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FLORIDA BOARD OF GOVERNORS

LEARNING MANAGEMENT SYSTEM (LMS) SURVEY RESULTS

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LEARNING MANAGEMENT SYSTEM (LMS) SURVEY

INTRODUCTION

At the June 2014 Board of Governors' meeting, the Innovation and Online Committee began exploring learning management system recommendations made by the Task Force on Postsecondary Online Education in Florida. Dr. Curt Carver, Vice Chancellor and Chief Information Officer (CIO) of the University System of Georgia, shared that System's experiences in selecting and implementing a common system. Following his presentation, challenges and advantages of having a common LMS in Florida were presented by three CIOs – Elias Eldayrie of the University of Florida, Lance Taylor of the University of North Florida, and Paul O'Brien of Indian River Community College.

To continue this discussion in the Board's November meeting, a survey was distributed to fall semester 2014 SUS faculty and students to gather insight on whether a common LMS would be a benefit to them. Additionally, a separate survey was submitted to SUS and Florida College System (FCS) CIOs to obtain technical information about their current primary LMS systems.

The Committee also sought the expertise of the Distance Learning and Student Services Members Council to weigh in on the common LMS discussion. Those survey results will be reported separately.

The surveys received 16,702 SUS student responses and 2,818 SUS faculty responses. Ten of the 12 universities and 23 of 28 colleges responded to the CIO survey.

These survey responses are important in developing strategies and recommendations because they will assist the Committee in forming a complete picture of the current state of LMS adoption and use in Florida. The results of the survey will be used to determine the desirability and feasibility of working toward a common LMS platform for Florida colleges and universities.

SURVEY APPROACH

All surveys were administered through SurveyMonkey and all responses were compiled in a format acceptable for inclusion in the Committee agenda packet. Institutional responses will be shared with the respective data administrators.

The high-level analysis describing the areas and trends found throughout the survey responses follows. Actual survey responses and additional detailed analyses are found later in this report.

HIGH-LEVEL ANALYSIS OF SURVEY RESULTS

The survey results for faculty and students were reviewed and the comments of the respondents were analyzed to identify recurring issues and concerns. The review identified the following major areas and themes:

- Use of multiple LMSs
- Functionality of LMSs
- Training and support of LMSs

USE OF MULTIPLE LMSs

Student Survey Analysis

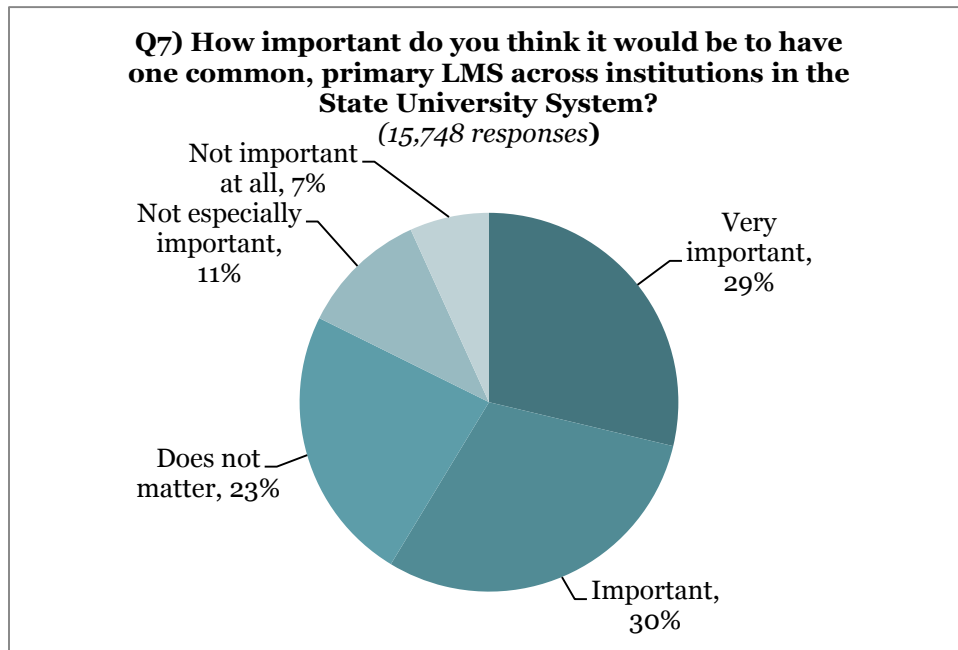
The responses indicate 63% of the students who took the survey have used 2 to 4 LMSs in the last 3 years. An additional 2% have used more than 5 LMSs, and 32% of the students reported using only 1 LMS. The results are almost split on whether using more than one LMS creates obstacles for learning, with 47% of the students indicating using more than one LMS creates obstacles and 53% indicating using more than one does not create obstacles.

Of the students who indicated using multiple LMSs creates obstacles, 82% indicated they spend too much time searching for resources and functions because of the differences in the LMSs. Faculty not being adept at using the LMSs was the second most common obstacle for 61% of the students.

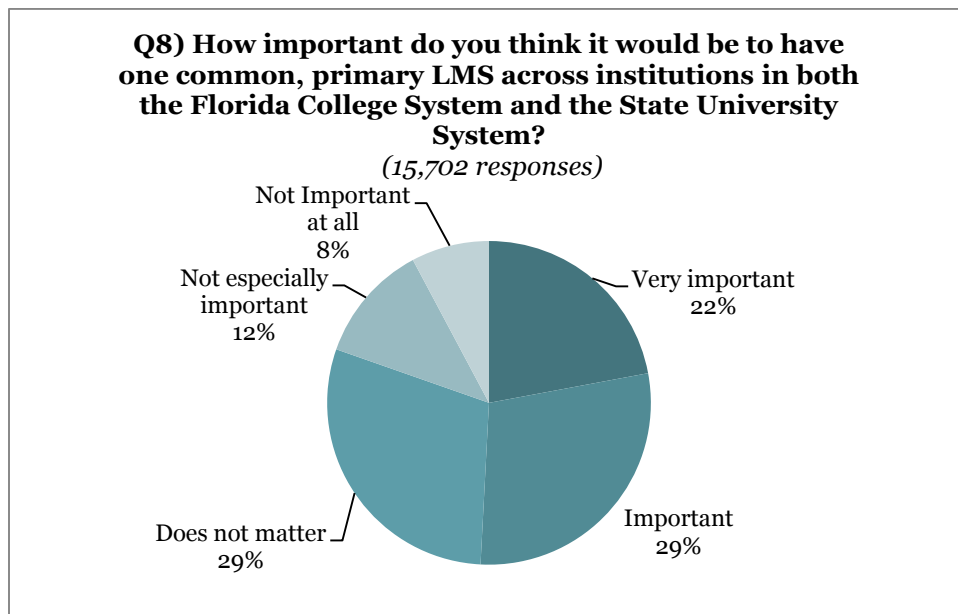
ISF analyzed the accompanying 1,134 comments to question 5 of the survey, “Please identify the primary reasons why using different LMSs created obstacles for you,” and identified major themes. Of the comments, 650 (57%) of the students who said multiple LMSs created obstacles commented using too many learning systems complicates their work and adds confusion. Other comments described obstacles due to the difficulty of using the LMS, inconsistent use of LMSs by instructors, and technical issues.

Obstacle Themes	Total Responses	Percentage
Accessibility issues	12	1%
Difficult to use	195	17%
Inconsistent use by instructors	121	11%
N/A	8	1%
Technical issues/errors	110	10%
Technology is too complicated	5	0%
Technology is too expensive	4	0%
Technology should not replace classroom	18	2%
Time consuming/adds additional work	11	1%
Too many LMSs complicates work and adds confusion	650	57%
Answered	1,134	100%

When asked if they thought it was important to have one common, primary LMS across all institutions in the SUS, a majority of students (59%) selected “very important” or “important.” A combined 41% selected “does not matter,” “not especially important,” or “not important at all.”

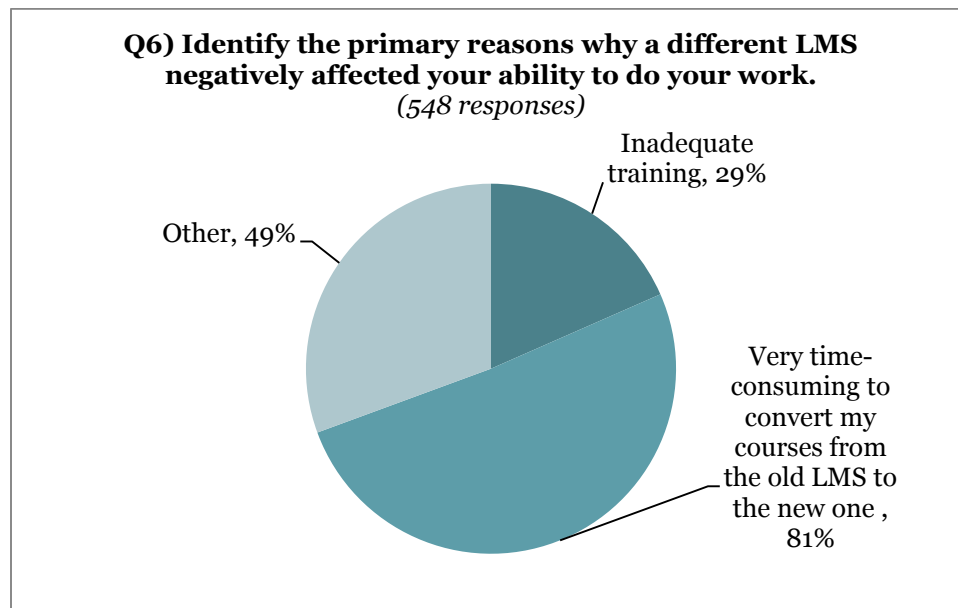


Results were divided concerning whether students desired a common LMS across all state institutions in the SUS and FCS. Collectively, 51% of the student responses indicated it is “important” or “very important” to have a single common LMS; while 49% felt a single LMS was “not important at all,” “not especially important,” or simply “does not matter.”



Faculty Survey Analysis

Of 2,730 responses, 89% of faculty members have used an LMS within the past 3 years. When using more than one LMS, the migration of content from one LMS to another is a significant topic for faculty and yielded many of their comments. The most widely agreed-upon reason for why a different LMS affected a faculty member’s ability to conduct work was the length of time to convert courses from the old LMS to the new LMS (81% of responses). ISF further analyzed 52 faculty comments to this question and found that another major theme included loss of functionality (36%).

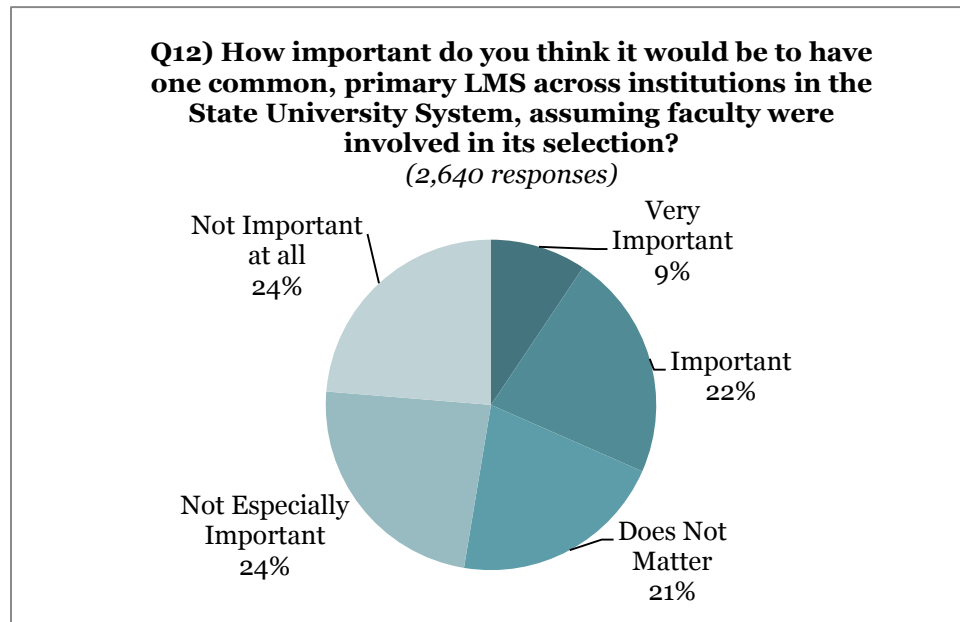


Negative Impact Themes	Total	Percentage
Difficult to reuse learning materials	4	8%
Does not match teaching style	5	10%
Inadequate technical support	1	2%
Large learning curve	2	4%
Loss of functionality	19	36%
Too technical /difficult to use	7	13%
Too time consuming to change	14	27%
Answered	52	100%

For positive impacts, 74% of faculty respondents felt the new LMS was easier to use. In addition, 59% of faculty comments reflected an LMS improves the learning experience and 18% reflected an LMS allows the customization of learning.

For faculty members that have collaborated with others at another institution while using two different LMSs, 66% of respondents felt using different LMSs did not affect the ability to collaborate.

Faculty were not as strongly in favor of having one common, primary LMS across institutions in the SUS as the students. Only 31% selected “important” or “very important,” while 69% selected “does not matter,” “not especially important,” or not important at all.”



When asked about a common, primary LMS across all state institutions in the SUS and FCS, faculty results were more definitive than the student results. While 29% of faculty felt it was “very important” or “important” to share a LMS across the institutions, 70% selected “does not matter,” “not especially important,” or “not important at all.”

Answer Choices	Responses	Percentage
Very important	222	8%
Important	545	21%
Does not matter	576	22%
Not especially important	587	22%
Not important at all	689	26%
Answered	2,619	100%

FUNCTIONALITY OF LMSs

Student Survey Analysis

Many students’ comments centered on the lack of functionality of the primary LMS. Many indicated the desire to have a single system or portal, the consistent use of a single LMS by faculty, mobile and tablet accessibility, and ease of use to reduce time navigating LMSs. The comments focused on the need for an LMS to be adaptable and designed to enhance the learning experience and not create additional obstacles

to overcome. The primary LMS needs to improve students' ability to interact with their instructors and not limit access.

“Efficiency, organization, and ease of use are key to accessing information. When these are not present, it causes the user to spend a great deal of time addressing administrative tasks. Errors and other technical issues also cause unnecessary delays, plus they are very time consuming when repeat emails and other items are not functioning as expected.” - Anonymous Student, Question Five, Student Survey

Faculty Survey Analysis

Faculty comments indicate an LMS can enhance the learning process and improve administrative functions such as grading. Issues arise when there is inability of the LMS to upload large files, support certain exam questions, and when there is a loss of functionality when migrating from one LMS to another. Additionally, concern was expressed that students expect faculty to be available 24x7 when using an LMS.

