

**TUTOR.COM RESPONSE TO
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES
RFP # CB 14-001
ONLINE TUTORING SERVICES TO THE CALIFORNIA
COMMUNITY COLLEGES SYSTEM**

**Tutor.com
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EXECUTIVE SUMMARY

The California Community Colleges (CCC) Online Education Initiative (OEI) will pilot online tutoring for the upcoming 2015 Spring, Summer, and Fall terms across selected C-ID online courses. In this proposal, Tutor.com will demonstrate our capabilities to fulfill all the goals sought by the OEI and to work in partnership with the pilot colleges in this strategic endeavor. And, we will abide by the terms and conditions provided in the RFP. We provide a full understanding of our qualifications and experience to pilot the required Full, Blended, and Buy-In models of online tutoring aligning with the scope of work.

“While searching for an online tutoring program for students we considered many potential programs, but none were as advanced or provided the level of superior customer service that Tutor.com demonstrated.”

*Stephanie Staffey, M.A.
Director of Advising
Post University*

Evaluators will learn that Tutor.com is the only learning services partner that helps faculty and administrators tackle students’ challenges in two very critical ways:

- By providing students with targeted, personalized tutoring from expert tutors whenever and wherever they need it, and
- By providing OEI and administrators, faculty and support staff with actionable, diagnostic data about student challenges so that a college’s student success eco-system can intervene in time to make a difference.

Through our support, students become engaged and succeed in their classes. The logical outcomes of our services are increased completion rates and persistence to graduation. This is on point for the strategic aim of the OEI in increasing the number of graduates and four-year transfers throughout the CCC. As a partner to the largest online programs in the world, we have proven that superior online learning is in our DNA, as evidenced in Sections 4.1.G and 4.1.H.

With more than 3,300 tutors, the OEI will obtain full expert coverage from Bachelor’s level and above tutors qualified to serve as tutors for Tutor.com. OEI students will find an easy-to-use and accessible technology that won the 2014 SIIA CODiE award for **Best Personalized Post Secondary Learning Solution**. This platform and our tutors deliver a positive student experience most evidenced by an average wait time in 2014 less than two minutes (more than 1.2 million sessions to date) and a student satisfaction rating of better than 95 percent, year after year.



The targeted instruction our tutors deliver is in line with research on effective tutoring best practices, as discussed in section 4.5. We will also highlight the efficacy of our online tutoring measured through an independent study conducted by Noel-Levitz. This ongoing research is showing significant benefits for both students and the institutions in terms of achievement and persistence and we highlight these results in section 4.1

We believe that the OEI will achieve the effectiveness of student support services it seeks by selecting Tutor.com, and we discuss how we meet all requirements throughout this response. Based on experiences with our clients, we also present a sound fee structure that more than pays for itself through increased persistence.



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LIST OF REQUIRED EXHIBITS

- Exhibit D: Bid Bond
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- Exhibit H: Non-Collusion Affidavit

LIST OF ATTACHMENTS

- Attachment A Noel-Levitz Report
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4.1 PERFORMANCE HISTORY

Tutor.com has been in business since 1998 and has been offering online tutoring services to students since 2000. We are headquartered in New York City with remote staff located across the country, including the Sacramento area. Our General Manager who will serve as the Executive Sponsor for the OEI is located in Sacramento.

“There have been plenty of times I have requested special data analytics/reporting, additional academic tutoring, new developments, and faculty instruction. Tutor.com has accommodated every request and has done so efficiently and effectively.”
Tamela Crickenberger
Liberty University

We are part of the IAC family of internet companies, a publicly traded company (NASDAQ: IACI) that owns more than 20 operating businesses comprising more than 150 brands and products. In 2014, Tutor.com acquired the Princeton Review, the leading test preparation and college admissions service company.

Tutor.com has more than 14 years of experience creating and implementing one-on-one online tutoring programs for a diverse group of institutions and more than eight years of experience with higher education institutions. Tutor.com has completed more than 11.5 million online tutoring sessions—more than any other company—and is available 24 hours a day, 361 days a year. Tutor.com has more than 70 employees and 3,300 tutors.

Tutor.com is well known as a trusted, innovative, and flexible partner for our broad client base. We customize our services for each institution with which we partner. Our customers include:

- More than 100 universities and community colleges, including several in California
- Thousands of public libraries
- Six state-wide programs that include access for all college and university students in each state
- K-12 school districts and charter schools
- Corporate partners (e.g. Intel and Verizon) that offer our service to employees and families
- U.S. Department of Defense. Tutor.com is the sole provider of online tutoring services for the U.S. Department of Defense, providing tutoring to U.S. Military members and their families.

For more than a decade, Tutor.com has delivered our online tutoring service to institutions, serving groups ranging from 30 students to more than 4 million. Our extensive experience and carefully screened staff of 3,300 qualified tutors provide us the resources to deliver exceptional learning services to California Community Colleges, its students, faculty, and administrators.

Tutor.com has a long and rich history as a remarkable and reputable leading learning services company. Here are some of the awards and recognition Tutor.com has received:

- The Software & Information Industry Association (SIIA) announced Tutor.com as one of 31 CODiE Award winners. The CODiE has been cited as the most prestigious peer-recognition award in educational technology. Tutor.com was honored to receive SIIA’s 2014 CODiE award for the Best Personalized Post-Secondary Learning Solution.
- Tutor.com was selected in 2013 by the Department of Defense (DoD) to help the Advanced Distributed Learning Initiative (ADL) identify which specific instructional strategies and tactics



can be used to improve existing and future tutoring and training programs at the DoD. Tutor.com and DoD are working with researchers from the Institute for Intelligent Systems (IIS) at the University of Memphis who have expertise in academic data mining and artificial intelligence. The results of this study are meant to uncover the “magic” of our one-on-one learning experience and apply the knowledge to the development of personalized learning software systems for students of all ages.

- Tutor.com was awarded a Bill and Melinda Gates Foundation grant in 2011 to develop an on-demand professional development service for teachers.

4.1.A Provide recent outcomes of tutoring services provided, preferably a comparable large-scale online tutoring project: (a) subjects tutored; (b) student satisfaction; (c) faculty and college satisfaction; (d) other.

LIBERTY UNIVERSITY ONLINE—SERVING MORE THAN 90,000 STUDENTS	
Subjects Tutored	
Accounting, Algebra, Biology, Calculus, Chemistry, Finance, Geometry, Economics, Physics, History, Geography, Writing, Literature	
Student Satisfaction (from 2011 to date)	
<ul style="list-style-type: none"> ▪ 99% of students are glad that the institution offers the program ▪ 97% of students would recommend the program to a friend ▪ 96% of students say that the service is helping them complete coursework and get better grades ▪ Students rate tutors on average 4.5 on a 5.0 scale 	
Faculty and College Satisfaction	
“Since we began our partnership in May 2011, Tutor.com has done nothing but exemplify excellent customer service, not only to our online student body, but also to the school's administration...” Tamela Crickenberger, Executive Director of Online Enrollment, Liberty University Online	
Tutor.com’s Scope of Support	
<ul style="list-style-type: none"> ▪ Support to six teams and 390 employees in the enrollment management and student success eco-system ▪ Support to 90,000 plus students in 162 full online degree programs, with students located worldwide ▪ Tutoring hours increasing from 7,000 hours in 2011 to more than 22,000 hours in 2014 ▪ 14,000 individual sessions in 2011 growing to more than 40,000 sessions in 2014 	

Student satisfaction is a key metric for us. Students complete a post-session survey after each session. We receive a 40 percent response rate. Our students and partners provide a wealth of suggestions to make our service even better and our clients appreciate the fact that we listen to them. Here’s what the students are saying this year (summary of survey results across all college users for the past 12 months):

SURVEY QUESTION	RESPONDING “YES”
Is this service helping you complete your assignments?	96%
Is this service helping you improve your grades?	97%
Is this service helping you be more confident about your studies?	98%
Would you recommend this service to a friend?	97%
Are you glad your organization offers this service?	98%

With respect to the efficacy of online tutoring, Tutor.com has worked with community college clients to trace students who used our services to impact on achievement, course completion rates, and reductions in Drop/Fail/Withdraw/Incomplete (DFWI) rates. Colleges conducted individual institutional efficacy studies to determine if Tutor.com adds value to their student success and retention programs. In each instance, Tutor.com had a positive impact on achievement and persistence.



To further discover if our services deliver beneficial results, Tutor.com asked the Noel-Levitz research division to conduct a comprehensive, independent study of efficacy of online tutoring. This respected enrollment and retention consulting firm (www.noellevitz.com) recently issued interim efficacy study results for the 2013-14 academic year. Tutor.com demonstrated that we not only help students achieve better grades, but also increase an institution's retention rate. The study is continuing into the Fall 2014 term.

The interim results of this efficacy study for the 2013-14 academic year show that groups of students who used Tutor.com achieved **C+ grades or better by an increase of 18-23 percentage points** over those students who did not. Also, **86% of participating students** using Tutor.com enrolled in the subsequent academic term, **compared to only 68% of students who did not use Tutor.com**. The full report is provided in Attachment A.

4.1.B Provide a description of the process for delivering reports on actual wait times and turnaround times.

Tutor.com provides wait time and turnaround time data via three methods:

- Through on-demand reports available 24/7 in the password-protected Tutor.com Client Portal
- Through automated calls to Tutor.com's secure reporting API
- Through custom reports generated by Tutor.com Client Services Managers

From the Client Portal, Individual Student Sessions reports are available at any time to authorized program administrators, on-campus tutors, and instructors through our password-protected Client Portal. To access these on-demand reports, administrators may visit the appropriate Client Portal URL (e.g., www.tutor.com/CCC/admin), sign in with a unique username and password generated by your dedicated Client Services Manager (CSM), and run the report in the Client Portal's browser-based interface. Reports may be viewed within the administrator's browser or exported to common formats. If your program is configured with the API, wait time data is also included in the API output.

4.1.C Provide what the expected wait times will be for on-demand tutoring and the turnaround times for essay reviews

Tutor.com's average wait time for 2014 is 1.15 minutes for 1.3 million sessions. To minimize wait times, Tutor.com monitors the queue for all subjects 24/7. To maintain low wait times, our tutors are on call and available if usage is higher than anticipated. Tutor.com guarantees an asynchronous session response within 24 hours. **Currently, our turnaround averages less than eight hours.**

4.1.D Describe the recourse and penalty for failing to meet service levels as self-reported and identified in the RFP.

Tutor.com provides a service level guarantee for wait times, turnaround times, and student satisfaction. If the average wait time for any given month exceeds four minutes or the average turn-around time exceeds 24 hours, as reported by Tutor.com's automated servers, Tutor.com will credit the client's account with the number of sessions equivalent to one full day's worth of sessions – defined as the average number of sessions per day during the previous calendar month. The penalty will be the same if average student satisfaction measured on a monthly basis falls below 95%.



4.1.E Provide a description of the process for handling tutor evaluations and complaints from students.

Tutor.com asks each student through a post session survey to evaluate the session and the tutor. Students respond to this survey on average at a rate nearly 40 percent of sessions. Tutor ratings are on a 5.0 scale, with 1 being **poor** and 5 being **excellent**. Low rated tutor sessions trigger reviews of the transcripts with immediate follow up actions to both the tutor and the college/student as appropriate.

On an overall quality control level, our Provider Management Team, led by Joan Rooney, is responsible for the quality and performance of thousands of tutors who are supervised by hundreds of mentors, dozens of senior mentors, and our full-time staff. Our tutor evaluation program is detailed below.

PERFORMANCE INSPECTION	
Mentor Program	<ul style="list-style-type: none"> ▪ Every tutor has a Mentor who reviews his or her sessions on a regular schedule. ▪ Mentors provide support and feedback ▪ Our tutors are reviewed regularly by their mentors, who have access to all of their session transcripts. ▪ Mentors highlight areas for potential improvement. Mentors may issue written warnings. Tutors who do not improve after warnings are removed from tutoring. ▪ Senior Mentors manage the Mentoring process and provide professional support to our Mentors.
Transcript Reviews	<ul style="list-style-type: none"> ▪ Our Mentors review session transcripts of their tutors on a regular schedule. ▪ In addition to these reviews, we immediately review the transcripts of any session in which a student provides a low rating or leaves a negative comment. ▪ Tutor.com also employs an automated review that flags sessions including profanity or potentially personally identifying information (e.g., a student’s personal email address or phone number) for review.
Student Comments	<ul style="list-style-type: none"> ▪ All student comments are read by our Provider Management Team ▪ Low-ranking scores from students trigger a review of the transcript of the session. It is followed up with a call from the Mentor to the tutor if feedback is appropriate. ▪ Tutor.com also employs an automated review that flags all student comments including profanity or potentially personally identifying information (e.g., a student’s personal email address or phone number) for review
CLIENT FEEDBACK	
Dedicated Client Services Project Manager	<ul style="list-style-type: none"> ▪ Tutor.com has provided the California Community Colleges with a designated Client Services Project Manager and team to help with any issues that arise. ▪ California Community College students also has access to STUDENTSUPPORT@tutor.com for any comments, complaints, issues, or requests. ▪ The dedicated CSM will contact the college’s program manager immediately as needed to resolve complaints coming through the rating system or via the support email.
QUALITY ASSURANCE	
Addressing Customer Complaints	<ul style="list-style-type: none"> ▪ We keep a written log of all customer complaints including the date, time, complaint and action taken.
Reporting and Monitoring	<ul style="list-style-type: none"> ▪ Tutor.com provides a monthly report that includes usage data, user comments, complaint log and resolution and ratings based on satisfaction by users of service to program managers by date requiredCalifornia Community College program managers may monitor and test the end-user experience anonymously at any time, with no advance notice, by visiting their Tutor.com program site.

4.1.F Provide evidence of three years’ experience with other colleges/consortia in the delivery of online tutoring services, including Community College Districts and/or systems.

We have more than 14 years of experience managing one-on-one online tutoring programs for a diverse group of institutions and more than eight years of experience within higher education. The following table provides a partial list of colleges of Tutor.com clients for three or more years.



COLLEGE	CLIENT SINCE
Rose State College, OK	7/1/2005
College of Coastal Georgia, GA	1/1/2006
Black Hawk College, IL	9/15/2008
University of Wisconsin Superior, WI	1/1/2009
Eastern Oklahoma State College, OK	8/1/2009
East Tennessee State University, TN	9/1/2009
Navarro College, TX	7/15/2010
Redlands Community College, OK	8/1/2010
Barton Community College, KS	1/1/2011
Ohio University – Lancaster, OH	1/1/2011
Western Oklahoma State College, OK	2/1/2011

COLLEGE	CLIENT SINCE
Montana Tech, MT	2/15/2011
American Public University System, WV	2/22/2011
Liberty University, VA	5/1/2011
Azusa Pacific University College, CA	5/15/2011
Cowley College, KS	7/15/2011
University of Central Oklahoma, OK	8/1/2011
Texas A&M University Central Texas, TX	8/1/2011
Post University, CT	8/15/2011
Texas Wesleyan University, TX	8/31/2011
Mountain Empire Community College, VA	9/15/2011
Carl Sandburg College, IL	12/9/2011

4.1.G Provide at least two references from clients of similar size, structure, and complexity in the following format: (1) Contact Person; (2) Contact Title; (3) Institution; (4) Mailing Address; (5) Telephone number; and (6) Email address

We provide these references for our service with selected reference letters provided in Attachment B.

Reference #1

TUTOR.COM FOR U.S. MILITARY FAMILIES	
Contact Person	Cynthia Shipley
Contact Title	MWR - Library Manager
Institution	United States Marine Corps
Mailing Address	3280 Russell Road, Quantico, VA 22134
Telephone Number	(703) 784-9523
Email Address	cynthia.shipley@usmc.mil

Scope of Service: Tutor.com is the sole provider of online tutoring for military personnel and their dependents. In 2004, Tutor.com provided online tutoring services to Marine Corps families at the Marine installation in Twenty Nine Palms, CA. The program was expanded to all U.S. Marines and their families in 2008, and in 2009 was expanded to include U.S. Army service members and their families. In January 2010, the program expanded again to include Air Force, Army, Marines, and Navy sailors and their families. In September 2011, Reserve Affairs, through the Yellow Ribbon Reintegration Program (YRRP), joined the current contract. The Reserve Affairs addition to the Tutor.com contract expanded program eligibility to cover all remaining National Guard and Reserve personnel. Once Reserve Affairs joined the contract, all Guard and Reserve personnel and their adult family members became eligible to access Tutor.com academic and career transition support. Since program launch, Tutor.com has served hundreds of thousands of military personnel stationed all over the world as part of the Tutor.com for Military Families program. We report usage from hundreds of access points.

Reference #2

LIBERTY UNIVERSITY ONLINE	
Contact Person	Tamela Crickenberger
Contact Title	Executive Director of Online Enrollment
Institution	Liberty University Online
Mailing Address	1971 University Blvd., Lynchburg, VA 2451
Telephone Number	(434) 592-3508
Email Address	tlcrickenberger@liberty.edu



Scope of Service: Liberty University has 92,000 online students located all over the world in numerous time zones, and in 162 full online degree programs. These students seek tutoring assistance approaching 24,000 hours a year and more than 40,000 individual student sessions.

4.1.H Additionally name at least two other higher education institutions that have been clients in the following format: (1) Contact Person; (2) Contact Title; (3) Institution; (4) Mailing Address; (5) Telephone number; and (6) Email address

Reference #3

PELLISSIPPI STATE COMMUNITY COLLEGE (PSTCC) ONLINE TUTORING SERVICES	
Contact Person	Ted A. Lewis
Contact Title	Vice President of Academic Affairs
Institution	Pellissippi State Community College
Mailing Address	10915 Hardin Valley Road, Knoxville, TN 37933
Telephone Number	865.694.6523
Email Address	talewis@pstcc.edu

Scope of Service: PSTCC became a Tutor.com client in September of 2013 after having used another online tutoring provider for about 3,000 hours per year. In the 14 months since, PSTCC is on track to expand use to nearly 8,000 hours a year for its more-than 10,000 students. More importantly, as a Noel-Levitz efficacy study participant, PSTCC has seen real achievement and persistence gains among its student body, realizing a 2.3% increase in retention in the year since switching to Tutor.com. ***“We can attest to Tutor.com’s use of best practices for providing a personalized learning service to our students,”*** reports Dr. Ted Lewis, Vice President of Academic Affairs. ***“Many of our students are balancing jobs and families and Tutor.com’s learning program allows our students to get help at their moment of need, 24 hours a day. With our diverse population of students it is critical that we have support services that can partner with us to enhance learning.”***

Reference #4

COCHISE COLLEGE, SIERRA VISTA, ARIZONA	
Contact Person	George Self
Contact Title	Dean and Former Director of the Virtual Campus
Institution	Cochise College
Mailing Address	901 N. Colombo Avenue, Sierra Vista, AZ 85635
Telephone Number	520.515.5385
Email Address	selfg@cochise.edu

Scope of Service: Tutor.com has provided online tutoring services to Cochise College, a two-year community college, since June 2013, replacing a former online tutoring provider. From June to December 2013 (six months), students consumed 268 hours of tutoring services, a significant increase over the prior six month period. To-date in 2014, students have used nearly 600 hours and are on track to consume 800 hours by year end. According to Mr. Self, Director of the Virtual Campus, ***“We have been a Tutor.com customer for a little over a year and our experience has been very pleasant. In the past we used a different tutoring service, but did not enjoy the support that Tutor.com provides. Their staff has been professional and very accommodating to our college’s specific requirements and our students are very excited about Tutor.com as word-of-mouth is clearly getting around.”***



Reference #5

WESTERN OKLAHOMA STATE COLLEGE, ALTUS, OKLAHOMA	
Contact Person	Karla Moore
Contact Title	Director of Student Assessment
Institution	Western Oklahoma State College
Mailing Address	2801 N. Main St., Altus, OK 73521
Telephone Number	580.477.7714
Email Address	Karla.moore@wosc.edu

Scope of Service: Tutor.com has provided online tutoring services to Western Oklahoma State College, a two-year community college, since 2011. In 2013, students used 728 hours of online tutoring. In 2014, students are on track to use an estimated 1,400 hours by end-of-year. Ms. Karla Moore, Director of Student Assessment, stated, ***“From the beginning contact with Tutor.com, to developing the best plan for our college and students, to working with our IT department to implement the features, the service was excellent. The quality of the service given to us was, and still remains, to be exceptional! My representative worked with Western to provide the best service available with resources we had.”***

Tutor.com provides online tutoring support to the following California institutions:

- CSU San Bernardino
- College of the Desert
- Azusa Pacific Online
- Sierra College
- Cosumnes River College
- American River College
- LA Trade Technical College

Tutor.com also has experience managing large statewide implementations. We currently have six statewide programs through State libraries in six states: Alabama, Alaska, Louisiana, North Dakota, Rhode Island and Montana. In California, Tutor.com also supports the LA County library system and 29 other public libraries in California.

Reference #6

ALASKA STATE LIBRARY	
Contact Person	Steve Rollins
Contact Title	Dean of Library Services
Institution	University of Alaska
Mailing Address	PO Box 100704, Anchorage, AK 99510
Telephone Number	907.786.1825
Email Address	srollins@uaa.alaska.edu

Scope of Service: Tutor.com has been available to all Alaskan residents through the Alaska State Library since 2004. In 2013, the program served 20,534 (6,991 hours) live tutoring sessions. In 2014, the program is on track to serve 27,837 (9,727 hours) live tutoring sessions, an increase of 36%. Steve Rollins, Dean of Library Services, Consortium Library, University of Alaska Anchorage and chair of the Alaska Library Network Statewide Databases Coordinating Committee gives Tutor.com high marks for being responsive and innovative. ***“Tutor.com has allowed Alaska to offer a very high quality service as demonstrated by the assessment surveys. This has been a phenomenally successful program for us.”***

4.1.1 Describe the vendor’s vision for meeting the mission of California Community Colleges, particularly as related to online education and the OEI.

Tutor.com and the CCC OEI share a common passion—helping all students achieve their personal



highest level of academic achievement. At Tutor.com, we reach students through individualized learning and smart technology and connect faculty and administrators with the data necessary to make informed decisions. This combination of personalized learning and diagnostic evaluations is a powerful solution to transform online education.

Our services and unique experiences are brought to the table to assist OEI and the CCC in reaching your identified goals, detailed in the table below.

GOAL 1: Improved retention and success of students in online courses leading to an increase in the number of associate degree graduates and transfers to four-year colleges

- Tutor.com recently conducted a study with respected higher education research firm Noel-Levitz to determine the effectiveness of online one-to-one learning services and to understand whether online tutoring services impact success, attendance and overall retention. Once the initial results were analyzed it was found that students who used Tutor.com services are more likely to:
 - Earn an A or a B
 - Re-enroll in future terms at full-time status
 - Attain higher GPAs overall
 - Become more motivated and satisfied
- Tutor.com also provides your faculty and administrators with robust reporting and real time actionable diagnostic data (Predictive Insights) and analytics about student and course challenges so they can intervene with students in time to make a difference.

GOAL 2: Increased online educational opportunities for underserved and underrepresented students including veterans, individuals with disabilities and those with basic skills needs

- Because Tutor.com has been providing online tutoring and academic support services to U.S. military families since 2004, the Tutor.com team has unique experience and expertise in providing online tutoring for military personnel. Our tutors are provided resources that inform them about the unique challenges that service members face, including veterans.
- Tutor.com has invested time and resources to ensure learner accessibility from any device. Details on Tutor.com accessibility features are included in the VPAT documentation available upon request.
- Across our entire client base, including statewide programs, public libraries and over 100 higher education institutions, Tutor.com has amassed a wealth of experience helping adult learners build the skills they need to persist through introductory courses and advance through their selected degree programs.

GOAL 3: Increased ease of use and convenience of the online education experience and respond to the projected significant increase in demand for online course delivery

- Tutor.com technology, infrastructure, support and tutor scheduling and staffing procedures are designed and proven to effectively and quickly scale to meet demand from students. Tutor.com has the **proven capability** to serve students located in all 50 states, more than 40 countries and 7 continents. We currently serve 6000+ sessions nightly. Regardless of location or student demand fluctuations, the high-quality services and support students experience with Tutor.com remains consistent.
- Tutor.com has an in-house technology team. **ALL** of our technology development is done in house. These resources are available to help us iterate and customize our solution for you as needs change and new solutions emerge.

Our vision for this project is to work with you collaboratively. We resolve to be a good partner to OEI and the Community Colleges in CA and to develop new and exciting initiatives in partnership with you to improve student achievement and completion. We have a long history of innovation and have been recognized by national organizations such as the Gates Foundation, ADL (Advanced Distributed Learning) and the Software Information and Industry Association. Our recent acquisition of the Princeton Review provides us with additional resources such as our Up Next soft skills program and test preparation curriculum that will allow us to continue to evolve our services for California students. Tutor.com will combine forces with OEI to develop a custom solution to help students thrive!

4.2 SUBJECTS AND FEATURES

4.2.A Describe how the vendor will provide essay review services as specified, on up to a 24/7 basis.

Tutor.com offers three essay-review modalities to support students through the writing process.

“Carol N. has been fabulous. I have worked with her twice today on a paper that is due tonight and she has been nothing but amazing! Thank you so much Carol.”

Student at a Community College

Synchronous, on-demand essay-writing tutoring: Available in real time 24/7, this modality allows students to connect to an expert essay-writing tutor in the Online Classroom anytime for help with writing projects. As with other synchronous, on-demand subject offerings, students complete a pre-session survey outlining their objectives for the session, which is used to match students with the tutor addressing their specific needs. Students may attach a document to their pre-session surveys in a variety of formats, including Microsoft Word, Rich Text, Adobe Acrobat, etc. Students may also connect directly to their favorite essay-writing tutors for an on-demand session anytime these tutors are online. On average, students are connected to on-demand essay-writing tutors within two minutes.

Synchronous, scheduled essay-writing tutoring: Also available 24/7, this modality allows students to browse tutor profiles and request appointments with specific tutors at the date and time of their choosing. After selecting a tutor and timeslot, students complete a post-session survey to let their chosen tutor know what they intend to discuss during the session. As with on-demand sessions, students may attach a document to their pre-session surveys as needed in a variety of formats. Students are reminded of upcoming scheduled sessions via email and on their *My Sessions* page. When a scheduled session begins, students may leverage the full functionality of the Online Classroom to work on their writing projects with their selected tutors.

Asynchronous essay review: Also available 24/7, this modality allows students to complete a pre-session survey, upload a writing assignment in a variety of supported formats, and have it reviewed by a tutor within 24 hours. When essay reviews are completed, students receive email reminders to visit their *My Sessions* page, where they may access their original document, a version of the document with in-line comments from the tutor who conducted the review, and a Summary Feedback Form containing the tutor’s analysis of the document’s strengths and weaknesses and recommended next steps.

This combination of essay-review modalities helps students through all phases of the writing process by allowing them to get expert essay-writing feedback when and how they need it. Learners seeking immediate help can connect with an on-demand essay-writing tutor anytime and review their writing together on the Online Classroom’s shared whiteboard, where both parties in the session can see and discuss changes to the document in real time. The same Online Classroom tools are available for scheduled essay-writing sessions, which allow students to work with the tutor of their choice.

Using our *Stop and Talk* method, on-demand and scheduled essay-writing tutors highlight areas of student writing that require revision and encourage students to identify what the issue is, review underlying rules, propose possible rewrites, discuss options for developing their ideas, create supporting paragraphs, draw logical conclusions, and present information in a clear and coherent manner. Tutors work with students to produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.



During asynchronous essay reviews, tutors use a similar approach, but provide their feedback in detailed comments and a summary.

For both synchronous and asynchronous sessions, tutors follow these guidelines:

- Tutors consider both the desires of the student and the goals of good writing. A complete essay review focuses on both the quality and the structure of the writing, including grammar, punctuation, and vocabulary.
- Asynchronous session reviews are written with sufficient detail to allow the student author to understand and act upon the tutor’s feedback.
- The session summary evaluates the strengths and weaknesses of the essay and suggests ways to bring the writing up to accepted standards and next steps.

Unlike other tutoring providers, Tutor.com does not employ rounding-up or minimum session lengths when assessing clients for asynchronous writing reviews. Instead, each review is metered, and partner schools are only charged for **the actual time** each tutor spends conducting the review. Our clients can choose a maximum review time; however, if a tutor completes his or her review in a shorter timeframe, OEI will only be charged for the duration of the actual review.

4.2.B Describe how the vendor will provide synchronous tutoring services.

At the start of the Spring 2015 term, Tutor.com will provide live, on-demand tutoring support for C-ID courses, below. Students will also be able to schedule synchronous sessions for these subjects, 24/7.

OEI COURSES			
AJ 110 Introduction to Criminal Justice	8 hours/7 days	HIST 140 United States from 1865	24/7
ANTH 120 Introduction to Cultural Anthropology	8 hours/7 days	MATH 110 Introduction to Statistics	24/7
CDEV 100 Child Growth and Development	8 hours/7 days	PHIL 100 Introduction to Philosophy	8 hours/7 days
COMM 150 Intercultural Communication	24/7	POLS 110 Introduction to American Government and Politics	24/7
ECON 201 Principals of Macroeconomics	24/7	PSY 110 Introduction Psychology	8 hours/7 days
ECON 202 Principles of Microeconomics	24/7	PSY 200 Introduction to Research Methods in Psychology	24/7
ENGL 100 College Composition	24/7	PSY 205B Introduction to Research Methods in Psychology with Lab	24/7
GEO 120 Introduction to Human Geography	24/7	SOCI 110 Introduction to Sociology	8 hours/7 days
HIST 130 United States History to 1877	24/7	SOCI 120 Introduction to Research Methods (Sociology)	24/7
GEO 100 Physical Geology	8 hours/7 days		

We also support the following subjects, which will also be available to institutions, along with the subjects above, under the Buy-in model. Tutor.com is able to offer 24/7 coverage synchronously by using carefully-crafted staffing schedules and recruiting tutors from across time zones.

MATHEMATICS			
Developmental Math	24/7	Pre-Calculus	24/7
Introductory Algebra	24/7	Calculus	24/7
Algebra	24/7	Statistics	24/7
Geometry	24/7	Advanced Statistics	24/7
Trigonometry	24/7	Discrete Mathematics	24/7



BUSINESS			
Finance	24/7	Microeconomics	24/7
Accounting	24/7	Macroeconomics	24/7
Economics	24/7	Business Statistics	24/7
ENGLISH/Writing			
Includes:	24/7	Speech/Communications	24/7
▪ Live Support	24/7	Developmental English	24/7
▪ Asynchronous	24/7		
▪ ESOL	24/7		
▪ Reading	24/7		
SCIENCE			
Earth Science	24/7	Organic Chemistry	24/7
Biology	24/7	Physics	24/7
Chemistry	24/7	Anatomy and Physiology	24/7
HISTORY			
U.S. History	24/7	Government	24/7
World History	24/7	Geography	24/7
WORLD LANGUAGES			
Spanish	24/7	German	24/7
French	24/7		24/7
PHILOSOPHY			
Symbolic Logic	24/7		24/7
NURSING			
Anatomy	24/7	Patho-Physiology	8pm-12am, Sun-Thurs
Physiology	24/7	Pharmacology	8pm-12am, Sun-Thurs
Medical Surgery	8pm-12am, Sun-Thurs	Medical Terminology	8pm-12am, Sun-Thurs
Care Plans	8pm-12am, Sun-Thurs		
INFORMATION TECHNOLOGY			
Computer Science	24/7	Microsoft Excel	24/7
Microsoft Word	24/7	Microsoft PowerPoint	24/7

4.2.C Describe how the vendor will provide asynchronous tutoring in courses offered in the consortium pilot and beyond.

In addition to the asynchronous essay review option described above in section 4.2.A, students may also request asynchronous help in any of the courses supported for the OEI program and receive detailed feedback from an expert tutor within 24 hours. Irrespective of course, the asynchronous tutoring process begins when the student completes a pre-session survey and explains the nature of his or her question. Students may attach files to their questions as needed in a variety of formats. As with asynchronous essay reviews, tutors provide their feedback on student questions in detailed comments.

Tutor.com adheres to sound tutoring principles as recommended in the RFP (Effective Tutoring Practices 8.0). Under no circumstances do we simply give the student the answer to the question presented or merely edit the student’s paper. Our tutoring approach is derived from neuroscientific principles of learning that tell us that in order to achieve deep learning, students must actively engage with the material. To that end, tutors will review students’ work, provide guidance as to whether the student is on the right track, and suggest alternate ways of considering the topic, concept, or problem. They will also provide links to helpful resources. They will not, however, do the work for the student.



Unlike other tutoring providers, Tutor.com does not “round up” or impose minimum session lengths when assessing clients for asynchronous questions. Instead, each response is metered, and partner schools are only charged for **the actual time** each tutor spends responding to the question.

4.2.D Describe how the vendor will allow students to access, schedule, and utilize services.

When the OEI online tutoring program launches, students and faculty will have seamless access to Tutor.com services via single sign-on from their respective schools’ websites, portals, and CMS systems, including Moodle, Blackboard, Canvas, Desire2Learn/Brightspace, Etudes and Moodle Rooms. We accomplish this through a variety of standards and protocols, including:

- Basic Learning Tools Interoperability (BLTI or LTIv1.0)
- Security Assertion Markup Language (SAML)
- Central Authentication Service (CAS)
- OAuth

Custom single sign-on methods are also available. We will determine the appropriate single sign-on standard or standards for the OEI January launch during the implementation process in consultation with OEI leadership, faculty, and technology representatives. By March 2015, if OEI leadership and program managers desire, authentication via Shibboleth and the eduPerson attribute schema will be available as well, through the EPI student portal and supported CMS/LMS systems.

After authenticating into Tutor.com by any of these means, students may access all available functionality. No additional authentication or account creation is required to access particular features.

4.2.D.1 Student Access to Synchronous Tutoring

From student authentication through the end-of-session survey, all Tutor.com interfaces are designed to ensure complete student privacy, a personalized experience, and ease of use from any device. After authentication, students immediately see the help options available to them, either in a left-justified navigation strip (for desktop, laptop, and tablet users) or a horizontal icon strip (for phone users). Screenshots of both navigation strips are included in Attachment D.

By default, students land on the *Get a Tutor* page after authentication, but they may also navigate to this page anytime by clicking the *Get a Tutor* icon in the navigation strip. To connect with an on-demand tutor, students simply complete a pre-session survey by selecting the topic and subject they need help with and entering their specific question. Students may also attach a file to their question as needed.

Synchronous tutoring is available in English or Spanish, and students may toggle between available languages by selecting their desired language from the drop-down at the top right of the pre-session survey, also shown in Attachment D.

Students then proceed to the Online Classroom to work with a tutor after completing the pre-session survey. The Online Classroom is an HTML5-based web application that opens in a separate web browser window. It requires no special hardware, software, or plugins, and is accessible from any device with an HTML5-capable web browser, including devices using these operating systems:

- Windows (XP+)
- OSX (all versions)
- ChromeOS (all versions)
- iOS (all versions)
- Android (2.0.1+)
- Windows Phone (7.5+)
- Blackberry OS (6.0+)
- Amazon Silk (all versions)

Built from 14 years of student, faculty, and tutor feedback, the Online Classroom provides a highly-



efficient and engaging learning environment for students and fosters robust synchronous interaction with a suite of powerful collaboration tools. Students and tutors may communicate through text or voice chat, use an interactive whiteboard, share online resources, or view shared files together, all in real time. Section 4.2.D.8 provides additional details about the Online Classroom's collaboration tools.

4.2.D.2 Scheduling of Future Online Synchronous Tutoring Sessions

In addition to on-demand sessions, students may also browse detailed tutor profiles and schedule a session with the tutor of their choosing at a mutually convenient time. Students choose the time they want to meet with a tutor and provide information about the area in which they need help. Within a specific subject area, one click brings up the available tutors, along with a photo and brief profile. Once the student identifies a preferred tutor, he or she can select the date, time, and length of session, and enter it into the schedule. This process is also shown in Attachment D.

4.2.D.3 Expected Turnaround Time for One or Multiple Questions (Asynchronous Tutoring)

Our standard for timely asynchronous responses is 24 hours; however, our current response time averages less than eight hours.

4.2.D.4 Upload Paper and Turnaround Time

The Tutor.com solution allows students to submit an essay or other piece of writing, along with a quick summary of their goals and instructions for the assignment, and receive detailed feedback from a writing tutor within 24 hours, usually in less than eight hours.

4.2.D.5 Requesting Specific Tutors

As described above in section 4.2.D.2, students may browse tutor profiles anytime and schedule appointments with the tutors of their choosing. In addition to this appointment-scheduling functionality, students may also connect to their favorite on-demand tutors whenever the relevant on-demand tutors are available. Students may flag tutors they have worked with in previous tutoring sessions as favorites anytime through their My Sessions page or in the post-session survey displayed after every tutor interaction.

4.2.D.6 Limitation of Service Usage According to Client Requirements

Tutor.com will work with the OEI project managers to determine any per school and per student limitations required (see Screenshot in Attachment D.) In order to manage individual student time, Tutor.com has an optional debit time allocation system that is configurable and can be implemented on a per student basis to control the maximum amount of tutoring time each student is allowed in a specific period. Each student's account page displays a time tracker, notifying the student of his or her available remaining tutoring time. During each tutoring session, students also receive prompts about the number of minutes remaining on their account and a warning as they approach their allotment. When a student reaches his or her ceiling amount, the consequence is configurable. Students will either receive a customized message directing students to additional resources or instructing the student on how to request additional time. Colleges may elect to provide the message but not block usage. This option is customizable as requested by the pilot schools.

4.2.D.7 Queue System for High Traffic Times and/or Busy Tutors

To minimize wait times, Tutor.com monitors the waiting queue for all subjects 24/7. Tutors are scheduled based on historical usage data. We also have tutors on call and available if usage is higher



than anticipated to maintain low wait times.

Once a student enters a session with a tutor, the instructional process begins immediately. Other online tutoring companies use a greeter model, which adds to students' wait time as the student waits on standby for a tutor to arrive in the virtual classroom. This masks long wait times. In comparisons of Tutor.com to other providers in major online institutions over the past two years, Tutor.com had the advantage of immediacy of the experience, often connecting students to tutors in less than one minute.

Tutor.com provides specific wait time and turnaround time data in Section 4.1.C.

4.2.D.8 Access to Collaboration Tools

Tutor.com's Online Classroom is a browser-based collaboration space that requires no additional plugins, downloads, or installations. Our easy-to-use interactive classroom provides all tools necessary for a high quality, collaborative, engaging tutoring session, including a chat window for text and voice communication, a two-way interactive whiteboard space, and powerful file sharing and internet browsing tools. See below for detailed descriptions of Online Classroom functionality; detailed screenshots are also available in Attachment DX

CHAT
Tutor.com's online classroom has a chat window where students can control fonts, text size, and colors for maximum readability. Students who prefer to communicate via telephone or Voice Over IP (VOIP) may also launch a voice session from the chat console. Students may also input mathematical expressions directly via chat using MathML and LaTeX standards.
WHITEBOARD WITH DRAWING TOOLS
The whiteboard is where student and tutor collaborate on drawings, equations, diagrams, graphs and much more in real time, using a variety of standard and advanced drawing tools. Students and tutors may also select from a variety of common mathematical and economic expressions to drag and drop onto the shared whiteboard space. The whiteboard expands as student and tutor fill the screen, like a never-ending sheet of paper. Students and tutors also have the ability to add more whiteboards if they would like a clean workspace without having to erase work already done. The tools are arranged in a manner that does not overwhelm less-skilled computer users, while still providing all of the advanced features and functionalities expected by advanced users.
IN-CLASSROOM RESOURCE SHARING
Students and tutors may browse educational websites together in the Online Classroom, with any third-party academic content accessed by the tutor being displayed in real time on the Online Classroom's shared whiteboard space. All URLs accessed during a tutoring session are archived and available on each student's My Sessions page.
IN-CLASSROOM FILE SHARING
Students and tutors can send files through the online classroom and view them together to collaborate on solutions. Several file types are compatible, including pdf, rtf, txt, doc, exe, ppt, jpg and more. These files do not open in a separate window, but within the classroom itself. This unique technology helps students improve writing and editing skills, but it is also used to share course assignments to save time and make the session more efficient.

4.2.D.9 Scheduling Small Groups and Working Collaboratively with a Tutor

Tutor.com has developed its products to offer students a highly personalized experience—a system that we have tested and validated leads to better learning outcomes and high student satisfaction. While small-group collaboration has not been part of our suite of services, we understand there is a culture for this feature within the CCC, as demonstrated by the active use of the CCC system-wide license to Blackboard Collaborate. We propose consulting with OEI technologists and faculty to develop group collaboration features, with an intended rollout later in the pilot. In the interim, the Tutor.com student interface may be configured to link student users to third-party collaboration tools for group sessions.

There are several options for structuring a collaborative learning experience for students. Students can work together collaboratively without a tutor present or work collaboratively with a tutor present



simply for guidance. Students can attend a scheduled mini-session conducted by a tutor. Or a smaller group of three to four students can work with a tutor who serves as subject matter expert interacting with them as needed. We look forward to working collaboratively with OEI to further understand your needs and your goals for your students and developing a solution that best meets your needs.

4.2.D.10 *Small Group Engagement with Other Students in Same Course of Study*

Small group engagement with other students is not a part of our current product service suite. We propose partnering with the OEI and consulting with OEI technologists and faculty to develop group collaboration features, with an intended rollout later in the pilot. In the interim, the Tutor.com student interface can be configured to link student users to third-party collaboration tools including Bb Collaborate through CCC Confer for group sessions.

4.2.D.11 *On-Demand Access to Archives of Synchronous Tutoring Sessions*

Students can access their synchronous previous sessions 24/7/365 at no additional cost to CCC. Each archived synchronous tutoring session includes a full and unedited session transcript, screenshots of all whiteboard drawings, and links to any files, images, and URLs exchanged by the tutor and student during the session.

4.2.D.12 *On-Demand Access to Archives of Asynchronous Interactions*

Students can access their previous asynchronous sessions 24/7/365 at no additional cost to CCC. Each archived asynchronous review includes the student's initial submitted question, any attached documents (e.g., a writing assignment to be reviewed), and detailed feedback from the reviewing tutor.

4.2.D.13 *Access to Tutor Evaluation and Complaint Forms*

As was discussed in 4.1.E, students evaluate tutors through the post session survey. Students and faculty may also submit complaints through the Tutor.com student support system or directly to your program's CSM. Complaints may be submitted 24/7 via email to a dedicated support inbox and through our phone system at 800-411-1970. As appropriate, a Tutor.com help representative contacts the student or faculty member to address the complaint and escalates to your CSM as needed.

Tutor.com proactively, as part of our Quality Control process, reviews all transcripts of sessions rated **1** or **2** by the student. Our objective is to ensure that our tutors are providing services in accordance with best teaching practices, are courteous, and are interacting professionally with the student during the session. Your CSM will contact the College program manager should an inappropriate session occur. Student transcripts are also available to faculty.

Tutors are also formally evaluated on a regular basis by their mentors. A screen shot of the evaluation form is included in Attachment C.

All complaints will be logged with resolution outlined and reported on monthly.

4.2.D.14 *Access to Technical Support for the Tutoring Platform*

All Tutor.com programs receive our premiere support coverage at no additional charge. Support includes toll-free telephone assistance from Tutor.com technical support engineers, available seven days a week; email support by support engineers or client care staff, available 24/7; and 24/7 real-time classroom support from our tutors if issues arise during a session. Our technical support ticketing system ensures that all questions are answered quickly and efficiently. In addition, detailed answers to FAQs are available on each page of the Tutor.com program, including answers to common technical problems. In



the unlikely event of an unscheduled system downtime, written notification would be provided to OEI leadership and administrators by Tutor.com’s technical and client services teams. Tutor.com will also contact within one hour appropriate staff regarding any unscheduled downtime. Historically, however, Tutor.com has never had to down our systems for unscheduled maintenance.

4.2.E How the Vendor will Provide Unlimited Storage for Archives

Tutor.com provides unlimited archive storage at our location for student session data. There is no additional charge for unlimited archiving.

4.3 EVALUATION/DATA REPORTING

Tutor.com provides both detailed and aggregate data on student usage through four distinct reporting modalities, as described in 4.3.A:

Samples of the reports described below are provided in Attachment D.

“No other vendor provides us with data and reporting services like Tutor.com.”
Program Manager from a Large Online Institution

4.3.A List and describe all reporting capabilities for usage reports and student reports, including but not limited to:

<p>REPORTS OF TUTORING UTILIZATION</p>	<p>The auto-generated Program Snapshot monthly report includes summaries of tutoring utilization by institution, course, and academic subject, as well as unedited student feedback captured in post-session student surveys. The same report is available on-demand in the Tutor.com Client Portal, where faculty, administrators and other approved stakeholders may pull usage data anytime. Additional on-demand reports include:</p> <ul style="list-style-type: none"> ▪ Student Usage Report: A summary of tutoring subjects accessed, sessions completed, and total time spent working with tutors by student. ▪ Individual Student Sessions Report: A breakdown of all tutoring sessions completed within a given date range, with data points provided for each session including the session’s date and time, subject, duration, and student and tutor participants. ▪ Topic Drilldown Report: A summary of the most common topics and subtopics discussed with tutors in a given subject area over a given date range. <p>Reporting data is also available via Tutor.com’s Reporting API, a secure webservice partner schools may call anytime to fetch usage data as a JSON-formatted string. Calls to the API may be automated, and the resulting data may be parsed and uploaded into learning analytics tools, ERP systems and other data stores, as needed.</p> <p>Samples of each auto-generated and on-demand report are attached in Attachment D, along with documentation on Tutor.com’s Reporting API.</p>
<p>REPORTS OF PLATFORM UTILIZATION</p>	<p>When the Blended Model is implemented, allowing tutors and faculty from partner schools to provide tutoring services over the Tutor.com platform, all data on these client tutors and the sessions they conduct will be captured and reported via the monthly and on-demand reports described above (if desired, sessions conducted by client tutors may also be disaggregated from overall tutoring utilization and reported separately). Additional reports are available to capture the time spent online, time spent in tutoring sessions, and student feedback metrics for each client tutor to optimize tutor efficiency and performance.</p>
<p>REPORTS BY:</p> <ul style="list-style-type: none"> • STUDENT USER • COURSE • COLLEGE 	<p>Two on-demand reports may be filtered to return usage data for specific students, courses, or colleges:</p> <ul style="list-style-type: none"> ▪ Student Usage Report: A summary of tutoring subjects accessed, sessions completed, and total time spent working with tutors by student. May be filtered to summarize tutoring usage for a single student, course or college as needed. ▪ Individual Student Sessions Report: A breakdown of all tutoring sessions completed within a given date range, with data points provided for each session including the session’s date and time, subject, duration, and student and tutor participants. May be filtered to return sessions including a single student, course or college as needed.



4.3.B List and describe all capabilities to provide reports on academic success and course completion related to tutoring services as well as faculty and student satisfaction, and student motivation to use online tutoring.

Tutor.com’s Client Services unit works with our clients to validate the efficacy of our services across achievement and persistence metrics. This, as discussed earlier, has also been validated by the independent research conducted by Noel-Levitz for users and non-users of our services.

As the OEI has selected the RP Group to conduct evaluations of efficacy and student success, Tutor.com will partner with them to facilitate prompt assessment of the metrics deemed fundamental to this measurement process. Tutor.com is in a unique place to provide data across a range of metrics that can then be traced to achievement, course completion, drop out/failure rates, and re-enrollment indicators.

Tutor.com’s imbedded student satisfaction survey process has been in place for our 14 years of service and provides a unique baseline by which to measure and compare student satisfaction across the range of factors asked of every student. On a daily basis where we serve up to 7,000 students, 40%, or approximately 2,800 complete surveys. The OEI, through the RP Group, can benchmark CCC student satisfaction data against those from a sector (e.g., all community colleges), a subject or an institution type (e.g., online). We extend to the CCC the ability to add questions to our survey if so desired, and we are most willing to develop and implement a faculty survey to collect satisfaction data from instructors.

Along with statistical data analytics from the survey responses, there is also a rich reservoir of student feedback made each day by 1,500 to 2,000 students. These comments can be coded for motivation factors addressing how students view this support and if it is meaningful to their academic success.

We take it even one step further, as noted earlier. After each session, Tutor.com tutors complete a unique diagnostic survey to capture key data points relating to student performance and success, including the student’s levels of prerequisite knowledge and mastery of the content discussed during the session. Tutors also categorize each session’s content within a two-tiered hierarchy of learning objectives. The resulting data allows Tutor.com to provide unique insight into student challenges via early alerts at the individual level and topic drilldowns at the course level.

In summary, Tutor.com’s data collection process positions OEI to evaluate the success of the pilots, the attainment of the OEI mission, and the impact on individual students. Tutor.com will come to the table with the RP Group to assist in developing an assessment plan and procedures.

4.3.C Provide a response to the following scenario: As the Online Education Initiative enters its third year, having expanded significantly the number of involved colleges, students, and courses, online tutoring usage patterns reveal significant disparities across subjects and colleges. Explain the approaches you would employ and/or recommend in order to improve usage where the service is being underutilized.

With the caveat that any actual response to this scenario will be extensively discussed with OEI leadership, faculty and other stakeholders prior to implementation, our *preferred* response will pursue four distinct but interrelated strategies to improve program usage in targeted subjects and colleges.

Helping faculty incorporate Tutor.com in their day-to-day teaching practice. In our experience, nothing improves student usage of online tutoring like engaged, committed faculty members who see the benefits of the program clearly—not only for their students, but also for themselves as educators. To that end, the Tutor.com team, together with guest faculty from other Tutor.com client schools, will



organize a series of OEI faculty retreats focused on how best to leverage Tutor.com as both a student-support and diagnostic tool. OEI faculty will meet colleagues from similar institutions across the country, share best practices, and learn how Tutor.com can enhance their roles as educators in a cutting-edge online environment. Faculty retreat topics include:

- **Teaching forward, not backward:** How 24/7 student access to subject-matter experts empowers faculty to stay on schedule, rather than spending valuable class time re-teaching unlearned concepts from previous lessons
- **Becoming a “tier II” grader:** How requiring students to have their writing reviewed by Tutor.com before submitting it for evaluation saves time and allows faculty to focus on higher-order writing concepts
- **The power of “small data”:** How Tutor.com data tells instructors which students aren’t “getting it,” and which concepts they’re not getting

Faculty members who know how Tutor.com can improve their day-to-day teaching practice are more likely to recommend its use to their students and contribute significantly to overall program utilization.

Integrating Tutor.com into the broader student-support ecosystem. Tutor.com online tutoring sessions represent a unique combination of direct academic support and structured evaluation of students’ prerequisite knowledge and concept mastery. This visibility into student challenges is invaluable for any institution, but as OEI’s predictive modeling and student-support capabilities mature, there will inevitably emerge new, more sophisticated methods of identifying which students are in need of extra help, whether based on actual performance in relevant courses, demographic profiles and family history, or a combination of the two. When these more sophisticated models emerge, Tutor.com will work with OEI leadership to prescribe structured, scheduled use of Tutor.com when appropriate. For example, if an internal OEI analysis determined that Latino students who are the first in their families to attend college struggle disproportionately with college-level composition, these students could be added to a new, more prescriptive Tutor.com program in which regular, recurring essay-writing sessions were scheduled for them, and reports on student follow-through were delivered to relevant faculty.

Working with OEI and our partners at the Princeton Review to create an intensive first-year student experience. The Princeton Review’s *Up Next* curriculum is designed to help students adapt to the faster pace, greater responsibility, and more challenging material that college-level coursework entails by focusing on critical soft skills—goal setting, time management, critical thinking, and civil discussion, and where to go for extra help when needed. If online tutoring utilization should underperform OEI’s expectations, Tutor.com will work with its partners at the Princeton Review to implement an online version of the *Up Next* curriculum customized for OEI. This will improve academic outcomes generally by building students’ soft skills and increase online tutoring usage specifically by orienting all incoming OEI students on Tutor.com and reinforcing its use throughout each student’s first year.

Partnering with OEI and its constituent schools’ marketing departments to raise overall program awareness among students and faculty. Tutor.com maintains a series of Client Resource Centers (CRCs) (password-protected repositories of custom-designed email templates, web graphics and other marketing materials) to help our client schools promote online tutoring services to their students and faculty. Tutor.com will create a CRC specifically for OEI, in consultation with marketing representatives from OEI’s constituent schools. Should OEI’s online tutoring programs underperform usage



expectations, Tutor.com will leverage the considerable marketing expertise of its own employees and its parent company, IAC, to promote OEI through search and social media channels to relevant audiences.

4.4 FEES

4.4.A Describe the pricing model (e.g. usage, number of users, etc.) Describe features and services included in the base fees. Specifically, provide pricing, as specified, for the models outlined below:

“Tutor.com is the perfect place for a busy student to get help. Every time I’ve come, they have been very helpful and patient, even if from where I live it’s almost midnight. Thanks.”

Student at a Community College

For the Full Service Model, Tutor.com’s standard pricing program for all clients reflects a simple structure of modest upfront, one-time fees and charging for actual tutoring hours incurred for a contractual term. We have also included a per course model based on your request. Within the Blended Model, an unlimited site license is provided along with training in the use of the platform. These models will also hold true for the OEI Buy-in colleges.

	FULL SERVICE MODEL	BLENDED SERVICE MODEL
Price Elements	<ul style="list-style-type: none"> ▪ Pricing is based on actual hours or a per course basis. All features below are included in the hourly fee or in the per course fee. ▪ One-time implementation fee 	<ul style="list-style-type: none"> ▪ Includes all price elements under full service model ▪ Site license for unlimited usage platform fee
Implementation and Reporting	<p>Covers project organization and management of implementation tasks conducted with College project teams as a whole and for each individual college as required. Also includes:</p> <ul style="list-style-type: none"> ▪ Cobranded program site with course selection drop downs mapped to the preferred College course structure (e.g., C-ID or College specific) ▪ Integration with college LMS ▪ Student, faculty, and administrator orientations to online classroom, Client Portal. ▪ All reporting including access to Client Portal and Predictive Insights usage data ▪ Coordination and set up with Student Success stakeholders and faculty in the distribution and use of Predictive Insights data (e.g., individual student early alerts and topic drill down analysis of course sub-topics topics accessed across courses) ▪ Initial/ongoing communications program 	<ul style="list-style-type: none"> ▪ All implementation and reporting features under full service model included ▪ Platform set up and training for CCC tutors in the use of the platform technologies. ▪ Training in the use of Predictive Insights Data and Analytics (e.g., individual student early alerts and topic drill down analysis of course sub-topics topics accessed across courses)

Notes:

- The average synchronous session length in higher education is 30 minutes in 2014.
- Buy-In Model has the same structure for Full and Blended models and assumes the quoted rate(s) that are applied to the OEI colleges.

For Full Service:

Implementation Fee: \$1,000 per college

Program Site Set Up: Included in implementation fee

Integration Fee: No Charge



For Blended Model:

Implementation and Training: \$1,500 per college

4.4.A.1 Provide pricing information on a per course basis, with a defined number of tutoring hours allocated per student, assuming an estimated average course maximum of 40 students.

HOURS PER STUDENT	TOTAL HOURS @40 STUDENTS	RATE (ASSUMES 1,000 HOURS ACROSS ALL OEI COLLEGES IN TERM)	TOTAL PER COURSE
2 (assumes 4 sessions per student per term, 30 minutes per session)	80	\$29	\$2,320*

Special Rebate Program: Tutor.com offers to rebate back to the OEI 5% of total hours purchased if usage meets or exceeds the model above for all courses for each term. These rebated hours can be used as a reserve bank for students who require additional hours of tutoring over the two hours allocated. To use the per course fee shown above, this would result in 342 hours accumulated in the “rebate bank” following the Summer 2015 term (based on 96 course sections for Spring and Summer terms), and another 1,152 hours going into the bank after Fall 2015 (based on 144 course sections).

***Blended Model:** The total per course price would be reduced in a blended model if colleges covered some % of the hours used per student. Special Rebate program would not apply to a blended model.

4.4.A.2 Provide a pricing option that allows for roll over, into subsequent billing periods, tutoring hours allocated, but not used.

Full Service Model: Tutor.com also offers OEI and California Community colleges a simple pricing option - an hourly rate for online tutoring at \$29.00. These hours can be purchased up front or can be billed in arrears on a monthly basis. In the event there are hours left over, Tutor.com will roll over hours unused into the next contract term

Blended Model: Same as full service model for tutoring delivered by Tutor.com tutors.

4.4.A.3 Include pricing for 24/7 online tutoring support in all of the 19 C-ID Associate Degree for Transfer Courses identified for the OEI pilot phases.

Pricing in sections 4.4.A.1 and 4.4.A.2 covers pricing for all 19 courses identified for the OEI pilot phases.

4.4.A.4 Include an alternate pricing plan for online tutoring support based on incremental hours and subjects, with up to 24/7 availability for high tutoring-demand courses from the 19 C-ID Associate Degree Courses identified for the OEI Pilot Phases

As described above in section 4.2.B, Tutor.com commits to staffing all 19 C-ID Associate Degree Courses identified for the OEI Pilot Phases. Twelve of these courses will be offered with immediate 24/7 availability for on-demand synchronous sessions; the remaining seven will initially be available eight hours per day for synchronous sessions, 24/7 for asynchronous requests, **and for scheduled synchronous sessions 24/7**. Should OEI leadership decide not to support all 19 C-ID courses with online tutoring, and instead to purchase tutoring services for only a subset of these courses, Tutor.com is prepared to offer the same \$29 per hour rate described in section 4.4.A.2.

4.4.A.5 Pricing information should incorporate both the Full Service Model and Blended Model, as specified below (note that the pricing structure should be the same for tutoring in OEI courses and for colleges using the Buy-In Option.)

Full Service Model: See sections above for pricing scenarios and rates.



Blended Model: See sections above for pricing scenarios and rates.

4.4.B Describe the costs the customer can control.

Tutor.com has a variety of usage controls available to keep OEI colleges on budget and manage student tutoring activity. Students may be limited to a specific amount of tutoring time (e.g., 10 hours) over a specific period (e.g., per month, per quarter, or per academic term), as determined in consultation with each College. Additionally, students may be limited to a specific number of sessions per calendar day, week, or month, as determined by each College. Maximum time caps may also be placed on asynchronous essay reviews, for example, limiting each review to no more than 20, 35, or 50 minutes and/or limiting the number of essays sent in for review. Your Tutor.com CSM will work with program contacts to track progress on an ongoing basis and adjust usage controls as needed.

