UNIVERSITY OF SOUTH CAROLINA

AMENDMENT NO. 1 TO SOLICITATION

TO: **ALL VENDORS**

FROM: **Charles Johnson, Procurement Manager**

SUBJECT: SOLICITATION NUMBER: USC-RFP-1452-CJ

Career Counseling Services for The Office of Career Management at The Moore School of Business

DATE: April 10, 2009

This Amendment No. 1 modifies the Invitation For Bids only in the manner and to the extent as stated herein.

BIDDER SHALL ACKNOWLEDGE RECEIPT OF AMENDMENT NO. 1 IN THE SPACE PROVIDED BELOW AND RETURN IT **WITH THEIR BID RESPONSE**. FAILURE TO DO SO MAY SUBJECT BID TO REJECTION.

_____   _____

Authorized Signature   Name of Offeror

_____

Date

THE FOLLOWING QUESTIONS WERE RECEIVED FROM VENDORS:

QUESTION: Will there be a presentation and/or defense of our response?

ANSWER: Please see Clarification clause and Discussion With Offerors clause in Section II. Instructions to Offerors – B. Special Instructions of the solicitation. While the solicitation does not call for Offerors to provide oral presentations of their proposals to the University, the University reserves the right to request oral presentations of all responsive offers if to do so is in the best interest of the University.

QUESTION: The RFP mentions 3500 students. But, the SOW would only cover 2500, which include the Undergraduate Jrs and Srs as well as all the Graduate students. Is this correct? Will we have any responsibility for Freshman & Sophomore undergrads?

ANSWER: Currently there is no responsibility for Freshmen and Sophomores, but we desire a proposal that would be flexible if the OCM mission changes, and/or if no programs are launched.

QUESTION: The RFP mentions potentially delivering classroom content. What involvement or support would be needed for these classes? Are these required or elective courses? Will we have to learn the schools curriculum? If we provide classroom delivery, how many classes and what type of schedule would we have?

ANSWER: Currently a required 1 hour career class is on the books and being delivered in a pilot format. Fall 2011 marks the semester that it becomes required. There is also an elective on the books, 1 hour credit as well. The OCM will determine the appropriate curriculum and in large part manage the development of that curriculum. We would seek partnership, however, regarding current relevant research as annual assessments of curriculum are undertaken. The schedule and numbers of classes is note determined at this point and will be dependant upon enrollment and student numbers.

QUESTION: What is the breakdown of international students versus professional MBA's and in particular the average domestic student population versus international/distance population and where those distant populations are located?

ANSWER: There is no clear-cut answer to this question as it varies each semester, depending upon how many students study or intern abroad. In addition, the locations of PMBA students will expand over the next few years as many of those courses become internet based, not requiring a physical presence on campus.

QUESTION: Section B – Virtual Coaching – Can we get the names and locations of their partner institutions? This would be helpful for us to identify where we may already have working relationships on a global basis and can address more fully in our response.

ANSWER: A partial list of the current graduate partnerships is provided here:

http://mooreschool.sc.edu/moore/imba/prospective/BusinessSchoolExchangePrograms.htm

This, too, is subject to change annually, depending on the initiatives our Moore's International Programs Office.

QUESTION: Section D – Technology – What is the relative importance of multi lingual technology to the outcome of the bid process?

ANSWER: All classes are taught in English, so English technology is fine.

QUESTION: Office and training space availability for delivery. Given the size of the delivery requirements will they be able to provide adequate space on campus for seminar delivery, 1:1 time and on call hours?

ANSWER: We anticipate having adequate space for coaching.

QUESTION: Will they provide computer(s) and printing capability for our consultants and/or their students to use in the career center or will we need to provide?

ANSWER: We would expect the vendors to have computing capabilities but could certainly provide printing and internet access

QUESTION: Will we have internet access through their on site systems to support our requirements or will we need to provide connectivity through other means?

RESPONSE: Please see answer above to previous question.

QUESTION: Any minimal reporting requirements that they have for services to be provided?

At present we have access to graduate student office support that updates their systems on student activity. Will that continue or do we need to factor that work into our proposal?

ANSWER: Ideally the contractor will provide regular reporting of activities, which would be in addition to the OCM reporting processes.

QUESTION: Do the following require answers:

3.2.1   Functional capabilities of the proposed solution, including all performance capabilities, specifications and

response times.

