



Project Plan

Selection, Installation and Deployment of a Learning Management System

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INTRODUCTION

Background Information

De Anza College has been an early adopter of new learning technologies since the college's opening day in 1967. The founding president created an atmosphere of creativity and innovation, and went to great lengths to create a passion for innovation in our faculty, a passion that exists to this day.

This creative atmosphere has allowed De Anza faculty the freedom to explore new methods for delivery of instructional materials. One of the most significant growth areas of the past decade has been the delivery of De Anza courses over the Internet, using software packages alternately described as Course Management Systems (CMS) or Learning Management Systems (LMS.) Over the decade or so that De Anza has been offering on line courses, faculty have used many different LMS's to deliver their courses. Some have been commercial products (i.e. WebCT), homegrown products (Foothill's ETUDES), community source products (Sakai) and open source products (Moodle.) Faculty are often courted by textbook publishers to use their book in class, and, as an incentive, have offered free on line hosting for the course if it requires the use of the publisher's text. One faculty member at De Anza has even written his own custom learning management system and has delivered his on line course from a server located in his home.

While this approach has helped to foster innovation, it has also made the tasks of training and technical support very difficult. Since each learning management system has different features and capabilities, the small technical support staff would have to keep up to date on numerous systems. This approach has also limited growth of on line courses, and thereby growth of the college, due to the cost and complexity of supporting multiple LMS's.

Additionally, the funding for the California Virtual Campus (CVC), a grant program established by the California Community College Systems Office, was ending in June 2006. (This date was later extended to June 2007.) The CVC provided free hosting of LMS's to the community colleges. The elimination of free hosting and the challenges of supporting multiple LMS's lead to undertaking the task of determining which LMS best supported the college.

Available Alternatives – Process and Participants for Selection of an LMS

In October of 2005 the Distance Learning Coordinator approached the Technology Task Force seeking support for an evaluation of LMS'. It was decided that De Anza would create an LMS selection committee as a spin off from the Technology Task force. Members were initially recruited from the Technology Task Force, but anyone interested in participating in the committee could join. This information was to be shared in governance groups. Initially, the committee consisted of five faculty members and two classified staff. It would

grow to seven faculty, two deans and three classified before the selection was made.

There are over 200 learning management systems on the market today, making the task of choosing a campus standard very difficult. To simplify the selection, the committee agreed that it would evaluate four systems. Two of the systems, WebCT and ETUDES, were currently licensed by the campus. The other two systems to be considered were Angel Learning, a new commercial software that was gaining market share and Moodle, an open source software that only recently had become a viable option for the campus.

A matrix was developed to evaluate the software and demonstrations were scheduled during January and February of 2006 for each of the four LMS's. Sean Keegan of the High Tech Center, and Wayne Chenoweth, faculty, Special Education, volunteered to evaluate the systems for conformance to Section 508.

Goals and Objectives

The goals and objectives for this project will focus on implementing LMS technology that:

- Supports all areas of the campus, including Instruction, Student Services and Campus Services.
- Facilitates coordination and information sharing both internal and external to the participating organizations (Moodle community (?)).
- Enhances the ability and effectiveness of staff to perform their jobs.
- Facilitates coordinated on line delivery of course content.
- Provides high levels of data security.
- Provides an open, flexible, reliable technology base for the future.
- Facilitates the electronic capture of data through our SI system and ports it into Moodle
- Is easy to use and has readily available training.
- Eliminates redundant data entry throughout the organization.
- Conforms to Section 508.

Eliminates unpredictable cost increases of commercial products

Project Approach

The Moodle project will begin with a beta installation, running on existing servers, to be used by two or more (?) faculty during the summer of '06. The installed version will be Moodle 1.5.3, with added modules developed and tested by San Francisco State University. New servers will be ordered during the beta testing period.

Before September '06, the new hardware will be installed and the existing Moodle installation and course content will be moved over to the new hardware. Migration of existing courses created in WebCT or ETUDES will begin as soon

as the Installation is complete. Training in Moodle will be provided to faculty during the month of July. @ONE will be offering an online Moodle training, dates TBA and an on-campus training will be conducted by San Francisco State during the last full week in July. There are approximately 50 courses that will be migrated to Moodle during the '06-'07 academic year. The Distance Learning Coordinator (Linda Elvin), Academic Coordinator (Willie Pritchard) and the Instructional Designer (TBD) will lead the migration effort, supported by the Multi-Media Web Programmer (Kevin Metcalf.) By the end of the Spring Quarter of '07, all De Anza courses currently using a course management system on line courses will be migrated to Moodle.