4.4.C Describe the contract lengths, including any options and typical recurring costs.

Contract lengths are variable. Implementation fees are only charged on new OEI participants.

4.4.D Describe the billing approach including the desired billing arrangements.

We recommend a monthly in-arrears payment plan for tutoring sessions. In this manner, OEI pilot colleges pay only for actual hours used on a month-to-month basis. CCC can set and monitor overall budgeted hours and per student limits from the outset. With monthly in-arrears invoicing, if fewer than the budgeted hours are used, there are no concerns about unused hours, rollovers, etc. Tutor.com will monitor use from launch of service and will communicate budget issues through program managers to ensure the budget is maintained. Tutor.com can also bill for hours in advance and hours can be rolled over to the next contract year.

4.4.E Indicate if pricing would differ if OEI only purchased certain components of the system.

One time fees will be lowered if the colleges forgo the single sign on integration. Overall use of Tutor.com tutors and total hours will be reduced if available hours were limited under the Blended model to specific times of the day (e.g., after 8:00 PM PST to 8:00 AM PST).

4.4.F Describe any non-recurring and/or setup charges necessary to utilize services.

All implementation, training and integration fees are one-time non-recurring fees. Each is described in 4.4.A above for both Full and Blended Models.

4.4.G Provide a table that outlines the standard fees and the corresponding discounted fees in consideration of this RFP.

Standard versus OEI Tutor Hour Tiers:

	STANDARD FEE PER HOUR	DISCOUNTED FEE TO OEI
Up to 1,000 hours	\$35	\$29 from Pilot launch
1001-2,500 hours	\$34	
2501-4,000 hours	\$32	
4001 hour and above	\$30	

Standard versus OEI Site License Fee Tiers for Platform Use:

	STANDARD FLAT LICENSE RATE (LIMITS ON # OF USERS PER TIER)	DISCOUNTED RATES TO OEI (UNLIMITED USERS)
Up to 5,000 FTE	\$4,000	\$2,500
5,001-10,000 FTE	\$4,500	\$2,500
10,001-15,000 FTE	\$5,000	\$2,500



10,001-20,000 FTE	\$5,500	\$2,500
20,001 and above FTE	\$6,000	\$2,500

Other Fees

OTHER FEES	STANDARD FEE PER COLLEGE	DISCOUNTED FEE TO OEI
Full Service implementation fee	\$1,500	\$1,000
Platform Implementation Fee	\$2,000	\$1,500
Integration Fee	\$1,500	\$0

4.5 TUTOR TRAINING

4.5.A Provide evidence and documentation of the quality of training as well as the frequency of training. In particular, demonstrate how tutor training aligns with CRLA or ATP guidelines.

Tutor.com’s goal is to bring tutors on board who possess all of the necessary skills and knowledge required to assist students. To meet this goal,

Tutor.com has created an intensive tutor screening process. Upon completing an application for employment, every applicant must exhibit competence in his or her subject area(s) by passing a subject examination. After passing the exam, applicants conduct a mock session with an expert tutor to demonstrate teaching and communication skills, responsiveness, familiarity with the technology, the ability to change their approach based upon the needs of the student and clarity and organization of their approach to the explaining difficult subject matter. Prospective tutors’ education is then verified and a criminal record and background check is conducted.

“This service is quite possibly the best thing I ever discovered!!! The tutor didn’t give me the answers. The environment was as if I was in a classroom except it was 2:30 AM and I appreciated every minute of it.”
Feedback from a Community College student

In addition, tutors enhance their learning through receiving regular, ongoing, review and feedback of their sessions. Tutor.com provides self-paced videos for tutors to review prior to accepting them as tutors. These videos are in alignment with CRLA standards covering such topics as: The Basic Components of a Session, An Accurate Learning Environment, A Safe Learning Environment, Clarifying the Question, The Right Approach, Time Management, Using Web Resources, Working with Adult Learners. Tutors must demonstrate familiarity with the concepts contained in these videos during the evaluative mock tutoring session.

Tutor.com focuses on assisting the student to learn in accordance with neuroscientific principles of learning. We recently commissioned an independent study to see if our tutoring practices mirrored the research-recognized pedagogic practices that are reflected in face to face tutoring. The research was conducted by Cherie Mazer, Ed.D. She found that our online tutors provided all four aspects of successful learning:

- **Cognitive support:** Provide active-learning through guided inquiry and coaching
- **Socio-affective support:** Demonstrated through establishing a friendly rapport and closely monitoring progress throughout the session
- **Motivational support:** Help students see that they complete tasks successfully
- **Meta-cognitive support:** Develop students learning strategies and study skills

Dr. Mazer’s full report is provided in Attachment E.



Mentoring and Quality Control: Tutor.com’s unique mentoring program connects every tutor to a support network through a hierarchy of mentors, senior mentors, and mentor managers. Mentors examine tutor performance in every subject through session reviews. In addition, they offer frequent and regular pedagogical feedback, noting strengths and weaknesses and providing suggestions for improvement. Mentors also serve as company liaisons, answering any questions tutors may have and orienting them to policy or procedural changes.

Mentors review samples of sessions, especially during the tutor’s probationary period. Mentors provide feedback and helpful resources to tutors to ensure that they are employing the most educationally sound techniques in their sessions. This period of intense review which can last up to 60 days constitutes on-the-job training. If a tutor does not demonstrate the necessary skills during their probationary period, they do not continue as a Tutor.com tutor. On-the-job support and feedback continues for as long as the tutor is working with Tutor.com.

Tutor.com mentors have access to a tremendous amount of information on tutor performance. As part of their regular reviews, they review this data including:

- Average student rating in total and by subject
- Acceptance and transfer rates
- Connection rate
- Online percentage (= attendance rate)
- All of the tutor’s sessions since the previous review.
- Summary report on issues noted during all previous reviews.

A screen shot of the tutor review form is provided in Attachment C.

By arming our tutors with strong resources, continuous monitoring, frequent feedback and communication, and advancement opportunities, 96 percent of our tutors report being “very satisfied” or “satisfied” with their experience as a tutor at Tutor.com.

4.5.B Provide the percentage of tutors with doctorates, masters, bachelors, and associate degrees specific to the subject area in which they are tutoring.

Tutor.com tutors include college professors, experienced teachers, professionals in their fields, and subject-matter experts. Preference is given to applicants with advanced degrees and to those with prior teaching or tutoring experience. More than 3,300 tutors currently work with Tutor.com, and their subject coverage and credentials are as follows:

PERCENTAGE OF TUTORS BY SUBJECT AREA	
Mathematics and Statistics Subjects	56.25%
English, Writing, Reading Subjects	17.47%
Sciences Subjects	16.31%
Business Subjects	5.09%
Humanities Subjects	4.88%
CREDENTIALS OF THE TUTOR POOL FOR CCC	
Tutors with Bachelor’s Degrees	100%
Tutors with Master’s Degrees	80%
Tutors with Doctorates	11.7%

4.5.C Describe how tutors are trained to (1) guide the student to the discovery and ultimate understanding of the solution to the question; (2) guide the student in the development of formal writing appropriate for academic assignments; (3) guide the student in learning to recognize and correct grammar and editing errors; (4) ask the student the type of assignment being attempted.

Tutor.com’s tutors possess all skills, knowledge, and experience required to assist students. In addition to a high level of demonstrated subject area expertise, our tutors are skilled in effective teaching methods and in applying appropriate technology to interact with students in the online environment.

4.5.C.1 Guiding Students to Discovery and Understanding of the Solution

Tutor.com tutors use guided questioning and encourage students to show their work and discuss their findings and conclusions to actively engage them in discovering solutions. If a student is stuck on a concept or at certain points in a solution, tutors use *what if?* questions to encourage looking at a topic from a different perspective. Sometimes students need to see a demonstration of how to solve particular problems. In these cases, tutors will demonstrate using a similar problem, but will involve the student in asking them to suggest next steps, perform calculations, and hypothesize on outcomes. At Tutor.com, one of our guiding principles is that **the one who does the work, does the learning.**

4.5.C.2 Guiding Students in Development of Appropriate Formal Writing

Tutors are provided with guidelines to help students improve the quality of their written work.

During synchronous sessions, tutors employ a method called *stop and talk*. Tutors highlight areas on student writing that require revision and encourage the student to identify what the issue is, review underlying rules, propose possible re-writes, discuss options for development of their ideas, create supporting paragraphs, draw logical conclusions, and present information clearly and coherently. Tutors work with students to produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.

During asynchronous sessions, tutors are expected to use a similar approach but provide their feedback in detailed comments as well as a summary. Our tutors follow the same guidelines for both synchronous and asynchronous sessions:

- Tutors consider both the desires of the student and the goals of good writing. A complete essay review must focus on both the quality of the writing and the structure of the writing including grammar, punctuation and vocabulary.
- Asynchronous session reviews must be written with sufficient detail to allow the author of the essay to understand and act upon the tutor’s feedback.
- The session summary must provide an evaluation of the strengths and weaknesses of the essay and information on what the student needs to do to bring the writing up to accepted standards and next steps.

4.5.C.3 Guiding Students in Recognizing and Correcting Grammar and Editing Errors

Online tutoring is about teachable moments. If a tutor makes a correction, a teachable moment has been lost. Great essay writing tutors always use highlighting or note a category (punctuation, grammar, unclear, etc.) They never correct. During synchronous sessions, tutors indicate the type of grammar issue to be addressed, for example *inappropriate verb tense*. They will then *stop and talk* with the student to see if the student understands the issue and how to resolve it. In an asynchronous session,



the tutor will provide a link to a grammar resource addressing that topic.

4.5.C.4 Asking Students about Type of Assignment Being Attempted

After welcoming students to the online classroom, tutors use open ended and guided questions to encourage students to explain the details of their assignment, often encouraging them to copy the assignment onto the whiteboard or share a screen shot so they are clear on exactly type of help the student is requesting. Tutors will also ask students to discuss what they find challenging about the assignment in order to diagnose the particular barrier to learning with which the student is struggling. Often as students describe what they find challenging and/or start to respond to an assignment prompt, they recognize that they understand more than they thought they did.

4.5.D Describe how local tutors, faculty, staff, and administrators will be trained to use the tutoring platform and system. Include a description of marketing support that will be provided to encourage online students to access online tutoring services.

Tutor.com has a long history of working with many colleges and universities in deploying our technology for shared uses with clients. Tutor.com provides user manuals, tutorial videos, PowerPoint training presentations, and other how-to resources through a password-protected Client Resource Center (CRC). The user manuals are available for the tutoring service, Client Portal, platform use and on-demand reporting tools. During the implementation process, the Client Services team will coordinate with the college project team to implement the combination of training modalities including onsite training.

The CRC offers a substantial warehouse of communications and strategies to implement in fostering student awareness of the service. A screen shot of the CRC is provided in Attachment C.

Local tutors will be trained to utilize Tutor.com’s online classroom and scheduling tool by Tutor.com representatives in order to create a seamless experience for students using online tutoring as their preferred tutoring option. The local tutors can reserve the hours they can cover particular subjects on the schedule and the schools will have the option to have Tutor.com tutors serve as back- up for the subjects when their tutors are not available or are already in session with another student.

4.5.E Please describe a tutor’s typical approach to the following situation: A student engages in an online tutoring session for Sociology with the primary concern that they are having a hard time understanding the textbook used in the course. The student also expresses some nervousness about the upcoming exam in three days and that they feel inadequately prepared.

Tutors will first work with the student to assist him/her to clearly articulate the topics they find challenging. They may encourage the student to share screen shots of the textbook sections they find confusing. The tutor will also encourage the student to share any information they have about the topics to be covered on the test. The tutor may outline this information on the whiteboard providing the student with a visual representation of what areas they need to cover and what areas are strengths. (For visually impaired learners, voice communication is also available in our standard and accessible classroom modes.) By helping the student to break the topics down and identify the areas that require work, the tutor will assist the student to feel more confident in their ability to prepare for the exam. The tutor will also work with the student to develop a study plan for getting up to speed in the time remaining till the exam and will discuss with the student how they might use the time in session to discuss and clarify confusing concepts. The tutor will also encourage the student to return to tutoring as often as necessary before the exam to clarify any additional confusion on the remaining concepts.



4.5.F Describe potential opportunities to identify and recruit from a pool of qualified CCC local college tutors to build capacity of vendor-provided tutoring as the OEI project moves beyond the initial pilot and tutoring is provided across a wider range of courses.

Tutor.com is excited to work with OEI to identify and recruit tutors. We are open to your ideas in this area, but some of the initiatives we are experienced in and can implement quickly are:

- Posting tutoring opportunities on all the community college career sites
- Emailing email information about our service and tutoring needs to all levels of academics in targeted departments (e.g. the heads of math and business departments at your colleges)
- Providing information about our services by emailing directly to faculty members, including Professors, Instructors, Adjuncts, Post Docs, Graduate Teaching Assistants, Graduate Research Assistants, and Graduate and Undergraduate Students
- Hosting webinars about the service and tutoring forums at CCC’s request

4.6 TECHNICAL CAPABILITIES AND SUPPORT

4.6.A Describe how data pertaining to an individual student usage of services is recorded, stored, and retrieved.

Tutor.com interfaces are instrumented to record student activity both within and outside the Online Classroom, where synchronous collaboration with tutors takes place. Recorded data points pertaining to individual student user activity are described in the following table.

“Our relationship with Tutor.com has been so successful because of the caliber of the company. Between the high quality of the tutors, the constant technological innovations, and the responses of the client services team, we have found the perfect partner in Tutor.com.”

Coordinator of Academic Tutoring

RECORDED DATA POINTS PERTAINING TO INDIVIDUAL STUDENT ACTIVITY	
Data Point Recorded	Items Included in Data Point
Student identity provided during single sign-on launch (depends on the information within the single sign-on launch payload)	<ul style="list-style-type: none"> ▪ Student’s CMS/LMS identifier ▪ Student’s first and last name ▪ Student’s email address ▪ Student’s access point (e.g., Campus A, Campus B, etc.) ▪ Student’s course context (e.g., Intro. to Statistics, Principals of Macroeconomics, etc.) ▪ Date and time of initial student account provisioning
All synchronous and asynchronous sessions conducted	<ul style="list-style-type: none"> ▪ The date, time and specific tutor requested by the student (for scheduled sessions only) ▪ Full contents of student-side pre-session surveys (including student’s pre-session question and any files or documents attached to the pre-session question) ▪ The start time, end time, and session length ▪ The subject, topic, and subtopic discussed during the session ▪ The tutor to whom the student connected ▪ The session transcript (i.e., all chat and voice messages exchanged between tutor and student during the session) and screenshots of all whiteboard drawings ▪ All URLs, documents and other files exchanged between tutor and student ▪ Student responses to post-session survey questions, including satisfaction metrics (e.g., would you recommend this service to a friend?) and free-text student comments ▪ Tutor responses to post-session survey, including assessments of students’ prerequisite knowledge and concept mastery ▪ The student user’s device information at the time the session began, including IP address, machine ID and user agent string



Any assessment quizzes taken	<ul style="list-style-type: none">▪ Date and time the quiz was taken▪ Student responses to all quiz questions▪ Student’s overall quiz score
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All data listed above is recorded in real time to Tutor.com’s production SQL Server database and replicated daily to a parallel database used for external reporting and internal analysis. OEI faculty, leadership and other stakeholders will receive automated monthly reports derived from data stored on the parallel replication server, and may also pull data from the replication server anytime via the on-demand reports in Tutor.com’s password-protected Client Portal interface.

4.6.B Indicate how confidentiality of students’ personal information including information protected by FERPA and applicable California regulations will be maintained.

4.6.B.1 Protection of PI from External Soft Threats

Student PI is protected by redundant firewall, file security, and anti-virus systems. All identified vulnerabilities are patched immediately to limit exposure of student PI to external soft threats. Annual third-party penetration testing is leveraged to identify and patch vulnerabilities.

4.6.B.2 Physical Security

Our data center permits access only to individuals on our access list with valid photo ID. After access is granted, the person is given a key card and must pass through a biometric scanner.

4.6.B.3 Protection of PI from Internal Soft Threats

In addition to the redundant security systems mentioned above, Tutor.com limits the number of employees with access to pertinent data and records all employee updates to student data for periodic audits. Our employee policies prohibit sharing client and student data with third parties, except with the explicit approval of the client(s) or student(s) in question, or pursuant to the valid order of a court, administrative agency, or other governmental body.

4.6.B.4 Authorization of Third Party Access To/Use Of Data

As stated in Tutor.com’s *Terms of Use and Privacy Policy*, student data is **never shared** with any third parties without the explicit approval of the client(s) or student(s) in question, or pursuant to a valid administrative agency or other governmental body. OEI faculty, leadership, and other approved stakeholders may access student data through the on-demand reports included in the Tutor.com Client Portal, but only when they authenticate into the Client Portal with preapproved credentials or via a properly signed and encrypted single sign-on launch.

4.6.C Describe your protocols to handle system breaches (internal or external) including procedures on notification of affected clients.

In the unlikely event of a system breach, engineers will be dispatched to assess and repair it. All affected clients will be notified within one hour by their CSM and will be available via phone.

4.6.D Describe how system updates, patches, and upgrades are handled and scheduled.

Updates and patches are handled through Microsoft’s WSUS server and are rolled out based on levels of criticalness. Updates are usually done during a scheduled service downtime (typically on holidays). If a severe update is required, it will be rolled out within one to two weeks, during which it will be regression tested. Since we have multiple levels of redundancy, most patches can be rolled out without any impact to our customers; otherwise, updates are scheduled on Saturday mornings where usage is at its lowest.



Historically, Tutor.com has never had to down our service to patch a system outside of regularly scheduled holiday downtime.

4.6.E Indicate the typical length of downtime required for updates, patches, upgrades, and other scheduled maintenance activities

Typically any maintenance that would require downtime would take place on days where our service is down, such as holidays, or on a weekend in July when our usage is at its lowest. Historically, Tutor.com has never had to down our service to patch a system outside of regularly scheduled holiday downtime.

4.6.F Describe the type of security devices that are deployed, i.e. firewalls, IDP/IDS, WAF, etc.

Tutor.com uses Cisco hardware for all its network and security needs. All devices are currently supported by Cisco with active maintenance contracts.

4.6.G Indicate whether a dedicated Information Security Team (IST) monitors the servers and network, and whether this monitoring occurs on up to a 24/7 basis.

All monitoring is done by internal systems that will page the appropriate team of engineers. Our colocation provider and KeyNote also monitor from ten geographic locations across the United States.

4.6.H State the frequency in which a security audit of the system is conducted, and cite the specific contact/organization that conducts these audits.

Security audits are conducted daily using McAfee’s Hacker Safe product.

4.6.I Indicate whether the system’s web applications have ever been independently reviewed for security problems such as SQL Inject, Cross Site Scripting, CSRF, and the other OWASP top 10.

This is handled by McAfee on a daily basis. We also have Rapid7 conduct scan looking vulnerabilities in the system on an on-demand basis. Whitehat provides on-demand penetration testing on the system.

4.6.J Cite any security certifications such as ISO 27001 or SSAE 16.

Our colocation facility, Cervalis in Wappingers Falls, NY, is SSAE 16 Certified.

4.6.K Describe the system recovery process in the event of data corruption, destruction of infrastructure, etc.

In addition to having no single point of failure on our network and systems, we maintain daily tape backups to which we can revert/restore our data.

4.6.L If you own your own data center where the proposed application and customer data are kept, identify the Tier Level rating of your data center. Are your data center buildings built to Essential Services standards?

Not applicable—we do not own our own data center.

4.6.M Describe how data is hosted and stored.

Data is stored on a redundant SAN environment is archived quarterly using Amazon Web Service’s Glacier offering.

4.6.N Describe how support is provided in a high-availability environment (i.e., evidence of redundant systems, geographic diverse data sharing systems, etc.)

The production environment handles redundancy and scalability at many points in the architecture. We are in a web farm set up with multiple servers behind hardware based load balancing. Behind that is a multi-server database cluster that provides a high availability data store for the applications to talk to. All of these components are monitored by the hosting facility staff as well as the internal Tutor.com staff.

Outside of our internal environment, we use Akamai for to serve content to the user from the closest geographical location. We are also using Akamai’s cloud storage service for hosting static content for faster delivery to the user.

4.6.O Provide a scaling plan that addresses scalability of hosting an application service for thousands or hundreds of thousands of users. (1) Provide metrics for the solution’s response time as concurrent users scale. (2) Indicate whether a tool such as NewRelic is used to monitor and measure application performance on a sustained basis. If so, share a recent snapshot of measurements for typical weekday over 24 hours.

Tutor.com is positioned to be able to scale both horizontally and vertically. As scale increases, we can expand the servers hosting the application and adding them to the load balanced pool. We are very aggressive on caching with Akamai so only the load that requires a dynamic response makes it to our servers to be process. This load deflection allows our servers to continue to process important requests as traffic increases. In the effort horizontal scaling is not the option we want to take; we can increase the size and power of the hardware. Tutor splits its load functional across the environment. As load increases, we will be able to easily see what parts of the system are being stressed and address that part of the system. Each machine in the infrastructure is monitored via SolarWinds with alerting mechanisms for any part of the system that crosses a threshold.

4.6.O.1 Metrics for Solution’s Response Time as Concurrent Users Scale

Measures will be taken internally, measuring traffic to the edge of Tutor.com’s servers, and externally over the internet by both Keynote and Akamai. Measurements will be time to last byte from all locations and browser ready. Keynote is measured from multiple agent locations from around the country to ensure the measures are consistent geographically.

4.6.O.2 Tools Used for Monitoring and Measuring Application Performance on a Sustained Basis

Solarwinds suite is the primary monitoring and alerting tool.

4.6.P Explain how the solution implements a responsive design approach; that is, describe how the solution responds to the user’s behavior and environment based on screen size, platform, and orientation.

Tutor.com is accessible from any internet-connected desktop, laptop, phone, or tablet device with an HTML5-capable web browser, including devices with the following operating systems:

- Windows (XP+)
- OSX (all versions)
- ChromeOS (all versions)
- iOS (all versions)
- Android (2.0.1+)
- Windows Phone (7.5+)
- Blackberry OS (6.0+)
- Amazon Silk (all versions)

All student-facing Tutor.com interfaces leverage the Bootstrap framework to optimize the layout of interface elements to the available screen size of users’ devices and obviate the need for pinch/zoom gestures in a mobile context. To ensure a productive experience for all student users, the Online Classroom supports three distinct modes based on the device the student is using for a session:

- **Desktop mode:** All functionality is available, including a two-way interactive whiteboard with advanced drawing tools and a voice chat option.

- **Tablet mode:** Students have access to a mobile version of the two-way interactive whiteboard, with a limited tool set for ease of use. Voice chat is unavailable.
- **Phone mode:** Students communicate with their tutors primarily via text chat, as in common messaging applications like *Facebook Messenger* or *WhatsApp*.

4.6.Q Describe how system availability, 24 hours a day, 7 days a week will be accomplished.

The system is currently available 24/7 and has been since 2008. To date, Tutor.com has conducted over 2.8 million sessions between midnight and 6am PT. We have accomplished this with load balancing and clustering for both front and back end systems.

4.6.R Describe how student information is entered into the system, and cite any automation processes and APIs that are available to modify student information (new enrollment and withdrawals).

Student information is inserted into Tutor.com databases via properly signed, encrypted, and time-stamped single sign-on launches, which may leverage a variety of common protocols and standards as desired by OEI. As previously noted, student information received via single sign-on launch may include the following, depending on the contents of the single sign-on payload:

- Student’s CMS/LMS identifier
- Student’s first and last name
- Student’s email address
- Student’s access point (e.g., Campus A, Campus B, etc.)
- Student’s course context (e.g., Introduction to Statistics, Principals of Macroeconomics, etc.)
- Date and time of initial student account provisioning

Tutor.com’s proprietary single sign-on handlers decrypt and parse this information, or a subset of the information when the full superset is not included in the single sign-on payload.

At present, no APIs exist to modify student information once it is decrypted, parsed, and inserted into Tutor.com databases. However, approved OEI administrators may update student information or activate/deactivate accounts through the Tutor.com Client Portal’s User Administration features. Individual updates to single student accounts or bulk updates to lists of student accounts are supported.

4.6.S If the product uses video technology, indicate the video technology and how low bandwidth issues are addressed.

Not applicable—the Online Classroom does not use video technology.

4.6.T Indicate the capability of peering onto Internet2 or the CENIC CalREN network to help minimize latency to CCC campuses.

To date Tutor.com has not had to deploy this capability, but we do have a history of adapting our IT solutions to the geographic needs of our users, including DoD families stationed abroad. In their case, we shifted some of our static image assets onto Akamai servers to decrease load times. Should latency become a issue, Tutor.com commits to invest in peering onto these networks to address reported latency issues.

4.6.U Explain the approach to supporting users with limited available download bandwidth to the internet, such as those using 3G or current 4G speeds of 2 megabits/second.

Static website content is served via Akamai, which optimizes content delivery based on the user’s bandwidth. We also serve static content from the closest location to the user to minimize load times. In



In addition to these IT solutions, the Tutor.com Online Classroom is a lightweight, HTML5-based web application requiring no plug ins or downloads.

4.7 CUSTOMER AND SERVICE SUPPORT

The OEI places an emphasis on effective customer support for this RFP, which is a distinguishing characteristic often cited by our clients. Our Client Services Team is a constant source of exceptional service, not only during implementation, but also consistently throughout the years of service.

“The best online tutoring to be found. We extensively evaluated the market and they were the best. I would never switch and they are exactly as advertised.”

*Dr. Slade Griffiths, VPAA
Cowley College*

4.7.A Describe how students and colleges are provided with current information on student usage and their closeness to exceeding limits.

Your program’s Client Services Team will be monitoring overall usage activity closely and working with each college’s representatives to analyze trends and student usage activity on an ongoing basis. Each school will be provided with access and training on available on-demand usage reports which can help them to keep track of program activity as it happens.

A suite of on-demand reports is available to approved program administrators, approved on-campus tutors, and instructors anytime through our password-protected Client Portal. Administrators may access these on-demand reports through the Client Portal URL by signing in with a unique username and password generated by their dedicated Tutor.com CSM, and can run the desired report in the Client Portal’s browser-based interface. All reports may be viewed within the administrator’s browser or exported to common formats. Four on-demand reports are currently available. OEI’s CSM will work with each of the member schools to train representatives on how best to monitor program activity.

In order to allow students to keep track of their available tutoring time, each student’s account page is equipped with a time tracker, notifying them of remaining tutoring time. During each tutoring session, students also receive prompts about minutes remaining on account and a warning as they approach their allotment. When a student reaches his or her ceiling amount, a customized message directs students to additional resources or instructing the student on how to request additional time. This is a configurable messaging system that can be altered to different student circumstances. The customized message will be developed in consultation with your CSM and in following with the OEI’s policies on granting additional time above the maximum limits set on each account.

4.7.B Describe how training materials and user guides are provided to students and faculty.

As described in 4.5.D, Tutor.com provides user manuals, tutorial videos, PowerPoint training presentations, and other how-to resources through a password-protected Client Resource Center (www.tutor.com/clients/highered), customized according to the user profile. The user manuals are available for the tutoring service, Client Portal, and on-demand reporting tools.

Faculty are provided with training materials as part of the overall training presentation/s offered to the school during implementation. Additionally, the Tutor.com client services team offers ongoing year round training to orient/reorient faculty members and other staff at our partner institutions.

Students will receive information and a How-it-Works guide and video as supplied to the institution to announce the availability of services as well as from links embedded within the Tutor.com site. Live

online training for end users will also be provided and recorded at least twice a year.

4.7.C Indicate any Quality Assurance procedures in place (i.e. steps to provide timely accurate issue resolution).

Tutoring Quality: Quality control is an important part of our overall infrastructure at Tutor.com and ensures we are able to deliver thousands of high quality and well-rated sessions each night to students of all ages.



- **Tutor Mentoring:** The Tutor.com mentoring system is backed by a rigorous quality control (QC) process. Our QC process includes automated session filters, review of all post-session comments (documented by both tutors and students) for sessions rated as “Poor” or “Fair” by students, random quality and content reviews, and timely responses to client feedback. All performance information gathered through the application process, mentoring program, and quality control procedures is tracked and monitored through our internal reporting system. **Monitoring:** To make sure we have the best tutoring staff in the industry, all sessions are monitored to ensure the highest quality and provide assistance if needed.
- **Mentor Program:** Every tutor has a mentor who personally reviews his or her sessions on a regular, frequent schedule. Mentors provide support and feedback. Senior Mentors, in turn, provide support, feedback, and assessments for our mentors.
- **Automatic Software Flags:** Our software flags sessions that contain unacceptable language.
- **Complete Transcript Review:** Mentors review transcripts of tutoring sessions. Transcripts are also reviewed through random reviews, content checks, and as follow-up through other quality control tools to ensure that sessions are subject to thorough quality checks.
- **Student Feedback:** Our Tutor Management Team reviews a sample of student comments on a daily basis. Low-ranking scores from students are immediately flagged and reviewed. Flagged sessions are followed up with a session review, mentor review, and corrective action or termination, as appropriate.
- **Administrator Feedback:** Administrator staff may use clientsupport@tutor.com to send any feedback or requests to our Client Care team. Our Client Care team works closely with the Tutor Management Team to identify and resolve issues quickly.
- **Tutor Feedback:** Our tutors provide efficacy ratings, comments, and feedback. We use this information to continuously improve our service for both tutors and students.

Client Surveillance: Tutor.com can provide transcripts of sessions to allow OEI to inspect quality

Student Support: Our commitment to quality control extends to the dedicated support we provide directly to student users and our partner institutions in monitoring session feedback and questions, troubleshooting technical issues, and working with college representatives on proactively addressing



any concerns that arise. In interviews with our clients, the aspect of Tutor.com they mention most often is responsiveness and support.

Student Feedback, Including Complaints:

- Tutor.com will review all student feedback and investigate all student complaints. These complaints will be logged and reported on back to college point of contacts with resolution as well as OEI program administration.
- Tutor.com will review results of satisfaction survey monthly to ensure that we are maintaining a 95% or higher satisfaction rating.

4.7.D Indicate whether the product will support having Spanish speaking personnel available to students immediately.

Spanish language services are available both for both tutoring and for communicating with our help service. For tutoring, math, science, and history subjects are available in from Spanish-speaking tutors 11:00 AM PST – 9:00PM PST. Our site can also be toggled to Spanish from a language drop down. We will also have Spanish speaking technical support available to students.

4.7.E Describe how students with languages other than English and Spanish are supported.

Tutor.com does not currently support tutoring or offer support services in additional languages other than English and Spanish.

4.7.F Describe how students with disabilities will be supported.

The Tutor.com Online Classroom and Client Portal interfaces comply with all requirements of Section 508 of the Americans with Disabilities Act (ADA), allowing both students and OEI administrators full access to Tutor.com functionality, irrespective of their abilities. Each interface also complies with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0) at Level AA, as well as the 2010 ADA Standards for Accessible Design.

Accessibility features include:

- Compatibility with screen-reading software, including JAWS and Kurzweil 3000, through programmatic exposure of text elements or text equivalents for non-text elements
- Compatibility with other third-party accessibility products or native OS accessibility functionality, including Mouse Keys, Sticky Keys, Filter Keys and Toggle Keys
- Responsive design to allow visually-impaired users to enlarge the Online Classroom interfaces with no loss in functionality
- An optional Online Classroom mode for blind or visually-impaired students, which provides a VOIP or conference number students can call to interact with their tutors via voice conference

Complete details on all accessibility features are expanded upon in the Voluntary Product Accessibility Template (VPAT) documents, which can be provided upon request. Separate VPATs are available for the student-facing Tutor.com platform (including the Online Classroom interface) and the administrator-facing Tutor.com Client Portal.

4.7.G Describe the typical service level measurements.

Our typical service level metrics are shown in the following table.



FUNCTIONALITY	SERVICE LEVEL
Site Availability	99.999% uptime
Wait Time for Synchronous Tutoring Session	4 minutes or less averaged over a month
Turnaround Time for Asynchronous Response	24 hours or less
Student Satisfaction Level	95% or better
Help Desk Responsiveness	Within 4 hours

4.7.H State the service level agreement metrics that are guaranteed for student use satisfaction and help desk response time (e.g. 95% student satisfaction, answering a call within 30 seconds or less, first call resolution ratio).

See 4.7.G for guaranteed metrics.

4.7.I Outline and propose penalties to the vendor for missing service level agreements.

As defined in 4.1.D, Tutor.com provides a service level guarantee for all these metrics. Failure to meet them will require Tutor.com to credit the client's account with the number of sessions equivalent to one full day's worth of sessions – defined as the average number of sessions per day the previous month.

4.7.J Outline and propose an earn-back structure to regain penalties incurred to the vendor.

We are confident in our ability to meet our service level guarantees. However, if we fail to meet any of the metrics defined above calculated on a monthly average, we would propose that three consecutive months of meeting the guarantees earns back the credits.

4.7.K Describe how content from a digital whiteboard will be communicated effectively to a non-sighted student.

Non-sighted and visually impaired students may connect with tutors anytime for a synchronous, on-demand session and establish a two-way voice connection via telephone or VOIP. This obviates the need for content to be placed on the Online Classroom’s whiteboard.

Complete details on all accessibility features are expanded upon in the Voluntary Product Accessibility Template (VPAT) documents available upon request. Separate VPATs are provided for the student-facing Tutor.com platform (including the Online Classroom interface) and the administrator-facing Tutor.com Client Portal.

4.7.L Describe any other customer support services not specifically referenced above.

Tutor.com is a flexible partner and highly responsive to unique needs that may arise. Just as there is no cookie-cutter implementation process, we are receptive to special requests for support from our Client Care team. Whether it be onsite faculty orientations, specialized reporting, deep dive analysis of user sessions, or direct assistance to the student support ecosystem for retention issues, we are open to considering how we can assist our clients achieve intended objectives.

In addition to access to our Client Resource Center, clients are invited to participate in our ongoing free webinars hosted by the Client Care team. Topics vary by audience (i.e. faculty, staff and students) and are provided to help assist in your ongoing awareness efforts. We also deliver a monthly newsletter to keep stakeholders at our partner institutions current on new features, upcoming webinars, efficacy findings, client feature stories and promotional tips.

4.7.M The California Community College System and the Online Education Initiative’s vision for a comprehensive statewide online tutoring service includes a strong partnership with a vendor where innovative, large-scale solutions can be envisioned and implemented collaboratively. Please



describe how you would innovatively and creatively address an opportunity, such as the following: A regional association of ten community colleges decides that they would like to work together to use their locally employed tutors as much as possible to support students throughout the region. They approach you to design a Buy-In Option solution which enables their tutors to provide the majority of tutoring service required, but they also want to be sure that students will have access to tutoring in subjects and at times which the local tutors may not be able to fully cover. What process would you use to develop a solution? What do you envision what solution might look like? How would you evaluate the efficacy of the solution after implementation?

Tutor.com has a track record of exemplary implementation practices and execution of customized solutions across a wide client base including the Department of Defense, thousands of public libraries and consortia, statewide library systems, large scale and multi-campus higher education institutions, and K-12 school districts. Each implementation is handled in a customized and consultative fashion by a dedicated Tutor.com implementation team.

Tutor.com has the experience and scale to be able to develop a customized implementation that will work for the ten participating institutions in this scenario. The scope of this solution is best defined in consultation with participating institutions; however, here is one proposed solution:

Each member institution has the option to buy in to Tutor.com services purchased by the district. Participating schools may pick from an inventory of vendor-supplied subjects. The school determines the hours of availability for selected subjects. If the campus wants to supply local tutors, we will configure the subjects according to the availability of the on-ground staff to cover them. If subjects do not overlap with local tutors, we recommend a 24/7 availability schedule. Once we determine subjects and hours of availability, we will build the program site according to the school's preferred customizations and the appropriate routing of students to tutors who will cover the schedule.

Tutor.com representatives will train local tutors to use our online classroom and scheduling tool to create a seamless experience for students using online tutoring as their preferred tutoring option. The local tutors can reserve the hours they can cover particular subjects on the schedule and the schools would have the option to have Tutor.com tutors serve as backup for the subjects when their tutors are not available or are already in session with another student.

Working with the Tutoring Center at each member school, we will promote online tutoring services to students and faculty, making no distinction between on-ground and vendor tutors, rather only promoting the wide availability of subject offerings through online means. This approach will not confuse students and will help the institution meet its goal of handling much of its own online tutoring support in-house. Tutor.com will also help supply the member schools with marketing and communication materials to promote online tutoring services across campus, as well as training and materials for the tutors who will be using our platform to provide online tutoring sessions.

We will report student activity to participating schools through monthly reports and an on-demand reports as any full-service Tutor.com customer will receive. Reports will break out the activities performed by non-Tutor.com tutors in addition to vendor sessions, including the transcripts of all sessions regardless of the provider. We will train program administrators and Tutoring Center representatives at each member school to access and run reports using the on-demand tool and teach them to administer tutor credentials and manage their own tutors using Tutor.com software.



In order to prove out the efficacy of this model, Tutor.com will work with each school at the end of a term to analyze the use of online tutoring across the student users regardless of the tutoring presence group. We will work together to analyze the grade improvement of students in courses where only on-ground tutors provided the tutoring and in subjects where only online vendor tutors provided the tutoring. We will also survey students about their experiences using online tutoring at the end of each session and could compare the ratings and student feedback of the sessions from both tutor groups to ensure consistency and triage areas for improvement. Additionally, local tutors may be surveyed on their experiences using the technology and the experiences working with students.

The OEI's Tutor.com Client Care team will work with each partner school to ensure the setup and scheduling are satisfactory to the needs of their institution and will adjust the implementation of tutoring groups and hours of availability as needed.

4.8 ADDITIONAL SERVICES AND CAPABILITIES

It is a fact of service within higher education today that it takes a select grouping of vendor partners to provide effective service to one institution, no less so the entire CCC online initiative. Each vendor partner should also have the foresight backed by executive commitment to evolve to changing circumstances and opportunities. Tutor.com constantly aligns with the types of partners envisioned for the OEI and has the internal DNA to plan our growth to meet client needs.

"We now expect the same stellar behavior from all our vendors as we hold them to the Tutor.com standard of excellence."

*Debra Smith, Assistant Professor
Ohio University Lancaster*

4.8.A Describe the ability to scale up services and provide innovative, flexible partnership solutions that align with the long term vision of the OEI including willingness to develop tutoring solutions that may emerge as the initiative progresses.

Tutor.com has the experience to scale services for clients. For several years, we have adjusted tutoring staff to keep wait times low and quality high throughout the ups and downs of the academic year. Since 2012 when we had 2,500 tutors, we have grown to a corps of 3,300 subject expert tutors yet each year achieving a lower and lower average wait time (this year under 2 minutes on average). Tutor.com works with each client to understand their current and future tutoring needs. In partnership with the client we develop plans and timelines to scale existing subject offerings and/or to add support for new subjects. Our continuous recruitment methods, streamlined online application and applicant screening processes and our vetted waitlist of more than 6,000 applicants position us well for scaling.

As evidence of our ability to scale, in 2006 we partnered with the Department of Defense to offer tutoring services to military families across the service branches. To implement these services, we had to adapt our traditional implementation practices to reach a global and sometimes difficult-to-reach population. At that time, we extended overall hours of service availability to accommodate worldwide military personnel, around the clock, regardless of time zone.

We also are service providers to some of the largest online institutions in the world with students in full online degree programs ranging from 40,000 to 250,000. In a recent implementation of services for one institution, we developed new subjects and reports to accommodate the needs of our partner. They came to us looking for an alternative from their incumbent online tutoring provider who was challenged with acceptable wait times, student satisfaction, and the ability to scale up to reduce wait times.



Working with the institution, we assessed their needs and using our historical data and scheduling tactics have been able to exceed the expectations of the client over the course of a multiyear partnership. Following a successful pilot, they asked us to consider adding new subjects they had no tutoring for. Within three months, we recruited and staffed this new course and began serving a significant demand they previously had no in-house ability to serve.

In recent years as we have begun working more closely with our college and university partners to meet the changing demands and needs of higher education, we have refined and grown our subject catalog; adapted new technologies for authentication (single sign-on) and integration; built more customization features for clients within our technology; improved accessibility features; added student features such as favorite tutors, scheduling, and previous sessions archive; and greatly expanded our data services and client resources to become diagnostic and retention tools including early alert measures. All of these product and service enhancements were the result of dedicated work with our partner institutions and listening closely to them and their students.

We have also developed solid relationships with the LMS companies as well as the emerging retention and data analytic support providers as colleges knit together the comprehensive support they need to affect student success. These relationships are forged to enable the transfer, analysis, and activation of data pertinent to students and their journey through each course that are taking. The OEI envisions an evolving student support ecosystem that we align with perfectly.

4.8.B Describe the ability to effectively leverage the pool of existing qualified and experienced CCC tutors.

In addition to the process described in 4.5.F to recruit CCC tutors, Tutor.com will train your tutors on using our platform and provide technical support when needed. closely right from the start with the experience and qualified tutors either working directly for pilot and Buy-in colleges or as part of the CCC Tutoring Consortium. The leveraging of this pool can and will occur mainly through the Blended model where CCC tutors work on our platform to provide additional service to CCC students. These tutors will be trained in the use of our platform and will be supported through our technical support team as needed. We will also provide access to our client portal so tutors can pull usage data and to our data analytics engine we described earlier so that the diagnostic advantages our tutors supply can also be extended to CCC tutors—all to the consistent advantage of your students. On our platform, we will create a separate status for CCC tutors so that their work can be tracked separately if necessary.

4.8.C Describe your policy and protocols to curtail exchange of student personal information (including telephone and address) and personal contacts with student users outside of the tutoring sessions, including security protocols such as LiveScan or other safeguards used to protect students from predatory behavior.

All student-tutor interaction (including the asynchronous review of student-submitted assignments or questions) takes place in the Tutor.com Online Classroom. Tutor.com’s Terms of Use, Privacy Policy, and tutor-management policies all explicitly forbid contact between students and tutors outside the Online Classroom, or the exchange of personally identifying information within it. Tutoring mentors regularly review sessions for quality-control purposes. Any tutor who provides personal contact information or receives it from a student without an immediate report to the assigned tutoring mentor is disciplined immediately or, in some cases terminated. Tutor.com also conducts regular algorithmic scanning of session content to flag sessions in which profanity or personally identifying information are exchanged.



Furthermore, Tutor.com performs background checks on all of its tutors prior to hiring. Our third-party, seven-year criminal background checks are performed at the federal, county and state level, providing more data and reliability than other providers. Background checks are repeated every six months.

4.9 ADMINISTRATIVE PROCEDURES

Tutor.com client experience is a central part of a partnership with any organization we serve. Over 14 years of working with institutions, we have developed sophisticated instruments and processes to help administer client programs and services as led by our dedicated Client Care Team. The OEI partnership will work closely with their dedicated CSM and team to implement and administrate each member school's interests and service to best meet the needs of the OEI pilot.

4.9.A Describe the administrative approach to allocation and management of centrally funded tutoring hours.

Tutor.com takes a highly consultative approach to the administration of its partner programs. We will work closely with representatives on the central level of OEI and at the local level at each institution to best allocate available hours and management of each program as best fits overall pilot goals.

Tutor.com will build college by college program sites for each of the OEI pilot schools and the hours will be debited from the account by participating pilot institutions per their individual requirements. Institutions will work with their dedicated CSM to evaluate hours and usage trends by location through on-demand reports available to each institution through a credentialed Client Portal tool. Additionally, program administrators will be trained on how to monitor usage activity and administer individual student user account limits. We will determine allocation of and administer centrally funded hours with OEI so as best to deliver services to each member institution along lines such as school, course, enrollments, etc.

4.9.B Describe how the Full Service Option would be administered.

Tutor.com's approach to implementation of our full service partnerships is highly consultative and includes many customized elements designed specifically for our partner institutions. As part of the planning process, your dedicated Tutor.com team will prepare and deliver a tailored implementation plan to address specific needs of the OEI pilot and the student support ecosystem at participating schools. We will ask OEI centralized project leaders and representatives from participating schools to establish teams to work directly with the Tutor.com team to implement services at each institution.

After a consultative planning period, we will work with each institution to execute a plan of action and integrate our tutoring services and predictive analytics into each institution's learning management system and workflows. When a unified learning management system is fully implemented, we will adapt the integration to provide access as determined by OEI. The OEI Tutor.com program site will be configured with the selected tutoring offerings for the pilot per term and students will be exclusively routed to Tutor.com tutors to conduct these tutoring sessions.

Once the program is integrated and configured to the preferences of OEI pilot participants, we will work with the representatives at each campus to promote faculty/staff and student awareness, a key component to launching and sustaining a successful tutoring program. Tutor.com will provide a suite of promotional materials to each campus and will conduct training sessions with program administrators, faculty, tutoring center personnel and students to launch, implement, and support OEI pilot institutions'



online tutoring and data goals. Additionally, Tutor.com will provide faculty and staff with access to our proprietary online Client Resource Center, available 24/7, for digital promotional tools such as email templates, how-it-works guides, videos, and best-practice tips.

Care will be taken in the implementation process to work with and train the various stakeholders in the student success eco-system and faculty to utilize the Predictive Insights data analytics service to their best advantage. As discussed, this service provides both early alert student level data points and topic drill down reports at the course level. The former data analytics will be distributed electronically to those stakeholders as defined during implementation even to the extent of a dashboard at the faculty member's disposal showing the previous day's sessions by student. The latter is a "look back" report describing challenge points in the course where many students are seeking tutoring and can be helpful in assisting online course design efforts.

Post implementation, we will foster continued communication with the OEI pilot representatives through regular check-ins, surveys, newsletters and detailed reporting in order to ensure that the OEI program remains effective in meeting your needs.

We provide an Implementation Work Plan in Attachment F showing expected tasks, decisions, and actions that will occur from the date of contract execution to the launch of the Spring 2015 Term. This plan supports a 30-day phase-in period across the eight college teams, using tested project management approach to consolidate teams for common tasks and oversee individual college actions within the time allowance.

We document and provide backgrounds on the implementation team that will work to launch this service by the required date. In this process, we will roll out our proven communications plan to orient students, faculty, administrators, etc., not only at the front end of the term, but throughout the pilot terms. The team to serve the OEI is shown in Attachment G.

4.9.C Describe how the Blended Option would be administered.

Tutor.com will implement the Blended Option described above for the full service delivery of online tutoring provided by our tutors and Client Care team members. We will also introduce shared staffing services to allow local college tutors to staff courses and subjects.

In consultation with OEI and the pilot schools, we will develop a list of courses to be served exclusively by Tutor.com tutors, campus tutors, and a mix of both tutor pools. We will add the additional courses and hours of availability to the existing program configuration for students to select in the user interface, though they will not be made aware of a distinction in provider groups. For the subjects staffed exclusively by Tutor.com, all subjects will be available as agreed upon in the full service model, unless OEI requires an adjustment in offerings and hours of availability.

We will schedule local campus tutors by subject and availability using a scheduling tool provided as part of the Tutor.com shared staffing platform. Campus tutors will be trained to use the scheduling tools and the tutor version of the Tutor.com classroom. The student will utilize the same Online Classroom when working with either group of tutors. The management of your Tutor.com program and Tutor.com tutors will remain the same as in the full service implementation and will continue to be administered through your Tutor.com CSM. The management of the local tutors will be determined in consultation with representatives from each member school. Reporting will remain consistent with all data provided in



the full service implementation of services. Additionally, reporting will be provided breaking out tutoring sessions performed by Tutor.com tutors vs. local tutors along with access to transcripts of all sessions.

4.9.D Describe how the Buy-In Option would be administered.

The Buy-In option will allow other California schools to purchase online tutoring services for their institutions. We will create separate program sites for each institution looking to opt-in and will follow the full service or blended implementation as desired by the institution. The schools will have the option to pick from our full subject inventory and provide courses not supported under the OEI agreement. The ongoing administration of the school's program will be handled in the same manner as described above and according to the same sample implementation pattern as described in Attachment F. Buy-in clients will have access to the same client resources (Client Portal, on-demand reporting tool, Client Resource Center and marketing materials) and client care support as OEI participating institutions.

RESEARCH FINDINGS

Efficacy Study - Interim Report

Tutor.com
New York, New York

Noel-Levitz
Analysis prepared by
Scott E. Bodfish
June 2014

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Efficacy Study Interim Report

Tutor.com • New York, New York

Introduction and Methodology

This interim report presents the initial results of a study of the efficacy of tutoring services provided by Tutor.com to students enrolled at three community colleges. The study is designed to determine whether or not students using Tutor.com online tutoring sessions were more successful in selected courses than students at the same schools in the same courses that did not use Tutor.com tutoring sessions.

The study focuses on students in college algebra, introductory statistics and introductory English composition courses. The participating colleges provided information on all students in each of these courses in either the fall 2013 and/or spring 2014 semesters. The students in those courses who also signed up for and used Tutor.com online tutoring sessions were assigned to one group (the treatment group). Then a random sample of students in the courses who did not use Tutor.com tutoring sessions were assigned to a second group (the control group).

We compared the treatment group and the control group on two outcomes. The first is course success. This is defined in terms of the grade the students earned in the courses. Students who earned a grade of C+ or higher were considered to have succeeded in the course. Students who earned a grade of D or lower (including Incompletes and Withdrawn students) were considered to have failed the course.

The second outcome is persistence to the subsequent term. Two of the three schools provided data on students enrolled in the fall term and the spring term. We identified the students who were enrolled in the fall term in these courses and then determined whether or not they had re-enrolled at the institution in the subsequent (spring) term.

The demographic and academic characteristics of the students in each group were compared to identify any significant differences. Where such differences did exist we controlled for these differences by measuring the outcomes (course success and subsequent term enrollment) within demographic characteristics. For example, students in the treatment group (used Tutor.com sessions) were significantly more likely to be enrolled full-time at their institution. We selected all full-time students in the treatment and control groups and then tested for differences on the target outcomes (course success and term-to-term persistence).

Key Findings

The results of this study show that the students at these three different community colleges who used Tutor.com sessions were significantly more likely to be successful in their courses than similar students at the colleges who did not use Tutor.com sessions.

These gains were experienced by students in both English composition courses as well as in courses in college algebra or introductory statistics.

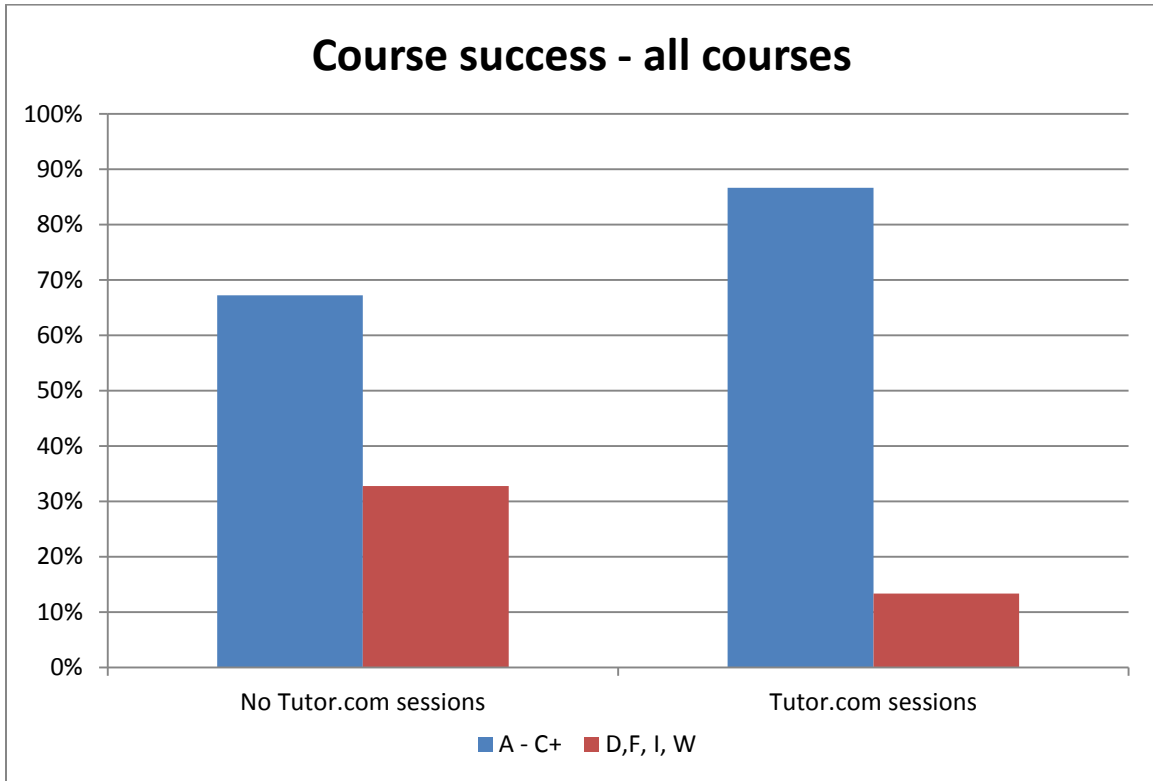
In addition, students using Tutor.com sessions were more likely to persist at their institution to the subsequent term than those who did not use Tutor.com sessions.

While students using Tutor.com sessions were both more likely to be enrolled full-time and also more likely to be taking classes taught by full-time instructors rather than adjuncts, when controlling for these two characteristics the students using Tutor.com sessions were still significantly more likely to experience course success and to persist at their institution to the subsequent term.

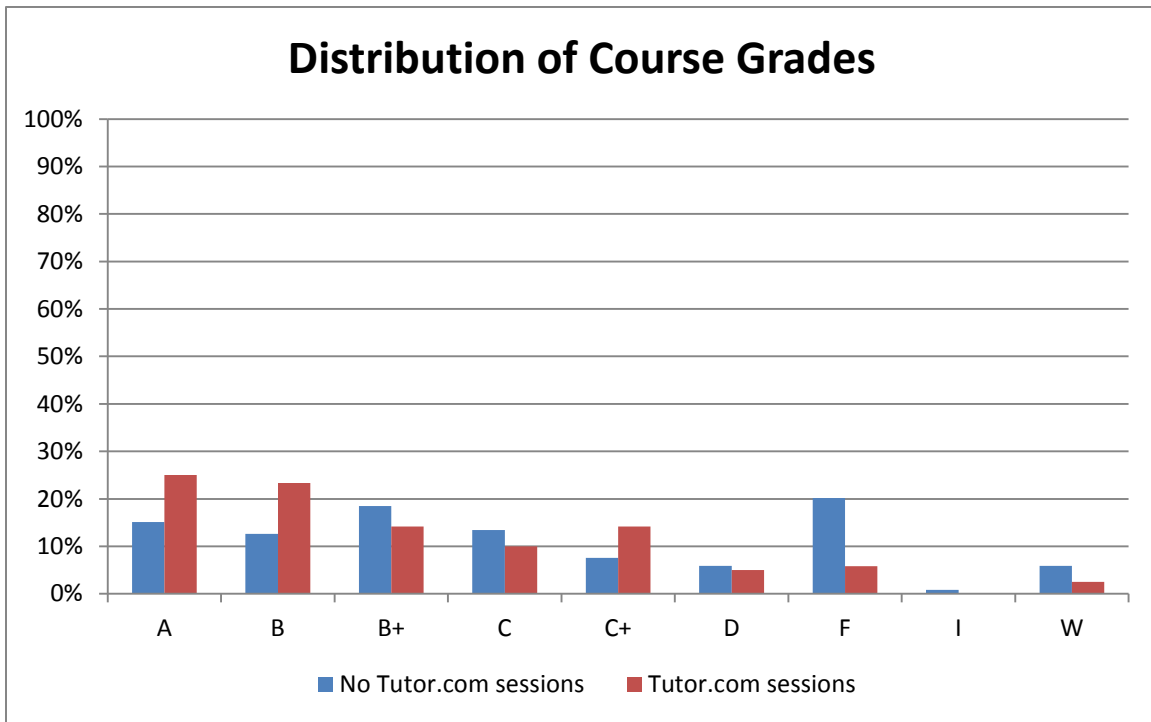
In other demographic and academic characteristics the treatment and control groups were not significantly different and so the gains associated with the use of Tutor.com sessions are the same for students regardless of gender, race/ethnicity, age, prior GPA and prior credits earned.

