Anthology

- Ref – CAMPUS FEEDBACK – Page 14, Instructional Designer Analysis and Faculty Forms Analysis – Can UCA please elaborate on what these are and what they mean in the context of the functional evaluation?
  - **The four full-time instructional designers at UCA have been working with each major vendor's sandbox (Blackboard Ultra, D2L Brightspace, and Canvas) for several months and will be providing the RFP committee with their assessment of the pros and cons of each LMS. The faculty forms analysis refers to the six weeks in the spring of 2025 when sandboxes for each vendor were available by request, and UCA faculty completed Google Forms feedback on their experiences. This analysis, aided by generative AI, will also be provided as feedback to the RFP committee.**
- Ref – Integration with third-party tools – Page 14 – Can UCA please elaborate on what 3rd party tools UCA currently use that may be integrated with the LMS?
  - **We integrate with Ellucian Banner, Kaltura, Respondus, Ally, Top Hat, VitalSource, ProctorTrack, Zoom, and many publishers.**
- Ref – 1.8 Response Documents - UCA asks suppliers to provide a technical proposal response to Sections 1.2 to 1.2.4 and Information for Requirements and Evaluation Section. Can we confirm that UCA requires a written proposal addressing the headings in the Criteria for Evaluation Section?
  - **Yes, each vendor would ideally structure a written proposal addressing each criterion in the technical proposal's evaluation criteria.**
- Ref – 2.2 Submission Requirements – Can UCA please elaborate on the sandbox requirements and evaluations?
  - ***There is no plan to do additional sandbox testing; the RFP committee, IT, CETAL, and UCA faculty have all had sandbox access for testing over the past several months. The RFP committee has already vetted the sandboxes of each vendor, which Anthology should be well aware of.***
    - ~~Do you require pre-prepared courses or modules for testers? Are there any specific requirements for environment configuration?~~
    - ~~What testing is likely to be undertaken and by whom?~~
    - ~~What support is required during the sandbox testing phase?~~
    - ~~How will the sandbox testing be scored and evaluated?~~

Moodle

These questions are labeled with the corresponding section of the RFP as requested.

- Section 1.2.1 states the LMS "should offer an accessible, intuitive user interface." Could UCA provide more specific metrics or examples of what constitutes an "intuitive" user interface for their faculty and students?
  - **See the evaluation criteria in the technical proposal, Section 3.1C, for a full list of how "intuitive" will be operationally defined by the RFP committee.**
- Section 1.2.1. Regarding the "structured onboarding plan tailored to UCA's specific needs," could UCA elaborate on what aspects of onboarding they consider most critical for customization? For example, are there specific departmental needs, unique course structures, or particular user groups that require specialized attention during onboarding?
  - **Section 1.2.1 is intended to introduce the scope and nature of the RFP in general terms; refer to the technical proposal section (1.2.4 & 3.1C) for the elaboration of onboarding. There are no specific groups that will need specialized attention.**
- Section 1.2.1 requests a description of the "comprehensive migration services plan" including secure and efficient data transfer. Can UCA specify the types and volume of data to be migrated (e.g., course content, user data, grades, historical records) and any specific or unique data security requirements for which a vendor needs to plan during this process?
  - **The migration will include course content and exclude historical student data. No specific or unique security requirements exist.**
- Section 1.2.2.vi. Regarding the "responsibility and/or process for initial system setup versus ongoing administration of day-to-day operations," could UCA provide a high-level overview of their internal IT staffing and their current capacity for LMS administration to help us understand the expected division of responsibilities?
  - **The Information Technology Department has one LMS administrator and a software support specialist. The IT Help Desk is Tier 1 support for faculty and students.**
- Section 1.2.4.d. For the training plan (Section 1.2.4.d), UCA requests training "sufficient to enable technical individuals designated by UCA to fully understand, test, validate, use tools for, and operate and instruct others." Can UCA quantify what "sufficient" means in terms of training hours, number of participants, or specific certifications desired for their technical staff?

