1. **About the Company**
2. Provider must attest that all functionality described in the RFP response is included in pricing OR that additional cost items are listed in pricing sheet
3. Provider must have developed the tool they are offering (no reseller/distributer/3rd party)
4. Provider must offer software built on recognized, widely supported technology platform
5. Provider must demonstrate their commitment to staying up-to-date with modern techniques by listing changes/innovations in the solution made over the last 2 years
6. Provider must commit to providing updates/new functionality over the next 2 years
7. Company must have been in business for more than 5 years
8. **Company Commitment to Accessibility**
9. UCA requires that evaluation forms and all associated student access points be fully compliant with Section 508 (ADA) and WCAG 2.0 (AA) standards.
10. UCA requires that reports and all associated instructor access points be fully compliant with Section 508 (ADA) and WCAG 2.0 (AA) standards.
11. **Peer Feedback**

It is important to be able to learn from our peers who also use these tools.  UCA requires:

1. There is a higher education consortium around the product(s) available.
2. That the consortium includes peer support and professional development around formative evaluation, summative evaluation, institutional research, information technology and strategic planning.
3. That there are annual user conferences available specific to the product line.
4. That there are multiple free opportunities for webinars, webcasts, forums and online meetings.
5. **Transition Requirements**
6. UCA has years of existing data.  The College requires that the vendor can migrate the existing data to the new cloud hosted database.
7. UCA currently has an online evaluation system, however requires flexibility. The University requires that the awarded vendor can:
   1. Provide a paper and online solution using the same data warehouse.
   2. That end-users use the same UI for reporting services regardless if the data was collected online or by paper.
   3. That the vendor offers ongoing synchronous and asynchronous transitional support to move the college to an enterprise online evaluation system.
   4. For paper evaluations: provide the aggregated data within 2-weeks of the conclusion of the evaluation period.
8. **Stakeholder Buy-in and Contribution**
9. To ensure that everyone has a personal stake in the process and is motivated to encourage students to participate, instructors, deans, department chairs and other stakeholders must have an option to personalize the course evaluation experience with their own choice of questions (contingent on the College approved policies).
10. Instructors, departments and other groups must have an option to select questions from a question bank (contingent on the College approved policies).
11. Live response rates must be accessible to all stakeholders selected by UCA in a dashboard that resides in Blackboard Learning Management System.
12. Specific users determined by UCA must have access to more advanced response rate information (devices used, location, peak hours, etc.).
13. Instructors must have the ability to initiate mid-term evaluations on the courses they teach.
14. Instructors must have access to real time continuous formative feedback throughout the semester.
15. UCA must have the ability to delegate control of the timing of evaluations to instructors, department chairs, and other stakeholders determined by UCA.
16. UCA must have the ability to share a controlled view of results with simple integrated solution without the need for vendor intervention.
17. Aggregated reports for online evaluations must be available immediately to stakeholder groups.
18. **Customer Support**
19. UCA in the central time zone.  Is your support office open during the College’s regular business hours 8am – 5pm Monday – Friday?
20. For online courses, our peak time is Sunday evenings. How would support collaborate with UCA’s internal 24/7 help desk?
21. Is support included in the annual fees for SaaS? If so, does it entitle us to unlimited access to technical support?
22. Is support available by phone, email and web?
23. UCA requires that product documentation be available online.
24. Does your company provide technical and functional support to students and faculty?
25. Provide details on how students and faculty seek and receive support.
26. Does your company provide technical and functional support to institution administrators?
27. Does your company provide technical support to the institutions IT staff for SSO or integration issues?
28. Provide a sample of your service level agreement.
29. **Integration with Student Information System**
30. UCA requires integration with Banner for automation of all course-evaluation related tasks.
31. How much customer IT time is required for initial implementation of your solution for Banner?
32. How are changes in our Banner system reflected in your solution (e.g. name change)?
33. In our SIS we have courses with different start and end dates.  How can we automate things to ensure that we do not need to manually launch evaluations?
34. In our SIS we have courses of differing durations which will require different launch windows for evaluations.  How can this be automated using your tool?
35. Can enrollment data be pushed to the external solution without opening ports, etc.?
36. What other sources can data be pulled from (HRIS, etc.)?
37. UCA requires the ability to delegate the cleaning of Banner data to various users through a user interface.
38. UCA requires the ability for delegated users to append Banner data with course-evaluation specific data that is not in Banner currently.
39. Can automatic reminders be used to encourage the cleaning of Banner data in the delegated process?
40. **Integration with Learning Management Systems (LMS)**
41. UCA requires integration with Blackboard Learn for student response forms.
42. UCA requires integration with Blackboard Learn for report distribution.
43. UCA requires the ability to share results with stakeholders via a dashboard in Blackboard Learn
44. UCA requires the ability to share live response rates with instructors and other stakeholders via Blackboard Learn
45. UCA requires that a popup reminder for students to complete their evaluations in the LMS (Blackboard).
46. UCA requires that there is an option to block student access to courses in Blackboard is blocked until the completion of the evaluations.
47. UCA requires that evaluations be completed within the LMS UI (without opening a new browser tab.)
48. UCA requires the ability instructors to access all their assigned course evaluation tasks (adding questions, etc.) via Blackboard.
49. UCA requires minimal IT resources be used for LMS integration (no manual editing of blocks in notepad, no re-uploading blocks, etc.).
50. UCA requires that instructors can launch in-class evaluations via the LMS (Blackboard).
51. UCA requires an option for appropriate stakeholders to control the timing of evaluations via the LMS (Blackboard).
52. IF NON-LTI is available for Blackboard - All blocks should be Blackboard Learn-native (not just LTI or IFrame).
53. If UCA were to replace our existing LMS, what other LMS can the system integrate with (for forms and reports) (e.g., Canvas, Moodle, etc.)?
54. **Integration with Existing Authentication Systems**
55. UCA requires that the system integrate using CAS version 3 SSO authentication.
56. UCA requires that your solution provide role based access for separation of administrative access and duties. Please provide documentation.
57. **Additional Integration Points**
58. Solution should integrate with UCA’s SMTP server to ensure that emails come from UCA and do not go to SPAM.
59. APIs/Web Services must be provided (no additional cost) allowing system to integrate with Data Warehouse and other systems.
60. UCA must be able to pull raw data, calculated data, and demographic data
61. UCA web services should be available to push data directly to the course evaluation solution.
62. **Security**
63. Is your entire site SSL or TLS?
64. Is your solution a multi-tenant one?
65. If so, how do you guarantee data and access separation for tenants?
66. Who at your company will have access to our PII data (provide approximate number of persons and job description/position)?
67. UCA requires that data uploads are done in a secure fashion. Please provide details.
68. What audit details are available to administrations concerning student and admin logins and transactions?
69. What is your incident response plan as it pertains to a security breach?
70. Detail your backup, business continuity and disaster recovery plans.
71. What is the process for migrating data off your cloud service if we discontinue our relationship?
72. **Additional Course Evaluation Functionality**