Initially, Moodle training will be offered in three ways:

- 1) On line training in Moodle delivered by @ One
- 2) Face to Face training at SFSU (our faculty are invited)
- 3) Face to Face training at De Anza

The final step of our initial installation is the creation of software that would automatically create a Moodle course shell for every course listed in our SIS database. Each of these shells would be automatically populated with students each time a student enrolls in a course – on campus or distance. The end result would be a web presence for each and every course offered at the college. Faculty would have the option of using the course shells or not, without added cost to the college.

Equipment

The project will require hardware; including the following:

- 3 x Apple Xserve G5 (Dual 2.3 GHz, 8 GB RAM, 160GB 10kRPM HD, Service, etc): \$10,500.00 each.
- 1 Xserve RAID (7 TB HD, Fibre Channel PCI-X Card, Service, etc): \$17,200.00.
- 1 Apple Computer
- 1 PC
- 2 Monitors

The project will require software, including the following:

- OS: Operating system for this system is preinstalled: \$0.00.
- Database: Moodle allows for use of MySQL. (open source): \$0.00.
- Web Server: Moodle allows for use of Apache (open source): \$0.00.
- SIS Integration* (including middleware apps): \$0.00. (will be created in house)

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Items Beyond Scope

The project does not include the following:

Projected Budget

Define the project budget and insert it here:

Milestones/Project Schedule

The following represent key project milestones, with estimated completion dates:

Milestone	Estimated Completion Date
Beta installation/testing	summer '06
Specify and order new hardware	June '06
SFSU installation goes live	Sept '06
New Hardware/Software Installation and Testing	Sept-Dec '06
Migrate from beta servers to new hardware	Jan '06
Migrate existing courses from ETUDES/WEB CT to Moodle	June '07
All De Anza on line courses Delivered via Moodle	Sept '07
SIS software created for auto Creation of course shells	Sept '08

ASSUMPTIONS

Project Assumptions

The following assumptions were made in preparing the Project Plan:

- Management will ensure that project team members are available as needed to complete project tasks and objectives.
- Management will support budget required to implement
- Failure to identify changes to draft deliverables within the time specified in the project timeline will result in project delays.
- Project team members will adhere to the Communications Plan.

- Mid and upper management will foster support and “buy-in” of project goals and objectives.
- All project participants will abide by the guidelines identified within this plan.
- The Project Plan may change as new information and issues are revealed.

CONSTRAINTS

Project Constraints

The following represent known project constraints:

- Project funding sources are limited, with no contingency.
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Related Projects

District Portal Project
 New SIS system
 Distance Learning Support of On-Campus Web-Enhanced Classes

Critical Project Barriers

Unlike risks, critical project barriers are insurmountable issues that can be destructive to a project’s initiative. In this project, the following are possible critical barriers:

- Removal of project funding
- Layoff of key personnel
- Reassignment of key personnel

Should any of these events occur, the Project Plan would become invalid.

PROJECT MANAGEMENT APPROACH

Project Roles and Responsibilities

Role	Responsibilities	Participant(s)
Project Sponsor	<ul style="list-style-type: none"> ▪ Ultimate decision-maker and tie-breaker ▪ Provide project oversight and guidance ▪ Review/approve some project elements 	Tech Task Force, Jeannine Hawk/Wayne Chenoweth

Role	Responsibilities	Participant(s)
Project Manager	<ul style="list-style-type: none"> ▪ Manages project in accordance to the project plan ▪ Serves as liaison to the Technology Task Force and ETS ▪ Receive guidance from Technology Task Force ▪ Provide overall project direction ▪ Direct/lead team members toward project objectives ▪ Handle problem resolution ▪ Manages the project budget 	Marty
Project Participants	<ul style="list-style-type: none"> ▪ Understand the user needs and business processes of their area ▪ Act as consumer advocate in representing their area ▪ Communicate project goals, status and progress throughout the project to personnel in their area ▪ Review and approve project deliverables ▪ Creates or helps create work products ▪ Coordinates participation of work groups, individuals and stakeholders ▪ Provide knowledge and recommendations ▪ Helps identify and remove project barriers ▪ Assure quality of products that will meet the project goals and objectives ▪ Identify risks and issues and help in resolutions 	Kevin Metcalf, Linda Elvin, Willie Pritchard (?)
Subject Matter Experts	<ul style="list-style-type: none"> ▪ Lend expertise and guidance as needed 	To be identified by Technology Task Force

