

## **INTRODUCTION**

This survey is our first step in soliciting faculty input into the evaluation and selection of a Course/Learning Management System (CMS/LMS) that can meet Monmouth's needs for the next 5-10 years. ITS would like your help in identifying and prioritizing the evaluation criteria we will use.

The following questions will ask you to prioritize the CMS/LMS evaluation criteria listed by selecting the column that best describes its importance for you (Low, Medium or High). If we have missed any criteria, we encourage you to add your own in the final section.

# CLEAR Evaluation Criteria

## 01 Key Tools/Features

Key tools/features related to course management. Please prioritize your evaluation criteria by indicating its importance for you in the appropriate column.

### 01-01: What teaching/learning tools should we look for in a CMS/LMS?

Please choose the appropriate response for each item

	Low	Medium	High
Content management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threaded discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course announcements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade management/ Gradebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment (Tests/Surveys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignment management/Dropbox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whiteboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tracking student use and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing student submissions/workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content creation (HTML editor, equation editor, WYSWYG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 01-02: What key features should we look for in a CMS/LMS?

Please choose the appropriate response for each item

	Low	Medium	High
Ease of posting course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to organize/modularize course content/presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to export/import data (grades, reports, rosters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to customize course "look"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to interface with other software (i.e. Maple, Respondus, Examview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to interface with and availability of course materials from publishers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to include mathematical formulas and symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compliance with learning object standards (SCORM, QTI, IMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 02 LMS Components

This section addresses key features of Learning Management Systems (LMSs) that may allow us to grow and expand over the long term. Please prioritize these evaluation criteria by indicating their importance for you in the appropriate column.

### 02-01: What features should we look for that we can expand into?

Please choose the appropriate response for each item

	Low	Medium	High
Ability to support a "Portal" entry (different views/access for student, faculty and LMS administrator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic Portfolio capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus-wide content management (Learning Object repository)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Programming Interfaces (APIs) to extend capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **03 Other considerations and characteristics**

Other considerations and characteristics of potential Learning Management Systems. Please prioritize your evaluation criteria by indicating its importance for you in the appropriate column.

#### **03-01: What other characteristics should we consider in selecting an LMS?**

Please choose the appropriate response for each item

	Low	Medium	High
Clarity of navigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of use by faculty, students and LMS administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ongoing costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitional costs (course conversion, training/retraining required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hosting onsite/offsite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease in integrating with other existing systems (Datatel/Web Advisor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of managing administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **04 Suggested additional criteria**

#### **04-01: Please suggested any other criteria you think should be evaluated.**

Please write your answer here:

## 05 Background

This survey is structured as anonymous. To help us in analyzing this and future CMS/LMS survey data, we would appreciate your sharing some background data with us.

### 05-01: Please identify your department from the list below.

Please choose **only one** of the following:

- Accounting and Business Law
- Art and Design
- Biology
- Chemistry, Medical Technology and Physics
- Communication
- Computer Science
- Criminal Justice
- Curriculum and Instruction
- Economics and Finance
- Educational Leadership and Special Education
- English
- Foreign Language Studies
- History and Anthropology
- Management and Marketing
- Mathematics
- Music and Theater Arts
- Nursing
- Political Science
- Psychology
- Social Work
- Software Engineering
- Other

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### 05-02: Please select your position:

Please choose **only one** of the following:

- Part-Time/Adjunct
- Faculty (P-T) / Admin
- Full Time Instructor
- Visiting Assistant Professor
- Specialist Professor
- Assistant Professor
- Associate Professor
- Professor
- Other

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### 05-03: Please indicate how long you have been at Monmouth University:

Please choose **only one** of the following:

- 1 - 3 years
  - 4 - 7 years
  - 8 - 10 years
  - 11 - 15 years
  - 16 - 20 years
  - More than 20 years
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**05-04: I have been using a CMS for my courses for the following number of semesters:**

Please choose **only one** of the following:

- 1
  - 2
  - 3 - 5
  - 6 - 9
  - 10 - 12
  - More than 12
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**05-05: On average each semester, I use the CMS in \_\_\_\_\_ % of the courses I teach.**

Please choose **only one** of the following:

- 0%
  - 25%
  - 33%
  - 50%
  - 66%
  - 75%
  - 100%
  - Other
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**05-06: I have experience using the following CMSs:**

Please choose **all** that apply

- Educator (Monmouth University's current CMS)
- WebCT
- BlackBoard
- Desire2Learn

Other:

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**05-07: I have used a CMS to teach the following types of courses:**

Please choose **all** that apply

- Undergraduate courses (lower level 100-200)
  - Undergraduate courses (upper level 300-400)
  - Graduate courses
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**05-08: I have used a CMS to teach the following formats of courses:**

Please choose **all** that apply

- Web-supplemented (posting syllabus and limited content, regular class meeting schedule)
  - Web-enhanced (course syllabus, content and activities/discussions happen online, regular class meeting schedule)
  - Web-hybrid (meeting 3-6 times face-to-face, most class activities online)
  - Fully Online (no more than 1-2 face-to-face meetings, all course interactions happen online)
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