|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXHIBIT C – Requirements and Features** | | | | |
|  | | | | |
|  | **Submittal Requirement** | **Meet Requirement?**  **(Y/N)** | **Response Attached and Labeled? (Y/N)** | **Complete Answer / Response** |
| **3.8** | **Infrastructure and Accessibility. (M/E)** |  |  |  |
|  | Describe the process for automatically populating course registration from Banner student registration data and subsequently uploading grades to Banner. |  |  |  |
|  | Describe the LMS’s provisions for large file size transport (e.g. video files > 500 MB) and video streaming capabilities. |  |  |  |
|  | 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 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, maintenance releases and patches? If so, please provide a copy of the schedule(s). |  |  |  |
|  | If the system offers a vendor hosted option, please describe the flexibility and control University retains over the upgrade schedule. |  |  |  |
|  | If the system offers a vendor-hosted option, please describe the level of control over the version University runs. |  |  |  |
|  | The law school operates on a semester basis, while the remainder of the University operates on a quarter system. How will the LMS accommodate University’s need for two production instances for the semester and quarter system courses? |  |  |  |
|  | How does the LMS accommodate faculty and staff who wish to store course materials and media in secure, persistent repositories for use in multiple courses and multiple terms? |  |  |  |
|  | Describe archival and storage provisions of past courses as available to faculty, student, school administrators (non-technical) and system/application administrators. |  |  |  |
|  | Describe the provisions that enable the LMS to be in compliance with Oregon and federal disabilities laws and regulations, including accessibility requirements of section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d), and its implementing regulations set forth at Title 36, Code of Federal Regulations, Part 1194. |  |  |  |
|  | Describe how the LMS meets WCAG 2.0 accessibility standards. |  |  |  |
|  | Is your product screen reader accessible? |  |  |  |
|  | Does your product allow the user to customize the look of the display (size, color, etc.)? If so, describe how the user enables the customization features. |  |  |  |
|  | Can LMS users program or use hot-keys for shortcuts? |  |  |  |
|  | If included in the Competitive Range and invited for a demonstration, you will need to submit a completed copy of Section 1194.22 of the Information Technology Industry Council’s Voluntary Product Accessibility Template (VPAT). |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Submittal Requirement** | **Meet Requirement?**  **(Y/N)** | **Response Attached and Labeled? (Y/N)** | **Complete Answer / Response** |
| **3.9** | **LMS Features. (M/E)** |  |  |  |
|  | Describe how the LMS provides and presents the following: |  |  |  |
|  | 1. Uploading and downloading documents |  |  |  |
|  | 1. An assignment drop box or equivalent |  |  |  |
|  | 1. The ability to create, perform, and grade quizzes and tests online |  |  |  |
|  | 1. A comprehensive, programmable online grade book |  |  |  |
|  | 1. Offline sync capability for grade books. |  |  |  |
|  | 1. Ability for instructors, course builders, teaching assistants and |  |  |  |
|  | Does the proposed LMS provide a well-designed mobile interface that works on the most commonly-used smart phones and tablets? Describe the functional differences between the mobile client or platform and the full online website. |  |  |  |
|  | Describe the communication tools natively available in the LMS. |  |  |  |
|  | Describe the ability to integrate plug-Ins and third party tools. |  |  |  |
|  | * + - 1. Does the LMS natively support LTI? What other interoperability and industry standards does LMS natively support? |  |  |  |
|  | * + - 1. Can a faculty member develop and integrate a third party tool just for one course? |  |  |  |
|  | * + - 1. What are the common third party tools that are integrated? |  |  |  |
|  | * + - 1. What collaboration tools (e.g. Google Docs) are natively supported or integrated? |  |  |  |
|  | * + - * 1. E-Book tools |  |  |  |
|  | * + - * 1. E-portfolio tools |  |  |  |
|  | * + - * 1. Collaboration tools |  |  |  |
|  | * + - * 1. Assessment tools, including math assessment tools |  |  |  |
|  | * + - * 1. Classroom capture/lecture tools |  |  |  |
|  | * + - * 1. Grading tools |  |  |  |
|  | * + - * 1. Content creation and delivery tools |  |  |  |
|  | * + - * 1. Video editing tools |  |  |  |
|  | * + - * 1. Live and on-demand streaming video platforms |  |  |  |
|  | * + - * 1. Other tools and platforms |  |  |  |
|  | * + - 1. How does the LMS handle large file size transport (e.g. video files > 500 MB)? |  |  |  |
|  | * + - 1. Describe the Proposer’s process for integration of third party tools. |  |  |  |
|  | * + - 1. What is Proposer’s technical review and approval process for these tools? |  |  |  |
|  | What kind of learning analytics features are natively integrated and/or otherwise available? If additional modules need to be licensed and integrated, please indicate. To whom are these data available and how are they presented? |  |  |  |
|  | Usage Reporting & data mining |  |  |  |
|  | Intervention |  |  |  |
|  | Assessment |  |  |  |
|  | Dashboard |  |  |  |
|  | Student activity, time on task for separate components of the class |  |  |  |