Results

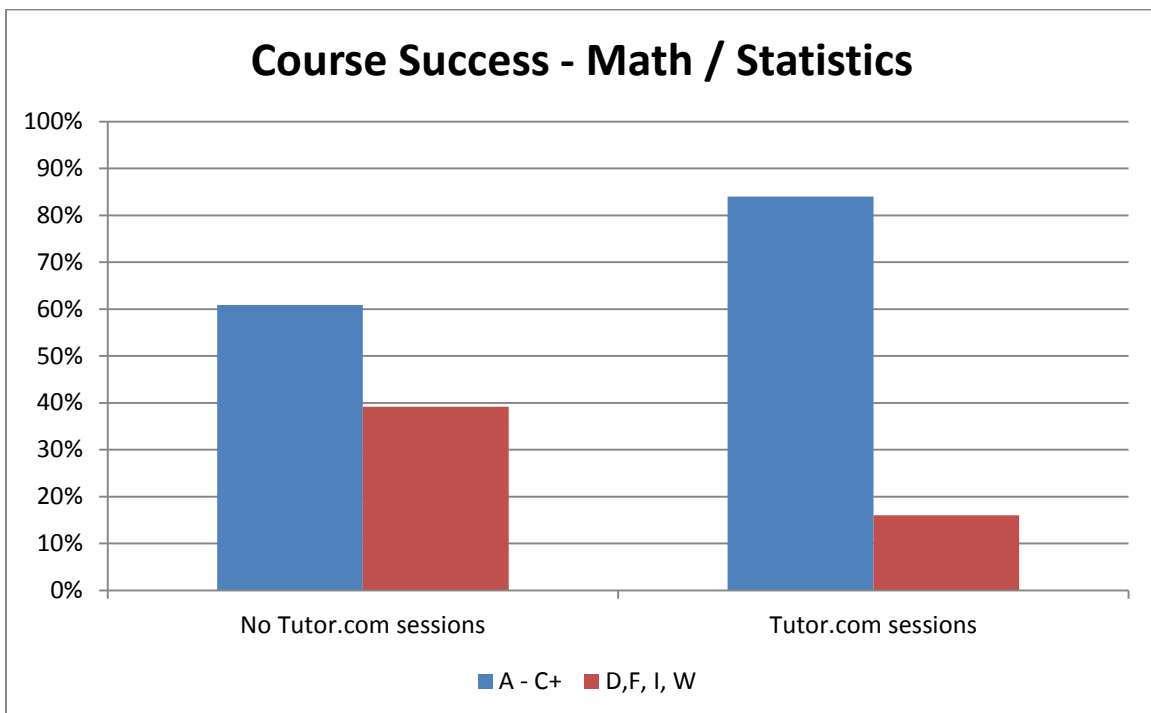
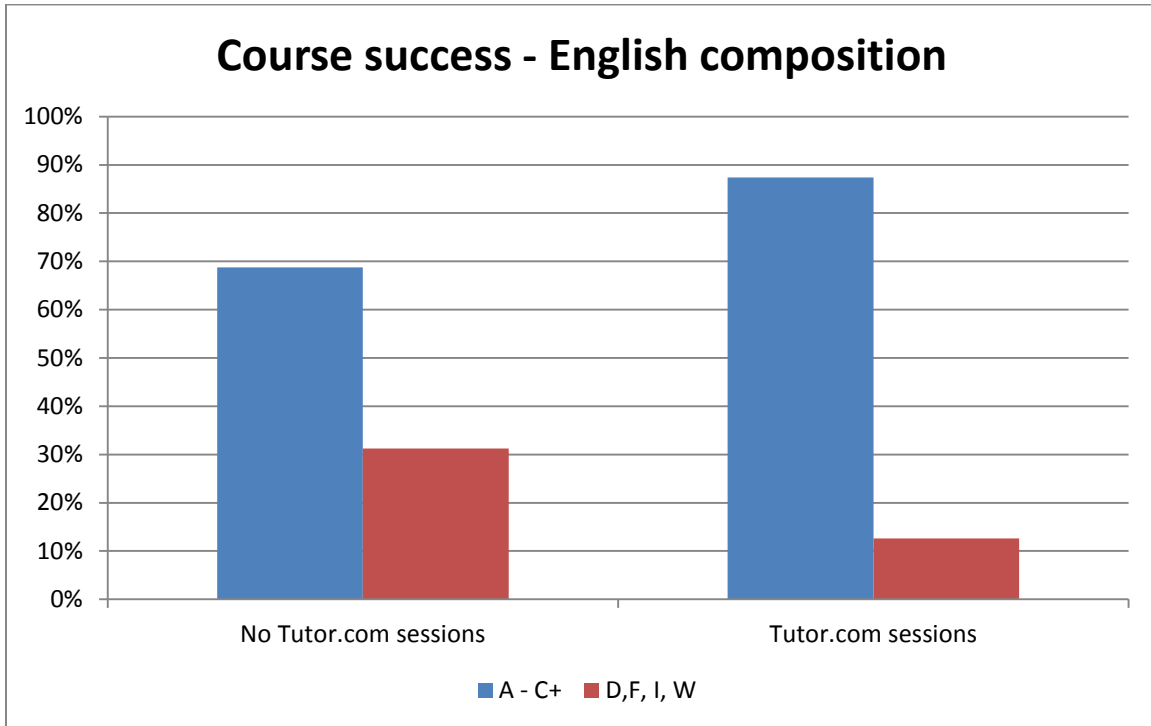
Students who use Tutor.com services are more likely to be successful in their courses than comparable students who do not use Tutor.com. A third (33%) of students who did not use Tutor.com earned a D grade or lower, while only 13% of those students using Tutor.com failed to earn at least a C+ in their course.



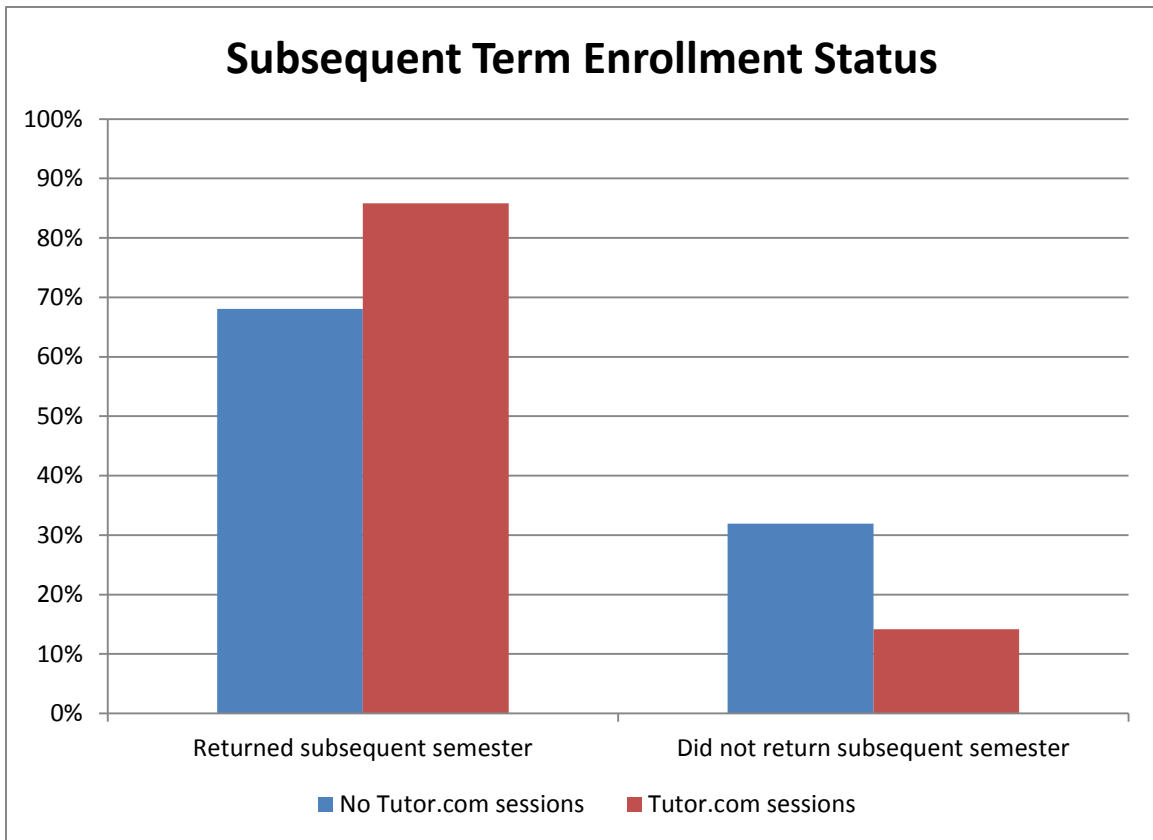
More specifically, students in Tutor.com sessions were significantly more likely to earn A's and B's than comparable students who did not use Tutor.com sessions, and they were significantly less likely to earn a grade of F than comparable students who did not use Tutor.com sessions.



The significant differences in course success (earning a grade of A – C+) is associated both with students taking introductory composition courses as well as courses in either college algebra or introductory statistics. The differential is greater for students taking math or statistics courses (+23%) than for students taking English composition courses (+19%) but is still statistically significant for both types of courses.



Use of Tutor.com sessions is also significantly related to student persistence. 69% of students who didn't use Tutor.com sessions returned to their home institution the following semester, while 86% of those who used Tutor.com sessions returned. This represents a gain of 18% points.



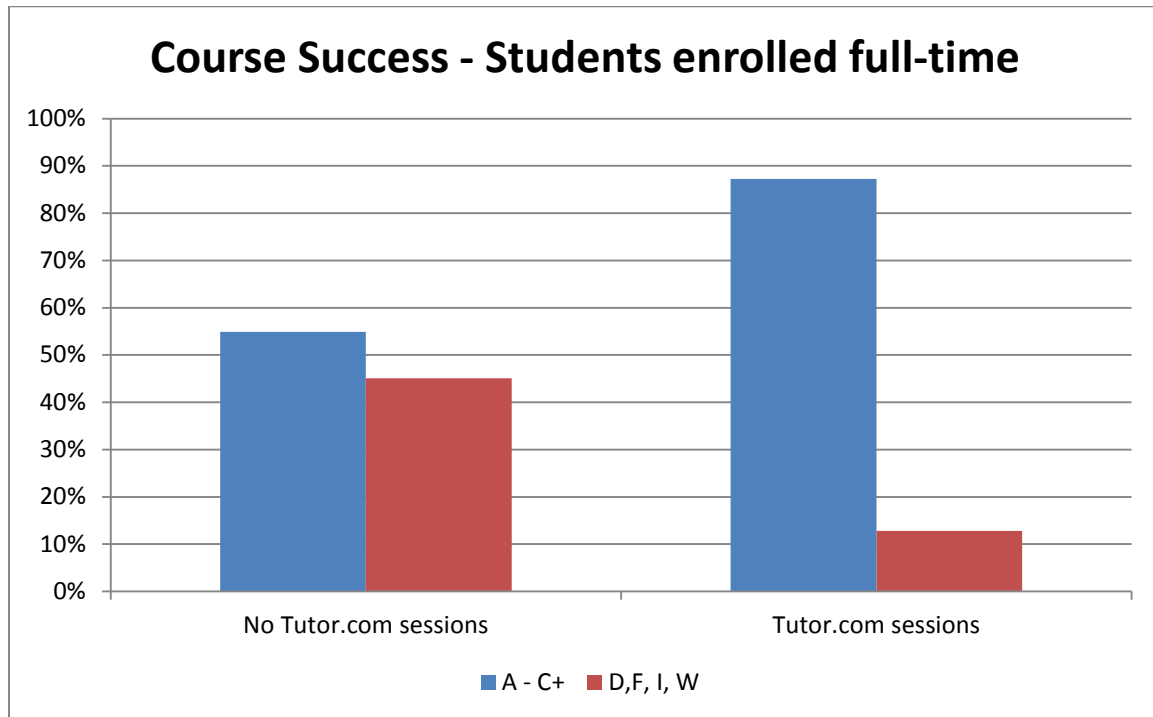
Controlling for Differences between Groups

Students using Tutor.com sessions were significantly more likely to be enrolled full-time (78% vs. 60%).

Demographic Characteristics: Attendance Status

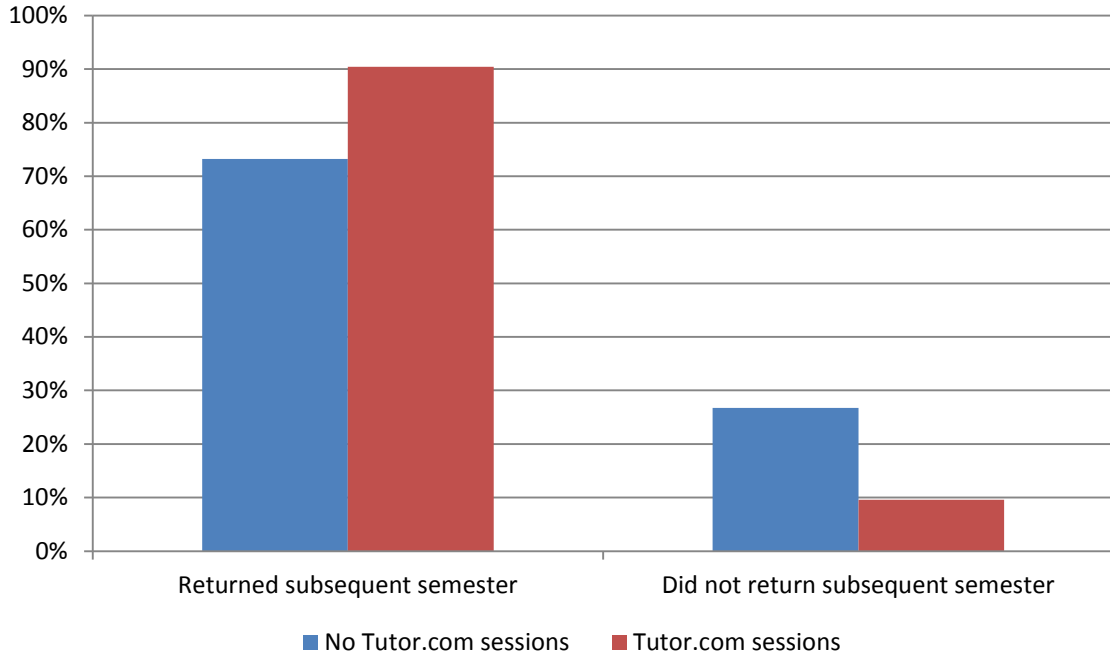
Enrolled	No Tutor.com sessions	Tutor.com sessions
Full Time	60%	78%
Part Time	40%	22%

Reviewing the differences in course success for students by their enrollment status shows that the gains associated with use of Tutor.com sessions is associated with full-time students. Students enrolling part-time and using Tutor.com sessions were no more likely (nor no less likely) to experience course success than part-time students not using Tutor.com sessions.



Selecting only those students who were enrolled full-time in the fall semester (in both the treatment and control groups), we see that here as well those who used Tutor.com sessions were significantly more likely to return in the subsequent semester.

Subsequent Term Enrollment Status - Students Enrolled Full-time in Original Term

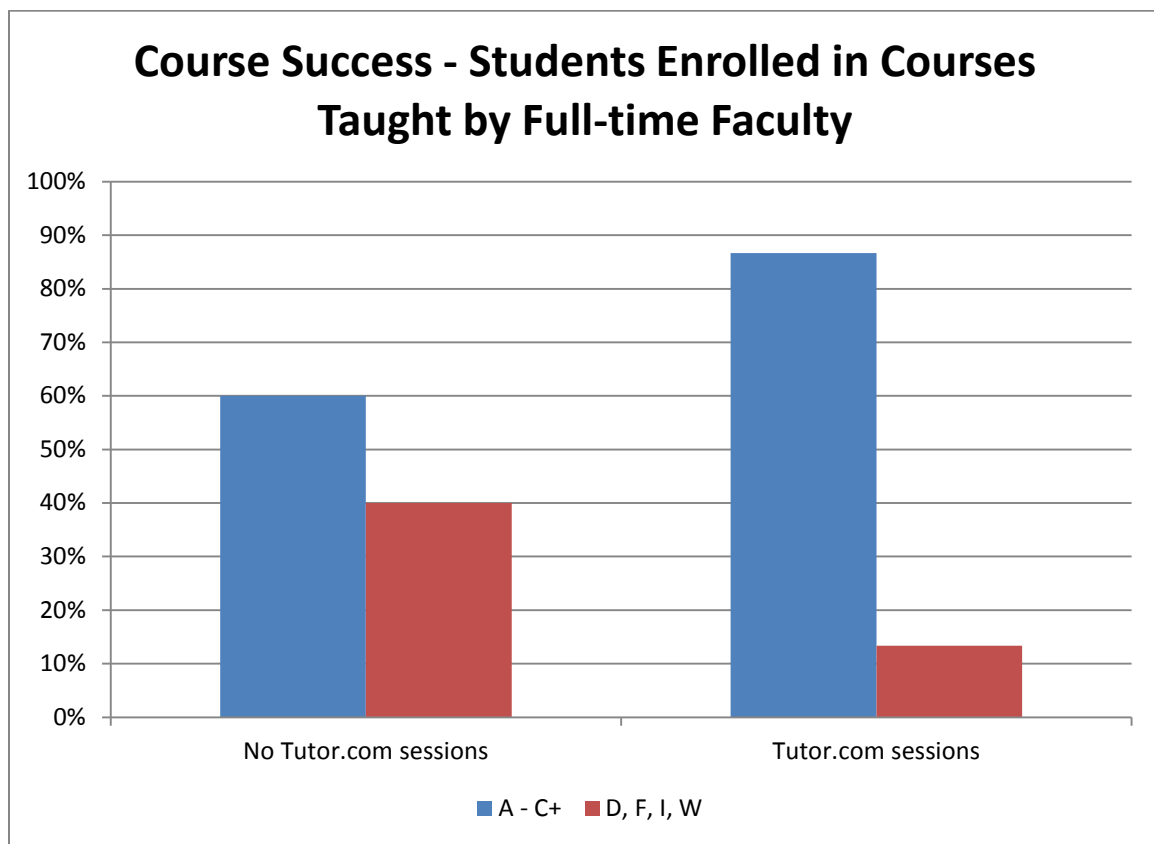


Students using Tutor.com sessions were significantly more likely to be enrolled in courses taught by full-time faculty rather than adjunct (part-time) faculty (75% vs. 50%).

Demographic Characteristics: Course Instructor Status

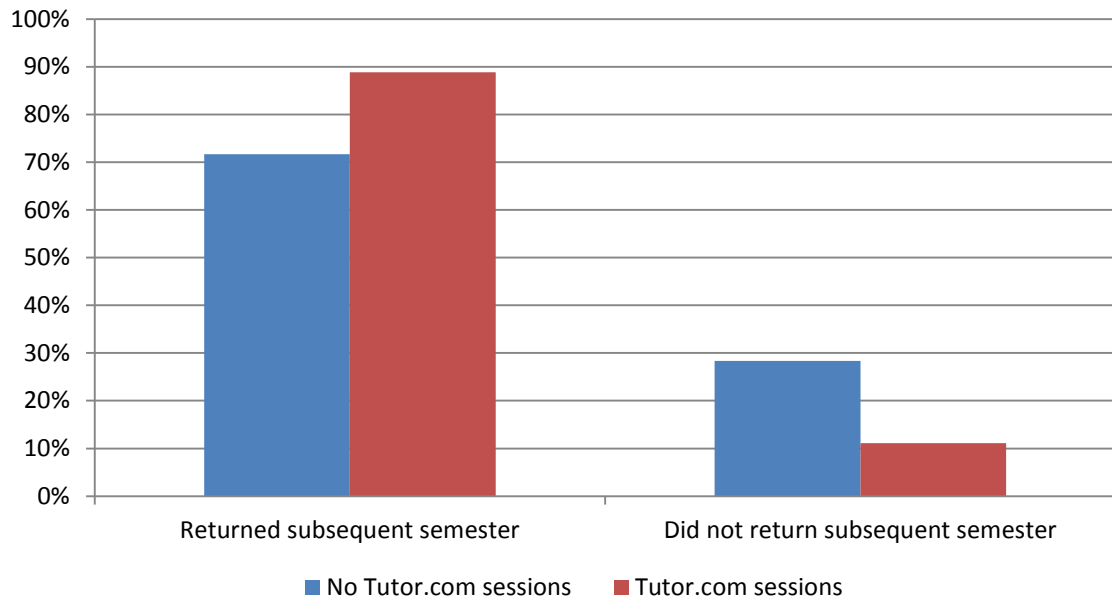
Course Instructor Status	No Tutor.com sessions	Tutor.com sessions
Adjunct	50%	25%
Full Time	50%	75%

When controlling for the status of the instructor, students who use Tutor.com sessions are significantly more likely to experience course success. The chart below shows the differences for students in sections taught by full-time faculty.



When controlling for faculty status we still see significantly greater rates of persistence to subsequent term for students using Tutor.com sessions compared with other students.

Subsequent Term Enrollment Status - Students Enrolled in Courses Taught by Full- time Faculty



There were no statistically significant differences between groups in terms of age, gender, and race/ethnicity or in the academic characteristics of GPA or prior credits earned.

Demographic Characteristics: Age

Age range	No Tutor.com sessions	Tutor.com sessions
Under 21	58%	62%
21 or older	42%	38%

Demographic Characteristics: Gender

Gender	No Tutor.com sessions	Tutor.com sessions
Female	52%	65%
Male	48%	35%

Demographic Characteristics: Race / Ethnicity

Race / ethnic group	No Tutor.com sessions	Tutor.com sessions
Non-white	14%	15%
White	86%	85%

Academic characteristics

Measure	No Tutor.com sessions	Tutor.com sessions
Prior GPA	2.85	3.02
Prior Credits Earned (at institution)	14.11	14.62
Prior Credits Earned (at any institution)	10.64	11.65



ATTACHMENT B – LETTERS OF REFERENCE FOR TUTOR.COM

Selected letters of reference are provided and include:

- Liberty University
- Post University
- Western Oklahoma State College
- Cowley College
- Black Hawk College
- University of Central Oklahoma



LIBERTY UNIVERSITY ONLINE

July 16, 2014

Tamela L. Crickenberger
Liberty University
1971 University Blvd
Lynchburg, VA 24502
(434) 592-3508 tlcrickenberger@libeliy.edu

To whom it may concern:

This letter is to recommend Tutor.com as an online tutoring resource for college students. Since we began our partnership in May 2011, Tutor.com has done nothing but exemplify excellent customer service, not only to our online student body, but also to the school's administration. In fact, Tutor.com has maintained a 97-99% student satisfaction rate since the partnership began and this is a testimony to the level of support they provide to students they assist on a daily basis.

From an administrative standpoint, Tutor.com has been very accommodating to the specific needs at Liberty University. There have been plenty of times in which I have requested special data analytics/reporting, additional academic tutoring and technical support and development, and faculty instruction regarding the services Tutor.com provides. Tutor.com has accommodated virtually every request and has done so efficiently and effectively. They have also been very expedient with any issue that has arisen and have proactively communicated with me in the event something has gone awry (which has been a rare occurrence). The employees at Tutor.com work very hard and the result of their hard work is consistently excellence.

If you have any questions about Tutor.com that I can answer for you, please do not hesitate to call or email me.

Sincerely,

Tamela L. Crickenberger
(signed electronically)

Tamela L. Crickenberger
Executive Director, Online Enrollment
Liberty University



July 10, 2013

To Whom It May Concern,

As the Director of Academic Advising at the Online Education Institute of Post University, I have been working very closely with the professionals at Tutor.com for two years now. While searching for an online tutoring program for our accelerated adult students we considered many potential programs, but none were as advanced or provided the level of superior customer service that Tutor.com demonstrated. Tutor.com has a user-friendly interface, excellent classroom tools, sophisticated reporting features, and knowledgeable, skilled tutors.

Our Client Services Manager Lauren Lobdell has been most receptive to our needs as a rapidly expanding institute of higher education. Whether this means accommodating tutoring within new subject areas, such as Accounting and Finance, or helping to design a platform for one of our new partnerships, she and the entire team have been incredibly helpful and responsive. Our students love the service and appreciate that we offer this opportunity for them to improve their grades and gain the knowledge and skills they need in the real world.

To conclude, I have no hesitation in recommending Tutor.com and their services to any potential institution or organization.

Sincerely,

Stephanie B. Staffey, M.A.
Director of Advising



WESTERN OKLAHOMA STATE COLLEGE

Office of Student Assessment

January 22, 2013

To Whom It May Concern:

With the onslaught of online course availability at Western Oklahoma State College, the need to provide the same resources to online students became very important. To have the availability of tutors for these students is what led us to Tutor.com

From the beginning contact with Tutor.com, to developing the best plan for our college and students, to working with our IT department to implement the features, the service was excellent. The quality of the service given to us was, and still remains, to be exceptional! My representative worked with Western to provide the best service available with resources we had.

The report features of Tutor.com provide us with information needed to plan for our next budget year. We can see what areas are most accessed and how students feel about their experience with Tutor.com and their tutors. Rarely is there a negative comment. The number of students accessing Tutor.com continues to grow.

As the Director of Student Assessment and Tutoring, I have the opportunity to visit with students and faculty about Tutor.com, and they are 100% behind this service. Most faculty will demonstrate in their classroom how to access the service.

I visit frequently with colleagues around the country, and I highly recommend the services of Tutor.com. The professionalism and courtesy given to Western Oklahoma State College has made a great working relationship. The entire process continues to flow effortlessly from one contract to the next.

Respectfully,

Karla D. Moore, Director of Student Assessment
Western Oklahoma State College



January 23, 2013

To Whom It May Concern:

I was asked to write a letter describing the services provided by Tutor.com who provides our online tutoring for face-to-face and distant education students.

This is a great tutoring service! We have been with them for over a year and have only praise for their quality of service, tutoring and high reliability. In the past, the Kansas Board of Regents provided this service to students within the state. When they discontinued the service, I investigated many online tutoring services and clearly found that Tutor.com was the best. After implementation, they exceeded my expectations.

I have also been very pleased with the administrative reports I get each month. When I wanted to find more information on student use, I got the data within the day. I could not be happier with their support and dedication to providing quality service.

If you require additional information, please call or email. Without any reservations, I would recommend Tutor.com be utilized for their outstanding professional educational services.

Regards,

Slade Griffiths
Vice President of Academic Affairs

**Cowley College 125 S. Second Street, PO Box 1147 Arkansas City KS 67005-1147
phone: 620.442.0430 fax: 620.441.5360.....www.cowley.edu**



Office of the President
309.796-5301
www.bhc.edu

January 18, 2013

To Whom it May Concern;

It is my pleasure to write a letter in support of Tutor.com on behalf of the services that they have provided to Black Hawk College. Our initial exploration with the company was to fill a gap for a growing body of online students. At that time the company provided tutoring on scheduled times and had limited offerings in subject areas. To our delight, the company has expanded tremendously in the past three years and we are able to offer online support to students 24/7, in a large variety of content areas. We quickly found the service to be valuable not only to our online students, but to our entire student body. Our tutoring center is open on a limited basis and by providing the online tutoring service, we have been able to expand the support our students need.

From the start, Tutor.com staff were responsive to our needs and worked with us to assure that the services provided were matched with what we needed as an institution. The site itself has been very reliable and the comments left by the students at the end of their sessions have indicated that they are both thankful that the service offered, and satisfied with the quality and level of knowledge the tutors possess. Student satisfaction levels are generally above the 90% mark, and usually in the upper levels of that.

The account representatives have been diligent about monitoring the usage by our students and have worked with us to maintain the highest level of service at the most reasonable cost. Monthly reports provide an overall snapshot of the usage and student feedback, while additional reports were set up to allow us to track student success in relation to usage of the service.

This is by far the most client-focused and responsive company I have had the pleasure to work with. I will be happy to provide any additional information or feedback upon request.

Sincerely,

Kari L. Koster
Student Success Center Director
309-796-5152

QUAD-CITIES CAMPUS
6600 34th Avenue
Moline, IL 61265-5899
309.796.5000 800.334.1311
www.bhc.edu

Improving Life Through Learning



June 18, 2014

To Whom it May Concern:

Tutor.com 24/7 and growing! Three years ago the University of Central Oklahoma (UCO) signed on with Tutor.com to provide online tutoring to enhance the academic services we offer on campus. It has been wonderful! UCO is a Master's granting public institution. Headcount at UCO is 16,000-17,000 and 11% of our students live on campus.

Our Story

Three years ago UCO opened a tutoring center in an empty recreation room in a dorm. Previously our center had been isolated in a building housing faculty offices. The use of the center quadrupled. The center was open 10:00 AM – 10:00 PM, and not able to accommodate the needs of the students during the day and especially in the evening. At this same time, UCO was establishing online programs and striving to meet the ADA guidelines for campus services to online students. Online tutoring was a needed addition. We interviewed several online tutoring companies and right away Tutoring.com rose to the top. Selling points of Tutor.com:

- live tutoring in all our core subjects 24/7
- immediate editing of papers
- numerous math and science tutoring
- trained tutors located in the U.S.
- available customer service
- mobile access
- thorough monthly reports

Tutor.com began coordinating with our technology department to blend our technology with theirs in the fall of 2011. The technology staff at Tutor.com worked with UCO IT techs and we were online in September 2011. The needs of our IT department and our publicity/graphics department were welcomed and achieved. Reports from all involved in the launch were positive.

Three Years Later

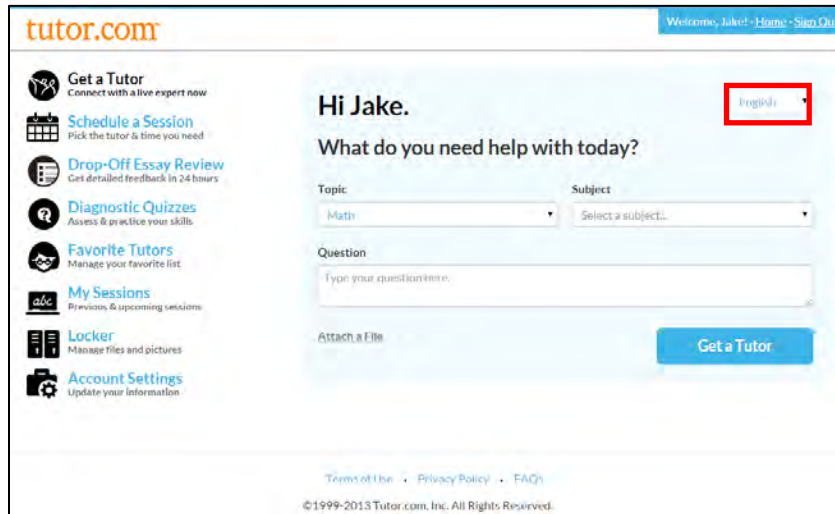
More and more students continue to access Tutor.com each semester. Student evaluations of tutors and the service has been 99.9 % positive. The first month we had 49 new accounts, now 2200 accounts. Tutor.com has added at least 15 new subjects or features in the last three years, evidence of continuous improvement and communication with clients. Lauren Lobdell, our client services

Assistant Vice President, Academic Affairs

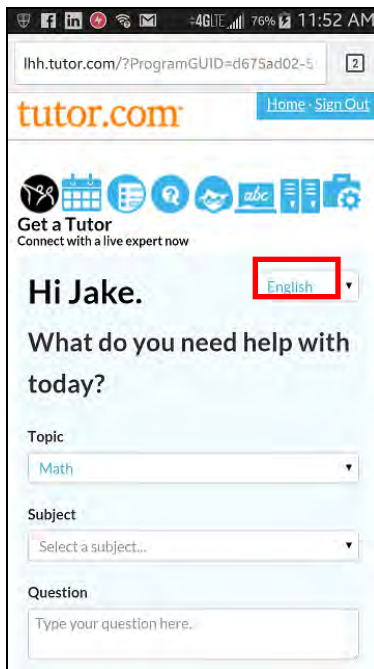
100 North University Drive · Edmond, Oklahoma 73034 · Phone (405) 974-3371 · Fax (405) 974-3825 · www.uco.edu

ATTACHMENT C -- Screen Shots from the Tutor.com Solution, Tutor Review and CRC

Entry to Pre Session Page Via Desktop, Laptop or Tablet



Via Smartphone (all types)



From student authentication through the end-of-session survey, all Tutor.com interfaces are designed to ensure complete student privacy, a personalized experience, and ease of use from any device. After authentication, students immediately see the help options available to them, either in a left-justified navigation strip (for desktop, laptop and tablet users) or a horizontal icon strip (for phone users).

Synchronous tutoring is available in English or Spanish, and students may toggle between available languages.

Scheduled Sessions

Students also have the option of pre-scheduling a specific time with a tutor. Students choose the date and time they want to meet with a tutor and provide preliminary information about the area in which they need help. Within a specific subject area, one click brings up the available tutors, along with a photo and brief profile.

Asynchronous Essay Review (Drop Off Service)

The Tutor.com solution allows students to submit an essay or other piece of writing, along with a quick summary of their goals and instructions for the assignment, and receive detailed feedback from a writing tutor within 24 hours. In practice our reviews take place in less than eight hours.

Requesting Specific Tutors

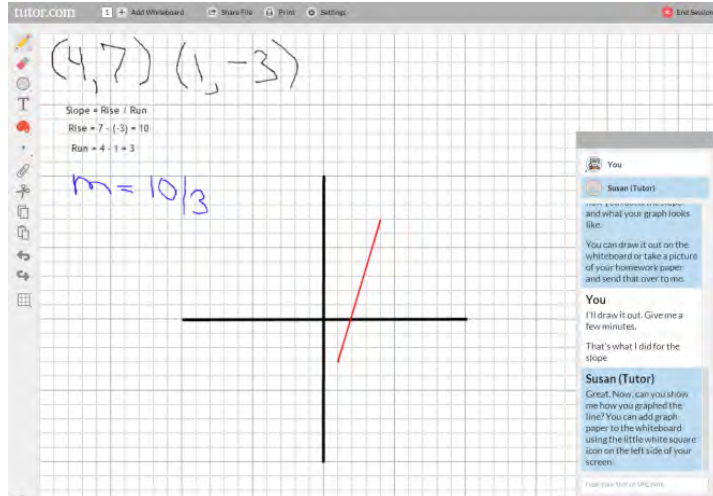
After a tutoring session, the student has the opportunity to select the tutor as a favorite. All favorite tutors are listed in the student's account along with the tutor's schedule. The student may select to connect to a favorite tutor anytime he or she logs in to use the service or they may use the schedule provided for their favorite tutor.

Setting Up Limits

Tutor.com will work with the OEI project managers to determine any per school and per student limitations required. In order to manage individual student time, Tutor.com has an optional debit time allocation system that can be implemented on a per student basis to control the maximum amount of tutoring time each student is allowed in a specific period.



Our Online Classroom



The whiteboard is where student and tutor collaborate on drawings, equations, diagrams, graphs and much more in real-time using a variety of standard and advanced drawing tools. The whiteboard expands as student and tutor fill the screen, like a never-ending sheet of paper. Students and tutors also have the ability to add more whiteboards.

Tutor Review Form:

General Information

Screen Name: Daniel D
 Name: [REDACTED]
 Email Address: [REDACTED]
 Status: Tutor.com - Level I
 Avg. Rating 6 Months: 4.6
 Avg. Rating 12 Months: 4.7
 Since Last Assessment:
 Subjects: Business - Introductory Economics
 Voice Approved: True

[Status Change Info](#) [View details](#)

Ratings and Sessions [View details](#)

	Nov-14		Oct-14		Sep-14		Aug-14		Jul-14		Jun-14		May-14	
	Rating	Sess	Rating	Sess	Rating	Sess	Rating	Sess	Rating	Sess	Rating	Sess	Rating	Sess
Overall Rating					4	4.5	6	4.2	19	4.7	21	4.8	27	
HW/IL Rating					4	4.5	6	4.2	19	4.7	21	4.8	27	
Consumer Rating														
Business - Introductory Economics					4	4.5	6	4.2	19	4.7	21	4.8	27	

[Activity and QC](#) [View details](#)

Assessments Issues Noted [View details](#)

	09/28/2014	05/31/2014	04/20/2014	03/01/2014	01/13/2014	01/02/2014	12/12/2013	11/30/2013
Assessment Score	Good	Excellent	Excellent	Excellent	Excellent	Good	Excellent	Good
Content Issues	X							
Low Session Count Specific Tutoring	X				X	X		
Unable to Change Approach								X

Connection Info [View details](#)

	Nov-14	Oct-14	Sep-14	Aug-14	Jul-14	Jun-14	May-14
Online %			96.7	97.7	96.7	91.8	91.7
Hours Scheduled			2	8	17	28	23
Accepted %			100.0	100.0	95.0	100.0	100.0

[Session Decline Information](#) [View details](#)

Session Transfers Since Last Assessment [View details](#)

	Total Sessions	Total Transferred	Shift Ending	Unable to Continue	Wrong Subject	Unable to Clarify	Unable to Communicate	Student Requested	Emergency

[Sessions Since Last Assessment](#) [View details](#)

[Declined and Transferred Sessions Since Last Assessment](#) [View details](#)

[Voice Disabled Information](#) [View details](#)

[Scheduled Session Information](#) [View details](#)

Tutor.com's unique mentoring program connects every tutor to a support network through a hierarchy of mentors, senior mentors, and mentor managers. Mentors examine tutor performance in every subject through session reviews. In addition, they offer frequent and regular pedagogical feedback, noting strengths and weaknesses and providing suggestions for improvement.



Client Resource Center

The screenshot shows the Tutor.com Client Resource Center page. At the top left is the Tutor.com logo with the tagline "Learn better!" and "10,081,159 sessions and counting!". The main heading is "Client Resource Center". Below this is a welcome message: "Welcome to our Client Resource Center for college and university clients! Here you will find tools to help make your Tutor.com program a success by spreading awareness to your students, faculty, support staff and administrators." This is followed by a paragraph stating that all resources are customizable and multipurpose. A call to action asks users to contact their Client Services Manager or email clientsupport@tutor.com. Another paragraph explains that feedback is essential for improving resources. A note mentions that the page is frequently updated. Below this is a section titled "Your Client Care Team" featuring two team members: Lauren Lobdell, Client Services Manager (646) 619-8201, and Steve Schrage, Client Services Manager (646) 619-8206. At the bottom, there are three columns of resource categories: "Promote On Campus" (including posters and filters), "Build Web Presence" (including landing pages and graphics), and "Demonstrate the Program" (including guide videos and classroom videos).

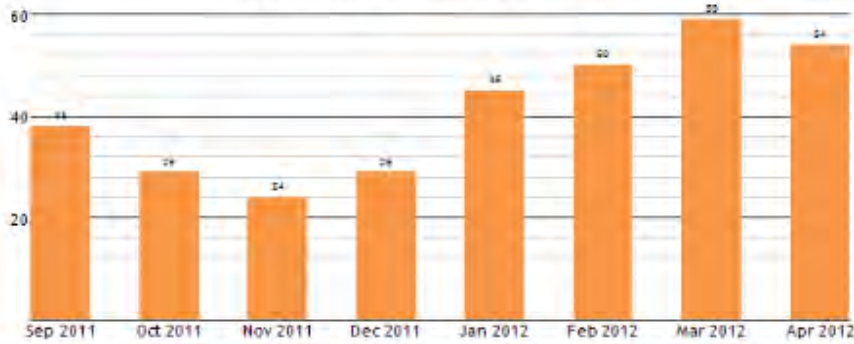
Tutor.com provides user manuals, tutorial videos, PowerPoint training presentations, and other how-to resources through a password-protected Client Resource Center (www.tutor.com/clients/highered). The user manuals are available for the tutoring service, Client Portal, and on-demand reporting tools.



ATTACHMENT D – SAMPLE CLIENT REPORTS (also available on demand as Program Snapshot)

Tutor.com Client Report

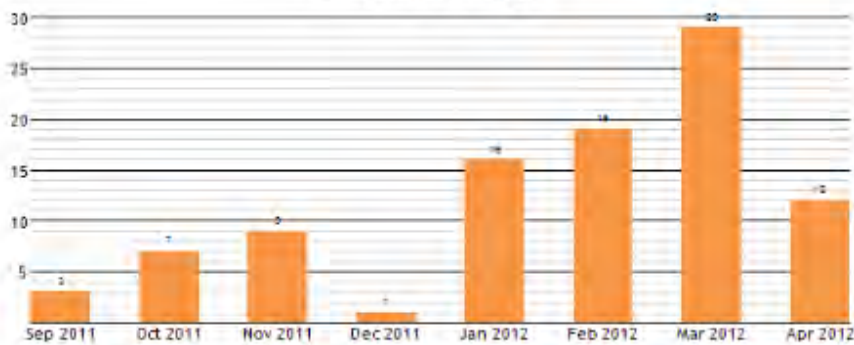
Program Usage Summary (sessions)

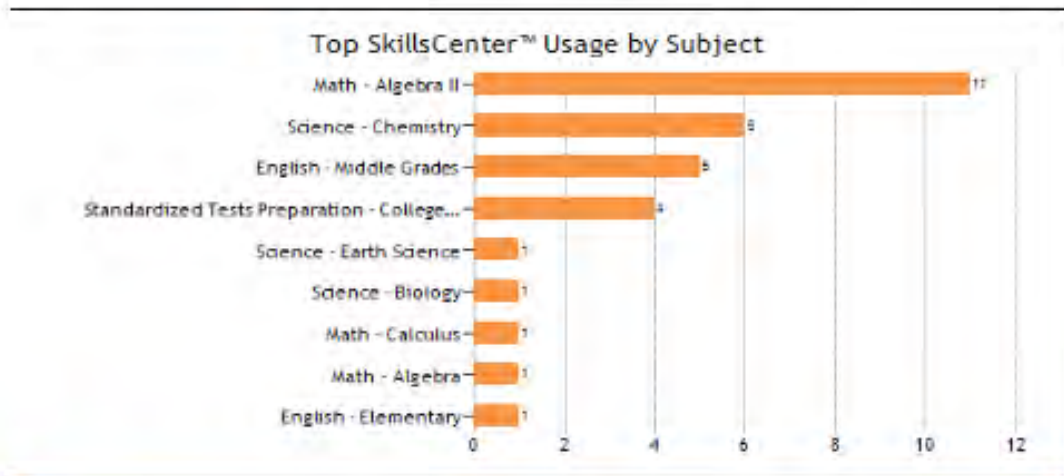
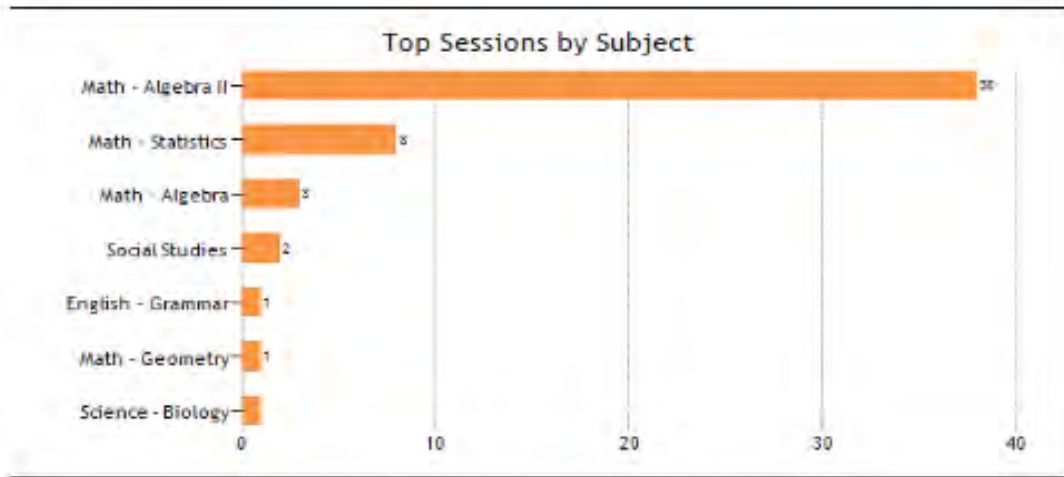


Program Usage Summary (hours)



SkillsCenter™ Usage





Usage	
TOTAL SERVED	66
- Live one-to-one Sessions	54
- SkillsCenter™ Sessions	12
Mobile Usage	
TOTAL SERVED	0
- Mobile Live one-to-one Sessions	0
- Mobile SkillsCenter™ Sessions	0
Live one-to-one Sessions	
TOTAL SESSIONS	54
- Student Center	54
TOTAL HOURS	21.05
- Student Center	21.05
AVERAGE SESSION LENGTH	23.40
- Student Center	23.40



Live one-to-one Sessions by Subject

Math	30
Math - Algebra	3
Math - Algebra II	30
Math - Geometry	1
Math - Statistics	6
Science	1
Science - Biology	1
English	1
English - Grammar	1
Social Studies	2

Tutoring Hours by Subject

	Total Hours
Math	19.23
Math - Algebra	1.00
Math - Algebra II	13.09
Math - Geometry	0.06
Math - Statistics	4.42
Science	0.30
Science - Biology	0.30
English	0.66
English - Grammar	0.66
Social Studies	0.86

SkillsCenter™ Usage By Subject

English - Elementary	1
English - Middle Grades	5
Math - Algebra	1
Math - Algebra II	11
Math - Calculus	1
Science - Biology	1
Science - Chemistry	6
Science - Earth Science	1
Standardized Tests Preparation - College Entrance Exams	4

Live one-to-one Sessions Feedback

Are you glad your school offers this service?	100%
Are you glad your organization offers this service?	100%
Would you recommend this service to a friend?	100%
Is this service helping you complete your homework assignments?	100%
Is this service helping you improve your grades?	100%
Is this service helping you be more confident about your school work?	100%



Comments

My tutor did very good job teaching me, not just do the changes for me. I actually learned a lot from her.

Everything was great! This was my first time using this tutoring site and it was extremely helpful.

Love this tutor. Really helpful too!

Rosa C. was great! She helped a lot when it came to my end notes something I was nervous about.

Very good at explaining. Very fast and efficient. Great tutor!

A great tutor!! Helped me to find my mistakes and learn some stuff.

Very helpful and easy to understand. Also very quick!

I love how she writes the problem out on the board for me and works it as I follow along with her. And occasionally she asks me questions to make sure I understand it all. :)

I love it -this should had been done long ago. It is hard to edit and proof your own stuff=and=if u live alone -u r out of luck.

Ashlee N was great! She helped out a lot!

Marcel is a wonderful tutor!!!!

very helpful and explained stuff to me :)

It is my first experience with this program. My tutor was nice and pleasure and I'm appreciated to my school for offering this service for me.

Awesome lady. She was very helpful. I made a couple errors and she explained them in a very understandable way. Thanks for the help!

excellent tutor

Rebecca M was amazing! She gave detailed comments and explanations.

I learned a lot about writing from this session and I hope that I am able to get a great grade on my paper with everyone's help!

Great service, great tutor, I am glad I used it. Will be back for more!

I am a junior and just now found out about this program. This is amazing! I wished I would of known sooner. Very blessed to have found it now.

My tutor was the best. They were very helpful and were right on track with my way of learning. I loved it.

awesome guy, very helpful, helped catch my mistakes.

Best one yet! I actually learned new things! I really appreciate this service.

Lovely tutor! she was helpful and real nice, I hope I will deal with her again!



**Response to Foundation for California Community Colleges
RFP # CB 14-001 – Online Tutoring Services to the CCC System**

Individual Student Sessions Report

College	Student First Name	Student Last Name	Student Email	Student Username	Tutor Display Name	Course	Session Start Time	Wait Time	Length	Session Transcript	Early Alert?	IPAddress
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Wendy V	Career Help - Resume Help	10/28/2014 02:17 PM	0.72	11.65	Click Here		167.77.0.11
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Ben S	Math - MAT300	10/28/2014 09:24 PM	0.48	8.10	Click Here		67.44.192.132
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Ben S	Math - MAT300	10/28/2014 09:36 PM	0.37	2.60	Click Here		67.44.192.132
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Alan K	Accounting - ACC100	10/15/2014 01:46 PM	0.52	19.65	Click Here	TRUE	73.15.32.193
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	ONEIL P	Accounting - ACC100	10/15/2014 02:25 PM	0.21	18.78	Click Here		73.15.32.193
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	AbdulNaser M	Accounting - ACC100	10/15/2014 04:45 PM	0.23	62.75	Click Here		73.15.32.193
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Moolchand S	Accounting - ACC100	10/15/2014 06:02 PM	0.64	18.93	Click Here		73.15.32.193
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Moolchand S	Accounting - ACC100	10/15/2014 06:50 PM	0.10	24.02	Click Here		73.15.32.193
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Namrata J	Accounting - ACC100	10/15/2014 07:14 PM	0.21	21.43	Click Here		73.15.32.193
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Jennifer R	English - ENG315	10/23/2014 01:11 AM	0.92	20.57	Click Here		76.106.154.263
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Nancy C	English - ENG315	10/23/2014 02:17 PM	0.37	19.97	Click Here		76.106.154.263
XYZ College	[redacted]	[redacted]	[redacted]	[redacted]	Allison R	English - ENG315	10/29/2014 02:01 PM	0.61	21.53	Click Here		76.106.154.263

Student Usage Report:

First Name	Last Name	Email	Username	Start Date	Subjects	Total Minutes Used	Minutes Used this period	Total Sessions	Sessions this period
[redacted]	[redacted]	[redacted]	[redacted]	10/28/2014	ALL	11.65	11.65	1	1
					Career Help - Resume Help	11.65	11.65	1	1
[redacted]	[redacted]	[redacted]	[redacted]	10/28/2014	ALL	10.70	10.70	2	2
					Math - MAT300	10.70	10.70	2	2
[redacted]	[redacted]	[redacted]	[redacted]	12/19/2013	ALL	165.56	165.56	6	6
					Accounting - ACC100	165.56	165.56	6	6
[redacted]	[redacted]	[redacted]	[redacted]	12/13/2013	ALL	380.63	95.64	10	4
					Drop Off Essay Review	134.35	33.57	3	1
					English - ENG115	84.64	0.00	2	0
					English - ENG215	60.42	0.00	1	0
					English - ENG315	62.07	62.07	3	3
					Writing Center	39.15	0.00	1	0
[redacted]	[redacted]	[redacted]	[redacted]	10/21/2014	ALL	355.80	169.40	7	4
					Math - MAT104	318.61	132.21	5	2
					Math - MAT300	19.78	19.78	1	1
					Math - MAT311	17.41	17.41	1	1
[redacted]	[redacted]	[redacted]	[redacted]	1/19/2014	ALL	195.59	77.08	10	5
					Career Help - Resume Help	77.08	77.08	5	5
					English - ENG090	92.13	0.00	4	0
					Writing	26.38	0.00	1	0



Tutor.com Predictive Insights:
Early Alert Report

Location	Student Username	Subject	Date	Time	Length	Early Alert?
ABC College	student@abccollege.edu	Math - Algebra	06/29/2013	5:41 PM	13.75	X
ABC College	student@abccollege.edu	Math - Statistics	06/12/2013	11:44 AM	44.40	X
ABC College	student@abccollege.edu	Math - Statistics	06/23/2013	7:00 PM	13.80	X
ABC College	student@abccollege.edu	English - Writing Center	06/29/2013	1:06 PM	21.47	X
ABC College	student@abccollege.edu	English - Writing Center	06/08/2013	7:17 PM	12.60	X
ABC College	student@abccollege.edu	English - Writing Center	06/15/2013	9:51 PM	22.00	X
ABC College	student@abccollege.edu	Accounting	06/02/2013	10:28 PM	49.70	X
ABC College	student@abccollege.edu	Accounting	06/11/2013	9:26 PM	14.88	X
ABC College	student@abccollege.edu	English - Writing Center	06/13/2013	3:21 PM	10.65	X
ABC College	student@abccollege.edu	English - Writing Center	06/15/2013	1:58 AM	32.52	X
ABC College	student@abccollege.edu	English - Writing Center	06/02/2013	4:00 PM	25.97	
ABC College	student@abccollege.edu	English - Writing Center	06/27/2013	6:04 PM	19.02	
ABC College	student@abccollege.edu	English - Writing Center	06/19/2013	5:20 PM	13.62	
ABC College	student@abccollege.edu	Accounting	07/07/2013	6:01 PM	34.93	
ABC College	student@abccollege.edu	Economics	07/14/2013	4:03 PM	19.60	
ABC College	student@abccollege.edu	Accounting	07/18/2013	4:05 PM	25.17	
ABC College	student@abccollege.edu	Accounting	07/18/2013	10:58 PM	6.60	
ABC College	student@abccollege.edu	English - Writing Center	06/02/2013	10:46 PM	33.93	
ABC College	student@abccollege.edu	English - Writing Center	06/16/2013	10:07 PM	9.45	
ABC College	student@abccollege.edu	English - Writing Center	07/12/2013	2:14 PM	17.27	
ABC College	student@abccollege.edu	English - Writing Center	07/28/2013	10:33 PM	6.15	
ABC College	student@abccollege.edu	English - Writing Center	07/28/2013	11:36 PM	26.70	
ABC College	student@abccollege.edu	Math - Algebra	06/02/2013	11:11 AM	34.40	
ABC College	student@abccollege.edu	Math - Algebra	06/02/2013	6:19 PM	44.88	
ABC College	student@abccollege.edu	Math - Algebra	06/05/2013	7:31 PM	10.12	
ABC College	student@abccollege.edu	Math - Algebra	06/07/2013	12:48 PM	20.97	
ABC College	student@abccollege.edu	Math - Algebra	06/07/2013	4:32 PM	18.70	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	1:27 PM	22.93	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	2:00 PM	36.88	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	2:39 PM	39.33	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	3:40 PM	12.21	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	4:04 PM	16.18	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	4:46 PM	12.48	
ABC College	student@abccollege.edu	Math - Algebra	06/08/2013	5:26 PM	19.23	
ABC College	student@abccollege.edu	Math - Algebra	06/09/2013	5:55 PM	10.85	
ABC College	student@abccollege.edu	Math - Algebra	06/09/2013	6:23 PM	38.30	
ABC College	student@abccollege.edu	Math - Algebra	06/29/2013	12:50 PM	16.03	
ABC College	student@abccollege.edu	Math - Algebra	06/29/2013	3:41 PM	36.23	
ABC College	student@abccollege.edu	English - Writing Center	06/10/2013	5:22 PM	7.47	
ABC College	student@abccollege.edu	English - Writing Center	06/14/2013	4:34 PM	28.82	
ABC College	student@abccollege.edu	English - Writing Center	06/14/2013	5:59 PM	24.33	
ABC College	student@abccollege.edu	English - Writing Center	07/13/2013	1:04 PM	70.67	

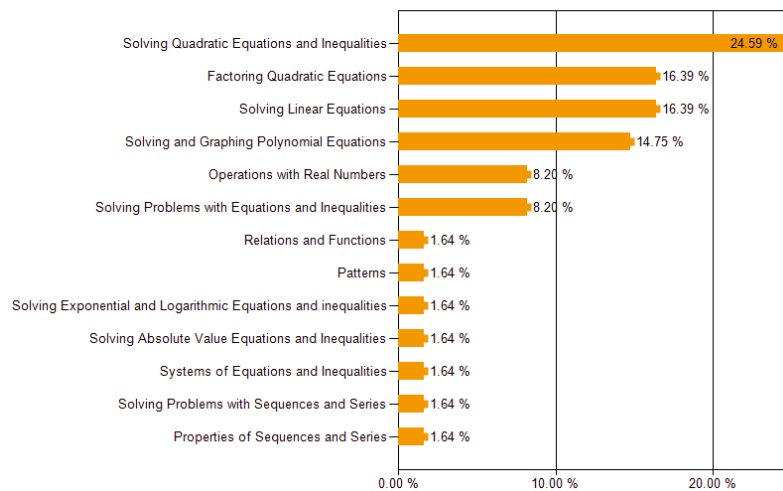


**Response to Foundation for California Community Colleges
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ABC College	student@abccollege.edu	English - Writing Center	07/25/2013	3:49 PM	29.95	
ABC College	student@abccollege.edu	English - Writing Center	06/04/2013	1:11 PM	67.22	
ABC College	student@abccollege.edu	English - Grammar	06/04/2013	2:22 PM	94.30	
ABC College	student@abccollege.edu	English - Grammar	06/04/2013	9:58 PM	30.33	
ABC College	student@abccollege.edu	Math - Algebra II	07/19/2013	3:39 PM	8.92	
ABC College	student@abccollege.edu	Math - Algebra II	07/25/2013	9:12 PM	27.05	
ABC College	student@abccollege.edu	Math - Statistics	07/28/2013	8:42 PM	27.03	
ABC College	student@abccollege.edu	Math - Statistics	07/28/2013	9:10 PM	22.07	
ABC College	student@abccollege.edu	English - Writing Center	07/31/2013	10:14 AM	19.80	
ABC College	student@abccollege.edu	English - Writing Center	07/11/2013	11:03 PM	16.65	
ABC College	student@abccollege.edu	English - Writing Center	07/24/2013	2:59 PM	16.28	
ABC College	student@abccollege.edu	English - Writing Center	07/24/2013	3:24 PM	20.05	
ABC College	student@abccollege.edu	Accounting	06/13/2013	7:17 PM	10.77	
ABC College	student@abccollege.edu	Math - Algebra	06/11/2013	7:55 PM	30.25	

Tutor.com Predictive Insights: Topic Trend Analysis Report

Topics	Percentage of Total
Absolute Value Equations and Inequalities	1.64 %
Solving Absolute Value Equations and Inequalities	1.64 %
Exponential and Logarithmic Functions	1.64 %
Solving Exponential and Logarithmic Equations and inequalities	1.64 %
Functions	3.28 %
Patterns	1.64 %
Relations and Functions	1.64 %
Linear Functions	26.23 %
Solving Linear Equations	16.39 %
Solving Problems with Equations and Inequalities	8.20 %
Systems of Equations and Inequalities	1.64 %
Polynomials	14.75 %
Solving and Graphing Polynomial Equations	14.75 %
Quadratic Functions	40.98 %
Factoring Quadratic Equations	16.39 %
Solving Quadratic Equations and Inequalities	24.59 %
Real Numbers	8.20 %
Operations with Real Numbers	8.20 %
Sequences and Series	3.28 %
Properties of Sequences and Series	1.64 %
Solving Problems with Sequences and Series	1.64 %





TUTOR.COM REPORTING API: Developer Documentation

updated 5/27/2014

INTRODUCTION

As a Tutor.com partner institution, you can already get usage data in two ways—in the monthly client reports distributed to you via email, and through the On-Demand Reports section of Tutor.com’s web-based Client Portal. With Predictive Insights Express™, we’re proud to announce a third option. Participating institutions using Predictive Insights Express can now fetch usage data via secure calls to a dedicated reporting API and return Tutor.com session data as a JSON/XML string. These API calls can be automated, and resulting data may be parsed, manipulated, or added to learning analytics platforms and data warehouse solutions as needed.

PARAMETERS

Calls to the Predictive Insights Express API will include the following parameters:

- **ProgramGUID:** A unique identifier for your Tutor.com program.
- **StartDate:** Starting DateTime for Tutor.com session data being fetched, in UTC data format.
- **EndDate:** Ending DateTime for Tutor.com session data being fetched, in UTC data format.
- **Now:** Current DateTime of API call, in UTC data format. Used when computing hash.
- **Hash:** Encoded string used to secure data in transit.

DATA SAMPLE

Calls to the Predictive Insights Express API will return session data formatted as follows:

```
<arrayofindividualstudentsessions xmlns="\"lh.tutor.com/api\">"  
  xmlns:i="\"http://www.w3.org/2001/XMLSchema-instance\">  
    <individualstudentsessions>  
      <achievedunderstanding>3</achievedunderstanding>  
      <classification>Properties of Exponents and Logarithms</classification>  
      <datetime>12/9/2013 3:39:01 PM</datetime>  
      <earlyalert>TRUE</earlyalert>  
      <grade>MAT/116</grade>  
      <length>68.62</length>  
      <location>Campus A</location>  
      <parentclassification>Quadratic and Exponential  
Functions</parentclassification>  
      <prerequisiteknowledge>2</prerequisiteknowledge>  
      <studentemail>melfay1@email.samletown.edu</studentemail>  
      <studentfirstname>MELINDA</studentfirstname>  
      <studentusername>3100955314</studentusername>  
      <subject>MAT116</subject>  
      <tutordisplayname>Wendy V</tutordisplayname>  
    </individualstudentsessions>  
  </arrayofindividualstudentsessions>
```

Best Practices In Online Tutoring

Cherie Mazer, Ed.M.