“Changing LMS platforms means changing the manner in which a course is taught. Certain ‘upgrades’ that may be good or useful in one discipline do not translate well into another. Certain pedagogical styles that work well in one platform are useless or even detrimental when used in another. The disruption to the courses, because students have trouble adapting, needs to also be considered. Whenever a change or an update to the LMS software is implemented, the faculty member is spending his or her time on technology issues rather than on substantive matters relating to the course. It takes away from the time a faculty member can spend working with the students on the course materials.” - Anonymous Faculty Member, Question Six, Faculty Survey

TRAINING AND SUPPORT OF LMSs

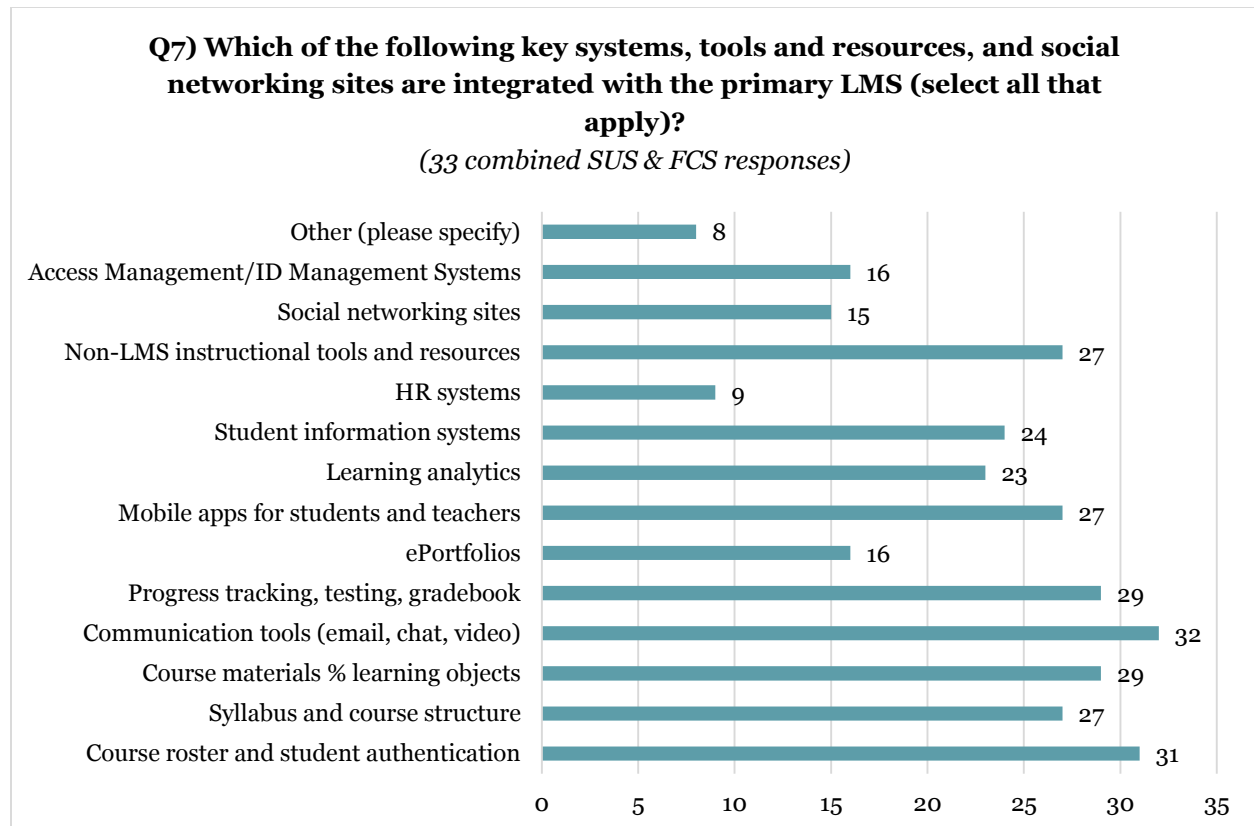
There were several comments about the importance of training and support from both students and faculty. Respondents indicated that training prior to the initial use of the LMS was vital and that ongoing training and support were equally important. Students commented that during critical activities such as taking tests or checking on assignments, the LMS would have a system failure or be unavailable. Faculty comments discussed the amount of training needed for a new system, indicating a need for improvement.

“Though training sessions have been offered, they don't always address my personal needs.” - Anonymous Faculty Member, Question Six, Faculty Survey

SUS AND FCS CIO SUMMARY

A total of 33 CIOs participated in the survey. Of the respondents, 28 (85%) of the CIOs indicate a single LMS is primarily used at their institution, with 5 respondents indicating 2-5 LMSs are used.

The most popular tools and resources integrated with the primary LMSs are course rosters and student authentication, communication tools, course materials and learning objects, and progress tracking, testing, and gradebooks.



Only 10 institutions are receiving their primary LMS through a consortium, with all 10 indicating a key benefit to this method is the lower price.

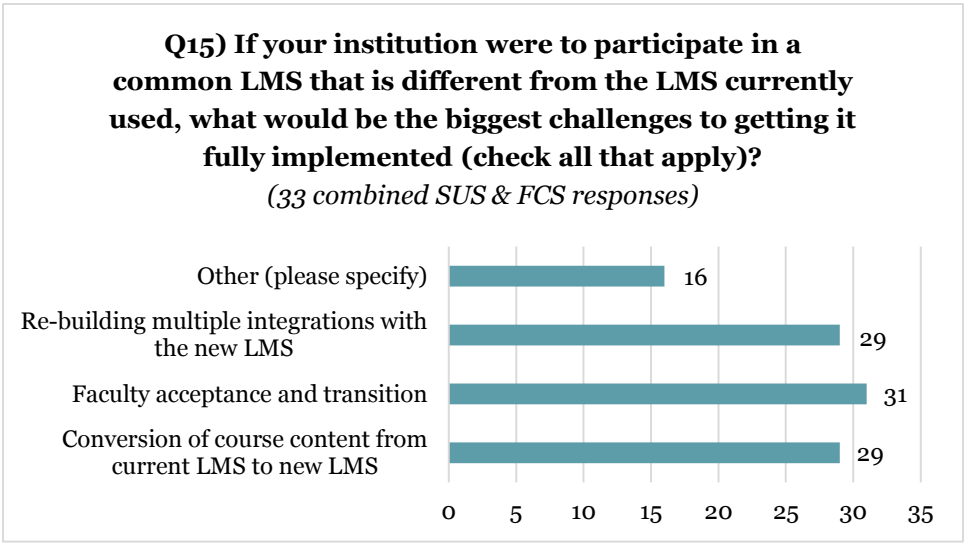
The majority of CIOs (76%) favor the ability to “opt-in” to a common LMS across all state institutions and 18% agreed a common LMS should be required with the ability to “opt-out.”

SUS & FCS Answers	Responses	Percentage
Available on an “opt-in” basis	25	76%
Required, but institutions could “opt-out” with justification	6	18%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	2	6%
Other (please specify)	0	0%
Answered	33	100%

“If the state and students are to benefit from a common LMS, there needs to be broad participation. This will reduce costs to institutions and make for easier mastery for students, especially those who transfer or take classes from more than one institution. That being said, there does need to be an opportunity for local Boards to opt-out if they determine it is in the best interests of their students to do so. Second, institutions on a different platform than the one selected will need additional state funding support to acquire, implement technology, and retrain faculty and staff. If that is not

possible, opt-out should not be considered and we would support opt-in.” - Anonymous CIO, Question 14, CIO Survey

The most agreed-upon challenges associated with implementing a single LMS include faculty acceptance and transition efforts, rebuilding multiple integrations, and conversion of course materials.



STUDENT SURVEY RESULTS

The student survey asked eight questions. The survey responses are summarized below for each question.

Q1) In which state university are you currently enrolled?

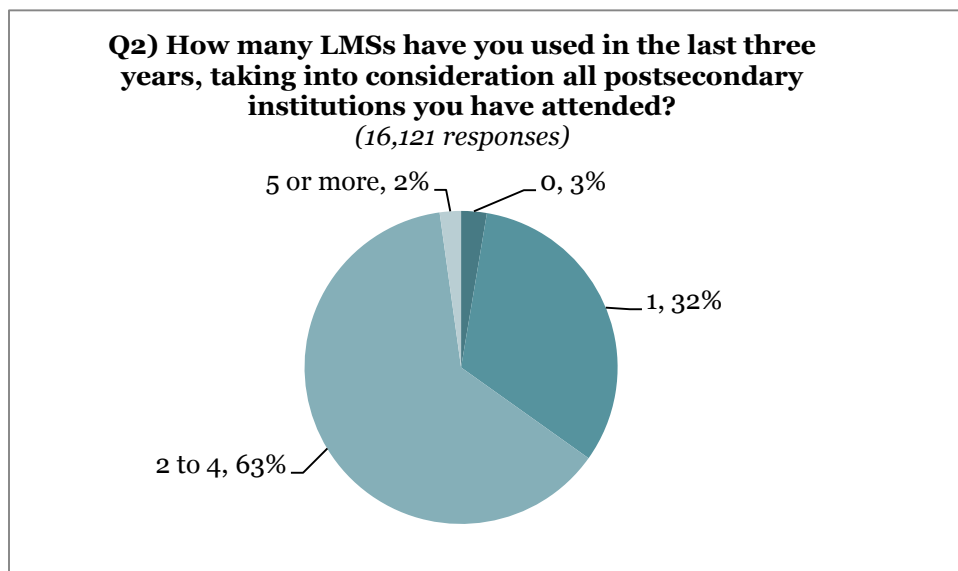
A total of 16,702 students entered the survey from 12 universities. Of the respondents, 44% of the students were from the University of Florida, 22% from the University of South Florida, 12% from Florida Atlantic University, and 10% from Florida State University.

Answer Choices	Responses	Percentage
Florida A&M University	13	0.08%
Florida Atlantic University	2,039	12.21%
Florida Gulf Coast University	289	1.73%
Florida International University	11	0.07%
Florida Polytechnic University	46	0.28%
Florida State University	1,716	10.27%
New College of Florida	48	0.29%
University of Central Florida	1,147	6.87%
University of Florida	7,373	44.14%
University of North Florida	357	2.14%
University of South Florida	3,653	21.87%
University of West Florida	10	0.06%
Answered	16,702	100%

Q2) Universities have different Learning Management Systems (LMSs) that they use to provide course content online for students (examples of LMSs are Blackboard, Canvas, Sakai, Desire2Learn, and Moodle). How many LMSs have you used in the last three years, taking into consideration all postsecondary institutions you have attended?

Of the 16,121 students that responded, 63% of the students have used 2 to 4 LMSs in the last 3 years and 32% have used just 1 LMS. Only 2% have used 5 or more and 3% have used none.

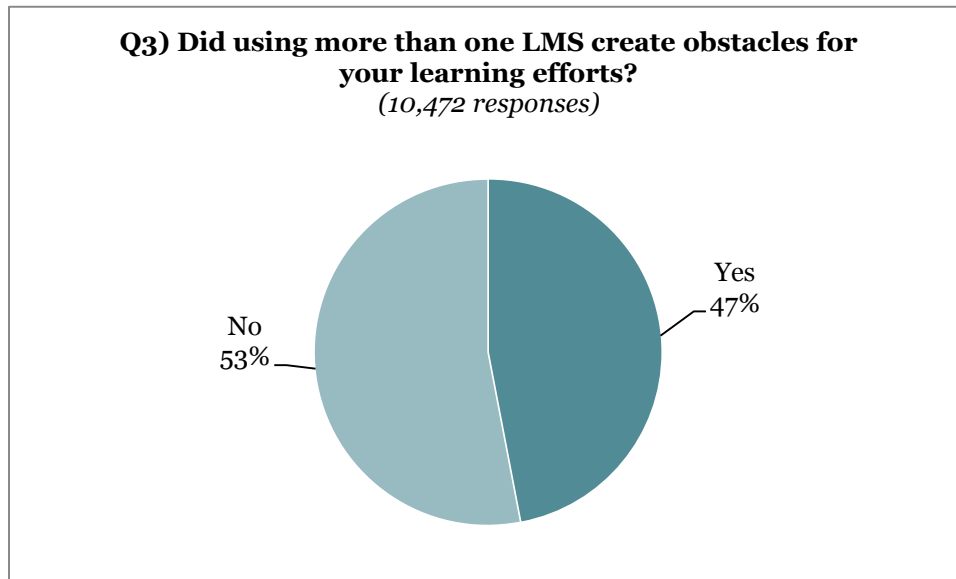
Answer Choices	Responses	Percentage
0	426	3%
1	5,192	32%
2 to 4	10,149	63%
5 or more	354	2%
Answered	16,121	100%
Skipped	581	



Q3) Did using more than one LMS create obstacles for your learning efforts?

Of 10,472 responses, 47% of the students indicated that using more than 1 LMS creates obstacles for their learning efforts and 53% indicated that using more than one does not create obstacles.

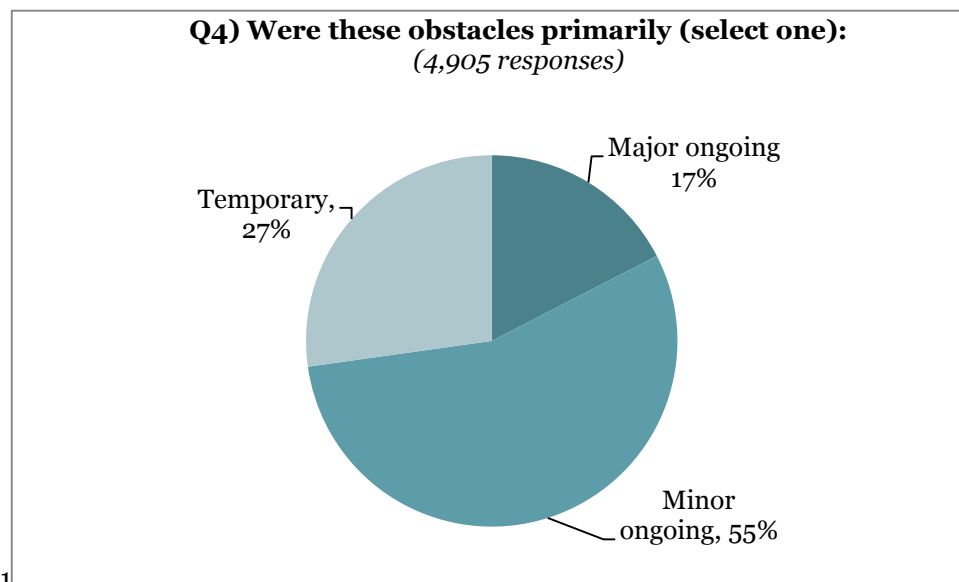
Answer Choices	Responses	Percentage
Yes	4,920	47%
No	5,552	53%
Answered	10,472	100%
Skipped	6,230	



Q4) Were these obstacles primarily (select one):

Students who indicated using multiple LMSs created obstacles for their learning were asked to respond to this question. Of the 4,905 students who responded, 55% indicated the obstacles encountered are minor ongoing, 27% indicated they are temporary, and 17% responded the obstacles are major ongoing.

