



**Members Council on Distance Learning and Student Services**

**Statewide LMS Survey: Results Report**

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## Executive Summary

As part of the ongoing activity around the recommendation for a statewide learning management system (LMS) made by the Task Force on Postsecondary Online Education in Florida, institutional representatives serving on the Members Council on Distance Learning and Student Services were asked to complete a survey that gauged the relative strengths and weaknesses of several options for moving forward on a statewide LMS.

Surveys were received from 27 of the 40 public institutions of higher education in Florida, resulting in a final response rate of 68%. This included 19 of the 28 FCS institutions (68%) and 8 of the 12 SUS institutions (67%).

The options under consideration are described below, followed by highlights of some of the major themes regarding the relative strengths and weaknesses of each option. More thorough analysis can be found in the body of the report, and full comments from all respondents for all options can be found in the appendix.

- **Option 1:** *Make the statewide, common LMS available to all FCS and SUS institutions on an "opt-in" basis (the "Opt-in" option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> <li>• Consortial level pricing and benefits.</li> <li>• Institutions can implement on their own timeline based on their own needs.</li> <li>• Consistency for students and faculty across institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for low adoption, which could result in less leverage in pricing.</li> <li>• Institutions could be reluctant to opt-in, due to the costs in money and resources beyond just the purchase of an LMS.</li> <li>• Many institutions have existing contractual obligations.</li> </ul>

- **Option 2:** *Make the statewide, common LMS required for all FCS and SUS institutions but allow institutions to "opt-out" with justification (the "Opt-out" option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> <li>• Like Option 1, consortial level pricing and benefits.</li> <li>• This option doesn't force participation, but could increase the number of participating institutions.</li> <li>• Like Option 1, it brings consistency for students and faculty across institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns over what exactly justifies an institution opting-out, and who makes that decision.</li> <li>• Like Option 1, concerns that low adoption could result in less leverage in pricing.</li> <li>• Like Option 1, the costs beyond the purchase of an LMS.</li> </ul>

- **Option 3:** *Make the statewide, common LMS required for all FCS and SUS institutions (the “Requirement” option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> <li>• The best possible consortial negotiating position for pricing.</li> <li>• The most consistency for students and faculty across institutions.</li> <li>• Better opportunities for statewide sharing and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Bad for those in current long term contracts or who recently adopted a new LMS.</li> <li>• Faculty and staff could feel that they have “lost their voice” in having no say in whether or not to adopt.</li> <li>• Local needs are not considered.</li> </ul>

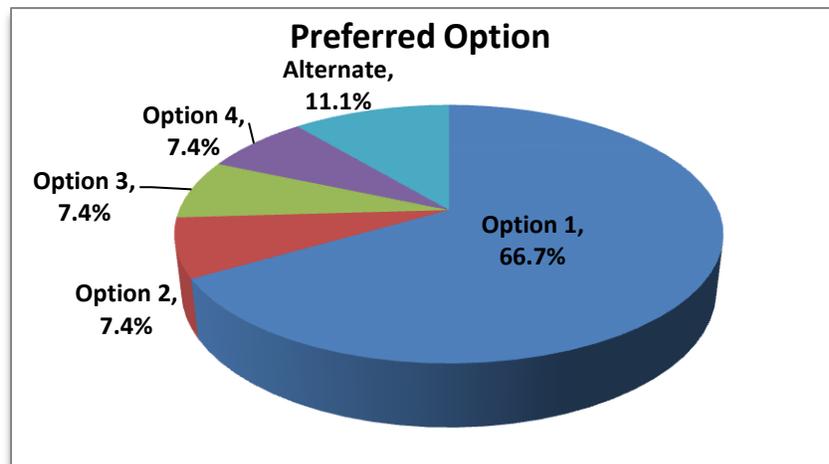
- **Option 4:** *There should be no statewide, common LMS for all FCS and SUS institutions (the “No Statewide LMS” option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> <li>• Maintains current systems in place that each institution has independently selected.</li> <li>• No start-up costs, new training, new documentation, or data integration.</li> <li>• Maintains institutional control and freedom.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistency for students and faculty across institutions.</li> <li>• Institutions continue to duplicate effort and work in silos.</li> <li>• Money wasted statewide due to individual institution vs. consortial purchasing costs.</li> </ul>

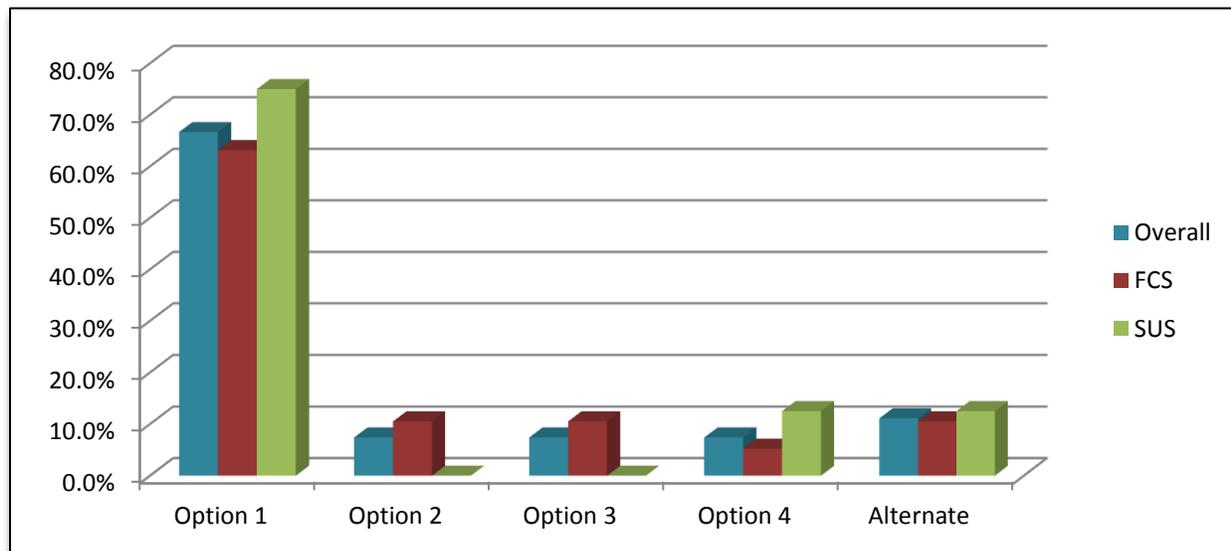
Respondents were also asked to select which option they preferred, or if they preferred a suggested alternate option. The responding institutions overwhelmingly preferred Option 1, the “Opt-in” option:

Option	#	%
Option 1	18	66.7%
Option 2	2	7.4%
Option 3	2	7.4%
Option 4	2	7.4%
Alternate	3	11.1%



This was true across all respondents as well as by system, with a larger percentage of SUS respondents favoring Option 1:

Option	Overall		FCS		SUS	
	#	%	#	%	#	%
Option 1	18	66.7%	12	63.2%	6	75.0%
Option 2	2	7.4%	2	10.5%	0	0.0%
Option 3	2	7.4%	2	10.5%	0	0.0%
Option 4	2	7.4%	1	5.3%	1	12.5%
Alternate	3	11.1%	2	10.5%	1	12.5%



Some of the alternate ideas that respondents suggested included:

- A multi-year phased-in approach to Option 3, the “Requirement” option.
- Standardize the selection process of LMS systems, but still leave the choice to institutions.
- Have three standard systems, and allow the institutions to choose the one that best fits their needs from those three.

