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

<table>
<thead>
<tr>
<th>Tool/Feature</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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<tbody>
<tr>
<td>Content management</td>
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<td>Threaded discussion</td>
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<td>Email</td>
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<td>Course announcements</td>
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<td>Calendar</td>
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<tr>
<td>Grade management/Gradebook</td>
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<tr>
<td>Assessment (Tests/Surveys)</td>
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<td>Assignment management/Dropbox</td>
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<td>Chat</td>
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<td>Whiteboard</td>
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<tr>
<td>Tracking student use and progress</td>
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<td>Managing student submissions/workload</td>
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<td>Content creation (HTML editor, equation editor, WYSIWYG)</td>
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#### 01-02: What key features should we look for in a CMS/LMS?

Please choose the appropriate response for each item

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<tr>
<th>Feature</th>
<th>Low</th>
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<tbody>
<tr>
<td>Ease of posting course content</td>
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<td>Ability to organize/modularize course content/presentation</td>
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<td>Ability to export/import data (grades, reports, rosters, etc.)</td>
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<tr>
<td>Ability to customize course &quot;look&quot;</td>
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<td>Ability to interface with other software (i.e. Maple, Respondus, Examview)</td>
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<td>Ability to interface with and availability of course materials from publishers</td>
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<td>Ability to include mathematical formulas and symbols</td>
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<td>Compliance with learning object standards (SCORM, QTI, IMS)</td>
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### 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

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

### 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

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Clarity of navigation
Ease of use by faculty, students and LMS administrators
Ongoing costs
Transitional costs (course conversion, training/retraining required)
Hosting onsite/offsite
Ease in integrating with other existing systems (Datatel/Web Advisor)
Ease of managing administrative support

### 04 Suggested additional criteria

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

Please write your answer here:

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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

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

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
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

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

05-06: I have experience using the following CMSs:

Please choose all that apply

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

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

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)