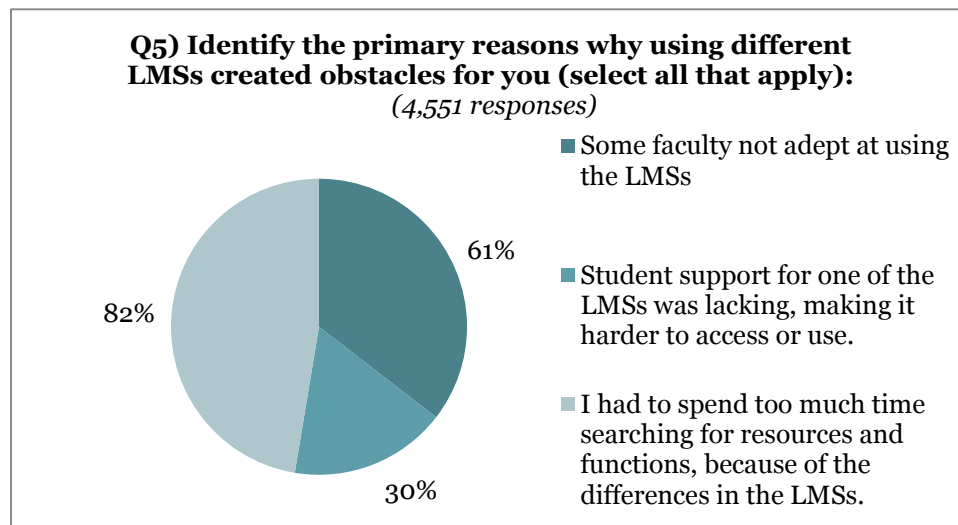
Answer Choices	Responses	Percentage
Major ongoing	855	17%
Minor ongoing	2,715	55%
Temporary	1,335	27%
Answered	4,905	100%
Skipped	11,797	



Q5) Please identify the primary reasons why using different LMSs created obstacles for you (select all that apply):

Students who indicated using different LMSs created obstacles for them were asked to respond to this question. Of the 4,551 students who responded to this question, 82% indicated they spend too much time searching for resources and functions while using an LMS because of the differences in the systems. Roughly 61% thought faculty were not adept at using the LMS and 30% felt student support for one of the LMSs was lacking. (Total percentage does not equal 100% as students could select more than one answer.)

Answer Choices	Responses	Percentage
Some faculty not adept at using the LMSs	2,794	61%
Student support for one of the LMSs was lacking, making it harder to access or use.	1,350	30%
I had to spend too much time searching for resources and functions, because of the differences in the LMSs.	3,732	82%
Answered	4,551	
Skipped	12,151	



Students who said using multiple LMSs created obstacles had the option to provide comments explaining why this was the case. The resulting themes of 1,134 comments are shown below, indicating 57% of these students cited too many learning systems complicates their ability to complete work and adds confusion. Other students (17%) indicated the LMSs were too difficult to use and 11% indicated the inconsistent use by instructors caused confusion.

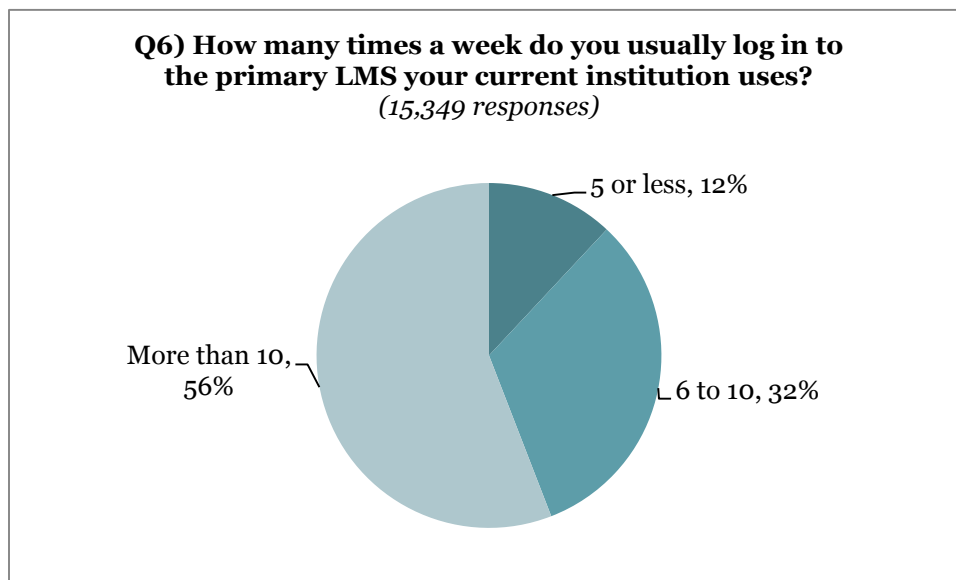
Category	Total Responses	Percentage
Accessibility issues	12	1%
Difficult to use	195	17%
Inconsistent use by instructors	121	11%

Category	Total Responses	Percentage
N/A	8	1%
Technical issues/errors	110	10%
Technology is too complicated	5	0%
Technology is too expensive	4	0%
Technology should not replace classroom	18	2%
Time consuming/adds additional work	11	1%
Too many LMSs complicates work and adds confusion	650	57%
Answered	1,134	100%

Q6) How many times a week do you usually log in to the primary LMS your current institution uses?

Over 15,000 students responded to this question with 56% indicating they log in to their primary LMS more than 10 times a week.

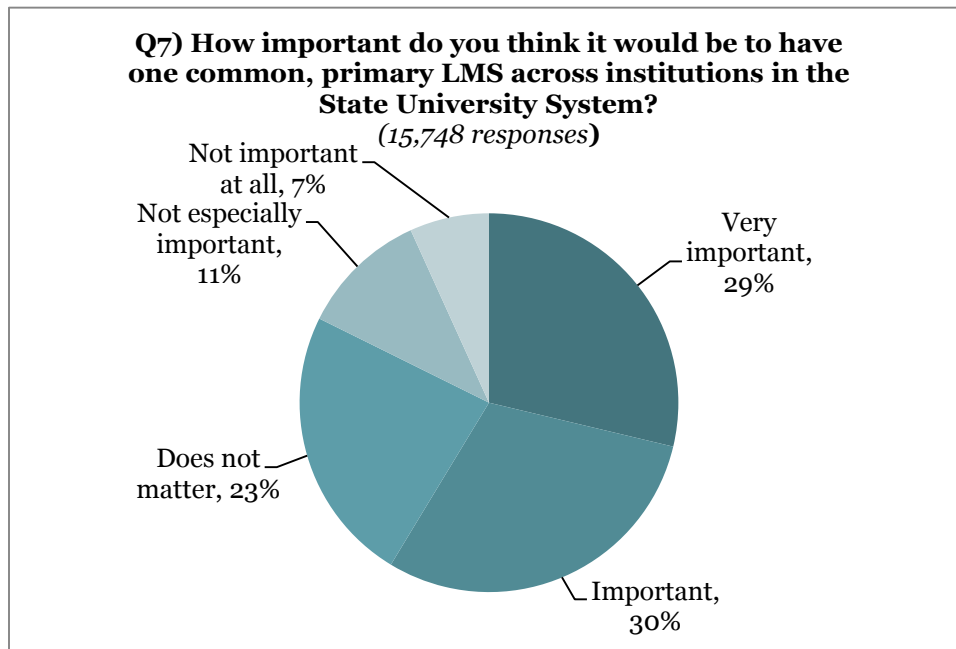
Answer Choices	Responses	Percentage
5 or less	1,836	12%
6 to 10	4,936	32%
More than 10	8,577	56%
Answered	15,349	100%
Skipped	1,353	



Q7) How important do you think it would be to have one common, primary LMS across institutions in the State University System?

Of the 15,748 students that answered this question, 59% of the students think it is “important” or “very important” to have a single common LMS across institutions in the State University System. A combined 34% think that it “does not matter” or is “not especially important,” and 7% think it is “not important at all”.

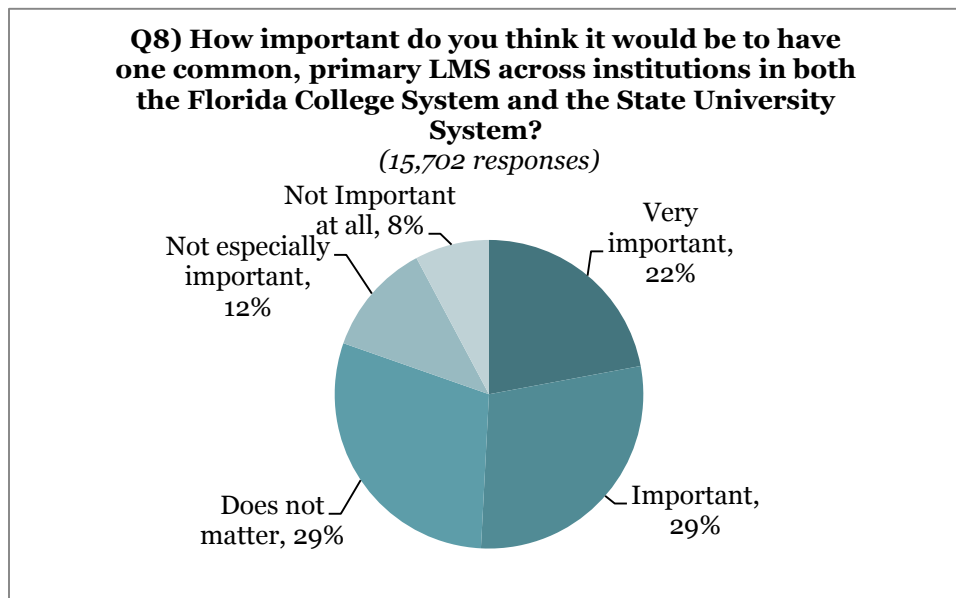
Answer Choices	Responses	Percentage
Very important	4,524	29%
Important	4,715	30%
Does not matter	3,725	23%
Not especially important	1,716	11%
Not important at all	1,068	7%
Answered	15,748	100%
Skipped	954	



Q8) How important do you think it would be to have one common, primary LMS across institutions in both the Florida College System and the State University System?

Of the 15,702 student responses, a combined 51% of the students think it is “important” or “very important” to have one common, primary LMS across institutions in both the Florida College System and the State University System. Twenty-nine percent (29%) responded it “does not matter” and a combined 20% responded it is “not especially important” or “not important at all.”

Answer Choices	Responses	Percentage
Very important	3,465	22%
Important	4,517	29%
Does not matter	4,637	29%
Not especially important	1,860	12%
Not important at all	1,223	8%
Answered	15,702	100%
Skipped	1,000	



FACULTY SURVEY RESULTS

The faculty survey asked 13 questions. The survey responses are summarized below for each question.

Q1) Please identify the institution where you are currently employed:

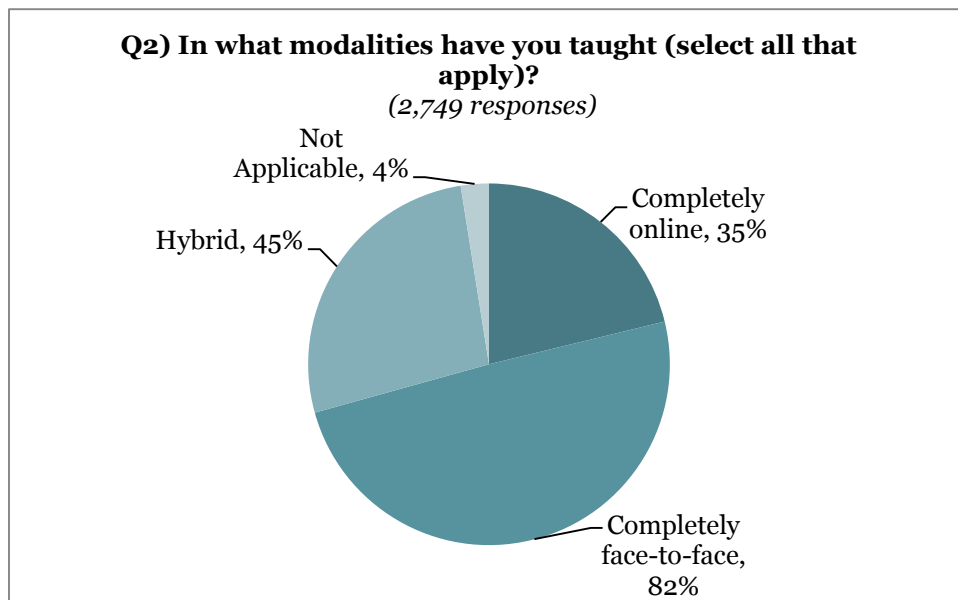
Responses were received from 2,818 faculty members across all of the state universities.

Answer Choices	Responses	Percentage
Florida A&M University	4	0.14%
Florida Atlantic University	239	8.48%
Florida Gulf Coast University	184	6.53%
Florida International University	1	0.04%
Florida Polytechnic University	6	0.21%
Florida State University	436	15.47%
New College of Florida	41	1.45%
University of Central Florida	5	0.18%
University of Florida	1,172	41.59%
University of North Florida	103	3.66%
University of South Florida	616	21.86%
University of West Florida	1	0.04%
None of the above	10	0.35%
Answered	2,818	100%
Skipped	0	

Q2) In what modalities have you taught (select all that apply)?

Answers indicated faculty members teach in various modalities. Of the 2,749 responses, 2,264 teach completely face-to-face, 970 teach completely online, and 1,226 teach using a hybrid approach. (Total percentage does not equal 100% as faculty could select more than one answer.)

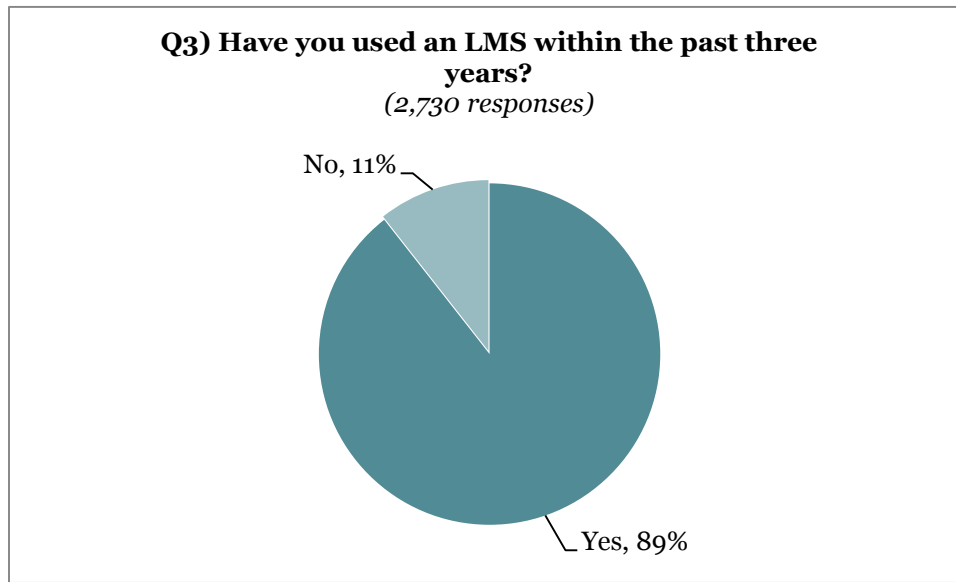
Answer Choices	Responses	Percentage
Completely online	970	35%
Completely face-to-face	2,264	82%
Hybrid	1,226	45%
Not applicable	115	4%
Answered	2,749	
Skipped	69	



Q3) Universities have different Learning Management Systems (LMSs), such as Blackboard, Canvas, Sakai, Desire2Learn, and Moodle, which are used to administer and deliver course content. Have you used an LMS within the past three years?

Of the 2,730 respondents, 89% of faculty have used a LMS in the past three years. Only 11% have not.

