



## ADDENDUM N. 2

### **“Online Tutoring Services” TSC RFP 17-24**

The following changes are hereby incorporated into the Request for Proposal “Online Tutoring Services”. All proposal’s statements submitted for consideration shall be bound by the information contained in this addendum.

#### **\*Item Section and Description**

#### **Question and Answer Session.**

##### **1. Please share info about which students will have access to the service.**

**a.**How many students will be allowed to access the service?

**Answer:** We will be allowing access to the online tutoring services to all our students. Our current FTE’s are 3,700.

**b.**In which subject areas?

**Answer:** Institution would like to have a vendor that covers tutoring services for all our programs/courses. If not all, the majority. Click <http://tsc.edu/index.php/academics/courses.html> to view all TSC’s Courses.

**c.**Will students also have access to campus-based tutoring? What percentage of the current student population utilizes campus-based tutoring? Are the campus tutoring coordinators involved in this RFP process?

**Answer:** Yes, students also have access to campus-based training. Yes, the campus tutors are involved in the RFP process.

Semester	Tutoring Total	Enrollment Total	Percentage
Fall 2016	583	3600	16.19%
Spring 2017	559	3216	17.38%
Both	1142	6816	16.76%

d. Would the college like to offer online tutoring using your own tutors? Would you offer drop-in, on-demand live online tutoring, or scheduled sessions? How many tutors would you put online every term?

**Answer:** No, at this moment we do not want to offer online tutoring using our own tutors.

e. How many hours will the college intend to purchase from the awarded vendor for each award year? The minimum hours institution intends to purchase is 2500 hours.

**2. If you have a current provider, may we have details about that service?**

a. Who is the current provider, what rates do they charge, and may we have a copy of their contract?

**Answer:** This information is not available.

b. For the past three years, how many hours were charged and used each year (where hours used include actual time used, excluding fees/flat rates)?

**Answer:** This information is not available.

c. How many live sessions took place each year, and what was the average duration of those live sessions?

**Answer:** This information is not available.

d. How many asynchronous questions were submitted, and what was the average duration of those asynchronous responses (this is not turn-around time, this is tutoring time on task)? Or did the vendor charge a flat rate, and did they report how long the tutor response actually took to complete (this is not turn-around time, this is tutoring time on task)?

**Answer:** This information is not available.

e. How many papers/essays were submitted asynchronously, what was the average page length, and what was the average duration of an asynchronous response (this is not turn-around time, this is tutoring time on task)? Or did the vendor charge a flat rate, and did they report how long the tutor response actually took to complete (this is not turn-around time, this is tutoring time on task)?

**Answer:** This information is not available.

f. If there were study aids/learning strategy tools that students could utilize without connecting to a live tutor, how frequently were those tools used? How did use of those tools impact student, course, or institutional success?

**Answer:** This information is not available.

**3. May we submit more than one cost model—cost per hour vs cost per session? (Should we submit multiple pricing forms?)**

**Answer:** Yes, please submit separate Pricing Forms for each cost model.

**a.** If a vendor adds minutes to live sessions for non-tutor-student interaction (e.g., archiving), where should that information be included in a vendor response?

**Answer:** Please include this information in the Pricing Form.

**b.** If a vendor charges a flat rate (number of minutes) for asynchronous question or paper/essay submissions, where should that information be included in a vendor response?

**Answer:** Please include this information in the Pricing Form.

**c.** If a vendor charges one rate for certain subjects but a different rate for other subjects, where should that information be included in a vendor response?

**Answer:** Please include this information in the Pricing Form.

**4. In order to evaluate tutor engagement, where should the following information be included in a vendor response?**

- Identify whether one tutor working with one student at a time (i.e., tutoring sessions are private).
- Identify whether tutors have more than one session active at a time (i.e., tutors work with one student at a time, or back and forth between active sessions with the clock running)
- Identify other rules for tutoring sessions
- Identify whether the college may modify rules for tutoring engagement

**Answer:** They may be included below the Features in the Technical Requirement Section.

**5. Please describe your on-campus tutoring centers.**

**a.** Do students drop in or schedule sessions?

**Answer:** Students Drop in for tutoring sessions

**b.** What subjects are covered? During which hours?

**Answer:** Please see attachment. Please refer to the attached Excel Spreadsheet titled “SPRING 2017 LEARNING LABS SCHEDULES – BEGINNING 3 20 2017” for a schedule of our tutors’ working hours by subject, as well as the subjects for which they can tutor.

**c.** What other services can students access?

**Answer:** The general tutoring area is available to any student looking for a place to sit and study. In addition, students may also use our available study rooms to meet with peers or privately meet with a tutor; dry-erase markers can be provided for use with the boards located in the study rooms. Finally, students may use available computer stations to access online course work and/or textbooks and conduct course-related research.

**d.** When students visit a tutoring center, what tools can they use without working with a tutor?

**Answer:** Students may use most of our available tools without a tutor, such as our general area, our study rooms and computer stations, and even our dry-erase boards and markers (provided the board and markers are not being used by a tutor already).

**e.** How are tutoring visits tracked?

**Answer:** Students are signed in at the beginning of their session by the tutor assisting them and signed out by the same tutor. In this way, we can track the amount of time each tutor is spending helping each student. This also allows us to determine if/when a tutor has accumulated enough tutoring contact hours to advance to the next CRLA tutor level.