○ **We anticipate approximately 20-25 "superusers," faculty and non-IT staff with train-the-trainer level proficiency. The proposal should specify the number of hours these individuals will need to become proficient users in your particular LMS. IT staff, including the LMS administrator, the software support specialist, and the Tier 1 Help Desk staff, will need to become proficient in their respective duties related to LMS administration and support, so specify the number of hours needed for those roles also.**

Brightspace by D2L

1. How many users do you anticipate will be using the LMS at launch?
   We anticipate a soft launch for Summer 2026 with approximately 20-25% of our faculty using the new LMS. Our hard launch is Fall 2026 when 100% of faculty and courses must be using the new LMS. We have approximately 550-600 full-time faculty with another 150-175 part-time faculty.
2. Which student information system are you using?
   We are currently using Ellucian Banner (on premise).
3. How will users authenticate into the LMS? Is SSO required? What identity provider are you using?
   SSO will be required. UCA supports CAS and SAML using Apereo CAS Server 6.x
4. What are your essential integration requirements for this project?
   Ellucian Banner
5. Are there other internal systems the LMS will need to integrate with? Which ones?
   None
6. What is your anticipated implementation start date?
   Migration and training are scheduled for Spring 2026 with implementation in Summer and Fall 2026.
7. What is your anticipated go-live date?
   See questions 1 and 6 and the UCA Academic Calendar.
8. What is your desired contract start date and length?
   This is in the RFP already. Contracting will occur in September-November 2025, and we are seeking a four-year contract.
9. Regarding content migration:
   a. How many courses need to be migrated? **7,725 approximately. Not all courses have content. This will be narrowed down before migration.**
   b. What is the composition of the content to be migrated?
      i. What tools are used in the source LMS?
         See list of tools in question 10.
      ii. Do all courses follow a similar structure/format?
         We do have a UCA Online course template, but it is not locked down, and faculty do customize to varying extents. So, no.

iii. What is the size of each course?
    Varies with a limit of 4.98 GB. There are some that are more than that, but not many.
  c. Does a blueprint or content mapping document exist?
     No.
10. Can you provide a full list of tools you will be integrating into the chosen LMS?
    We integrate with Ellucian Banner, Kaltura, Respondus, Ally, Top Hat, VitalSource, ProctorTrack, Zoom, and many publishers.
11. Do you have an archiving solution in place? If student data needs to be stored, how many year's worth of data would you like to retain?
    Yes, through our current LMS. Within the new LMS, we will expect to store a minimum of five years of archived student data.
12. Would UCA be open to using a vetted purchasing or buying agreement as part of the procurement process?
    No.

Canvas by Instructure

1. Does UCA plan to use K16 Migration?
   We do not yet know if UCA will use K16 migration. If we select Canvas by Instructure, we will want to compare the pricing involved in "white glove" migration services provided by Canvas versus the migration services provided by K16 so that UCA can make an informed decision.
2. If the answer is yes to K16 Migration, approximately how many courses does UCA plan to migrate via K16?
   We need to know what the differences in migration support look like with Canvas versus K16, along with pricing information to be contained in the RFP, to determine if we will use K16 or not. If we use K16, we anticipate paying for all existing online courses to be migrated.
3. What level of access would you like for the evaluator credentials? (e.g., Teacher, Student, Admin, all of the above, etc.)
   We have had sandbox access to Canvas for several months at all levels, so this question is not relevant. The RFP committee continues with the same membership as the Teaching Technology Advisory Committee that has been working with Canvas all year.
4. Is there an email address you'd like to attach to the evaluator sandbox account for testing notifications? **Not applicable.**

