.0%</td>
<td>43.2%</td>
<td>42.9%</td>
<td>42.4%</td>
<td>39.7%</td>
<td>35.6%</td>
<td>32.8%</td>
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<tr>
<td>ANGEL</td>
<td>6.9%</td>
<td>4.8%</td>
<td>3.0%</td>
<td>0.9%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>D2L Brightspace</td>
<td>11.1%</td>
<td>13.1%</td>
<td>13.7%</td>
<td>14.3%</td>
<td>14.6%</td>
<td>15.0%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Moodle</td>
<td>15.1%</td>
<td>15.7%</td>
<td>15.3%</td>
<td>15.2%</td>
<td>14.1%</td>
<td>12.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Sakai</td>
<td>5.1%</td>
<td>5.3%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>3.9%</td>
<td>3.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Pearson LearningStudio</td>
<td>3.1%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>2.3%</td>
<td>1.7%</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.7%</td>
<td>1.7%</td>
<td>1.6%</td>
<td>1.4%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Homegrown</td>
<td>4.5%</td>
<td>3.9%</td>
<td>3.7%</td>
<td>3.3%</td>
<td>2.4%</td>
<td>2.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Schoology</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>WebCT</td>
<td>5.2%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total (NA = US &amp; Canada)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

What’s everyone else in the UNC System doing?

<table>
<thead>
<tr>
<th>Campus</th>
<th>LMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian</td>
<td>Moodle</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Elizabeth City State University</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Fayetteville State University</td>
<td>Canvas</td>
</tr>
<tr>
<td>North Carolina A&amp;T State University</td>
<td>Blackboard</td>
</tr>
<tr>
<td>North Carolina Central University</td>
<td>Blackboard</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>Moodle and Wolfware</td>
</tr>
<tr>
<td>UNC Asheville</td>
<td>Moodle</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>Sakai</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>Canvas</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>Canvas</td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>Canvas</td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>Transitioning to Canvas</td>
</tr>
<tr>
<td>UNC School of the Arts</td>
<td>Canvas</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Winston-Salem State University</td>
<td>Canvas</td>
</tr>
<tr>
<td>NC School of Science and Mathematics</td>
<td>Canvas</td>
</tr>
</tbody>
</table>

- Moodle: 12%
- BlackBoard: 29%
- Canvas: 47%
- Sakai: 6%
- Moodle/Wolfware: 6%
How does ECU use BlackBoard?

Footnote on Data: Merged Sections are counted as 1 section. All courses listed in Banner have a course shell, including independent studies. Some areas such as BSOM, use one course for multiple courses.
BlackBoard Tool Usage by All Colleges

Fall 2017/Spring 2018
Graduate and undergraduate
BlackBoard Content - Used Usage - by colleges

- Fall 2017/Spring 2018
- Graduate and undergraduate

Legend:
- Face to Face
- Distance Education
- Overall
Objectives (preliminary)

ECU has been using Blackboard since the late 1999's. Since that time there has been significant change in the Learning Management System (LMS) market and product offerings. The LMS is a critical tool in the teaching and learning environment and our current hardware environment will end of life (EOL) in the next few years. This is an opportunity to evaluate the different options available to ECU and select a tool that will fit our needs. This group is to serve as the advisory group to guide the process and recommendation for the next Learning Management System for ECU. The objectives of this group are:

1. Determine the instructional needs for a Learning Management System.
2. Assess and analyze the options available and how they would meet the needs of ECU.
3. Compile a final evaluation report and recommendation to the Faculty Senate and the Provost.

Key to the success of this project is to include input from faculty, staff, and students as well as to determine if a change in the LMS is warranted. Additionally, we will assess information from peer institutions, pilots, and vendor provided information.
# Committee Representation

<table>
<thead>
<tr>
<th>Members</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Technologies-ITCS</td>
<td>Wendy Creasey</td>
</tr>
<tr>
<td>Academic Library Services</td>
<td>Katy Webb</td>
</tr>
<tr>
<td>College of Engineering and Technology</td>
<td>Mark Angola</td>
</tr>
<tr>
<td>College of Fine Arts and Communications</td>
<td>Travis Alford</td>
</tr>
<tr>
<td>College of Business</td>
<td>Ravi Paul</td>
</tr>
<tr>
<td>College of Education</td>
<td>Elizabeth Hodge</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>Irina Swain</td>
</tr>
<tr>
<td>College of Health and Human Performance</td>
<td>Susannah Berry</td>
</tr>
<tr>
<td>Honors College</td>
<td>No Rep</td>
</tr>
<tr>
<td>Graduate School</td>
<td>No Rep</td>
</tr>
<tr>
<td>School of Dental Medicine</td>
<td>Linc Conn</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Jan Tillman</td>
</tr>
<tr>
<td>Health Sciences Library</td>
<td>Amanda Haberstroh</td>
</tr>
<tr>
<td>Brody School of Medicine</td>
<td>Skip Robey</td>
</tr>
<tr>
<td>College of Allied Health Sciences</td>
<td>Elizabeth Bunting and Guyla Evans</td>
</tr>
<tr>
<td>Chair, DELT</td>
<td>Timm Hackett (College of Arts and Sciences)</td>
</tr>
<tr>
<td>Distributed IT Leadership</td>
<td>Len Rhodes (College of Business)</td>
</tr>
<tr>
<td>Manager, Learning Platforms</td>
<td>Ginny Sconiers (Academic Technologies)</td>
</tr>
</tbody>
</table>
Major Timeline (Tentative)

- **Fall 18**
  - exploratory work
  - create a plan

- **Spring 19**
  - analysis
  - demos
  - plan for pilot(s) assessment

- **Summer/Fall 19**
  - pilot(s) begin

- **Spring 20 Early**
  - assessment
  - decision
  - training

- **Late Spring 2020**
  - start implementation (parallel)

- **Summer 2021**
  - complete implementation (parallel)
Goal: Recommend ECU’s next Learning Management System

- Review the landscape of Learning Management Systems
- Review of ECU Tool Usage of Blackboard and ancillary tools
- Establish criteria to make the decision
- Development of Criteria and Assessments
- Input required (e.g., type of input, surveys)
  - Faculty
  - Students
  - Peer Institutions
- Demos of LMS via Vendors
- Decision structure
  - Pilot Group
  - AT Advisory Group
  - DELT – Faculty Senate
  - Provost
- Communication Plan (e.g., open groups, meeting, website, FAQ)
- Timelines
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https://mfeldstein.com/canvas-surpasses-blackboard-learn-in-us-market-share/

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