## Results

The results sections below present big picture, stand-out themes from the responses received from survey respondents. They provide a good sense of the data from a high level, but readers are encouraged to also read the full text of survey responses in the appendix of this report to get a fuller, more nuanced picture of the responses received.

### Option 1 - The “Opt-in” option:

**Make the statewide, common LMS available to all FCS and SUS institutions on an "opt-in" basis.**

*What do you see as the positives or strengths of this option?*

- Everything that comes from consortial level purchasing:
  - Better pricing.
  - Consortial level influence with vendors.
  - Consortial level support, training, and resources.
- Institutions can implement on their own timeline based on their own needs.
- Is the democratic option, preserving institutional choice and freedom.
- More consistency for students and faculty across institutions.
- Common statistics platform for reporting, analytics, and data sharing.
- Shared governance of the resource.
- Would result in more buy-in from stakeholders.
- Wouldn't diminish current level of content.
- Maintains training and development for faculty.
- Provides ease of implementation for statewide initiatives.
- Benefits smaller institutions.
- Shared resources can foster collaboration and content sharing.

*What do you see as the negatives or weaknesses of this option?*

- Potential for low adoption after a big investment in time and resources, which could result in the consortium not having as much leverage in pricing as might be expected with a true statewide LMS.
- Institutions could be reluctant to opt-in, due to the costs in money and resources beyond the purchase of the LMS including:
  - Initial start-up and migration costs could be prohibitive for some institutions.
  - Re-training issues.
  - Re-documentation issues.
  - Need for data integration with various existing campus systems.
- Many institutions have existing contractual obligations with their current LMS.
- Concern that institutions that do not opt-in could see their LMS related costs rise.

- Inconsistency for students and faculty across institutions.
- Concerns of pricing model differences between institutions of differing sizes.
- Concerns about administrator control and responsibilities for customizations and add-ons.
- The chosen LMS may not meet an institution's local needs.
- Those not using whichever LMS is chosen may simply choose to not opt-in.
- Those who do not opt-in could run into difficulties with other statewide initiatives.
- There may be pressure to opt-in on those who are not in favor of it.

## Option 2 - The “Opt-out” option:

**Make the statewide, common LMS required for all FCS and SUS institutions but allow institutions to "opt-out" with justification.**

*What do you see as the positives or strengths of this option?*

- Like Option 1, everything that comes from consortial level purchasing:
  - Better pricing.
  - Consortium level influence with vendors.
  - Consortial level support, training, and resources.
- Still does not actually force participation, but this model could increase participation and therefore leverage.
- It is still a democratic option that that preserves institutional choice to opt-out.
- Consistency for students and faculty across institutions.
- Shared statistics platform for analytics, reporting, and data sharing.
- Benefits smaller institutions.
- Reframes the thinking around statewide LMS implementation to “Why not implement?” instead of “Why implement?”
- This model could nudge some who would otherwise have been on the fence.
- Ease of implementation for statewide initiatives.

*What do you see as the negatives or weaknesses of this option?*

- A lot of concern over what exactly justifies an institution opting-out, and who makes that decision.
- As with Option 1, concerns that a low adoption rate could result in considerably lower sway for the consortium in pricing.
- The costs beyond the purchase of the LMS:
  - Start up and migration costs.
  - Re-training.
  - Re-documentation.
  - Data integration.
- Concerns that decisions made by larger institutions could negatively impact smaller institutions with less flexibility.
- Potential increased costs for those already in multi-year LMS contracts.
- A sense by faculty and staff of having “lost their voice” for those who have recently gone through an LMS selection process.
- Concerns that such a statewide model could slow innovation and agility as new LMS technology is developed.
- Concerns that it could disrupt those already satisfied with their LMS.
- A perception that it could hamper an institution’s ability to choose an LMS that meets their local needs.
- The transition could tap already strained resources at institutions.
- Potential loss of service for students at opt-out institutions.
- General inconsistency for students and faculty across institutions if there is low adoption.

- Concerns about whether opt-out institutions would incur a fee.
- Potential for bad relations between disagreeing institutions.
- Concerns that decisions could be made by those who do not fully understand the ramifications of switching to a new LMS.
- Unclear whether the courses and programs from opt-out institutions would be included in the catalog.
- Concerns that it could make customizations at the local level difficult.
- Concerns of pressure to not opt-out, with institutions that choose to do so looking bad to those that do not.

### **Option 3 - The “Requirement” option:**

#### **Make the statewide, common LMS required for all FCS and SUS institutions.**

*What do you see as the positives or strengths of this option?*

- The best possible consortial negotiating position for pricing.
- Money saved by institutions could be allocated where it is needed elsewhere.
- The most overall consistency for students and faculty across institutions.
- A shared statistics platform for analytics, reporting, and data sharing.
- Better opportunities for statewide sharing and collaboration than other options.
- The most ease in statewide implementation of initiatives.
- Consistent training across all institutions as well as potential for statewide training.
- Good for smaller schools.
- Potential for centralized student service options.
- If required by law, the potential for the state to provide funds for migrations and all of the costs beyond the purchase of the LMS.

*What do you see as the negatives or weaknesses of this option?*

- Bad for those with current long term contracts, those who recently adopted a new system, and those who are happy with their current LMS and do not want to change systems.
- Faculty and staff at institutions could feel that they have “lost their voice” in having no say in whether or not to adopt a new statewide LMS.
  - Low buy-in from institutions.
  - Resentment for being forced to migrate.
- All of the costs beyond the purchase of the LMS (assuming the institution is still responsible for them in a requirement scenario):
  - Start-up and migration.
  - Re-training.
  - Re-documentation.
  - Data integration.
  - Re-development of online courses.
- Local needs are not considered.
- Local innovation is disrupted.
- Could hurt smaller institutions.
- Could set back course and program development at many institutions.
- Perception that the chosen system may simply not work for some institutions.
- It would be time-consuming to get institutional representatives to agree on a new system.
- It could make customization difficult.
- It is unclear who would be in charge and who would have administrative control.

#### **Option 4 - The “No Statewide LMS” option:**

**There should be no statewide, common LMS for all FCS and SUS institutions.**

*What do you see as the positives or strengths of this option?*

- Maintains the current systems in place that each institution has independently selected.
- No start-up costs.
- No new training.
- No new documentation.
- No new data integration.
- Maintains institutional control and freedom.
- Institutions can continue to address local needs.
- Institutions can be more agile in adapting to new LMS technology.
- Several respondents indicated that they believed there are *no positives* to this option.