About the author

Cherie Mazer, Ed.M., a graduate of the Harvard University Graduate School of Education, Technology, Innovation and Education program, has developed k-16 educational programs implemented throughout the United States. She is currently enrolled in the Doctor of Education (Ed.D.) program at the University of Central Florida.

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Introduction

Online tutoring is an emerging practice in higher education. Faculty and administrators considering adoption of online tutoring look to the research to evaluate new educational practices. Unfortunately, the research about online tutoring lags the practice. To help fill that gap, this study, commissioned by Tutor.com, and prepared by an external evaluator, analyzes 350 sessions of tutorial dialog between human tutors and higher education students as well as student comments about online tutoring sessions. The purpose of the study was to determine if online tutors rely on research-based pedagogical practices associated with gains in learning outcomes. The analysis revealed that the practices of online tutors closely parallel the research-based best practices of face-to-face tutors.

Background Information

Trends driving growth in online tutoring

As higher education institutions face the challenge to educate a rising tide of increasingly diverse students, there is an upward trend to deliver online educational services.¹ In the US, from 2000 to 2012, undergraduate enrollment in colleges and universities increased by 41 percent from 15 to 21 million students, the highest 12-year increase since the 1970s.² And enrollment of post-secondary students is expected to continue to hit record highs through 2021.³ Students, are increasingly older,⁴ employed,⁵ less prepared for the rigors of academia,⁶ and require tutoring and remediation assistance. In Fall 2012, over 42 percent of all students in degree-granting institutions were 25 years or older.⁷ And, the growth rate of students over 25 years old outpaces that of the traditional college student age 18-24 – a trend expected to continue.⁸ Students continue to balance work and school, with 41 percent of full-time and 76 percent of part-time undergraduates (ages 18-24) holding a job.⁹ In tandem with burgeoning enrollments, a greater proportion of students enter college underprepared in basic skills such as English and Mathematics. Of the high school graduating class of 2013, nearly 31 percent of all 2013 ACT-tested high school graduates met none of the ACT College Readiness Benchmarks, meaning they were not prepared academically for first-year courses in English Composition, College Algebra, Biology, and social sciences. Accordingly, over one-third of first-year undergraduate students reported enrolling in remedial or developmental courses. Increasing enrollments of students juggling school, work, and home obligations in need of convenient individualized teaching assistance is driving the adoption of online educational services that depart from traditional face-to-face instructional support.

The Unique Benefits of One-to-One Online Tutoring

The phrase online tutoring refers to a variety of forms, technologies, and practices and may also be called web-tutoring or e-tutoring. Online tutoring may be simply an asynchronous communication between a student and teacher via an e-mail or text exchange, or a synchronous exchange via video chat, audio chat, or text chat augmented with white board technologies. Online tutoring can also refer to pre-published computer-based tutorials or adaptive software systems (also called intelligent tutoring systems) without the human component. This study examined the Tutor.com tutoring sessions and the student comments that are facilitated by a proprietary online platform. The student and a human tutor are connected via synchronous text messages and an interactive whiteboard. When a student logs on to the web-based tutoring service, he or she is matched with an appropriately trained tutor in a private, virtual, online space.

24/7 anytime, anywhere individualized one-to-one instruction

While face-to-face tutoring is an effective practice, for students who hold a job or manage a family, the logistics of scheduling and meeting at a designated time and place may be a barrier to use. Many students struggle with their assignments late at night and on the weekends or whenever they can work it in their busy schedules.

¹ In this report, the results from the post-session survey conducted by Tutor.com (a convenience sample) are reported with descriptive statistics. The investigator also performed a qualitative review of open-ended comments. The survey sample size was 149,490 with 54,940 multiple-choice survey responses (representing a 37 percent response rate) and 16,192 open-ended responses.

... "it's great especially for me being a mom and having a part time job. ... I'm getting help and not having to find a babysitter while I go meet with a tutor." – Statistics student

"Before I discovered this service I was constantly struggling with my algebra homework, and I wasn't able to get any help in a timely manner. I was falling behind and now I am able to catch up with confidence! I'm not just getting the answers I need I'm actually learning how to do it." – Algebra student

A logical companion to online learning

For the growing number of distance learners, campus learning assistance centers may not be a logical solution. Over 33 percent of all higher education students take at least one online course (7.1 million), with that number expected to double in the next five years.¹³ Also predicted is the growth of student-directed or self-paced learning for courses in online learning.¹⁴

"I find this service very helpful since I am in an online course. I do not have much interaction with the instructor." – Statistics student

"Taking classes online is hard enough and trying to figure solutions out on your own can be unbearable!" – Chemistry student

On demand efficiency

The efficiency of a tutoring solution without signing up for office hours, showing up at a pre-determined place at a specific time, may promote greater help seeking frequency. For example, students who are stuck on a math problem and can't move ahead, students who seek reassurance on a worked problem, or who need a boost to get started on an assignment, can log on with an online tutor and quickly and efficiently get assistance and move on to assignment completion.

"I was checking for understanding while reading my stats text. I wasn't able to get the same answer the textbook provided. My tutor... worked with me to uncover my error. I didn't want to move forward without understanding a key concept needed to complete my assignments for the week." – Statistics student

"Before I started using tutor.com I would have spent unnecessary hours on homework rewriting equations because I did not know where I was messing up. Now I try it a few times, and if I am still confused I sign on here and get help. It saves me so much time." – Chemistry student

The ability to efficiently seek help to complete assignments has the potential to reduce a student's decision to drop a course. For some students, the spiral of falling behind with assignments, doing poorly on a test, and eventually dropping out of a course or a program may be halted with greater and more efficient access to tutors.

"My first few weeks of the course left me wanting to drop it and change my plans. After finding out that [my University] offered this service, my view of the course has changed. I get excellent, helpful tutoring when I need it on the subjects that I struggle with!" – Accounting student

The human touch

While there are many supplemental computer-based tutorials like Khan Academy or those provided by educational publishers, students are not always able to diagnose the gaps in their knowledge in order to apply an online interactive exercise or print tutorial to their assignment. The ability to work with a professional human tutor and apply what is learned in the session to their assignment improves student engagement and confidence. Human tutors are also more adept at encouraging, motivating, and empathizing with a struggling student than even the most sophisticated computer-based intelligent tutoring systems.

"I learned things from my tutor that I didn't understand ... in the book. It makes a world of difference when somebody can show you the way. I felt like I was stumbling in the dark. And I was beginning to worry that I would have to take this course again." – Economics student

"There is much anxiety and stress as I learn to use the computer, navigate the blackboard, re-learn basic English skills, and try to continue to maintain a home life. The tutor was very encouraging, informative, and eager to assist." – English student

Studies show students are more likely to seek help online

Although many colleges offer a plethora of remediation and instructional support options, many students do not take advantage of the services. Besides the logistical difficulties of arranging a face-to-face meeting, there are other factors that may deter students from seeking help. In a study to explore the effect that a learning environment has on help-seeking behaviors of college students, Kitsantas and Chow discovered that: 1) students prefer to seek help electronically from their teachers rather than meet in person; 2) students whose classes have a web component seek help more often than students in a traditional class with no web resource; and 3) students report that they feel less threatened to seek help using an electronic system.¹⁵

"I am so glad I swallowed my pride and reached out to tutor.com for help. My tutor was kind, supportive and most of all helped remove the roadblock I had so that I can move forward with my research paper. I can't express the relief and excitement I feel after this one session!" – English student

Given that help seeking is positively correlated with student achievement, increasing student participation in tutoring is a distinct advantage of a web-based learning environment. In a study conducted by Karabenick and Knapp assessing college student's help-seeking characteristics in large face-to-face college classes, the researchers discovered "that students who feel threatened by help-seeking reported they would be more likely to avoid doing so."¹⁶ Often, a student needing the most assistance feels the most threat and is least likely to seek help like a tutoring service.¹⁷ For many of these students, without the convenience and efficiency, they would not seek help. For low performing students, meeting face-to-face with a tutor may pose the threat of embarrassment, while the virtual tutoring environment allows a "cloak of anonymity."¹⁸ Many factors may contribute to low participation in face-to-face tutoring services for which web-based tutoring offers solutions.

Current State of Research in Online Tutoring

Though the efficacy of face-to-face tutoring is supported by numerous studies,^{19 20 21 22 23} in the emerging field of online tutoring, there are few research studies examining the practice.²⁴ Although online tutoring is an emerging educational trend with academic research lagging the practice, two studies set in higher education contexts reported significantly higher learning gains, better attitudes about help seeking and more frequent help seeking by students.^{25 26} Despite this dearth of studies, the adoption of online tutoring by public, private, and non-profit institutions continues to expand.^{27 28} As online tutoring enters the mainstream, one-to-one individualized virtual tutoring is being delivered at scale. For example, Tutor.com delivered nearly 1.4 million online sessions in 2013. To help fill the research gap in this emerging field, this qualitative study was conducted to examine the practices of online tutors to answer the following question: Do online tutors draw from research-based pedagogic practices associated with gains in learning outcomes?

Study Methodology, Setting, Population, and Sample

For this study, the Tutor.com 2013 higher education recorded tutoring sessions, transcripts, and student surveys provided the study population. To select the session transcripts, this study incorporated a mixed-methods approach combining a quantitative random sampling technique used to select cases for qualitative analysis of transcripts and recorded tutoring sessions. Interviews of company personnel and a document review of quality assurance procedures and documents were also performed. A stratified purposive sample of cases from the 2013 higher education tutoring sessions was selected from each of these subject areas: Business, English, Math, and Science (Table 1). The 350 randomly selected sessions were coded for types and variations of tutoring practices.

Table 1. Subjects and Topics of Cases Reviewed

English Composition – Writing Process
Math
<ul style="list-style-type: none"> • Algebra II • Mid-Level Mathematics (Remedial Algebra) • College Statistics
Science
<ul style="list-style-type: none"> • Biology • Chemistry • Earth Science • Organic Chemistry • Physics

Tutor.com has a quality assurance system that begins with vetting, testing, and performing background checks on potential new tutors, followed by an onboarding and mentoring process to orient tutors to teaching expectations and standards, as well as a continuous improvement monitoring system of sessions. Tutor.com rates tutors by a complex algorithm measuring a variety of factors. With an emphasis on effective tutoring practices and customer experience, Tutor.com has developed an extensive network of tutors available 24/7 with expertise in 40 subject areas. To evaluate the practices of this network of tutors, 350 cases were randomly sampled from the higher education market tutoring sessions delivered in 2013. The post-session student survey and comments were also reviewed to triangulate the findings. Although Tutor.com evaluates all tutors and continuously monitors their performance, this study serves as an external independent evaluation to determine whether the tutors use research-based pedagogical practices associated with gains in learning outcomes.

Findings from Post-Session Surveys

From the 2013 post-session surveys, Tutor.com earns high marks from higher education students.

Table 2. Responses to survey questions

Survey Question	Yes (percent)	No (percent)
Is this service helping you complete your homework? (n = 18,455)	96	4
Is this service helping you improve your grades? (n = 17,970)	96	4
Is this service helping you be more confident about your schoolwork? (n=18,075)	97	3

Note: The response rate was approximately 12 percent on these survey questions.

Table 3. Student ratings of Tutor.com for higher education learning sessions

My learning session was:	Excellent	Very Good	Good	Fair	Poor
Percent	79.8%	10.8%	4.6%	2.0%	2.8%
Number of responses	43,855	5,937	2,505	1,110	1,533

Note: The response rate was approximately 37 percent on this survey question.

Findings From the Review of Recorded Tutoring Transcripts

Successful tutors, whether online or face-to-face attend to four categories of learning: 1) cognitive support by providing content and disciplinary expertise, 2) socio-affective support by encouraging the learner, 3) motivational support, and 4) meta-cognitive support by helping students develop learning strategies and study skills.²⁹ Using these four aspects of learning as a framework, the Tutor.com sessions were reviewed and the observed tutors' interactions with students were coded into categories that align with practices supported by research-based studies.

Students arrive in a tutoring session with a broad range of knowledge, preparedness, learning preferences, and beliefs about their ability to complete the assignment. In assignment completion tutoring, students present most commonly with one of three scenarios: 1) the student began an assignment but reached an impasse and needs help to proceed, 2) the student completed an assignment and engages a tutor to review their progress for accuracy or suggestions for improvement, and sometimes 3) the student has not started the assignment and seeks to work on it collaboratively.

In the sessions reviewed, the tutors were commonly observed to engage in the following research-based best practices in tutoring. Students also commented on their appreciation and effectiveness of these practices.

Cognitive Support Practices

Pre-assessment of assignment, student's prior knowledge and skill level

Quickly orienting the session, the tutors queried the students about the assignment and their request for assistance to fully understand the task. Once the task was clear, the tutors assessed what the student already knew. By activating the student's prior knowledge, the tutor connects what the student already knows with new learning. "To counteract building on misconceptions, tutors must make the student's "thinking visible" and find ways to re-conceptualize faulty conceptions."³⁰

"I appreciated how [the tutor] used questions to prompt my thinking and then "listened" to my ideas. He gave me time to think...His patience allowed me to see logical connections"... – English student

Active learning through guided inquiry, guided coaching, or scaffolding

To guide or coach a student through a learning process is the gold standard in effective tutoring. A student may enter a session hoping that the tutor will just give them the answer. Effective tutoring sessions require tutors to seize the brief window of opportunity to help a student learn how to do an assignment, understand a concept or process, or simply how to learn. The tutors observed, routinely, lead the students through a series of prompts or leading questions, stimulating the learner's prior knowledge and guiding them through the process. The tutors assessed what the student already knew and worked just at the edge of their understanding by scaffolding the learning. Scaffolding refers to actions by a tutor to support a student to build their own knowledge and involves a dialogue between tutor and student. Scaffolding helps students to regulate their learning, interpret, and connect new information with prior knowledge.³¹

"The tutor took "the time to explain what things mean and allowed me to be a active participant until I had some understand of what was going on." – Algebra II student

"The thing I appreciated the most was that he guided me along the lines that I needed to be led without doing the work for me. It's that, 'teach a man to fish' theory that was wonderful and helpful." – English student

"The tutor helped me understand how to come up with the right answers without flat out giving them to me." – Accounting student

Worked at the student's level of knowledge

Tutors often assessed the student's grasp of the necessary vocabulary, a process, equation, or background knowledge through asking questions to establish a baseline of knowledge. Once established, the tutor could communicate at the appropriate level. Tutors were observed to often switch approaches once they assessed the student's level of knowledge. For students who lacked foundational concepts, especially in math related subjects, tutors often shifted gears and moved back to laying a sound foundation before attempting to teach the assignment.

The tutor "made sure I understood everything perfectly before moving on." – Physics student

*The tutor "took the time to help me, and made sure that I understood ... each problem, but he didn't stop there he wanted to make sure I understood the principle so I could do a problem similar in the future, but without any assistance."
– Accounting student*

Encouraged a student explanation of concept or problem

The tutors were often observed prompting the students to explain the concept or process before they answered a question posed by the student. While tutors often must offer an instructional explanation, it is more effective if first a student is encouraged to generate their own explanation of a process or concept. Student explanation forces students to make their knowledge explicit (visible thinking) to the tutor and themselves.³² Through this process, the student may detect his/her own error and become alerted to a misconception to be corrected. While it may be the goal of many tutors to guide the student away from errors, it is better to allow the error to tease out the misconception.

"I liked that this tutor helped me to reason through the process for each problem. I felt like I obtained a better understanding of the concepts when I began to think through the problem for myself." – Economics student

*The tutor "helped me learn for myself from my mistakes and provided helpful information that will forever be useful."
– Essay Writing student*

Provided student-centered instructional explanations

While it is optimal to use guided inquiry and prompt student explanations to fully engage a student, tutors often must rely on instructional explanations. Instructional explanations are effective, according to Wittwer and Renkl, if they are adapted to learner's knowledge, focus on concepts and principles, and do not replace the learner's construction of knowledge.³³ Active learning is student-centered, so instructional explanations, though delivered by the tutor, must consider and involve the student to be effective. The tutors observed were mindful of these best practices in instructional explanations and sought to involve each student in the process of discovering the answer or solution to a problem.

The tutor "explained complicated differential problems to me in a way that made so much sense I appreciate the tutors taking the time to explain ideas behind the math." – Calculus student

The tutor "broke it all down to easily understandable phrases." – Algebra II student

The tutor "explained them in a manner so that I could understand why we do things the way we do them to get to the solution. Having him put a reason behind the purpose made it all so clear to me." – Algebra II student

Socio-Affective Support Practices

One of the key challenges for an online tutor is the lack of paralinguistic clues or non-verbal elements of speech, such as intonation, a sigh, loudness, pitch, etc. and kinesics, the interpretation of body language. The face-to-face tutor can detect boredom, confusion, or if the student is following an explanation. The online tutor must "check in" to determine understanding more frequently than a face-to-face tutor. Additionally, the tutor must closely craft his/her response and

Besides reassuring statements, the real build on self-efficacy came when the tutors moved the students through the assignment and the student understood how to proceed on their own. Many students were observed to experience that aha moment where the metaphorical light bulb is illuminated. For some students, the tutor simply reassured them that they were on the right track or that his/her approach or answer was correct. Each act promoting self-efficacy is an integral building block of motivation.

The session “made me feel confident that I now have the potential to finally pass my college algebra course...”
– Algebra student

Meta-Cognitive Support Practices

Meta-cognitive support refers to teaching the student how to learn, how to think, how to organize information or time, and generally how to tackle the task of being a student. Tutors who guide students on how to reflect on their learning encourage the student to become an independent learner. This practice was not as commonly observed perhaps due to the limited time in the session or perhaps the tutors did not see an opportunity to address meta-cognition. Though some tutors were observed who masterfully encouraged reflection and brought the student to a deeper understanding of the topic.

Conclusion

The results of this study demonstrate that good practices in tutoring transcend the medium. The tutors evaluated in this study employed the same research-based practices used by effective face-to-face tutors. The differentiators in online tutoring are outside the student-tutor dialogue. For students, the access to one-to-one human tutors, the convenience, efficiency, and possibly anonymity are drivers of adoption. For institutions, the drivers may include the ability to scale one-to-one, individualized tutoring for growing enrollments of students who need supplemental learning assistance and thereby increase retention or to provide a companion service to growing online course and program offerings. As with online courses, the demonstration of quality is less about the medium than it is about the teachers engaging the students with effective curricula and teaching methods.

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**ATTACHMENT F -- IMPLEMENTATION
WORK PLAN FOR TUTOR.COM**

Implementation Timeline for Spring 2015 - Full Service Delivery

Objectives	Responsible	Date of Action
Kick-Off and Planning		
To establish teams and plans for implementation full service programs at the pilot institutions. To define workflows between Tutor.com representatives, OEI central and the local campuses.		
Assign Project Team	Tutor.com	At contract signing
Assign Dedicated Project Managers	OEI	Within 3 days of contract signing
Assign Key Evaluation Team	OEI	Within 3 days of contract signing
Assign Campus Project Managers	OEI Campuses	Within 3 days of contract signing
Assign Campus Technical Leads	OEI Campuses	Within 3 days of contract signing
Kick-Off Meeting with Evaluation Team	OEI/Tutor.com	Within 3 days of contract signing
Kick-off Meeting with Campus Teams	OEI Campuses/OEI/Tutor.com	Within 3 days of contract signing
Determine Evaluation Criteria for Pilot	OEI/Tutor.com	Within 7 days of contract signing
Send Customized Implementation Plan	Tutor.com	Within 7 days of contract signing
Schedule Weekly Progress Call	OEI/Tutor.com	Within 7 days of contract signing
Program Setup		
To build dedicated Tutor.com program sites and integrate services at the participating pilot schools.		
Program Setup and Integration Meeting	OEI Campus Team/Tutor.com	Within 7 days of contract signing
Determine Integration Preferences for tutoring services	OEI Campus Team/Tutor.com	Within 7 days of contract signing
Determine final Courses Offerings for term by college	OEI/OEI Campus Team/Tutor.com	Within 7 days of contract signing
Develop Procedures for utilizing Tutor.com data services on local level	OEI Campus Team/Tutor.com	Within 7 days of contract signing
Determine recipients for Tutor.com data and early alerts	OEI/Tutor.com	Within 7 days of contract signing
Determine procedures for early alert response	OEI/Tutor.com	Within 7 days of contract signing
Configure data preferences	Tutor.com	Within 7 days of contract signing
Determine additional requirements or customization options for Tutor.com program	OEI/Tutor.com	Within 7 days of contract signing
Build Customized Tutor.com programs for pilot schools	Tutor.com	Within 7 days of contract signing
Send Integration Setup information to each school	Tutor.com	Within 7 days of contract signing
Establish Integration Configuration on CMS	OEI/Tutor.com	Within 7-10 days of contract signing
Identify student access points on course shell	OEI	Within 7-10 days of contract signing

Send suggested messaging and content for LMS placement	Tutor.com	Within 7-10 days of contract signing
Create final links with CMS	OEI	Within 7-10 days of contract signing
Verify student access in production	OEI/Tutor.com	Within 7-10 days of contract signing

Building Student Awareness

To engage students and campus staff at participating pilot schools and encourage student use of tutoring services.

Awareness Planning Meeting	OEI/Tutor.com	Within 10-15 days of contract signing
Identify appropriate internal contacts to enact outreach plans at each pilot institution	OEI	Within 10-15 days of contract signing
Draft action items for student awareness	Tutor.com	Within 10-15 days of contract signing
Approve action items and assign responsibilities	OEI	Within 10-15 days of contract signing
Provide access to Client Resource Center	Tutor.com	Within 10-15 days of contract signing
Determine collateral for outreach	OEI/Tutor.com	Within 10-15 days of contract signing
Draft and send email to faculty members about Tutor.com	OEI/Tutor.com	Within 10-15 days of contract signing
Draft and send copy for email announcement to students	OEI/Tutor.com	Within 10-15 days of contract signing
Supply other collateral and student awareness deliverables	Tutor.com	Within 10-15 days of contract signing

Training

To orient faculty/staff about incorporating tutoring services and data services into their workflows and familiarize students with how to use tutoring services.

Training for project and data managers on admin tools and data services	OEI/Tutor.com	January 2015
Schedule faculty and staff orientation sessions	OEI/Tutor.com	January 2015
Host orientation sessions for faculty and staff	OEI/Tutor.com	January 2015
Provide Faculty Training Materials	Tutor.com	January 2015

Launch

To execute the plans and make Tutor.com services available for student use according to the start date of each participating schools.

Enact other student awareness plans	OEI	January 2015
Program Launch	OEI/Tutor.com	TBD depending on school start dates

Ongoing Pilot Review

To foster ongoing communication with OEI pilot representatives and evaluators and analyze overall pilot progress.

Determine evaluation metrics and reporting required for OEI evaluation team	OEI/Tutor.com	January 2015
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Schedule Ongoing Pilot Evaluation meetings	OEI/Tutor.com	January 2015
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Schedule regular feedback meetings with campus team	OEI Campus Team/Tutor.com	January 2015
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End of Spring Wrap Up meeting	OEI/Tutor.com	Early May 2015
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Implementation Timeline for Summer 2015 - Full Service Delivery Expanded

Objectives	Responsible	Date of Action
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Kick-Off and Planning

To establish teams at additional campuses and implement joining pilot schools for full-service delivery. To continue the initiatives begun with original pilot schools in subsequent term.

Assign Campus Project Managers (new schools)	OEI Campuses	May 2015
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Assign Technical Project Lead (new schools)	OEI Campuses	May 2015
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Assign Technical Lead for CCMS (if applicable)	OEI	May 2015
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Kick-Off Meetings with new campuses	OEI/Tutor.com	May 2015
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Program Setup for New Pilot Schools

To build dedicated program sites and integrate Tutor.com at the new participating pilot schools.

Program Setup and Integration Meeting/s (local CMS and/or CCMS)	OEI/OEI Campuses/Tutor.com	May 2015
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Determine Integration Preferences/Changes needed for Tutoring Services	OEI/Tutor.com	May 2015
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Determine course offerings for each school's program	OEI/OEI Campuses/Tutor.com	May 2015
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Develop Procedures for Utilizing Data Services	OEI/OEI Campuses/Tutor.com	May 2015
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Determine recipients for Tutor.com reports and early alerts	OEI/Tutor.com	May 2015
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Determine procedures for early alert response	OEI/Tutor.com	May 2015
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Determine additional requirements or customization options for Tutor.com program	OEI Campuses/Tutor.com	May 2015
Build Customized Tutor.com program/s	Tutor.com	May 2015
Send Integration Setup Information	Tutor.com	May 2015
Establish Integration Configuration	OEI/OEI Campuses/Tutor.com	May 2015
Identify student access points on CMS and/or CCMS	OEI	May 2015
Send suggested messaging and content for link placement	Tutor.com	May 2015
Finalize access links on CMS and/or CCMS	OEI/OEI Campuses	May 2015

Program Reconfiguration for Existing Pilot Schools

To make changes as appropriate and to relaunch existing pilot programs with summer students.

Work with campus representatives to determine required changes for existing program integrations	OEI/OEI Campuses/Tutor.com	May/June 2015
Work with campus representatives to determine required changes for existing course offerings	OEI/OEI Campuses/Tutor.com	May/June 2015
Work with campus representatives to continue spreading awareness to eligible populations	OEI/OEI Campuses/Tutor.com	May/June 2015

Building Student Awareness for New Pilot Schools

To engage students and campus staff at joining pilot schools and encourage student use of tutoring services.

Awareness Planning Meeting	OEI/Tutor.com	May/June 2015
Identify appropriate internal contacts to enact outreach plans at institution	OEI	May/June 2015
Draft action items for student awareness	Tutor.com	May/June 2015
Approve action items and assign responsibilities	OEI	May/June 2015
Provide access to Client Resource Center	Tutor.com	May/June 2015
Determine collateral for outreach	OEI/Tutor.com	May/June 2015
Draft and send email to faculty members about Tutor.com	OEI/Tutor.com	May/June 2015
Draft and send copy for email announcement to students	OEI/Tutor.com	May/June 2015
Supply other collateral and student awareness deliverables	Tutor.com	May/June 2015

Training for New Pilot Schools

To orient faculty/staff and students how to use Tutor.com services.

Training for project and data managers on admin tools and data services	OEI/Tutor.com	May/June 2015
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Schedule faculty and staff orientation sessions	OEI/Tutor.com	May/June 2015
Host orientation sessions for faculty and staff	OEI/Tutor.com	May/June 2015
Provide Faculty Training Materials	Tutor.com	May/June 2015

Launch/Relaunch

To execute the plans and make Tutor.com services available for student use according to the summer start date of each participating schools.

Enact other student awareness plans	OEI	May/early June 2020
Program Launch	OEI/Tutor.com	Early June 2021

Ongoing Program Review

To foster ongoing communication with pilot representatives and evaluators and analyze overall pilot progress.

Continue ongoing check in meetings	OEI/Tutor.com	May-Jul 2015
End of summer wrap up meeting	OEI/Tutor.com	Early July 2015

Implementation Timeline for Fall 2015 - Full Service Delivery, Blended Service Delivery and Buy-In Delivery

Objectives	Responsible	Date of Action
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Kick-Off and Planning

Implementation tasks to be delivered in consultation with OEI and the review process of the initial 2 terms. To establish teams at additional campuses and implement more pilot schools for full service deliver, blended service delivery and buy-in service delivery as appropriate and to continue the initiatives begun with original pilot schools in previous terms.

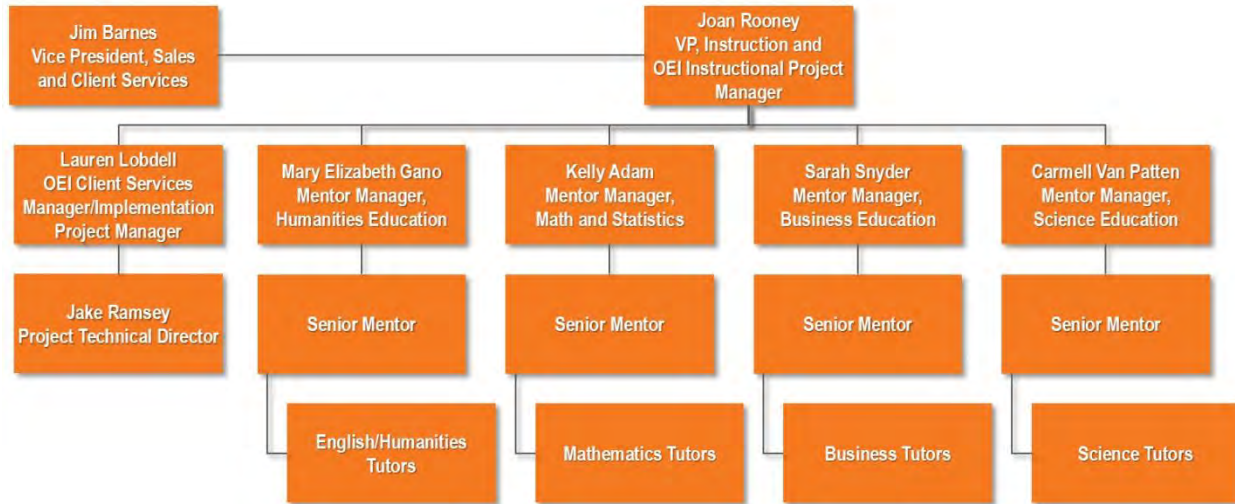
Planning Meeting	OEI/Tutor.com	July 2015
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ATTACHMENT G – IMPLEMENTATION TEAM

**Account Management
& Client Services Team**

**Instructional Management
Team**



Jim Barnes – Vice President, Higher Education Sales and Client Services

Since 2012, Mr. Barnes has managed the Tutor.com sales and client services teams. He brings more than 20 years of working with K through college education institutions to implement online learning solutions. Mr. Barnes successfully managed large implementations at SunGard Higher ED and Pearson eCollege, including statewide Virtual Schools and large online colleges and universities. He listens to clients’ needs and works with his team to deliver extraordinary customer service throughout every contract. Mr. Barnes has a Bachelor of Arts in Psychology from Lehigh University and a Master of Business Administration from The George Washington University.

Lauren Lobdell – OEI Client Services Manager and Implementation Project Manager

Ms. Lobdell will lead the Tutor.com Client Services team, will serve as OEI’s Client Services and Implementation Project Manager and will be OEI’s day-to-day primary point of contact. She will be knowledgeable about the contract and services Tutor.com provides to OEI pilot schools and will work with the students, staff, and faculty to identify and quickly resolve any issues that arise. Ms. Lobdell has been with Tutor.com for nearly four years and has conducted dozens of trainings and even more on-site visits for clients each year. She provides insights to clients from her vast knowledge of how each of our partners is implementing our services. Ms. Lobdell works closely with our Product Management team to ensure new features and services are included in each year’s product roadmap. She has a Bachelor of Arts in English from the University of Delaware and a Masters of Arts in Cinema Studies from New York University.

Jake Ramsey, Project Technical Director

Mr. Ramsey will serve as Project Technical Director and the OEI’s chief technical contact. He is knowledgeable about all core Tutor.com systems and integration protocols, and will work with



your technical team to integrate Tutor.com seamlessly with the college's student information and learning management systems. Mr. Ramsey works closely with our Client Services department and with clients themselves to ensure that ongoing feature releases align with client needs. Mr. Ramsey has worked for Tutor.com for seven years. He majored in History at the University of Florida and is the company's representative to the IMS Global Consortium.

Joan Rooney –VP, Instruction and OEI Instructional Project Manager

Ms. Rooney leads Tutor.com's community of 3,300 tutors, mentors and senior mentors, and instructional coaches. Ms. Rooney is an experienced teacher and city administrator who brings more than 20 years of management experience and more than 11 years of online educational experience designing and developing Tutor.com's automated, online tutor screening process. She helped Tutor.com grow our community of tutors from fewer than 100 individuals to more than 3,300 experts today. Ms. Rooney has been a presenter at several Bill & Melinda Gates Foundation conferences and at the Learning Forward 2012 Annual Conference regarding the changes in professional development models for teachers. Ms. Rooney has a Bachelor of Arts in Secondary Education from Emmanuel College and a Master of Arts from the University of Paris.

Mary Elizabeth Gano – Mentor Manager, English and Humanities Education

Ms. Gano joined Tutor.com in 2003 as a virtual reference librarian. She now oversees the tutors in the English and Humanities areas of our practice. In 2005, Ms. Gano moved to the Tutor Management Team where she manages the Tutor.com mentoring team and our quality control program. She is instrumental in developing policies and procedures to ensure our tutors always follow best practices. Before coming to Tutor.com, Ms. Gano worked as a library and virtual reference librarian. She has a Bachelor of Arts in Economics and French from Hood College, a Master of Business Administration from Hood College, and a Master of Science in Library Science from The Catholic University of America.

Kelly Adam – Mentor Manager, Math and Statistics Education

Ms. Adam will serve as the OEI Tutor.com mentor manager for math and statistics education. She will supervise all mentors who evaluate and guide the tutors working with your students and evaluate all future applicants. Ms. Adam has been with Tutor.com for more than two years and has a long history as a classroom educator and online education professional. She specializes in delivering online curriculum and is a tremendous asset to Tutor.com and our clients. Ms. Adam works closely with clients to understand how our tutors can best support each school's needs. She has a Bachelor of Science in Mathematics and a Master of Arts in Teaching Secondary Mathematics from Piedmont College.

Sarah Snyder –Mentor Manager, Business Education

Ms. Snyder oversees the business curriculum tutors and assesses mentoring techniques. She has been with Tutor.com since 2006. Ms. Snyder reviews all promotion recommendations from mentors. Before joining Tutor.com, she served as an adjunct faculty member at both Pikes Peak Community College and the University of Colorado. She has a Bachelor of Arts in Applied Communication and a Master of Arts in Communication from the University of Colorado.



Kim Randall –Mentor Manager, Science Education

Ms. Randall oversees the science curriculum tutors and assesses mentoring techniques. She is relatively new to Tutor.com. Ms. Randall participates in reviewing all promotion recommendations from mentors. Before joining Tutor.com, she has most recently served as a student mentor for Western Governors University, and preceded that with 16 years of teaching experience both in on ground and online settings for institutions like Ohio State. She has a Bachelor of Science in Biology and a Master of Education from Ohio State University.

The Mentor Managers rely on mentors under each curricular practice area for assistance with tutoring, tutor mentoring, tutor guidelines, exam building, and related activities across our 3,300 tutors.

EXHIBIT G
PROPOSAL SIGNATURE FORM

Due Date: Wednesday, November 12, 2014 at 4:00 PM (PST)

The undersigned officer, having become familiar with the Request for Proposal, the specifications, the contract terms and conditions, the solicitation conditions, and the instructions for completing the RFP form, hereby offers, on behalf of the Company identified below, to provide the products and services described in RFP #14-001.

Company Name NCS Pearson, Inc
Authorized Signature Andrew P. Smedica
Name of Authorized Signer Andrew P. Smedica
Title VP Finance - HE Services
Address 501 Boylston ST
City Boston, MA 02116
Phone Number 617-267-2545 Fax Number _____



ONLINE TUTORING SERVICES Proposal RFP 14-001

Presented to the Foundation for California Community Colleges

Darrell McCarron

Director, Readiness & Retention

Cell: (602) 690-7401

darrell.mccarron@pearson.com

Michael Embry

Regional Vice President, West

Readiness & Retention

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ATTACHMENTS

- Attachment A: Exhibit D Bid Security- Bid Bond
- Attachment B: Exhibit H: Non-Collusion Affidavit
- Attachment C: Secretary’s Certificate of Authority
- Attachment D: Key Differentiators of Smarthinking
- Attachment E: Efficacy—An Introduction
- Attachment F: Studies
- Attachment G: Sample Essay Critiques
- Attachment H: Executive Sales Team
- Attachment I: Exhibit F Vendor Commitment

EXECUTIVE SUMMARY FOR Online Tutoring Services RFP 14-001

Smarthinking, a division of NCS Pearson, is excited to submit this proposal for the delivery of online tutorial services to the Foundations of California Community Colleges (FCCC). **Smarthinking serves approximately 1,000 institutions around the world and over 35% of the community colleges in the USA, making it the online tutoring service most chosen by educators.** Smarthinking can also be integrated with the Pearson Family of MyLabs™ and other Pearson resources. Available 24/7, Smarthinking extends the learning day by helping students wherever and whenever they need assistance.

Since 1999 Smarthinking has been an innovator in connecting students with highly qualified educators via the Internet and has grown to an award winning, premier provider of educational services. Smarthinking won the prestigious CODiE award for *‘Best Instruction for Students at Home’* and is currently a member of professional organizations including the *WICHE Cooperative for Educational Technologies (WCET)*, *League for Innovation in the Community College*, and the *Software and Information Industry Association (SIIA)*. Having conducted over **6 million tutoring sessions**, Smarthinking’s experience and unique standing in the e-learning community have allowed it to attract an outstanding management team and staff of over 1,500 professional tutors and educators. Every year hundreds of thousands of students are connected with Smarthinking’s tutors.

Since 1999 many CA Community Colleges have enjoyed successful partnerships with Smarthinking. In the last two years, over 365,000 CA students have had access to Smarthinking services, with greater than 91% of students surveyed recommending the service to their friends.

Smarthinking has many partners in higher education with independent research proving the service’s positive impact on student performance. Smarthinking is not simply a ‘cost center’; it provides a return on investment for its client institutions. The ultimate goal is to help these institutions expand academic resources, improve student achievement and retention, enhance learning and, in the process, help students be successful.

In summary, Smarthinking is committed to providing personalized learning solutions for students enrolled in both on ground and online courses, as well as, offering a platform for CCC tutors to work from. Smarthinking accepts the terms and conditions of this RFP and will work within its specifications to provide world class tutoring to enhance student learning, performance, achievement, and persistence to graduation.

Introductory Letter

Thank you for the opportunity to respond to the Foundations for California Community Colleges (FCCC) Online Tutorial Services Request for Proposal. Pearson is a global leader in education content, technology, and support services, serving more than 130 million learners worldwide. Supported by the resources and stability of a world leader in education—Pearson has over \$9 billion in annual revenue worldwide. **Smarthinking is a part of the Pearson Education family, which has a long standing relationship with CA Community Colleges, providing many of the course materials (MyLabs™) and online tutoring services used in the classrooms today.**

We welcome the opportunity to expand our relationship with FCCC by proposing Smarthinking on-demand online tutoring services as a valued extension of academic support. Smarthinking is positioned to be the most effective partner with FCCC. Our overarching goals align with your goals—to provide world class tutoring to enhance student learning, performance, achievement, and persistence to graduation. **We also have the unique capability of integrating our Smarthinking online tutoring services with the thousands of MyLabs course materials being utilized in the CA Community Colleges today.**

The following response outlines the description and scope of services provided by Smarthinking to FCCC. Upon your review, we look forward to answering any questions you may have.

We submit this proposal with the confidence that we are a qualified partner to meet your online tutoring needs. **We look forward to discussing Smarthinking with you at your earliest convenience.**

Best regards,
Pearson Smarthinking Team

I.0 **Proposal – the bidder is to provide written responses to the following:**

4.1 **Performance History / References / Satisfaction**

A. Examples of Recent Outcomes of Tutoring Services from California, Florida and Minnesota colleges:

Sampling of 21 CA public institutions (19 CCC's & 2 universities) & approx. 365,000 students with access to Smarthinking from 01/2012 – 10/2014

a) **Subjects Tutored Listed Below:**

Subject	Sessions	Hours
Advanced Accounting	9	4.57
Algebra	5913	3198.55
Allied Health Essays	7	7.82
APA Formatting	27	9.63
Basic Math Skills	787	404.93
Biology	127	69.14
Calculus Single Variable	2299	1349.92
Career Writing	168	117.6
Cost Accounting	35	16.15
Differential Equations	4	1.8
Discrete Mathematics	2	0.9
Essay Center	19455	13618.5
Essay Center - 1 hr review	247	267.58
General Chemistry	1319	795.28
Geometry & Trigonometry	1049	583.83
Governmental/not-for-profit	1	0.45
Grammar & Documentation Review	1848	1293.6
Intermediate Accounting	47	23.44
Intro Accounting	713	314.83
Intro Human A& P	31	16.65
Introductory Finance	41	17.93
IT Support Access	2	1.02
IT Support Excel	8	7.17
IT Support Windows 7	2	0.42
IT Support Word	3	0.98

Liberal Arts Math	233	127.93
Linear Algebra	8	3.6
Macroeconomics Principles	336	134.12
Math Beyond Calculus	4	1.8
Math en Español	29	16.62
Microeconomics Principles	180	71.82
Multivariable Calculus	2	0.9
Nursing A&P	4	1.8
Nursing Essays	2	2.23
Nursing Geriatrics	1	0.47
Nursing Medical Surgery	5	2.22
Nursing OB/GYN	1	0.45
Nursing Pharmacology	2	0.9
Organic Chemistry	91	50.76
Paragraph Submission	699	314.55
Payroll Accounting	5	1.97
Physics	523	326.13
Reading	13	7.29
Research and Documentation	30	14.21
Resume or Cover Letter	117	81.9
Spanish	25	11.04
Spanish 1 Hour Essay Center	31	34.62
Spanish Essay Center	172	120.4
Statistics	2016	1231.91
Writing (All Subjects)	1094	611.06
Grand Total	39,767	25,293.39

b) Student Satisfaction: Survey results from the CA institutions above from 01/2012 –

Whiteboard Exit Survey								
Question Description	Count of Rating	Column Labels					Favorable Rating	
Row Labels		1	2	3	4	5	Grand Total	
Rate your tutor (5 is the best)	10	707	274	548	1006	5851	8386	88.3%
Rate the technology (5 is the best)	11	571	382	1054	1482	4897	8386	88.6%
Would you recommend SMARTHINKING to a friend ?	12	7644	742				8386	91.2%
Grand Total		8922	1398	1602	2488	10748	25158	
PS: For Q No. 16 - 'yes' is 1 & 'No' is 2								
ESSAY Exit Survey								
QUESTION DESCRIPTION	Count of Rating	Column Labels					Favorable Rating	
Row Labels		1	2	3	4	5	Grand Total	
Rate your tutor (5 is the best):	1	80	39	147	766	3107	4139	97.1%
Rate the technology (5 is the best):	2	80	42	188	597	3232	4139	97.1%
Would you recommend SMARTHINKING to a friend?	3	4028	111				4139	97.3%
Grand Total		4188	192	335	1363	6339	12417	
PS: Q No. 3 - 'yes' = 1 & 'No' = 2								

Sampling of 24 Florida community colleges & approx. 707,760 students with access to Smarthinking from 01/2012 – 10/2014

Subject	Sessions	Hours
Advanced Accounting	70	30.91
Advanced Statistics	34	15.3
Algebra	26433	14278.37
Allied Health A&P	9	4.12
Allied Health Essays	217	242.32
Allied Health Pharmacology	11	4.77
APA Formatting	56	25.87
Basic Math Skills	4091	2015.96
Biology	447	228.3
Calculus Single Variable	9630	5953.43
Career Writing	2404	1682.8
Corporate Tax	1	0.45
Cost Accounting	240	110.93
Differential Equations	66	29.7
Discrete Mathematics	50	22.5
Essay Center	134834	94383.5
Essay Center - 1 hr review	1377	1491.74
Essay Center - HS	199	139.3
General Chemistry	7522	4510.32
Geometry & Trigonometry	5042	2876.86
Governmental/not-for-profit	1	0.45
Grammar & Documentation Review	10195	7136.23
Individual Income Tax	20	7.99

Intermediate Accounting	366	169.07
Intro Accounting	3423	1582.8
Intro Human A& P	135	74.76
Introductory Finance	358	162.55
IT Support Access	23	12.67
IT Support Excel	50	25.03
IT Support PowerPoint	9	5.52
IT Support Windows 7	9	3.69
IT Support Word	20	10.41
Liberal Arts Math	1842	995.52
Linear Algebra	24	10.8
Macroeconomics Principles	624	239.23
Math Beyond Calculus	2	0.9
Math en Español	93	53.06
Medical Assisting	1	0.43
Medical Terminology	13	4.14
Microeconomics Principles	1046	384.89
Multivariable Calculus	48	24.22
Nursing A&P	52	23.89
Nursing Administration	22	10.93
Nursing Care Plans	46	20.97
Nursing Essays	823	919.02
Nursing Geriatrics	12	5.83
Nursing Medical Surgery	585	270.53
Nursing Mental Health & Psychiatric Nursing	5	2.55
Nursing OB/GYN	135	62.86
Nursing Oncology	6	2.71
Nursing Pathophysiology	55	24.35
Nursing Pediatrics	103	46.9
Nursing Pharmacology	159	70.88
Organic Chemistry	360	237.13
Paragraph Submission	6469	2911.05
Payroll Accounting	7	2.4
Physics	2716	1855.69
Reading	271	158.98
Research and Documentation	212	96.48
Resume or Cover Letter	879	615.3
Spanish	200	99.55
Spanish 1 Hour Essay Center	27	30.15
Spanish Essay Center	58	40.6
Statistics	8306	5405.18
Writing (All Subjects)	6202	3261.73
Grand Total	238,745	155,127.47

Student Survey results from the FL institutions above from 01/2012 – 10/2014

Whiteboard Exit Survey							
Question Description	Column Labels						Favorable Rating
	1	2	3	4	5	Grand Total	
Rate your tutor (5 is the best)	2,344	1,263	3,110	5,291	19,155	31,163	88.4%
Rate the technology (5 is the best)	3,053	961	1,876	3,545	21,728	31,163	87.1%
Would you recommend SMARTHINKING to a friend ?	28,680	2,476				31,156	92.1%
Grand Total	34,077	4,700	4,986	8,836	40,883	93,482	
PS: For Q No. 16 - 'yes' is 1 & 'No' is 2							
ESSAY Exit Survey							
QUESTION DESCRIPTION	Column Labels						Favorable Rating
	1	2	3	4	5	Grand Total	
Rate your tutor (5 is the best):	438	257	811	2,739	16,621	20,866	96.7%
Rate the technology (5 is the best):	431	240	766	3,285	16,045	20,767	96.8%
Would you recommend SMARTHINKING to a friend?	19,994	656				20,650	96.8%
Grand Total	20,863	1,153	1,577	6,024	32,666	62,283	
PS: Q No. 3 - 'yes' = 1 & 'No'=2							

To read this success story go to: <http://www.smarthinking.com/explore/success-stories/florida-college-system/>

Sample of 31 MnSCU institutions (24 colleges & 7 universities) & approx. 430,000 students with access to Smarthinking from 01/2012 – 10/2014

Subject	Sessions	Hours
Advanced Accounting	20	10.62
Algebra	3304	1,899.93
Algebra w/ Audio	5	3.08
Allied Health A&P	1	0.47
Basic Math Skills	477	256.42
Biology	176	103.83
Calculus Single Variable	791	497.03
Career Writing	513	359.10
Corporate Tax	4	1.80
Cost Accounting	66	38.97
Differential Equations	1	0.45
Essay Center	31251	21,875.20
General Chemistry	1292	748.22
Geometry & Trigonometry	356	212.53
Grammar & Documentation Review	1312	918.40
Individual Income Tax	7	3.58

Intermediate Accounting	58	26.37
Intro Accounting	755	335.52
Intro Human A& P	40	24.30
Introductory Finance	39	14.38
IT Support Access	5	3.52
IT Support Excel	19	12.97
IT Support PowerPoint	2	1.02
IT Support Windows 7	4	1.60
IT Support Word	2	0.53
Liberal Arts Math	155	79.80
Linear Algebra	1	0.45
Live Essay Review with Audio	7	4.32
Macroeconomics Principles	183	70.00
Math en Español	3	0.60
Microeconomics Principles	211	94.07
Multivariable Calculus	4	1.80
Narrative	4	0.67
Nursing Care Plans	1	0.50
Nursing Essays	31	34.62
Nursing A&P	1	0.25
Organic Chemistry	84	55.38
Paragraph Submission	2448	1,101.60
Payroll Accounting	23	12.08
Physics	518	344.93
Reading	15	6.55
Research and Documentation	18	8.90
Resume or Cover Letter	359	251.30
Spanish	10	6.28
Spanish 1 Hour Essay Center	3	3.35
Spanish Essay Center	12	8.40
Spanish w/ Audio	1	0.62
Statistics	952	615.65
Statistics w/ Audio	1	0.62
Writing (All Subjects)	961	443.92
Writing (All Subjects) w/ Audio	25	15.42
Total:	46,531	30,511.92

Student Survey results from the MnSCU institutions above from 01/2012 – 10/2014

Whiteboard Exit Survey							
Question Description	Column Labels					Grand Total	Favorable Rating
	1	2	3	4	5		
Rate your tutor (5 is the best)	506	189	281	668	2,750	4,394	84.2%
Rate the technology (5 is the best)	386	217	527	957	2,309	4,396	86.3%
Would you recommend SMARTHINKING to a friend ?	3,953	441				4,394	90.0%
Grand Total	4,845	847	808	1,625	5,059	13,184	
PS: For Q No. 16 - 'yes' is 1 & 'No' is 2							
ESSAY Exit Survey							
QUESTION DESCRIPTION	Column Labels					Grand Total	Favorable Rating
	1	2	3	4	5		
Rate your tutor (5 is the best):	100	72	213	1,117	3,269	4,771	96.4%
Rate the technology (5 is the best):	86	56	237	797	3,606	4,782	97.0%
Would you recommend SMARTHINKING to a friend?	4,596	161				4,757	96.6%
Grand Total	4,782	289	450	1,914	6,875	14,310	
PS: Q No. 3 - 'yes' = 1 & 'No' = 2							

c) and d) For more Institutional Outcomes and Faculty and College Satisfaction see Attachment F for specific outcome indicators.

B. Affiliate dashboard reporting provides detailed information about student usage including summaries by subject, topic, and modality (synchronous or asynchronous). Dashboards illustrate recent usage patterns, including information about when services are used (time of day and day of week information are both available). Archives of student sessions are also available. All schools have access to report data on demand. Custom service-level reports for turn-around time and drop-in wait times can be delivered upon request for schools participating in the program. (Sample reports can be viewed in section 4.3, A under Data Reporting.)

C. Average turn-around time for essays and asynchronous submissions is expected to be less than 24 hours. The average wait time for drop-in sessions is expected to be approximately 3 minutes.

Current Service level metrics for Fall 2014 are:

- Average essay return time: 21.2 hours
- Average wait time for math: 1.6 minutes; and a 2.8 minute average wait time for all other subjects

D. Smarthinking continuously monitors service level metrics and adjusts staffing accordingly. Individual students can encounter longer wait and return times as staffing adjustments are applied to address unexpected volume. Specific recourse and penalty terms for failing to meet

service level metrics are negotiable and would be addressed in our statement of work.

E. Institution/student complaints are typically routed through the institution’s dedicated Smarthinking Sale Support contact or through Smarthinking’s customer service and directed to our education management team. Each complaint results in a thorough review of the archived tutorial, the student survey results for said session, and appropriate follow up with the tutor and tutor managers. The institution/student receives a summary provided by the education manager with a recommended course of action regarding refund of time charged for the session(s) in the complaint.

F. Evidence of Experience - Tennessee TBR Universities & ROCC:

Smarthinking has a wealth of experience in Tennessee institutions. Seven Tennessee Community Colleges, two TBR Universities and Regents Online Campus Collaboration (ROCC) are currently using Smarthinking. Through ROCC, the students at all six universities and all thirteen community colleges use Smarthinking. In the past 6 years, Tennessee students have engaged in the following number of Smarthinking tutoring sessions and hours:

Year	Sessions	Hours
2009	21,240	11,478
2010	23,704	13,987
2011	27,480	17,278
2012	21,973	14,435
2013	17,892	11,856
2014 YTD	5,269	3,475
Total	117,558	72,508

Evidence of Experience – MnSCU:

MnSCU and Smarthinking have been partners for 8 years. MnSCU purchases hours as a system and distributes the hours to each school. The number of hours distributed is based on past usage. Many of the schools supplement the MnSCU distribution by purchasing their own hours. MnSCU includes **all two and four year state schools in MN except** the University of MN. In the past 46 months, MnSCU students have engaged in the following number of Smarthinking tutoring sessions and hours.

Year	Sessions	Hours
2011	17,463	10,865
2012	17,333	11,185
2013	16,817	11,138
2014 YTD	12,434	8,226
Total	46,584	30,549

Evidence of Experience – Open Universities Australia:

Open Universities Australia (OUA) was founded in 1993 and has provided online educational opportunities to more than 250,000 students. OUA provides access to more than 1700 units and 180 courses from over 20 leading Australian universities and Technical and Further Education (TAFE) institutions.

In the past 46 months, OUA students have engaged in the following number of Smarthinking tutoring sessions and hours.

Year	Sessions	Hours
2011	15,386	10,237
2012	16,705	11,363
2013	16,403	11,968
2014 YTD	16,210	10,788
Total	49,318	34,119

To read this success story go to:

<http://www.smarthinking.com/explore/success-stories/open-universities-australia/>

G. References from clients of similar size, structure and complexity.

Contact Person	Contact Title	Institution	Mailing Address	Telephone Number	Email Address
Dr. Donna Ashford	Director, ROCC Support Services	ROCC	1415 Murfreesboro Rd Nashville, TN 37217	615-366-4440	Donna.Ashford@tbr.edu
Dr. Patrick Wilson	Associate Vice Chancellor, ROCC	ROCC	1415 Murfreesboro Rd. Nashville, TN 37217	615-366-3654	Patrick.Wilson@tbr.edu
Dr. Linda Kingston	Dean of STEM & Liberal Arts	St. Paul College	235 Marshall Ave St. Paul, MN 55102	651-846-1725	Linda.Kingston@saintpaul.edu
Guntis Dombrovskis	Director of Online Learning	North Hennepin Community College	7411 85 th Ave N Brooklyn Park, MN 55445	615-366-3654	GDombrovskis@nhcc.edu
Dr. Cathy Stone	Head of Student Success	Open Universities Australia	Level 1, 473 Bourke Street, Melbourne VIC 3000 GPO Box 5387, Melbourne VIC 3001	T + 61(3) 8628 2428 M +61 410 348 794 Skype: cathy.m.stone	Cathy.Stone@open.edu.au

H. Smarthinking has formed partnerships with over 1,000 institutions and entities at; State, District and Consortia levels. Listed below is an **example of 6 Higher Education institutions in CA** partnering with Smarthinking.

Contact person	Contact Title	Institution	Mailing Address	Telephone Number	Email Address
Melissa Aguilar	Co-Director	DeAnza College	21250 Stevens Creek Blvd. Cupertino, CA 95014	408-864-8683	aguilarmelissa@deanza.edu
Dr. Michelle Kozlowski	Associate Vice Chancellor of Educational Services & Information Technology	West Hills Community College District	9900 Cody St Coalinga, CA 93210	559-934-2100	michellekozlowski@whccd.edu
John C. Wood	Director Learning Assistance Center	Pasadena City College	1570 E. Colorado Blvd. Pasadena, CA 91106	626-585-7751	jcwood@pasadena.edu
Ted Blake	Coordinator, Learning Center & Basic Skills	Mt. San Jacinto College	1499 N State St, San Jacinto, CA 92583	951-639-5440	tblake@msjc.edu
Diane Flores-Kagan	Writing Center Learning Specialist	Antelope Valley College	3041 W. Avenue K Lancaster, CA 93536	661-722-6300 x 6018	dfloreskagan@avc.edu
Dr. Marcellene Watson-Derbigny	Associate VP Student Retention & Academic Success	California State University – Sacramento	6000 J Street Sacramento, CA 95819	916-278-7812	watsonml@csus.edu

I. Smarthinking’s vision is, and always has been, to partner with CCC’s to help provide a positive impact on student performance, especially for those who are underserved and underrepresented. While providing a return on investment for client institutions, the ultimate goal with the OEI initiative will be to help CCC’s expand online academic resources while increasing ease of use and convenience, improve student achievement and retention, enhance learning and, in the process, help students be successful.

4.2 Subjects and Features

Maximum Score: **20 points** for A - E below.

A. For the OEI CCC courses outlined in this RFP, essay review will be provided on a 24/7 basis as described below:



The **Smarthinking Writing Center** is designed to assist students at all levels to become stronger writers. Students receive a detailed, personalized critique of any written assignment and can select specialists such as ESL, Technical Writing, or Creative Writing experts. Submissions can be made 24/7.

The Critique Process: Each critique includes the tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Our tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers. Smarthinking's writing services include paragraph reviews, short and long essay reviews. Reviews focused on higher-order and lower-order concerns are available, and students have the option of working live or asynchronously with a tutor to complete their reviews.

Smarthinking's writing tutors routinely support writing across the curriculum, assisting students in the sciences, social sciences, and humanities with their assignments. Our Research and Documentation service, a live offering, allows students to receive assistance as they prepare their work, and our essay services help to ensure that their writing meets assignment goals and requirements. **Sample essay critiques can be found in Attachment G.**

B. Synchronous tutoring services will be provided to the OEI CCC courses in the following method:

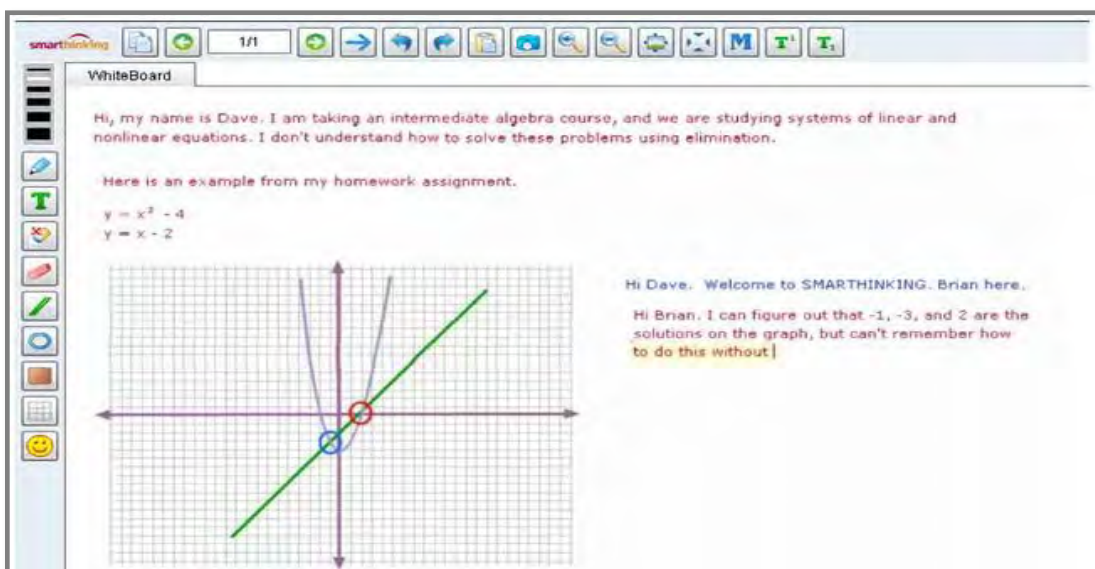
Students connect via Internet to live tutors. No special software or equipment is required. We provide live, online tutoring up to 24/7 enabling students to get the help they need when they need it.



