



Procurement and Contracting Services

Request for Proposals for a Learning Management System

**Please mark all proposal submission
Files with the following information**

**Sealed RFP # L192331
Due on July 28, 2023 no later than 2:00PM, MST**

The following questions were received prior to the close of the Technical Question period on July 11, 2023 at 12:00 PM MST:

1. 3rd Party Tools: Can we get a list of the tools so we can fine tune our response?
 - a. *Turnitin.com, ReadSpeaker, Blackboard Ally, Voicethread, Panopto, Zoom, Playposit, Canvas Credentials, H5P, HonorLock, Examity, VitalSource, VerbaSoft, Redshelf, TopHat, Gradescope, Microsoft Teams, Digication, Respondus LockDown Browser, Google Drive, OneDrive*
 - b. *Numerous 30+ LTI publisher integrations for electronic texts and courseware*
2. Custom tools that have been developed and there would be a need for refactoring those items when moving to a new platform. Can you provide information on how those tools are hosted or integrated?
 - a. **Early Progress Report (EPR)** - *enables instructors to send comment-based feedback to individual students or groups of students based on a number of factors, including filtering the D2L gradebook based on a particular grade. This solution relies on customizations that were made in D2L and an integration into the University of Arizona's Salesforce infrastructure. Progress reports are shared with academic advisors, so that they can determine whether to outreach to the student. A central team in Student Success and Retention Innovation follows-up individually when they see that students have not opened the progress report or met with an advisor. This solution is a critical part of the University's retention strategy.*
 - b. **Course Site Request** - *this is a .NET application that bridges between our Student Information System and LMS. It accomplishes a number of important things for the university, including: enabling instructors to map class sections (SIS) to course sites and delegate access to administrators and instructional designers. It also enables integration of syllabi (pulled from the LMS) into the class schedule to help students understand the class structure and expectations. Finally, it is an important integrator for inclusive access and pay one price (book purchasing programs).*
 - c. **Class App** - *This is a full stack Java application that pulls consumes course due dates and grades from standard APIs to consolidate due dates and grades across course sites. It integrates directly into the University's student portal (CatCloud). It includes additional features that enable students to input due dates that are missing from the structured content, enter grades missing from the gradebook, see how they are performing relative to the class, and project and track to grade goals.*
3. Resource sharing: Is there currently a tool used for course sharing?
 - a. *No*
4. Would it be possible for us to get a sense of how many courses would be migrated?

- a. *There are ~5000 courses per semester, not including master courses. There are another ~1000 courses in summer sessions. In total, there are at least 10,000 courses per year, not including the master courses.*
 - *Course numbers for Academic Year 2022-2023 for some perspective (not including non-term sites / development sites):*
 - *Fall 2022: 5514*
 - *Spring 2023: 5183*
 - *Summer 2023: 1423*
 - *Non-term / Development Sites 2022-2023*
 - *2022 Non-term: 353*
 - *2022 Development: 245*
 - *2023 Non-term: 225*
 - *2023 Development: 569*
5. Can you share the rubric that will be used?
 - a. *The RFP criteria is listed in priority order, with the highest scored criterion listed first.*
6. Will there be any additional consideration or rebalance in price scoring from non-incumbent bidders due to incumbent bidders not needing to include implementation costs for some of the institutions?
 - a. *As indicated by the order of criteria, cost has been identified as the lowest scored criteria specifically so that cost is not the primary driver.*
7. Is there a desired 'go-live' date for an LMS transition? This can help inform our implementation strategy and provide UA more specifics on tactics and dates.
 - a. *Our current LMS contract ends July 2025, so any implementation of a new system would need to be complete by this date.*
8. How many courses will be archived in contrast to fully migrated?
 - a. *The University of Arizona has not identified any courses that would be archived. This would be considered as part of the implementation planning. The University recognizes that scope of courses to be migrated could change the proposed implementation costs. Proposers should clearly include their assumptions about the number of courses to be migrated in their cost proposal and indicate any scaling of cost based on additional courses.*
9. What are your current third-party integrations? Which of these will be sustained, and which are open to replacement if reduction in redundancies are possible (think Turnitin being replaced by SafeAssign)?
 - a. *The goal would be to maintain all existing third- party integrations as they are currently well integrated on campus and instructor workflows.*
10. Does your system have full functional parity between the mobile experience and the desktop/laptop experience? Please list or describe any functionality that

mobile users do not have access to when they access your platform outside of desktop or laptop.

- a. *Yes, users have full functionality on mobile, desktop, and laptop when using a browser.*
- b. *The “Pulse” app can also be used on a mobile device, which **does not** allow full functionality. With the Pulse app, users can:*
 - i. *View and open all course sites they are enrolled in*
 - ii. *View table of contents, specific modules, and topics within those modules in “Content” in each course site*
 - iii. *View upcoming deadlines for course activities “at a glance” (see all due dates for multiple course)*
 - iv. *Add manual events to the Calendar*
 - v. *View notifications (e.g., new grades posted, new due dates, new content added, etc.)*
 - vi. *View grades posted by the instructor*
- c. *With the Pulse app, users **cannot** (among other things):*
 - i. *Submit Assignments, complete Quiz attempts, participate in Discussions*
 - ii. *View Classlist*
 - iii. *View embedded media (e.g., Panopto) – there is a separate app that can be downloaded to view Panopto videos*
 - iv. *Complete activities hosted by third-party integrations (e.g., VoiceThread, Playposit) – these integrations may have their own apps in which these activities can be accessed/completed*

11. Describe the data analytics capabilities of your platform, indicating any functionality that requires an upgrade or add-on package to access.

- a. *Our current LMS is D2L Brightspace. Proposers are welcome to evaluate its standard analytics capabilities using public information.*

12. What avenues do you have for including client perspectives in the development of your product? Please share any supporting metrics demonstrating a dedication to including clients in platform development.