UCA requires that:

1. Cross-listed courses are supported in an automated fashion (no need to manually map)
2. Courses launching at different times are handled automatically
3. Courses with differing durations (short, long) and different evaluation windows are handled automatically
4. Different divisions/departments can reflect different branding
5. Cascaded questionnaires based on any predetermined flow are supported.
6. Option available to display images of instructors on forms with their questions
7. A centralized approach is supported to handle multiple forms across divisions and departments.
8. A decentralized approach is supported to allow different divisions or departments to manage their own evaluations.
9. **Access via Email**

For invitations and reminder, UCA requires that evaluation administrators:

1. Control the time that emails are sent out (to ensure that they are likely to be seen).
2. Control the content of emails (invitation message etc).
3. Can personalize emails (name of course, instructor & student information).
4. Control the ‘Sender’ field of emails (so emails can appear to come from instructors or other administrative stakeholders).
5. Control the ‘Reply to’ fields of emails.
6. Send a single email to invite the student to complete multiple forms (no matter how many courses the student is taking).
7. **Access via Centralized Login**
8. UCA requires that students have an option to log directly into a central interface to complete all their evaluations (e.g., www.uca.edu/evals).
9. UCA requires that students use their existing usernames/passwords to access evaluations.
10. UCA requires that the central interface reflect our branding (color, logos etc)
11. **Paper Form Options**