3.2.2   Technical information about proposed solution, including technical specifications of any proposed equipment or services

3.2.3   Environmental requirements for the proposed solution.

3.2.4   Software development plan, interfaces documentation, data synchronization, and replication plans, etc.

3.2.5   Technical and operational manuals, by reference.

3.4.1   Installation – provide detailed information on the installation requirements and schedule.

3.4.2   Support services including hardware and software maintenance – include an explanation of any proposed support services including performance guarantees. Identify all proposed maintenance including a detailed explanation of response times. Include any forms or agreements.

3.4.3   Data conversion requirements should include who is responsible for developing any data conversion programs, what the acceptable level of conversion, how many records are to be converted, who is responsible for entering any records that do not convert properly, etc.

3.4.4   Disaster recovery plans should be included, as appropriate.

3.4.5   Back-up plans for proposed network, data, and systems outages and disruptions, if appropriate.

RESPONSE: 3.2.1 through 3.4.5 of your question is taken from the Contents Of Offer – RFP - Solutions Based clause in Section II. Instructions to Offerors – B. Special Instructions of the solicitation. The first paragraph of the clause reads as follows:

The following outline <u>may be helpful</u> in preparing your proposal. Your offer <u>should</u> address each of the areas outlined below (as applicable) and provide the information requested. As your offer will be evaluated based on the information you provide, failure to provide a complete and comprehensive presentation of your solution could negatively effect our evaluation of your offer.

QUESTION: On page 11 of the RFP, Service A indicates a requirement for "local, in person support" and "In person group training". Will USC Moore School of Business consider satisfying the requirements of Service A with a 100% virtual offering? (Vendor would spend time in person with USC staff to develop curriculum, etc. but all student supplied materials would be virtual)

ANSWER: No, we require in-person assistance to supplement the staff for our resident students with additional virtual options for students studying abroad and/or enrolled in a distance program.

We are comfortable developing curriculum but need additional in-house help.

QUESTION: The RFP indicates there are currently 2,000 undergraduate and 500 graduate students enrolled at the Moore School of Business.

   a) Regarding the undergraduate students, what is the breakdown of students by school year (junior, senior)?

ANSWER: Roughly 1000 per class

   b) Regarding the graduate students, what is the breakdown of students attending classes in Columbia, SC versus remote or virtual online programs?

ANSWER: Roughly 50% each.

   c) What are the projections for how the student population will change over the 5 year time horizon from 2009 through 2014?

ANSWER: This is an unknown as the market conditions are so unpredictable. We also anticipate new programs being launched in this timeframe which could alter the student numbers.

QUESTION: The RFP indicates that the vendor should provide "Student Coaching: Individual student coaching via individual appointments and on-call hours." Is there an expectation of how much time should be allotted for each student for individual coaching? For example, should the vendor be prepared to allot 2 hours per potential student per year, resulting in a total of 5,000 man hours of time on an annual basis for individual coaching?

ANSWER: This is an unknown as the market conditions are so unpredictable. We also anticipate new programs being launched in this timeframe which could alter the student numbers.

QUESTION: The RFP states that OCM is currently offering a 1 credit course which will be mandatory at some point in the future. Is it the Moore School of Business's intent that the vendor will take over delivery of this 1 credit course, or will the vendor's offering be supplemental to the 1 credit OCM course?

ANSWER: We hope to use vendor support to help deliver the course and assist with on-call and coaching.

QUESTION: The RFP indicates a requirement for "assistance with class-room delivery of required and elective courses".

    a) How many courses are offered or planned which would require assistance?

ANSWER: 1 required course and 1 elective.

    b) What types of "assistance" does the Moore School of Business anticipate requiring (course content, course delivery, etc.)

ANSWER: The curriculum development is one of our core competencies. Our need here is for qualified support in delivery.

    c) Can the Moore School of Business quantify the levels of assistance anticipated?

ANSWER: Not at this time as it will depend on student numbers and market conditions.

    d) Is virtual delivery of required / elective courses an option? If so, at what level will the Moore School of Business anticipate utilizing virtual course delivery?

ANSWER: Not at this point

QUESTION: Does the University of South Carolina have existing accreditation standards for virtual learning programs/curriculum? If so, can we have access to these standards?