AppMaisters

- Is there any incumbent for this opportunity?
  - **Yes, we currently use Blackboard Learn Original Experience.**
- If there is an incumbent, then why are you looking for other companies? Are you not happy with them?
  - **Blackboard Learn Original Experience has an end of life of December 31, 2026, necessitating an LMS change.**
- If there is an incumbent, then are they bidding for this opportunity?
  - **As far as we know, Blackboard by Anthology will bid for their newer LMS solution, Blackboard Ultra.**
- What is the allocated budget for this RFP?
  - **Roughly $200,000 per year.**
- What is the estimated total volume and types of content to migrate (e.g., courses, quizzes, student data, multimedia)?
  - **The migration will include course content and exclude historical student data.**
- Are there any retention or archiving policies that dictate what must be migrated?
  - **Yes, through our current LMS. Alongside the new LMS, we will expect to store a minimum of five years of archived student data.**
- What LMS integrations (e.g., SIS, authentication systems) are critical to maintain continuity during migration?
  - **Ellucian Banner (on premise)**
- What criteria will you use to accept or reject the migrated data?
  - **All content must be migrated in the same structure and organization; content files must be usable in the same file format.**
- Will a dedicated testing environment (sandbox) be required separate from production?
  - **Yes**
- Which Student Information Systems (SIS) must be integrated?
  - **Ellucian Banner (on premise)**
- Which identity providers need to be supported (e.g., SAML, LDAP, Azure AD)?
  - **SSO will be required. UCA supports CAS and SAML using Apereo CAS Server 6.x**
- Are there required integrations with:
  Video platforms (e.g., Panopto, Kaltura)? **Kaltura**
  ePortfolio tools (e.g., Portfolium)? **Chalk & Wire**
  Third-party assessment tools (e.g., Turnitin, Respondus)? **Respondus**
- Are APIs available for these tools, or will custom middleware be needed?

- - **Yes, APIs are available, and no middleware is anticipated to be needed**.
- What is the expected timeline and approach for SIS integration testing?
  - **From November 2025 until February 2026.**
- What level of involvement is expected from your internal IT team during implementation? **Integration with Banner, any security configurations, LMS admin training, and system configuration.**
- What is your preferred timeline for each phase:
  Sandbox setup - **November 2025-February 2026**
  Migration testing - **November 2025-February 2026**
  User training - **January 2026-April 2026**
  Full production go-live - **May 2026**
- How many admin and faculty users will require training?
  - **The Information Technology Department has one LMS administrator and a software support specialist. The IT Help Desk is Tier 1 support for faculty and students. We anticipate approximately 20-25 "superusers," faculty, and non-IT staff with train-the-trainer level proficiency. The proposal should specify the number of hours these individuals will need to become proficient in your particular LMS.**
- What is your preferred training format (e.g., onsite workshops, remote sessions, self-paced recorded content)?
  - **A mix of in-person and live online video conferencing with self-paced online training and support content to supplement (not replace) live training opportunities.**
- Will 24/7 support be required for all user levels, or only for technical administrators?
  - **Only for technical administrators**
- What is your expected response time for handling critical system issues?
  - **Immediate 24-7 response**
- What key features from Blackboard Learn Original must be retained or replicated?
  - **We expect all core functionality to continue, along with additional functionality that is present in more contemporary LMS solutions.**
- Are there any unique institutional workflows (e.g., grading schemes, role-based access) that require custom development?
  - **No.**
- What role do you foresee for generative AI features (e.g., automated feedback, content generation)?

- - We expect the chosen vendor to integrate GenAI functionality in a systematic manner with privacy protections in place for all institutional data.
- Are there internal policies or governance guidelines for the use of AI tools?
  - **Currently in development.**
- What types of reports or dashboards are essential for compliance, accreditation, and internal reporting?
  - **We anticipate student success analytics to be included in the chosen LMS solution.**
- Will real-time analytics or data exports be required for integration with BI platforms (e.g., Tableau, Power BI)?
  - **No.**
- Is there a need for developing custom reports beyond standard LMS analytics?
  - **Unknown at this time.**
- Would you consider multi-year licensing discounts or incentive-based pricing models?
  - **Yes.**
- How open are you to adopting a tailor-made or highly customizable LMS solution that:
  Supports long-term scalability and institutional growth?
  Avoids risk of sunsetting or forced platform migrations in the future?
  - **We want an LMS platform with market longevity and an established reputation in higher education over time. We are uninterested in a solution that requires extensive coding/customization at the institution level.**