Our tutors do not solve the problems for students. They teach the underlying concepts.

Up to 24/7 Drop-in/On Demand Tutoring:

Using an advanced queuing system providing little or no wait time, students are connected on-demand with an expert tutor. Students work one-on-one, in real-time, communicating using virtual whiteboard technology. Scientific and mathematical notation, symbols, geometric figures, graphing and freehand drawing can be rendered quickly and easily.



Schedule an Appointment:

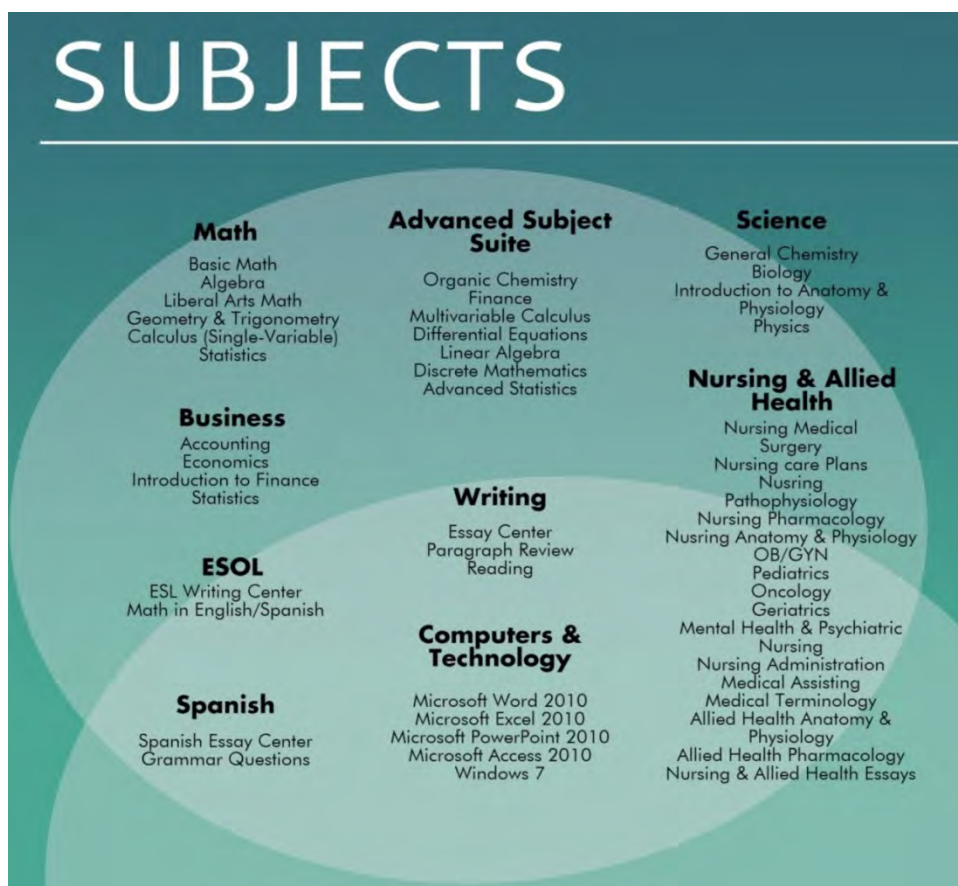
Students who prefer to plan ahead can schedule a 30 minute appointment with a tutor of their choice. At the scheduled time, the student and tutor connect live using the virtual whiteboard.

All sessions are archived and available for students to review at any time. For institutional implementations, individual and aggregate student usage information is reported and transcripts of every tutoring interaction are available to the campus program administrator through the dashboard reporting system.

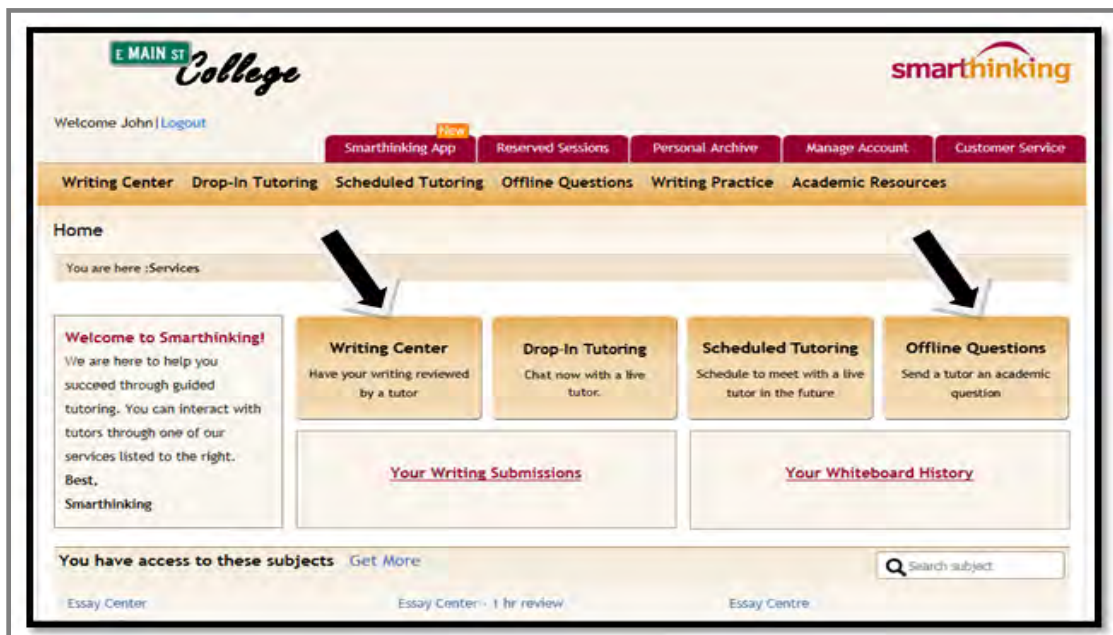
Accessing Smarthinking:

FCCC has a variety of options when determining student access to Smarthinking services. Our Implementation Services team works with campus administrators and staff to determine the method for secure log best suited for your program(s). **Options include single sign-on integration within your learning management system**, embedded links/buttons on campus webpages, self-registration, or pre-registration for direct log in.

Smarthinking's full suite of services is offered for the OEI courses as well as the subjects shown below:



C. Asynchronous tutoring for the courses offered in the OEI and beyond would be in the form of our “Writing Center” and “Offline Questions” service.



See details on Writing Center response above (4.2, A)

- Allows students to submit a paper for review
- Students select the type of tutor to review the essay from first available, ESL, technical, business or creative specialists
- Students receive a response within 24 hours

Offline Questions:

- Allows students to submit a question to a tutor
- Students select from their available subjects
- Students typically receive a response within 24 hours

D. Smarthinking will allow students to:

D.1 Connect synchronously, on-demand (without an appointment) with professional tutors up to 24/7, year-round, via the Smarthinking *whiteboard*, a chat-like interface with the additional ability to create drawings, share screenshots, graphics, figures, diagrams, office documents, PDFs, and more. (Note: A version of the whiteboard that is compatible with screen-readers is also available.)

D.2 Pre-Schedule a thirty-minute tutoring session in advance with a tutor of their choosing using the Scheduled Tutoring option.

D.3 The *Offline Question* option in the Smarthinking system allows students to submit their

questions to a tutor and receive a response with guidance and instruction within 24 hours.

D.4 Students can submit drafts of papers to the Smarthinking Writing Center and receive a comprehensive review/critique with feedback and suggestions for improvement, usually within 24 hours.

D.5 Smarthinking provides a *Scheduled Tutoring* option that allows students to pre-schedule synchronous tutoring sessions in advance with a specific tutor.

D.6 The Smarthinking service allows clients to predetermine (and also modify at any point) tutoring time limits for students or limit the number of essay submissions that any one student can submit. The Smarthinking service also allows the client to override that limit for individual students.

D.7 The Smarthinking queue management system is based on the same systems used in high-volume call centers and utilizes the best theories and practices of operations management to maximize tutor availability and minimize student wait times.

D.8 The Smarthinking whiteboard, an easy to use chat-like tool through which tutors and students communicate, includes the ability for students and tutors to collaborate and communicate using audio; has several symbol and notation palettes that include the types of characters/symbols used in math, science, and economics courses; allows for the sharing of images and documents; and also includes tools for creating drawings, figures, diagrams, and expressions. A version of the whiteboard that has been adapted for use with screen readers automatically presents itself to students using these tools, allowing for a seamless tutoring experience.

D.9 The Smarthinking service, in addition to a 1-1 tutor-student interaction option, also includes a group tutoring option, allowing multiple students to participate in a collaborative tutoring session.

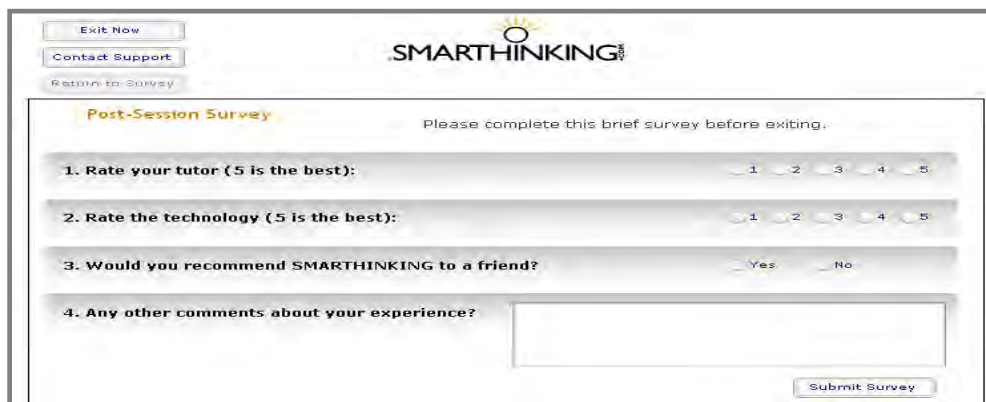
D.10 The Smarthinking tutoring platform can be utilized in a manner that allows students in the same course to engage in small group activities without actually engaging with a tutor.

D.11 Students can access on-demand to their synchronous tutoring sessions and also print/save their tutoring sessions at any time.

D.12 Students can access on-demand to their asynchronous tutoring sessions and also print/save their sessions at any time.

D.13 Each Smarthinking tutoring session (synchronous or asynchronous) is concluded with an

evaluation form for students to evaluate and log comments about the service. These evaluations are available to the client at any time via the Smarthinking reporting system. They are also used as part of the continuous improvement process applied to our tutoring service.



The image shows a screenshot of the Smarthinking Post-Session Survey form. At the top left, there are three buttons: "Exit Now", "Contact Support", and "Return to Survey". The Smarthinking logo is centered at the top. Below the logo, the text "Post-Session Survey" is displayed in orange, followed by the instruction "Please complete this brief survey before exiting." The survey consists of four questions:

1. Rate your tutor (5 is the best): with a 5-point Likert scale (1, 2, 3, 4, 5).
2. Rate the technology (5 is the best): with a 5-point Likert scale (1, 2, 3, 4, 5).
3. Would you recommend SMARTHINKING to a friend? with "Yes" and "No" radio button options.
4. Any other comments about your experience? with a large text input field.

A "Submit Survey" button is located at the bottom right of the form.

D.14 Customer service is available for synchronous call-back 8 AM – 9 PM ET Monday – Friday. Our customer service online knowledge basis is available 24/7 and includes asynchronous question submit options. Students, faculty and administrators can also email customer service 24/7 using our contact form available here: <http://www.smarthinking.com/customer-service>. An institution’s dedicated sales support agent is also available by phone and email to facilitate technical support needs

E. Storage capacity for session archives is unlimited. Smarthinking utilizes the most advanced technologies in load-balancing and scalability.

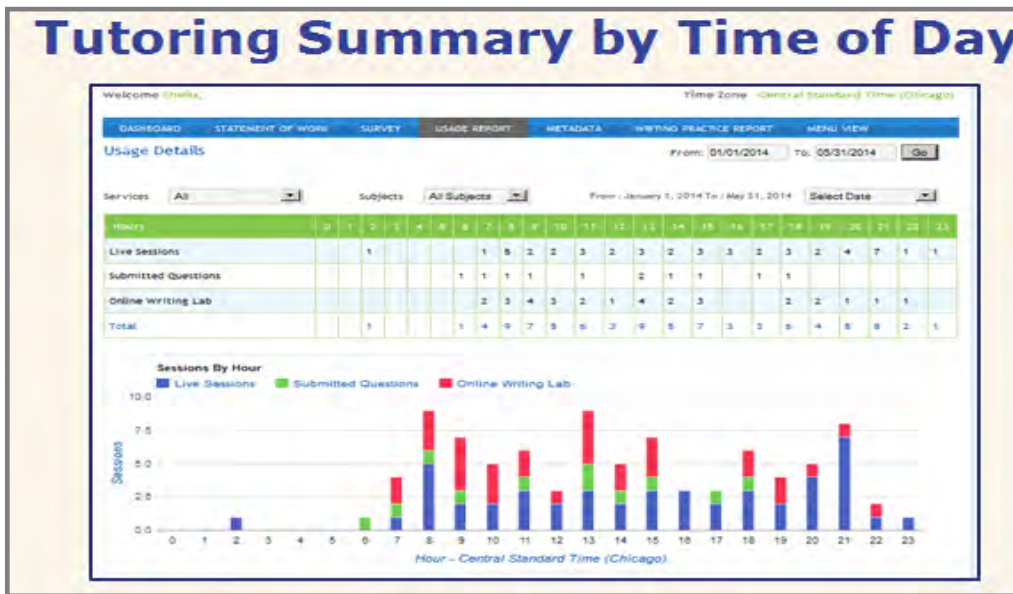
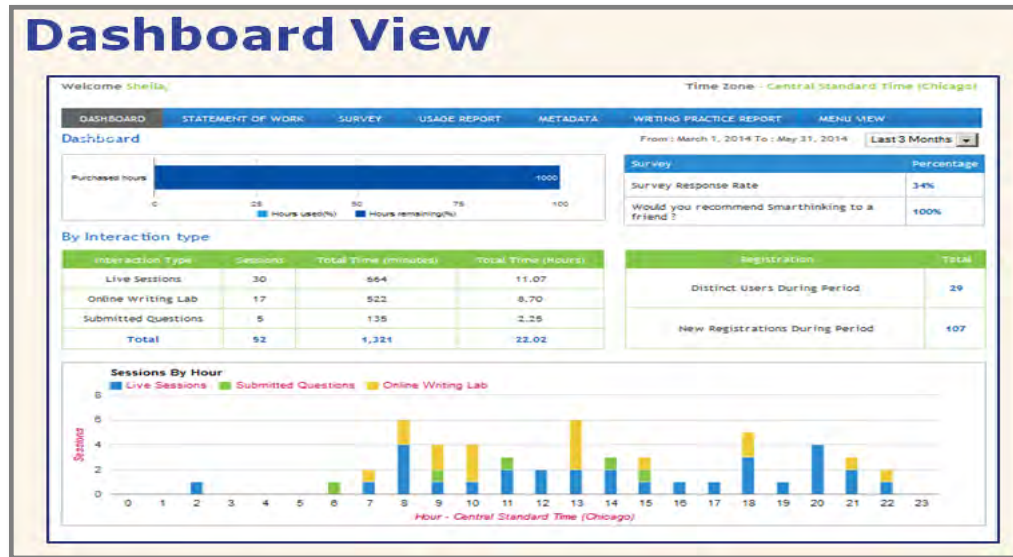
4.3 **Evaluation / Data Reporting**

Maximum Score: 10 points for A - C below.

A. Smarthinking Reporting Capabilities include: The Smarthinking reporting system supports the ability for clients to report on the following metrics (A screenshot of the initial *dashboard*, the landing page for the Smarthinking reporting system, follows. Also included, “Tutoring Summary by Time of Day”.)

- Overall tutoring utilization
- Tutoring platform utilization
- Tutoring utilization by student user
- Tutoring utilization by course
- Tutoring utilization by college, campus, or location
- Tutoring utilization by academic subject
- Tutoring utilization by academic concept
- Tutoring utilization by interaction type (synchronous, asynchronous, or writing center submission)
- Tutoring utilization by hour of day

- Tutoring utilization by day of week
- Student satisfaction survey summary
- Individual student satisfaction survey responses
- Custom reporting capability via client-defined fields (meta data)



B. Above and beyond the reporting capabilities listed above (4.3,A), Smarthinking will provide faculty and student satisfaction survey data results, as well as, the opportunity for efficacy studies.

C. Being a part of Pearson allows us to engage internal resources such as our Efficacy Team to collaborate with the CCC's on creating studies to determine the effectiveness of Smarthinking services on academic success and course completion.

Examples of our Smarthinking Efficacy Studies can be viewed here on page 30-32:

http://www.pearsonmylabandmastering.com/northamerica/results/files/CCR_WEB_FINAL.pdf

Based upon the tutoring usage data, student survey responses, and potentially faculty survey responses, we would (under the direction of OEI and college staff), use a multi-pronged approach to build greater awareness of the service in areas that the OEI and member colleges feel are underutilized. Some of the strategies that we would employ would include but are not limited to the following:

- Providing discipline-specific online information/Q&A sessions for faculty, staff, and students, where they learn more about the service, how it works, how to access it, and can get answers to their questions about the service.
- Provide support for creating custom documentation, physical and virtual, that helps to promote more utilization of the service in underutilized areas.
- When appropriate, support OEI and college student success campaigns by providing presentations, collateral items, or even staff to build greater visibility of the service to students and faculty that attend these events.
- Provide usage data reports tied to the course from which students requested support that can then be tied to other data reports on student satisfaction as well as course completion and grade data available to the college.

4.4 Fees

Maximum Score: 15 points for A - G below.

A. (1 – 4) In order to maintain clarity and simplicity, our pricing models are described below in detail under #5, Full Service Model & Blended Model descriptions.

5. Pricing Information:

Full Service Model Options

Option A: Pay-for-Use Model:

For tremendous ease of use, Smarthinking is offering a flat rate cost – pay for what you use model - of **\$23 per hour** for tutoring hours used by CCC's. The use of these hours will be billed / invoiced on a monthly basis.

- No fee for web-based Training, Set up, Implementation

- If onsite training is preferred, a fee of \$1,000 for 1 Day of Onsite Training will be required (This fee is waived for those CCC's already under contract with Smarthinking currently)
- No other fees associated with this service

Option B: Pre-Pay Model (Bulk Purchase):

If you have funding that needs to be spent all at once (i.e. Grant Funds), any CCC will have the option to buy Smarthinking tutoring hours up front, in bulk, at the **\$23 per hour rate, over 12 month contract.**

This is the perfect option for the CCC looking to take advantage of the **“Buy-in” option** of this RFP. There is no minimum or maximum number of hours that need to be purchased at any given time.

- No fee for web-based Training, Set up, Implementation
- If onsite training is preferred, a fee of \$1,000 for 1 Day of Onsite Training will be required
- Any CCC may **rollover unused hours into subsequent years and at no charge.**
- No other fees associated with this service

Blended Model Options

Smarthinking can be the technology provider should a college want to staff its own online tutoring center, Smarthinking will license its technology platform. This model allows for the CCC's to combine its tutors with Smarthinking-Certified tutors to create a comprehensive online tutoring infrastructure. The overall student experience will remain the same, as if the student were using the Full Service Model.

Pricing Option for Blended Model:

For CCC's using our Full Service Model noted above, the use of the platform for the Blended Model **will be offered at no charge.** However, an initial “1 Day of Onsite Training” will be required at \$1,000 per day.

- B. The models described above are designed for the client to control costs from the start. Specifically clients can:
- Cap hours
 - Select web-based training versus onsite training
 - Leverage the Blended Model
- C. For the Pay-For-Use Model, the contract length is determined by the use of hours each month.
- For the Pre-Pay Model, contract length would typically be 12 months

- For the Blended Model, contract length would typically be 12 months
- There are no other reoccurring costs
- Optional “onsite services” can be rendered at \$1,000 per day

D. Pay-for Use Model – Monthly Billing

Pre-Pay Model – Invoice 30 day net

E. No, pricing would not differ. The maximum discounts have been applied.

F. See Full Service Model & Blended Model descriptions above.

- Onsite Training: \$1,000 Per Day
- Full Service Model: Free web-based option or \$1,000 for Onsite Training
- Blended Model: = \$1,000 (1 Day Onsite Required)

G. Standard Fees

Standard Fees	Discounted Fees	Discount Percentage
Cost Per Hour = \$32	Cost Per Hour = \$23	29%
Onsite Implementation/Set Up/ Training = \$3,000	Onsite Impl/Set Up/Training = \$1,000	66%
Rollover/Annual Fee = 10% cost of hours remaining not to exceed \$3,000	Rollover/Annual Fee = waived	100%
Platform = \$10,000	Platform = \$0	100%

4.5 **Tutor Training**

Maximum Score: 10 points for A - F below.

A. We have set the standard for online tutor training that has been developed and delivered by Smarthinking’s seasoned education management team. Please see:

<http://www.smarthinking.com/about-us/our-team/> and <http://www.smarthinking.com/about-us/published-works/>

The Tutor Training Program involves a combination of self-paced online modules, interactive sessions with veteran tutors and meta-cognitive exercises. In their online practice sessions, tutors undergo an orientation to their respective technology platforms and then work with academic coordinators and veteran tutors, who assume a variety of student roles. Simulated tutorial exercises represent diverse situations and student needs that occur typically throughout the semester (e.g., scenarios involving ESOL and non-traditional students, as well as students with varying learning styles). Upon completion of the training program, tutors must

demonstrate competence in specific content areas, competence in online communication and instruction, and an understanding of the values that drive our practice.

Smarthinking's training program has been documented in numerous book chapters, journal articles, and a full length book co-authored by Smarthinking's vice president of education (Dr. Christa Ehmann) and published by the National Council of Teachers of English (NCTE): *Preparing Educators for Online Writing Instruction: Principles and Processes (2003)*.

B. Over 90% of tutors have an advanced degree in the subject area they support. All tutors have a minimum of a bachelors degree and on average 10 years teaching experience in the subject area they support.

C.1 Using our proprietary virtual whiteboard for live, real-time collaboration, tutors guide students through solving math problems. Smarthinking's tutors do not solve the problem for students. Instead, tutors use a problem-solving based teaching style to help students learn underlying math concepts. In this way, students learn to handle future assignments on their own.

C. 2 – 4 **The Critique Process:** Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

D. **Platform training** begins with a discussion of program goals, including discussion of the subjects in which tutoring will be provided, how this will be coordinated with services delivered by Smarthinking, what modalities will be employed (synchronous via drop-in, prescheduled, or both; asynchronous; writing review). Tutoring schedule and availability for both locally-delivered and Smarthinking tutoring would be determined, and the site set-up would reflect this. Policies in place for campus tutoring programs would also be identified and the Senior Sales Specialist would work with the campus to determine how best to translate those policies into the online tutoring realm.

Training would focus on review of the various aspects of the tutoring platform, and those trained would have an opportunity for hands-on access to both tutor and student portals so that they could become familiar with the interactions and tools available for the various tutoring modalities. The Smarthinking Tutor and Coordinator Handbooks would be provided to all participants in print and/or electronic form.

Initial onsite training is required, and may be followed by webinars to address questions that arise as the service is being delivered.

Program coordinators would also be trained on the tutor management console where review of activity on the campus tutoring side can be accomplished. Focus of training would depend on the subjects and modalities in play. The goal of this session would be to ensure that there is understanding of the ways in which the program can be monitored, evaluated, and executed effectively.

E. Students work **one-on-one with expert educators** using our advanced whiteboard, uploading documents or links when needed, to address reading comprehension, vocabulary building, understanding reading assignments, answering reading study questions, and responding to readings. Tutors assist students with reading comprehension by asking questions about segments of text, reframing reading comprehension questions for students, and creating concept maps. This approach will help the student develop successful study habits and highlight the commitment needed to prepare for exams.

F. Pearson is committed to a world that's always learning and to our talented team who makes it all possible. Smarthinking, a Pearson service unit, is hiring motivated individuals to serve as part-time online tutors. The major responsibility is tutoring students of varying abilities and ages; however, responsibilities may include assisting in the training and mentoring of new tutors.

We acknowledge the talented CCC's tutor pool, and encourage interested parties to review open positions via our online career portal: <https://careers-smarthinking.icims.com>

There will be additional opportunities for CCC's tutors in the adoption of blended and consortium models facilitated by the Smarthinking tutor management platform.

4.6 Technical Capabilities and Support

Maximum Score: 15 points for A - U below.

A. Session data is stored in chat logs in text mode and the urls of the file path are stored in database tables. Usage minutes are also captured in database tables.

B. Smarthinking is FERPA compliant. Information is maintained behind a firewall, with outside access protected. Only the organization's administrator has full access to students' personal information. Access to student data by internal personnel is tightly controlled. Session data used for Client support and tutor quality assurance reviews is accessible by members of the support and tutoring management teams, and is not used for other purposes. In particular, tutors never have access to more than a student's first name, and policy prohibits disclosing of phone or email contact information

C. There have been no breaches of Smarthinking data recorded to date. In the event of a system breach, affected clients would be contacted by Pearson technology and immediate action would be taken to secure student data and restore the service to operation as soon as possible. The Pearson Global Information Security and Technology Policy (GISTP) addresses all areas of data security including reducing the risk of compromise to Pearson hosting and other systems, the contents of its GISTP are not disclosed publicly. The GISTP is reviewed and updated semi-annually, with ratification by the Chief Information Officer, Chief Technology Officers, Security and Privacy Officers.

D. With the exception of a platform migration scheduled and completed in December of 2011, system updates have been accomplished using patches with limited to no downtime. As part of our Application Migration and Remediation program, a comprehensive plan for future system upgrades will be created in 2015. Clients are provided with a minimum of ten days notice when outages are planned, and scheduling is planned to avoid critical times in the academic calendars of our institutions.

E. We strive to avoid any downtime and are typically able to redirect traffic to other servers in our system through load balancer configuration. When downtime does occur, it is typically two hours or less.

F. Smarthinking uses firewalls for security. To reduce the risk of compromise to Pearson hosting and other systems, the contents of its GISTP are not disclosed publicly. The GISTP is reviewed and updated semi-annually, with ratification by the Chief Information Officer, Chief Technology Officers, Security and Privacy Officers.

G. Pearson technology provides 24/7 server monitoring and support. A dedicated Pearson security team is anticipated in 2015, following completion of our Application Migration and Remediation program.

H. PricewaterhouseCoopers conducts this audit for Pearson. We have completed this process once since joining Pearson in 2011, and will schedule routinely in the future.

I. SQL Inject prevention scripts are deployed. McAfee monitoring is there for our payment gateway. Application scan activity is planned as part of the Application Migration and Remediation program.

J. Pearson uses a combination of standards, policies and frameworks to manage the evolving risks around Information Security. The Pearson Global Information Security and Technology Policy (GISTP), the International Organization for Standardization Security Standard 27002 (ISO 27002) and Industry leading practices are all used to reduce the risks associated with modern information sharing.

Pearson Global Information Security and Technology Policy (GISTP): This policy is global in nature and applies to all Pearson Operating companies and personnel worldwide. The GISTP addresses all areas of data security including, but not limited to, personnel security, physical security, computer and network management, and access control. To reduce the risk of compromise to Pearson hosting and other systems, the contents of its GISTP are not disclosed publicly. The GISTP is reviewed and updated semi-annually, with ratification by the Chief Information Officer, Chief Technology Officers, Security and Privacy Officers

K. Back-up Solution & Disaster Recovery: To ensure recovery of data lost in a catastrophic event such as a hard disk failure, there is absolutely no substitute to regular back-up of all data. Pearson employs a number of practices to ensure you do not lose your data. All data at Pearson is managed through SAN (Storage Area Networks) which allow us to take snapshots (point in time backups) of your data and server builds. This can be done on the backend through a scheduled process or upon need with no impact on your system's performance. We then have the capabilities to move that backup data to other sites or use it to quickly build another server for you to perform testing with current data. For long-term storage, Pearson uses Symantec Data Protection Services, the industry benchmark for data back-up and recovery in today's IT environments. Symantec backup solutions protect critical data, simplify the management of data backup and recovery, and provide consistent, reliable data protection

L. Yes, all of Smarthinking's data is hosted in an external data center. Our primary data center is in Dallas and the back-up data center in Seattle. Our data center rating is Tier 4. In a critical situation, Pearson maintains multiple tiers of support with a minimum of two personnel assigned for every key role (e.g., database admins, system administrators, application engineers, networking, storage, security) and succession plans for primary management roles. This philosophy is reflected in our processes and procedures including escalation and emergency scenario response. The Tier 1 personnel are the Help Desk technicians who work 24/7/365 and who have both local and remote support capability. Tier 2 personnel are members of the IT team that have full access to production and who work directly with the Help Desk personnel as the first tier of escalation and are staffed 16/7/365 (late hours support goes directly to the next tier). Tier 3 personnel are members of the senior engineering team who follow an on call phone rotation and are available 24/7/365 for all escalation and emergency issues. In addition to having Pearson personnel onsite at the primary production

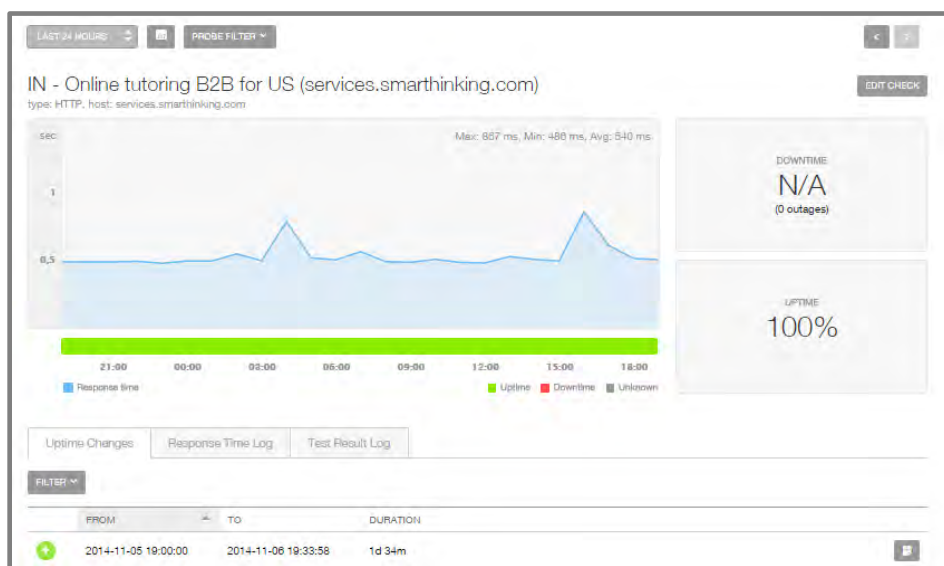
data center, we also have direct access to senior Network Operations Center personnel, senior engineering staff, and all levels of senior management staff 24/7/365.

M. Hosted in dedicated servers. Data replication occurs in real-time to the back-up data center servers.

N. Our application is redundantly hosted in geographically dispersed Tier-4 rated data centers. Our system includes load balancing to redirect traffic as needed.

O. Our system is extremely robust and is currently used by hundreds of thousands of students each year without bandwidth issues. Current application will easily support expected volumes throughout the term of the RFP.

1. Pearson has never experienced any issues regarding response time as concurrent users increase.
2. We are currently using Pingdom for application monitoring.



P. We have implemented responsive design.

1. Yes, the same URL is being used in all devices. Also, we have iOS and Android Apps for the Smarthinking service.

Q. Highly reliable third party data center, 24x7 server monitoring team and pingdom support.

R. We have the following methods:

- Generic Activation Code/Password
- Unique Activation Code/Password

- Single Sign-On
- Pre-Registration of Students
- To activate and inactivate accounts as needed.
-

S. We have tested our website with limited available download bandwidth and it is supported.

T. We had experiences with CDN.

U. We have tested our website with limited available download bandwidth and it is supported.

4.7 Customer and Service Support

Maximum Score: **10 points** for A - M below.

A. The Smarthinking *student dashboard* view allows students to view in real-time how much tutoring time they have used and how much time they have remaining. Similarly the client's *Smarthinking Administrator Dashboard* allows the client institution or organization to view in real-time, how much tutoring time the institution has used and how much is remaining in their account.

The screenshot displays the Smarthinking student dashboard. At the top, there is a 'Getting Started with Smarthinking' section with three steps: 1. Get started by selecting one of our services (Writing Center, Drop-In, Tutoring, Scheduled, Tutoring, Offline, Questions, Writing Practice); 2. View responses from tutors and archives of your previous work within your Personal Archive; 3. Keep track of your usage, add time and/or subjects, and manage your notifications within Manage Account. Below this, the dashboard is divided into several sections: 'Your Subjects' with a list of subjects and a 'View Subject Availability' link; 'Your Personal Archive' with a table of sessions; 'Your Calendar' with a calendar for November 2014 and a 'My Pre-schedule Archives' link; and 'Your Saved Whiteboards' with a table of saved whiteboards. A summary box indicates 'Your Account has 9984 minutes of tutoring time available. You have used 479 tutoring minutes. More Info'. The time shown is 10:09:53 AM* on Thursday, November 6th, 2014.

Date	Subject	Type	Status
10/12/14 01:51 PM	General Chemistry	Drop-In	Completed
10/08/14 05:24 PM	Basic Math Skills	Drop-In	Completed
03/25/14 12:26 PM	Persuasive	Writing Practice	Returned

Date	Title	Subject
03/14/13 07:23 PM	Physics	Physics

B. Smarthinking provides a combination of electronic and printed training materials and user guides to the students and faculty that it supports.

C. Each Smarthinking client is assigned a dedicated support specialist to provide timely and accurate issue resolution. Institution/student complaints are typically routed through this or through Smarthinking's customer service and directed to our education management team. Each complaint results in a thorough review of the archived tutorial, the student survey results for said session, and appropriate follow up with the tutor and tutor managers. The institution/student receives a summary provided by the education manager with a recommended course of action regarding refund of time charged for the session(s) in the complaint. In addition to complaint resolution, the Smarthinking Education team routinely reviews archived sessions for all of its tutors to ensure that they meet the quality standards

established by our organization.

D. We do not have Spanish speaking personnel available to students immediately for support.

E. Smarthinking Tutors review students' writing in English for Speakers of Other Languages (ESOL); we offer drop-in and asynchronous bilingual (Spanish) support in mathematics and sciences.

F. Smarthinking's services comply with Section 508 of the Rehabilitation Act as well as the WCAG Level AA guidelines. The service is also in compliance with all applicable FCC regulations regarding advanced communication services. Our services adhere to Pearson's guidelines for accessibility. The complete list of guidelines can be found at:

<http://wps.pearsoned.com/accessibility/115/29601/7577872.cw/index.html>.

The following features enhance the tutoring experience for students using assistive devices by:

- Allowing for both synchronous and asynchronous tutoring options.
- Audio, text, and audio + text options are available for all students. Audio sessions are available for mathematics and writing subjects via prescheduled sessions, and available for any/all other subjects upon request. Turnaround time for the addition of new subjects is 24 hours.
- Telephone based tutoring sessions are also available upon request.
- Alt tags. All Smarthinking images and graphics use alt tags and, where appropriate, long descriptions. Alt tags are also used for image maps and for graphics associated with these, providing access to links and information when a screen reader is in use. All text links are carefully described to clearly indicate what the link should do.

G. Smarthinking strives to return essay reviews and asynchronous responses within 24 hours and forecasts staffing for an average wait time of 3 minutes for all live drop-in tutoring. Current Service level metrics for Fall 2014 are: average essay return time equals 21.2 hours, average wait time in math equals 1.6 minutes, and a 2.8 minute average wait time for all other subjects.

H. Help desk response metrics are as follows: we strive to complete requests for call-back within the same business day, and respond to emails within 24-48 hours. Help desk call-back service is available 8 AM – 9 PM ET Monday – Friday. Help desk service level agreements are negotiable and will be addressed in our statement of work.

I. Penalties for any customer service levels violation and earn-back structure are negotiable and will be addressed in our statement of work.

J. Penalties for any customer service levels violation and earn-back structure are negotiable and will be addressed in our statement of work.

K. The Smarthinking whiteboard includes an *accessibility mode*, which fully supports the assistive technologies that a non-sighted student would employ. Furthermore, the Smarthinking whiteboard supports the ability for students and tutors to converse using voice.

L. The Smarthinking service also includes support via callback, in the event that a student submits an issue via the web site and wants to engage in a telephone support interaction.

M. The Smarthinking Sales Director and Sales Specialists would work closely with the dedicated team from the regional association to determine specific needs. In this scenario, a Blended Model approach, just like what we are offering in this RFP, would be a recommended approach. This model would allow students to access local tutors or Smarthinking tutors based on the regional association's terms. Access to the Smarthinking tutor platform and the Smarthinking tutors themselves can be customized by the regional association.

Smarthinking currently works with institutions providing this "Blended Model" approach for this exact scenario. **In fact, there are CCC's employing the "Blended Model" today (i.e.; De Anza College).**

Also, being a part of Pearson allows us to engage internal resources such as our Efficacy Team to collaborate with the regional association on creating studies to determine the effectiveness of Smarthinking services on academic success and course completion.

See Attachment E for more information on our Efficacy Framework.

Examples of our Efficacy Studies can be viewed at:

http://www.pearsonmylabandmastering.com/northamerica/results/files/CCR_WEB_FINAL.pdf

4.8 Additional Services and Capabilities

Maximum Score: 5 points for A – C below.

A. Smarthinking's scalable tutor platform is designed to allow universities to support their local online tutoring initiatives, including a consortium model. Moreover, said design ensures an efficient blend with Smarthinking's tutorial support to provide comprehensive service for those institutions that opt for this implementation.

As shared in the cover letter and Executive Summary, Smarthinking is part of the Pearson Education family. Pearson provides many services, course materials and solutions to Higher Education globally, including all the CCC's. Smarthinking has the ability to leverage the Pearson solutions being used at the local CCC's (i.e.; MyLabs) and create innovative, cost effective, integrated solutions for the long-term vision of the OEI.

Smarthinking, through Pearson, is committed to partnering with institutions to deliver measurable results and improve lives through learning. Pearson is transforming itself from a company that creates inputs to education—online courses, eTexts, assessments, and other learning tools—to one that is focused on learning outcomes. We have invested significant resources and developed an **efficacy framework** that is now stitched into everything that we do. Therefore, partnering with Smarthinking also provides access to the most innovative products and services in the education industry.

See Attachment E for more information on our Efficacy Framework.

In addition to the tutoring available in the Full Service & Blended Models described throughout this RFP response, the Smarthinking student page offers several **FREE** academic resources including:

- Virtual Nerd—Over 2,183 video tutorials in Pre-Algebra, Algebra 1, Algebra 2 and Geometry
- Links to educationally sound Mathematics Study Resources on the web
- A Writer’s Handbook—When a Smarthinking tutor critiques an essay, the tutor will provide links to the appropriate sections of the writer’s handbook that address the problem areas the student is having.
- An ESL Writer’s Handbook—When a Smarthinking tutor critiques an ESL student’s essay, the tutor will provide links to the appropriate sections of the ESL writer’s handbook that address the problem areas the student is having.
- An online accounting glossary
- A Study Skills Handbook

B. Smarthinking, a Pearson service unit, is hiring motivated individuals to serve as part-time online tutors. The major responsibility is tutoring students of varying abilities and ages; however, responsibilities may include assisting in the training and mentoring of new tutors.

We acknowledge the talented CCC’s tutor pool, and encourage interested parties to review open positions via our online career portal: <https://careers-smarthinking.icims.com>

There will be additional opportunities for CCC’s tutors in the adoption of blended and consortium models facilitated by the Smarthinking tutor management platform.

C. All tutors undergo a national criminal background check. Our policies and training explicitly prohibits the solicitation or divulgence of personal contact information within a tutoring session. Violating said policy may result in termination for online tutors.

4.9 **Administrative Procedures**

Maximum Score: 10 points for A – D below.

A. Every client has a dedicated Senior Sales Specialist who is responsible for coordinating implementation of the service with the Client institution. In the case of the FCCC implementation, this individual will establish implementation for each participating institution, including allocation of hours by institution and by student. The Smarthinking reporting system provides real-time access to utilization by schools within the system, and collectively for all FCCC organizations.

B. The Pearson Sales Director will work with Foothill-De Anza Community College District (the fiscal agent serving for the OEI) and the pilot colleges for the Full Service option, to provide a Statement of Work based on the pricing model desired.

The Senior Sales Specialist will establish implementation, set up and training for each participating institution as described in detail throughout this RFP.

C. The Pearson Sales Director will work with Foothill-De Anza Community College District (the fiscal agent serving for the OEI) and the pilot colleges for the Full Service & Blended option, to provide a Statement of Work based on the pricing model desired. The Senior Sales Specialist will establish implementation, set up and training for each participating institution as described in detail throughout this RFP.

D. The Pearson Sales Director will work with the individual colleges for the Buy-in option, to provide a Statement of Work based on the pricing model desired. The Senior Sales Specialist will establish implementation, set up and training for each participating institution as described in detail throughout this RFP.

See Attachment H for more information about our Executive Sales Team.



ATTACHMENTS

ATTACHMENT A

EXHIBIT D
BID BOND

KNOWN ALL PERSONS BY THESE PRESENTS, that we NCS Pearson, Inc.

5601 Green Valley Drive, Bloomington, MN 55437 as Principal, and Westchester

Fire Insurance Company as Surety, an admitted Surety insurer pursuant to Code of Civil Procedure Section 995.120 are held and firmly bound unto the Foundation for California Community Colleges hereinafter called the Foundation, in the penal sum of \$5,000.00 submitted to the said FOUNDATION for the work described below for the payment of which sum in lawful money of the United States, well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that whereas the Principal has submitted the accompanying bid dated November 12th, 2014, for the

Online Tutoring Services

NOW THEREFORE, if the Principal shall not withdraw said bid within the period specified therein after the opening of the same, or, if no period be specified, within sixty (60) days after the said opening; and if the Principal is awarded the contract, and shall within the period specified therefore, or if no period be specified, within (5) days after the prescribed forms are presented to the Principal for signature, enter into a written contract with the FOUNDATION, in accordance with the bid as accepted and give bond with good and sufficient surety or sureties, as may be required for the faithful performance and proper fulfillment of such contract and for the payment for labor and materials used for the performance of the contract, or in the event of the withdrawal of said bid within the period specified or the failure to enter into such contract and give such bonds within the time specified, if the Principal shall pay the FOUNDATION, the difference between the amount specified in said bid and the amount for which the FOUNDATION may procure the required work and/or supplies, if the latter amount be in excess of the former, together with all costs incurred by the FOUNDATION in again calling for bids, then the above obligation shall be void and of no effect, otherwise said obligation shall remain in full force and effect.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the contract or the call for bids, or to the work to be performed there under, or the specifications accompanying the same, shall in any way affect its obligation under this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of said contract or the call for bids, or to the work, or to the specifications.

In the event suit is brought upon this bond by the FOUNDATION and judgment is recovered, the Surety shall pay all costs incurred by the FOUNDATION in such suit, including a reasonable attorney's fee to be fixed by the court.

IN WITNESS WHEREOF the parties have executed this instrument under their several seals this

30th day of October 2014, the name and corporate seal of each corporate party being hereto affixed and these presents duly signed by its undersigned representative, pursuant to authority of its governing body.

(Corporate Seal of Principal, if Corporation)

(No Corporate Seal)
NCS Pearson, Inc.

Principal's Corporate Seal

NCS Pearson, Inc.

Principal Name

By: *Steven A Wells*

STEVEN A WELLS

Typed or Printed Name

Title: SECRETARY

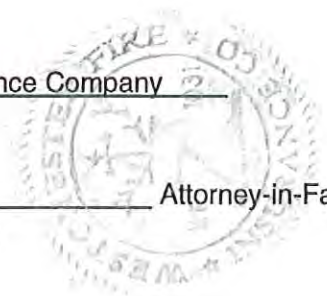
(Surety's Corporate Seal)

Surety Name: Westchester Fire Insurance Company

By: *Peter Healy*

Peter Healy, Attorney-in-Fact

Attorney-in-Fact



(Attach Attorney-in-Fact Certificate and Required Acknowledgements)

ACE Surety: 9200 Oakdale Ave. 8th Floor, Chatsworth, CA 91311

Name and Address of California Agent of Surety

(818) 428-3558

Telephone Number of California Agent of Surety

Power of Attorney

WESTCHESTER FIRE INSURANCE COMPANY

Know all men by these presents: That WESTCHESTER FIRE INSURANCE COMPANY, a corporation of the Commonwealth of Pennsylvania pursuant to the following Resolution, adopted by the Board of Directors of the said Company on December 11, 2006, to wit:

"RESOLVED, that the following authorizations relate to the execution, for and on behalf of the Company, of bonds, undertakings, recognizances, contracts and other written commitments of the Company entered into the ordinary course of business (each a "Written Commitment").

- (1) Each of the Chairman, the President and the Vice Presidents of the Company is hereby authorized to execute any Written Commitment for and on behalf of the Company, under the seal of the Company or otherwise.
- (2) Each duly appointed attorney-in-fact of the Company is hereby authorized to execute any Written Commitment for and on behalf of the Company, under the seal of the Company or otherwise, to the extent that such action is authorized by the grant of powers provided for in such persons written appointment as such attorney-in-fact.
- (3) Each of the Chairman, the President and the Vice Presidents of the Company is hereby authorized, for and on behalf of the Company, to appoint in writing any person the attorney-in-fact of the Company with full power and authority to execute, for and on behalf of the Company, under the seal of the Company or otherwise, such Written Commitments of the Company as may be specified in such written appointment, which specification may be by general type or class of Written Commitments or by specification of one or more particular Written Commitments.
- (4) Each of the Chairman, the President and Vice Presidents of the Company is hereby authorized, for and on behalf of the Company, to delegate in writing any other officer of the Company the authority to execute, for and on behalf of the Company, under the Company's seal or otherwise, such Written Commitments of the Company as are specified in such written delegation, which specification may be by general type or class of Written Commitments or by specification of one or more particular Written Commitments.
- (5) The signature of any officer or other person executing any Written Commitment or appointment or delegation pursuant to this Resolution, and the seal of the Company, may be affixed by facsimile on such Written Commitment or written appointment or delegation.

FURTHER RESOLVED, that the foregoing Resolution shall not be deemed to be an exclusive statement of the powers and authority of officers, employees and other persons to act for and on behalf of the Company, and such Resolution shall not limit or otherwise affect the exercise of any such power or authority otherwise validly granted or vested.

Does hereby nominate, constitute and appoint Francesca Papa, James P Holland, Mary Lawrence, Migdalia Otero, Peter Healy, Terry Ann Gonzales-Selman, Theresa Giraldo, Vincent Moy, William G Morrissey, all of the City of NEW YORK, New York, each individually if there be more than one named, its true and lawful attorney-in-fact, to make, execute, seal and deliver on its behalf, and as its act and deed any and all bonds, undertakings, recognizances, contracts and other writings in the nature thereof in penalties not exceeding Twenty million dollars & zero cents (\$20,000,000.00) and the execution of such writings in pursuance of these presents shall be as binding upon said Company, as fully and amply as if they had been duly executed and acknowledged by the regularly elected officers of the Company at its principal office,

IN WITNESS WHEREOF, the said Stephen M. Haney, Vice-President, has hereunto subscribed his name and affixed the Corporate seal of the said WESTCHESTER FIRE INSURANCE COMPANY this 4 day of March 2014.

WESTCHESTER FIRE INSURANCE COMPANY



Stephen M. Haney
Stephen M. Haney, Vice President

COMMONWEALTH OF PENNSYLVANIA
COUNTY OF PHILADELPHIA ss.

On this 4 day of March, AD. 2014 before me, a Notary Public of the Commonwealth of Pennsylvania in and for the County of Philadelphia came Stephen M. Haney, Vice-President of the WESTCHESTER FIRE INSURANCE COMPANY to me personally known to be the individual and officer who executed the preceding instrument, and he acknowledged that he executed the same, and that the seal affixed to the preceding instrument is the corporate seal of said Company; that the said corporate seal and his signature were duly affixed by the authority and direction of the said corporation, and that Resolution, adopted by the Board of Directors of said Company, referred to in the preceding instrument, is now in force.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Philadelphia the day and year first above written.



COMMONWEALTH OF PENNSYLVANIA
NOTARIAL SEAL
KAREN E. BRANDT, Notary Public
City of Philadelphia, Phila. County
My Commission Expires September 26, 2014

Karen E. Brandt
Notary Public

I, the undersigned Assistant Secretary of the WESTCHESTER FIRE INSURANCE COMPANY, do hereby certify that the original POWER OF ATTORNEY, of which the foregoing is a substantially true and correct copy, is in full force and effect.

In witness whereof, I have hereunto subscribed my name as Assistant Secretary, and affixed the corporate seal of the Corporation, this 30th day of October 2014



William L. Kelly
William L. Kelly, Assistant Secretary

THIS POWER OF ATTORNEY MAY NOT BE USED TO EXECUTE ANY BOND WITH AN INCEPTION DATE AFTER March 04, 2016.

Super Safety® ANTI-FRAUD PROTECTION

FORM NO. 8800S

STATE OF NEW YORK
COUNTY OF NEW YORK

On October 30, 2014 before me, the undersigned, a Notary Public in and for said county, personally appeared Peter Healy who is to me well known, who being duly sworn, did depose and say that he resides in New York, NY that he is Attorney-in-Fact of Westchester Fire Insurance Company corporation, the corporation described in and who executed the within instrument as surety. That he knows the seal of said corporation; that the seal affixed to said instrument is such corporate seal; that it was thereto affixed by order to the Board of Directors of said corporation, and that he signed his name thereto by like order.

TERRY ANN GONZALES-SELMAN
Notary Public, State of New York
No. 01GO6272513
Qualified in Kings County
Term Expires November 19, 2016

Terry Ann Gonzales-Selman



WESTCHESTER FIRE INSURANCE COMPANY - NAIC# 10030

FINANCIAL STATEMENT

DECEMBER 31, 2013

ADMITTED ASSETS

BONDS	\$1,774,825,880
SHORT - TERM INVESTMENTS	20,014,453
STOCKS	0
REAL ESTATE	0
CASH ON HAND AND IN BANK	28,898,475
PREMIUM IN COURSE OF COLLECTION*	73,348,856
INTEREST ACCRUED	16,193,041
OTHER ASSETS	142,805,499
TOTAL ASSETS	<u>\$2,056,086,204</u>

LIABILITIES

RESERVE FOR UNEARNED PREMIUMS	\$162,490,379
RESERVE FOR LOSSES	1,003,690,742
RESERVE FOR TAXES	2,386,131
FUNDS HELD UNDER REINSURANCE TREATIES	2,053,210
OTHER LIABILITIES	(21,105,132)
TOTAL LIABILITIES	<u>1,149,515,330</u>

CAPITAL: 70,000 SHARES, \$71.43 PAR VALUE	5,000,100
CAPITAL: PAID IN	295,331,592
AGGREGATE WRITE-INS FOR SPECIAL SURPLUS FUNDS	115,190,473
SURPLUS (UNASSIGNED)	491,048,709
SURPLUS TO POLICYHOLDERS	<u>906,570,874</u>
TOTAL	<u>\$2,056,086,204</u>

(*EXCLUDES PREMIUM MORE THAN 90 DAYS DUE.)

STATE OF PENNSYLVANIA

COUNTY OF PHILADELPHIA

John P. Taylor, being duly sworn, says that he is Senior Vice President of Westchester Fire Insurance Company and that to the best of his knowledge and belief the foregoing is a true and correct statement of the said Company's financial condition as of the 31 st day of December, 2013.

Sworn before me this 3/31/14

John P. Taylor
Senior Vice President

Diane Wright
Notary Public

August 8, 2015
My commission expires

COMMONWEALTH OF PENNSYLVANIA
Notarial Seal
Diane Wright, Notary Public
City of Philadelphia, Philadelphia County
My Commission Expires Aug. 8, 2015
MEMBER, PENNSYLVANIA ASSOCIATION OF NOTARIES



ATTACHMENT B

EXHIBIT H
NON-COLLUSION AFFIDAVIT

Commonwealth of Massachusetts
STATE OF CALIFORNIA
COUNTY OF SUFFOLK

I, Andrew P. Smedira, being first duly sworn, deposes and says that I am
(Typed or Printed Name)

the VP Finance of NCS Pearson, INC, the party
(Title) (Vendor Name)

submitting the foregoing RFP Proposal ("the Vendor"). In connection with the foregoing RFP Proposal, the undersigned declares, states and certifies, on behalf of the above named Vendor, that:

1. The RFP Proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization or corporation.
2. The RFP Proposal is genuine and not collusive or sham.
3. The Vendor has not directly or indirectly induced or solicited any other Vendor to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any other Vendor or anyone else to put in a sham bid, or to refrain from bidding.
4. The Vendor has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price, or that of any other Vendor, or to fix any overhead, profit, or cost element of the bid price or that of any other Vendor, or to secure any advantage against the public body awarding the contract or of anyone interested in the proposed contract.
5. All statements contained in the RFP Proposal and related documents are true.
6. The Vendor has not, directly or indirectly, submitted the bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any person, corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

Executed this 6 day of November, 2014 at Boston, Suffolk, MA
(City, County and State)

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

By: Andrew P. Smedira

Title: VP Finance-HE Services

ATTACHMENT C

NCS PEARSON

5601 Green Valley Drive
Bloomington, MN 55437

T: (952) 681-3000

F: (952) 681-3066

www.pearson.com

SECRETARY'S CERTIFICATE OF AUTHORITY

I, Carol A. Johnson, do hereby certify that I am the duly appointed and qualified Assistant Secretary of NCS Pearson, Inc., ("NCSP") (the "Corporation"), a corporation organized and existing under the laws of the State of Minnesota; and

Further, that the present Bylaws of NCSP as adopted on the 19th day of September, 2000 and amended from time to time, provide that the officers of NCSP shall have such designations and powers and shall perform such duties as prescribed by the Board of Directors or the President; and

Further, that the following is a true and correct recital of the record of authority granted by the Bylaws of NCS Pearson, Inc.; and

Article IV OFFICERS, Section 10 of said Bylaws, reads as follows:

“Authority and Duties. In addition to the foregoing authority and duties, all officers of the Company will respectively have such authority and perform such duties in the management of the business of the Company as may be designated from time to time by the Board of Directors. Unless prohibited by a resolution of the Board of Directors, an officer elected or appointed by the Board may, without specific approval of the Board of Directors, delegate some or all of the duties and powers of an office to other persons who are officers or employees of the Company if the duties and powers so delegated relate to the conduct of the ordinary course of the business of the group, division, or department of the Company which the delegates serve.”

Further, that the President has authorized and empowered officers and employees of NCS Pearson, Inc. to make, enter into, sign and deliver documents on behalf of this Corporation; and

Further, that the President and any other officer of this Corporation are authorized to delegate the foregoing powers to other officers or employees of this Corporation as authorized and provided for in said Bylaws; and

[signature page follows]

Further, that Douglas G. Kubach is President of the Corporation and as such is authorized and empowered to delegate authority to and empower **Andrew Smedira, Senior Vice President of Pearson Learning Solutions**, to make, enter into, sign and deliver on behalf of this Corporation **RFP # CB 14-001 for Online Tutoring Services with the Foundation for California Community Colleges**.

I do hereby certify that the above is a true and correct recital of the record, that such Bylaws and authorization have not been amended or repealed and are in full force and effect and that Douglas G. Kubach is President of NCS Pearson, Inc., and further that **Andrew Smedira** is granted authority to enter into and deliver the foregoing on behalf of the Corporation.

Dated: November 6, 2014

Carol A. Johnson

Carol A. Johnson
Assistant Secretary

*(No Corporate Seal)
NCS Pearson, Inc.*

Subscribed and sworn to before me
this 6th day of November, 2014

Tracy Lee Horejsi

Notary Public



[NCS Pearson, Inc. Secretary's Certificate of Andrew Smedira]

Attachment D: KEY DIFFERENTIATORS OF SMARTHINKING

✦ **Accessible 24/7.**

Focused on meeting the tutoring needs of students Smarthinking is accessible and available 24/7 helping students wherever and whenever they need help.

✦ **Skills for Success.**

Tutoring in foundational skills required for success in the courses to be launched by FCCC in January 2015, including Essay reviews across the curriculum, Writing, Reading, Mathematics, Statistics, Computers and Technology, and Economics.

✦ **Largest Install Base.**

Currently supporting more than 1,000 colleges and universities.

✦ **Easily scalable.**

With over 1,500 tutors staffing more than 2,000 hours per week of live, drop-in tutoring, Smarthinking is easily scalable to serve the needs of the growing online, and multiple college and campus student populations.

✦ **Compliant.**

Smarthinking is FERPA and ADA compliant.

✦ **Archived and Accessible.**

All tutoring sessions are archived and always accessible with no cost or associated tutoring time.

✦ **Credentials.**

Over 90% of our tutors have a Masters or PhD degree and an average of 10 years teaching experience, 100% have a Bachelors degree.

✦ **Response Time.**

Smarthinking forecasts staffing for an average wait time of 3 minutes for all live drop-in tutoring. We strive to return essay reviews and asynchronous responses within 24 hours.

✦ **Service Level Metrics and Average Wait Time.**

Current Service level metrics for Fall 2014 are: average essay return time: 21.2 hours; average wait time for math: 1.6 minutes; and a 2.8 minute average wait time for all other subjects.