- a. *UCATT engages broadly and constantly with instructors and instructional designers to inform our configuration and support of our current LMS. We do not have metrics readily available at this time.*

13. Are you seeking a help desk for end-user support? If so, how many support incidents do you estimate annually?

- a. *LMS support is provided by UCATT, with UCATT and partners in our central IT organization interfacing with technical support as needed. We are not asking proposers to include help desk capabilities or costs in their proposals.*

14. You mentioned Genius as a potential integration point, how are you currently using that solution and what data would you need to move between that platform and the LMS?
- a. *We are currently exploring Genius as a means to manage non-credit bearing, community courses that are a part of our mission as a land grant university. The goal is to have a portal where community members can select workshops, pay for them if necessary, and that the system creates the user account, enrolls the participant in the correct course, etc..*
15. What are you currently using for your HRIS, Performance Management, and ATS?
- a. *This RFP is for a student facing LMS, not an employee facing LMS. In that context, this question is not relevant.*
16. What is your launch plan?
- a. *We do not currently have a launch plan. Our expectation is that vendors will recommend a launch plan based on previous higher education student LMS implementations of a similar size and complexity.*
17. Who is going to be in charge of ensuring the LMS rolls out appropriately internally? Do you have a dedicated Administrator? How many people from your team will be working on creating content and do you have 1 administrator?
- a. *Should the University of Arizona select a new LMS, there will be a governance structure and dedicated team structure. Our expectation is that vendors will tell us what the University team should consist of based on previous implementations of student LMS systems at institutions of similar size and complexity.*
18. Is Pre-built content important to you? If so what topics do you need content in? Who is in charge of creating company specific content?
- a. *Pre-built content is not sought as part of this RFP, nor will its existence in a vendor offering influence the scoring of proposals.*
19. How many years of historical data if they have to migrate it? How many years of historical data do you need to migration and is it for all the users you mentioned in the RFP?
- a. *We have not defined the number of historical years to be migrated. Vendors should clearly state their assumptions in their proposals and also indicate cost increment increases for additional years based on the number of courses shared in a previous answer.*
20. Do they have somebody dedicated internally for the implementation program?
- a. *We expect vendors to provide us with the recommended team make up based on previous successful implementations of student LMS at institutions of similar size and complexity.*

21. Will this system sit within HR or Operations? Who will be the owner of the system within your organization?
- This is a student LMS, not employee. The student LMS is co-managed by UCATT and UITS, with the former providing front-line support for instructors.*
22. What are their top three to four areas that they are hoping to improve on the LMS? What are your goals with this LMS platform that you are hoping to achieve?
- Please refer to the criteria and questions to develop your understanding of our top priorities. Considerable effort was put into the formation of this RFP and we believe it illustrates our needs.*
23. What made you want to change now versus sooner?
- As a public institution we are required to periodically go through a competitive process to assess the vendor marketplace and identify the solution that is the best fit for our current needs. Additionally, it is in our best interest to periodically assess whether there are solutions in the marketplace that would give us strategic, operational, or budgetary advantage.*
24. Are they using any external authoring tool, what authoring tools are you using if any today?
- Not using an external authoring tool at this time.*
25. How many languages should content be showcased, Are there any language restrictions that we should be aware of?
- With the current system we are only using English. This is not a limitation of the system rather an institutional choice.*
26. What is the Contract period?
- Please develop your proposal based on a five-year contract period.*
27. What is the total Budget of RFP?
- A total budget has not been defined. The University will develop its total budget based on recommendation of the RFP winner and what that vendor has seen being appropriate resourcing for other successful implementations of student LMS at institutions of similar size and complexity.*
28. What types of integration do you need for your LMS?
- Not exactly clear on what this question is asking, but since most integrations are LTIs which all major LMS' support, what is most important to us in terms of integrations is a robust set of APIs to enable us to maintain existing custom integrations and build new ones as needed moving forward.*

29. What are your must have integrations?
- Must have integrations, at minimum, are what we currently have (see above).*
30. How is Arizona currently serving Professional Development / Continuing Education courses (non-term) courses? What platform is being used for self-enrollment, payment processing, reporting/analytics?
- We currently do not have an integrated, automated system for managing Professional Development/Continuing Education courses across all of campus. As the university is highly decentralized, there is a hodgepodge of technology in place. The Office of Continuing Education has its process and technology for registering and paying for courses, some of which are taught through our current LMS and some that are not. Some colleges offer opportunities outside of the Continuing Education Department and they have developed their own processes for registration and payment. Most of these courses are taught outside of the campus LMS (a separate instance than for credit courses) -- All course creation and enrollment in this separate instance are managed manually via CSV files.*
31. Does your current LMS integrate with your Digital Badging platform? Is there a desire/need for an integration between the two technologies?
- Yes it does, although badging to date has not been heavily used due to policy considerations.*
32. Do you currently have a tool in place for course sharing across campus? Is there a desire for this functionality? Is there interest in course sharing across other ABOR institutions or Arizona community colleges?
- We do not have a formal tool for sharing courses across campus, although the current solution allows for publishing courses to other LMS'. There is interest in sharing courses from Main campus to UA Global which the university recently acquired.*
33. Question about resource sharing - does Arizona have any course sharing today?
- We have a handful of courses that were built in the for-credit instance of the LMS and are published out to the non-credit instance of the LMS.*
34. We understand that UAGC has a separate IPEDS reporting number and that technologies are not shared between UofA and UAGC students. However, you mention the possibility of future consolidation of these institutions. Please elaborate.
- There is no plan to consolidate student populations, instructors, or LMS at this time. Future scenarios on this front will not influence scoring of proposals.*

End of addendum, all else remains the same.