Answer Choices	Responses	Percentage
Yes	2,441	89%
No	289	11%
Answered	2,730	100%
Skipped	88	

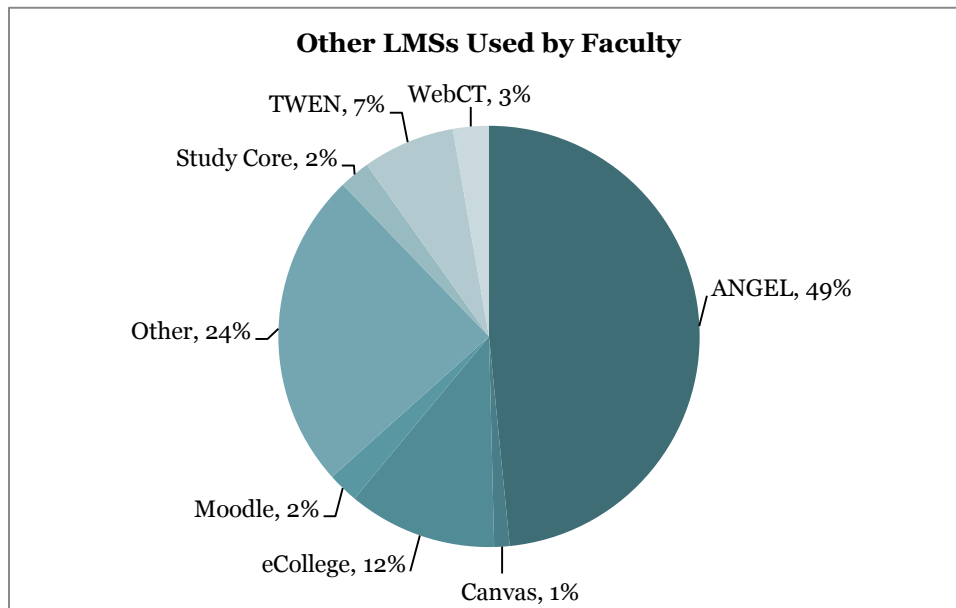


Q4) Which of the following primary LMSs have you used in the last three years (select all that apply)?

With 2,409 responses, Blackboard has been used the most in the past three years (61%) with Canvas being used by 46%, and Sakai by 34% of the faculty. (Total percentage does not equal 100% as faculty could select more than one answer.)

Answer Choices	Responses	Percentage
Canvas	1,116	46%
Blackboard	1,462	61%
Desire2Learn	47	2%
Sakai	811	34%
Moodle	208	9%
Do not know name of LMS	26	1%
Answered	2,409	
Skipped	409	

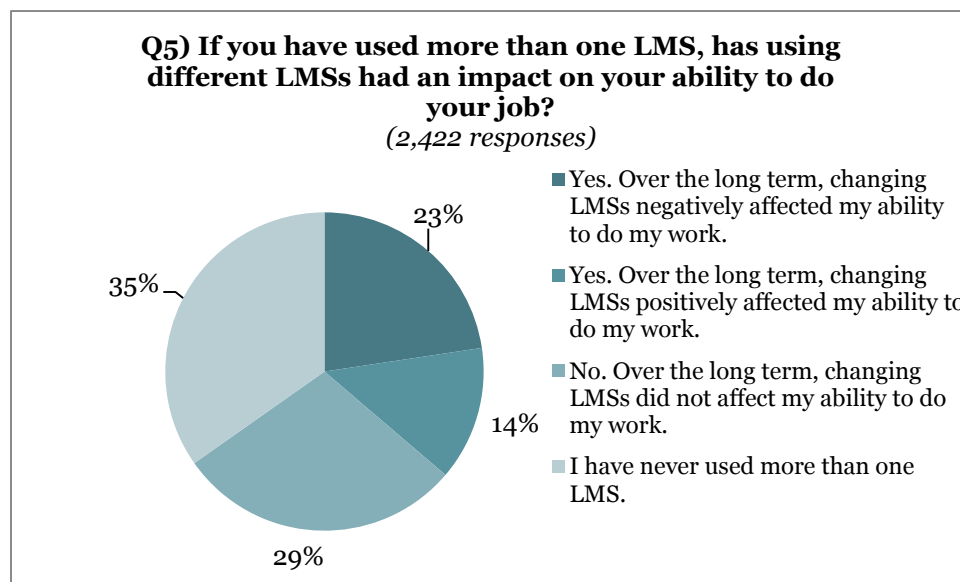
Faculty members were given the opportunity to list other primary LMSs used within the last three years. The following chart indicates 49% have used ANGEL, 12% have used eCollege, 7% have used TWEN, and 24% have used a custom or other LMS.



Q5) If you have used more than one LMS, has using different LMSs had an impact on your ability to do your job?

Of the 2,422 responses, 29% of faculty respondents indicated changing LMSs did not affect their ability to do their work over the long term. Twenty-three percent (23%) of faculty felt using different LMSs negatively affected their work and 14% felt using different LMSs positively affected their work over the long term. However, most faculty responded they have never used more than one LMS.

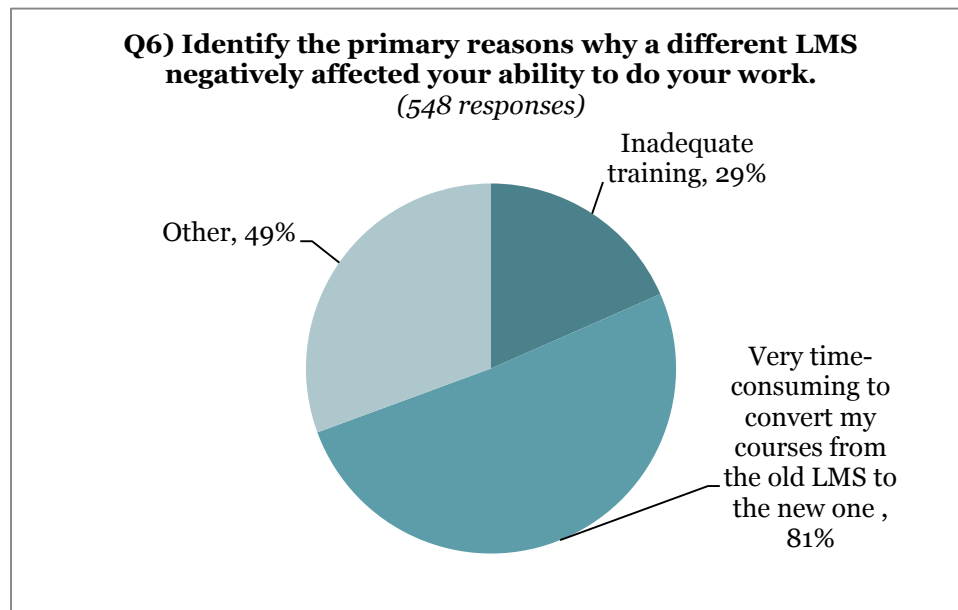
Answer Choices	Responses	Percentage
Yes. Over the long term, changing LMSs negatively affected my ability to do my work.	548	23%
Yes. Over the long term, changing LMSs positively affected my ability to do my work.	330	14%
No. Over the long term, changing LMSs did not affect my ability to do my work.	702	29%
I have never used more than one LMS.	842	35%
Answered	2,422	100%
Skipped	396	



Q6) Please identify the primary reasons why a different LMS negatively affected your ability to do your work (check all that apply):

Faculty who indicated using different LMSs negatively affected them were asked to respond to this question. Of the 548 responses, 81% of the faculty respondents felt the primary reason a different LMS negatively affected their work ability was that it is very time-consuming to convert courses from the old LMS to the new one. Inadequate training made up 29% of the other reason and 49% selected “other.” (Total percentage does not equal 100% as faculty could select more than one answer.)

Answer Choices	Responses	Percentage
Inadequate training	160	29%
Very time-consuming to convert my courses from the old LMS to the new one	443	81%
Other	266	49%
Answered	548	
Skipped	2,270	



Faculty members provided comments on the negative impacts of implementing a new LMS. The chart below summarizes the impacts.

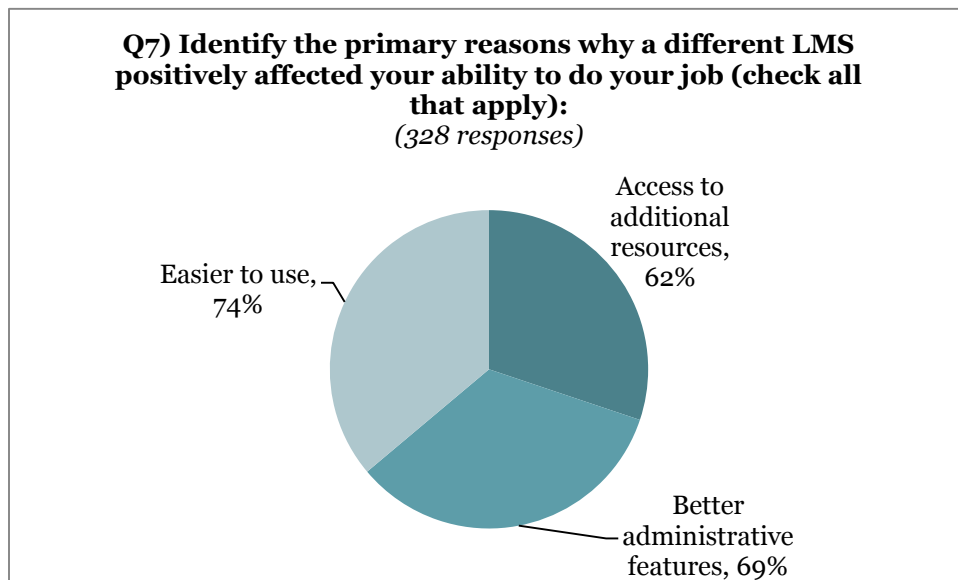
Negative Impact Themes	Total	Percentage
Difficult to reuse learning materials	4	8%
Does not match teaching style	5	10%
Inadequate technical support	1	2%
Large learning curve	2	4%
Loss of functionality	19	36%
Too technical /difficult to use	7	13%

Negative Impact Themes	Total	Percentage
Too time consuming to change	14	27%
Answered	52	100%

Q7) Please identify the primary reasons why a different LMS positively affected your ability to do your job (check all that apply):

Faculty who indicated using different LMSs positively affected their ability to do their job were asked to respond to this question. Of the 328 faculty members who responded to this question, 74% felt a different LMS was easier to use, 69% felt a different LMS would have better administrative features, and 62% felt a different LMS would provide access to additional resources. (Total percentage does not equal 100% as faculty could select more than one answer.)

Answer Choices	Responses	Percentage
Access to additional resources	202	62%
Better administrative features	226	69%
Easier to use	242	74%
Answered	328	
Skipped	2,490	



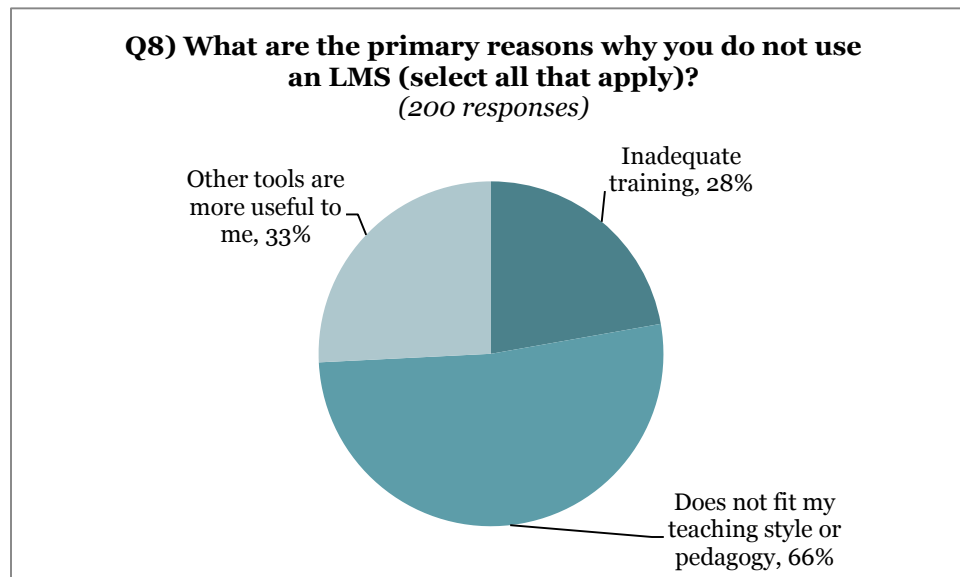
Faculty members were allowed to provide comments on the positive impacts of implementing a new LMS. The chart below summarizes the impacts.

Positive Impact	Total	Percentage
Allows customization of learning	4	18%
Assists with grading	1	5%
Easy access to materials	2	9%
Effective means of communication	2	9%
Improves learning experience	13	59%
Answered	22	100%

Q8) What are the primary reasons why you do not use an LMS (select all that apply)?

Faculty who indicated they did not use an LMS were asked to respond to this question. Only 200 faculty members responded to this question. Of those, 66% responded they do not use an LMS because it does not fit their teaching style, 33% responded other tools are more useful, and 28% responded there was inadequate training on the LMS. (Total percentage does not equal 100% as faculty could select more than one answer.)

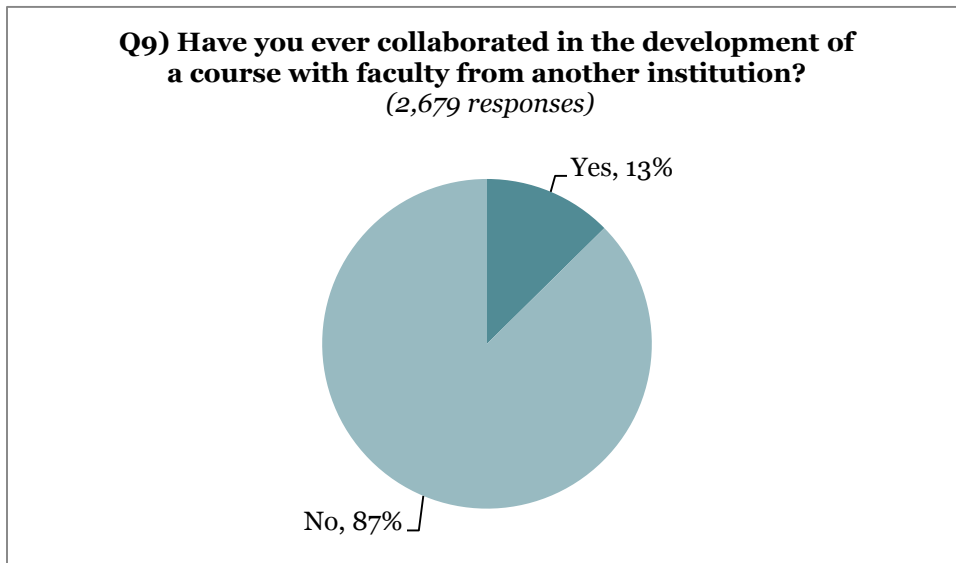
Answer Choices	Responses	Percentage
Inadequate training	56	28%
Does not fit my teaching style or pedagogy	131	66%
Other tools are more useful to me	65	33%
Answered	200	
Skipped	2,618	



Q9) Have you ever collaborated in the development of a course with faculty from another institution?

Of the 2,679 respondents, 87% of faculty members have not collaborated in the development of a course with faculty from another institution.