✦ **Implementation and Support.**

Campus implementation is supported by a cadre of Senior Sales Specialists who will guide implementation and provide ongoing support.

✦ **Single-click access.**

Single-click access from campus LMS.

✦ **Apps.**

Apps available for access via Android and Apple tablets and handheld devices.

✦ **Success Stories.**

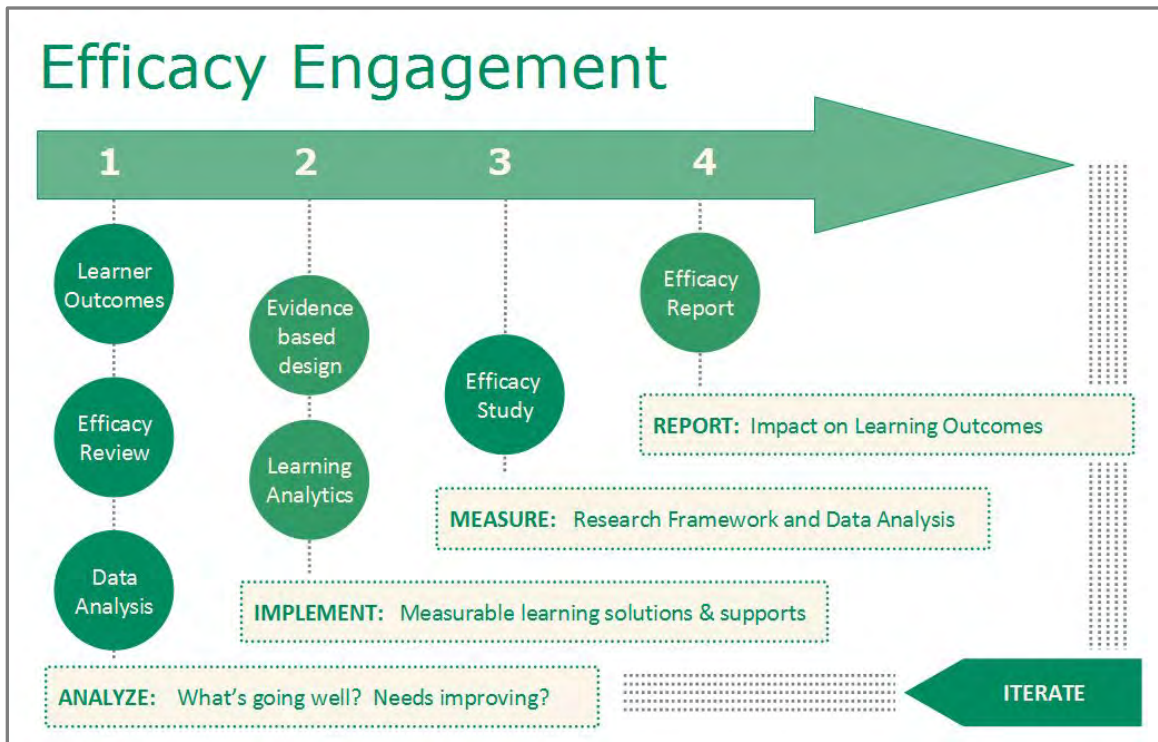
We invite you to view more of our success stories at the following website:

<http://www.smarthinking.com/explore/success-stories/>

Attachment E: Efficacy—An Introduction

“We need to be more ambitious and stringent in how we approach education – and this idea lies at the heart of the efficacy initiative.”

Geoff Mulgan, Chief Executive of Nesta
(The UK’s National Endowment for Science Technology and the Arts)



Efficacy Engagement Process

Pearson efficacy means having a measured impact on improving someone’s life through learning. In our daily work, this means we put the learner at the center of every decision we make. In our partnerships, efficacy is an evidence-based engagement discipline for increasing learner outcomes:

Analyze: First, we collaborate with FCCC to evaluate the current state via facilitated Efficacy Review and data analysis, so we know what’s working well and what needs to change.

Implement: Our analysis and research informs an evidence-based learning design and data ecosystem—one that will produce comprehensive data to monitor learner progress and achievement.

Measure: We develop a Research Framework for an Efficacy Study, mapped to FCCC's new scope of evidence for measuring outcomes. We continue our data analysis, to monitor and measure progress.

Report & Iterate: We draft an Efficacy Report to evaluate and document our impact on learning, progression, retention, graduation rates and affordability. Then based on our findings, we iterate via our agile co-innovation partnership, to continually improve FCCC learner outcomes.

Efficacy Engagement is powered by commitment and people. Our envisioned model brings the following talent to collaborate with FCCC:

- **Institutional Efficacy Manager**
(Leads FCCC Efficacy Plan, including collaboration, strategy, timeline and activities)
- Data Strategist: Roland Schwarm
- Academic Strategist: Mary K. Adkison
- VP Efficacy Research: Jill Strawbridge
- VP Institutional Efficacy: Kate McKain

Attachment F

2013 Study: Pasadena City College

“This past fiscal year the college provided students with an online, 24/7 tutoring option through Smarthinking. All indications are that it has been a success, especially in assisting students with their Math and English assignments “after hours.” The testimonials from faculty and students, as well as the success and usage data, show that this service is beneficial. In fact, data from spring 2013 shows that students who used the online tutoring had a 14% higher retention rate (97% - 83%), and a 20% higher success rate (84% - 64%) than those who did not login for tutoring.”

<http://www.pasadenanow.com/main/pcc-to-continue-smarthinking-s-24-7-tutoring-services>

Study: Antelope Valley College – 2012 Research Summary

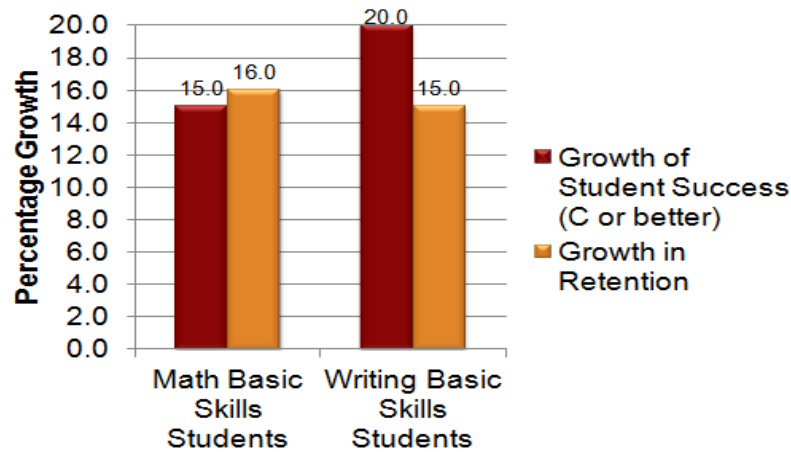
- 2-year college in Lancaster, CA

Spring 2012			
	Non-Smarthinking users	Smarthinking users	Difference
Success Rates: percentage of students receiving a passing letter grade of A, B, C, CR (credit), P (pass)			
ENGL 103	83.5%	100.0%	16.5%
ENGL 102	76.2%	88.9%	12.7%
ENGL 101	61.7%	84.1%	22.4%
ENGL 099	54.2%	81.2%	26.9%
ENGL 097	55.6%	80.4%	24.8%
Retention: percentage of students who completed the course and earned any grade other than W (withdraw)			
ENGL 103	91.2%	100.0%	8.8%
ENGL 102	89.4%	94.4%	5.1%
ENGL 101	85.3%	97.1%	11.8%
ENGL 099	82.4%	95.3%	12.9%
ENGL 097	84.5%	98.2%	13.7%
Persistence: percentage of students from Fall 2011 who subsequently enrolled in Spring 2012			
ENGL 103	73.0%	N/A	N/A
ENGL 102	75.0%	90.5%	15.5%
ENGL 101	82.0%	88.2%	6.2%
ENGL 099	79.5%	93.1%	13.6%
ENGL 097	71.2%	92.9%	21.7%

Source: Office of Institutional Research and Planning, Antelope Valley College, Spring 2012.

Orange Coast College Data

Growth in Student Success and Retention using Smarthinking Online Tutoring



Source: Office of Institutional Effectiveness – “Increase Success Initiative” – Dr. Melissa Berta

Study: Broward College, Florida

Pass Rate Comparisons - Students Using Smarthinking vs. All Other Students

Course	Smarthinking Students	All Other Students	% Difference
Pre-Algebra	66%	49%	17%
Elementary Algebra	52%	36%	16%
Intermediate Algebra	50%	40%	10%
College Algebra	58%	46%	12%
College Trigonometry	88%	68%	20%
Pre-Calculus	81%	59%	22%
Introduction to Statistics	71%	63%	8%
Composition I	76%	66%	10%
Composition II	76%	71%	5%
Developmental Writing	76%	57%	19%

Study: Florida Community Colleges

Study Shows Florida College Students Using SMARTHINKING Get Higher Grades, College Prep Test Scores

*Division Of Florida Colleges Survey Analyzes Positive Impact
Of Company's Tutoring Services Throughout State*



WASHINGTON, D.C., February 2, 2011 – SMARTHINKING, Inc. (<http://www.smarthinking.com>), the market leader in online tutoring and academic support, has announced the completion of a **study commissioned by the Evaluation Unit of the Division of Florida Colleges** that examines the use and impact of SMARTHINKING tutoring services throughout the Florida State College System. The study's results support the effectiveness of academic support from SMARTHINKING and continued investment of federal College Access Grant funds for a third consecutive year to help subsidize college purchases of SMARTHINKING. Twenty-seven of the 28 Florida state colleges currently use SMARTHINKING's services.

The study shows that among students who are taking either developmental education courses or first college-level courses in Math or English, those using SMARTHINKING's services received higher grades. College Preparatory Test (CPT) scores of study participants and non-participants were very similar, showing that the resulting higher grades do not appear to be a result of self-selection of only stronger students using SMARTHINKING's services.

"We are very pleased that SMARTHINKING has partnered with Florida's state colleges to make their services more readily available to our students," said J. David Armstrong, Jr., president of Broward College. "We have found that our 'on-the-ground' and online students appreciate having quality tutoring available during the times when they need assistance, all with the convenience afforded by online access."

"Our strong partnership with higher education in Florida continues to grow and thrive," said SMARTHINKING CEO Kathy Clark. "The Florida College System, through this study and continued fiscal support, demonstrates their comprehension and support of the positive impact of SMARTHINKING services on student success throughout the state."

More than 75,800 SMARTHINKING tutoring sessions were held with more than 21,400 Florida students between July 1, 2009 and June 30, 2010.

"This study demonstrates the positive impact of SMARTHINKING on student success, and we are confident that the availability and quality of the online tutoring being provided is indeed benefitting students throughout the state," said Dr. Judith Bilsky, executive vice chancellor of the Florida Department of Education Division of Florida Colleges. "In this difficult economy, it is more important than ever for us to support our institutions and help colleges offer the resources necessary to help students achieve their goals. Our partnership with SMARTHINKING allows us to do that." A statewide agreement between SMARTHINKING and Florida Distance Learning Consortium has provided for consortium pricing for any public or private K-20 institution. The agreement has been in place since 2006.

Additional institutional outcomes and faculty satisfaction can be viewed here:
<http://www.smarthinking.com/explore/success-stories/>

Attachment G

<http://www.smarthinking.com/m/pdf/uploads/Smarthinking%20%20Sample%20Essay%20Critique%20-%20Standard%20Essay.pdf>

SMARTHINKING's E-structor Response Form (Your marked-up essay is below this form.)

HOW THIS WORKS: Your e-structor has written overview comments about your essay in the form below. Your e-structor has also embedded comments [in bold and in brackets] throughout your essay. Thank you for choosing SMARTHINKING's OWL; best wishes with revising your paper!

Welcome to Smarthinking, Christina! I'm Kristin W., and I'll be helping you with your essay this afternoon. I enjoyed reading about the last fifteen years of your life, and I have some suggestions that will help you to organize and develop your narrative. I hope you find them helpful!

***Strengths of the essay:**

Choosing a negative experience (like dropping out of school or working a "dead end" job or getting laid off from said job that was still paying the bills) that positively impacted your life (it made you see the importance of getting an education) was an inspired decision, Christina. This really gave your essay something extra special! Plus, it's a great narrative twist! Most readers won't be expecting such a wonderful outcome, giving you the chance to spring a surprise ending on them! 😊

Main Idea/Thesis:

Sometimes it helps to start by revisiting the assignment, so let's take a look at what Ms. McCalla wants you to do in this paper. She has asked you to answer the following question in a 3-5 page personal narrative: "How has this experience affected the way I think/feel about school or education?" There is an important clue in this prompt, Christina, that's going to help you revise your essay so that it better fits your assignment. The words "this experience" tell us that your essay needs to focus on a *single event*. Your current draft mentions several possible events: working at MC Assembly, dropping out of college, and getting laid off from MC Assembly. Which of these events do you think most affected your views on education? How? To develop a clear main idea for your essay, you need to first answer these questions. Then, you can come up with a plan for narrating that event for your readers.

Organization:

So let's talk about how to narrate an event that's had a big impact on you. Because you want your readers to see, hear, and feel everything you experienced during this event, you'll want to describe it as it happened using lots of description, action, and dialogue to make it come alive. Most narrative writers find that chronological organization works best for stories like this because it takes the readers through the event step-by-step. So once you choose an event, you might find it helpful to make a brief list of its major moments. Think of these as the highlights you want to be sure that you include so that your readers fully understand the impact of this event. For example, if I were writing an essay for this assignment, I might choose to describe the first time I taught a college-level English course. It's a single, specific event that took place

in a limited time frame (a limited time frame is critical because you have to supply your readers with lots of details), and it absolutely affected my feeling about school. To develop a frame for my essay, I might jot down the following moments:

- Walking into the classroom for the first time
- Introducing myself to the class
- Giving the introductory lecture
- Holding a brief question and answer session
- Letting the class go

As you can see, my moments are organized chronologically, taking my reader from the beginning to the end of my class. This gives my essay a strong structure and makes it easy for my readers to follow along. In addition, by choosing moments that really made me experience strong feelings about school, I am creating a structure that will help me fulfill my ultimate goal: to show my readers how this event affected my feelings about school.

How can you use this model to create a frame for your own essay? What moments within your chosen event caused you to experience some strong feelings about your education? In what order did these moments happen? Remember to limit yourself to a doable time period. A few minutes, an hour, or a day are really best for short narratives like this one.

Content Development:

As I mentioned above, narrative writers use description, action, and dialogue to make their stories come alive for their readers. That's why it's so important to limit your "event" to very narrow window of time. The longer the event the more details you will need to include to fully narrate it! So let's consider your current draft for minute. Much of it seems like a summary of the events that transpired during the last 15 years rather than a lively story that describes what happened during a particular event. Here's a brief example from your essay:

"After being at Keiser University for less than a semester, I dropped out. I started working more and more and then I got laid off. I was home for a whole semester doing absolutely nothing. I wasn't working nor was I in school. I couldn't take it any longer and this is where I formed my educational goals of what I would like to achieve and why."

Although this passage mentions two promising events—dropping out of school and getting laid off—it doesn't walk your readers through either of them. As a result, your reader doesn't really know what *happened*. Let's focus on one of these events for a minute: dropping out of school. When exactly did this happen? What year was it? How old were you? What semester was it: fall, spring, summer? Were you excited about school when you started? When did that feeling change? How far along were you in that semester when you dropped out? How many classes were you taking? How did you feel about your classes? What was the workload like? How were you doing in your classes? What finally made you decide to drop out? How did you feel about that decision at that time? How did you feel about it later? How did this decision affect your views on school? These are the kinds of questions your readers are going to have about this event. Your job as the writer is to anticipate and answer these questions as you tell your story.

To give your readers a full “picture” of this event, then, you’re going to have to set the scene, describe what happened in vivid sensory details, show them the actions you took, and give them a peek into your thoughts using internal dialogue (i.e., “How did I get here,” I thought to myself.) Including all of these details will help your readers understand how this event impacted you, how it affected your feelings about your education.

***Christina 2694346 has requested that you respond to the Grammar & Mechanics:**

I know that you’re concerned about your verb tenses, Christina, let’s put that on hold for right now. It’s more important for you to address the issues I’ve noted above than to fix your grammar. Also, you may find that as you revise, your verb tense issues decrease. When you tell narrate an event that took place in the past in chronological order, you basically use past tense throughout. If at the end you choose to explain how you feel *now* about your education, you will want to use present tense and include a transition that lets your readers know that you’re talking about right now. For example, if I wanted to shift to the present at the end of my story, I might say: “Although it’s been 8 years since I taught my first college-level course, I still feel the same nervous excited in the pit of my stomach.” This lets my readers know that I’m going to talk about how I feel now. I hope this brief suggestion helps! Remember to submit another draft after you’ve revised and ask for help with your verb tenses if you’re still worried. We’d love to help! 😊

Summary of Next Steps: To briefly recap,

- Focus on a single event that has affected your feelings about school or education
- Break that event down into a list of key moments arranged chronologically to give yourself a frame for your essay
- Develop that frame using description, action, and dialogue; make that event really come alive for your readers!
- Use past tense since your event took place in the past

Thanks for sharing your essay with me, Christina! You’ve certainly experienced a lot in your life that has affected your views on education; that’s gives you a ton of possibilities for your essay 😊. I hope my comments help you to choose one and write a great story about it! Please send us another draft; we’d love to see how it turns out!

Kristin

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Please look for more comments in your essay below. Thank you for visiting SMARTHINKING. We encourage you to submit future essays.

Christina --- 17 February 2010 - MC Assembly Improved Me

Being in school for the past fifteen years has earned me a quite a bit of experience, not only in school but also in life. For me school was just a place to hang out and a place for friends. That was what I thought until I started college. Well Brevard Community College, for the most part. **[The introduction is a great place to set the scene for your narrative. Where and when does the event take place? What's happening in your first "moment"? What are you thinking? What are you feeling? Drawing your readers into the event is key to keeping their interest, and providing these details will help you accomplish that goal.]**

Throughout grammar school, middle school and some of high school, I was always involved in sports and that was my life. I played softball and ran track; I was MVP on the varsity softball team, when I was a freshman and that was the last time I played on a team. I went to school because I wanted to be on the team, if not I would have skipped every day. But when I started moving from town to town, I gave up on getting involved. This meant I gave up going to school and trying to make new friends.

After I graduated from high school, I attended Keiser University. At the age of seventeen, I wanted to become more independent, and less dependent on my parents. Even though my parents were not forcing me to get a job, I wanted to be able to make my own way. I started working at an assembly line called MC Assembly. I worked the weekend shift which was Friday, Saturday, and Sunday. The first couple of weeks juggling work and college, it was quite difficult adapting to the vigorous schedules. But I kept up with it and at the same time it was new and exciting. There were many things at MC Assembly that were difficult to do; however, there is always something to do. Working on an assembly line, there were many new things that you can learn and then later on apply to life. But after sometime of working there it became boring and pointless. It got to the point where I did not even want to go to work but I still did for the money.

The hours were horrible. I worked twelve hours a day, three days a week. I was in school on the weekdays and worked on the weekends. I didn't have any time for friends or family, which really caused a problem. I started realizing that this job was taking away my social life and was demanding too much for me. I still wanted to be able to have a normal life, but I needed the money. I did not see this as a career; it was merely a job. I could not see myself working there 10 years down the road because it would possibly lead nowhere. There were individuals working in there for five or six years, twenty years even, doing the same thing that they started off with including the same hours and same pay. Being in any company for more than five years they deserve some kind of recognition but there was none. Working at MC Assembly was a true

dead end, not only for the fact that I didn't see myself doing that for the rest of my life, but for the fact that I wanted to have an opportunity for advancement in a career like setting.

After being at Keiser University for less than a semester, I dropped out. I started working more and more and then I got laid off. I was home for a whole semester doing absolutely nothing. I wasn't working nor was I in school. I couldn't take it any longer and this is where I formed my educational goals of what I would like to achieve and why. **[Which of these events (dropping out of school or getting laid off) impacted your views the most? Remember, your essay needs to focus on a single "experience."]** This was not only a life changing experience, it was an educational boost. The experience at MC Assembly has affected the way I think and feel about my education and my future career choices. It has done so by giving me a little taste of how it could be at any other regular job and not a career. Also, it gave me a drive to get a better education and to take advantage of all the opportunities that I am offered. **[This sentence gives your readers some insight into the impact the event had on you, Christina. Good job!]**

All it takes is a little push to accomplish something and that's one of my main goals. My parents always told me that my education is for me and not them and that my education can never be taken away from me. Having a first job that can teach you the value of an education gave a head start on a bright and successful future. My whole outlook on life and the goals in my life changed dramatically due to working at MC Assembly because if it wasn't for me working there, I would have probably been stuck there right now rather than writing this paper. Working there had helped me set a goal in which I can accomplish to better myself. It also helped me see where I could possibly be in life, if I did not make something of myself and the opportunities of an education.

So I decided to go back to school. I started attending Brevard Community College. Attending school and working again, I realize how much I needed education. I realize how much school has been a part of my life and not going to school made me feel like a part of me was missing.

[Congratulations on your decision to return to school, Christina! I certainly wish you all the best! 😊]

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***Strengths of the essay:**

Hi there, William, and welcome back to our online writing lab! I am Rocky G., and it's a pleasure to be your e-structor for today. You did well in dividing your paper into sections by means of headings, such as "Relationships between the Ohio Valley Natives and the French in the 1600s." This is a good organizational tool to employ as you are prompting the readers where a major discussion starts and ends. It helps your readers shift from one concept or aspect of the draft towards another. Nicely done!

Organization:

You can make the topic sentence about the "nature of relationships in the Ohio River Valley" if you make it more specific. What exactly changed in the relationship? How exactly did it change? Why did it change? You see, each of this question will lead to a different direction when you build the discussion paragraph. I suggest that you review this particular section and see how the discussion turned out. Depending on the details you currently have, you will be able to determine which question to answer. Your answer to that question will become the new topic sentence which will define the main point of the discussion. Please check the other section to see if you can apply the same revision.

*** 4448653 has requested that you respond to the Content Development:**

You need to explain the larger implications of the citations you present rather than ending the paragraphs with them. The 2nd paragraph under the "Relationship between the Ohio Valley Natives and the French in the 1600s" ends with information about the interest of both the Iroquois and the French in the Ohio Valley. You also mentioned that the French were more successful for a time; what does this suggest, though? What can you say about the relationship of Ohio Valley natives with the French? How strong is the relationship? So what if they aligned themselves with the native populations in a network of trade? These questions will help you develop the discussion and present a more meaningful discussion. What similar questions can you ask yourself to help you develop other parts of the paper? I look forward to see these

additional details in your revision, and I'm sure your readers will appreciate this as well. You can learn more from this link, so feel free to check it out: [**Inquiry: Critical Reading**](#)

*** 4448653 has requested that you respond to the Introduction/Conclusion:**

You can improve the conclusion if you comment on its relevance to today's time. What can you say about the relationship between today's Indian culture and European? Alternatively, how would you describe the "empire of liberty" in today's context? Does it still exist, or did it evolve somehow due to the events in the 1700s? Briefly touching on these ideas will help you stretch the scope of the discussion. You will be able to give your readers with a new perspective regarding the subject. In effect, you are ending the essay with a lasting impression. Please apply this in your next draft, William.

Summary of Next Steps:

You are now ready to take the paper to another level, William. Please consider the following suggestions as you revise:

- Write a more specific topic sentence.
- Explain the larger implications of the citations you present.
- Comment briefly on the relevance of the subject in today's context.
- Proofread carefully.

Good luck on your next draft. I hope you found my comments helpful, and thank you for subscribing to our services.

Rocky G.

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Cultural Transformations in the Settlement of the Ohio River Valley

Settlement of the Ohio River Valley region began in the 17th and 18th centuries when Britain moving westward from its coastal colonies in the Americas, and France moving southward from its Canadian colonies to the north settled the area. At that time, the Ohio Valley was the North American frontier for European settlers. France and Britain approached the process of colonization differently, in accord with their individual goals and cultural traditions. Both experienced a mix of success and failure as their efforts caused changes for the indigenous populations of the area. During the first half of the 17th century, a melding of cultures with different traditions was common in the Ohio Valley. Over time, conflicting goals and changing needs altered the relationships between the European and Native American populations, so that by the mid 18th century, the Anglo-American dominated “Empire of Liberty” described by Hinderaker took form. The sections that follow describe the cultural transformations of the Ohio River Valley that occurred as colonization progressed, and examines the forces that led to these changes. (Hinderaker, 1997; Faragher, 1992)**[You can still make this more specific to inform your readers what they will learn in your paper. What are the forces that led to the changes?]**

Relationships between the Ohio Valley Natives and the French in the 1600s

The Ohio River Valley was ideally suited to the establishment of a trade network. Its system of rivers connected it to other areas where trade with European nations would ultimately become profitable. In addition, by the 17th century, the native populations were in need of the support that trade with Europeans might provide. Although the Mississippian culture was thriving in the late 15th century, by this time population declines due to the ravages of diseases brought by the emerging European populations had decimated the Mississippians and fragmented their remaining ranks. The increasing aggression of the strong Iroquois nation, which the native populations of the Ohio River Valley could not withstand, made the situation even worse. When French missionaries and traders appeared in the mid-17th century, it was the perfect time for the native and European populations to form alliances to meet their mutual needs. (Hinderaker, 1997)**[It is important to interpret the citations you present instead of leaving the paragraph with it. What does this information mean, William? What role did this play in establishing the relationship between the natives and the French?]**

In the mid 1600s, contact with the French “... gave to the Indians occupying the western half of the Ohio Valley – the Illinois country, as the French called it – a means to reconstruct a social universe with a meaningful focus.” (Hinderaker, 1997, p. 9) The French did not arrive as an invading force, but as a group interested in forming mutually beneficial relationships with

both the Illinois Confederacy and the Miami Confederacy. While the Illinois had a central location that was a focal point for the various tribes, the “Great Village,” the Miami did not have such a common meeting place. Nonetheless, both groups had a common enemy in the Iroquois and viewed the French visitors as a source of salvation, and they were at least partially correct. With help from the French, the Illinois and Miami Confederations were able to remove the Iroquois threat. In return, the French gained access to a lucrative fur trade. It is interesting to note that both the Iroquois and the French were interested in the Ohio Valley for its rich fur trade, but while the Iroquois sought to take this bounty by force, the French were more successful, at least for a time, by aligning themselves with the native populations in a network of trade. (Hinderaker, 1997)

Relationships between the Ohio Valley Natives and the British in the 1600s

The Iroquois posed a threat to other tribes in the region as well, but not all chose to stay in the region. The Shawnee moved east during this time, to the Susquehanna Valley. Here, a vast deer population, added deer hides to the fur trade, which the Shawnee were able to undertake easily with Britain’s Pennsylvania colony. The relationship between the Shawnee and the British was tenuous at best; since they did not choose to have the Iroquois speak for them and for all other tribes. The Shawnee were unwilling to accept the authority of the Iroquois, and by the 1730s were migrating westward where they were freer to do as they chose. Their desire for independent governance, and their unwillingness to defer to the colonial officials, temporarily gave them more bargaining power in their dealings with the Pennsylvania colony. Traders had to go to the Shawnee to get their goods, and the prosperity of the Shawnee increased. (Hinderaker, 1997)

A New Relationship in the Ohio River Valley

As the 1700s progressed, the nature of relationships in the Ohio River Valley changed. French attempts to colonize the area had limited success, and British colonizing efforts had yet to occur. For a time, the European settlers and indigenous peoples lived together, mostly in harmony. Inter-marriage among native peoples was not uncommon and towns typically included both groups. The Seven Years War diverted the attention of the French government from the region, and the presence of traders originating in the Pennsylvania colony became increasingly common. However, the French *coureurs de bois* remained an influential force. As Hinderaker notes, “...it was the interpenetration of the French and British spheres of influence in the region, and the mixed loyalties of Indians, *coureurs de bois*, and Pennsylvania traders alike, that were its most striking features.” (Hinderaker, 1997, p. 45) Left without excessive control from outside governing bodies, the people of the valley found a way to live together in a way that was mutually beneficial. This was in sharp contrast to what had previously happened to the Shawnee in the Susquehanna Valley, and what would happen in the future in the Ohio River Valley when the desires of one group sent the alliance out of balance. (Hinderaker,

1997)[**Make sure that citation is part of the sentence, William. Here is an example: ... when the natives were assaulted (Gabatin, 2013).**]

Intercultural mixing was not without its problems for the Native American peoples. Over time, they began to identify more with their new social units than with their older tribal communities, and this disconnection left them vulnerable to changes in colonization interests as time progressed. As Hinderaker notes, "...the map of the Ohio Valley was quite literally remade by the trading routes of the French and British empires." (Hinderaker, 1997, p. 47) The native peoples grew to like what trading with the Europeans brought them both in goods and in protection from the invasions of the Iroquois, and tended to move to areas where they could be in close contact with them. In addition, the influence of missionaries fell along the same lines, often bringing women into the new Christian groups because of their promise of protection and support on the spiritual plane. Interactions between European traders introduced native peoples to new ideas, new commercial goods, and new ways of living that altered their dynamic in a permanent way. As Faragher describes it "Americans were monotheists, lured by the simplicity of grand designs and single causes, while Indians were pantheists, describing a universe with a multiplicity of powers, sometimes in harmony, more frequently in conflict among themselves." (Faragher, 1992, pp. 22-23) As the Indians became part of a blended group that included Europeans, with status tied to trade more than to tribal connections, and as the native populations adopted a market economy in place of their historical hunter/gatherer subsistence economy, their very character changed. (Hinderaker, 1997; Faragher, 1992)

Expanding Empire

As settlement in North America progressed through colonization by both British and French groups, problems inevitably arose as the Europeans attempted to create an extension of their home structures. For the French, the biggest issue was that few citizens wanted to immigrate to the untamed, foreign land. For the British, the biggest issue was that too many citizens wanted to have an opportunity to be part of this new expanded territory, and to establish a place for themselves and their families. The ability to regulate such a large group was beyond the capacity of the governing forces in the Pennsylvania colony. In 1683, the Iroquois gave Thomas Dongan, governor of New York, title to the Susquehanna lands, and this title was later given to William Penn. This allowed Penn to disperse these lands as he saw fit to stabilize and establish expansion of his colonial enterprises. This was problematic in part because it ensured a distinction between the landed gentry and everyone else. This was also problematic because it was never clear that the Iroquois had the right to cede these lands in the first place, as other groups including the Shawnee and the Delaware would later make clear. By the time of the American Revolution, positive relationships between the Indians and

British and French colonists were dissolving as the new American nation took their place, establishing an Empire of Liberty. (Hinderaker, 1997; Faragher, 1992)

In theory, the establishment of the United States, with its emphasis on personal freedom and liberty for all should have been a turning point in the relationships between colonists and the native populace. In practice, the main issue was that the *all in liberty for all* only referred to white males with property – much as it had in European circles. This meant that the natives were not to have a true voice in their fates, and that the colonists now had an even greater incentive to move westward and establish themselves as land-owning citizens with full rights. In addition, many who had previously lived in harmony with Indian populations found themselves excluded from active participation in the new American affairs as non-whites. Ultimately, the new country and its citizens became a conquering nation that removed the Indians from their lands as they cut a swath across the country and claimed the lands for themselves. **[It's great that you were able to derive this conclusion based on the details in the previous sentences. You are demonstrating your critical thinking skills, and that's great!]** In the Ohio River Valley, where co-existence had been the norm for more than a century, this represented yet another change in the culture and life conditions for these indigenous peoples, and one that would leave them with little to call their own in this great new land of opportunity. (Hinderaker, 1997; Faragher, 1992)

Taking control of the Ohio River Valley was necessary for the new nation to establish its governance of this and other territories. Through a series of treaties, they were able to establish their right to lands in this much sought after area. Once the treaties were in dispute among the Indians whose rights were ceded against their will, hostilities between the Indians and the settlers increased. As a result, the settlers were more willing to accept governmental intervention, and sacrifice independence for safety. Taking these lands for the new nation would not have been possible without this changing dynamic. (Hinderaker, 1997; Faragher, 1992),

Conclusion

France, Britain, and the United States took different paths toward establishing the Ohio River Valley as their land. France was mostly conciliatory, Britain regulatory, and the United States forceful in the taking of Indian lands and the wealth and opportunity they represented. For all parties, French, British, American, and Indian, the struggle was largely about personal gain. The Europeans gained trading partners and new commodities to sell in their homelands. The Indians gained new commodities and protection from their foes from European traders. The Americans gained needed lands and the opportunity to create an *Empire of Liberty*, even if the liberty piece only applied to some. In large measure, the events in the Ohio River Valley in the late 1700s was the beginning of the end of Indian culture, which today is mainly relegated to history – even for the once powerful Iroquois. (Hinderaker, 1997; Faragher, 1992)

Smarthinking's E-structor Response Form

(Your marked-up essay is below this form.)

HOW THIS WORKS: Your e-structor has written overview comments about your essay in the form below. Your e-structor has also embedded comments [in bold and in brackets] throughout your essay. Thank you for choosing Smarthinking's OWL; best wishes with revising your paper!

*Strengths of the essay:

Hello, William. My name is Julie F., and I will be helping you with Environmental Impacts of Industrial and Technological Forces in the Modern World today. Let's get started! William, you did a great job in providing background information on your topic in your introduction! In your essay, you wrote:

Over the past two centuries, anthropogenic forces have adversely altered the world's environments in service of economic and political goals.

This will help the readers prepare for your discussion. Awesome job! :)

* 4448653 has requested that you respond to the Organization:

Now, William, let's discuss how you can improve the organization of your essay by closing each paragraph with a concluding statement. This will help the readers wrap-up the idea before moving on to another idea. Here is your final statement in one paragraph:

The people are condemned to poverty, hunger, and hopeless lives as the monopolistic fishing industry prospers. (Sauper, 2004)

In your essay, you did not use concluding statements for your paragraphs. This is not a good closing statement to end your paragraph because it does not conclude or summarize the main idea. This still provides details of your paragraph's discussion on the introduction of non-native species to ecological environments . In order to develop a closing statement for your paragraph, try to answer these questions:

- What is the main idea of this paragraph? What are you trying to point out about the introduction of non-native species to ecological environments?

These guide questions will help you develop a concluding statement for this paragraph. Now, what concluding statement can you use for each paragraph to make it more organized?

Content Development:

Next, William, let's discuss how you can develop the content of your essay by clearly explaining your quotations. This will help the readers understand what you're trying to point out through your quotations. Here is what you wrote:

As McNeill notes “The world’s population quadrupled in that time, the global economy expanded 14-fold, energy use increased 16 times, and industrial output expanded by a factor of 40. But carbon dioxide emissions also went up 13-fold and water use rose 9 times. “(McNeill, 2001, Loc 261-265)

In your essay, you cited a lot of quotations from your outside resources without further explaining them. This might confuse the readers in understanding your point. For instance, how can you explain the facts that you cited above more clearly? What does this quotation tell us about the effect of anthropogenic forces in our environment? These guide questions will help you develop a more in-depth discussion. Now, using this guide, what statements can you add to improve the content of your essay?

*** 4448653 has requested that you respond to the Transitions:**

Lastly, William, let's discuss how you can use transitional devices to connect ideas in your essay. This will help the readers move from one idea to another smoothly. In your essay, you wrote:

Overfishing is not the only area where commercial and political interests have radically altered environments.

In your essay, you moved from one paragraph's discussion to another without any smooth transition. You could still improve this by using a transitional device as you move to a new topic. Examples of transitional devices you could use are:

Next, aside from that, also, another, then, furthermore

Here is an example of a smooth transition using a transitional device:

Furthermore, exercising helps people lose weight.

This works because there is a smooth transition as I began a new paragraph's discussion. Using this example and the given transitional devices above, what can you use to improve your essay? For further knowledge, you can check this lesson: [Developing Powerful Paragraphs](#) from the *Smarthinking Writer's Handbook*.

Summary of Next Steps:

You did a great job in providing background information, but your draft will be stronger if you:

1. Improve the organization of your essay by closing each paragraph with a concluding statement.
2. Develop the content of your essay by clearly explaining your quotations.
3. Use transitional devices to connect ideas in your essay.

I had fun reading your ideas in this essay, William. You had a lot of interesting insights on how anthropogenic forces impacted our world! I hope this tutorial will be helpful for you. Good luck with your revision!--Julie F.

Find additional resources in Smarthinking's online library:

You can find more information about writing, grammar, and usage in Smarthinking's student handbooks. You can visit the [Smarthinking Writer's Handbook](#) or the [Smarthinking ESOL \(English for speakers of other languages\) Writer's Handbook](#).

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Please look for more comments in your essay below. Thank you for visiting Smarthinking. We encourage you to submit future essays.

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Environmental Impacts of Industrial and Technological Forces in the Modern World

Over the past two centuries, anthropogenic forces have adversely altered the world's environments in service of economic and political goals. The decimation of farming lands due to overproduction and overuse, the clear-cutting of forests that results in soil erosion, overfishing to the brink of extinction that changes the ecological balance of waterways, and increasing air pollution from factories and mines that adversely affects health are the impacts of these actions. These changes invariably began as innovative ways to increase yields and provide higher standards of living to at least some of the world's citizens. The negative effects of these changes typically went unnoticed until it was nearly too late to correct them. The pages that follow examine environmental impacts resulting from political and economic, and provide evidence for the need to assess possible impacts when implementing future programs that result in environmental change.

Anthropogenic impacts on the environment were steady but limited until the late nineteenth century. Since that time, impacts have grown dramatically largely because of increases in the human population that came in tandem with advances in technology and a

push toward a higher standard of living for all. As McNeill notes “The world’s population quadrupled in that time, the global economy expanded 14-fold, energy use increased 16 times, and industrial output expanded by a factor of 40. But carbon dioxide emissions also went up 13-fold and water use rose 9 times.” (McNeill, 2001, Loc 261-265) As population grows, the use of available resources grows at an even higher rate as humans look to support ever higher standards of living and levels of consumption. The result is the depletion of resources, introduction of high levels of environmental toxins including carbon dioxide and fluorhydrocarbson. In the end, over-consumption of resources and production of toxins will reverse the trend towards higher standards of living, and lead to a dystopian existence where resources are scarce, health is, and the human condition adversely affected in majorly significant ways. **[What facts or evidence from research can you cite to illustrate this dystopian existence? How can you illustrate the scarcity in resources and how it affected the health and human condition? By adding more supporting facts and evidence to support your ideas, your essay will have more credibility.]** As McNeill notes, "We have created a regime of perpetual ecological disturbance, as if we had organized a grand global plot to do in species less cagey than ourselves. But we are not so clever as that. The regime of perpetual disturbance is an accidental by-product of billions of human ambitions and efforts, of unconscious social evolution." (McNeill, 2000, Loc 368-370) Governments have attempted to control some of these factors in recent times, but any measures designed to inhibit growth also affect commerce, and money typically wins out in these battles. As long as mass consumerism leads decision-making, meaningful change is unlikely. (McNeill, 2000)

Adverse effects of human consumption began in earnest during the Industrial Revolution of the late 1800s. **[What happened during the Industrial Revolution? How can you describe the Industrial Revolution and its adverse effects on human consumption? By answering these questions, the readers would understand how the Industrial Revolution caused these adverse effects on the resources and human conditions.]** One hundred and fifty years later, we have seen the problems brought about by air pollution from factories, excessive mining of natural resources, overproduction of crops, overfishing our rivers, lakes, and oceans, and there is no end in sight. Key to these changes was the movement from human labor to machine labor that began with the Industrial Revolution. The increasing use of machines provided the opportunity to farm, mine, and fish more efficiently. As a result, yields increased to the point where farm topsoil lost its nutrients, mining operations ravaged landscapes, and fish populations in the world's oceans declined. As McNeill notes, “The human species has shattered the constraints and rough stability of the old economic, demographic, and energy regimes.” (McNeill, 2000, Loc 618-619) Economic and social needs drive these changes without regard for the impacts on the future. (McNeill, 2000)

The degradation of the cod fishing grounds in the waters around Newfoundland is a clear example of what may happen if the way human activities impact the environment does not change. At one time, cod was plentiful in the waters around Newfoundland, and cod fishing

was central to the lives of the people there – many of whom migrated to the area because of the abundance of cod. Despite a ban put in place in 1992, the cod population continues its decline. Overfishing driven by economic interests decimated this species. Now, the fish that once sustained this population is no longer available. Some 40,000 people lost their livelihood because of the cod-fishing ban and, but to date the cod population has not rebounded. An entire geographic area built around the cod industry must now recast itself without this resource. (Murray, 2010)

Cod is not the only fish in decline. According to Clover, the decline in fish populations worldwide is one of the most significant problems we now face. The problem is a result of a failure to view this resource as limited, and to plan effectively. Commercial interests focused almost entirely on better, faster, more efficient ways to catch more fish, and did not focus at all on the effects these fishing methods might have on the environment over the long term. The use of drift nets, longlines, and monofilament fibers has had lasting negative effects. Drift nets destroy sea bottoms and pull in other aquatic life including seafans and coral. Longlines snag untargeted aquatic life and this too becomes waste. Finally, monofilament fibers damage fish when they inadvertently come into contact with them. When the ICCAT met in 2002 to discuss setting limits on fishing, they failed to make a reasonable recommendation. **[What does the acronym ICCAT stand for? What is the ICCAT? By spelling out and defining acronyms in your essay, the readers will clearly understand what you're talking about.]**

.Instead, they suggested limits that were nearly three times the recovery level and twice the maintenance level for the fish populations at risk. Despite the limits ICCAT did propose, actual catch rates remain at levels that are at least twice what their weak recommendation suggested would be appropriate. The goal of the fishing methods used is to catch as much fish as possible and to do so as quickly and cheaply as possible... These methods are often inefficient, and commercial fisheries discard as much as ten percent of each catch. Governments are failing to balance long-term environmental needs against the immediate gains that fishing to extinction is providing. (Murray, 2010)

Large ocean fish are also at risk. The popularity of sushi and sashimi has put the bluefin tuna at extreme risk. High demand means high prices for this catch, and corporations and private fishermen are willing to go to almost any lengths to provide a continued supply of bluefin. Strict annual catch limits have driven up the price of this fish, but have not diminished demand for it. As a result, illegal fishing is common. The bluefin is also caught an accidental byproduct of pelagic longline fishing. Turtles, dolphins, and other fish become bycatch for fishermen looking to catch swordfish and yellowfin tuna and become waste. Despite restrictions on direct attempts to fish bluefin, bycatch and illegal fishing ensure that the problem will continue. Financial gain is the motivator, and those who reap the profits from these endeavors care little about the long-term consequences to the environment. (Murray, 2010)

The introduction of non-native species to ecological environments can also cause problems. The introduction of the Nile Perch into Lake Victoria in Tanzania occurred in the 1960s. The result was both the elimination of many native fish species and the proliferation of the newly introduced perch. This act permanently changed lake ecology, but the environment of the residents in the area also changed. Today, people throughout the world consume the Nile perch, and the planes that bring the fish out of Africa each day bring arms and ammunition that fuel civil conflicts within Africa. The people of the area do not benefit from this commerce. Poverty is rampant in the area, and HIV, smoking, and poor diet have taken an enormous toll on these people as their natural resources are depleted in the service of economic and political interests that are not their own. More than two million people in distant lands eat the perch taken from Lake Victoria, and the local people only receive fish carcasses that are of poor quality. The people are condemned to poverty, hunger, and hopeless lives as the monopolistic fishing industry prospers. (Sauper, 2004)

Overfishing is not the only area where commercial and political interests have radically altered environments. The development of open pit mining at the start of the last century made it easy to extract raw materials, but left the landscape permanently scarred. This first occurred at the Bingham Copper Mine south of Salt Lake City, which used open pit mining techniques developed by Daniel Jackling. Until that time, mining occurred below ground, but Jackling's techniques allowed the copper ore needed to produce wires without going underground. This method of mining was quicker and cheaper, but it had devastating effects on the landscape and surrounding area. The Bingham mine is an open sore on the side of the mountain today, and the toxic byproducts of its mining efforts have found their way into local ground water supplies. In 1995, clean-up efforts under the auspices of the state of Utah, the EPA, and the Kennecott mining company (owners of the mine) began, and these efforts have been largely successful. Scarring of the landscape is a permanent reminder of what can happen when commercial success in the present trumps long-range environmental concerns. (LeCain, 2009)

The effects of open pit mining in Montana were even more devastating. **[This is a good topic sentence to represent this paragraph! Topic sentences are important because they show the readers the main idea of the paragraph.]** As LeCain notes, "Left unmentioned in the company's Berkeley Pit publicity materials were the dead zones in Anaconda, the vanished cattle and forests, and the growing piles of toxic waste at the Opportunity tailings ponds." (LeCain, 2009, Loc 2747-2750) All of this came about because of the switch from underground mining to open pit mining. Anaconda abandoned the Berkeley Pit in 1982, but the waters that fill it are still brimming with acidic pollutants that harm the environment. The Berkeley Pit and the Bingham mine are just two examples of the devastation created by the open pit mining concept. Companies used these techniques worldwide to improve the efficiency and speed with which mining could occur, and the consequences have been devastating in all cases. As with overfishing, over mining of copper has depleted the world's supply at a rate that suggests that

the economic and utilitarian benefits seen previously are not sustainable. Future shortages will require the development of new technology in order to compensate for these problems, and the scarring of the landscape and problems nearby residents face will be slow to change. (LeCain, 2009)

The application of technology to make more efficient use of natural resources began in each case as an effort to improve our standard of living. Mining copper was important for the transmission of electricity, and this innovation brought about countless advances for humankind. The fishing industry in Newfoundland brought settlers to the region and provided for their families for generations. The introduction of the Nile perch into Lake Victoria did not foresee the elimination of other species in the lake, and the devastating effect that would have on the residents of the area. However, we now know that when we change the environment to meet our needs, we impact it for every living creature that depends upon that environment, and unless we change, we will suffer as population continues to grow and resources become even scarcer. As LeCain notes, "If anything, in the early twenty-first-century Americans seem to be even more addicted to the political, social, and economic blessings of mass consumerism than they were half a century ago." (LeCain, 2009, Loc 2798-2799) At the start of the twentieth century, technological advances were new and their impacts not understood. That is no longer the case. The adverse environmental effects of mass consumerism will ultimately remove the benefits they initially produced, and created poverty and hardship like that seen in areas like Tanzania where resources do not benefit the local populations today. Adverse health affects from pollution and changes in diet, and permanently scarred landscapes will be the norm. Some governmental entities have made changes, but the interest in improving the environment needs to increase before it is too late. As LeCain says, "If we realistically hope to bring much of the world tip to the standard of living enjoyed in the developed nations without devastating the global ecosystem, it will require deep and sustained investments in improved mining, recycling, and pollution control technologies, not to mention the clean- and sustainable-energy sources needed to fuel them." (LeCain, 2009, Loc 3035-3037)

References

- McNeill, J. R. (2000). *Something New under the Sun: An Environmental History of the Twentieth-Century World*. New York: W.W. Norton & Company. (Kindle Edition)
- LeCain, T. J. (2009). *Mass Destruction: The Men and Giant Mines that Wired America and Scarred the Planet*. New Brunswick: Rutgers University Press. (Kindle Edition)
- Murray, R. (Director). (2010). *The End of the Line* [Documentary Film].
- Sauper, H. (Writer), & Sauper, H. (Director). (2004). *Darwin's nightmare* [Documentary Film]. France, Austria, Brussels: Celluloid Dreams.

ATTACHMENT G

EXECUTIVE SALES TEAM:

- Western Sales Director, Darrell McCarron
- Western Region Vice President, Michael Embry, MBA

Darrell McCarron will be the main contact from the Sales Team. Darrell graduated from Arizona State University with a Business degree. For a few years he worked as a Certified Financial Planner for the Vanguard Group, before entering into a consultative sales role in the Education industry. Darrell has since spent the last 17 years of his sales career with IBM (5 years) and Pearson Education (past 12 years).

Through his years of working in the Education industry, Darrell has been a Sales Consultant to Executive Level Administrators within K12 and Higher Education, helping to provide solutions that increase student success and learning. Darrell covers the Western region of the USA and Canada, with many long-standing relationships throughout the CCC community.

The Executive Sales Team is responsible for providing:

- Consultation on initiatives pertaining to student success, college readiness and retention
- contract and sales support
- product presentations and proposals
- usage reports
- setting up new accounts
- renewing existing accounts

IMPLEMENTATION SPECIALISTS (SENIOR SALES SPECIALISTS):

Smarthinking employs a cadre of seven Implementation Specialists (Senior Sales Specialists) under the direction of Dr. Sheila Noon.

John Huber, who lives in CA, is the Senior Sales Specialist and Professional Services Manager assigned to all institutions in the State. John already has an excellent relationship with many of the CCC's using Smarthinking today. If John is unavailable, members of the team will fill in.

John will be in charge of training and implementation support and will serve as the main point of contact during the contract period.

John provides the following services:

- Onsite Training
- Unlimited webinar training
- Marketing support to help institutions inform students and faculty of the service

- Registration support to assist schools in registering students into the Smarthinking service
- Support to assist institutions in generating and interpreting Smarthinking usage reports and statistics as well as student surveys
- Support to implement single sign-on access under the D2L Learning Management System

John has 20 years of experience in the field of educational technology. He has taught mathematics and implemented technology-mediated mathematics curriculum at California Polytechnic State University in San Luis Obispo, California. In addition to his experience with Smarthinking, John also has experience as an IT field engineer, implementing and supporting learning and assessment technology in K-12 school districts, community colleges, and universities throughout the United States. John has an M.S. in Applied Mathematics from California Polytechnic University, San Luis Obispo.

Smarthinking's technical support is available Monday - Friday 9:00 AM - 9:00 PM EST. If assistance outside these hours is needed, email support is also available.

Pearson agrees to all four of the Commitments to ensure the overall success of the program as related to this RFP.

EXHIBIT F
VENDOR'S COMMITMENT AND PROMOTION

1. **Commitment.** The Foundation asks the Vendor to make four commitments to ensure the overall success of the program relating to this RFP.
 - a. Corporate Commitment - A commitment that the Foundation for California Community Colleges (Foundation) has the support of senior management, and that the Foundation contract is the Vendor's primary offering to California public agencies and school districts. The Vendor shall make its existing public and private agency clients aware of its Foundation contract, and upon any agency's request, such agency will be transitioned to the Vendor's Foundation contract.
 - b. Sales Commitment - A commitment that the Vendor will aggressively market the Foundation and that the field and internal sales force will be trained, engaged and committed to offering the Foundation to public and private agencies in California, with a further commitment that all the Foundation sales be accurately and timely reported.
 - c. Service Commitment - A commitment that the Vendor will provide at minimum the level of service defined in the agreement to any and all participating public and private agencies purchasing through the Foundation's contract.
 - d. Communication and Information Commitment - Establish the following communication links to facilitate customer access and communication:
 - Information for website
 - Standard logos;
 - Summary of products and pricing;
 - Information web-link to manufacturer's website;
 - Overall information about manufacturer;
 - Other promotional material as desired.
 - A toll-free telephone for inquiries and orders
 - Regional or toll-free fax number for inquiries and orders
 - An e-mail address specially for Foundation members for general inquiries
2. **Program Promotion.** The Foundation recognizes that each Vendor has a successful business and may choose to meet its commitments to the Foundation's Purchasing Program in a variety of ways that best suit the Vendor's business model, organization, and market approach. The following are Program Standards intended to assist the Vendor in successfully implementing the Foundation contract.
 - a. Account Management Team – The Vendor shall provide an account manager with the authority and responsibility for the overall success of the Foundation contract within the Vendor's organization. The Vendor shall also designate a Lead Referral Contact Person responsible for receiving communications from the Foundation for California Community Colleges concerning new public agency registrations, and for ensuring timely follow-up by the Vendor's staff on requests for contact from public school districts. Additionally, the Foundation suggests the Vendor implement and support a Vendor-based internet web page dedicated to the Vendor's Foundation program and linked to the collegebuys.org website.

- b. Quarterly Review – Upon request, the Foundation for California Community College will schedule a quarterly review with the Vendor to evaluate the Vendor's performance of Vendor Commitments and Program Standards outlined herein.
 - c. Foundation for California Community Colleges Purchasing Program Awareness – The Foundation for California Community Colleges (Foundation) is responsible for marketing the overall Foundation purchasing program concept and programs to Participating Public and Private School Districts. The Foundation for California Community Colleges marketing is intended to supplement and enhance the direct sales effort of the Vendor. The Vendor assists by providing camera-ready logos and by participating in related trade shows and conferences. The Foundation employs a marketing team, a network of partner associations, direct mail, the Internet and newsletters, and other publications to increase awareness.
 - d. Vendor Sales – The Vendor is responsible for proactive direct sales of the Vendor's goods and services to public school districts across California and the timely follow up to leads established by the Foundation. Use of product catalogs, targeted advertising, direct mail, and other sales initiatives are encouraged. All sales materials are to use the Foundation logo. The Foundation for California Community Colleges will provide each Vendor with its logo and the standards to be employed in the use of the logo. At a minimum, the Vendor's sales initiatives should communicate that:
 - The contract was competitively solicited by a Public Agency;
 - Best educational pricing focused on the Total Cost of Ownership (TCO);
 - There is no cost to participate;
 - The contracts are non-exclusive.
 - e. Sales Force Training – The Vendor is responsible for the training of its sales force on the Foundation contract. The Foundation may provide training materials and generally assist with the education of sales personnel. At a minimum, sales training should include:
 - Key features of the Foundation contract;
 - Understanding of the process of development of the Agreement;
 - Working knowledge of the Foundation Organization and Solicitation Process;
- Awareness of the range of public and private agencies districts that can access the Foundation; Value Added Benefits of using a contract for public agencies.

Link-Systems International, Inc.

response to

Online Tutoring Services RFP # CB 14-001

presented to the

Foundation for California Community Colleges

submitted on

November 12, 2014

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Attached (as separate electronic files):

- Exhibit D – Bid Security (scan of cashier’s check, hand-delivered 11/10/14)
- Exhibit G – Proposal Signature Form
- Exhibit H – Non-Collusion Affidavit

Executive Summary

Link-Systems International, Inc. (LSI) offers this response to the Foundation for California Community Colleges (FCCC) Online Tutoring Services RFP # CB 14-001. Thank you for inviting us to participate in this RFP and for taking the time to review and consider our proposal. We would be honored to serve the California Community Colleges (CCC).

To fulfill the requirements of the Online Education Initiative (OEI) Online Tutoring component, we are proposing a partnership where the Full Service Model is provided by NetTutor® and the Blended Model would include access to the WorldWideWhiteboard® for local use. Our proposal provides detailed information about both of these solutions. The full value of our partnership can be realized by working closely together to create a culture that encourages participation in tutoring as a study habit, not just as a “band-aid” when students are struggling with their homework or assignment.

The solutions we propose are intended to fully support the Online Education Ecosystem while OEI funding is available and readily transition into institutionalized student support services by proving the necessity, efficacy, and sustainability of online tutoring. Part of a sustainable solution includes the consideration of a collaboration that would best leverage the pool of existing qualified and experienced CCC tutors and other learning assistance professionals. To that end, we have established a partnership with the Connecticut Distance Learning Consortium (CTDLC), the providers of www.eTutoring.org. Should the OEI decide to pursue institutional collaboration in order to form a consortium of shared tutoring resources—arguably the most sustainable option with the largest higher education system in the country—our partnership will lend itself as the most organized and efficient way to do so.

As we focus on our shared goal of helping students succeed, we intend for a CCC-LSI partnership to be flexible, transparent, innovative, and measurably productive. While our main purpose in responding to this RFP is to share our expertise and vision for online tutoring, we are equally passionate about helping students gain access to other online student services—such as Supplemental Instruction (SI), counseling and advising, and mentoring—which is why we invite the California Community Colleges to join our Innovative Development Partner Program (IDPP). We provide unrivaled access to our agile development cycle to members of this program. For example, as Innovative Development Partners, the University of Missouri at Kansas City (UMKC) and the California State University (CSU) Chancellor’s Office have joined in our effort to translate SI strategies into customized WorldWideWhiteboard functionality.

It’s this combination of rich higher education experience, innovative vision and service, and authentic passion for student success that makes LSI uniquely qualified as a partner in this important initiative. LSI is confident we can meet and exceed the requirements of the OEI and that our partnership will become a long-term asset to the California Community Colleges.

Response to RFP # CB 14-001, Section V, Subsection 4.0

4.1 Performance History / References / Satisfaction

LSI Response to V.4.1.A.

Research shows that access to and use of NetTutor encourages persistence and retention. For example, from a study published in 2011, NetTutor access increased student retention by 17% (over the control course which did not have access) while NetTutor usage resulted in an *additional* increase of 13% in student retention. Read more [here](#). Examples of other recent outcomes follow.

NetTutor subjects tutored. OSU Ecampus students submit papers for review to the NetTutor writing experts—including graduate students with theses; science students log in to understand new processes and ideas; math students get help 24/7. In fact, students have access to tutoring in all subjects. Read more [here](#), and see [Appendix B](#) for NetTutor’s full subject list.

Student satisfaction with NetTutor. The student response to the service is enthusiastic, with surveys that consistently show a 97% approval rate. Virtually every student who visits a tutor once pledges to return. Hundreds of students log in every month, with nearly one out of every ten students logging in over the course of a semester, many with three, four, or five sessions or papers for review. Read more [here](#).

Faculty and college satisfaction with NetTutor. Dr. Dawn Hodges, Vice President of Academic Affairs at Southern Crescent Technical College, offers: “the customized nature of the service is its best feature.” NetTutor worked with SCTC to design special tutoring guidelines. These guidelines enable NetTutor tutors to help learners using the same textbooks and the same approaches as their instructors. Read more [here](#), and find a sample of NetTutor’s Rules of Engagement for Math in [Appendix C](#).

Faculty and college satisfaction with the WorldWideWhiteboard. In August 2014, Bailey Smith, Director of the Learning Assistance Center at Mt. San Antonio College, shared the following testimonial: "The reason we went with WorldWideWhiteboard is that it's very easy for students to immediately use; there's not a big learning curve." Read more [here](#).

LSI Response to V.4.1.B.

In NetTutor, we define “wait time” as the time from when the student requests to meet with a live tutor to when the question is accepted by the tutor. This is referred to as the “live submit time” to the “live accept time,” and the difference is how we calculate wait time. There is no lag between accepting the question, greeting the student, and student-tutor interaction.

