UNIVERSITY OF MARY WASHINGTON
RFP #11-03
LEARNING MANAGEMENT SYSTEM
ADDENDUM No. #1
10/19/2010

Per the original solicitation the following are the answers from questions that were generated by vendors and asked by the participates attending the optional pre-proposal meeting held on 10/11/2010:

1. How many courses does UMW have and anticipate migrating?
   It is expected that the contract will be awarded in early Spring 2011. The bulk of course migrations will happen in Spring 2011, with limited pilots running during Summer 2001, and all Fall 2011 courses offered in the new system. There will be approximately 1300 course sections Fall 2011. Historic LMS usage is at about 50%, so about 650 courses will have content. Many instructors will want to redesign their course by fully utilizing the new system, so not all 600 sections will be created via migration. Migration will also be need for Spring courses at approximately the same volume as well as the summer courses at significantly lower volume.

2. Does UMW currently have a digital repository? If so, what?
   UMW has not implemented a digital repository as such. We do make online space available for faculty use on a self-hosted media server reserved for iTunes U related media and also a self-hosted media server reserved for Panopto related media.

3. Does UMW currently have an E-Portfolio?   If so, what?
   UMW does not have an institutionally supported E-portfolio at present.

4. Does UMW currently use any particular synchronous tools?
   UMW encourages faculty to exploit free tools such as Skype or DimDim for synchronous communications.

5. Does UMW currently use any particular plagiarism detection tools?
   UMW uses SafeAssign available through Blackboard.

6. Who does UMW want trained? How many?
   For admin training, UMW will need to have approximately 6 persons trained. For end-user training, UMW intends to uses the train-the-trainer model with about 15-20 instructional designers and user services personnel trained directly. In addition, it is expected that the successful vendor will have significant documentation and tutorials for admins, faculty, and students available online.

7. What type of training does UMW want?
   UMW would prefer on-site training for instructional designers and user service personnel. On-site training of admins is also preferable.

8. How many average years of experience does your administration have with online learning?

No experience   <1 year   1-2years   2-4years   more than 4years

At least some administrators have more than 4 years experience.

9. How many average years of experience does your staff (teachers) have with online learning?

No experience   <1 year   1-2years   2-4years   more than 4years

Of those with a high likelihood of using an LMS, the majority has more than 4 years experience in web-assisted and blended learning. Only a few instructors have significant experience teaching fully online classes.

10. What is the desired time line for implementation and/or migration?

The tentative timeline is published at http://lms.umwnblogs.org. Basically we want to invite the top vendors for live, on-site demonstrations during mid-January 2011, implement during Spring 2011, pilot during Summer 2011, and be in production for all courses Fall 2011.

11. What is the size of a typical course?

For the Fall 2009 semester:

Number of courses 0 - 0.9 MB --->	1077	83.0%
Number of courses 1 - 9 MB --->	80	6.2%
Number of courses 10 - 49 MB --->	80	6.2%
Number of courses 0 - 99 MB --->	28	2.2%
Number of courses 100 - 249 MB --->	22	1.7%
Number of courses 250 - 499 MB --->	6	0.5%
Number of courses 500 - 999 MB --->	5	0.4%
Number of courses 1 GB or larger --->	0	0.0%
Number of Distinct Courses --->	1298	100.0%

12. What type of multimedia/content is used in a typical course?

Faculty make extensive use of free web 2.0 audio and video sites such as YouTube, SlideShare, VoiceThread, and many others. The institution supports a media server for iTunes U content and another media server for Panopto content.

13. Where is multimedia stored? (i.e. within the LMS, in an external repository, etc.)

Currently, very little media is stored within the LMS.

14. What types of quizzes/questions are typically used?

Current quiz and question use varies from basic multiple choice objective tests to open-ended paragraphs. There is some use of random ordered questions pulled from a question pool.

15. Where does content typically originate? (i.e. in the LMS, external authoring tool, etc.)
Content is mostly instructor created with some use of textbook publisher content. Few publisher e-packs are currently used but this could expand.