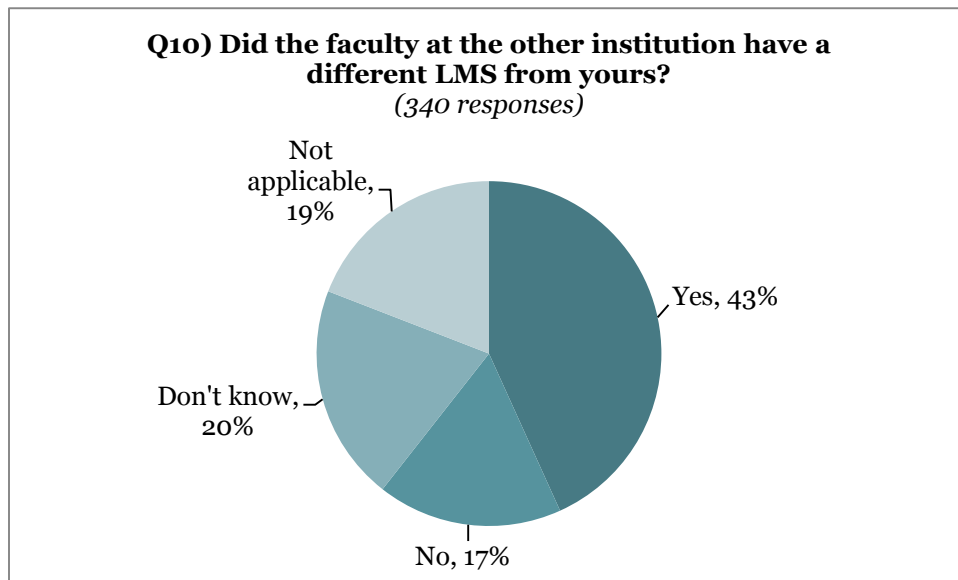
Answer Choices	Responses	Percentage
Yes	338	13%
No	2,341	87%
Answered	2,679	100%
Skipped	139	



Q10) Did the faculty at the other institution have a different LMS from yours?

Of the 340 respondents, 43% of faculty members have collaborated on courses while using different LMSs at each institution.

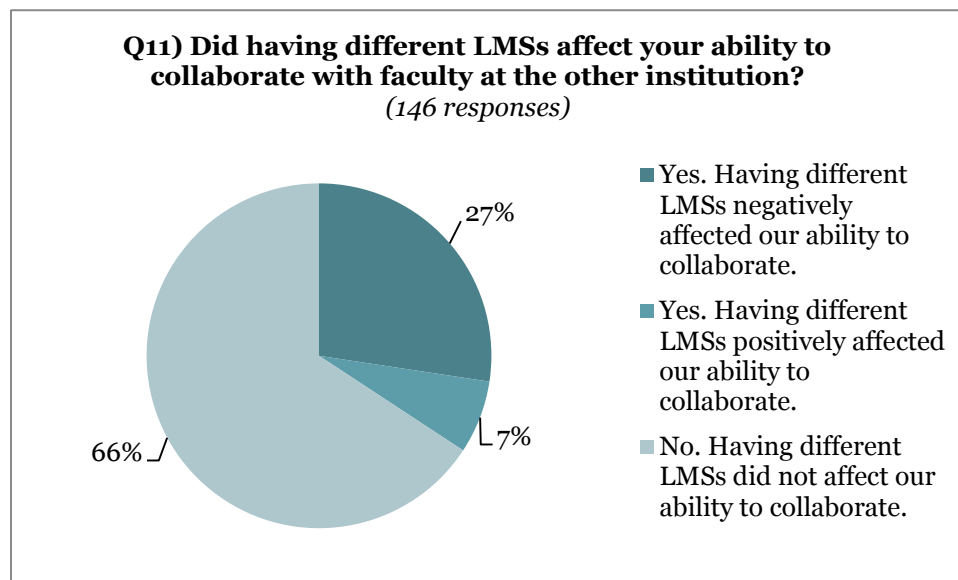
Answer Choices	Responses	Percentage
Yes	147	43%
No	59	17%
Don't know	69	20%
Not applicable	65	19%
Answered	340	100%
Skipped	2,478	



Q11) Did having different LMSs affect your ability to collaborate with faculty at the other institution?

Faculty who indicated they had collaborated with faculty at other institutions were asked to respond to this question. Of the 146 faculty members who answered this question, 66% felt having a different LMS did not affect their ability to collaborate. When the LMS did affect collaboration, 27% of faculty responded it was a negative impact, and 7% indicated it was a positive impact.

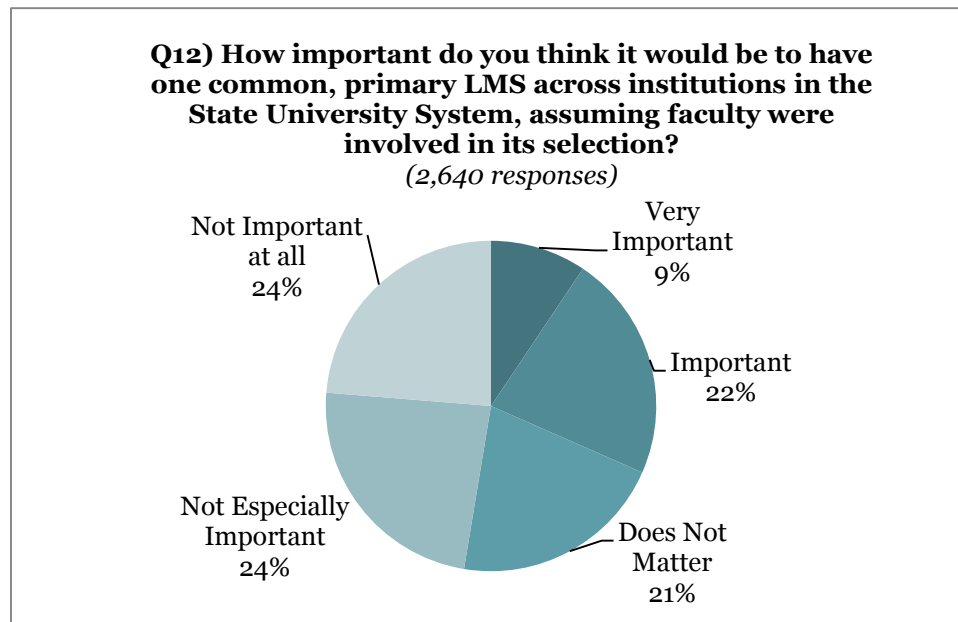
Answer Choices	Responses	Percentage
Yes. Having different LMSs negatively affected our ability to collaborate.	40	27%
Yes. Having different LMSs positively affected our ability to collaborate.	10	7%
No. Having different LMSs did not affect our ability to collaborate.	96	66%
Answered	146	100%
Skipped	2,672	



Q12) How important do you think it would be to have one common, primary LMS across institutions in the State University System, assuming faculty were involved in its selection?

A combined 31% of the faculty respondents felt it is “important” or “very important” to have a common, primary LMS across institutions in the State University System. Twenty-one percent (21%) felt it “does not matter” and a combined 48% felt it is “not especially important” or “not important at all.”

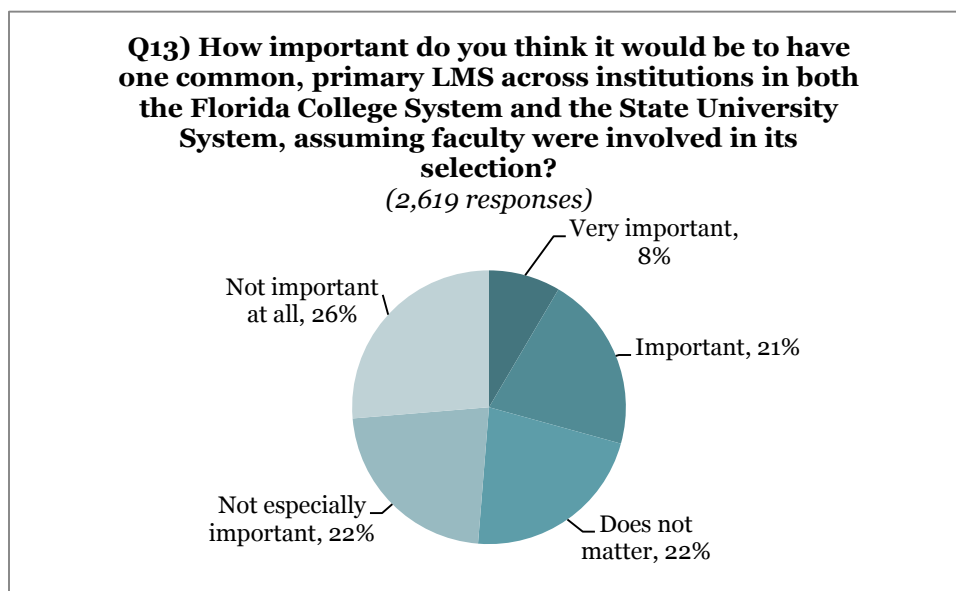
Answer Choices	Responses	Percentage
Very important	248	9%
Important	586	22%
Does not matter	555	21%
Not especially important	625	24%
Not important at all	626	24%
Answered	2,640	100%
Skipped	178	



Q13) How important do you think it would be to have one common, primary LMS across institutions in both the Florida College System and the State University System, assuming faculty were involved in its selection?

Of the 2,619 response, 29% of the faculty respondents felt it is “important” or “very important” to have a common, primary LMS across institutions in both the Florida College System and the State University System. A large number of responses (689) felt it is “not important at all.”

Answer Choices	Responses	Percentage
Very important	222	8%
Important	545	21%
Does not matter	576	22%
Not especially important	587	22%
Not important at all	689	26%
Answered	2,619	100%
Skipped	199	



CIO SURVEY RESULTS

The CIO survey was sent to the State University System and the Florida College System CIOs. Each institution was allowed one response. The survey asked 17 questions. The survey responses are summarized below for each question.

Q1) Please identify your institution.

Responses were received from 10 universities and 23 colleges.

SUS Answer Choices	Completed Survey
Florida A&M University	No
Florida Atlantic University	Yes
Florida Gulf Coast University	Yes
Florida International University	Yes
Florida Polytechnic University	No
Florida State University	Yes
New College of Florida	Yes
University of Central Florida	Yes
University of Florida	Yes
University of North Florida	Yes
University of South Florida	Yes
University of West Florida	Yes
Total	10

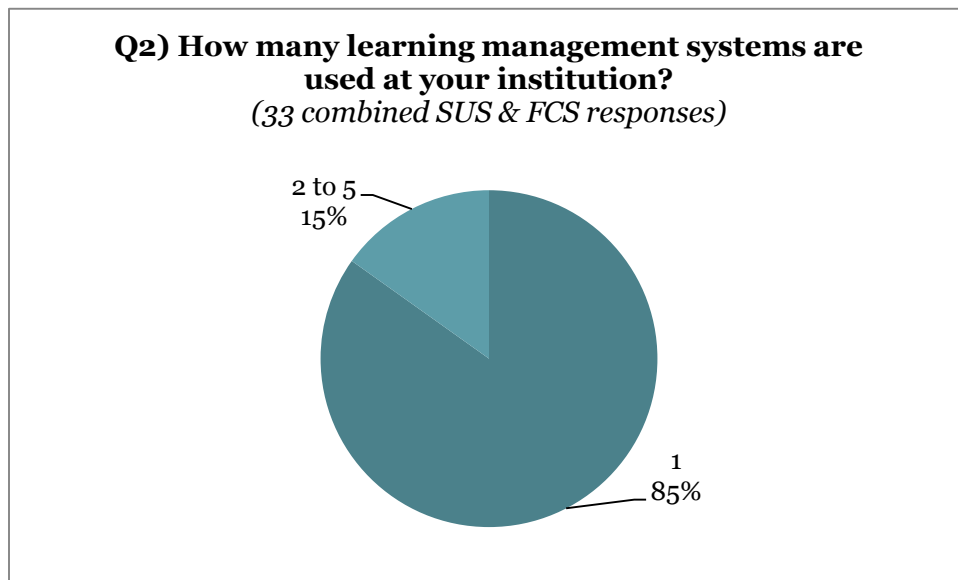
FCS Answer Choices	Completed Survey
Broward College	Yes
College of Central Florida	No
Chipola College	Yes
Daytona State College	Yes
Eastern Florida State College	Yes
Florida Gateway College	Yes
Florida Keys Community College	No
Florida State College at Jacksonville	Yes
Florida SouthWestern State College	Yes
Gulf Coast State College	No
Hillsborough Community College	Yes
Indian River State College	Yes

FCS Answer Choices	Completed Survey
Lake-Sumter State College	Yes
State College of Florida, Manatee-Sarasota	Yes
Miami Dade College	Yes
North Florida Community College	Yes
Northwest Florida State College	No
Palm Beach State College	Yes
Pasco-Hernando State College	Yes
Pensacola State College	Yes
Polk State College	Yes
St. Johns River State College	No
St. Petersburg College	Yes
Santa Fe College	Yes
Seminole State College of Florida	Yes
South Florida State College	Yes
Tallahassee Community College	Yes
Valencia College	Yes
Total	23

Q2) How many learning management systems are used at your institution?

Of the responses received, 7 state universities and 21 state colleges (85%) have 1 LMS and 3 state universities and 2 colleges (15%) have 2 to 5.

SUS & FCS Answers	Responses	Percentage
1	28	85%
2- 5	5	15%
6 or more	0	0%
Answered	33	100%



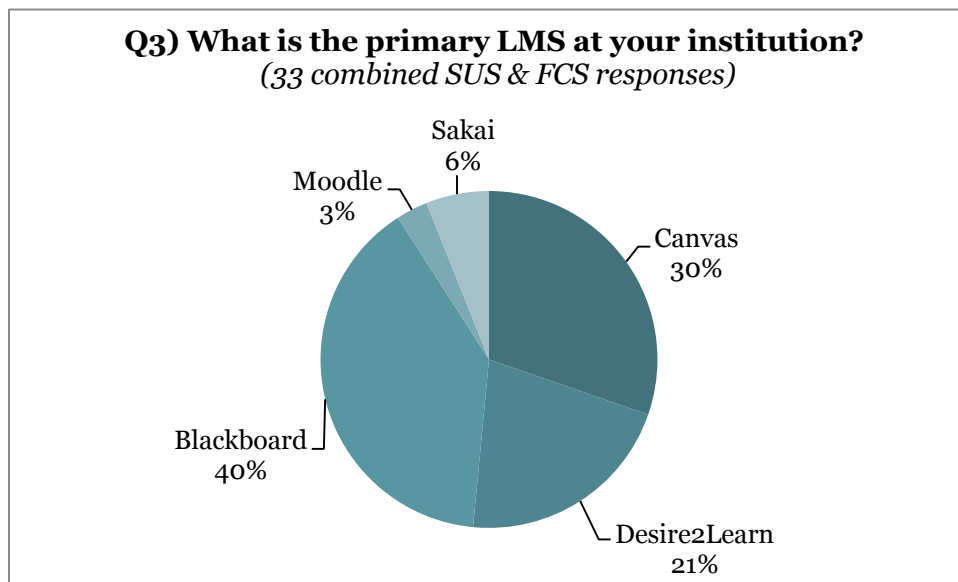
The SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
1	7	70%
2-5	3	30%
6 or more	0	0%
Answered	10	100%
FCS Answers	Responses	Percentage
1	21	93%
2 to 5	2	7%
6 or more	0	0%
Answered	23	100%

Q3) What is the primary LMS at your institution?

The LMS in use at 40% of the SUS and FCS institutions is Blackboard, with 30% of institutions using Canvas, 21% using Desire2Learn, 6% using Sakai, and 3% using Moodle.

SUS & FCS Answers	Responses	Percentage
Canvas	10	30%
Desire2Learn	7	21%
Blackboard	13	40%
Moodle	1	3%
Sakai	2	6%
Other (Specify)	0	0%
Answered	33	100%



SUS and FCS results breakdown is provided below.