We define “turn-around time” as the time from when the student submits a question or paper asynchronously to when the tutor completes a response. This is referred to as the “asynchronous submit time” to the “asynchronous complete time,” and the difference is how we calculate turn-around time.

Based on the college's preference, LSI will deliver usage reports for WorldWideWhiteboard and NetTutor on a weekly or monthly basis. Our Project Manager will gather the reports and distribute to the appropriate points of contact. The reports will include all usage data from which wait time and turn-around times can be calculated. This data can be used to review minimum and maximum wait times, as well as track peak usage, in order to identify where local tutoring resources might be best utilized.

LSI Response to V.4.1.C.

First, please consider the difference between expected wait/turn-around times versus actual wait/turn-around times. Just as in a drop-in Tutoring Center on campus, students should expect to receive help from a tutor when it is their turn. Sometimes, this is right away, but at other times, this happens after the tutor finishes helping another student. Second, please consider the students' responsibility to plan/manage their time when submitting an essay/paper for review. The student should not expect feedback on the first draft of a paper that they submit right before their assignment is due. Students should seek help as far in advance of the assignment's due date as possible. While the goal is to offer support when students want it, we advise setting an appropriate level of expectation for online tutoring whether the student is connecting with a local tutor or NetTutor.

Setting expectations for wait/turn-around times in NetTutor:

- Students join a queue for a live tutor, thus they should expect help when it is their turn
- Students should expect feedback to asynchronous questions within 24 hours
- Students should expect feedback to asynchronous paper submissions within 48 hours

Actual wait/turn-around times in NetTutor:

- On average, students will wait less than two minutes to interact with a live tutor
- On average, students will receive feedback to asynchronous questions within 8 hours
- On average, students will receive feedback to asynchronous paper submissions within 18 hours

LSI Response to V.4.1.D.

When perceived failures of our service are identified, we investigate and work with the reporting college to resolve them. We offer complete transparency with respect to this process. If the Foundation would like to co-develop a Service Level Agreement to attach to the contract, we would be amenable.

LSI Response to V.4.1.E.

The data of all (local and NetTutor) tutor evaluations and complaints from students will be made available to the college for review. NetTutor managers monitor NetTutor tutor evaluations and complaints, celebrating successes or noting issues that need to be addressed. When an issue is identified, it is entered into our Customer Support tracking system. At that point, our standard Customer Support Procedure is followed. Our Support and QA teams review the issue to determine if the student's user experience was compromised for a technical reason, and they resolve directly with the student. On the other hand, if no technical reason is identified, the issue is escalated to the Director of Online Tutoring so that she may review the

archive of that session. On the rare occasion when a tutor was not helpful, our first action is to notify the college and (through the college or directly) apologize to the student, validate their feelings, and clarify how the session should have been handled. We also ask the student to come back, and we credit the college for the time used for that session. For minor transgressions, we require that the tutor retrain and/or shadow a senior tutor mentor; for major transgressions, we terminate the tutor's employment.

LSI Response to V.4.1.F.

In addition to the references offered in response to [V.4.1.G](#) and [V.4.1.H](#), we offer the following. In these situations, we have developed a mutually-respectful partnership by understanding and responding to changing needs, staying sensitive to budgets and political charges, and keeping our main focus on the students.

Mt. San Antonio College. Mt. SAC has been a WorldWideWhiteboard customer since 2004. At first, math faculty used the WorldWideWhiteboard to offer online office hours. In 2009, the Learning Assistance Center began using the WorldWideWhiteboard to offer online tutoring. In this partnership, we learned about CCC tutoring apportionment and translation of Ed Code's "line of sight" requirement, thereby developing the options for Mt. SAC supervisors to observe live sessions and review any archive. We have also begun to develop a referral system that should assist with apportionment requirements.

Reference: Bailey Smith, Learning Assistance Director; Mt. San Antonio College; 1100 N Grand Ave, Walnut, CA 91789; 909.594.5611 x5669; bksmith@mtsac.edu

SUNY Cortland and Open SUNY. SUNY Cortland has been a WorldWideWhiteboard customer since 2007. In 2011, LSI helped them launch STAR-NY (Sharing Technology & Academic Resources), a consortium of SUNY colleges and universities that joined to offer shared online tutoring (see [Appendix A](#)). In January 2013, STAR-NY was mentioned by Chancellor Zimpher in her State of SUNY address. In January 2014, NetTutor was invited to participate in a tutoring pilot for Open SUNY. In this partnership, we have learned about local autonomy with limited budgets and so developed flexible invoicing and license-sharing options. For STAR-NY, we also developed the ability for our platform to support inter-campus communication.

Reference: Teri A. Vigars, Administrator STAR-NY; Assistant Director, Academic Support and Achievement Program; SUNY Cortland; 38 Graham Ave, Cortland, NY 13045; 607-753-4309; Teri.Vigars@cortland.edu

Baltimore City Community College. BCCC has been a NetTutor customer since 2009. In this partnership, we learned about how to provide incentives to students with significant financial struggles. Instead of offering magnets (because some students cannot afford refrigerators) or Starbucks gift cards, we host on-campus "how to" sessions with free food, brief overviews of NetTutor as a service, and plenty of time for open dialogue and hands-on training. We also expanded our tutors' ability to recommend that a student may require local intervention.

Reference: Juanita Wingo, Coordinator, Center for Academic Achievement; Baltimore City Community College; 2901 Liberty Heights Avenue, Baltimore, MD 21215; 410-462-7759; jwingo@bccc.edu

Oregon State University. Oregon State University's Extended Campus (Ecampus) has been a NetTutor customer since 2010. In this partnership, we learned more about Distance Education accreditation requirements and continue to evolve our tutor administration/usage reporting.

Reference: Joan Oakes; Student Services Specialist, Extended Campus; Oregon State University; 4943 The Valley Library, Corvallis, OR 97331; 541-737-4166; Joan.Oakes@oregonstate.edu

SUNY – Dutchess Community College. SUNY Dutchess has been a NetTutor customer since 2011. In this partnership, we continue to experience the true value of faculty advocacy. When we were first engaged, the Writing Center did not want to participate and the faculty union questioned our offering. By the end of the pilot semester, because we customize our service to align with course materials and co-developed Rules of Engagement, every subject was offered, and they (per Lori Anderson) said our tutoring felt like an extension of the services students already receive on campus.

Reference: Chrisie Mitchell; Associate Director, Mary Louise Van Winkle Teaching Learning Center; SUNY – Dutchess Community College; 53 Pendell Road, Poughkeepsie, NY 12601; 845-431-8335; Chrisie.Mitchell@sunydutchess.edu

LSI Response to V.4.1.G.

In addition to the references provided in response to [V.4.1.F](#) and [V.4.1.H](#), we offer:

- Audra Kimble; Assistant Executive Director for eLearning & Institutional Technology; Mississippi Virtual Community College (all 15 MS community colleges); 3825 Ridgewood Road, Jackson, MS 39211; (601) 432-6391; akimble@mccb.edu
- Dr. Leigh Bello-de Castro; Assistant Dean, Academic Foundations; Essex County College; 303 University Avenue, Newark, NJ 07102; (973) 877-3484; bellodecastro@essex.edu
- Mark Cobb; Associate Dean, Student Success; American Sentinel; 2260 South Xanadu Way, Suite 310, Aurora, CO 80014; (303)223-4766; Mark.Cobb@americansentinel.edu
- Steve Lerch; Retention Coordinator; Radford University; P.O. Box 6905, Radford, VA 24142; 540-831-2560; slerch@radford.edu
- Dr. Johanna Dvorak; Director of Panther Academic Support Services (PASS); University of Wisconsin, Milwaukee; P.O. Box 413, Milwaukee, WI 53201; (414) 229-5672; jdvorak@uwm.edu

LSI Response to V.4.1.H.

In addition to the references provided in response to [V.4.1.F](#) and [V.4.1.G](#), we offer:

- NetTutor for EOPS: Brenda Johnson; Dean of Student Support Services, DSPS & TRIO Director; Berkeley City College; 2050 Center St, Berkeley, CA 94704; (510) 981-2830; bjohnson@peralta.edu
- WorldWideWhiteboard for Writing/Spanish and NetTutor for Spanish/Math/others subjects: Kerry Kilber Rebman; Dean, Learning and Technology Resources; Cuyamaca

College; 900 Rancho San Diego Pkwy, El Cajon, CA 92019; 619.660.4405;

Kerry.Kilber@gcccd.edu

- NetTutor for the Learning Resources Center: Sheryl Kunisaki; Assistant Director, Learning Resources Center; El Camino College; 16007 Crenshaw Blvd, Torrance, CA 90506; 310-660-3593 x6121; skunisaki@elcamino.edu
- NetTutor for STEM: Dr. Teresa Palos; Biology Professor; El Camino College; 16007 Crenshaw Blvd, Torrance, CA 90506; (310) 660-3593 x5354; tpalos@elcamino.edu
- NetTutor: Celia Valdez; Extended Learning Coordinator; El Camino College—Compton Center; 1111 E Artesia Blvd, Compton, CA 90221; 310.900.1600 x2137; cvaldez@elcamino.edu
- NetTutor: Paul Grady; Director, Learning Assistance Center; Los Angeles Harbor College; 1111 Figueroa Pl, Los Angeles, CA 90744; (310) 233-4240 ; gradyp@lahc.edu
- NetTutor: Donna Plunk; Tutorial Services Technician; Riverside Community College District on behalf of Moreno Valley College; 16130 Lasselle St, Moreno Valley, CA 92551; 951-571-6167; donna.plunk@mvc.edu
- WorldWideWhiteboard for Learning Assistance Center: Bailey Smith; Learning Assistance Director; Mt. San Antonio College; 1100 N Grand Ave, Walnut, CA 91789; 909.594.5611 x5669; bksmith@mtsac.edu
- NetTutor for DE Courses: Damon Nance; Dean, Technology and Learning Resources; Riverside Community College District on behalf of Norco College; 2001 3rd St, Norco, CA 92860; (951) 372-7041 ; damon.nance@norcollege.edu
- NetTutor for EOPS: Dr. Koji Uesugi; Interim Dean of Student Services; Riverside Community College District on behalf of Norco College; 2001 3rd St, Norco, CA 92860 ; 951.372.7130; koji.uesugi@norcollege.edu
- WorldWideWhiteboard for Online Tutoring/SI: Dr. Daphne Figueroa; Online Tutoring Coordinator (Miramar College); San Diego Community College District on behalf of City, Mesa, and Miramar Colleges; 10440 Black Mountain Rd, San Diego, CA 92126; 619-388-7631; dfiguero@sdccd.edu
- WorldWideWhiteboard for Online Tutoring (possibly Advising, Faculty Office Hours, SI): Dr. Patricia Flanigan; Dean of Online Education and Learning Resources (Saddleback College); South Orange County Community College District on behalf of Saddleback and Irvine Valley Colleges; 28000 Marguerite Pkwy, Mission Viejo, CA 92692; (949) 582-4365; pflanigan@saddleback.edu

We are also under contract review for NetTutor at Cuesta College and starting to pilot the WorldWideWhiteboard at Cañada College, Coastline Community College, and Taft College.

LSI Response to V.4.1.I.

LSI fully understands and shares the vision and mission of the California Community Colleges. We want to help provide equitable and affordable access to higher education. We want to help close the achievement gap. We want to help students obtain their associate's degree and transfer to earn their bachelor's degree. We want to help design pathways for an educated, passionate workforce. We want to help establish a love of learning that translates to lifelong learning and future generations expected to go to college.

For nearly 20 years, our tools and services have effectively supported online student service efforts for hundreds of partner institutions across the educational spectrum. Community colleges represent a significant majority of our higher education partners. We are eager to partner with the California Community Colleges and serve the needs of the Online Education, Education Planning, and Common Assessment Initiatives.

With specific focus on the goals of the OEI, we want to help create sustainable, scalable, and successful student services that are available whenever and wherever students are in need. Our partnership can fully support the tutoring needs of the Online Course Exchange, as well as the non-OEI courses both on-ground and online.

4.2 Subjects and Features

LSI Response to V.4.2.A.

NetTutor supports Writing Across the Curriculum; students can submit any written work for any subject area (e.g., essay, paragraph, lab report, business plan, case study, creative work). First, they complete the submission form that provides general information on the assignment, and then upload a PDF. In turn, a tutor will review the submission and provide feedback that encourages students' writing efforts, recognizes the strengths of the submitted piece, and makes suggestions for revision. Finally, the student is notified when the feedback from a tutor is available.

NetTutor writing tutors provide critiques that can focus on higher order concerns, lower order concerns, or a mix of the two. Paper review can be customized using the Rules of Engagement to provide feedback that is tailored to the instructor's requests and the needs of the students. This can be done at the department level (i.e. English Department) or at the course level (i.e. Rules of Engagement that focus on areas such as Developmental English, Comp I and II, and higher level writing courses). Our tutors are trained to use the Socratic Method. They can provide critiques that can focus on higher order concerns (focus and purpose, audience, thesis statement, development, etc.), lower order concerns (sentence structure, punctuation, word choice, spelling, etc.), or a mix of the two. For instance, they point out potential grammatical or mechanical errors and use examples to illustrate how to correct them, but never actually correct students' writing. We do not fix, proof, or edit the paper directly. Students will not be able to "accept all changes" and turn in the next draft to their instructor. They will need to review, research, and reflect on the tutor's feedback, and then manually make changes.

While this process is typically accomplished asynchronously, we do offer the ability to meet with a live writing tutor. For example, if a student has questions about their asynchronous feedback, they can join a live tutor, drag-and-drop their marked-up PDF onto the WorldWideWhiteboard canvas, and interact with the live tutor.

In live and asynchronous writing tutoring sessions, the student-tutor interaction is private and one-to-one. While we do not recommend group writing sessions in order to avoid possible plagiarism/issues with academic integrity, we can offer scheduled and closed group tutoring. Additionally, students will always have access to their private archives.

NetTutor asynchronous paper review is accessible 24/7/365. Live, on-demand writing tutors can be available up to 24/7/365.

LSI Response to V.4.2.B.

NetTutor is already staffed to provide synchronous (live), on-demand tutoring in all core subject areas and many others (see [Appendix B](#)). When students connect to NetTutor, they will see tutor availability and options to join a live session, submit a paper or question asynchronously, or review their archives. Once they elect to connect with a live tutor, the student is put into the queue. If there are any students ahead of them in the queue, that will be communicated to the student and they will be invited to watch a short video about the NetTutor service and/or a highlight of a feature of the WorldWideWhiteboard. When it is their turn, the tutor will engage the student using the Socratic Method. They will invite the student to share what they have tried so far and proceed from there. We are not an answer service, and we do not offer students canned responses. Our tutors are subject matter experts who have been professionally trained to tutor students online. Every session is tailored to the needs of the current student.

Institutions can customize our tutoring by:

- Inviting faculty to share course materials (e.g., syllabus, textbook info, assignments) so that tutoring sessions align with course pedagogy. This allows our tutors to use the same symbols and notations, language, solution style, etc.
- Inviting departments and on-campus tutoring centers to review and revise our Rules of Engagement—the “dos and don’ts” of how we work with your students. (See sample Math ROE in [Appendix C](#).)

This is an ongoing relationship. We can update the ROE as requested, an instructor can send us a take home pop quiz if we should not tutor those questions that day, etc.

This customization allows us to offer another layer of service: recommending local intervention as needed. When a tutor recognizes that a student is struggling with learning objectives they should have mastered by that point in the class (per the syllabus) or a student confides in a tutor that they are experiencing personal or financial hardship, the tutor will recommend local intervention. Our Client Services Manager will report this to our campus liaison. (We will not embarrass the student by pointing this out to them, and we will not violate their privacy.)

In live/synchronous tutoring sessions, the student-tutor interaction is usually private and one-to-one. While our tutors usually work with one student at a time via drop-in, we can offer scheduled and closed group tutoring. Additionally, students have access to their private archives indefinitely. If a student has a follow-up question about their live session after the fact, they can join a live tutor again, drag-and-drop their archive PDF onto the WorldWideWhiteboard canvas, and interact with the live tutor.

NetTutor live, on-demand Math, Statistics, and Physics tutors are available 24/7/365. Other subjects vary from 20-150 live tutor hours/week, year-round, and can be adjusted to meet the needs of the OEI or other institutions (see [Appendix D](#)).

LSI Response to V.4.2.C.

In addition to paper review outlined in [V.4.2.A](#), students may choose to drop off a question to a tutor asynchronously. Using the same platform as live tutoring, the student enters their question onto the WorldWideWhiteboard and submits it to the tutor. The tutor will respond to the student's question using the Socratic Method—helping the student think about the work they've shown so far, recommending a section of their textbook they should revisit, or working out an alternate (but similar) exercise so that the student can apply the steps to their question.

In asynchronous question drop-off sessions, the student-tutor interaction is private. Additionally, students have access to their private archives indefinitely. If a student has questions about their asynchronous feedback, they can join a live tutor, drag-and-drop their archive PDF onto the WorldWideWhiteboard canvas, and interact with the live tutor.

NetTutor asynchronous question drop-off is accessible 24/7/365.

LSI Response to V.4.2.D.1

NetTutor already offers up to 24/7 synchronous tutoring availability year-round. We stay open on holidays (we usually see some term paper drafts over Thanksgiving), and we do not scale back our hours of availability over the summer (many of our customers close their tutoring centers over the summer and/or offer summer bridge programs). Our current clients represent semester systems, quarter systems, and rolling enrollments (monthly systems). NetTutor live, on-demand Math, Statistics, and Physics tutors are available 24/7/365. Other subjects vary from 20-150 live tutor hours/week, year-round, and can be adjusted to meet the needs of the OEI or other institutions (see [Appendix D](#)).

LSI Response to V.4.2.D.2

Our tutoring service allows students to schedule an appointment for future tutoring session by contacting our Tutoring Coordinators. If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing a more formal, automated scheduling system for both NetTutor and WorldWideWhiteboard (for use by local tutors). However, the ability to access a live tutor on-demand may supersede this requirement.

LSI Response to V.4.2.D.3

Students may submit questions for asynchronous tutoring 24/7/365, and they may expect feedback within 24 hours. Shorter turn-around times may be negotiated (see [Appendix D](#)).

LSI Response to V.4.2.D.4

Students may submit papers for asynchronous review 24/7/365, and they may expect feedback within 48 hours. Shorter turn-around times may be negotiated (see [Appendix D](#)).

LSI Response to V.4.2.D.5

By assigning students to the next available tutor, we keep NetTutor's wait time under two minutes on average. Therefore, we do not allow students to request a specific tutor in

NetTutor. If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing the option to select a specific tutor in NetTutor.

LSI Response to V.4.2.D.6

While we do not recommend limiting student access to NetTutor, each college is invited to discuss this option during their implementation planning. Setting limits on number of sessions students may engage in, papers/essays they may upload, and/or hours of access to NetTutor are all customizable aspects of our service. Students are given account details within NetTutor which warn them of any limits and provide account balances. Students who run out of minutes during a live interaction will not be disconnected; they can finish their session with the tutor and add more time to their account later.

LSI Response to V.4.2.D.7

Once a student elects to connect with a live tutor in NetTutor, they are put into the queue. If there are students in front of them, they will be shown a short video about the NetTutor service and/or a highlight of a technical capability of the WorldWideWhiteboard. When a tutor becomes available, the tutor-student interaction will begin. There is no lag between accepting the question, greeting the student, and student-tutor interaction. If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing the option to queue for local tutors via WorldWideWhiteboard.

LSI Response to V.4.2.D.8

NetTutor uses the WorldWideWhiteboard as the platform for our online tutoring service. The WorldWideWhiteboard is entirely web-based, requires no downloads or installations, and can be accessed from desktop computers, laptops, and mobile devices. The WorldWideWhiteboard offers an intuitive space for student-tutor collaboration. There is a chat area and a large canvas space where they can type, draw shapes/symbols/equations, embed images or PDFs, as well as access audio and video—ensuring effective interaction throughout the tutoring session. The WorldWideWhiteboard includes a math input tool, and LSI will help to develop PDF/image templates that support other subject areas. If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing the option for screen sharing with control passing and/or other subject specific tools in the WorldWideWhiteboard. However, the ability to drop PDFs and images onto the WorldWideWhiteboard canvas and the desire to keep the platform entirely web-based without installs may supersede this requirement.

LSI Response to V.4.2.D.9

Our tutoring service allows students to schedule a closed group appointment for a future tutoring session by contacting our Tutoring Coordinators. If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing a more formal, automated scheduling system for both NetTutor and WorldWideWhiteboard.

LSI Response to V.4.2.D.10

If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing the option for a live group session to be hosted without the presence of a leader. However, the ability to give students leader access in a special group may supersede this requirement. (For example, identifying an SI leader/mentor who gets leader privileges would enable the standard group session functionality, including archiving.)

LSI Response to V.4.2.D.11

Students have 24/7/365 access to the archives of their synchronous tutoring sessions. They can access a quick view mode (flip through images of each board/page), download a PDF (which may then be dropped onto a synchronous session if desired), or playback the recorded session (including audio and video if used).

LSI Response to V.4.2.D.12

Students have 24/7/365 access to the archives of their asynchronous tutoring sessions. They can access a quick view mode (flip through images of each board/page) or download a PDF (which may then be dropped onto a synchronous session if desired).

LSI Response to V.4.2.D.13

LSI currently works with institutions to design surveys to send out to students who used NetTutor as well as those who accessed but did not interact with a tutor. Additionally, sometimes students will direct their comments to their instructor, which get routed to our campus liaison and sent to us. Lastly, students may submit issues directly to LSI via a link to submit a “Customer Support Request” which can be found on every page of NetTutor as well as on the WorldWideWhiteboard dashboard. If prioritized by the terms of our Innovative Development Partnership (see [Appendix D](#)), LSI commits to designing and implementing the option for a tutor evaluation/student satisfaction form to open at the conclusion of every tutoring session (or collect this data by other methods as advised by the RP Group).

LSI Response to V.4.2.D.14

Our web-based Customer Support System is available 24/7/365 and is uniquely equipped to support students and tutors alike. A link to submit a “Customer Support Request” can be found on every page of NetTutor as well as the WorldWideWhiteboard dashboard. Users receive a ticket number for tracking purposes immediately upon submission in an email confirming the details of their submission.

LSI is committed to providing the most efficient and highest-quality service possible. We strive to provide the quickest turnaround times and the most clear and concise information to our users. It is our priority and principal goal to make sure that each and every support inquiry is handled as quickly and as effectively as possible. Our Customer Support Services personnel are trained to support all LSI solutions. They possess a broad knowledge base of issues that can be experienced by personal computer users accessing and utilizing internet-based programs. They also work closely with product managers to resolve any issues that arise concerning LSI service or account issues. All have years of experience in dealing with clients on a professional level. Our Customer Support Services employees are bilingual in both Spanish and English.

LSI Response to V.4.2.E.

Archives are available indefinitely. LSI provides in-house hosting for all of our services and multiple dedicated backup solutions for archiving. Currently, our total server storage capacity is approximately 84TB dedicated for archives. We dedicate 12TB (Physical Storage on Servers) for the latest archives and 72TB (SAN server) for older archives. We are currently using 25% of our storage capacity or approximately 21TB. Based on our previous 5 years of storage usage for archiving, we are using approximately 7TB per year, and our storage capacity has increased by 16.8TB per year. We can conclude that LSI provides unlimited storage for archives based on the fact that the rate of storage capacity increased far exceeds the rate of data used.

4.3 Evaluation / Data Reporting

LSI Response to V.4.3.A.

Detailed usage reports are delivered on a monthly basis (more or less frequently, if requested). Every report shares a usage summary, breaking down the minutes used by college over the courses/groups and type of tutoring (service) accessed. Additionally, details of every tutoring session within the specified time frame are given, including: student name (provided that the college has elected to pass this information in the integration), tutor name (in the case of local tutors, the college must elect to pass this information in the integration), the session start time for each user, the session end time for each user, the total session time for each student, a unique student ID (passed to NetTutor/WorldWideWhiteboard via integration), and each user's email address. In addition, optional reports are available that detail each user's specific usage over a specified time frame. Separate reports are provided for WorldWideWhiteboard and NetTutor. LSI will deliver usage data in raw format to the RP Group, if requested.

LSI Response to V.4.3.B.

In addition to NetTutor and WorldWideWhiteboard usage reporting described in [V.4.3.A.](#), we offer support for reports on academic success and course completion related to online tutoring.

We maintain a survey system that allows for the submission of online questionnaires to faculty, staff, and students about attitude, view of grade impact (assignment and course), and motivations for using online tutoring (see recent outcomes in section [V.4.1.A.](#)). Results from surveys designed for an institution are shared only with the campus-based institutional research teams or other designated research representatives of that institution.

The independent Academic Research Department of LSI works with an institution to compile reports correlating usage of online tutoring with grades, attendance, and course completion data provided by on-campus institutional research teams or other designated data sources of that institution. Such reports might focus on help-seeking behavior, personality traits, study habits, and organizational skills and typically drill down into the data by demographic factors such as ethnicity, gender, income, or veteran status.

LSI Response to V.4.3.C.

By the beginning of the third year of offering online tutoring for OEI courses, the general mechanics of the service should be in place: online tutoring should be prominently integrated

into every course and easily accessible from the Student Services Portal, faculty and learning assistance professionals should be making students aware of online tutoring availability, and promotional activities—such as orientation webinars and flyer distribution—should take place at the start of every term.

Accepting the premise of the question, assuming disparities across subjects and colleges are not explained away by use of on-campus tutoring, course pass rates within acceptable ranges, or other reasons, then there are several approaches we might employ/recommend in order to improve usage where the service is being underutilized. Such approaches include: raising awareness by promoting the service on the school website, via social media, course announcements, campus newspaper/newsletter; providing incentive by holding contests where students prove they can get to the service to compete for a small prize; establishing a rewards program; and/or reviewing course syllabi/learning objectives and collaborating with faculty to identify potential assignments that might benefit from required tutoring. We can also introduce ideas from our other customers who regularly report “what’s working” for them. We can regularly review results from success metric evaluations/surveys to identify/resolve possible hurdles and offer additional recommendations, such as short videos that explain how to upload a paper to a tutor or how to turn off popup blockers.

4.4 Fees

LSI Response to V.4.4.A.

Standard NetTutor pricing. Our standard pricing model is the most straightforward—and yields the highest number of sessions—yet it can sometimes appear to be more expensive than competing services. With standard pricing, the institution is only charged for the time our tutors spend helping students.

Purchase level	Rate per hour
Pay as you go	\$29
Block of 500 hours (upfront payment, new or renewal)	\$28
Block of 1,000 hours (upfront payment, new or renewal)	\$27
Block of 2,500 hours (upfront payment, new or renewal)	\$26

While we gladly extend an even deeper discount beyond standard pricing to the Foundation in consideration of this RFP—leveraging the collective buying power of California Community College system and the other organizations that might become customers during this engagement—we also developed two new price options in order to allow reviewers to “compare apples to apples.” See custom pricing options 1, 2, and 3 below.

NetTutor custom pricing, option 1 (\$18/hour). This option was created for new customers, for up to one year, and should be compared to other vendors who historically charge flat rates for asynchronous sessions (e.g., Smarthinking, Brainfuse) because this plan deducts 30 minutes per asynchronous session. There is a minimum purchase of 1 hour per student per term, and unused hours expire at the end of the term. Our goal here is to create mutual incentive for the customer to help drive usage which can be done by prioritizing integration, establishing

administrative and faculty advocacy, and correlating student usage to success metrics. After one year, renewal must occur at standard pricing or custom pricing options 2 or 3.

NetTutor custom pricing, option 2 (\$20/hour). This option was created for new or renewing customers and should be compared to other vendors who historically charge flat rates for asynchronous tutoring sessions (e.g., Smarthinking, Brainfuse) because this plan deducts 30 minutes per asynchronous session. This plan requires a system-wide (cumulative) minimum block of 8000 hours purchased upfront or upon renewal. Renewal must occur at standard pricing or custom pricing options 2 or 3. At renewal, unused hours may roll over into the next term without penalty and/or recalculate to enter option 3.

NetTutor custom pricing, option 3 (\$25/hour). This is an extension of our standard pricing, for new or renewing customers, discounted for the FCCC in consideration of this RFP. All sessions are charged for actual time used. This plan requires a system-wide (cumulative) minimum block of 5000 hours purchased upfront or upon renewal. Renewal must occur at standard pricing or custom pricing options 2 or 3. At renewal, unused hours may roll over into the next term without penalty and/or recalculate to enter option 2. This is the best value—especially considering the total number of sessions an institution will get for the total expenditure—but we understand this may not be clear until proven over time.

NetTutor typical session length. In our experience, a live session or providing feedback to an asynchronous question drop-off takes 10-20 minutes, and reviewing a paper/essay submission takes 10-30 minutes. To estimate how many sessions this engagement might yield, take a sample budget and divide that by the hourly rate. Enter time estimates for live sessions and papers; remember to add minutes charged for archiving (which NetTutor never charges) or use flat rate minutes/paper where applicable. Then assume some percentage of tutoring sessions are live while the rest are papers (example uses 50% each), and do the math. This illustrates the value of the engagement in terms of total number of tutoring sessions.

	A	B	C
1	Budget	\$200,000	(set this value)
2	Cost per hour	\$25	(set this value)
3			
4	Hours purchased	8000	=B1/B2
5			
6	Minutes/live session	15	(set this value)
7	Live %	50%	(set this value)
8	Total live sessions	16000	=(B4*B7*60)/B6
9			
10	Minutes/paper	20	(set this value)
11	Paper %	50%	=1-B7
12	Total papers	12000	=(B4*B11*60)/B10
13			
14	Total tutoring sessions	28000	=B8+B12

Figure 1. Total sessions estimate.

Standard WorldWideWhiteboard pricing. The WorldWideWhiteboard is our proprietary online collaboration platform which is typically licensed on an annual basis. A WorldWideWhiteboard

license is not required for NetTutor usage (the Full Service Model). However, if an institution intends to use their own local staff as described by the Blended Model, then a WorldWideWhiteboard license would allow for a seamless user experience.

Our standard pricing is based on concurrent online users. This allows for unlimited users, unlimited groups, and unlimited usage. There is simply a maximum number of users who may be connected *at the same time*.

Concurrent Online Users	Cost of Annual License
20	\$10,000
50	\$20,000
250	\$75,000
500	\$100,000
1,000	\$150,000
2,500	\$250,000

California Community Colleges within the same district may share a district-wide WorldWideWhiteboard license when submitted via a single invoice. For the FCCC in consideration of this RFP, we offer the option to share a system-wide WorldWideWhiteboard license greater than or equal to 250 concurrent online users when submitted via a single invoice. We also offer the following custom pricing options.

Custom WorldWideWhiteboard pricing, option 1 (first year). For the FCCC in consideration of this RFP, we offer the following first year discounted licenses. This will allow new customers to monitor concurrent usage; renewal occurs at standard pricing above. California Community Colleges within the same district may share a district-wide WorldWideWhiteboard license when submitted via a single invoice.

Concurrent Online Users	Cost of First Year License
20	\$6,000
30	\$7,000

Custom WorldWideWhiteboard pricing, option 2 (CCC OEI term 1). For the California Community Colleges only, for the OEI pilot colleges during the initial term (1/1/2015 through 6/30/2016), we offer a 15% discount off the 1,000 standard concurrent online users license. This offer is available to all 24 pilot colleges to share a license for \$135,000.

Custom WorldWideWhiteboard pricing, option 3 (CCC unlimited). For the California Community Colleges only, we offer a system-wide WorldWideWhiteboard license with unlimited concurrent online users for \$230,000 annually.

LSI Response to V.4.4.A.1.

Using the custom NetTutor pricing options detailed in section [V.4.4.A.](#):

- Option 1: 1 hour per student x 40 students x \$18/hour = \$720 per course section
- Option 2: 1 hour per student x 40 students x \$20/hour = \$800 per course section

- Option 3: 1 hour per student x 40 students x \$25/hour = \$1,000 per course section

In this scenario, considering that some students may use more than one hour per course section (and others may use less), hours can be reallocated on an as-needed basis within the same course in that term.

LSI Response to V.4.4.A.2.

Standard NetTutor pricing and custom pricing options 2 and 3 detailed in section [V.4.4.A.](#) will allow roll-over without penalty.

LSI Response to V.4.4.A.3. and V.4.4.A.4.

All standard and custom NetTutor pricing options detailed in section [V.4.4.A.](#) apply to the consideration of 24/7 or up to 24/7 coverage. Currently, NetTutor live, on-demand Math, Statistics, and Physics tutors are available 24/7/365, and other subjects vary from 20-150 live tutor hours/week year-round based on our experience with typical (evening and weekend) and peak (at major assignments, midterms, and finals) usage. We are willing to adjust coverage to meet the needs of the OEI or other institutions (see [Appendix D](#)).

LSI Response to V.4.4.A.5.

We offer the Full Service Model via the purchase of NetTutor hours. We hire, train, and manage the tutors. Our service is available online, and tutor-student interaction occurs via our proprietary platform, the WorldWideWhiteboard.

The Blended Model requires a WorldWideWhiteboard license in addition to the purchase of NetTutor hours. We will provide local tutors with technical WorldWideWhiteboard training at the beginning of every term.

With both models, LSI will provide integration support, marketing and promotional services, and end-user support at no additional cost.

LSI Response to V.4.4.B.

For standard NetTutor pricing, we charge for usage. Therefore, the customer's greatest ability to control cost is to limit the availability of our service. This includes, for example:

- Monitor unrestricted usage and identify where local intervention is needed
- Identify where local tutor coverage is sufficient and restrict NetTutor availability such that it becomes an option only when a local tutor is unavailable
- Modify the Rules of Engagement to specify where our tutors should spend time (e.g., on papers, do not comment on spelling mistakes; if a student is ill-prepared, ask them to revisit their course materials and get back in line; etc.)
- Allocate a certain number of hours to each student
- Place a limit on the number of sessions student can join or papers they can submit

For WorldWideWhiteboard, the best way to control costs is to maximize efficient use of a shared license.

LSI Response to V.4.4.C.

Contracts are typically annual (or multiyear), and we are willing to negotiate alternate contract lengths. The value of upfront purchases and multiyear agreements is that pricing remains valid throughout the life of the contract.

LSI Response to V.4.4.D.

It would be preferable to submit a single invoice. However, we are willing and prepared to distribute invoices as outlined in the RFP and/or negotiated by the Foundation.

LSI Response to V.4.4.E.

Pricing would not differ if the OEI decides to purchase NetTutor hours or license WorldWideWhiteboard but not both.

LSI Response to V.4.4.F.

There are no other charges. We do not charge archiving time. We do not charge set up fees. We do not charge for administration, training, or marketing support.

LSI Response to V.4.4.G.

All standard and custom pricing options are detailed in section [V.4.4.A.](#) The cost-savings analysis below takes the RFP’s estimate of 2.9 million students in the CCC system and assumes 10% of students use one hour of online tutoring at all 112 colleges.

Full Service		Blended	
Standard pricing, purchased by individual colleges			
NetTutor hours, per college	2589	NetTutor hours, per college	259
Standard NetTutor pricing	\$26	Standard NetTutor pricing	\$29
		Subtotal (NetTutor)	\$7,509
		Standard WorldWideWhiteboard pricing, per college	\$20,000
Total cost, per college	\$67,321	Total cost, per college	\$27,509
Total cost, all colleges	\$7,540,000	Total cost, all colleges	\$3,081,000
Pricing in consideration of this RFP			
NetTutor hours, all colleges	290000	NetTutor hours	29000
Custom NetTutor pricing	\$25	Custom NetTutor pricing	\$25
		Subtotal (NetTutor)	\$725,000
		Custom WorldWideWhiteboard pricing	\$230,000
Total cost, per college	\$64,732	Total cost, per college	\$8,527
Total cost, all colleges	\$7,250,000	Total cost, all colleges	\$955,000
Total savings, per college	\$2,589	Total savings, per college	\$18,982
Total savings, CCC system	\$290,000	Total savings, CCC system	\$2,126,000

Figure 2. Cost savings analysis for potential system-wide service.

Note: the Blended Model assumes 90% coverage by local tutors but does not include the colleges’ costs (possibly ranging from \$7,000 to \$30,000) **not payable to LSI**—including tutor salary, resources (internet, facility, laptop), and local/eTutoring training and administration—which should be considered when reviewing the overall “per college” costs.

4.5 Tutor Training

LSI Response to V.4.5.A.

Overview. NetTutor only hires tutors who possess previous experience either teaching or tutoring in the U.S. higher education system and who are experts in the subject areas for which they provide tutoring. Tutors must pass a rigorous subject-matter exam. Tutors are required to complete extensive training and must complete a minimum of 30 days training with an experienced tutor mentor before being allowed to work with a student alone. Tutors undergo initial training in best practices and participate in additional professional development seminars throughout the year.

Training. All of our full-time, professional tutors are managed and trained from our headquarters in Integrated Cognitive-Contextualize Learning (ICCL) theory. Read more [here](#). Tutor training is also aligned with the methods developed by the Association for the Tutoring Profession (ATP) and the College Reading and Learning Association (CRLA).

ESOL training. In order to become certified for ESOL tutoring, all NetTutor tutors must undergo specific training in working with English Language Learners (ELLs). This training is facilitated by ESOL Tutor Mentors, who hold at least a Master's degree in English as a Second Language. Depending on a tutor's prior experience, the NetTutor ESOL certification program lasts three months. Tutors qualify as ESOL tutors after meeting the following requirements:

1. Tutors must have one of the following: three documented and observed months of successful practice as an ESOL educator; 18 credit hours in qualifying ESOL courses at the university level; one year of mentoring or tutoring ELLs with evidence of successful student outcomes; a combination of these, in which case the tutor must have a minimum of six credit hours in ESOL courses, at least one month of documented instruction of ELLs and at least six months tutoring or mentoring.
2. Tutors must also pass NetTutor's ESOL course. This course requires tutors to meet the accepted standards for ESOL certification, have familiarity with ESOL pedagogy, and achieve at least an 85% on a test based on FTCE (Florida Teacher Certification Exam) requirements.

Best practices for engaging students online. Tutor training focuses on applying best-practice elements from traditional tutoring to the online environment. Tutors are trained in effectively communicating with students using our whiteboard technology, with an emphasis on developing emotional intelligence so that tutors interact with students in an understanding, empathetic manner. (Johanna Dvorak, the author of the section "Training for Online Tutoring" in the *CRLA Handbook for Training Peer Tutors and Mentors*, is a NetTutor customer.)

Ongoing professional development. Throughout the year, tutors participate in ongoing training seminars, courses, and conferences that are held at our main offices, and they are encouraged to attend regional education conferences. Topics include: tutoring students with special needs, adult learners, and other student populations; emotional intelligence; learning styles; communication techniques.

National certification. LSI has also developed a strategic partnership with ACTLA in order to explore, and potentially aid in developing a nationally recognized learning professional career pathway from college peer tutor to professional tutor (or other student-service-oriented profession). By potentially extending this partnership to include ATP or CRLA (with whom we are actively involved), we hope to establish a method for national certification of our NetTutor program (no corporate/non-campus-based vendor has nationally recognized certification from any of the CLADEA organizations).

LSI Response to V.4.5.B.

All tutors (100%) hold bachelor's degrees. Most tutors (80%+) hold master's degrees or doctorates.

LSI Response to V.4.5.C.1.

NetTutor tutors are trained to use the Socratic Method to help guide the student through the learning process. We never give out answers—we do not fix spelling or arithmetic mistakes or reword sentences. We do not use canned questions or responses; every session is tailored to that specific student. If a student is unable to correctly answer a question that a tutor has broken down or reworded sufficiently, the tutor might show the student an example close to the difficulty level of the question the student submitted.

A typical live session guideline looks like this: welcome the student and introduce yourself as the tutor (if in the ROE, mention the college and student by name), offer to help, ask the student to specify which assignment/question they are working on (and access the corresponding course materials), ask the student to show their work on the whiteboard, encourage the student regarding the work they've done so far, examine where/why the student is having issues, ask the student questions to get them to realize how to move past those issues, possibly offer a comparable example, if needed, and offer praise/recognition when warranted.

LSI Response to V.4.5.C.2.

NetTutor tutors are trained to use the Socratic Method to guide students through the learning process, and this includes feedback on written works submitted asynchronously or shared during a live session. All writing tutors are trained to ask questions that ensure the student is prepared to address the higher order concerns of formal academic writing.

LSI Response to V.4.5.C.3.

NetTutor tutors are trained to use the Socratic Method to guide students through the learning process, and this includes feedback on written works submitted asynchronously or shared during a live session. All writing tutors are trained to ask questions that ensure the student is prepared to address the lower order concerns of grammar and editing errors.

NetTutor writing tutors will encourage students' writing efforts by recognizing the strengths of the submitted writing and focusing on the individual goals of each student.

The tutor will use both standard proofing symbols and written comments to indicate deficits, point out strengths, and offer the kind of assistance the student requests in the submission form. Upon the first occurrence of a grammatical issue, the tutor will mark the issue and provide a full explanation of the issue and ask the student to consider how to fix it, with a reference to the student's writing handbook when applicable. The tutor will inform the student that similar errors may be present throughout the paper, and it is advised that the student review his or her paper for similar errors.

The tutor's mark-up may take note of the presence or absence of the following desired attributes of student writing:

- The paper has a strong, coherent structure
- Each paragraph is focused, unified, and fully developed
- Words are used precisely
- The paper makes use of standard formatting
- Grammar in the paper passes fundamental checkpoints

In *no case* will the tutor rewrite a paper, paragraph, or sentence, although an alternate form of expression may be suggested as an example of improvements the student may be able to make. In *every case*, the student will be presented with commentary and mark-up with which he or she will be able to achieve an improvement in writing skills.

LSI Response to V.4.5.C.4.

Because NetTutor allows the customization of our service to include the course materials, our tutors are trained to always verify the course the student is taking and ask which assignment is being attempted.

LSI Response to V.4.5.D.

Training and marketing support is included at no additional cost. LSI will provide a dedicated Client Services Manager (CSM) who will be the main point of contact at LSI. The CSM will:

- Host regularly-scheduled conference calls with our campus liaison
- Arrange orientation webinars at the beginning of every term
 - Faculty webinars include a "behind the scenes" tour of NetTutor, a preview of how students find NetTutor, and interaction focused on how sharing course materials and collaborating on Rules of Engagement benefits the students while maintaining the academic integrity of the course
 - Student webinars include a tour of NetTutor, where/how to find NetTutor, and describe the benefit of using the service
 - Tutor training for the WorldWideWhiteboard is hands-on; tutors are expected to try using each tool in the presence of our Product Specialists; if requested, a NetTutor tutor will join part of the training session to review best practices for engaging students online
 - Administrators and staff are welcome to join any of the above, as well as a detailed discussion of usage statistics and account administration (on an ongoing basis via the regularly-scheduled conference calls)

- Coordinate the delivery of course materials and ongoing review of the Rules of Engagement, ensuring our service is an extension of the support students receive on campus
- Provide promotional materials to distribute to faculty and students, including:
 - Flyers (promoting NetTutor and local tutors offered online and on-campus)
 - Bookmark and poster artwork
 - Recommendations for working with your campus PR office
 - Course announcement suggestions (copy-and-paste)
- Arrange campus visits when needed
- Additionally, be able and available to meet with faculty, department chairs, deans, and any other campus/district staff to assist with any aspect of the engagement

LSI Response to V.4.5.E.

First, our tutor would welcome the student and positively recognize the student for seeking help. Then, intending to use a metacognitive approach, the tutor would ask for permission to probe about what is causing the student's test anxiety and help the student to recognize and overcome their fight-or-flight trigger/behavior.

Next, our tutor would ask the student about the learning objectives covered during the exam (either by asking the student to describe what will be covered by the exam or by consulting the course materials provided to NetTutor by the instructor). Then we would ask questions that help the student to realize they really do know the course material and help make sense of the textbook.

If the student is still struggling, our tutor would encourage the student to seek local (campus) assistance (e.g., talk to your instructor or TA, seek counseling, visit an on-campus tutor) and flag that session for their manager to review and possibly escalate to our campus liaison for local intervention.

LSI Response to V.4.5.F.

While NetTutor does not typically recruit from our customers, not wanting to remove qualified and trained tutors from the campus-based tutoring pool, we would consider this idea for meeting the needs of the OEI. While our preference is to require that tutors work from our office, we are willing to explore other options, such as having tutors work remotely. Using the OEI funds to pay for local tutors is obviously a short-term solution; instead, we recommend the creation of a scalable, sustainable solution such as forming a collaborative tutoring consortium (as outlined in our response to [V.4.7.M.](#) and [Appendix E](#)). In exchange for local tutors providing online tutoring coverage for OEI courses, consider extending an exchange of service: for every X hours of local tutoring coverage for OEI courses, the tutor's college earns X hours of NetTutor from the OEI to use where needed. (As OEI funding comes to completion, and collaborative tutoring grows, the natural advantage of collaborative tutoring is college-to-college service exchange.)

4.6 Technical Capabilities and Support

LSI Response to V.4.6.A.

Student usage of services is recorded when the student first enters the service platform via Single Sign On or the login interface and stops when the student exits the window or logs out. The storage of user data is handled by our dedicated Database server, including but not limited to usernames, first and last names, passwords, emails, usage, and access to which services. The data is retrieved via a reporting tool that displays the student's username, email, school the student belongs to, product usages, and a summary of the usage. This reporting tool is only accessible internally.

LSI Response to V.4.6.B.

1. External soft threats (hacking, etc.): First and foremost, the personal information we store is limited to names and e-mail addresses. All of our systems are protected by our Enterprise Kaspersky Antivirus and Firewall Server. The server handles all updates, automatic security scans, and reports for each computer system. Employees have user level access to the systems and have limited web access dictated by our separate internet proxy and firewall server.
2. Physical security: Our entrances are locked and accessible using access cards only for LSI employees. Our servers and critical data are also locked and only accessible by our network and security teams.
3. Internal soft threats (vendor personnel access to systems): Vendor personnel do not have access to systems. Security vendors only have access to the security system with the supervision of our security supervisor and the security system does not have direct connection to our services servers.
4. Authorization of 3rd Party access to / use of data: Third parties do not have access to data not pertinent to them. We follow FERPA privacy regulations and do not provide identifiable student data other than reports of usernames, emails, and usages when requested by the appropriate customer personnel.

LSI Response to V.4.6.C.

LSI has been fortunate not to have experienced any system breaches. However, we are prepared. We have setup protocols that limit access from one server to the other (using different root passwords and security features for each server so when a breach is met, it will only be confined in one server and not affect the others). In the event of a breach, notification of affected clients will be sent out the moment we have all the necessary information to confirm what has been breached.

LSI Response to V.4.6.D.

Critical Security Updates are handled within 24 hours when first reported and notices are given immediately of the security updates. Patches and upgrades are usually scheduled early Sunday mornings and notices are given one to two weeks prior.

LSI Response to V.4.6.E.

We are in a load balanced environment, so system level updates are done with no downtime. Software product updates typically have zero downtime. When we need to restart the WorldWideWhiteboard service, the standard downtime is usually between one to two hours.

LSI Response to V.4.6.F.

Our dedicated firewall handles all traffic incoming to all systems and servers. The proxy server handles all web access and each system is protected by the Kaspersky antivirus software and firewall.

LSI Response to V.4.6.G.

Our Information Security Team passively tracks and monitors the servers and network on a 24/7 basis with the help of our onsite monitoring software that tracks any breaches, hardware failures, power outage, and network outage.

LSI Response to V.4.6.H.

Our security team systematically does the security audits and suggests any critical changes to address any security breaches at least once per month.

LSI Response to V.4.6.I.

In the almost 20 years we've been in business, our products have been independently reviewed on behalf of our customers; including all of the major publishing companies.

LSI Response to V.4.6.J.

We do not have any security certifications, but we do follow security protocols similar to the ISO 27001:2013 standard.

LSI Response to V.4.6.K.

In the event of data corruption, we maintain a real time backup of our database cluster, and can bring that live instantly, losing only a few minutes of real data. Additionally, a systematic backup is maintained on an hourly basis. We also keep copies of the backup in another secured location in the event of a natural disaster causing the destruction of infrastructure. We will then restore systems with those backups.

LSI Response to V.4.6.L.

We maintain a Tier 3 Datacenter and meet Essential Service standards. It is not clear whether we meet the Essential Services Buildings Seismic Safety Act, but as a Florida-based company it is not clear we would be required to.

LSI Response to V.4.6.M.

Data is hosted and stored in secure room with access limited to the network and security teams at Link-Systems International.

LSI Response to V.4.6.N.

We have systems in place in the event that the main system fails. Our servers have multiple core processors, and RAID hard drives. If a server fails, our load balancer keep traffic on working servers. If our load balance cluster fails, our system will switch to the backup system, which is a cluster of servers with multiple core processors and RAID drives.

LSI Response to V.4.6.O.

1. We already host services for hundreds of thousands of users and maintain resources to manage usage spikes and growth. We can easily add new servers to our cluster and bandwidth in real time to address any infrastructure needs. Of course, with proper planning, we'll be ready to serve well in advance.
2. We use Nagios Core 4.0 to monitor and measure our system application performance and uptime. See recent snapshot in [Appendix F](#).

LSI Response to V.4.6.P.

We use RWD when possible as part of our best practices to minimize the redevelopment or re-rendering of our products on various modern devices, such as tablets and mobile phones. Currently, our products work exactly the same on a computer or tablet, including smaller tablets. Our product dimensions are calibrated to provide the same end-user experience on either device. Our products support both mobile and non-mobile devices by utilizing HTML5 coding, and serve all devices on the same URL, using CSS to change how rendering is handled.

LSI Response to V.4.6.Q.

Our systems are available 24 hours a day, 7 days a week by utilizing several technologies, including Heartbeat, Load Balancing, database replication, and server grade APC battery backup.

LSI Response to V.4.6.R.

Student information is entered into the system via parameter passes including but not limited to LTI, Shibboleth, LDAP, and CMS direct parameter passes. That information is then stored in our databases and used to create a service account for the student.

LSI Response to V.4.6.S.

We currently use Adobe Media Server, which has the ability to serve multiple levels of compression and codes at the same time and degrade gracefully for low bandwidth clients.

LSI Response to V.4.6.T.

We are currently looking into options with our current ISP providers and other potential ISP partners to offer these solutions by the start of the pilot.

LSI Response to V.4.6.U.

The WorldWideWhiteboard and NetTutor launched in the late 90's and have evolved into the modern era, so we have a lot of experience and success in serving the low-bandwidth users. For example, all our real-time whiteboard communication is compressed in real-time before transmitting and uncompressed in real-time before use.

4.7 Customer and Service Support

LSI Response to V.4.7.A.

Detailed usage reports are delivered to colleges on a monthly basis (more or less frequently if requested, see more in [V.4.3.A.](#)). These reports will be reviewed and discussed at each regularly-scheduled meeting with your Client Services Manager (see more in [V.4.5.D.](#)). Students

are warned about exceeding limits in NetTutor (see more in [V.4.2.D.6](#)), and if they run out of minutes during a live interaction, they will be allowed to complete the session.

LSI Response to V.4.7.B.

Training materials and user guides are available within NetTutor and WorldWideWhiteboard. Customized versions of this information will be offered by your Client Services Manager (see more in [V.4.5.D.](#)).

LSI Response to V.4.7.C.

LSI is an established software provider, and our QA processes are well-defined. Issues are routed to our Customer Support team and efficiently resolved. Our procedures are described in sections [V.4.1.E](#) and [V.4.2.D.14](#).

LSI Response to V.4.7.D.

NetTutor offers Math tutoring in Spanish. LSI Customer Support is offered in Spanish.

LSI Response to V.4.7.E.

NetTutor tutors are trained to support English Language Learners (read more in [V.4.5.A.](#)).

LSI Response to V.4.7.F.

NetTutor tutors are available and trained to assist students with disabilities. Our WorldWideWhiteboard technology offers zooming and text-to-speech functionality. See LSI's full Accessibility Statement here: <https://www.link-systems.com/content/accessibility>

LSI Response to V.4.7.G. + V.4.7.H. + V.4.7.I. + V.4.7.J.

While we have standard Service Level Agreements for our technology and help desk, they would not directly meet the full scope of the OEI project. We would typically offer, for example, the following performance guarantees:

- RESOLUTION TIME. LSI agrees to respond and resolve all User inquiries within 24 hours by email or telephone. LSI will monitor open issues in order to ensure a timely response to any inquiry.
- HELP DESK AVAILABILITY. The Help Desk shall be fully operational on a 99.5% measured on a monthly basis (3.65 hours of Downtime per month).
- SYSTEM AVAILABILITY. Our average uptime per month is 99.99997%. This is calculated utilizing an average of 4 reboots per year for updates. Reboots typically take 5 minutes each.

If the Foundation would like to co-develop a Service Level Agreement to attach to the contract, we would be amenable.

LSI Response to V.4.7.K.

Our WorldWideWhiteboard technology offers audio, zoom, and text-to-speech functionality.

LSI Response to V.4.7.L.

While perhaps not seemingly directly useful to the OEI project, LSI has a seasoned and well-trained sales team that can meet the FCCC sales commitment, assist with the Buy-In options if they are pilots, and invite colleges to join a consortium, should one form.

LSI Response to V.4.7.M.

LSI offers a Buy-In Option that supports institutional collaboration of this nature within this proposal. We are the only corporate online tutoring vendor who has helped to build such a consortium where tutoring resources are shared (see [Appendix A](#)), and we are the only private partners with eTutoring which has 15 years of experience building tutoring consortia for over 100 participating institutions (see [Appendix E](#)).

First, we would need points of contact at each college with whom we could explore the current tutoring program(s). Our intention would be to understand which services are available on campus and how many students (as a percentage of total student population) are utilizing those services.

Second, we would probe to understand how each college intends (or is able) to contribute to a shared tutoring solution. This would include a detailed discussion of budget and political opportunities/restrictions, including consideration for apportionment or other funding sources (e.g., OEI, SSSP) to cover certain costs.

Third, we would review enrollment and course completion rates for courses where tutoring is often in high-demand (e.g., math, writing, economics, physics). It will be critical to have faculty support, so we will want at least departmental (or Academic Senate) points of contact with whom we may collaborate.

Fourth, we would require access to IT personnel to understand how each college might integrate the WorldWideWhiteboard to allow for inter-campus collaboration.

Fifth, we would use that information, along with our nearly two decades of experience, to propose a shared tutoring solution that combines local tutors available via the WorldWideWhiteboard, supplemented with NetTutor. We intend for that solution to be scalable and sustainable. While we may recommend heavy NetTutor coverage in the beginning, by monitoring peak usage and coordinating additional local tutoring availability (and possibly offering to extend the solution to other California Community Colleges), our intent would be to scale back on NetTutor availability. Over time, this would yield a nearly 100% CCC run-and-operated shared tutoring solution. (NetTutor would be available when local tutors are not—due to closed campuses or local tutor sick/vacation days, for example.) See a sample concept video (with an intended audience which includes tutoring coordinators, VPSS, and anyone who might influence consortium membership) here: <http://www.powtoon.com/show/brTfJisHsyF/starccc> (best viewed on a desktop computer or laptop at full screen, click play to start video).

Our proposal would include efficacy metrics informed by the information-gathering phases above (e.g., additional availability of tutoring services, additional students tutored, higher

completion rates of certain courses, higher grades in certain courses, student/faculty satisfaction).

Last but not least, we would expect the shared tutoring solution to have full support from tutoring center and IT staff, faculty, and administrators at the colleges and their districts. The measurement of each term's success must be cumulative, and the responsibility of each campus to participate in local tutoring coverage and campus advocacy is critical.

4.8 Additional Services and Capabilities

LSI Response to V.4.8.A.

As an established and market-leading provider of higher education technology solutions, LSI is uniquely qualified to help the OEI develop scalable, innovative, and flexible tutoring solutions for the California Community Colleges. We offer a diverse array of interoperable solutions, including platforms and services that will enable the California Community Colleges' "high tech, high touch" goal of engaging students throughout their collegiate experience. Moreover, after more than a decade of collaborating with CCC institutions, we understand the importance and value of utilizing local resources in the development and deployment of such solutions.

