**Request for Information**

**(PCS # 250000-0009-RFI)**

The University of Oregon (University) is issuing a request for information (RFI) for the purpose of gathering information about enterprise-wide learning management systems (LMS). University is interested in considering all options including open-source or proprietary software, and hosted or non-hosted systems. University is issuing this RFI to expand campus knowledge and understanding of the marketplace in preparation for a possible procurement.

In responding to this RFI, please address the following. Please see the attached Appendix for a list of questions to consider in your written response.

1. Enterprise level solution and scalability
2. Security
3. Infrastructure/Requirements
4. Features
5. Plug-Ins and third party tools
6. Support and training for faculty and students
7. Support, training and professional services for technical staff
8. Reporting
9. Accessibility
10. Public Published Pricing Structure

This RFI does not constitute a solicitation or an offer of a contract. Responses will not bind respondent to University (or University to respondent) contractually or monetarily or in any other way. Please feel free to make suggestions, in addition to responding to the above requirements. Information obtained as a result of this request will be used for planning purposes only. Please note that this RFI may or may not lead to a competitive procurement.

Responses to this RFI will be retained by University for a required retention period and made a part of a file or record that will be open to public inspection. If a response contains any information that is considered a “trade secret” under ORS 192.501(2), respondent must mark each page containing such information with the following legend: “TRADE SECRET.”

The Oregon public records law exempts from disclosure only bona fide trade secrets, and the exemption from disclosure applies “unless the public interest requires disclosure in the particular instance.” Non-disclosure of documents or any portion thereof or information contained therein may depend on official or judicial determinations made pursuant to law. An entire response to this RFI marked as “trade secret” is unacceptable, and the response will be deemed available for disclosure to the public.

Responses to this RFI will not be returned. University will not provide any comments, documentation or other type of response regarding the results of its review.

CAMPUS VISIT / DEMONSTRATION FORMAT

Each respondent is asked to contact University to schedule a 2 ½ hour public on-site demonstration and discussion of their LMS between May 1 and June 14, 2013. Timing and contact information for University is provided at the end of this RFI. Respondents will have approximately 90 minutes for a public on-site demonstration. Please allow sufficient time for questions from the audience during the 90 minutes. Respondents will also meet with a group of reviewers for an approximately additional 60 minutes.

TIMELINES

* May 10, 2013 (5:00 pm PDT): last date to contact University to ensure a scheduled public on-site demonstration. Respondents are encouraged to schedule on-site demonstrations early. Respondents contacting University after this date may not be able to be accommodated. Contact Sheila Gray, Executive Assistant to the Dean of Libraries (skgray@uoregon.edu) or 541-346-1891.
* May 1 - June 14, 2013: Dates to perform two hour on-site demonstration and question and answer session. (Generally Wednesday afternoons from 3:00pm – 5:00pm and Friday mornings from 9:30am – 11:30 am are available).
* June 30, 2013 (5:00 pm PDT): date by which written responses are due as email attachments sent to Manuel Balesteri, Library Facilities and Business Services Manager (mannyb@uoregon.edu).

CONTACT for inquiries (Email preferred. Please use the subject line, “LMS RFI Inquiry”):

Helen Chu, Director of Academic Technology
University of Oregon Libraries
(helenc@uoregon.edu)

**Appendix: Written Response**

Please consider the following questions in your response.

1. *Enterprise level solution* *and scalability*
* Can the respondent give examples of other educational institutions using its LMS in instances of more than 25,000 accounts?
* What is the maximum number of users allowed on the LMS at one time?
* What is the maximum class size within the LMS?
* Does the LMS have the ability to automatically populate course registration from Banner student registration data and subsequently upload grades to Banner?
* Does the LMS have turnkey redundancy?
* Does the LMS employ a scalable database? If so, under what architecture?
* Does the LMS adjust its resources to balance different loads and demands?
* What is the standard published plan for providing upgrades and new releases of the LMS? Do you maintain a published new release schedule and timing of upgrades? If so, please provide a copy of the schedule(s).