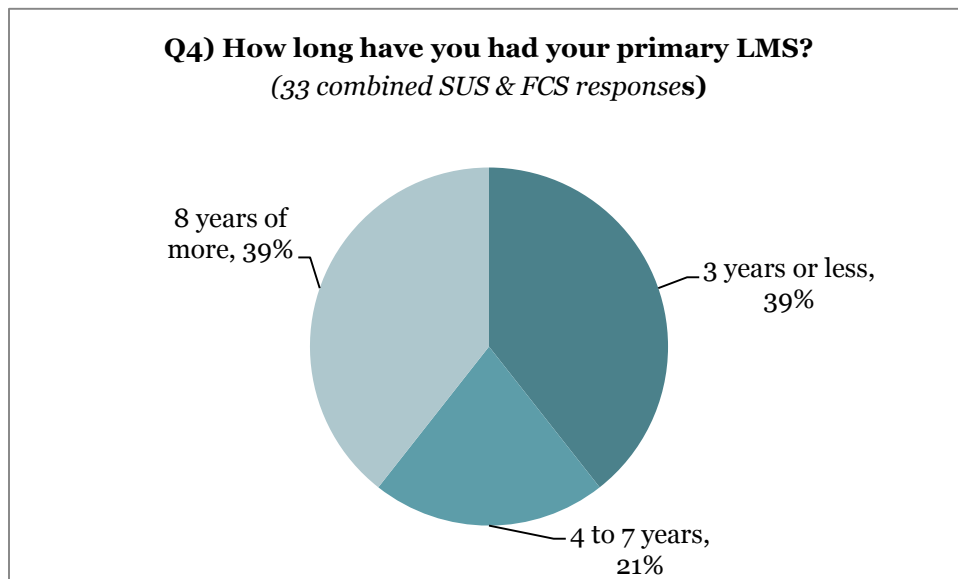
SUS Answers	Responses	Percentage
Canvas	3	30%
Desire2Learn	1	10%
Blackboard	4	40%
Moodle	1	10%
Sakai	1	10%
Other (Specify)	0	0%
Answered	10	100%

FCS Answers	Responses	Percentage
Canvas	7	30%
Desire2Learn	6	26%
Blackboard	9	39%
Moodle	0	0%
Sakai	1	4%
Other (Specify)	0	0%
Answered	23	100%

Q4) How long have you had your primary LMS?

Results were split almost evenly, with 39% of institutions having used their primary LMS for 3 years or less, and another 39% having used their LMS for 8 years or more. The remaining 21% have been using their LMS for 4-7 years.

SUS & FCS Answers	Responses	Percentage
3 years or less	13	39%
4-7 years	7	21%
8 years or more	13	39%
Answered	33	100%



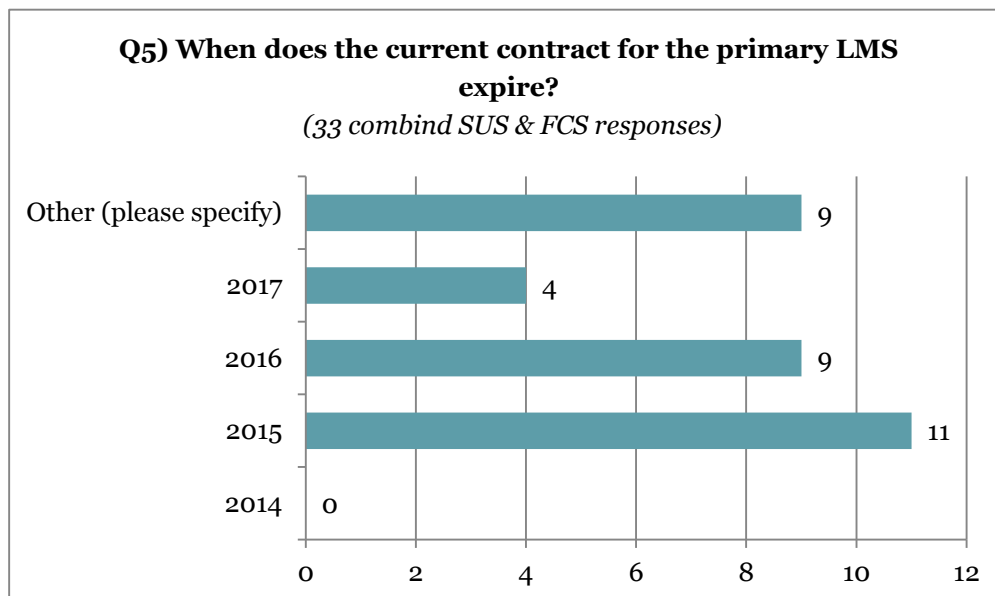
SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
3 years or less	3	30%
4-7 years	4	40%
8 years or more	3	30%
Answered	10	100%
FCS Answers	Responses	Percentage
3 years or less	10	43%
4-7 years	3	13%
8 years or more	10	43%
Answered	23	100%

Q5) When does the current contract for the primary LMS expire?

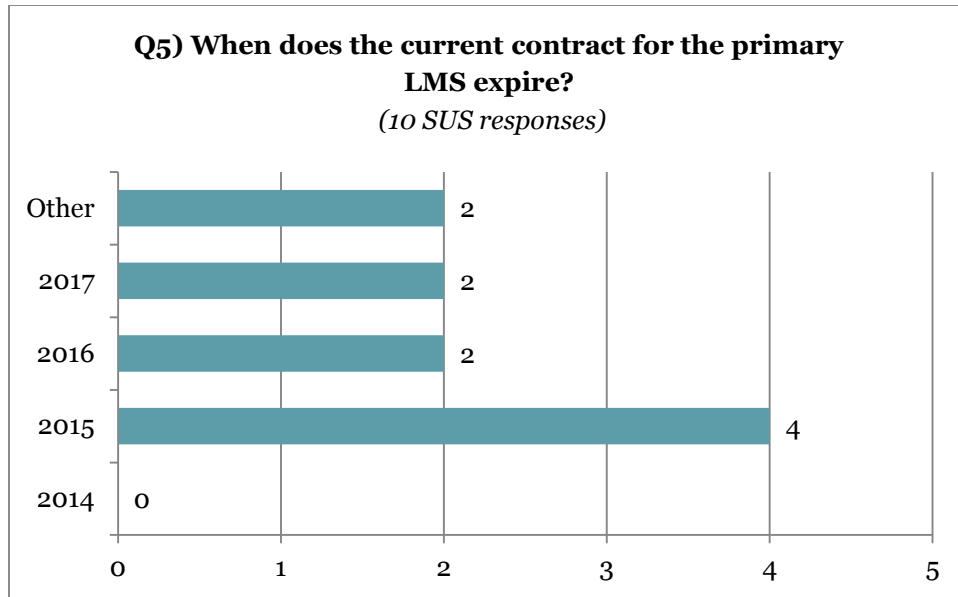
Overall, 60% of the colleges and universities will have their contracts for their primary LMS expire in the next two years (2015 and 2016). Of the 27% that selected “other,” one university has a perpetual license and another uses an open source system. One college has a year-to-year contract renewal, while 6 others expire in 2018 or 2019.

SUS & FCS Answers	Responses	Percentage
2014	0	0%
2015	11	33%
2016	9	27%
2017	4	12%
Other (please specify)	9	27%
Answered	33	100%

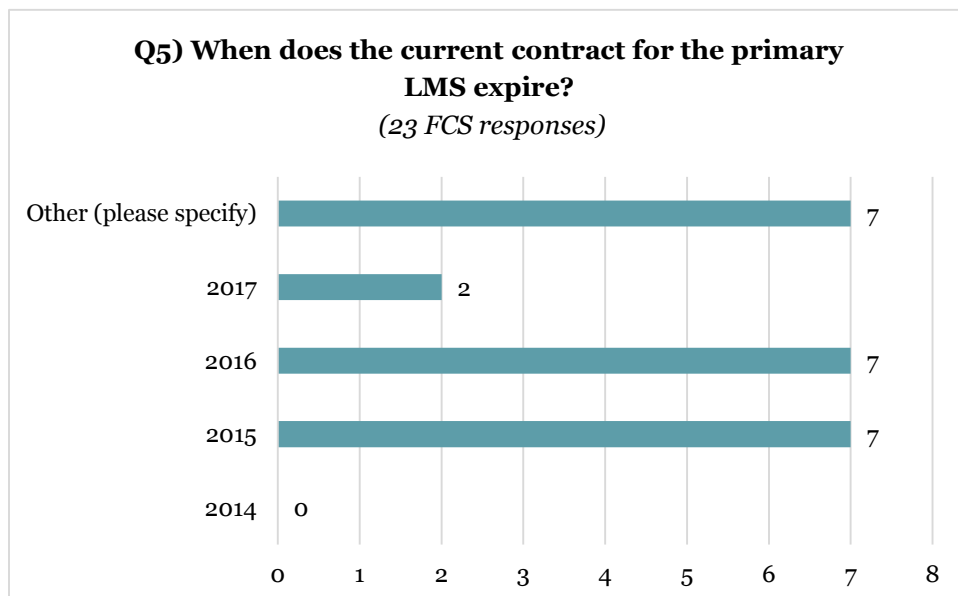


SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
2014	0	0%
2015	4	40%
2016	2	20%
2017	2	20%
Other	2	20%
Answered	10	100%



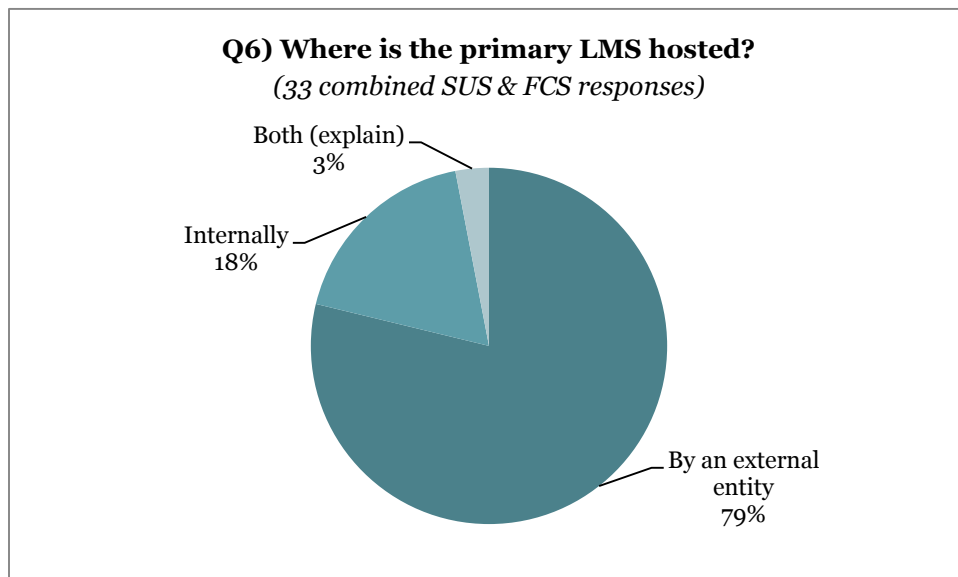
FCS Answers	Responses	Percentage
2014	0	0%
2015	7	30%
2016	7	30%
2017	2	9%
Other (please specify)	7	30%
Answered	23	100%



Q6) Where is the primary LMS hosted?

Of the combined answers, 79% of institutions have their LMS hosted by an external entity, 18% host the systems internally, and 1 institution has both. (The University of Florida is migrating from Sakai to Canvas; Sakai is hosted locally and Canvas will be hosted in the cloud.)

SUS & FCS Answers	Responses	Percentage
By an external entity	26	79%
Internally	6	18%
Both (explain)	1	3%
Answered	33	100%

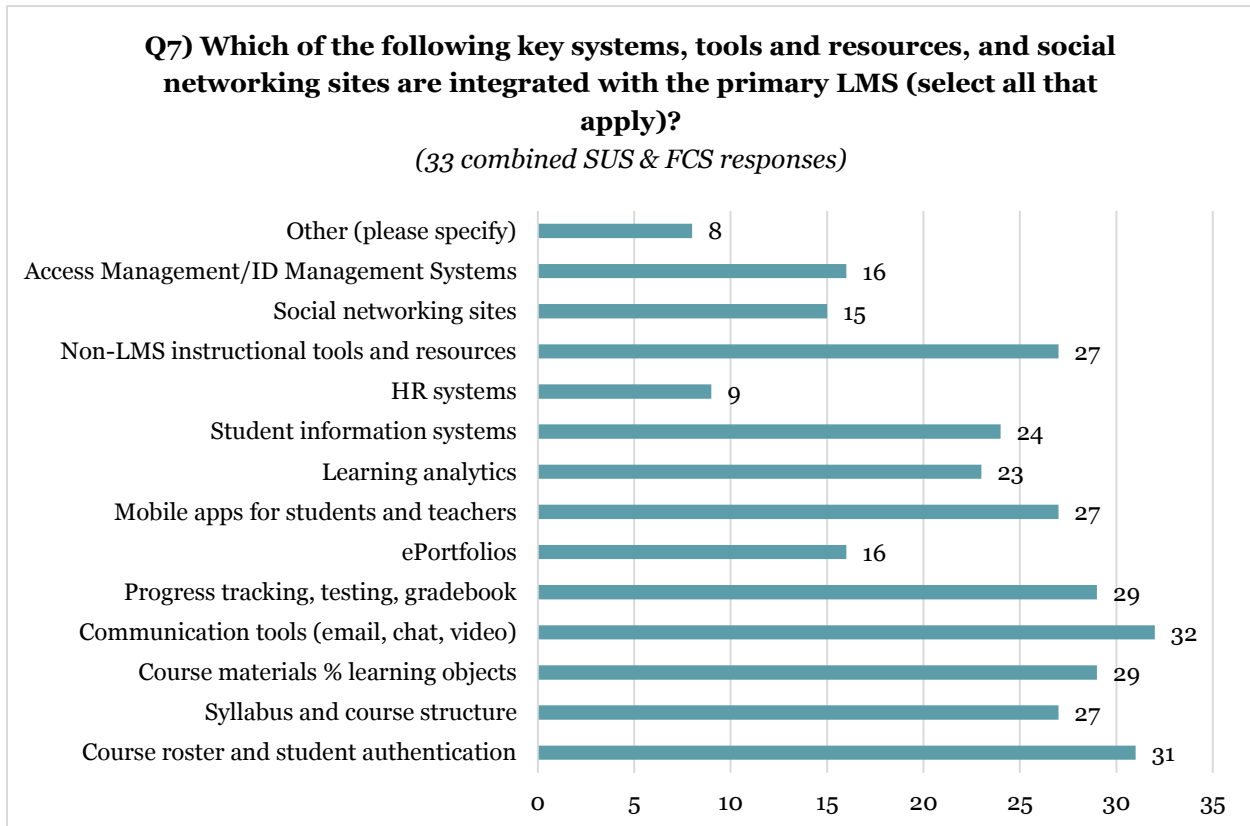


SUS and FCS results breakdown is provided below.