|  | Graphical representation of data |  |  |  |
|  | Describe the query tools available to access data contained within the LMS, including usage data and content. Describe the granularity of permissions available for users to access these query tools. |  |  |  |
|  | What are the LMS’ provisions for media storage and streaming? |  |  |  |
|  | Describe default and available user roles and views. Describe how granular and customizable these roles and views are without additional development. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Submittal Requirement** | **Meet Requirement?**  **(Y/N)** | **Response Attached and Labeled? (Y/N)** | **Complete Answer / Response** |
| **3.10** | **Implementation Plan. (M/E)** |  |  |  |
|  | Describe your plan for implementing the LMS at the University. Include approximate time lines, roles, vendor responsibilities and the resources and time commitments the University is expected to provide. Include in your plan, the LMS’ optimal hardware configuration - meaning all hardware needed. If multiple system configurations are possible, state each configuration separately and specifically. Include an estimate of what would be involved in migrating data from the University’s existing system (at the posting of this RFP, we are running Blackboard Learn 9.1, SP11 with plans to upgrade to SP13) to the selected LMS. |  |  |  |
|  | 1. Include a detailed time line for the LMS implementation including anticipated time you are required to be on site. |  |  |  |
|  | 1. Include an estimate of the amount of time required and work needed to convert existing course sites and their associated course and assessment materials (Blackboard Learn) to your LMS. |  |  |  |
|  | 1. Include a brief narrative of similar implementation plans used by your firm over the past two years. |  |  |  |
|  | 1. Provide a sample project plan that shows the typical tasks, durations and dependencies for deploying the LMS. |  |  |  |
|  | 1. What support resources are available to University staff and students during the migration? (e.g. documentation, communities of practice). Include pricing model for support. |  |  |  |
|  | 1. What support resources are available to technical staff (e.g. application, system and database administrators) during the migration? Include pricing model for support. |  |  |  |
|  | 1. Include a listing of anticipated roles and responsibilities for University employees, including estimated workload in labor hours over the period of the migration (e.g. documentation, communities of practice, etc.) |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Submittal Requirement** | **Meet Requirement?**  **(Y/N)** | **Response Attached and Labeled? (Y/N)** | **Complete Answer / Response** |
| **3.11** | **Training.** **(M/E)** |  |  |  |
|  | Describe how training is conducted and the depth of training for system administrators, technical staff support personnel, and end users. |  |  |  |
|  | List the training materials and manuals provided |  |  |  |
|  | Identify site specific training materials that will be created as part of the implementation at University. Include a plan for development of University-specific training materials, which in conjunction with Proposer supplied materials and personnel. Training should be designed to position University to train future end users in use of the LMS. Provide examples of materials created for previous clients if applicable (hyperlinks to wikis, or other online documentation is acceptable). |  |  |  |
|  | Describe the all tiers of offered end user training models and methods. Include pricing for each tier. |  |  |  |
|  | What is the costing model for training on future upgrades? |  |  |  |
|  | Is training web-based, on-site or conducted at some other location? |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Submittal Requirement** | **Meet Requirement?**  **(Y/N)** | **Response Attached and Labeled? (Y/N)** | **Complete Answer / Response** |
| **3.12** | **System Support. (M/E)** |  |  |  |
|  | Provide the warranty period and details of the warranty coverage for your product. It is assumed the warranty period will comply with Section 2.5 of the RFP – if this is different for your product, please explain.. |  |  |  |
|  | State the different user support options available, the hours that support is available (in Pacific Time), and the cost for the different options. In the event of a system problem, what technical support staff (from successful Proposer) would be available to respond, how would they respond, what response methods would be used, and what would be the response time? |  |  |  |
|  | Provide performance statistics over the last three years to support your estimated response time. |  |  |  |
|  | Provide a clear description of any software on which the LMS is dependent (e.g.: Oracle, SQL Server, Windows) and for each type of software dependency (OS, database, browser, etc.) describe how many versions will be concurrently supported. Address both forward and backward compatibility. |  |  |  |
|  | How do you track compatibility issues with the major browsers (Firefox, Internet Explorer, Safari, Chrome…) and how do you communicate  information regarding compatibility issues to your clients? |  |  |  |
|  | Provide a clear description of relevant third-party services on which the LMS is dependent (e.g., third-party vendor cloud-based storage). |  |  |  |
|  | If you offer hosted solutions, list and describe any and all unplanned outages the LMS experienced over the last three years, including duration, cause, response and client communications/management. |  |  |  |