*What do you see as the negatives or weaknesses of this option?*

- Inconsistency for students and faculty across institutions.
- Institutions continue to duplicate effort and work in silos.
- Less efficient when considering the amount of statewide effort behind LMSs.
- Money wasted statewide due to individual vs. consortial purchasing costs.
  - Higher costs for each institution vs. what could be saved.
- Data sharing and retrieval is more costly with an array of LMSs.
- Less collaboration; less sharing of resources, content, and data.
  - Limits multi-institution efforts in distance learning.
  - No common statistical platform for analytics, reporting, and data sharing.
- It would be difficult to integrate a variety of systems into FLVC for delivery of instruction.

## Alternate Options:

*Do you have a suggestion for an alternate option? If so, please describe the option, including your thoughts on its strengths and weaknesses.*

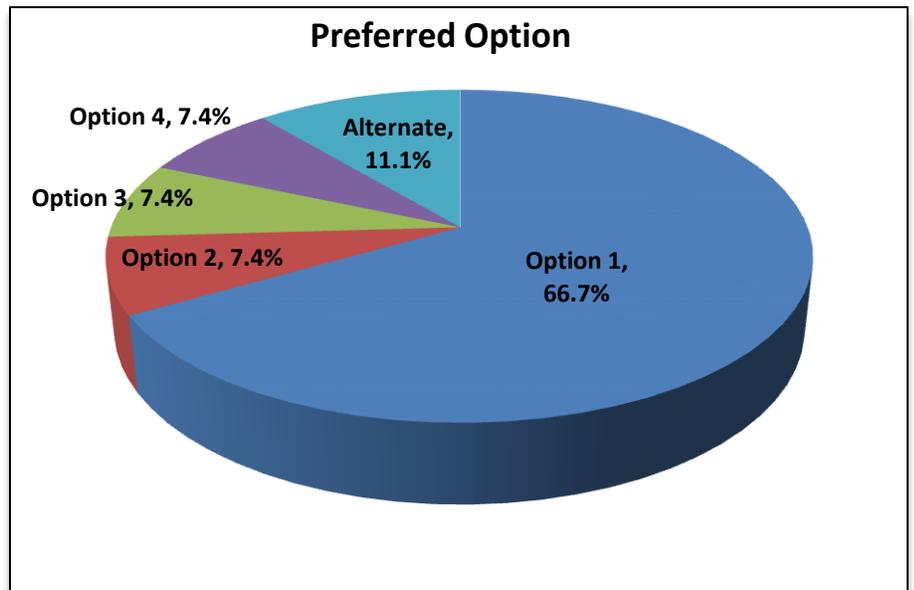
- Two respondents independently suggested a multi-year phased in approach for Option 3, the “Requirement” option.
- One respondent suggested taking a more standardized approach to how institutions select their LMS, but still leaving that decision to each institution.
- One respondent suggested that the committee should choose three standard LMS systems, and allow each institution to select from that group of three. This would provide some standardization while allowing institutional freedom to choose what best meets local needs.
- One respondent suggested using Canvas.
- One respondent suggested allowing individual programs *within* institutions to choose program-specific LMS systems.

## Preferred Options

*Which option do you think is best for the FCS and SUS institutions in Florida?*

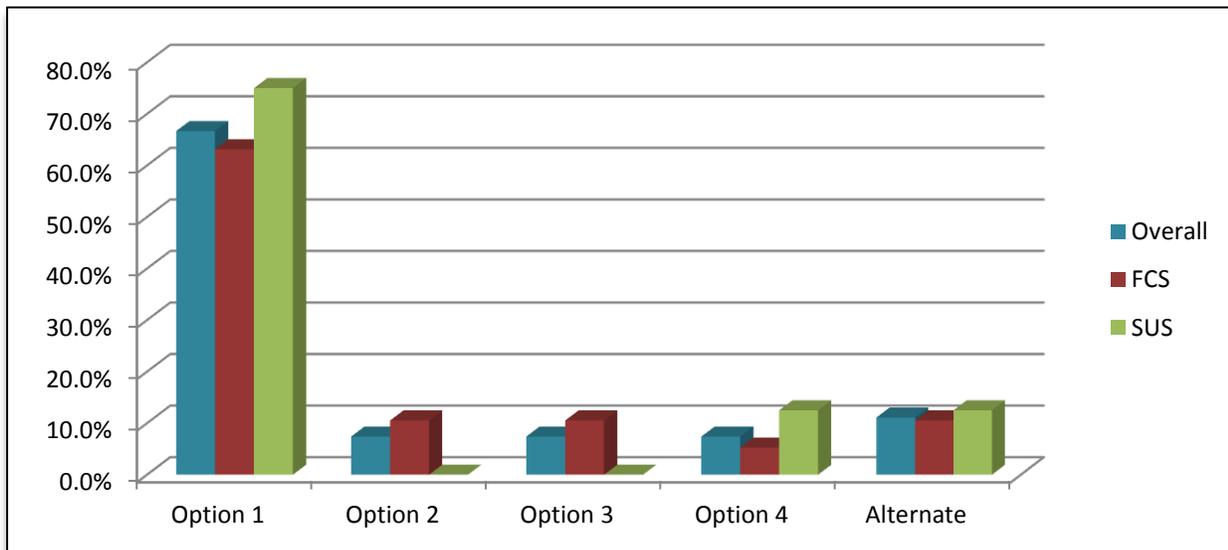
Option 1 – The “Opt-in” option was the clear favorite among all respondents:

Option	#	%
Option 1	18	66.7%
Option 2	2	7.4%
Option 3	2	7.4%
Option 4	2	7.4%
Alternate	3	11.1%



This was also true across a comparison between the two systems, with a larger percentage of SUS institutions favoring Option 1:

Option	Overall		FCS		SUS	
	#	%	#	%	#	%
Option 1	18	66.7%	12	63.2%	6	75.0%
Option 2	2	7.4%	2	10.5%	0	0.0%
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Option 4	2	7.4%	1	5.3%	1	12.5%
Alternate	3	11.1%	2	10.5%	1	12.5%



### **Additional Comments and Questions:**

- *“No suggestion for an alternate but I do think that the selection process for any common LMS needs to be carefully thought out and find a way to include all FCS and SUS institutions in the process so they have a voice.”*
- *“We feel that to make a decision on our recommendation we need more information on the cost and logistics of this process. It would be helpful to see bids from the major LMS vendors, to know how this cost would be distributed, and how a common LMS would be administered (i.e. would we each still have our own instance of the LMS, would there be one instance housed at one place or institution, etc.). Without seeing a more detailed proposal of what having a common LMS, we have selected Option 4.”*
- *“The LMS is the least of the issue. The ERP/Student information systems are much more costly and a much bigger issue to try and get all on the same page. LMS is easy.”*
- *“There is really not a solution that “fits all.” Most of the institutions use the product they have because it meets their business and budgetary needs. Faculty plays a huge role on what is selected, so changing to something else would require extensive faculty training and support as well as “buy-in” for it to be successful.”*
- *“A LARGE number of colleges and universities across the state have recently adopted the Canvas LMS. The LMS evaluation process is extremely time consuming. Compiling and sharing the information already gathered regarding these numerous independent LMS evaluations will streamline the decision making process for many institutions. It may also unveil a great deal of useful and relevant information needed to encourage other institutions to consider change.”*
- *Question: Are there different funding implications for each of the options? May impact choice.*

