

# D2L-to-Canvas Migration Planning Scorecard

## Objective

Identify which of the following processes is best suited to migrating your course based on the provided criteria.

- A. Your course can copy directly from D2L to Canvas (with minimal “clean-up”).
- B. You could copy your course, but we suggest rebuilding to take full advantage of Canvas’s features.
- C. You should build a new “sandbox” version of your course to copy over.
- D. It would be best to rebuild your course for/in Canvas.

**STEP 1:** For each of the items below, check the box if the statement is true of your course.

<input type="checkbox"/> 1. Course import file (Zip) larger than 250 MB	X	1	X	2
<input type="checkbox"/> 2. You use Peer Assessment in your course		2		
<input type="checkbox"/> 3. Nested Content items in D2L (e.g. Weeks, then Modules, then Readings and Lectures, then associated assignments)	2	3	2	3
<input type="checkbox"/> 4. You've got old news items in your course	1	2	1	
<input type="checkbox"/> 5. Your course has no Discussions	3	3		
<input type="checkbox"/> 6. Discussion instructions are on the FORUM but not the TOPIC in D2L		1	2	2
<input type="checkbox"/> 7. Your content, discussions, dropboxes, and/or quizzes (in D2L) ARE NOT date restricted (or the majority of them are 'open ended')	X	3	2	3
<input type="checkbox"/> 8. Your HTML content items have descriptions as well as content				2
<input type="checkbox"/> 9. Content contains files (PDFs, Word Docs, etc.) with descriptions on them (visible within content itself)				2
<input type="checkbox"/> 10. You've built rubrics using the D2L rubrics tool				2
<input type="checkbox"/> 11. You use document/text (PDF, Doc, etc.) rubrics to assess students	1	3	1	2
<input type="checkbox"/> 12. You would like to add “outcomes” to your course for tracking student progress		3		2
<input type="checkbox"/> 13. You use the “competencies” tool in D2L	3	2	1	1
<input type="checkbox"/> 14. Your course contains old and inactive quizzes			2	3
<input type="checkbox"/> 15. Your course contains unused test-bank sections in the Question Library			4	
<input type="checkbox"/> 16. The “Manage Files” view includes old syllabi, readings, or other materials not in content			3	2
<input type="checkbox"/> 17. You have custom styles (templates) other than standard HTML headings and basic formatting within content items		3	1	2
<input type="checkbox"/> 18. Your course includes custom navigation		2		2
<input type="checkbox"/> 19. Your course has custom links in the navigation bar				1
<input type="checkbox"/> 20. You use Turn-It-In in Dropboxes		3		1
<input type="checkbox"/> 21. You use group dropboxes	1	1		1
<input type="checkbox"/> 22. Some quiz questions have multiple correct answers		2		2
<input type="checkbox"/> 23. You use discussion groups		2		1
<input type="checkbox"/> 24. This “course” is only for content delivery (such as for a face-to-face class) (you do not use discussions, dropboxes, quizzes, etc.	5			

<input type="checkbox"/> 25. All grades are manually entered		1		1
<input type="checkbox"/> 26. You have a customized gradebook				2
<input type="checkbox"/> 27. The Gradebook contains formula grade items				2
<input type="checkbox"/> 28. Some quiz questions have partial credit for select answers (or more than one "correct" answer)			2	2
<input type="checkbox"/> 29. Quizzes are entirely multiple-choice or True-False	2			
<input type="checkbox"/> 30. Quizzes would benefit from having questions where there are multiple blanks with multiple-choice options		3		1
<input type="checkbox"/> 31. Quizzes have randomized questions		2		2
<input type="checkbox"/> 32. The Question Library contains questions worth points other than 1				1
<input type="checkbox"/> 33. Quizzes have restrictions or submission views		2		1
<input type="checkbox"/> 34. Quizzes have short answer, multi-short answer, arithmetic, and/or significant figure questions				3
<input type="checkbox"/> 35. This course integrates with publisher content (e.g. publisher activities result in D2L grades)				2
<input type="checkbox"/> 36. This course uses publisher content but only links out to it	2	2		
<input type="checkbox"/> 37. This course contains publisher content imported into the content area (such as PowerPoints) but does not link out to a third-party (publisher) site (e.g. Pearson, Cengage, Mind Tap, etc.)	2	3	2	
<input type="checkbox"/> 38. This course contains publisher quiz banks		2		2
<input type="checkbox"/> 39. Content contains Kaltura videos added using Insert Stuff		2	2	2
<input type="checkbox"/> 40. Content contains Kaltura videos added using Embed Code	3	2		
<input type="checkbox"/> 41. I use the "Glossary" in D2L		2		1
<input type="checkbox"/> 42. I have widgets on my homepage				2
<input type="checkbox"/> 43. I use intelligent agents, replacement strings, or the FAQ				2
<input type="checkbox"/> 44. I use Release Conditions in Content or elsewhere		3		3
<b>TOTALS</b>				
	A	B	C	D

**STEP 2:** Add up the numbers in each column counting only those in rows where you checked True for the statement. An X in the column excludes that column as a possibility.

**STEP 3:** Take a look at the scores! Consider:

If column D is the largest value (it probably is), it's recommended that you work with CATL to rebuild your course. CATL will be offering a series of workshops to aide you in doing this as well. More info at [www.uwgb.edu/catl](http://www.uwgb.edu/catl)

Take a closer look at columns A-C. If you'd prefer one of those options to rebuilding your course in Canvas, consider the aspects (rows) that impacted these totals as a starting point. If, for example, you'd like to take the Sandbox route and you see that you marked #17 (which deals with content styles and templates) you may note that these styles are not that critical to your course. When constructing your Sandbox course, it is then important then to strip as much of this special formatting from content as possible before migrating your course.

To put your totals into context the maximum values for each column are: A = **25**, B = **60**, C = **25**, and D = **65**. It may make more sense to you to subtract your totals from these values and look at the *smallest* value rather than the largest total.