|  | List the updates/upgrades/releases of your proposed LMS solution for the past three years including its purpose (e.g., bug fixes, security update, functionality enhancements, etc.). |  |  |  |
|  | What is the plan for providing future upgrades and new releases of the LMS? What is the new release schedule and timing of upgrades? Delineate the standard update/upgrade procedures and methodology including the specific division of labor between what is done by the vendor vs. what is done by in-house, University, support staff. |  |  |  |
|  | How are client’s needs accommodated in the upgrade and planned downtime schedules? |  |  |  |
|  | What methods do you have in place for users to request LMS enhancements? |  |  |  |
|  | What processes do you have in place for users to know what enhancements are being developed and to allow for early-adoption or beta-testing? |  |  |  |
|  | Include an estimate of University’s technical support needed in-house to keep your LMS running at optimal level on an ongoing basis for maintenance, upgrades, modifications, back-ups, etc. Give your recommendation in FTE (Full Time Equivalence). For example, a full time (40 hours a week) person would be 1.0 FTE. A half-time person (20 hours per week) would be 0.5 FTE. Also, list any programming languages or specific skills that will be required to perform maintenance, upgrades, modifications, back-ups, etc. |  |  |  |
|  | What statistics do you have to support the above recommendations for in-house (University) support staffing needed? |  |  |  |
|  | What LMS problems are expected to be fixed in-house by University technical staff vs. any emergencies that must be fixed by the successful Proposer’s support team? |  |  |  |
|  | If the LMS is completely or partially hosted, please provide LMS service uptime expectations, including the criteria on which the calculation is based. |  |  |  |
|  | If the LMS is completely or partially hosted, provide histories of planned and unplanned downtime for the past three years. Clearly define what is included in “planned” and “unplanned” downtime. |  |  |  |
|  | If the LMS is completely or partially hosted, please describe the business continuity and disaster recovery procedures and infrastructure for the LMS service. |  |  |  |
|  | If the LMS is completely or partially hosted, how do you communicate with and provide support/mitigation to clients during unplanned downtimes? |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Submittal Requirement** | **Meet Requirement?**  **(Y/N)** | **Response Attached and Labeled? (Y/N)** | **Complete Answer / Response** |
| **3.13** | **Data and System Security. (M/E)** University places a heavy emphasis on data security. |  |  |  |
|  | Describe the security architecture for this LMS. |  |  |  |
|  | Describe the capabilities of the LMS that ensure that all activity in the LMS is accountable. |  |  |  |
|  | Describe how authentication data and access control information is protected. |  |  |  |
|  | Describe the organization schema of access control rights and privileges and emphasize how this schema supports Role Based Access Control concepts. |  |  |  |
|  | Describe what authentication mechanisms are supported by the LMS via applicable interfaces, e.g., web-based and mobile access. |  |  |  |
|  | 1. SAML 2.0 |  |  |  |
|  | 1. Internet2 Middleware Initiative   eduPerson schema |  |  |  |
|  | How does the LMS accommodate users without credentials from the primary authentication mechanism? |  |  |  |
|  | Provide a detailed explanation of measures, constructs, or operational concepts that have been implemented to ensure that information requiring privacy protection is in accordance with applicable law. |  |  |  |
|  | Describe the measures and capabilities that are in place to support legal and regulatory requirements (FERPA, Homeland Security, HIPAA, Oregon Identity Theft Protection Act, Copyright, Higher Education Reauthorization Act etc.). |  |  |  |
|  | List and describe changes in licensing and support models required if the University were interested in hosting two separate instances of the LMS to accommodate alternate academic calendars (quarter and semester) and systems (continuing education/extension where students do not have university IDs). |  |  |  |
|  | Describe how the LMS will meet the OUS Information Security Policy (<http://www.ous.edu/dept/cont-div/fpm/genl-56-350>). |  |  |  |
|  | Provide a detailed description of the LMS’ backup and recovery features. Does the LMS have turnkey redundancy? |  |  |  |
|  | Using the most current top 10 list of web application vulnerabilities published by the Open Web Application Security Project (www.owasp.org), describe the actions taken to address and resolve each class of vulnerability. |  |  |  |
|  | Describe how and/or the extent to which known system vulnerabilities are communicated to clients. |  |  |  |
|  | Provide examples of experience with security configurations at other schools of similar size and structure to University. |  |  |  |
|  | Describe the process used to test the security of the LMS after each version release and for each patch. |  |  |  |
|  | List and describe any security breaches, incidents compromising confidential information,, and unauthorized access to your LMS during the last five years. |  |  |  |
| 1. L | List and describe any incidents involving the introduction of computer viruses on customer’s or third party’s computer. |  |  |  |