**Appendix A:**  
**Full Text of all Responses Received for All Options**

**Note:** Comments are edited for spelling, but are otherwise presented verbatim as received from respondents.

**Option 1 – The “Opt-in” Option: Positives:**

As current LMS contracts expire, state-wide consortium pricing of a single LMS may encourage the large majority to choose the common LMS, IF the LMS maintains an exceptional track record of product development and support.
This is good for those of us who have multi-year agreements. This is good for those who have just migrated from one system to another and another migration would be unpopular. We can all adopt the system on our own timeline.
Cost- benefit (e.g. reduction). Shared support which helps reduce the burden at each institution. Student familiarity and ease of transitioning between institutions. More sway with vendor as a common voice. Increased professional development opportunities and ability to share content and resources among institutions.
Economic value. If we can reduce the cost to the University in participation in a statewide LMS, that will assist all of us.
<ul style="list-style-type: none"> <li>•Each institution can transition to the state-wide LMS based upon ASSESSED NEED based upon university criteria.</li> <li>•Each institution ‘opt in’ based upon distinct human and financial resources available.</li> <li>•Cost efficiency – as it relates to volume licensing of one system - would be realized</li> <li>•Shared governance model of professional practice is upheld.</li> </ul>
<ul style="list-style-type: none"> <li>• Institutions would have the final decision regarding their choice of LMS.</li> </ul>
Universities will be able to continue to use their established systems, but have the opportunity to purchase a new LMS at a better price.
Opt-in solutions result in better buy-in.
Consistent student experience within Florida schools. Commonality is good; fosters a sense of community, familiarity, and friendliness. Consistent "branding" component could be advertised on FLVC. Continuity for student projects/ portfolios. Supports better statistics/reporting which allows quicker implementation of improvements to address DL retention. Confidence that all schools have the technical tools for quality delivery of online courses. Supports sharing content - modules - like library, internship placement (Allied Health...) etc. Can reallocate institutional resources dedicated to LMS management to increasing distance learning staffing. Guarantee of better negotiated pricing than individual LMS purchases. Single sign-on access. Expedites technical problem resolution, and creates a common knowledge-base. Ensures faculty have common teaching platform. Ensures LMS training materials are consistent across schools. Most importantly, it will improve the student experience which should increase success.
Schools can decide on what best fits their particular instructional needs. Given that the LMS maybe tied to other systems for example the SIS or a data warehouse this ensures that a common LMS does not in fact deliver less than a current institutional solution. Investments in faculty training and course development are maintained.
Gives the most freedom and latitude to institutions.
(1) Students who take courses from various institutions would need to use a common LMS. (2) Possible financial advantage to institutions / cost savings. (3) Ease of implementation for State-wide initiatives. (4) Might enable smaller institutions to implement more powerful technology.

Positive steps are possible better price and support.
Students could progress through courses in multiple institutions without the need to learn new LMS. This would be especially effective if all institutions using the LMS would agree to common course structure/organization. Could provide savings if many subscribe (I would expect a tiered pricing structure).
<ul style="list-style-type: none"> <li>• Institutions can choose to opt-in.</li> <li>• Institutions could determine their own timeline of adoption based on their existing contracts.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students would have a common platform that would encourage consistency between courses and provide access to state-wide and college specific resources.</li> <li>• Faculty would also have access to online resources and the ability to collaborate with colleagues at other colleges across the state.</li> </ul>
Very democratic approach. Cost savings, data sharing, and other benefits could ultimately drive widespread adoption.
Students would have one system to learn and work in when participating in online programs that may/may not extend across multiple institutions. This option does provide choice to each institution.
Economies of scale. I would hope that if we had a common LMS all institutions would be able to get better hosting, licensing, and support costs with statewide negotiations.
<ul style="list-style-type: none"> <li>* Institutions that have a large investment of time, effort and money into their current LMS would be able to continue without interruption.</li> <li>* Students attending a particular institution would continue to use the same product, thus reducing confusion and headaches of learning a new product.</li> <li>* Faculty and staff supporting their current product would not have to invest the time and resources to migrate.</li> </ul>
It gives institutions a choice in the matter.
Unless the opt-in has a sunset clause to require common LMS after a specified period, the only option may be some cost savings.
The would allow each institution to decide to accept the state-funded LMS yet still retain the flexibility to pay for its own system, if that was in the school's best interests. The opt-in model would create a powerful financial incentive for institutions to adopt the statewide LMS. A single LMS would better facilitate virtual student mobility between institutions and could help leverage data collection for impactful analytics.
Maintains critical educational decisions at the faculty level. Explicit recognition of the diversity of missions across the higher education systems, universities, and colleges in the state.
Allows smaller schools to share resources, while allowing choice for others. Having choice and flexibility for online educational delivery allows the university to make strategic choices, including how to use online learning as a competitive advantage by using LMS tools, or any other tool.
Each institution still controls everything about their own online programming. Institutions could save money on LMS licensing through the statewide LMS.

This option would allow institutions to make the decision based on their already-existing LMS systems and investments. I think this option should have some financial incentive so that the decision of whether to opt-in has some "value" for the institution.

1. Ease in sharing course content across institutions. 2. Potential cost savings for institutions based on volume licensing.

### Option 1 – The “Opt-in” Option: Negatives:

Data retrieval and distribution will still require conversion from/to all additional LMS systems. Those not using the common LMS must prepare the shared data in the required format or pay a fee for the data conversion.

Potential for low adoption. Less negotiating leverage with the vendor.

Potential change and re-training. Potential migration costs and temporary increase in support while transitioning. As institutions opt-in, those who do not may experience an increased licensing cost of their existing LMS as statewide FTE changes. May introduce additional variables and make problem resolution more difficult.

Faculty may be more willing to change LMS if it is an option. Although, there would be reluctance from institutions that would be changing LMS systems. Involving faculty in the process would make the transition easier for those institutions that had to change LMS.

- Cost to license institutions individually for various systems may be higher than aggregate licensing for one system. -Transfer and transient students may need to learn multiple systems.

Price negotiations will not be as strong.

These options have more difficulty building momentum.

Integration with different Student Information Systems. Timeframe/ contracts in place. Pricing concern: do larger schools pay more? Based on FTE?

The action to "opt-in", some institutions might not just because of lack of action.

None.

Odds are it will not be the current LMS (Moodle) which we use.

If many institutions do not opt-in, and if pricing would be based on tiered structure (more users, less \$), no financial benefit would likely be realized, thus adaptation would be a challenge. If opt in, would all LMS 'extras' be provided? If not, how would additional services be provided? If LMS has one administrator in charge, who would provide support? What about 'special needs' (i.e., plugins, features, etc.). Who will install/synchronize, etc.?

- Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform could be too costly for some institutions.
- Not all institutions would be a part of the common LMS thus making it difficult to provide consistency to students and to capture analytics on student use of the system.
- The infrastructure (SIS, ERP, etc.) in place at each college would not support integration with the common LMS.
- The LMS chosen may not meet the needs of the institution.
- The institution may not have overall admin control of their instance thus leading to frustrations with customization and integrations needed for institution specific initiatives.
- Not having a deadline for opting-in within a certain timeframe.
- Consistent professional development for all users on how to use the LMS.

