ADDENDUM #1
RFP# 22-02

Learning Management System

July 16, 2021

QUESTIONS AND ANSWERS

This Addendum contains two (5) pages.

1) **Implementation Date:** Is July 1 2022 your targeted date to begin the implementation, or is this the targeted date for the implementation completion when you plan to go live with all students?

   a) July 1, 2022 is the targeted date to begin the implementation. Our plan at this time is to use July & August to get the overall system setup and begin migration and training; run pilot courses and training for all faculty during the Fall Semester 2022; and go live with all users in Spring 2023 (late January 2023).

2) **Amount of Learners:** The description states that more than 12,500 students annually enroll in credit, noncredit, and workforce development courses. Can you provide more details on these learner groups? How many credit learners does HCC have in academic programs? How many non-credit and workforce development learners does HCC have?

   a) According to our records (FY20 is the most recent available data), we had 8734 unique students enrolled in all programs at HCC. Of that number, 6424 were enrolled in Credit programs and 2463 in Non-Credit programs (includes non-credit and workforce development programs).

3) **Course Migration:** How many courses would HCC want to migrate into the new LMS solution?

   a) Our present course retention policy is the current year plus 3 years back. However, our plan at this time is to migrate only the past two years' worth of courses. Based on current numbers, this would be between 3500 and 3700 courses.

4) **Sandbox Testing:** To help support your sandbox testing we would like to understand more about the plan to roll this out. Would you like to use named accounts for a specific group of people or would you prefer generic accounts? Can you provide more information on the amount of sandbox accounts needed and the system roles (faculty/admin/student) that you would like to test?

   a) We would like to use a combination of named and generic accounts, and can provide the names and information prior to scheduling demonstrations and testing. All named accounts (18) should have faculty roles. We would like one generic admin account that would be used by the two or three of us who need to assess admin functionality. We would like to have two generic student accounts and two generic faculty accounts to be used by invited guests from outside the LMS Review Committee. Each named account user should have access to a blank course for testing; however, we are open to further discussion if alternatives are suggested.

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5) **E-Commerce:** Does HCC require any type of e-commerce capabilities, such as an online course storefront, for managing continuing education or workforce development course sales?

   a) Not at this time. However, this could change in the future.

6) There is mention of optional 24/7 LMS support via phone and email. Can you provide a historical overview of how many tickets your help desk handles currently for LMS support? What ticketing system do you currently use? Do you want to see automation options for AI Chat Bots?

   a) Unfortunately, we are unable to provide this information. We have been in transition with our help desk software and reporting is still not fully functional. Our primary audience for 24/7 LMS support is faculty, in particular adjuncts who do not necessarily work the same hours as our current staff. From that perspective, our team currently fields on average 12-18 requests for assistance each business day. We would expect our team to be the primary contact and that 24/7 LMS support would provide support in the off hours. We predict this service would be heavily used during our initial rollout, but settle down to a small handful of requests each week. We are currently using Manage Engine as our ticketing system. Yes, AI Chat Bots would be an interesting option to consider.

7) Our approach will be to provide training solutions for train the trainer – how many staff members will be a part of the core team at HCC if an LMS transition should occur?

   a) Our LMS support team currently consists of 1.5 FTE with additional support from 2.5 FTE Help Desk personnel and 2 FTE instructional designers. We would expect all of these folks to be involved to some extent with training and are looking to add at least 1 faculty member from each division. Estimated total: 10-12

8) How many FT and adjunct faculty are at HCC?

   a) We currently have 116 full time faculty, 231 adjunct faculty, and 257 professional and support staff.

9) What current learning analytics does HCC track with your current LMS provider and what desired learning analytics tracking do you wish to see moving forward?

   a) We currently track grades and similar information; student participation in courses (e.g., number of logins, number of page views, completed activities, timeliness of submissions); and statistics on responses to individual questions on various assessments. There is interest in adding competencies and mastery grading, including the ability to compare course outcomes between sections and across programs. In addition, there is a desire for a student report card that is easy to view on a course level and across all courses in a given term.

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10) Are current workforce offerings in Moodle, or is there a desire to offer more workforce courses and non-credit in your LMS moving forward?

   a) The majority of workforce offerings are not conducted through Moodle. We averaged 16 workforce offerings in Moodle per term (Fall, Spring, Summer) pre-pandemic and 38 since the pandemic started. Most workforce offerings are conducted via Google Classroom, Google Drive & email, or face-to-face with no technology support. There is a desire to offer more via our LMS in the future.