2. Security and Authentication

* What authentication mechanisms are supported by the LMS?
	+ Do the authentication mechanisms include any of the following:
		- SAML 2.0
		- Internet2 Middleware Initiative eduPerson schema
* How does the LMS accommodate users without credentials from the primary authentication mechanism?
* What levels of encryption and security does the LMS support?
	+ Please include description of security addressing confidentiality and other requirements of FERPA and those pertaining to the protection of personally identifiable and financial information.
1. *Infrastructure*
* Is the proposed LMS open-source or proprietary?
* Is the proposed LMS hosted or non-hosted?
* Are any or all of the components able to operate in a Virtualized system?
* What is the LMS’ storage capacity for high-volume usage?
* What are the LMS’ provisions for data storage?
* What are the LMS’s provisions for large file size transport (e.g. video files > 500 MB) and video streaming capabilities.
* What import / export features are available to ensure easy migration between solutions?

*4. Features*

* Is the proposed LMS browser agnostic (i.e., equally compatible with Firefox, Internet Explorer, Safari, Chrome)?
* Describe how the public interface accommodates different levels of users, e.g. first-time users vs. technically advanced users.
* Describe how the LMS provides and presents the following features:
	+ - Document uploads and downloads with large storage space
		- An assignment drop box or equivalent
		- The ability to create, perform, and grade quizzes and tests online
		- A comprehensive, programmable online grade bookMass communication capabilities (i.e., with all students in a class)
	+ Ability to share and collaborate on documents
		- Ability to automatically populate course sites from Banner student data
		- Ability to upload grades to Banner
		- Ability for instructors, course builders, TAs and administrators to see a student view of courses
* What are the LMS’ provisions for media storage and streaming?
* How does the LMS accommodate users who wish to store course materials and media in secure, persistent repositories for use in multiple courses and multiple terms?
* Is the LMS flexible enough to allow for non-course related sites?
* What are the LMS’ provisions for communications?
* What system monitoring features are available?
* Does the proposed LMS provide fast, streamlined mobile access for a variety of commonly-used devices?
* What kind of learning analytics features are integrated and/or otherwise available? To whom are these data available and how are they presented?
1. *Plug-Ins and Third Party Tools*
* Does the LMS allow integration of third party tools? Does this integration support multitenancy?
* Is respondent committed to work with third parties or the University for tool or component development?
* What is the breadth of professionally developed third party tools available for integration? What is the respondent’s technical review and approval process for these tools?
1. *Support, Training and Professional Services for Instructors & Students*
* What support resources are available to instructors and students? (e.g. documentation, communities of practice, etc.)
* What training programs and resources are available for instructors?
1. *Support, Training and Professional Services*
* What support levels and resources are available for technical staff?
* What are the timeframes for response within these support structures?
* What training programs are available for technical staff?
* What is the typical internal staffing support required to operate and manage the LMS?
1. *Systems Monitoring and Reporting*
* What data are available for system monitoring and how are they presented?
* What kind of system monitoring tools/dashboards and alert systems are available to technical staff?
* What kind of data, system and log analysis tools are available to technical staff?
* Describe the query tools available to access data contained within the LMS, including usage data and content.
* What kind of usage and reporting features are available?
* What are the respondent’s metrics reflecting service levels and how often are they calculated?

1. *Accessibility*
* Does the LMS comply with the: Americans with Disabilities Act of 1990; Amended section 508 of the Rehabilitation Act of 1973; and the Web Content Accessibility Guidelines (WCAG) 2.0? Additionally, please provide the LMS’ Voluntary Product Accessibility Template.
1. *Pricing*
* What is the public published rates for:
	+ The enterprise level LMS license, and any related modules?
		- Is the license on a subscription basis?
	+ Support?
	+ Maintenance?
	+ Upgrades and new releases?