The College of Agricultural Sciences and Natural Resources (CASNR) at Texas A&M University-Commerce began teaching online courses using the learning management system (LMS) eCollege (also called Pearson Learning Studio) in Spring 2009. In 2017, A&M-Commerce communicated to all faculty and staff that eCollege was going to be discontinued and began looking into alternative LMSs. A faculty from CASNR was selected to try Desire to Learn (D2L) in Spring 2018, followed by four faculty in Summer 2018, and full implementation of D2L in Fall 2018.

This study summarizes experiences and opinions of a sample of students from the College of Agricultural Sciences and Natural Resources (CASNR) at Texas A&M University-Commerce who were selected to try Desire to Learn (D2L) in Spring 2018, followed by four faculty in Summer 2018, and full implementation of D2L in Fall 2018. The study examines the experiences and opinions of students as they transitioned from eCollege to D2L. A similar survey will be conducted to collect information about the experiences and opinions of CASNR faculty on transitioning from eCollege to D2L. The study conducted a survey in Spring 2019 using Qualtrics to collect information about the level of student satisfaction with each LMS.

**Objectives**

The general objective of this study is to serve as a venue for sharing and discussing experiences and opinions of a sample of students from the CASNR at A&M-Commerce as they transitioned from eCollege to D2L. The specific objectives are:

- To summarize the plan/strategy that was used to transition into a new LMS;
- To summarize the challenges faced including each system’s pros and cons;
- To identify qualities/characteristics for selecting a new LMS; and
- To provide the basics for assisting other universities in making similar LMS transition decisions.

**Methods and Procedures**

The Qualtrics XM Platform™ was used to conduct the survey. The survey consisted of 9 questions, 2 of which evaluated the students’ satisfaction with respect to both LMSs in terms of following dates, sending emails, accessing course materials, submitting or uploading and downloading materials, and following grades (refer to Tables 1 and 2). Only students who had used the corresponding LMS were allowed to rate it. Paired two-sample t-tests were conducted for those students who had taken at least one course in both LMSs to determine if ratings were statistically different.

Email invitations were sent out to all 465 CASNR students (415 undergraduate and 50 graduate students) to participate in the survey on March 26, April 2 (a week later), and April 24 (3 weeks later) during the Spring 2019 semester.

A total of 117 undergraduate (28.19%) and 17 graduate students (34.00%) responded and April 24 (3 weeks later) during the Spring 2019 semester. Email invitations were sent out to all 465 CASNR students (415 undergraduate and 50 graduate students) to participate in the survey on March 26, April 2 (a week later), and April 24 (3 weeks later) during the Spring 2019 semester. A total of 117 undergraduate (28.19%) and 17 graduate students (34.00%) responded.

Of the 103 students who had taken fully online courses:

- 55 students had taken a course at A&M-Commerce in our old platform (eCollege), indicated that eCollege ratings are not statistically different from D2L ratings at 5% significance level, except for downloading graded material. That is, at the 5% significance level, sample size 49 students, the sampled data suggested eCollege ratings were higher (and also different) from D2L ratings only in terms of downloading graded materials.

**Conclusions**

D2L was hypothesized to stand out since it generally required less clicks to perform essential activities such as sending an email to the class or downloading graded materials. D2L was hypothesized to stand out for its many features and capabilities, but it generally required more clicks which made it more difficult to get familiar with at first. From faculty point of view, D2L also had features that may be unlikely to be used, such as dropping the highest grade; and D2L may also be more time consuming when grading assignments due to the use of two scroll bars.

Generally, eCollege received higher ratings than D2L in terms of accessing course materials, submitting or uploading and downloading materials, and following grades (refer to Tables 1 and 2). However, eCollege ratings were statistically different from D2L ratings only for downloading graded material.

Generally, D2L received higher ratings than eCollege in terms of following dates and sending emails (refer to Tables 1 and 2); however, D2L ratings were not statistically different from D2L ratings at 5% significance level, except for downloading graded material. That is, at the 5% significance level, sample size 49 students, the sampled data suggested eCollege ratings were higher (and also different) from D2L ratings only in terms of downloading graded materials.