ANSWER: Will not be an issue at this point unless we add a virtual class in the future.

QUESTION: Can University of South Carolina provide existing student OCM program use, placement and satisfaction metrics?

ANSWER: Placement numbers are on the website for graduate programs. We have only recently taken on the undergrad population so have no data. General graduate satisfaction has been high. Too soon to quantify undergraduate satisfaction.

QUESTION: Per paragraph 4, under Organization Background and Overview, on page 11 of the RFP,

a) Are there expectations that the Offeror employ/use the services of any/all staff and personnel identified?

ANSWER: It is the offeror's responsibility to tell us in its proposal if and how the services of any/all of OCM's staff members will be employed/used in the solution it is proposing. Because this is a solutions based RFP, we have specifically eliminated a list of specifications in order to allow the offeror an opportunity to be creative and provide a detailed solution.

b) What is/are the current role(s) of the student staff?
   i.   are these paid positions?

ANSWER: Some are, most are not. MHR students conduct Mock Interviews for other graduate programs and other students are used for project work.

   ii.   Do they count as internships or do the students receive credit towards degreed programs for the work?

ANSWER: No

   iii   What oversight expectations exist regarding the vendor chosen for this project?

ANSWER: We do not anticipate vendor will oversee students in any way.

c) Is there an existing University of South Carolina policy regarding students accessing consulting time?

ANSWER: No.

QUESTION: Is there an online appointment scheduling or workshop registration system currently in place? If so, please describe.

   ANSWER: Yes, we have scheduling options within our website portal and through our recruiting software, OCS.

QUESTION: What current resources are provided by the Career Center (number of computers, meeting rooms, conference rooms, hours of operation) ?

ANSWER: Current data is not relevant as the Center is likely to undergo a move in the next 2 months at which time we will have significantly more space.

QUESTION: If the university moves to an eDelivery model, will physical space still be set aside for student usage for computer work, research, phone usage, printing, copy or fax usage?

ANSWER: Yes.

QUESTION: Who covers the expenses for the Career Center equipment, supplies, maintenance? (Paid directly by USC? Reimbursed expenses for copy paper, phones, equipment maintenance, etc. to the vendor(s), etc...)

ANSWER: Currently this is paid out of the OCM operating budget

QUESTION: Is there any time/program limit (in years and/or hours of 1:1 consultant usage, technology access, job lead development support, career center usage, etc.) set for undergrad or graduate students career center support usage?

ANSWER: Not currently, although we are not responsible for alumni services

QUESTION: Regarding Service C on page 11 of the RFP

    a) Does job lead development include a researcher physically doing the lead generation search or working with the student in the lead generation?

ANSWER: **Ideally an actual researcher. We would anticipate student coaching would include this guidance as a matter of course.**

    b) Does it include calls, visits, email communication with targeted, local/national/international employers?

ANSWER: **We are unclear on this and welcome ideas from vendors.**

QUESTION: If multiple vendors are selected, will each vendor provide access to their own technology?

ANSWER: **Again, we have no preconceived thoughts on this, but are anxious to see solutions proposed.**

QUESTION: If the contract is terminated by the university, what is the expectation surrounding student access to records stored on vendor technology site?

ANSWER: **All student records should, at all times, be available to USC and the OCM. However, when the contract is terminated, the records stored on the Contractor's Web site for the contract shall not be retained beyond the end of the term of the contract (due to either contract termination by the University or expiration of the contract) without the express written consent of the government (i.e. University of South Carolina). Please refer to the Privacy – Web Services clause, the Contractor's Use of State Property clause, and the Ownership of Data & Materials clause in Section VII. Terms and Conditions – B. Special of the solicitation.**

QUESTION: Is there a transition period for the new contractor to work with the current Career Center team/processes after contract award? If so, what's the standard transition period?

ANSWER: We will need contractor(s) up and running prior to the start of the Fall 2009 semester.

QUESTION: Are there any expected record keeping requirements (hard copy files, usage records...how long, record retention for audit purposes, etc.) ??

ANSWER: Regular reporting to the Managing Director is expected. Records should be kept for a minimum of three (3) years to comply with MBACSC and GMAC audit requirements

QUESTION: What are the ongoing reporting requirements? (For example, usage reports, etc. provided to USC or outside funding agencies?)

ANSWER: See answer given to question above.