16. What functionality do you think will get the most use? How easily do you feel your users will learn this functionality?
Current practice is using the LMS mostly for content distribution with some use of threaded discussions for communication. Instructors may take more advantage in a newer system with greater ease of use than the current system.

17. What are the primary institutional teaching and learning objectives for your learning system?
The LMS should provide an environment in which student learning outcomes are comparable to courses not using an LMS.

18. Do you need users to purchase courses through the LMS? If so, describe the purchase flow you envision.
The option to purchase course via the LMS is not currently planned.

19. Do you require certificates to be generated for your users? If so, please describe all of your needs around certification.
Certificates of completion are used extensively with non-credit courses. However, the creation and dissemination of certificates does not currently occur within the LMS and is handled by office staff.

20. Do you plan to deploy large media files? If so will you be streaming those file or uploading them to system?
Streaming media is an important part of online instruction although it will not be used in every course. The current practice is to support this outside the LMS.

21. Does UMW already have content recovery or archiving procedures and batch back-up tools in place?
Yes, UMW relies on the Blackboard hosting service for content recovery and archiving. In addition, it is the current practice to archive each and every course individually after the end of the semester and store locally.

22. What time constraints will your team have (testing/exams, start/end of semester/term, vacations, etc.)?
The UMW calendar is available online at http://www.umw.edu/calendar/academic_calendar2/default.php. Because the LMS implementation is mission-critical, availability of local personnel will be maximized to ensure full operation for the Fall 2011 semester.

23. How will your institution manage content development (internal, external, push content from curriculum team, instructors in charge of dev, etc.)?
Content will come primarily from existing courses and online assets. For instructors who wish to redesign their course by taking advantage of any new LMS feature set will be supported by instructional designers and support personnel from User Services, Division of Teaching and Learning with Technology, and Distance and Blended Learning.

24. In reference to 1.g on page 5, please clarify if "in house" means on premise at the institution or within the vendor's data center.
"On premise at the institution" was the intent of this item.

25. In reference to 4.n and o, please clarify what kind of content UMW if referring to.
The course content in this item refers to the totality of the course (other than the system interface). That is, the material added by the instructor to create the course and all information and communications added to the course during the period of the semester.   The question should be seen from the eyes of the instructor who has two possible uses for this content: one, to re-use within this or another LMS at a later date; and, two to re-use outside the venue of an LMS (handout, web page, portfolio, etc.).

26. In reference to 7.d, please confirm that "text messages" refers to SMS.
Yes, SMS messaging.

27. In reference to 14.f.ii, please define "unit" in this context.
Unit here means a subsection of content organized into a unit or week of instruction. The unit could be comprised of documents, links to assignments, links to quizzes, links to discussion threads. In Blackboard, a "Learning Unit" is a construct of this type.

28. In reference to 15.f and g, does UMW want two separate environments for development and testing?
While two separate environments are ideal, one environment is acceptable if there is a significant savings in total cost.

29. In reference to 9.2-9.4 in the functionality chart, please define a user. Would this be all users or a particular role?
User here means students and instructors.

30. In reference to 20.6, please define "launch." Would this be the ability to link to a third-party application, or integrate through SSO, or something else?
Launch here means link to and/or cause the browser to open a local application.

31. In reference to 22.5, please describe what a role-play simulation would look like.
Example: In an education course for potential teachers Student A assumes the identity and avatar of a third grade classroom teacher and all other students assume identities and avatars for third graders. Student A (in the role of teacher) teaches a lesson on social studies. Some members of class have been pre-assigned to misbehave. The college instructor evaluates

Student A on his/her classroom management skills and uses the interactions as examples in lecture. This might occur in a chat room or virtual environment similar to Second Life.

32. In reference to 23.1, please explain the difference (if any) between a test/quiz and an assessment.
A test/quiz is one form of an assessment. Other forms might include an assignment in which students are required to submit a paper. Another could be a performance, debate, or speech in which the instructor provides graded feedback.

33. Is the LMS interface required to operate in all languages mentioned in section 25 pages 32-33? Is it acceptable for the LMS interface to be solely in English?
There is no mandatory requirement relative to languages. Section 25 seeks to discover which languages in addition to English can be implemented at the interface level.