Issue Management

The information contained within the Project Plan will likely change as the project progresses. While change is both certain and required, it is important to note that any changes to the Project Plan will impact at least one of three critical success factors: Available Time, Available Resources (Financial, Personnel), or Project Quality. The decision by which to make modifications to the Project Plan (including project scope and resources) should be coordinated using the following process:

- Step 1:** As soon as a change which impacts project scope, schedule, staffing or spending is identified, the Project Manager will document the issue.
- Step 2:** The Project Manager will review the change and determine the associated impact to the project and will forward the issue, along with a recommendation, to the Technology Task force for review and decision.
- Step 3:** Upon receipt, the Technology Task Force should reach a consensus opinion on whether to approve, reject or modify the request based upon the information contained within the project website, the Project Manager's recommendation and their own judgment. Should the Technology Task Force be unable to reach consensus on the approval or denial of a change, the issue will be forwarded to the VP of Technology, with a written summation of the issue, for ultimate resolution.
- Step 4:** If required under the decision matrix or due to a lack of consensus, the VP of Technology shall review the issue(s) and render a final decision on the approval or denial of a change.
- Step 5:** Following an approval or denial (by the Technology Task Force or VP of Technology), the Project Manager will notify the original requestor of the action taken. There is no appeal process.

Communications Plan

Disseminating knowledge about the project is essential to the project's success. Project participants desire knowledge of what the status of the project is and how they are affected. Furthermore, they are anxious to participate. The more that people are educated about the progress of the project and how it will help them in the future, the more they are likely to participate and benefit.

This plan provides a framework for informing, involving, and obtaining buy-in from all participants throughout the duration of the project.

Audience This communication plan is for the following audiences:

- VP of Technology
- Tech Task Force
- Project Manager
- Faculty User Group
- Moodle Partners

Communications Methodology The communications methodology utilizes three directions for effective communication:

Top-Down It is absolutely crucial that all participants in this project sense the executive support and guidance for this effort. The executive leadership of the organization needs to speak with a unified, enthusiastic voice about the project and what it holds for everyone involved. This will be 'hands-on' change management, if it is to be successful. Not only will the executives need to speak directly to all levels of the organization, they will also need to listen directly to all levels of the organization, as well.

The transition from the project management practices of today to the practices envisioned for tomorrow will be driven by a sure and convinced leadership focused on a vision and guided by clearly defined, strategic, measurable goals.

Bottom-Up To ensure the buy-in and confidence of the personnel involved in bringing the proposed changes to reality, it will be important Task Force created the proposed changes, resistance is likely to occur. However, if it is understood that all participants were consulted, acceptance seems more promising.

Middle-Out Full support at all levels, where the changes will have to be implemented, is important to sustainable improvement. At this level (as with all levels), there must be an effort to find and communicate the specific benefits of the changes. People need a personal stake in the success of the project management practices.

Communications Outreach The following is a list of communication events that are established for this project:

Monthly Status Reports The Project Manager shall provide monthly written status reports to the Tech Task Force. The reports shall include the following information tracked against the Project Plan:

- Summary of tasks completed in previous month
- Summary of tasks scheduled for completion in the next month
- Summary of issue status and resolutions

Bi-Monthly Project Team Status Meeting These status meetings are held every other month. Every member of the Project Team will be invited to participate in the meeting. Project Manager sends the status report to 8

each member of the team prior to the meeting so everyone can review it in advance.

Website Use User Group Participants and Subject Matter Experts may be updated monthly at the discretion of the Project Manager. Information will be posted to the project's website.

ATTACHMENTS/APPENDICES

Appendices/Attachments may be included in a hardcopy form

APPROVALS

Sign-off Sheet

I have read the above Project Plan and will abide by its terms and conditions and pledge my full commitment and support for the Project Plan.

Project Sponsor:	_____	Date
Project Manager:	_____	Date
Tech Task Force:	_____	Date
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Tech Task Force:	_____	Date
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