Maximum efficacy of common LMS can only be achieved if all institutions are on board. The Opt-in model will not insure the fulfillment of that goal.

While an institution would get to choose with this option, the transition for each institution as well as integration of SIS into whatever platform is established would be exceedingly difficulty. This option, as do some of the others below, may require significant institutional change and transition of content would be significant. If the majority of Colleges do not opt in then there is no benefit to the student and no ability to design maximized program offerings for online delivery.

\* Institutions not using the common LMS may have difficulty participating at the state level. \* Given the workload required to migrate a system like this, it is possible that most institutions would simply decide to just not "opt-in"; therefore; defeating the purpose of having a common LMS.

Institutions that are not using the chosen LMS will not opt-in.

The benefits of a common LMS statewide isn't apparent if opt out is an option.

It would have to be truly state funded at a centralized level to work. Simply taxing institutions to pay for a centralized LMS would create ill will and disincentivize schools from adopting. If we are paying for it anyway, we might as well pick what we want to use--which may not align with the statewide system.

Risk of low interest after substantial investment, a 'la Orange Grove.

Most institutions will not opt-in unless they already utilize the statewide LMS or they need to save money.

Participation may be small if there is not a high enough incentive or value for participating.

1. Pressure from institutional leadership to opt in. 2. Many institutions have recently changed systems and would not welcome another change unless the system they are on is chosen.

## Option 2 – The “Opt-out” Option: Positives:

Institutions that are strongly opposed to a statewide model could opt out without holding up the process for the rest of us. It would also make allowances for institutions that need to delay their implementation because of a recent migration or a multi-year agreement. Slightly more negotiating leverage and FTE than opt-in model.
Cost benefit (e.g. reduction). Shared support which helps reduce the burden at each institution. Student familiarity and ease of transitioning between institutions. Assists with unifying reporting, catalog and other shared initiatives.
Economic value. If we can reduce the cost to the University in participation in a statewide LMS, that will assist all of us.
•Cost efficiency – as it relates to volume licensing of one system - would be realized.
Depending on the requirements for opting-out, this is basically the same as above. Having the option to opt-out will be important for universities who have made a considerable investment in their LMS or have important integrations dependent upon their current system.
None.
Could help smaller schools who might be priced out beyond their current LMS contract.
Allows for easy transition for students who may course or degree shop as in the case of the Complete Florida initiative. Better supports transient student success.
Positives - Still gives the institution the option but provides for more thinking "Why should we not."
(1) Students who take courses from various institutions would need to use a common LMS. (2) Possible financial advantage to institutions. (3) Ease of implementation for State-wide initiatives. (4) Might enable smaller institutions to implement more powerful technology.
More subscribers, more savings.
<ul style="list-style-type: none"> <li>• Institutions can provide justification for not using the required LMS.</li> <li>• Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform would be non-existent.</li> <li>• The institution would have overall admin control of their LMS and could customize and integrate as need for institution specific initiatives.</li> </ul>
A statewide push might provide the incentive needed for those institutions "on the fence."
This would provide the common platform for institutions that chose to work together to be able to collaborate. Students would only have access to those courses who chose to participate.
* Institutions would still have an option to keep their LMS if justified. * Opportunity for providing incentives to institutions for migrating and remaining as part of the common environment.
More institutions will participate.
Unless the opt-in has a sunset clause to require common LMS after a specified period, the only option may be some cost savings.
Same as above.
Potential cost savings and easy course transportation across institutions.
All online students in Florida would use a consistent platform no matter where they attend courses. Could facilitate credit transfer and degree completion (Complete Florida).

Everyone is on the same platform. The "opt-out" reasons and process would have to be well-defined and accepted. Otherwise, this could be perceived as an unfair option for some institutions vs. others.

1. Opportunity for statewide training and resources for faculty and students. 2. Some freedom of choice.

## Option 2 – The “Opt-out” Option: Negatives:

We are a small college with limited LMS staff. We cannot host our own LMS. We require an LMS that meets our needs. A large university may have different priorities regarding the LMS. Who decides? What factors qualify for an opt-out?

Opt-out justifications could be hard to manage. How do you tell one institution that their critical need to opt out is insufficient and other's is sufficient? Being asked to justify why you don't want to use something is more intrusive than being given reasons to opt in to using something.

Institutions locked in multi-year contracts who incur greater costs. Potential for faculty/institution to feel they have lost their voice. Decreased professional development opportunities and ability to share content and resources among institutions.

1. Faculty rebel about changing to a new LMS. To the point that they may decide not to convert their face to face courses to hybrid or online because they are unwilling to learn a new platform. This could actually slow down the adoption of online as a teaching strategy in institutions that are required to change to a different LMS. 2. This option establishes a holding pattern. In the few years, I actually foresee new LMS platforms that are currently in development becoming available. These platforms are going to be more responsive to the needs of the students. It is extremely difficult to move large organizations from one platform to another. This will be compounded in a state wide situation. As a state, it could be come more difficult to adopt the newer technology.

- Mandated transition to alternate state-wide system may cause unneeded disruptions to delivery of all courses particularly for those institutions who can document satisfaction with currently licensed system.
- Support resources may be taxed if other critical technology projects are being addressed at time of 'required' move to state-wide LMS.
- Who defines 'what is justified' for 'opt out?' Clearly defining the requirements of opt-out situations that are seen as equitable may be very difficult -The opt-out process will need to be managed, both at the state and institution levels.
- Shared governance model of professional practice is not observed.

- Who would approve the “opt-out”?
- Would there be a loss of service to an institution’s students who were not in the common LMS?
- Would institutions who do not participate be charged a fee?

Price negotiations will not be as strong.

Opt-out options are always a problem because of the resentment generated due to who gets to decide what is justified.

Why do something halfway? Who decides what's an appropriate "opt-out" justification? Will it be based on student needs, research, lobbyist criteria...? Inconsistent delivery experience for students transferring within state. Reduced cost-savings if not full participation? Inconsistent faculty experience (if employed at several schools). Will students withdraw from a community college to attend one with an LMS system that aligns with their future university choice?