34. Are all courses to be migrated into new system SCORM compliant?
All active courses are currently in Blackboard version 8 and can be exported as Blackboard "export" and "archive" zip course packages. Some older courses saved as Blackboard version 6 export or archive packages may need to be migrated. UMW cannot certify that these packages are SCORM compliant and refers vendors to Blackboard's website for more information.

35. Are databases used with the LMS required to be open source or from a specific vendor?
No.

36. What is the number of users expected to be simultaneously accessing applications?
We have a total of approximately 5,000 students - 4,000 undergrads and 1,000 grad students. Approximately faculty does not use the LMS but the potential is there. There are currently approximately 10,000 student user accounts and approximately 600 instructor user accounts in Blackboard. These accounts include users from past semesters that have not yet been purged from the system as well as faux users created for demonstration purposes. Fall and Spring 2009 semesters each had approximately 1300 course sections created in Blackboard. For the Spring 2009 semester approximately 45% of course sections had very little or no Blackboard activity; 49.4% of course sections had activity within their Blackboard courses on at least 50 of the days in the semester.

37. What levels of access (account-types) are required?
Currently we have student, faculty and administrative accounts. Not to say we wouldn't be interested in hearing about additional options.

38. What is the time line?
The tentative timeline is published at http://lms.umwnblogs.org. Basically we want to invite the top vendors for live, on-site demonstrations during mid-January 2011, implement during Spring 2011, pilot during Summer 2011, and be in production for all courses Fall 2011.

39. Should vendors provide a link to a demo in our proposal?
We expect the RFP to answer our questions. If a link is in the proposal it is there but we are not requesting it. Access to a sandbox environment is requested from the top vendors invited for demonstrations.

40. What types of content is expected to be migrated into the new LMS?
A study of types of files used by faculty in Blackboard from fall 2008 through fall 2009 found that there were 163 file types used. Of these the files types representing more than 1% use (by disk usage): 35.6% were ppt/pptx, 22.9% were pdf, 12.6% were doc/docx, 12.4% were zip, 3.3% were mp3, 1.6% were accdb, 1.6% were jpg, 1.6% were wmv.

50. How many courses would be moved over?

It is expected that the contract will be awarded in early Spring 2011. The bulk of course migrations will happen in Spring 2011, with limited pilots running during Summer 2001, and all Fall 2011 courses offered in the new system. There will be approximately 1300 course sections Fall 2011. Historic LMS usage is at about 50%, so about 650 courses will have content. Many instructors will want to redesign their course by fully utilizing the new system, so not all 600 sections will be created via migration. Migration will also be need for Spring courses at approximately the same volume as well as the summer courses at significantly lower volume.

51. Is Blackboard currently hosting?

Yes

52. Number of systems do we want to integrate and do we have LDAP?

Yes, we have LDAP via Microsoft Active Directory services. UMW currently performs a one-way Banner Student to Blackboard integration of enrollment data twice daily. We do not currently integrate Blackboard grade book to Banner Student. We are currently using the Vanderbilt Blackboard building block to integrate with the UMW instance of iTunesU. We are currently using the Panopto Blackboard building block to integrate with our self-hosted Panopto server. Wea re currently using the Echo 360 Blackboard building block to integrate with a trial instance of Echo 360 (hosted at Echo 360). We are currently using the Starfish Blackboard building block to integrate with Starfish Retention Solution. Not to say we would not be interested in additional integrations as new systems are added at UMW.

53. Do we use Black Board for anything else?

Yes, we have some Blackboard use for clubs, training, departmental collaboration and several other activities.

54. Do we have a webinar program?

We currently use the free version of DimDim.

55.   Are we partners with Turn-It –In?

We currently use Safe-Assign for plagiarism detection.

56.   What types of reports are needed?

We currently generate basic usage reports including number of total users and number of active users by authorization type per day, page views per course per day, tool use per course per day, number of courses per day, disk usage by file type by date or date range, bandwidth usage by date or date range. We also have access to typical server log files. We are interested in increasing our ability to study usage metrics especially in regards to identity verification, student learning outcomes, and student success and retention.