**f.** Are tutoring visits communicated to the faculty, and if so, how?

**Answer:** Every semester, class visits are conducted to advertise tutoring services to the students. We contact the faculty with our offer for a class visit, and we coordinate with them the best time for one of our tutors to visit their class and introduce the Learning Labs to their students.

We discuss actual visits with faculty on certain occasions. For example, some faculty grant points for visiting the Learning Labs, and they may ask for visit records to confirm students are attending. Also, sometimes students struggle to explain their assignments to the tutors; if we note that these students are all coming from one class/instructor, we contact the instructor for clarification or content-area training over the assignment(s).

When tutors sign in students for services, they ask the student who their instructor for the class is and record the information on our Excel Master Sign-in sheet. Tutoring visits are communicated with faculty by taking our sign-In sheet and sorting/filtering for the faculty member in question.

## **6. About the vendor tutors:**

**a.** Do you want to know where the tutors are located (state, country)?

**Answer: This information is not available.**

**b.** Do you want to know where the tutoring management personnel are located (state, country)?

**Answer:** This information is not available.

c. Should vendors include information about tutors' experience teaching or tutoring in US schools/colleges?

**Answer:** Yes

d. Should vendors include information about the average hours per day (or week) that tutors work?

**Answer:** This information is not available.

e. Should vendors include information about the average number of years that tutors have been employed?

**Answer:** This information is not available.

f. Should vendors include information about whether tutors qualify for benefits?

**Answer:** Benefits through Texas Southmost College will not qualified.

**7. Will the vendor proposals be made public, and if so, how may we request areas be redacted if they contain confidential information?**

**Answer:** As stated in page 10, TSC considers all information, documentation and other materials submitted in response to this solicitation to be of a non-confidential and/or non-proprietary nature and therefore shall be subject to public disclosure under the Texas Public Information Act (Texas Government Code, Chapter 552). Notwithstanding the foregoing, disclosure of information related to this solicitation shall be made only after a purchase order contract is award.

**8. Are there are any subjects or departments that have more significant coverage needs and it would benefit TSC, and its students, to have those subjects specifically addressed in our proposal?**

**Answer:** All criteria will be equally weighted.



# Oliveira Learning Lab is available to all TSC Students

*Arnulfo L. Oliveira Student Services Center*

*2<sup>nd</sup> Floor (A-223)*

*Spring 2017*

## New Hours of Operation

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Writing/Reading	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 2 p.m. 3 p.m. – 5 p.m.
Math	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 2 p.m. 3 p.m. – 5 p.m.
History/Government	8 a.m. – 2 p.m.	8 a.m. – 8 p.m.	8 a.m. – 8 p.m.	8 a.m. – 11 a.m. 12 p.m. – 3 p.m.	8 a.m. – 2 p.m. 3 p.m. – 5 p.m.
Spanish	9 a.m. – 12 p.m. 3 p.m. – 7 p.m.	8 a.m. – 11 a.m. 1 p.m. – 5 p.m.	8 a.m. – 11 a.m. 4 p.m. – 6 p.m.	8 a.m. – 1 p.m. 3 p.m. – 7 p.m.	8 a.m. – 1 p.m. 3 p.m. – 5 p.m.
Anatomy & Physiology	8 a.m. – 11 a.m. 3 p.m. – 8 p.m.	10 a.m. – 3 p.m. 4 p.m. – 8 p.m.	9 a.m. – 2 p.m. 3 p.m. – 8 p.m.	10 a.m. – 4 p.m.	8 a.m. – 2 p.m. 3 p.m. – 5 p.m.
Accounting/Economics	8:30 a.m. – 3 p.m.	9 a.m. – 5 p.m.	8:30 a.m. – 3 p.m.	9 a.m. – 5 p.m.	9 a.m. – 12 p.m. 3 p.m. – 5 p.m.
Chemistry	9 a.m. – 12 p.m.	9 a.m. – 11 a.m. 1 p.m. – 2 p.m.	9 a.m. – 11 a.m.	9 a.m. – 10 a.m. 1 p.m. – 2 p.m.	10 a.m. – 11 a.m. 12 p.m. – 1 p.m.
Physics	8:30 a.m. – 10:30 a.m. 1 p.m. – 2 p.m.	9 a.m. – 1 p.m. 2 p.m. – 4 p.m.	8:30 a.m. – 10:30 a.m. 1 p.m. – 2 p.m.	9 a.m. – 1 p.m. 2 p.m. – 4 p.m.	N/A
Psychology	8 a.m. – 11 a.m.	8 a.m. – 11 a.m. 4 p.m. – 8 p.m.	8 a.m. – 11 a.m. 12 p.m. – 2 p.m. 6 p.m. – 8 p.m.	8 a.m. – 11 a.m.	8 a.m. – 2 p.m.
Sociology	8 a.m. – 10 a.m.	4 p.m. – 8 p.m.	12 p.m. – 2 p.m. 6 p.m. – 8 p.m.	N/A	8 a.m. – 9 a.m. 10 a.m. – 2 p.m.

Please note that most subjects might be covered by the same tutor and as a result there might be a waiting time for tutoring sessions.

Hours for specific subjects are tentative and might change until Official Record Date

For more information contact: Magdalena Goga, Learning Lab Supervisor at (956) 295-3740 or [magdalena.goga@tsc.edu](mailto:magdalena.goga@tsc.edu)