UCA requires that instructors and/or department chairs can:

1. Decide on a per-course basis whether paper will be used
2. Download a print forms themselves (on regular printers)
3. **Forms & Administration**

UCA requires full control over the content of forms with no canned content and no need for customization.  This includes the ability to:

1. Create forms with summative and formative feedback.
2. Create single-selection (choose-one) questions
3. Create multiple-selection (choose-many) questions
4. Create open-ended textbox questions
5. Create numeric questions
6. Create ranking questions
7. Create voting questions
8. Create questions with specific validation rules (phone number format etc)
9. Create questions with dual scales
10. Create specialized questionnaire instructions.
11. Determine the value of each response option for reporting
12. Control the layout of questions (radio buttons, list boxes, drop down list, matrix etc)
13. Control paging

UCA also requires:

1. Forms must allow students to save their progress and continue later
2. Before submitting, students must be shown a summary of their responses to review
3. After submitting, students shall be shown a link to complete remaining evaluations
4. **Reporting**

UCA requires the ability to:

1. Create our own reports (not canned report types)
2. Brand different reports with different themes
3. Show different types of report content for different groups of instructors
4. Show different types of report content for different groups of courses
5. Show different types of report content for different audiences/report viewers
6. Automatically distribute different reports to different audiences (based on hierarchy in SIS data)
7. Manually modify/control the report viewer list via UI
8. Export a list of report viewers
9. Create reports at any level (individual course/instructor, course, school, department, section, campus, class type etc)
10. Compare norms and averages at every level (e.g.: course vs department)
11. Compare any number norms and averages (e.g.: course vs department vs school wide etc)
12. Display selected statistics (Response Count, Mean, Median, Mode, Sum Total, Semi-Interquartile Range, Standard Deviation, Population Standard Deviation, etc)
13. Do time-trend/longitudinal analysis in reports at all levels
14. Show any/all student demographic data from Banner in reports (graphic and tabular)
15. Show any/all instructor demographic data from Banner in reports (graphic and tabular)
16. Show any/all course demographic data from our <our SIS> in reports (graphic and tabular)
17. Convey demographic information into report content (e.g.: individual instructor report description contains detailed instructor information etc)
18. Cross-tabulate one demographic field against another (e.g.: students’ years of study vs majors)
19. Cross-tabulate demographic fields against response data (e.g.: student year of study vs score)
20. Display comments/open ended feedback in select reports
21. Perform analysis on qualitative/open-text comments (text analysis)
22. Cross-tabulate trend data from comments against demographic data
23. Cross-tabulate trend data against other response data
24. Show areas for improvement (items/tables with lowest scores)
25. Show areas of strength (items/tables with highest scores)
26. Create reports comparing multiple projects
27. Create reports combining multiple projects
28. Combine questions and/or tables in reports (single score across multiple questions)
29. Automatically hide analysis types with no results (no blank blocks in reports)
30. IF HYBRID ONLINE/PAPER IS USED -  paper results can be reported separately AND/OR together with online results
31. UCA requires reports in PDF format
32. UCA requires that data be downloaded directly from the user interface in format that easily lends itself to additional analyses (e.g.: Excel, SPSS, SAS, etc.)
33. UCA requires downloadable calculated data in a modifiable format (e.g.: Excel, CSV)
34. **Further Dashboards Options**

UCA requires the ability to:

1. Share results based on role through the LMS
2. Monitor participation and response rates including advanced analytics such as completions rates, email message tracking, peak activity (days and hours), devices used, location, etc.
3. Allow instructors to perform analysis on demographics, current and historical course related data associated with their courses
4. **Flexibility Beyond Course Evaluations**

To ensure that the product is a full enterprise too, UCA requires that the solution also have options available for:

1. Program evaluations
2. Student exit interview surveys
3. Peer reviews
4. Mid-term evaluations
5. Real-time formative feedback throughout the term
6. Institutional surveys
7. Automation of data verification between the LMS and SIS, keeping the data in Banner is that authority.