Over simplifies the nature of the LMS. With many colleges integrating with the enterprise system for purposes of analytics or auto generation of course shells this could have costs beyond the purchase of the LMS. Depending on the development of the justifications list this could be quite burdensome to many colleges and universities. Many schools have invested significantly in training faculty and developing courses using instructional design rubrics such as Quality Matters. This could significantly impact both current and future development at institutions.
None.
(1) Having to provide "justification" for opting out infringes on an institution's rights and responsibilities to meet the needs of its individual constituencies; (2) Sufficient justification may not include financial implications.
Cost to convert. This can be a costly undertaking as interfaces to our other systems (such as Banner) would need to be created. Training our faculty and staff in the new system will be costly and time consuming.
How determined will institutions have to get? Will that create bad relations? Would 'special needs' (i.e., plugins, features, etc.) qualify for an exemption/exceptions?
<ul style="list-style-type: none"> <li>• Determining what constitutes as justification for not using the common LMS.</li> <li>• Institutions can't choose to opt-in.</li> <li>• Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform could be too costly for some institutions.</li> <li>• Not all institutions would be a part of the common LMS thus making it difficult to provide consistency to students and to capture analytics on student use of the system.</li> <li>• Faculty will not be able to share online resources or collaborate with colleagues at other colleges across the state.</li> </ul>
In some situations decisions would be made by those who don't fully understand the ramifications of moving to an alternate LMS.
An opt out may be viewed as a negative reflection of the institution should they chose not to participate in this project. The benefit to the student would also be limited to the decisions of that institution. Whether opt in or opt out, would there be some decision made that if an institution decides not to participate that they are then excluded from listing their courses/programs in the Statewide catalog? The funding models for this are also a question. What would be the cost to the institution to opt in or out based upon participation? If ALL of the students in a given institution become a part of the state LMS system, how would this impact the current budget models, fees, and other institutionally driven items (FTE)?
How do you determine what would be sufficient justification? Too much disagreement possible.
* Depending on the criteria for justification, you could still end up with most institutions wanting to keep their solution. * Lost of work to migrate. Faculty and staff resistance.
Who decides what the justifications are? It restricts institutional freedom.
The benefits of a common LMS statewide isn't apparent if opt out is an option.
Same as above. However, forcing institutions to adopt and justify not using a statewide system may be difficult, especially given culture, integrations, faculty development offerings, etc. It would have (to) be financially and pedagogically worthwhile for institutions.
Negative statements have loaded implications. Justify to whom and why?

Today, it's not clear how the shared service will be governed and controlled, and what kind of flexibility or responsibility each institution will have. Risk of low interest after substantial investment, a 'la Orange Grove. .Too large to govern and difficult for individual schools to develop customizations and/or install 3rd party tools.

Many institutions will choose to opt-out instead of retraining faculty and student if it is a new LMS. Who decides what the "Justification" is to opt-out? What kind of pressure will that bring from institutions if their justification is ruled insufficient?

This option could severely hamper individual institutional processes and goals. There would need to be significant financial incentives to help institutions that weren't already on the "chosen" system so that they could provide training, conversion, and integration with their existing systems and processes.

1. Potential lack of willingness of institutional leadership to allow opt-out. 2. Forcing change at many institutions, which is costly, time consuming and stressful for faculty, students and administrators. 3. Who will judge whether a justification is accepted?

### **Option 3 – The “Requirement” Option: Positives:**

This would put the state in the best negotiating position. It would also be best for students because they would truly have one state-wide system, rather than the possibility of different systems at different institutions.

Cost benefit (e.g. reduction). Shared support which helps reduce the burden at each institution. Student familiarity and ease of transitioning between institutions. Assists with unifying reporting, catalog and other shared initiatives. Greater leverage in negotiating with vendors on price, uptime, service and features. Increased professional development opportunities and ability to share content and resources among institutions.

Economic value. If we can reduce the cost to the University in participation in a statewide LMS, that will assist all of us.

Cost efficiency – as it relates to volume licensing of one system - would be realized -Provide leverage when requesting features be added to the LMS -Greater opportunities to share experiences and knowledge across the state. -Transfer and transient students will not have to learn another system.

Good opportunity for bargaining cost. Theoretically reporting would be consistent across all universities, but the reality is extremely doubtful - this would require more than just a common LMS.

None.

Consistent student experience within Florida schools. Commonality is good; fosters a sense of community, familiarity, and friendliness. Consistent "branding" component could be advertised on FLVC. Continuity for student projects/ portfolios. Supports better statistics/reporting which allows quicker implementation of improvements to address DL retention. Confidence that all schools have the technical tools for quality delivery of online courses. Supports sharing content - modules - like library, internship placement (Allied Health...) etc. Can reallocate institutional resources dedicated to LMS management to increasing distance learning staffing. Guarantee of better negotiated pricing than individual LMS purchases. Single sign-on access. Expedites technical problem resolution, and creates a common knowledge-base. Ensures faculty have common teaching platform. Ensures LMS training materials are consistent across schools. Most importantly, it will improve the student experience which should increase success and retention. Follows the lead of many states that have researched best practices and found that this solution will be an improvement for students, faculty, and institutions. Financial savings and reallocation opportunity. State-wide FLVC distance learning discussions can move on to other priorities.

As with the opt out model it allows for Florida to implement statewide initiatives more easily. The concept of the common market approach would be well served by this option.

Positives - Forces all intuitions to standardize, economies of scale in pricing.

(1) Students who take courses from various institutions would need to use a common LMS. (2) Possible financial advantage to institutions. (3) Ease of implementation for State-wide initiatives. (4) Might enable smaller institutions to implement more powerful technology.

The advantage would be ease of use for students moving amongst institutions.

This will strengthen the statement in Option 1: Students could progress through courses in multiple institutions without the need to learn new LMS. This would be especially effective if all institutions using the LMS would agree to common course structure/organization. Surely significant savings would be realized.

- Institutions would benefit from the cost saving of sharing their platform and infrastructure with other institutions.
- 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.
- Students would have a common platform that would encourage consistency between courses and provide access to state-wide 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.

The aggregate purchasing power of the entire state would most likely drive costs down significantly. Data sharing, state-wide training, content exchange, etc., would be the most obvious advantages.

Students transferring from one institution to another would have a common platform and consistency. The possibility for all institutions to share courses and programs would be tremendous. Student service options could be centralized providing better support and customer service.

\* Consistent interface for all students taking online courses. \* Consistent tool for faculty to use and support \* Potential savings for acquisition and maintenance costs of the LMS. \* Opportunity for the State to provide funding to all institutions to migrate.

Pricing could be better as all institutions would be using one LMS. Might be greater opportunity for institutions to share courses or course materials.

This is the only student-first quality solution. If (it) centralizes.
A single LMS would better facilitate virtual student mobility between institutions and could help leverage data collection for impactful analytics.
Potential for easy course transportation across institutions.
All online students in Florida would use a consistent platform no matter where they attend courses. Could facilitate credit transfer and degree completion (Complete Florida).
1. Consistency of the platform for transfer and transient students throughout their educational careers. 2. Opportunity for statewide training and resources for faculty and students.