11) On page 11, under Individual and/or Program Assessment, the RFR states: "Hierarchical and flexible system for anonymous evaluations of student work that allow for individual, departmental, or institutional assessments. Learning objectives should be mapped to the course/program and institutional levels. Student work should be tracked and assessed at each level using different assessment tools and results should be reported at each of the above levels. Integration with SIS, data analytics, and external system for bringing in and exporting related assessment data (e.g., Excel, Tableu, SPSS)." Can HCC give us an example of their assessment process needs for institutional level assessment? What is an example of the kinds of institution level assessment that needs to be conducted?

   a) We want to be able to add learning objectives on the course, program, institutional level and be able to run reports on these. This data will be used to evaluate the efficacy of current programs and plan for the future of both current and new programs and institutional initiatives. Grade data will be collected across sections to determine consistency in grading and expectations. While we are not looking for a full blow course evaluation program – we currently use EvalKit – we would want our current evaluation program to integrate with our LMS selection and for said LMS selection to offer a survey tool for more course targeted data collection.

12) On page 13, under Assessment, the RFR states: "Provide robust assessment reporting to support accreditation and program reviews." Can HCC give us a use case example of the kind of data reporting information they need for accreditation and program review activities?

   a) Students in a capstone course are asked to submit their paper through an LMS. The instructor is using a rubric to grade each paper and share the details with the student. The Department is also amid a program assessment. The assessment team plans to use a separate rubric to assess the capstone assignments for accreditation. Each paper will be assessed separately in a blind review process and then saved in a repository with the associated rubric for future reference.

HOLYOKE COMMUNITY COLLEGE
303 HOMESTEAD AVENUE, HOLYOKE, MA 01040
Tel: (413) 538-7000 – Fax: (413) 552-2045

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13) We would like to respectfully request that our submission to this RFR be submitted electronically, including e-signatures/notarization, with no hard copy due until after award. We will submit hard copies with all required ink signatures per RFR instructions if selected as a finalist. Please let us know if this is acceptable.
    a) Yes, due to the current business climate electronic submission is acceptable.

14) Can HCC confirm that it does not require M/WBE subcontractors to perform this work? The Supplier Diversity Plan forms are not applicable to our proposed solution.
    a) Correct, if the SDP forms are not applicable please indicate so on the form.

15) Please detail your sandbox requirements including teachers, students, admins, etc.
    a) Please see response to Question 4 above.

16) Do you have a list of sandbox participants that we can add to the Canvas site? Please include the following participant information: 1. First and Last name 2. Email address 3. Role [Teacher, Student, Instructional Designer, System Administrator]
    a) Please see response to Question 4 above.

17) Will sandbox participants [with the instructor, designer, admin role] require access to their own blank Canvas courses?
    a) Please see response to Question 4 above.

18) We understand that Holyoke Community College is looking for a ready to use LMS that supports the features listed in the RFR document, especially the multiple learning modalities, collaborative service and administrative groups within and beyond HCC, and must integrate with the student information system, Ellucian Banner. We also understand that HCC has been using the Moodle LMS since the last 9 years. We wanted to check if the College will be open to customizing their current Moodle LMS and upgrading their current LMS version to the latest Moodle version? This will help HCC continue to leverage their existing knowledge about Moodle, and get all the required features they desire without any additional effort or initiatives towards learning how to use/work/create/edit/upload content on a new LMS.
    a) Yes, we are open to customizing our current Moodle LMS and upgrading to the latest version of Moodle. We will be upgrading to Moodle 3.11.1 later this summer and would expect that any demonstrations and demonstration sites (sandbox sites for review) would be at Moodle 4.0. To that end, we will be holding off on reviewing Moodle until late in the Fall Semester after Moodle 4.0 has been released. It has also been suggested that we start over with a fresh Moodle install and not upgrade our current setup, so we would be looking at this option as well.

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19) Could you please provide a list of a few interactive and pedagogical tools that HCC would like to integrate in the LMS?

a) At present we use the following LTIs and expect to continue to use most, if not all, of them in the future: Turnitin, Kaltura, Hypothesis, Proctorio, tutor.com, GoReact, MyOpenMath, H5P, Google WorkSpace for Education, Google Assignment, and the following textbook publisher content (not a complete list): Pearson, Macmillan, Elsevier, Lumen, CogBooks, Dawn Sign Digital, McGraw-Hill, Wiley, W.W.Norton, Knewton, VHL. There has been an expressed interest in others including Packback.

20) Could you please clarify/elaborate your expectation regarding the feature "Site is easy to search"?

a) From a faculty/student perspective, finding content to upload, courses in which to participate, and similar are easy to manage (e.g., minimal clicks, easy to find search bars). From an admin perspective, the ability to find user accounts, courses, settings, etc. are easy to find via well-organized screens and/or search bars. The ability to easily customize a search is desired.

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