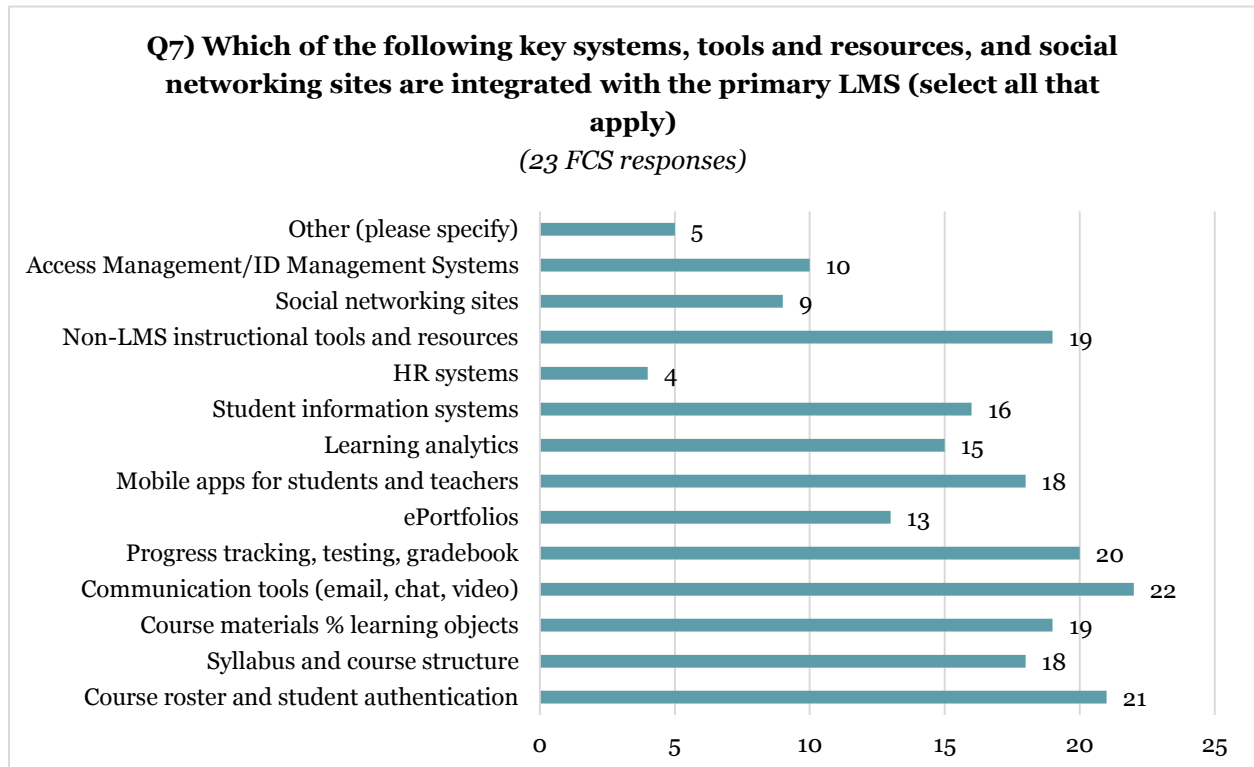
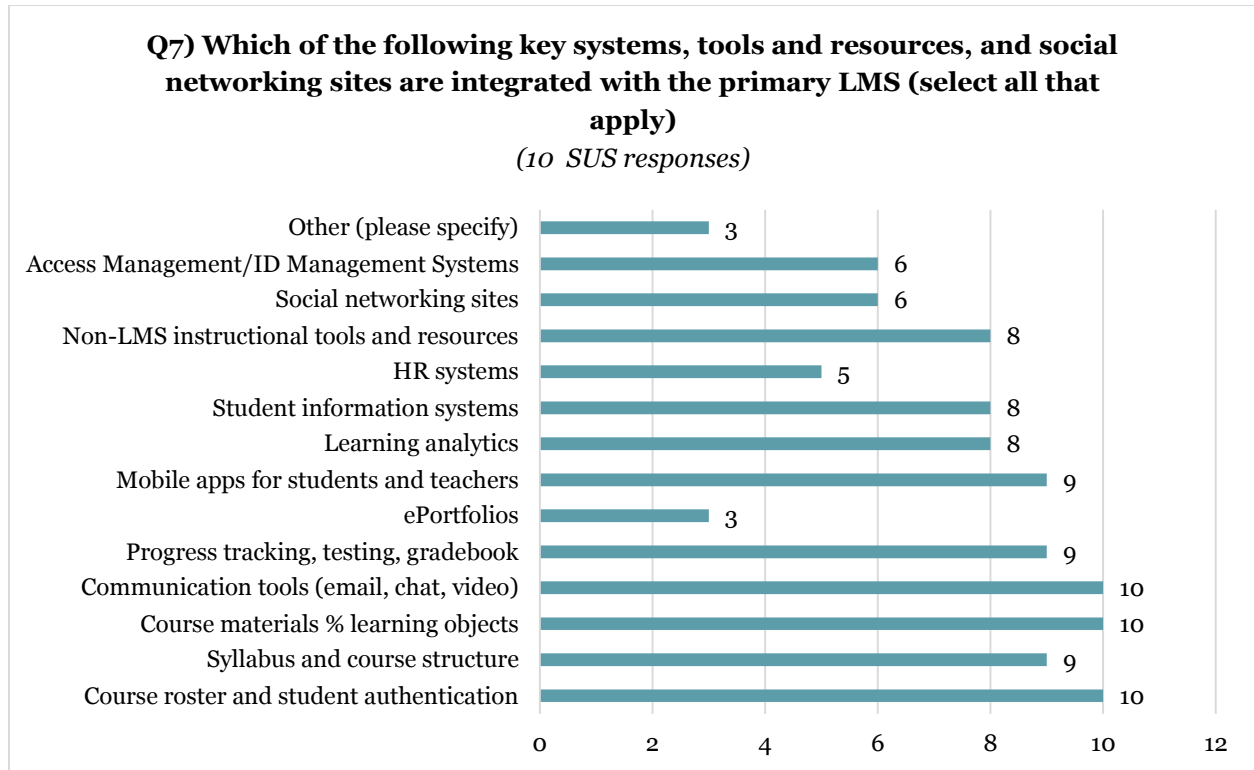
SUS Answers	Responses	Percentage
By an external entity	6	60%
Internally	3	30%
Both (explain)	1	10%
Answered	10	100%
FCS Answers	Responses	Percentage
By an external entity	20	87%
Internally	3	13%
Both (explain)	0	0%
Answered	23	100%

Q7) Which of the following key systems, tools and resources, and social networking sites are integrated with the primary LMS (select all that apply):

The following responses were received from both the SUS and FCS CIOs.



SUS and FCS results breakdown is provided on the following page.



Q8) Did you obtain your current primary LMS through a consortium?

A combined 32% of the SUS and FCS institutions obtained their LMS through a consortium and 68% did not.

SUS & FCS Answers	Responses	Percentage
Yes	10	32%
No	23	68%
Answered	33	100%

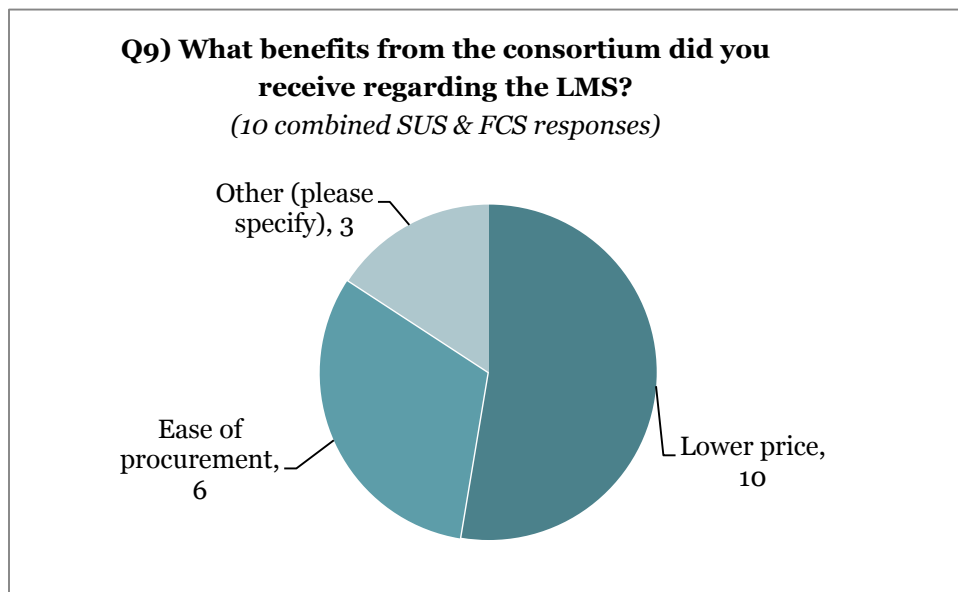
SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
Yes	3	30%
No	7	70%
Answered	10	100%
FCS Answers	Responses	Percentage
Yes	7	30%
No	16	70%
Answered	23	100%

Q9) What benefits from the consortium did you receive regarding the LMS? (select all that apply):

The 10 CIOs responding they had obtained their LMS through a consortium were asked to respond to this question and could select more than one answer. The primary benefit cited for purchasing through a consortium is lower price (10 responses) followed by ease of procurement (6 responses). Additional benefits included, “Access to LMS via the Internet2 high-bandwidth network,” and “Strategically aligns with peer institution.”

SUS & FCS Answers	Responses
Lower price	10
Ease of procurement	6
Other (please specify)	3



SUS and FCS results breakdown is provided below.

SUS Answers	Responses
Lower price	3
Ease of procurement	3
Other (please specify)	2
FCS Answers	Responses
Lower price	7
Ease of procurement	3
Other (please specify)	1

Q10) Which consortium provides your institution lower prices for an LMS than an institution could probably negotiate on its own (please specify)?

The 10 CIOs who indicated they had purchased their primary LMS through a consortium were asked to respond to this question. Out of the total comments received, the Florida Virtual Campus (FLVC) was the primary consortium used to purchase an LMS.

SUS & FCS Answers	Responses
Internet2 NET+	1
Unizin	1
Florida Virtual Campus (FLVC)	8
Answered	10

SUS and FCS results breakdown is provided below.

SUS Answers	Responses
Florida Virtual Campus	1
Internet2 NET+	1
Unizin	1
Answered	3
FCS Answers	Responses
Florida Virtual Campus (FLVC) Notes: 1) SFSC obtained more comprehensive help desk support and lower costs by negotiating with the LMS provider directly. 2) Obtained the LMS through FLVC but currently we are on our own pricing.	7
Answered	7

Q11) Has your institution made a commitment to use a particular LMS because of membership in a consortium?

Of the combined responses, only 1 SUS institution made a commitment to use a particular LMS because of membership in a consortium.

SUS & FCS Answers	Responses	Percentage
Yes	1	3%
No	32	97%
Answered	33	100%

Q12) For how long is the commitment?

The single SUS institution who indicated it made a commitment to use a specific LMS based on membership in a consortium was asked to respond to this question.

SUS & FCS Answers	Responses
5 years	1
Answered	1

Q13) Which consortium requires you to commit to a particular LMS?

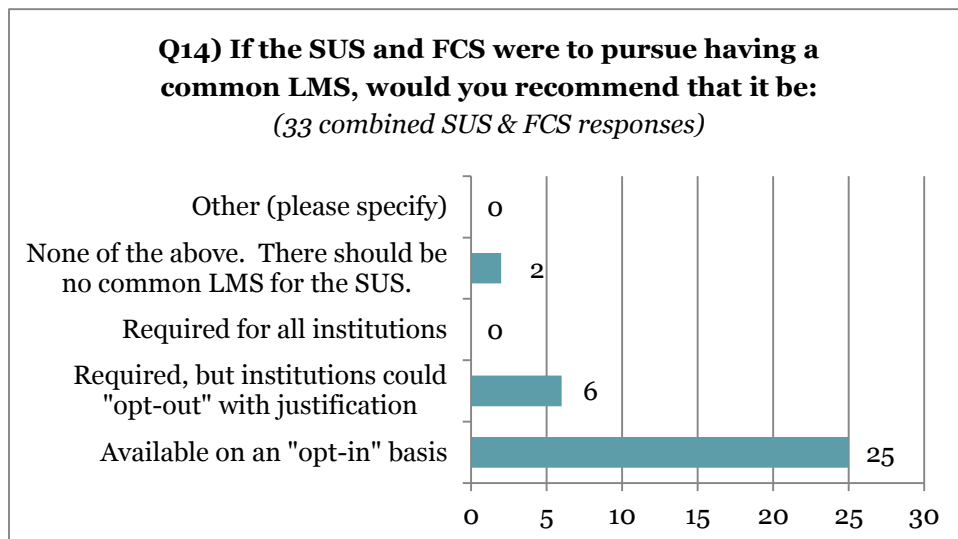
The single SUS institution who indicated it made a commitment to use a specific LMS based on membership in a consortium was asked to respond to this question.

SUS	Responses
Unizin	1
Answered	1

Q14) If the SUS and FCS were to pursue having a common LMS, would you recommend that it be:

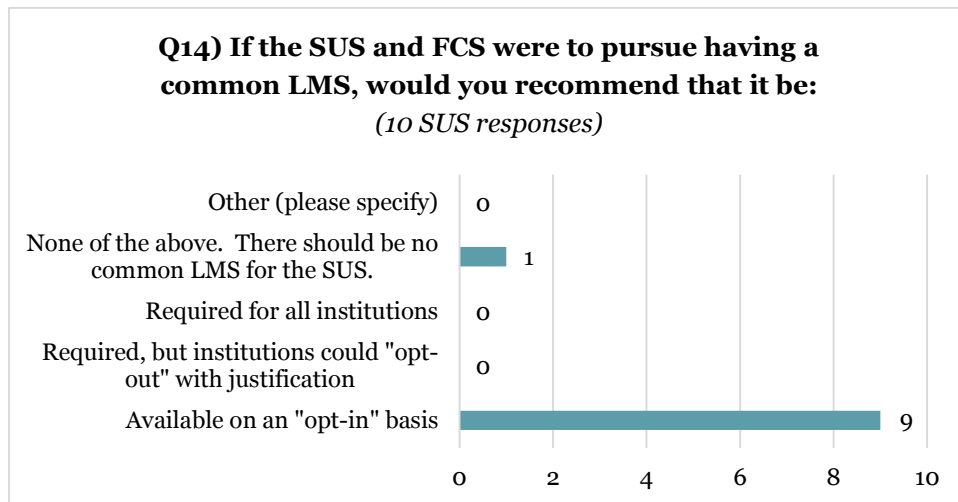
Of the combined SUS and FCS responses, 76% of the institutions favored the ability to “opt-in” to a common LMS, while 18% were in favor of a required LMS, but allowing institutions to “opt-out” with justification.

SUS & FCS Answers	Responses	Percentage
Available on an “opt-in” basis	25	76%
Required, but institutions could “opt-out” with justification	6	18%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	2	6%
Other (please specify)	0	0%
Answered	33	100%

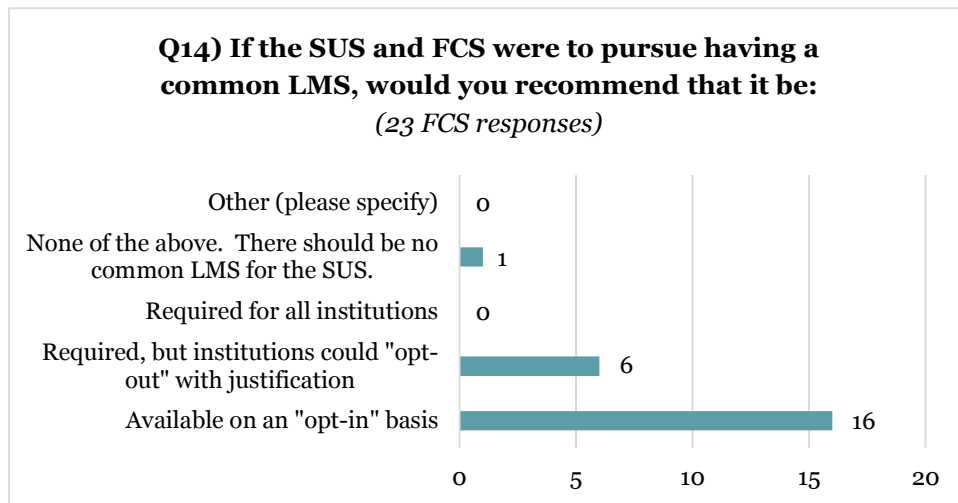


SUS and FCS results breakdown follow.