**Option 3 – The “Requirement” Option: Negatives:**

We migrated to Instructure's Canvas one year ago. We chose an exceptional LMS. Our college is VERY happy with the LMS. Changing to a different LMS would not be well received by our faculty. Simply put, Canvas rocks!
There would be no wiggle room for those who have just adopted a new system or have long-term contracts.
Institutions locked in multi-year contracts who incur greater costs. Potential for faculty/institution to feel they have lost their voice. Potential change and re-training. Potential migration costs and temporary increase in support while transitioning.
1. My concern here is also related to the development of new LMS systems. Universities are supposed to be the place where innovation occurs. By mandating one system, we would not longer be able to adopt, innovate and participate in the development of these new systems. Each of the systems offer different features that may work best for different populations of students. Universities need the ability to develop the innovative strategies that take advantage of those new features. Innovation is what is going to allow us to be the leaders in this field for years to come. 2. I am also highly concern with the argument that students need to be interacting in a course that looks like any other course across the state of Florida. We need to be teaching our students to apply and transfer their skills. When they go to work, the systems are not going to look the same. If we do not teach them to adapt then where are they going to learn. Our main goal should be preparing them for their future employment. They need to be able to quickly identify what the system offers them and how to take advantage of the system to enhance their workflow. When we teach technology, our approach is not to necessarily teach them a specific piece of technology. The technology is constantly changing. We teach them how to use a variety tools or a classification of technology.
<ul style="list-style-type: none"> <li>•Mandated transition to alternate state-wide system may cause unneeded disruptions to delivery of all courses particularly for those institutions who can document satisfaction with currently licensed system.</li> <li>•Cost to train system support staff as well as faculty/student end users may be prohibitive to the institution.</li> <li>•Shared governance model of professional practice is not observed - Will require some institutions to allocate resources and budget towards an LMS transition. -Could negatively impact smaller institutions or those with a less robust budget; state should provide funding to assist institutions with LMS transition -Not all LMS are the same so some institutions may be losing valuable features if required to switch.</li> </ul>

<ul style="list-style-type: none"> <li>• There would be a major transition for institutions having to switch to a new LMS.</li> </ul>
<p>This would cause a major disruption for all universities in the state. Staff, students, and faculty will all have to be retrained. All reference materials, reports, and training aids will need to be re-written. System integrations with Student Information Systems will become obsolete. Massive data migrations will have to occur for every university transitioning. Every online course offered by the university will have to be redeveloped in the chosen system. Would the state be planning to pay for the technical consultants, trainers, and equipment required for the new LMS? How much control would each institution have over the new LMS implementation? What do we lose? What do we have to pay for? The cost and time required to make this transition would far outweigh any cost savings that may be gained in a state-wide contract.</p>
<p>Very little buy-in will result from this.</p>
<p>Cost too much for smaller schools?</p>
<p>As with the opt out model this could be problematic to many institutions and without a way to opt out this could actually have the effect of setting the development of courses and programs backwards within many institutions.</p>
<p>Loss of local control.</p>
<p>(1) The imposition of an LMS violates an institutions' self-control and direction. (2) May impose untenable financial obligations. (3) Inhibit instructional and organizational creativity.</p>
<p>Cost to convert. This can be a costly undertaking as interfaces to our other systems (such as Banner) would need to be created. Training our faculty and staff in the new system will be costly and time consuming.</p>
<p>Prepare for: 'this won't work for us' and make sure the 'body in charge' is able to provide solutions.</p>
<ul style="list-style-type: none"> <li>• Institutions can't choose to opt-in which may cause frustrations.</li> <li>• Initial start-up costs to provide a common platform could be too costly for some institutions.</li> <li>• The infrastructure (SIS, ERP, etc.) in place at each college may not support integration with the common LMS.</li> <li>• The LMS chosen may not meet the needs of the institution.</li> <li>• The institution may not have overall admin control of their instance thus leading to frustrations with integrations needed for institution specific initiatives.</li> <li>• Consistent professional development for all users on how to use the LMS.</li> <li>• The timeframe for the required implementation may not be sufficient for each institution.</li> </ul>
<p>Inevitable pushback from more than a few institutions. Forced migration could foster long-lasting resentment. Schools deeply entrenched in their existing system would face significant challenges and significant costs.</p>
<p>This would require that all institutions in the system agree upon a particular LMS and begin the process of transition (exceedingly complex and time intensive) of all faculty content and materials. Integration with SIS is also a meaningful issue to protect student data, enrollment, grading, etc. as part of the learning process. Any analytics package that an institution has invested in as well as associated additional technology resources would need to be incorporated into the process (synchronous tools, plagiarism checking, etc.) This comes with logistics issues that would take years to implement and would most likely only be feasible if legislatively mandated rather than by choice.</p>
<p>This could pose a financial challenge for many colleges. Our college just switched LMSs last year. Our faculty would have a fit if we had to switch again. It took over a year to form a committee, choose an LMS, do the training, (and) migrate all the courses. And we had to pay for two LMSs for one year so we had access to the old courses for grade appeals.</p>

<p>* Forces all institutions to migrate their current content to the new platform. * Massive effort for faculty and staff supporting the migration * New LMS may not meet all the needs of a specific institution given their current selection of product. * Initial migration for all institutions may prove to be cost prohibited. At least as a mass transition as opposed to over time. * Depending on the selection, it may not be feasible for all institutions to afford the new product. For instance, if it is Blackboard, the license cost most likely will double or triple for those schools not on this platform.</p>
<p>It removes any discussion institutions have on their own LMS. Removes institutional freedom. Too many questions as to who would control things.</p>
<p>For students, none. There are one-time adjustments in adjusting to a new LMS for faculty and institutions- but those occur anyway in the natural lifecycle of software development. Faculty reluctance to "put the time in" should not be factored into the decision- although at some institutions it will be.</p>
<p>Forcing institutions to adopt a statewide system may be difficult, especially given culture, integrations, faculty development offerings, etc. It would have (to) be financially and pedagogically worthwhile for institutions.</p>
<p>Fails to recognize the importance of local faculty input. Fails to recognize mission heterogeneity.</p>
<p>Having the choice and flexibility of how education is delivered online allows the university to make strategic choices, including how to use online learning as a competitive advantage by using LMS tools, or any other tool. Too large to govern and difficult for individual schools to develop customizations and/or install 3rd party tools.</p>
<p>After speaking with the Director of Distance Learning at the University of Georgia, he strongly recommended against the statewide system because there is a lack of accountability when things go wrong. Who is responsible to fix, the state agency or the institution. He tells me there is a lot of finger pointing going on between institutions and the state organization responsible for the LMS. Processes break down during this finger pointing and arguing time inhibiting student performance.</p>
<p>1. Difficult to find one system that serves the needs of all institutions equally, regardless of size, student base, degrees offered and instructional approach. 2. Potential for some institutions to lose functionality, depending on the system selected. 3. Change will be unavoidable, which will be costly, time consuming and stressful. 4. Challenges in managing student enrollments and mining the desired data at an institutional level.</p>

**Option 4 – The “No Statewide LMS” Option: Positives:**

<p>The only benefit to this model is that we can continue to run our own little kingdoms the way we want to, forging alliances with our LMS allies and plotting against nobles that dare defect to rival castles.</p>
<p>Status quo.</p>
<p>Institutions can be innovative and address the individual needs of their faculty and students in the adoption strategies. We can be quicker in adoption of newer LMS systems as they become available.</p>