We have the following experience and relationships which will be valuable to this project:

- We have successfully executed technical integration with all the major course/learning management systems, as well as many proprietary systems. With both technical teams working closely together, these integrations allow for a seamless (single sign-on) user experience, and the benefit is obvious: more reliable traction and impact on student success. Our integration partners include:
 - Blackboard (and Angel, WebCT, and Moodle via MoodleRooms), members of the Developer's Network
 - Instructure, members of the Canvas Community Partnerships
 - Brightspace, by Desire2Learn, currently discussing partnership options
 - Etudes (Sakai), currently discussing partnership options
- Online Learning Consortium (previously Sloan-C + Merlot)
 - We have been a participant for many years and are currently a major sponsor of their annual and regional conferences, including Emerging Technologies, Blended Learning, and Online Learning. We have developed a relationship with the consortium administration and exploring public-private partnerships has been one of the significant conversations.
- Association of Colleges for Teaching and Learning Assistance (ACTLA)
 - We originally connected with ACTLA at the recommendation of Mr. LeBaron Woodyard (CCCCO) in February 2013. The ACTLA Executive Board worked with us to outline a strategic partnership. In exchange for our platinum sponsorship of their annual conference in April 2014, the Executive Board made themselves available to explore topics such as certification of NetTutor tutors, considerations for statewide tutoring consortia, and exploration of partnership with other CLADEA organizations. We have been on standby since ACTLA Executive Board CCC representatives began participating in OEI activities governed by NDAs.
- Foundation for California Community Colleges (FCCC)

- We met with Allan Alday and JC Sales at the FCCC office in February 2014 to discuss a potential statewide, opt-in CollegeBuys contract for NetTutor and WorldWideWhiteboard. We were in the midst of a positive and productive partnership dialogue, including reference-checking (which went well) and additional Q and A on features/capability. By July, however, work on the OEI Tutoring RFP had begun, so we have been on standby since communication with a vendor during this period is not allowed.
- Sharing Technologies and Academic Resources, New York (STAR-NY) and OPEN SUNY
 - During a period of increasing student services responsibilities and minimal budgets, we helped SUNY community colleges and universities form the STAR-NY Consortium. This organization shares local tutoring resources and uses the WorldWideWhiteboard so that students from any school may connect to live, online tutors from any school. Some members also supplement with NetTutor. This collaboration led to the adoption of NetTutor and WorldWideWhiteboard by OPEN SUNY. We view this as a terrific example of a strategic and effective public/private partnership.
- Mississippi Virtual Community College (MSVCC)
 - We have a partnership with MSVCC: they have integrated NetTutor into Canvas at all 16 campuses and we are supporting their online student population (70,000 enrolled as of 2013)
- California State University, Chancellor's Office
 - We are pursuing two potential avenues for partnering with the CSUs. One is to support their SI programs (as detailed below in UMKC/SI). The other is to bring affordable assessment and tutoring solutions to their Early Start programs (Math and English).
- University of Missouri, Kansas City (UMKC) & their International Center for Supplemental Instruction (SI)
 - We are currently forming an Innovative Development Partnership with the UMKC SI team in order to support development of SI-specific features into our WorldWideWhiteboard.
- We are consistent and in most cases long-standing exhibitors and sponsors at the following conferences, which speaks to our longevity as an edtech company, our commitment to seek out and meet the needs of the academic community, and our willingness to invest time and resources into these kind of long-term strategic relationships.
 - National Association for Developmental Education (NADE)
 - Association for the Tutoring Profession (ATP)
 - College Reading and Learning Association (CRLA)
 - National Tutoring Association (NTA) Conference
 - Association of Florida Colleges (AFC)
 - American Mathematics Association for Two-Year Colleges (AMATYC)
 - CCC RP Group's Strengthening Student Success Conference
 - Annual Conference on Distance Teaching and Learning (Wisconsin)
- We have developed partnerships with companies to help with specific objectives, including:
 - ComFit-recently acquired
 - Mindshare Technologies-development partners
 - DigitalFoundry-development partners (California-based)

- We have long-standing relationships with many of the largest global publishers, including Houghton Mifflin Harcourt, McGraw-Hill Education, Cengage, Wiley, Macmillan, and Pearson, where we provide a variety of services such as content creation (including some of the most sophisticated algorithmic STEM assessments), tutoring support for specific books/disciplines, and WorldWideWhiteboard integration to facilitate "show your work" pedagogy.
- We have a history of working with third-party vendors to meet our clients' and partners' needs.
- We work with a variety of the larger primarily/exclusively online universities, including for-profit colleges such as University of Phoenix and non-profits like Southern New Hampshire University Online.
- We have established a strategic partnership with the Connecticut Distance Learning Consortium (CTDLC)/eTutoring. Read more in [Appendix E](#).
- We are exploring strategic partnerships with Starfish Retention Solutions and Etudes.
- Last but not least, we have been helping the California Community Colleges build online tutoring programs and address other online collaborative needs for a decade. Please find our current client list in response to [V.4.1.H](#).

LSI Response to V.4.8.B.

We recommend the creation of a scalable, sustainable solution such as forming a collaborative tutoring consortium (as outlined in our response to [V.4.7.M](#)). We have established a strategic partnership with CTDLC/eTutoring to support this model (read more in [Appendix E](#)). In exchange for local tutors providing online tutoring coverage for OEI courses, consider extending an exchange of service: for every X hours of local tutoring coverage for OEI courses, the tutor's college earns X hours of NetTutor from the OEI. (As OEI funding comes to completion, and collaborative tutoring grows, the natural advantage of collaborative tutoring is college-to-college service exchange, or shared services.) However, if the aim of the OEI is to ask LSI to hire CCC tutors to cover OEI courses, we would be willing to consider that option (see [V.4.5.F](#)).

LSI Response to V.4.8.C.

For NetTutor, all of our tutors are required to work from our Tampa, Florida headquarters. We require them to fill out applications and provide references. We do background/fingerprinting when the institutions they will be assigned to require it (e.g., SES tutoring). Outside of sharing the student's name, course information, and email address, our technology does not have access to a student's personal information. Our tutors are never shown the student's email address.

Our policies include training our tutors not to request personal information from the student, and should the student volunteer that information, our tutors will immediately delete it from the viewable space and flag the session for review. Every second of our sessions get recorded, and our management team reviews the archives on a regular basis. If a session is ever called into question, we would also make the archive available to the appropriate customer personnel. We also have a zero tolerance policy for tutor-student interaction outside of our virtual environment—which we have never had to enforce.

4.9 Administrative Procedures

LSI Response to V.4.9.A.

Our recommendation is that students have unlimited access to online tutoring. Instead, we will co-monitor usage and recommend local tutor coverage (or other intervention) where peak NetTutor usage is observed. This prevents confusion when students are limited for NetTutor but are not likely to be limited if accessing local tutors. Of course, this can be defined by the OEI coordinators, and we can accommodate change requests as needed. The actual distribution of hours to students is technically handled by the NetTutor system and financially handled by LSI accounting procedures.

LSI Response to V.4.9.B.

LSI's administrative approach for the Full Service Model includes executive oversight, dedicated personnel with access to proprietary usage and financial tools, and white-glove service. This partnership will have support and engagement at the highest levels within the LSI Executive Team, including our CEO, CTO, Chief Product Officer, VP/GM of NetTutor, VP of Customer Services, VP of Sales/Marketing, and VP of Business Development. LSI will assign a dedicated, California-based Project Manager (PM) for the purpose of implementing and managing the CCC OEI project. LSI will also provide a dedicated Client Services Manager (CSM) who will be the main point of contact at LSI for the ongoing partnership, and we will offer a procedure for escalating issues beyond the CSM. The PM and CSM will hold regularly-scheduled meetings to include NetTutor's Director of Online Tutoring and OEI leadership. Moreover, we will collaborate with FHDA/Butte and the OEI Tutoring Steering Committee, and at your discretion and with your direction, any other CCC college, district, program, or vendor. The Full Service Model is available immediately.

LSI Response to V.4.9.C.

In addition to the Full Service Model outlined above, LSI's administrative approach for the Blended Model will include LSI's Director of Product Development joining the regularly-scheduled meetings. The Blended Model will be available to new customers by Fall 2015.

LSI Response to V.4.9.D.

LSI offers the same administrative approach for the Buy-In Option as detailed above for the Full Service and Blended Models. Invoices will be submitted to the college instead of FHDA as the fiscal agent of the OEI; however, we would still report to FCCC. The Buy-In Option will be available to new customers by Fall 2015. At that time, unless allowed sooner, we will offer the option to "rebuy" to any existing customer so that they may take advantage of discounted pricing as negotiated by this process by redistributing any unused NetTutor hours.

Appendix A – STAR-NY Article

Authored by: Teri Vigars, Administrator STAR-NY

(published in the July 2013 SUNY Shared Services Steering Committee newsletter)

STAR-NY (Sharing Technology & Academic Resources) is a consortium of SUNY colleges and universities that have joined together to share resources and expertise to better meet student need for online tutoring. The Consortium allows tutors and tutees to engage in tutoring sessions, regardless of their respective locations, by collaborating via the Internet, and ensures students have access to academic support services through online tutoring.

In fall 2007, SUNY Cortland began offering nighttime online tutoring for writing. This new service was motivated by the need to make **additional** academic support available to students when and where they were struggling. However, it was very important that the tutors followed the same model as face-to-face tutoring with a focus on encouraging *independent learning* versus editing student papers. This meant the tutors had to engage in Socratic questioning in a real-time (synchronous) web-based environment versus the email-based (asynchronous) support used by some colleges. Since Cortland's professional tutors worked during the daytime hours and the peer tutors worked until 9:00pm, NightOWL (Night Online Writing and Learning) was opened Monday-Thursday from 9:00PM-midnight for introductory writing courses. NightOWL later expanded to cover writing below the 400 level.

In spring 2011, Cortland, like other SUNY schools, faced budget cuts at the same time that student need for support was increasing and there was a new interest in online education. This led to a conversation with other professionals in the field about how to address these difficult issues. Other learning support personnel were very interested in Cortland's theory of online tutoring and the training provided for the tutors as well as the WorldWideWhiteboard technology Cortland had licensed. As the discussion progressed, a decision was made to reach out to other schools to form a consortium.

In fall 2011, four schools formed the STAR-NY Consortium. The second year, three more joined and, in 2013-2014, there will be ten SUNY schools participating. Each school provides one or two tutors and the cost of the WorldWideWhiteboard is split evenly among the schools. The hours of operation have expanded to Sunday –Thursday from 7:00PM until midnight; 100 and 200 level Math was added in the second year. During open hours, one writing and one math tutor are online from participating schools, but students from all member schools can use the service. Beginning fall 2013, the Consortium will also offer two nights of 100 level Accounting tutoring.

The first few years of the Consortium revealed that student usage builds slowly over time, but as usage increases, tutoring costs decrease. This past spring, SUNY Cortland's hourly tutoring expense was roughly equal to the cost for NetTutor and other online services offered by large companies. However, the Consortium has the advantage of training and monitoring its tutors to be certain that they are tutoring using the Socratic method to help students become independent learners. So, the Consortium offers additional support to students at a time when they need it, is cost-effective, and encourages independent learning. It is a winning combination.

Appendix B – NetTutor Subject Areas

* Denotes ESOL/Bilingual Support

† Denotes master and doctoral level support

English*

Writing, Vocabulary, Grammar, Reading

Math Tutoring Subjects*†

Basic Math Skills, College Algebra, Intermediate Algebra, Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Single Variable Calculus, Multi Variable Calculus, Applied Calculus, Differential Equations, Advanced Math Topics, Beginning Statistics, Intermediate Statistics, Advanced Statistics, Mathematics for Teachers, Matemáticas en Español

Accounting, Economics, Finance, & Business Tutoring Subjects*†

Accounting; Principles of Financial; Intermediate Accounting I, II, III; Advanced Accounting; Governmental Accounting; Principles of Managerial; Accounting; Cost Accounting I, II; Audit I, II; Internal Audit; Taxation; Tax I (Personal); Tax II (Business/Corporate); Law; Business Law; Law and the Accountant; Economics; Principles of Microeconomics; Principles of Macroeconomics; Finance; Principles of Finance; Management; Principles of Management; Marketing; Principles of Marketing; Information Systems; Principles of Information Systems

Sciences Tutoring Subjects

Physics*†, Astronomy*†, Classical Mechanics, Classical Electromagnetism, Optics, Nuclear, Physics, Quantum Mechanics†, Acoustics, General Relativity, Biology*†, General Biology*, Biochemistry, Molecular & Cell Biology†, Microbiology†, Human Anatomy & Physiology†, Genetics, Zoology, Botany, Ecology, Evolution, Chemistry, General Chemistry I and II, Organic Chemistry I and II, Biochemistry†, Inorganic Chemistry†, Physical Chemistry†, Analytical Chemistry†, Earth Science, Geology, Astronomy†

World Languages*

Spanish†, French, German, Italian†, Portuguese†

General Humanities & Social Sciences*†

US Government, US History, Anthropology, Environmental Studies, General Humanities, Government/Not for Profit, Communications, Introduction to Sociology, Introduction to Psychology, Introduction to Philosophy, World History, Ethics, Introduction to Literature, Introduction to Criminal Justice, Criminology, Ethics in CJ, Criminal Law, Criminal Investigation

Nursing Tutoring Subjects*†

Human Anatomy and Physiology I and II, Introduction to Pharmacology, Medical Terminology, Pathophysiology, Principles and Concepts of Nutrition, Maternal/Fetal Nursing, Newborn and Neonatal Intensive Care, Psychiatric Nursing, Hospice Care, General Medical/Surgical Nursing Dosage and Calculations, Oncology, Fundamentals of Nursing, Medical-Surgical Nursing, Critical Care Nursing

Information Technology & Computer Science Tutoring Subjects

C, C#, C++, Computer Animation, Computer Basics, Computer Generated Music, Computer Graphics, Computer Modeling Database, Desktop Publishing, HTML, Information Systems, Internet Java, JavaScript, Linux, Microsoft Access, Microsoft Excel, Microsoft PowerPoint, Microsoft Project, Microsoft Word, Microsoft Excel, MS FrontPage, MS Office, MS Outlook, Networking, Oracle Database, Perl Programming, SQL, TCP/IP Unix, Visual Basic, Web Design, Website Development, Windows NT, Windows XP, Windows Vista, Windows 7, Mac OSX

Appendix C – Sample Math “Rules of Engagement”

Institution: TBD
Course: TBD
Dates: ongoing, last updated, or term
Textbook: TBD

Always

- be polite and provide help with all questions
- identify and address specific area of concern to student
- identify and address the student at his or her level within the subject
- use only provided textbook and/or course syllabus, if applicable

Discuss and Explain

- mathematics concepts and methods and answered problems from course textbook
- all examples from this textbook, if applicable
- the statement of any problem
- the suggestions given to the student and how they can be applied

Offer alternative examples to

- any problem that is not from the course textbook, if requested by client
- any problem without a correct answer given by the student or the textbook, if requested by client

Assist in arriving at

- correct answers for all problems whose matching answer is given in the textbook
- details of correct explanations of methods for solving problems
- correct representation of the answer on the whiteboard
- correct explanations for correct answers

Check

- fully-completed work
- mastery at an appropriate level of theory, graphing, and applications procedures
- correctness of arithmetic calculations

Never

- give a student the final answer
- lecture, give special treatment, refuse to help, or offer methods other than those proper to the textbook, course, or instructor
- work out a problem, or any part of a problem, for which the student does not have access to the answer
- ask the student for personal/identifying information

Appendix D – Exceptions and Deviations

This proposal can/will be enhanced by other LSI solutions, future development, and/or partnerships which may or may not be included in the prices offered in the body of this proposal. This includes:

- For a **shared tutoring/institutional collaboration solution**, costs for partnering with CTDLC/eTutoring are not included in this proposal. If the CCC want to form and manage their own consortium, LSI can recommend administrative and training costs (not paid to LSI) which can either be absorbed by the OEI for members or paid to the OEI for nonmembers, then cover the costs of eTutoring or local administration/resources. Consider that this consortium might offer tutoring that qualifies for apportionment, and/or maintain access to tutors who have graduated by opening membership to the CSU system.
- For **NetTutor** engagements, LSI is willing to negotiate a shorter **turn-around time** for asynchronous question drop-off or paper/essay review. This may or may not come at additional cost or with changes to any Service Level Agreement terms.
- For **NetTutor** engagements, LSI is willing to negotiate **up to 24/7 live tutoring** for any subject that is not yet covered as such. This is not likely to come at additional cost, but may require changes to any Service Level Agreement terms and/or support for establishing a distributed tutoring model.
- By offering the option to “rebuy” to any **existing customer** so that they may take advantage of discounted pricing for any unused NetTutor hours as negotiated by this process, LSI would not submit 2% of any existing account balance to FCCC. Those accounts would be eligible for FCCC fees upon renewal.
- LSI will formally extend the status of **Innovative Development Partner** to the California Community Colleges at no additional cost. In this partnership, we offer to prioritize feature/functionality development in NetTutor or WorldWideWhiteboard as requested and prioritized by the California Community Colleges. We will make Beta versions of these releases available to your team for review and feedback prior to live launch.

WorldWideWhiteboard or NetTutor features/functionality not available at the time of this proposal include:

- Administrative Access to Usage Statistics in NetTutor and WorldWideWhiteboard – allow administrators at the institution to pull their own reports
- Scheduling System for Appointment-Setting in NetTutor and WorldWideWhiteboard – in order for a student, or closed group of students, to schedule a tutoring session in advance
- Live Tutoring Queue for WorldWideWhiteboard – in order to report on wait times for local tutors and request a specific tutor
- Request a Specific Tutor for NetTutor

- Limit Student Access in WorldWideWhiteboard – to restrict a student’s usage by number of hours, number of sessions, and/or number of paper/essay submissions
 - Screen Sharing for WorldWideWhiteboard – possibly including passing control
 - Subject Area-Specific Tools – to support Economics, for example
 - Leaderless Live Group Sessions in WorldWideWhiteboard – allowing students to hold leaderless group sessions, archive those sessions
 - Tutor Evaluation/Student Satisfaction Form – automated to open at the conclusion of every tutoring session (or by alternate design)
 - NetTutor and WorldWideWhiteboard on Mobile Devices – improve user experience, including possibly building an app
- LSI can develop direct access to usage statistics and/or incorporate models into our **Information Visibility Services** solution for on-the-fly dashboard alerts and reporting. This would be a separate project and cost.
 - LSI has developed a **tutor/student referral system** as part of NetTutor which has recently launched in Beta mode. That referral system is not part of this proposal at this time. We anticipate that integration between the WorldWideWhiteboard and the referral system may help California Community Colleges apply for apportionment.

Appendix E – Letter of Commitment from CTDLC/eTutoring



November 10, 2014

David Littlehale, Vice President, Business Development
Link-Systems International, Inc.
4515 George Road, Suite 340, Tampa, Florida 33634

Dear David,

On behalf of the Connecticut Distance Learning Consortium (CTDLC), I would like to extend our support for Link-Systems International's proposal to serve the California Community Colleges Online Education Initiative's online tutoring needs.

When the California Community Colleges are ready to consider institutional collaboration, our teams can partner to help form a consortium of shared tutoring resources. Our partnership will take advantage of our shared experiences, knowledge, and technologies in order to provide an extended service that utilizes a collaboration of existing campus resources supplemented with professional tutoring for greater depth and breadth of coverage than a single institution can offer.

The CTDLC Collaborative Online Tutoring (eTutoring.org) model is dynamic and flexible, engaging faculty, staff, and tutors in an ongoing dialogue where the quality of students' online tutoring experience is at the forefront of our daily work together. We focus on:

- **Developing and nurturing collaboration:** Foster the sense among all participating institutional representatives that, as a member of the group, you can have much more of something than you would ever have on your own.
- **Ongoing program development:** Seek feedback from all stakeholders from term to term. Measure student satisfaction and actively utilize findings to inform the decision-making process. Constantly seek new and better ways to meet students' learning needs.
- **Wherever and whenever possible, involving tutoring coordinators, learning center directors, writing center directors, and other learning assistance professionals in program development initiatives:** Not only do these individuals bring knowledge and expertise to the process, but their participation builds a sense of ownership and commitment to program, which directly impacts student usage and faculty buy-in of the eTutoring services.

We look forward to partnering with you to serve the California Community Colleges. Best of luck!

Sincerely,

Kevin Corcoran, Executive Director, CTDLC

Carolyn Rogers, Director, Academic Services, CTDLC

Appendix F – Nagios Snapshot

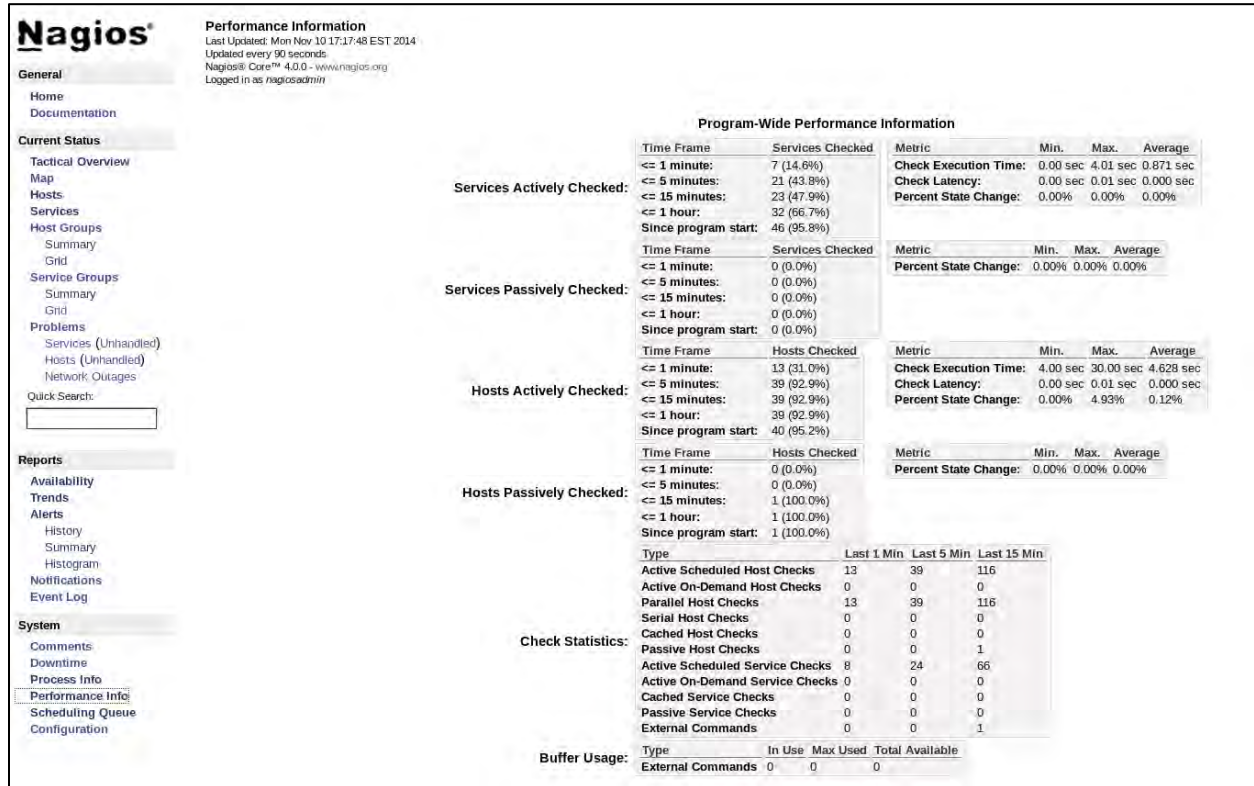


Figure 3. Recent Nagios snapshot.

1.1 Executive Summary

MindLaunch's mission is to meet the unique needs of every student by giving each of them direct access to extraordinary U.S. educators and resources in order to supplement what they are learning at school and ensure that they are prepared, confident, and competitive for academic and lifelong success. We do this by offering live, personalized tutoring and advising from experienced, U.S. licensed teachers via a Virtual Classroom equipped with two-way live audio and video, collaboration tools, a student dashboard, and our MindTrust™ library of e-learning resources.

The skill and expertise of MindLaunch teachers differentiate us from 90 percent of tutors on the market who are students themselves, recent college graduates, or adults with a particular interest but no training in how to teach. Many of our teachers are classroom by day and tutor in the same subject area after school and on the weekends. These teachers come to us already trained to adapt to the needs of each student, so our teachers do not just provide answers to questions, they help students learn how to reach those answers. Teaching is so much more than explanation, and our teachers take a holistic, consultative approach with every student and in every academic situation, which you will not find elsewhere. We have established a proven process to recruit and vet teachers, and have a base of 200 teachers at this time.

Sophisticated online tools, including two-way audio and video, easy document and application sharing, and a whiteboard for collaboration, make the Virtual Classroom experience as close as possible to having the teacher sitting next to the student. Using the Virtual Classroom, powered by Cisco WebEx, our teachers have conducted over 2,000 free and paid sessions, and have proven that this approach is a very effective way to work with students.

Beyond the two most effective parts of MindLaunch, our teachers and technology, what makes us an effective partner with FCCC is our size. As a small, California based company, we are not bogged down by bureaucracy and restrictions; we care about being effective, as is evidenced by the fact that we put our students' needs first. We are able to react quickly, respond to problems, and make changes as needed.

Founder/CEO/Chief Education Officer: Elaine Sigal, female owner of MindLaunch, is a licensed U.S. educator with more than 35 years of teaching experience in grades 5 – the university level. She is dually licensed in both English and Speech/Theater. She has created and run a variety of education companies and programs, including an adult communication company, a brick and mortar tutoring company, a 501c3 Supplemental Education company, a summer school for credit recovery, and an adult school. In addition, she has been a NCLB provider, a Professional Development Provider, and has run after school enrichment programs for seventeen school districts. Elaine is passionate about providing quality supplemental education to students of all ages.

COO: Rich Mak has been the CEO and COO of five companies and has had a successful exit from four of them. He specializes in online companies and making them successful. His talent is creating companies that have a stellar customer service reputation.

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4.1 Performance History / References / Satisfaction

A. MindLaunch provides tutoring and academic advising for students ages 5-99. Our subjects include all academic areas; we have over 200 fully licensed and trained online teachers who are able to service our students. If we need additional teachers due to a specific subject or specialty we are able to advertise for that specialty. Our students are quite pleased with our services and their measured success. We have serviced over 2000 sessions. MindLaunch has a 95% retention rate, which indicates teachers' pleasure at how our company is run and of our success rate. Our students stay with us until they have reached their goals. We have had 100% satisfaction ratings from our clients.

a) College Subjects Tutored:

Communications
Microeconomics and Macroeconomics
Composition
Human Geography
Physical Geology
United States History
Statistics
Philosophy
American Government and Politics
Psychology
Introduction to Research Methods in Psychology
Introduction to Research Methods in Psychology (With Lab)
Sociology
Introduction to Research Methods
Languages
Calculus
World History
Introduction to World Literature
Introduction to American Literature
Criminal Justice
Anthropology
Child Development
All AP Courses

b) Student satisfaction. Students who can be contacted:

Joshua Booth	joshua.n.booth@gmail.com
Zach Cohen	zach.a.cohen9@gmail.com
Gregory Haardt	gregoryhaardt@yahoo.com
Allison Krakauer	allikrakauer@aol.com
Gary Lai	hlai15@academy.edu
Jack Wolfe	johncharleswolfe@gmail.com

c) MindLaunch teachers who may be contacted:

Cassie Fletcher	cassief@mindlaunch.com	512-539-0227
Jenifer Meyer	jeniferm@mindlaunch.com	443-207-2294
Jennifer Kresock	jenniferk@mindlaunch.com	570-702-5700
Jessica Roessner	jessicar@mindlaunch.com	732-631-4880
Julia Lee	julial@mindlaunch.com	801-807-8819
Laura Monaghan	lauram@mindlaunch.com	908-380-0935

Michelle Stewart	michelles@mindlaunch.com	619-750-5420
Monica Randall	monicar@mindlaunch.com	301-523-4528

d) Parents who can be contacted:

Carol Booth	carol.l.booth@gmail.com	650-384-0565
Bruce Cohen	bruce.a.cohen@gmail.com	650-949-3734
Vinod Jonah	jonahvinod@hotmail.com	843-661-5752
Jacob Kallapurackal	jacobs201@gmail.com	480-247-8745
Glen Kosaka	gkosaka@gmail.com	650-799-1260
Hon Wong	hon@symphoniq.com	650-208-2674

B. Reports on actual wait times and turnaround times can be provided daily via several methods:

- Our system will provide a performance dashboard to monitor several key metrics with respect to servicing the OEI. Wait and turnaround times will be added as key metrics, and your auditors/monitors can log into our system and view the performance dashboard at their convenience.
- Reports can be downloaded in XML format from our FTP server; credentials will be provided.
- Reports can also be emailed to you in EXCEL or CSV format.

C. The expected wait times for on-demand tutoring will be determined by scheduling. It is determined by the number of qualified teachers for a specific subject and the numbers of students requiring tutoring at any given time. Our teachers post their availability in our scheduling system and students can then choose the time that best fits with their schedules. It should not be more than 4 hours. The turn-around time for essay review will be a maximum of 24 hours.

D. MindLaunch does not foresee failing to meet the requirements of the RFP. However, to ensure RFP compliance, as we self-monitor and are monitored by the CCC, if any discrepancies or failures are discovered, Mindlaunch will immediately fire and replace the MindLaunch/CCC Administrator, 2) apologize, 3) fix whatever is wrong, and 4) work with the CCC to make amends. MindLaunch will do everything in its power to correct the situation, and issue credits for missed classes. The ultimate penalty is that Mindlaunch will be fired.

E. We are able to monitor our teachers on a routine basis, as all of our sessions are recorded

and archived. We monitor by 1) sitting in on class sessions unannounced and 2) reviewing tapes of their sessions. Survey Monkey is also used to disseminate questionnaires to students and review the answers given by the students on a weekly basis. Students who are dissatisfied with a teacher or tutoring materials will be encouraged at the beginning of the term to send an immediate email to the Coordinator of the Program (COP). Contact information for the COP and the Chief Education Officer will be made available to the students at the start of the term. The tape of the session will be reviewed immediately by the COP and the Chief Education Officer. If the declaration by the student is accurate, the teacher will be replaced immediately, and the student will have an additional hour added to his/her bank of available sessions. A report will be sent within 48 hours to the representative from the FCCC.

F. Currently, MindLaunch specializes in providing online tutoring and academic advising services directly to students. We have not worked directly with colleges, but our system is robust enough to handle this demand. We have the capability to schedule and execute up to 1000+ sessions daily. This number can be increased by hiring more teachers.

G. MindLaunch specializes in providing online tutoring and academic advising services directly to students. The owner and Chief Education Officer was an original No Child Left Behind Provider, as well as a provider of After School Enrichment Programs. Elaine started and ran a credentialed summer school for credit recovery and a successful Adult School Program in a past business.

H. Currently, MindLaunch specializes in providing online tutoring and academic advising services directly to students.

I. Elaine Sigal, an educator of 43 years, is the founder and the Chief Education Officer of MindLaunch. Her belief is that everyone deserves to have a quality education, and she also believes that students in the United States should have teachers from the United States. MindLaunch's goal is to create a long lasting online educational support company that provides excellence in teaching, quality in teaching, and sustainability in teaching at the highest level. MindLaunch shares the vision of the CCCOEI in that the ultimate goal of the CCCIOE and MindLaunch partnership will be to increase the numbers of two year community college students who gain their Associates Degree and, for those who are interested, gain admittance to a 4-year college. MindLaunch envisions helping CCC students complete their education in a timely fashion, thus decreasing the cost of the students' overall education. MindLaunch's top priority is the student, thus guaranteeing the success of the student. It is the Founder's goal to be a life-long learning partner with students. Out of the box thinking is the way MindLaunch educators support the student in a variety of ways by differentiating the learning experience. It is a vision of MindLaunch to use technology to support education delivery in its highest and most successful form. MindLaunch teachers specialize in helping students of all learning styles and making sure that students of all levels are welcome at MindLaunch. It is also the Founder's

belief, and therefore the direction of the company, to ensure that each student has not just a teacher, but the right teacher facilitating every session. It is the vision of Elaine Sigal to provide a seamless interaction between students in the California Community College System and MindLaunch. As Elaine Sigal is local to the Bay Area, she understands the needs of the California Community College students. She has the capacity to develop and change (as the need arises) the processes that will make this collaboration successful.

4.2 Subjects and Features

A. MindLaunch employs U.S. licensed and experienced teachers. In this case, English teachers and English professors will only edit and comment on (MindLaunch teachers will neither write nor re-write essays) papers for students using Google Docs. Students can expect a maximum of a 24 hour turn-around. Should the student need a faster turn-around, that is also possible. The student will provide MindLaunch with due dates of papers.

B. By using Cisco/WebEx as its software conferencing platform, MindLaunch offers an online method that enables students and teachers to move beyond the technology and focus on the learning. This robust platform provides high quality video conferencing and allows students and teachers to hear and see who is talking, while also allowing for collaboration through the use of more than 50 whiteboards during any session. Participants can share documents, stream video, download documents, and record sessions – all while the student and teacher are hearing and viewing of each other in real time.

C. MindLaunch will set up drop boxes for students' questions and essays/reports so that teachers will be able to comment on them and return them as quickly as possible.

D.

D.1

MindLaunch teachers are available 365 days a year. Students have 24/7 access to the online scheduler and to submitting papers for review. Students may schedule with teachers at the students' convenience. Most teachers request a 4 hour notice to be available. Since MindLaunch is using REAL teachers, and not high school students, college students, or instructors from other countries, Elaine Sigal believes that the quality of instructors outweighs the instantaneous response of just a person on the other end of the computer. MindLaunch teachers live in many different time zones, allowing for diverse scheduling times. In supporting U.S. Military families, MindLaunch has recruited Military Spouses who live abroad, but are still US licensed teachers.

D.2

MindLaunch has an online scheduling program that allows students 24/7 access to be matched

to teachers, Students may schedule immediately with MindLaunch's proprietary Intelligent Educator Match IEM. The IEM is based on a variety of components and then each part is weighted. IE: A student in Psychology may choose a teacher who is a male, has a Master's Degree in Psychology, works with special education students, is no non-sense, but also nurturing, and is available on Saturday afternoons. The IEM takes education, personality and scheduling into consideration when assigning possible teachers from which the student can choose. The student then chooses the teacher, the time and schedules. The student (and the teacher) then receive notification of the scheduled session; the WebEx session is then automatically set. The student has access to his/her schedule and has the ability to cancel sessions as well. Students may set up one or as many sessions as possible at one time, thus securing the time slot the student needs.

Screen shots for student registration, scheduling, and sample teacher bio:

Complete your registration today to receive a \$25 MindLaunch Gift Certificate!

Student Registration

Step 1 of 2



Thank you for registering with MindLaunch!
Getting Started is as easy as 1 - 2 - 3



Fill out your profile

Street Address	<input type="text"/>
City	<input type="text"/>
State	<input type="text" value="Alabama"/>
Zip Code	<input type="text"/>
Preferred Phone	<input type="text"/>
Alternate Phone	<input type="text"/>
Student's Email Address *	<input type="text"/>
Parent's Email - if applicable	<input type="text"/>
Student's Age Group *	<input type="text" value="5-10"/>
Grade Level *	<input type="text" value="K"/>
Year of High School Graduation - if applicable	<input type="text" value="N/A"/>

[Next](#)



Use our Intelligent Education Match (IEM) to find your perfect teacher

In which subject would you like help? *

Business Topics

What are you looking for in a teacher? *

- Ultra Professional
- Serious
- Detail Oriented
- Warm and Fuzzy
- Flexible
- No Nonsense
- Fun Loving

Do you require a teacher with advanced certification? *

- No
- Reading
- Special Education
- LDT/C

Preferred Teacher's Gender

What is your reason for tutoring?

- Subject Matter
- General Study
- Enrichment

Please let us know why you signed up?
What is your goal for the first session?

Account Login Details

Set a username for this account *

Do you require a teacher with advanced certification? *

- Detail Oriented
- Warm and Fuzzy
- Flexible
- No Nonsense
- Fun Loving
- No
- Reading
- Special Education
- LDT/C

Preferred Teacher's Gender

What is your reason for tutoring?

- Subject Matter
- General Study
- Enrichment

Please let us know why you signed up?
What is your goal for the first session?

Account Login Details

Set a username for this account *

Please set a strong password *

Enter Password

Confirm Password

Strength indicator

[Previous](#) [Submit](#)

Make an Appointment

Our Intelligent Educator Matching has selected 5 Teachers to meet your needs.

[Get Your Matches Now](#)

OUR SCHEDULE FOR NOVEMBER 2014

Click a free day to schedule for an appointment.

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Mo	Tu	We	Th	Fr	Sa	Su

November 11, 2014

1:00 am	2:00 am	3:00 am
4:00 am	5:00 am	6:00 am
7:00 am	8:00 am	9:00 am
10:00 am	11:00 am	12:00 pm
1:00 pm	2:00 pm	3:00 pm
4:00 pm	5:00 pm	6:00 pm
7:00 pm	8:00 pm	9:00 pm
10:00 pm	11:00 pm	

Free Busy Not possible

[Next Week >](#)

Make an Appointment

Our Intelligent Educator Matching has selected 5 Teachers to meet your needs.

[Get Your Matches Now](#)

Monica R
IEM Rank: 90
[View Profile](#)

Jennifer K
IEM Rank: 71
[View Profile](#)

Michelle D
IEM Rank: 62
[View Profile](#)

Rence R
IEM Rank: 70
[View Profile](#)

Angela C
IEM Rank: 76
[View Profile](#)

OUR SCHEDULE FOR NOVEMBER 2014

Click a free day to schedule for an appointment.

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Mo	Tu	We	Th	Fr	Sa	Su

November 28, 2014

1:00 am	2:00 am	3:00 am
4:00 am	5:00 am	6:00 am
7:00 am	8:00 am	9:00 am
10:00 am	11:00 am	12:00 pm
1:00 pm	2:00 pm	3:00 pm
4:00 pm	5:00 pm	6:00 pm
7:00 pm	8:00 pm	9:00 pm
10:00 pm	11:00 pm	

Free ■ Busy ■ Not possible ■

24	25	26	27	28	29	30	31
Mo	Tu	We	Th	Fr	Sa	Su	
				4:00 pm	5:00 pm	6:00 pm	
				7:00 pm	8:00 pm	9:00 am	
				10:00 pm	11:00 pm		

Free Busy Not possible

[Next Week >](#)

PLEASE CHECK THE APPOINTMENT DETAILS BELOW AND CONFIRM!

Service name: Science: Chemistry
Date and time: November 28, 2014 10:00 am
Lasts (approx): 60 minutes
Price: 99 USD

Your name:

Your email:

Your phone:

[Google Calendar](#)

Access Google Calendar and submit appointment

[Please click here to confirm this appointment](#) | [Cancel](#)



Michelle D

State(s) in which credentialed: Tennessee
 Credential type and/or subject: Certified Instructor for the Wilson Reading Program
 Number of years teaching or counseling experience: 35

I've taught special and general education for grades Pre-K through 12. My certifications are Physical Education, Mental Handicaps, and Earth/Space Science. I am also a certified instructor for the Wilson Reading Program. I have a Masters degree in Adapted Physical Education and am Nationally Board Certified for mild to moderate handicaps 3-21. I enjoy finding new ways for my students to grasp difficult concepts. I also work closely with the biology department at my school to provide modifications to their curriculum so that our special needs students succeed.

Services Offered
 Accent Reduction
 Earth Science
 Integrated Science
 Physics
 Science (Grades 6-8)
 Science (Grades K-5)

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D.3

Through the use of the IEM, students are able to connect with a teacher and submit questions and receive feedback. Should the use of asynchronous tutoring not be sufficient to help the student, the teacher will suggest that the student schedule an appointment with the teacher. Response time will be within 12 hours for asynchronous learning in this instance.

D.4

By using Google Docs, students can attach a paper/essay to the scheduler and IEM and have the teacher respond within 24-48 hours – depending on the length of the paper. MindLaunch also suggests that students send papers to a teacher in the field to which the document pertains (i.e. history topics to history teachers, English topics to English teachers, etc.). All MindLaunch teachers have MindLaunch emails to which students will have access.

D.5

MindLaunch’s scheduler makes this simple. Students go to the scheduling page and put in the name of the teacher; then the student chooses the time desired.

D.6

With MindLaunch’s online scheduling system, a certain number of synchronous and

asynchronous sessions will be deposited to each student's account. Students cannot register for a session if there are "no sessions left" in that account. The numbers can be different for synchronous and asynchronous sessions. Students will have access to their individual accounts in order to know instantly what is left. The scheduler can be set to send out a reminder when the student only has two (2) sessions remaining.

D.7

We can set up rules in our system that do not allow students to sign up for the same tutor within a certain time period. We will have a wait list system for specific tutors and group sessions. So if that specific tutor and time are taken, putting yourself on the wait list can do a few different things:

1. You would be contacted by another teacher who is able to fill that spot.
2. Our system informs the student when the teacher is available, via text.

D.8

By using WebEx as MindLaunch's conferencing software platform, all of these requirements are automatically included in the platform.

D.9

MindLaunch's scheduling program allows for group sessions. MindLaunch will set up (at the beginning of every term and for every class) group drop-in sessions. Students will know when the sessions are available and have access to join the session. Each session will have a unique password, allowing only those students registered in that class to have access. MindLaunch only allows 6 students per group. Should more than 6 students register for a session, there will be another group automatically set-up. The teacher for the group classes will remain the same throughout the term. This allows the teacher to follow the set curriculum in the class and know exactly where the students are in the course.

D.10

As previously stated in D9, students will have time set on the scheduler and thus on WebEx to participate in collaborative sessions without the teacher present. An administrator from MindLaunch only needs to sign on to the session and transfer "ownership/hosting" privileges to one student; then the administrator signs off, leaving the students to practice and work together. Since MindLaunch records every session, it can be reviewed by the teacher to determine where the students' trouble areas are in that course.

D.11

Gain on-demand access to archives of their synchronous tutoring sessions. MindLaunch will make sessions available to students through their MindLaunch dashboard. All sessions will be kept in individual archives.

D.12

MindLaunch will make sessions available to students through their MindLaunch dashboard. All sessions will be kept in individual archives.

D.13

MindLaunch will post tutor evaluation and complaint forms specifically created for the CCC on the MindLaunch/CCC landing page. These Survey Monkey forms are sent daily to the Coordinator of the Program and the Chief Education Officer of MindLaunch for immediate action if necessary. These forms and results will also be accessible to a coordinator at the CCC.

D.14

MindLaunch will provide a technical support hotline just for CCC students. It can be accessed by email and/or phone.

E. Each student has a MindLaunch Profile Page, which is accessed on the MindLaunch website by their username and password. On that Profile Page students can access their own storage space for documents, videos, etc. that they want to access at any time. This storage space is unlimited and students can access it for the life of their account with MindLaunch.

4.3 Evaluation / Data Reporting

A. Our online scheduler allows for instant reports on students, teachers, classes, and all critical data. Teachers write a report (1 paragraph in length) each time a student has a session. This report is sent to the student, placed into the student's box on the MindLaunch website and will be sent to the representative at the CCC if desired.

- WebEx also provides the capability to report daily on the platform utilization. The online scheduler allows for reports on students. Students will also have access to their own "box" on the MindLaunch website allowing them to store their reports and work.
- Teachers write a report (1 paragraph in length) each time a student completes session. This report is sent to the student, placed into the student's "box", and can be sent to the representative at the CCC if desired. Teachers are also required to write reports on the course for which they may be supporting, indicating where they see a need for the actual classroom teacher to beef up content or plug holes where students are weak.
- There will be a place on the CCC/MindLaunch landing page on the MindLaunch site to allow for document uploading by the college.

B. To provide reports on academic success and course completion related to online tutoring services, faculty and student satisfaction, and student motivation, MindLaunch will implement the following strategies:

- Provide opportunity for one-to-one interaction with students through the use of a high

- quality, online platform (e.g., WebEx);
- Monitor and report on each student’s progress after the completion of each session;
- Alert students to possible course challenges and provide immediate feedback to students;
- Review, advise, and support students in making the necessary arrangements to ensure their academic success;
- Monitor and report on student’s academic progress and satisfaction with tutoring services at the end of each quarter/semester;
- Continuously monitor, review and evaluate teacher performance and immediately address any issues that may arise and share this information with OEI staff, and college administrators; and
- Provide usage reports, student reports and reports on student satisfaction to staff and college administrators.

Projected Outcome: By including and establishing a collaborative, innovative approach to online tutoring, MindLaunch anticipates that online tutoring will have a positive impact on course success as measured by students earning a C or higher in the courses for which they participated in online tutoring. This will improve the retention and success of participants in online courses, which will ultimately increase the number of college associate degree graduates and transfers to four-year colleges.

C. MindLaunch will search for patterns and identify areas to improve usage. By monitoring the numbers of synchronous vs. asynchronous session time, recommendations will be made to alter the ratio of these two types of offerings. By dissecting the information obtained by the Mindlaunch scheduling system, WebEx outputs, students’ grades and comments, and CCC instructors, MindLaunch will determine which classes might also need more session time and which ones might use less session time.

4.4 Fees

A. Pricing model

1.

1:1 Tutoring Session:

A single student online tutoring session rate is \$40 per session for one student to one teacher. All sessions are 50 minutes in duration. Sessions can be available 24/7 based on mutually agreeable appointment times between student and teacher.

1:2 Tutoring Session:

A semi-private online tutoring session rate is \$45 per session for two students to one teacher.

All sessions are 50 minutes in duration. Sessions can be available 24/7 based on mutually agreeable appointment times between student and teacher.

Group Tutoring Session (maximum of 6 students):

A group online tutoring session rate is \$60 per session for up to six students to one teacher. All group sessions are 50 minutes in duration. We propose using more group sessions during the course, for both cost savings and student collaboration. If there are 40 students per course, there should be 7 group sessions offered every other week, spread out over the semester. Then each student has the ability to sign up for one session every 2 weeks. The cost would break down as follows:

7 sessions x 19 courses x \$60 = \$7,980 every two weeks for 19 courses

Given this model, students would have many options every two weeks in order to find a time that works for their schedules, as we would spread out those 7 sessions over different days and times. This group tutoring could be supplemented with 1:1 or 1:2 sessions as needed for each student.

Asynchronous Tutoring:

A group online tutoring session rate is \$30 per session for Asynchronous Tutoring There will be a dropbox system for each course where students are able to upload essays and other coursework for review. MindLaunch teachers would then evaluate the work of as many students as possible during that time, so teacher's efforts would be maximized.

2. MindLaunch will charge only for sessions used by students. Therefore, there is no reason to define roll-over hours.

3. The pricing for 24/7 will remain the same as listed above.

4. As MindLaunch's main cost factor in delivering this service is the cost of quality teachers, we stand by the pricing listed above.

5. The Full Service pricing is same as the Blended; since we charge by the hour and bill at the end of the month, there is no difference.

B. The customer can control costs by allocating the amount of sessions per course per student. Since we are billing for actual use only, and not based on forecast or budget, it is self-policing. Students may also combine a session with another student, or groups of students for a lower cost per session.

C. There are none.

D. We bill post-paid, so at the end of the month, we bill for actual sessions taught. Invoices are due upon receipt.

E. There is no difference in cost.

F. There are no recurring costs to set up a student.

G. MindLaunch standard fees are \$99 per session. As indicated in section 5A, the price offered in consideration of the RFP is \$40 per session, which is a 60 % discount.

4.5 Tutor Training

A. All teachers hired by MindLaunch possess state certification or are college professors in their various disciplines. Additional on-line technology training is required for all MindLaunch tutors prior to becoming on boarded as tutors. Professional development for all educators is provided online on a monthly basis.

B.

- Doctoral degrees=15%,
- Master's degrees=75%,
- Bachelor's degrees=100%.

Additionally, 100% of secondary teachers are experienced and state certified in their respective disciplines. 100% of college teachers are experienced in post-secondary instruction. 100% of all MindLaunch teachers have a minimum of 5 years of classroom experience.

C. Tutor training:

1. Through their educational experience and appropriate certifications, tutors guide student inquiries into complex problems, texts, cases, projects, or situations. Their principal methods are questioning, probing, and process-related explanations. They support the student's ability to transfer learning to succeed in complex and autonomous performances. Finally, the tutor delineates clear performance goals and then facilitates the development of skills and habits through ongoing opportunities to perform, accompanied by specific feedback.

2. Through their educational experience and appropriate certifications, tutors aid students in the development of a clearly articulated, specific, well-organized written assignment. Specific attention is paid to the purpose of the assignment, how it fits into the course, what they are supposed to learn, what they are supposed to do, what to turn in, and deadline date. The tutor works with the students to complete this task that will engage them in higher level thinking and coach them through this process that they can apply in other classes and eventually in the workplace.

3. Through their educational experience and appropriate certifications, teachers are mindful of all of the possible common errors associated with grammar and editing through the use of computer software and also by having student read assignments aloud in order to notice anything that does not sound correct. Rules of correct grammar, editing, and punctuation are reviewed throughout the writing process with each student.

4. Through their educational experience and required certifications, tutors will require each student to bring detailed information on each assignment being attempted. Specific instructions, deadlines, materials to be used and required outcome will be determined prior to beginning any assignments.

D. All potential tutors, staff, and administrators will be trained by MindLaunch staff on the WebEx online system through online instruction, videos, and written procedures. Additional practice sessions are recommended for all staff in order to become more familiar with the system and utilize it to their highest potential. Marketing materials will be provided in the form of pdf flyers, text, and emails.

E. The tutor requests a copy of the student's textbook and reviews the material for the upcoming test. During the tutoring session, the tutor offers the student various studying techniques and strategies in order to help him adequately prepare for the exam. The tutor aids the student in developing an outline of the material to be tested. The tutor recommends that the student spend some time studying for the exam and then they meet again for a final review session where the tutor helps to address any additional difficulties while offering support and encouragement to the student for the upcoming exam.

F. MindLaunch will recruit additional tutors from the pool of qualified CCC local college tutors through employment fairs, on line recruitment and advertisements, and on campus recruiting at the various campus locations.

4.6 Technical Capabilities and Support

A. All user records are generated by the user during SSL encrypted registration and stored in a secure MySQL Database, on its own dedicated server. No personally identifiable data is used after registration for the purpose of user identification. As students register, the student is assigned a unique identification number and this number is used throughout the students' experience with MindLaunch.

B.

1. Our Customer access points, also called API endpoints, allow secure HTTP access

(HTTPS), so that we can establish secure communication sessions with our AWS supported services using SSL/TLS. All information is behind built in firewall, all user facing (WordPress Core and WebEx sessions are encrypted using AES 256-bit symmetric keys) using advanced Elliptic Curve Diffie-Hellman Ephemeral (ECDHE) protocol. ECDHE allows SSL/TLS clients to provide Perfect Forward Secrecy, which uses session keys that are ephemeral and not stored anywhere. This prevents the decoding of captured data by unauthorized third parties, even if the secret long-term key itself is compromised.

2. All AWS supported data centers are staffed 24/7 by trained security guards, and access is authorized strictly on a least privileged basis.

3. Zero vendor access to MindLaunch systems is permitted.

4. Zero 3rd party access to MindLaunch systems is permitted. Our customer information and activity will never be sold, shared, or access given to any 3rd Party.

C. In the event of a breach (internal or external) our users would be notified by their email address on record of any risk or exposure of any personally identifiable information within 48 hours of assessment. The representative from CCC would also be immediately notified.

D. Updates to Wordpress core are automatically scheduled to install on release. All plugin functionality updates and patches are installed within six hours of release after security review and file permissions are locked to root user group, and installed over SFTP.

E. All patches updates, upgrades and other scheduled maintenance are done in a development environment for testing and security assessments before being pushed to our staging environment for quality control via GIT repository before, being pushed to the “live” server. Downtime is eliminated using this 3-tiered process.

F. MindLaunch uses AWS’s built in firewall, AWS identity and Access Management (IAM), and our 3 tiered deployment process.

G. The server is automatically monitored 24/7 by AWS and any security breaches are notified immediately on detection to Mindlaunch. The affected server is taken offline until the security assessment is completed.

H. The server side security checks are performed by AWS daily, Wordpress security checks are automatically scheduled daily, and malware scans are performed automatically every six hours.

I. Yes, an independent review is done upon the initial deployment of web application to AWS and each instance of update or upgrade of WP core or MYSQL Database upgrade.

J. This answer lies in the third-party certifications and evaluations that AWS has undergone. AWS has achieved ISO 27001 certification and has been validated as a Level 1 service provider under the Payment Card Industry (PCI) Data Security Standard (DSS). We undergo annual SOC 1 audits and have been successfully evaluated at the Moderate level for Federal government systems as well as DIACAP Level 2 for DoD systems.

K. MindLaunch has a triple redundancy backup process: (1)AWS server side backups taken daily, DB Backups every 12 hours.(2) In Application (WP plugin) Complete Back up daily, DB Back up every 12 hours. (3) Cloud Storage Backup Full back up every 24 hours, DB back up every 12 hours. Each method provides complete back up protection with full restore capability to each available environment: live, staging & development.

L. Not applicable as we do not own our data center.

M. MindLaunch uses AWS.

N. MindLaunch uses Wordpress Core and the KLEO theme with custom responsive layout design integration throughout. This is scalable to all devices on the server side and the registration portal. WebEx Sessions are supported using WebEx mobile apps: iPhone, IPad, and Android Devices)

O. Scalability: By using AWS combined with Wordpress core, all web applications scale infinitely in regards to end-user usage. As our user base grows, we can add system resources such as bandwidth, memory allotment, and storage capacity, and additional session seats with WebEx.

P. Yes, all html is served via the same domain and is responsive to the end users platform, with the exception of WebEx Sessions. These sessions are controlled at the WebEx domain, and uses Android applications, iPhone and IPad applications. to cover respective devices.



Q. MindLaunch has system availability today for 24/7 using our present website.

R. As students register, the student is assigned a unique identification number and this number is used throughout the students' experience with MindLaunch.

S. Video is utilized via Cisco WebEx Client. Video is provided over random ports that include both TCP and UDP. The UDP port 5101 is used to establish the server connection. If the connectivity fails, ports 80/443 are used to establish connectivity. Typically, when a Cisco WebEx user starts an audio or video call, the Cisco WebEx client first attempts to establish a direct connection to another user's Cisco WebEx client. Direct connections are possible if the other user is on the same network and is not separated by a firewall. If a direct connection is established, then the P2P ports listed in the table are used for audio and video communication. If a direct connection cannot be established (due to a firewall or other network device), the Cisco WebEx client will establish a connection to a Cisco WebEx server for audio and video communication. The Cisco WebEx client will first attempt to connect to the server using a UDP port. If the port connection cannot be established (due to firewall restrictions), the Cisco WebEx client will then establish a server connection using additional TCP ports.

T. Our traffic would be treated as commercial traffic and routed through CalREN-DC for users inside of the network. This tier provides all Connectivity to the commercial Internet.

U. MindLaunch's appointment booking portal is supported on all smart phones or tablets, (WebEx Sessions are supported using WebEx mobile apps iPhone iPad and Android Devices).

4.7 Customer and Service Support

A. All scheduling records are available to students on the MindLaunch site by using their sign in information. MindLaunch can run weekly reports via the scheduling system and make them available to the CCC Coordinator. MindLaunch will set up text reminders to students when they are reaching their limit of allotted sessions.

B. MindLaunch will supply training materials which will be on the MindLaunch CCC portal. They will be easily accessible. MindLaunch will also email training manuals to students and faculty.

C. All issue resolution will be handled by our Quality Assurance program. Comments, complaints, etc. are collected via telephone, email, survey, and online systems that allow students and instructors to bring feedback to MindLaunch. Because of small size and ability to react quickly, we can also tailor systems to meet FCCC needs.

D. MindLaunch has over 15 bilingual teachers already on staff who can accommodate students who are Spanish speakers.

E. MindLaunch has licensed teachers onboard who teach a large variety of languages. Supporting students who speak different languages is easily accommodated.

F. MindLaunch has teachers of the handicapped, two teachers of the deaf, and 1 teacher of the blind on staff. In discussions with them about supporting these students online, they believe that it is possible with the use of appropriate materials and systems. Students with physical disabilities have long been students at MindLaunch.

G. The service level for appointments is done in real-time. MindLaunch Teachers provide their schedules in advance and students can choose from many available appointment times. If times are not available, the student can immediately contact MindLaunch's COP and we can work to see if an appointment can be made for the student within 4 hours.

H. Our metrics are 99% student satisfaction. Our contact with students is mainly by emails answered with 2 hours, and all calls returned within 24 hours. If a student has a pressing need to contact a MindLaunch representative, the students will have a contact number.

I. MindLaunch does not anticipate missing any service level agreements, but in the case of any missed assignments, MindLaunch will make-up all missed sessions in a timely manner.

J. Because MindLaunch will bill at the end of the month, a post-paid system, we do not anticipate the need for any earn-back system. But if we are unable to make-up any missed session, MindLaunch will incur a penalty of a credited session available to FCCC that will be used to cover the cost of a normal scheduled session.

K. Material can be dictated to the student. It will also be emailed to the student's email account, with the assumption that the student has the method of retrieving information online.

L. The MindLaunch Administrator will be working closely with the program instructors. That communication program will develop according to OEI needs and the needs of the instructors, but we will have a seamless bond between our administrator and the OEI system.

M. MindLaunch was developed with the belief that education is best delivered by educators who are able to offer a personalized approach to learning. MindLaunch values real education and real teachers for the highest quality learning experience. Only carefully vetted, U.S. - licensed, experienced teachers are hired. MindLaunch teachers only teach subjects in their areas of certification. With the provision that the local tutors met or exceeded the MindLaunch tutoring standards, they would be utilized for tutoring in an effective collaboration.

All trained teachers can go beyond helping a student get through a challenging assignment; they can quickly assess the best way to help the student truly master the concepts and arrive at a higher level of learning.

MindLaunch takes a holistic, consultative approach to every student and every academic situation. We develop a road-map to meet students' goals, and then custom-match them with the best teachers to focus on just what they need most. Providing numerous additional services and outside resources, MindLaunch provides the glue that puts all the educational pieces together. The overall success rate would be looked at in terms of tutored student success rates in the classes where they received tutoring.

4.8 Additional Service and Capabilities

A. MindLaunch has the capability to scale. All of our technical systems support scalability, which is why we have chosen our business foundation. The largest component that we would need to increase would be hiring more teachers. We have a proven method to attract teachers to MindLaunch. Each teacher takes 2-3 weeks to on-board, as our interview process is arduous and time consuming, but our results in hiring the best teachers outweighs the time commitment. It is the belief of MindLaunch that the teachers are the backbone of our company and of successful education. MindLaunch's experienced teachers provide the necessary guidance students need to seamlessly navigate their educational experience. In an underpaid profession, teachers welcome the opportunity to earn supplemental income, teach subjects they love from the comfort of their own home.

B. MindLaunch would welcome the opportunity to employ existing CCC tutors, whom we are sure would meet MindLaunch standards. Existing tutors would be trained on the MindLaunch platform.

C. MindLaunch teachers are not permitted, by contract, to exchange personal information with students. As every session is set to record automatically from when the teacher signs on the session to when the teachers signs off the session, it is our policy to audit tapes for quality assurance. MindLaunch teachers all have a MindLaunch email, and every session that is held, has a progress report sent to the COP and is placed in the student's box account on the Mindlaunch site. Teachers and students do not have access to each others personal information on line. As all of our teachers are licensed, with the exception of college professors, it is widely understood by these teachers, that there will be no contact outside of MindLaunch auspices. MindLaunch uses Jungle Source, a U.S. based screening company located in California, to perform background checks on all teachers.

4.9 Administrative Procedures

A. MindLaunch's system is fully capable of administering and managing centrally funded tutoring hours. Our system currently works on credit packages that customers purchase in advance which create economies of scale. Because of our in-house IT team, we would customize a management system for the OEI that can be tracked in any way imaginable. That system management would be reconciled monthly or quarterly with in-depth reports that we can also customize to your needs.

B. The Full Service Option would also be handled by our MindLaunch system based on specific allocations set forth by the OEI. The COP would be the contact person.

C. The Blended Option would utilize the MindLaunch system, but would also utilize our FCCC COP who is assigned to work entirely on the OEI. The Administrator's top priority is to communicate with the local tutors in order to maximize both MindLaunch and the local tutor's efforts of helping the student.

D. The MindLaunch system is already set up to handle the Buy-In Option. As the students will already have accounts set up for OEI use, those same students can enjoy preferred pricing structures that encourage students to seek MindLaunch tutoring services for non-OEI classes.