SUS Answers	Responses	Percentage
Available on an "opt-in" basis	9	90%
Required, but institutions could "opt-out" with justification	0	0%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	1	10%
Other (please specify)	0	0%
Answered	10	100%



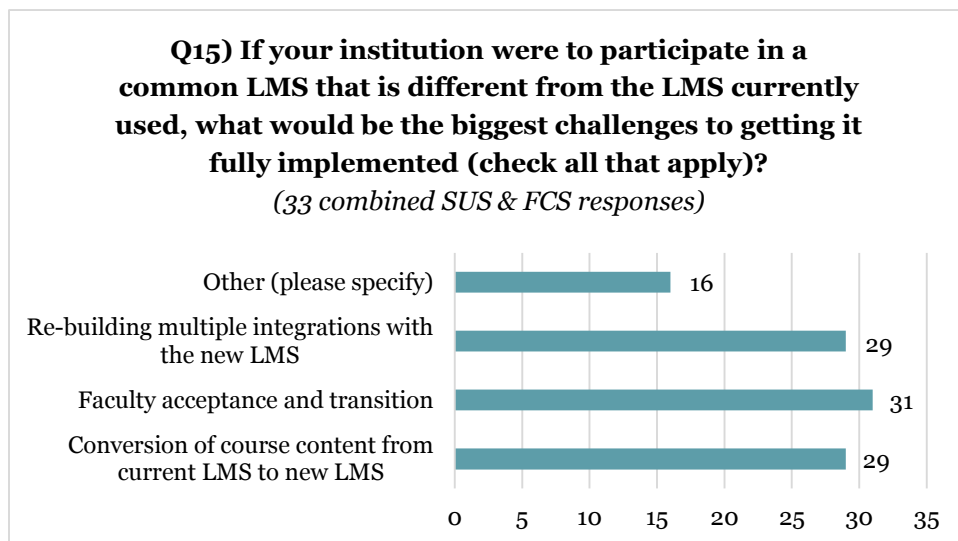
FCS Answers	Responses	Percentage
Available on an "opt-in" basis	16	70%
Required, but institutions could "opt-out" with justification	6	26%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	1	4%
Other (please specify)	0	0%
Answered	23	100%



Q15) If your institution were to participate in a common LMS that is different from the LMS currently used, what would be the biggest challenges to getting it fully implemented (check all that apply)?

All choices received many responses. Other challenges included the need for retraining, additional costs to support two systems until all content was migrated and the original LMS could be shut down, and implications on the institution’s relationships with others outside the state. (CIOs could select more than one response.)

SUS & FCS Answers	Responses
Conversion of course content from current LMS to new LMS	29
Faculty acceptance and transition	31
Rebuilding multiple integrations with the new LMS	29
Other (please specify)	16



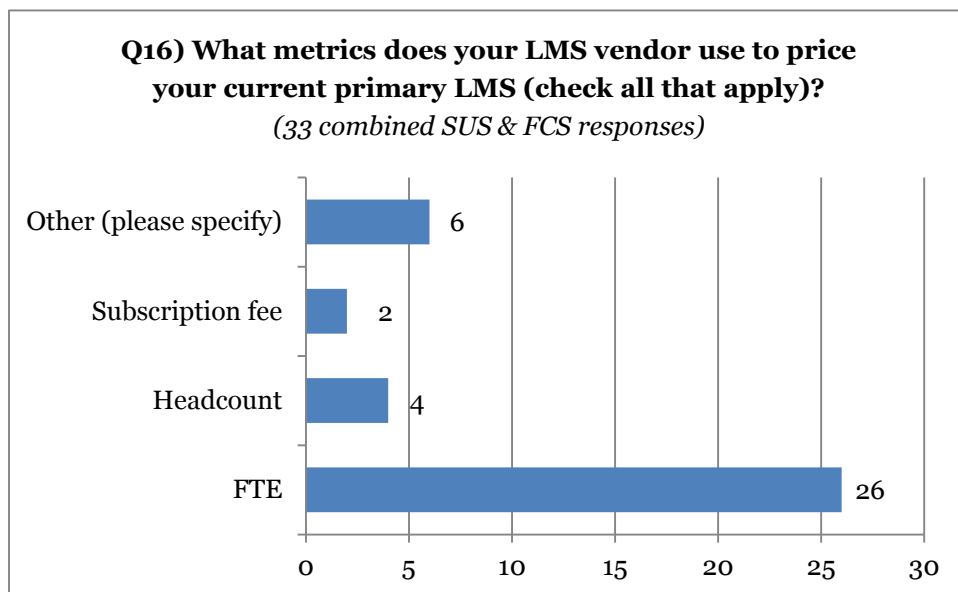
SUS and FCS results breakdown is provided below.

SUS Answers	Responses
Conversion of course content from current LMS to new LMS	9
Faculty acceptance and transition	9
Re-building multiple integrations with the new LMS	10
Other (please specify)	4
FCS Answers	Responses
Conversion of course content from current LMS to new LMS	20
Faculty acceptance and transition	22
Re-building multiple integrations with the new LMS	19
Other (please specify)	12

Q16 What metrics does your LMS vendor use to price your current primary LMS (check all that apply)?

The majority of institutions (26 of 33) reported their fees are based on FTE. Other responses indicated their fees were based on the university’s IPED number, or the institution has an enterprise license meaning there is no subscription fee or limitation on FTE or headcount. (CIOs could select more than one response.)

SUS & FCS Answers	Responses
FTE	26
Headcount	4
Subscription fee	2
Other (please specify)	6



SUS and FCS results breakdown is provided below.

SUS Answers	Responses
FTE	6
Headcount	2
Subscription fee	1
Other (please specify)	2
FCS Answers	Responses
FTE	20
Headcount	2
Subscription fee	1
Other (please specify)	4

Q17) What other information should the Board of Governors' Innovation and Online Committee consider in its deliberations related to a common LMS?

The following comments were provided as a response to question 17 of the CIO survey.

SUS Comments
<p>Given volatile changes and many new evolutions in the LMS market, whether or not it is even an appropriate time in the LMS technology lifecycle to consider a common system. The great difficulty in meeting the broad spectrum of needs amongst diverse universities in a single platform. The extreme negative impact that could result from loss of faculty buy-in to use of an LMS platform if the faculty members do not have a voice in that decision.</p>
<p>USF went through an extensive analysis, including input from faculty and students, when selecting its current LMS, Canvas. Canvas met USF's teaching and learning mission, reduced support costs since it is "cloud" based, and has integrated well with other systems in use at USF, including our single sign-on system and those which enhance student success. The transition to a new LMS was not a minor resource effort, thus migration to another system would be disruptive and costly. Our experience with our LMS system has resulted in few issues raised by faculty and students and we have not had issues brought to our attention regarding problems with multiple systems across institutions. Should there be problems with multiple LMS' across the state institutions which are identified, we would expect those issues to be resolved through structured analysis processes. An opt-in LMS might be a potential solution should problems arise which cannot otherwise be solved.</p>
<p>There are many factors to consider in determining if a common platform for the entire SUS would be feasible and the appropriate direction. Some include increased efficiencies, a common shared service, and the ability to leverage procurement discounts if applicable. But, from a technology perspective, not only should a common application be the end goal, but the infrastructure and several other layers below the application need to be analyzed if a common application could realize efficiencies and be capable of servicing all the SUS. This concept of standardization would also need to assess how faculty across the SUS use their current LMS and what features and functions would be rolled out and utilized by all. This will also need to support common standards online as well as in the classroom during its use.</p>
<p>If the Board of Governors requires the SUS universities to switch to a common LMS, funding should be provided to assist with the implementation of the new LMS with the schools' systems and training to support staff, faculty, and students. Enough time should be given to allow the universities to run both systems in parallel while the conversion is done.</p>
<p>Cost of all resources to support training, administration, and on-going, daily management of parallel systems during transition period.</p>
<p>The University System of Georgia has been identified as a potential example, as they have migrated to a single state LMS. However, conditions in Georgia are very different than Florida. Several years ago, Georgia established and funded--to the tune of tens of millions of dollars per year--a state higher education shared resources data center. Because of the significant central resources funded by the state of Georgia, the shared facility can absorb much of the cost and logistical support of supporting and migrating online software platforms used throughout the system. Florida has none of this. In addition, Georgia has established and refined a state-level governance structure through which the state's universities and colleges have worked collectively over several years--with support from the shared services data center and the state's legislature--to make decisions and implement the outcomes. Florida has no similar governance structure for administrative or academic software applications.</p>
<p>1) Flexibility to integrate new and evolving pedagogy. 2) Strategic relationship with the vender and or the consortium. 3) Ease of integration with campus systems.</p>
<p>There should be no statewide, common LMS for all FCS and SUS institutions. Long-term use of an LMS allows institutions to tailor the LMS and related items to specific local needs as well as integrate the technology into all existing systems. Institutional choice of a unique LMS honors local governance and allows for customization and a standardized online experience for faculty, students, and staff. As students move across multiple institutions with different LMS installations, they are exposed to a variety of ways of presenting learning materials, rather than a single design metaphor. This is useful preparation for the world of work. This option does not prevent institutions from collaborating on common LMS resources. Creates opportunities for innovation in pedagogy and instructional technology that can be useful across institutions and platforms.</p>
<p>How will support be handled and escalated including evening and weekends? How much local control would a University have in the options for tools and integrations into the common LMS?</p>

FCS Comments
<p>Additional information we would include has been previously mentioned in the Florida Virtual Campus (FLVC) Board of Directors agenda item on April 25, 2013 termed the “Members Council for Distance Learning and Student Services Strategic Planning White Paper.” We recognize that there is a need for a highly skilled and educated workforce in Florida to attract new companies to our state. Within the state, there are approximately 45,600 unfilled positions. Our citizens need access to high-quality, low-cost education to compete in this job market. A common LMS within the state of Florida is one way to lower costs of education, while maintaining a high-quality educational environment. The FLVC can serve as a clearinghouse for the common LMS providing some services that will be needed at a state level by:</p> <ul style="list-style-type: none"> • Providing student services, library services, instructional design and faculty services to include pre- and in-service training, and other teaching/learning resources • Development of a collaborative infrastructure, creative use of social media, mobile devices, new products, and releases • Taking leadership in planning & evaluation, working together with employees from across Florida on challenges such as online learning program issues, authentication, regulations, policies, and strategies. <p>We understand that this plan will initially require startup funding to develop training resources, help desk resources, connection with the electronic catalog, etc. However, the cost for the new model can be sustained through student enrollment, grant funding, or state appropriations. Through a common LMS, Florida colleges and universities should be able to address issues related to access, affordability, consistency, and efficiencies in distance learning. All Florida state colleges and universities should have the option to participate in the common LMS initiative on an “opt-in” basis. The common LMS should reduce costs for LMS licensing, hosting, support, and related services, and allow for the integration of statewide online student support services, online tutoring, library access, as well as facilitate the sharing of courses, programs, and related materials between Florida colleges and universities (e.g., content repositories and master courses).</p>
<p>Consider standardizing on two LMSs to get more colleges to opt-in, to provide flexibility to change systems if/when needed, and to encourage high levels of service from vendors after the sale is made.</p>
<p>Currently the college and university systems support a wide variety of LMS systems adopted from both commercial and open source providers. This lack of a common LMS standard makes it harder for students and has impacted the state’s ability to report effectively and efficiently and deliver new services. Choosing to do nothing should not be considered an option.</p>
<p>Common LMS must provide a full suite of solutions including analytics, mobile learning, synchronous communication tools, portfolios, and learning object repositories.</p>
<p>We have been extremely pleased with Canvas thus far. We have been significantly less than pleased in our recent (1-2 years) dealing with Blackboard.</p>
<p>Uptime, service level agreements, and performance clauses need to be important factors to negotiate. LMS updates and coordination will be tricky for many institutions as they may not come at the best time for some. Ongoing training is important for faculty, especially on updates.</p>
<p>Significant infrastructure changes will be required and associated costs incurred for those schools not currently on the chosen LMS. Additional funding would be needed for hardware, licensing, as well as programming for integration and reporting. A common LMS would inherently cause a disparity in FTE distribution. Predictive analytics at each institution will be skewed.</p>
<p>The “opt-in” option would support our institution due to the following reasons:</p> <ul style="list-style-type: none"> • Institutions can choose to opt-in. • Institutions could determine their own timeline of adoption based on their existing contracts. • Institutions would benefit from the cost saving of sharing their platform and infrastructure with other institutions after the initial cost of setting up the new platform. • The FCS and SUS would have a common platform to use to share resources and collect analytics on students for statewide reporting, course history, and early alerts for academic intervention.

FCS Comments
<ul style="list-style-type: none"> • Students would have a common platform that would encourage consistency between courses and provide access to statewide and college-specific resources. • Faculty would also have access to online resources and the ability to collaborate with colleagues at other colleges across the state.
<p>1. No one LMS system is comprehensive enough to provide all learning needs. Currently third-party tools provide solutions to fill in gaps. These tools can be very expensive and may be prohibitive for smaller schools. Also they may not work with all LMS systems. The committee should inventory different tools being used by institutions and make sure that the functionality provided by these tools is considered while making the selection.</p> <p>2. The LMS system should provide both credit and non-credit functionality.</p>
<p>The selection process for a new LMS should involve broad participation from all institutions and not just a select few. The decision on whether to make an LMS opt-in, opt-out, or required should also be vetted carefully as the LMS is now as critical as the ERP (SIS/HR) system at our institutions. These systems may be highly leveraged and involve deep integration with other commercial and custom software systems.</p>
<p>The needs of the institution will vary depending on whether the LMS is intended to support face-to-face classes or be used for online courses or a combination of both. Care should be given in scheduling as well as several institutions have recently moved off of Angel and would not want to implement another transition so soon.</p>
<p>The common LMS system only helps the pricing but does not address standardization from the course design/delivery perspective.</p>
<p>In general, I am in favor of a common LMS. Sharing a common platform not only reduces the total cost of ownership but also enhances the transferability among colleges and universities. However, implementing a new LMS is both costly and time consuming. MDC just adopted Blackboard Learn and will not be able to switch again until 2018 when the Blackboard contract expires.</p>
<p>Cost</p>
<p>Make sure the system fully accommodates all degree levels: continuing education, workforce clock hour certificates, A.S., A.A.S., A.A., B.S., M.A., M.S., specialist, doctoral, credit hour certificates, EPI, lifelong learning, etc.</p>
<p>Support costs and staffing should be addressed. Is there continuous delivery? The length of time to develop/test/implement/refine integrations.</p>
<ul style="list-style-type: none"> • Cost of migrating to a new environment given limited resources and funding. • Cost of licensing and maintenance. <p>Sakai is an open source system and our cost is actually limited to how many changes we want to implement rather than per FTE or subscription. We have the code and can modify it as we see fits our needs. A commercial system will most likely increase our costs for maintenance at least three-fold.</p>
<p>Would there be statewide training? Statewide support? Can we couple this with easier transition for students from one institution to another? Will new system be tied to State reporting requirements?</p>
<p>LMS help desk support needs to develop SLAs which need to be tailored to the different LMS needs of the students from different institutions, or at least between universities and colleges.</p>