<ul style="list-style-type: none"> <li>•The adoption of a new LMS can be more accurately selected based upon each institution’s distinct assessed need and its available support staff, infrastructure and financial resources. •Shared governance model of professional practice is upheld -Institutions do not have the burden of switching to another LMS if they are satisfied with what they have.</li> </ul>
<ul style="list-style-type: none"> <li>• Each institution would have the opportunity to decide what works for their students and faculty.</li> </ul>
<p>This would have no impact on the institutions. They could continue to pursue their current goals and initiatives without have to re-invent their LMS.</p>
<p>None.</p>
<p>None. Haven't we been doing this; how has it been beneficial for the student?</p>
<p>Schools choose the solution that best fits their philosophy of online learning. Investments in training and development are maintained.</p>
<p>Positives - None</p>
<p>(1) Independent institutional control of teaching and learning environments. (2) Ability to meet needs of specific learning communities.</p>
<p>Status quo.</p>
<p>We continue to serve our constituents based on unique needs. We can obtain the best system and extras to meet our needs.</p>
<ul style="list-style-type: none"> <li>• Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform would be non-existent. • The institution would have overall admin control of their LMS and could customize and integrate as need for institution specific initiatives. • The institution would be able to keep their current LMS.</li> </ul>
<p>This allows each institution to make decisions based upon the best thing for the local student population, the needs/teaching requirements of the faculty, and the historic connection of LMS systems to other services, software, and reporting mechanisms.</p>
<p>I do support a common LMS, but I think we will need time, perhaps years, to get there.</p>
<ul style="list-style-type: none"> <li>* No added cost to any college or university. * No changes to students and faculty at the colleges.</li> <li>* Colleges can continue to operate as they have in the past without major interruptions.</li> </ul>
<p>Institutions choose their own LMS based on their own needs and preferences.</p>
<p>None. LMS systems are like mid-size cars- there are micro-advantages in each brand- but they cancel each other out.</p>
<p>This is a current state. It works and we can continue to make it work.</p>
<p>Each institution still controls everything about their own online programming.</p>
<p>The main positive is that this option allows each institution to continue doing what it deems best for itself and the students it serves.</p>
<p>1. Each institution can make decisions based on the needs of their faculty and students, which inevitably vary due to student base, degrees offered and institutional focus.</p>

#### Option 4 – The “No Statewide LMS” Option: Negatives:

Data sharing and retrieval is extremely expensive and labor intensive without a common LMS.
Students continue to use a different system at each institution they attend. We continue to duplicate effort. We continue to waste money buying at low volume.
Lack of cohesion, difficulty for students transitioning between institutions. Rising costs of yearly licenses and difficulty negotiating with vendors. Inhibits technological advancement. Decreased professional development opportunities and ability to share content and resources among institutions.
We lose the economic value in purchasing as a large block. However, I can really see an LMS eventually leveraging this against us and begin to charging us more as we become reluctant to change our LMS.
<ul style="list-style-type: none"> <li>• Cost to license institutions individually for various systems may be higher than aggregate licensing for one system. -Transfer and transient students may have to learn to use another system - Opportunities to share data and potential cost efficiencies are not realized.</li> </ul>
<ul style="list-style-type: none"> <li>• There would have to be a way to coordinate statewide projects.</li> </ul>
No options for collective bargaining. Costs are out of control for these online learning systems and their extensions. We need to have the ability to get better deals from vendors.
This would not allow colleges the opportunity for increased buying power and collaborative efforts.
LMS vendors can continue to gouge schools Doesn't address or resolve the current, multiple issues with already having a variety of LMS vendors Goes against research done by current state-wide LMS consortiums who have done the research which shows that going state-wide is a customer benefit, and institutional cost-savings guarantee. The opposite of the positives of a required LMS: Continued high-priced institutional contracts with LMS vendors. Inconsistent experience for students. Inconsistent technical support, training manuals, statewide branding. Inconsistent technical issue resolutions, no sharing of common knowledge base. Inconsistent faculty experience. Falling behind other state consortiums that have researched and found this to be a partial solution to DL retention, success, and a way to better manage school financial and personnel resources.
Limits the potential of Florida to develop multi-institutional efforts around distance education.
Loss of standardization.
(1) Imposition of multiple LMSs on students taking courses at various institutions. (2) Difficult faculty and IT collaboration across institutions. (3) Higher cost.
Lack of pricing and support advantage of a state contract. Loss of ease for students moving amongst institutions.
Possibly cost, if large-scale adoption can be realized. No coherence between institutions' systems - students have to learn systems at each institution.
<ul style="list-style-type: none"> <li>• Institutions wouldn't benefit from the cost saving of sharing their platform and infrastructure with other institutions.</li> <li>• The FCS and SUS wouldn't 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.</li> <li>• Students wouldn't have a common platform that would encourage consistency between courses and provide access to state-wide and college specific resources.</li> <li>• Faculty will not be able to share online resources or collaborate with colleagues at other colleges across the state.</li> </ul>

Aggregate cost for the state and general inefficiencies.
Students maintain a very difficult time in transitioning or maximizing distance learning courses within the statewide catalog. There is no economy of scale or bargaining power with the current decentralized model. It becomes difficult to streamline and optimize student support services to meet the needs of students across the State.
* It would be difficult to integrate all systems in a single environment if required for FLVC's delivery of instruction. * Costs and support will be transferred to FLVC's staff for integration and connectivity.
Everyone is on a different LMS, limits discount pricing and sharing of resources.
It allows for fragmentation of resources at individual FCS and SUS institutions- and provides no tangible student benefits.
A single LMS would better facilitate virtual student mobility between institutions and could help leverage data collection for impactful analytics.
Does not allow smaller schools to pool resources.
More difficult for students who change institutions frequently.
Data sharing and portability (for students) around the state is more difficult. This would make it more difficult to share information and create seamless learning experiences for students whose educational journey takes them across multiple institutions.
1. Transient and transfer students may encounter a number of systems during their educational career.
Missed opportunity for potential cost savings and improved information exchange.

**Suggestions for Alternate Options:**

Option Three- with a three-year phase in. It does take some time to get ready- and this would provide the benefits of 1 and 2 over the long run.
Requirement with a multi-year phase-in, so that institutions can successfully migrate without major disruptions. This also works for those institutions that are locked into multi-year contracts, it allows them to phase-out their existing system without a major penalty. Consideration should also be given to third-party hosted solution.

Allow for each institution to select their own LMS but, standardize the LMS selection process by providing approved recommendations and guidelines that would facilitate the following for each institution as may be required: 1. The selection of an institutional LMS advisory committee/task force with recommended composition. Tools to assist the committee/task force could include: Guidance in the creation of an LMS transition project with milestones and timelines? Vendor contact information? ITN templates to expedite the bidding process? LMS feature comparison templates? LMS cost analysis templates? Recommendations re: communicating project status to all stakeholders – coordinating vendor presentations, informational meetings? Creation and analysis of stakeholder surveys? Composing product selection recommendations for stakeholder review/approval? Obtaining “buy-in” from all stakeholders, faculty, staff, students and administrators 2. For in-house technology support team: LMS transition and implementation planning 3. On-going support recommendations.

Give institutions a choice of three LMS systems. There still would be better conformity but still offer choice. There still should be cost savings.

Canvas. I have been in this business for fifteen years -- long enough to gain no small degree of familiarity with the major learning management systems. After adopting Canvas a year ago, I can say I have never encountered a more elegant solution to content delivery and communication. Ongoing support is excellent and reliability is unparalleled. Students love it.

If there were some way to have specific programs participate as part of this project, while others do not, that may be a middle ground rather than the entirety of each institution conforming to a standard that may be established without the expressed interest of the individual faculty/student base at the College or SUS entity. The logistics of this could be significantly complex; however, I do think it could be figured out through integration and/or linking options.