# LSCS RFP 23-001 College Bookstore Services: Questions and Answers

Amended as of 01/11/2023

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| **Question** | **RFP Section** | **RFP Page** | **Question2** | **Response** |
| 1 | General |  | Please provide a copy of the bookstore contract, and any follow on amendments or extensions. | Contact RFP Lead (Jess Waddington at [jlwaddington@lcsc.edu](mailto:jlwaddington@lcsc.edu)) for copies. |
| 2 | General |  | Please provide a complete booklist with the course, credit hour value, enrollment, and course material information (including ISBN) for the past three semesters. (Spring 2022/Summer 2022/Fall 2022 or, at minimum, Spring 2022/Fall 2022) | See Spring, Summer and Fall 2022 Booklist files. |
| 3 | General |  | Please provide a list of all courses that use inclusive access course materials (if any), including the course, course material information, the cost charged to the school, and the cost charged to the student. | NA at the moment |
| 4 | General |  | Is Lewis Clark State College contracted with any publishers or outside vendors for course materials or supplies? | No but there may be some direct to the publisher purchases for digital materials that we are reviewing and a supplier for nursing scrubs, neither of which is under contract. |
| 5 | General |  | Is the bookstore responsible for providing goods or services not directly related to course materials? For example, scrubs, medical or culinary supplies, convenience/gift sales, graduation regalia, etc. If so, please detail those goods and services. | Yes, they are directly responsible for graduation regalia, announcements, etc. and are given the option to provide other course materials such as scrubs. They are the primary suppliers of gifts and convenience items. |
| 6 | General |  | What are some of the challenges that Lewis Clark State College has with the current provider that you would like addressed with future bookstore operations? | Direct outreach to our departments, providing the time and staffing to cultivate this relationship. Options for small lot sizes to address popular items for our school/region. Using and supporting our local vendors and in turn, helping provide small lot sizes. The book adoption system has been frustrating for faculty for ease of use and/or system errors, currently centralized this adoption to assist. Reporting availability for the College is also a challenge and regular and detailed reports would assist in a partnership to grow/maintain sales. |
| 7 | General |  | What are the most important factors Lewis Clark State College is considering in this RFP? | Affordability students and commission/revenue for college. |
| 8 | General |  | Does LCSC own the fixtures in the bookstore? | No, the fixtures belong to Follett |
| 9 | Overview | 4 | In a hybrid model, does LCSC anticipate a smaller footprint and fewer employees managing its bookstore. If so, how much smaller and how would LCSC want to use this additional space? | Please further describe a hybrid model, if no longer selling books in store, would anticipate more gifts/apparel, expansion of sundries, and other creative ways to draw students/customers to the store such as lounge area etc. The current space is not easily split apart, future ideas for relocating would allow for a smaller footprint. |
| 11 | Overview | 4 | In an Equitable Access Model, the vendor charges a standard per course, per student cost. LCSC can then consider adding (or not) additional revenue to the vendor price and consider this auxiliary revenue. Is this model suitable for consideration in lieu of a traditional auxiliary revenue mentioned in the RFP? | Yes, we are open to exploring different revenue models when reviewing equitable access. The revenue model would need to be negotiated separately for the gifts/apparel, etc. |
| 12 | Overview | 4 | Does LCSC College require the ability for students to “Opt Out” of Equitable Access/First Day of Class models? | We would anticipate providing this option as is consistent with our sister schools currently participating. |
| 13 | Overview | 4 | Are there any state laws preventing LCSC from enacting an Equitable Access model on campus? | No, our understanding is there is no state law preventing this model. We would submit this model to the SBOE for review and approval. |
| 14 | Background Info | 6 | Is there just one campus bookstore currently and expected for the length of the contract? | Yes, but there are sales through Athletics and some off campus airport sales, both of which are currently using the existing contractor’s inventory supply. |
| 15 | Background Info | 6 | 1. Reports for the 2020-2021, and 2021-2022 and Fall 2022 school years broken out by campus (if multiple campuses): | Considered one campus but do have offices in Coeur d'Alene. |
| 16 |  |  | a. Sales by book units, both new and used | This is provided in the RFP, Attachment 7.00 |
| 17 |  |  | b. Rentals by book units, both new and used | Total book rental data provided in RFP, Attachment 7.00. A breakdown of new and used rentals not readily available. |
| 18 |  |  | c. Apparel and gift unit sales, broken down by product category | Please further describe categorization request. |
| 19 |  |  | d. The number of customers served | Data on number of customers served not available due to system limitations. |
| 20 | Background Info | 6 | 2. A complete course schedule and course material information (including enrollment) report including required course materials listed for each class for the past three semesters | Same as question 2. |
| 21 | Background Info | 6 | 3. What is the current enrollment for concurrent high school students (Dual Enrollment/Dual Credit)? | 1,316 |
| 22 |  |  | a. Do these students use the same course materials as other LCSC students? | Dual Credit students who take classes in their high schools may use the same course materials (or they may not). I would say that most of the time they are using comparable textbooks, etc. but not the same as the college – which is acceptable for accreditation purposes. |
| 23 |  |  | b. Do these students receive their materials through the bookstore vendor? | The school districts are responsible for all textbooks, etc.  But I do not know how (or from whom) they obtain materials.  In other words, I don’t know if the districts all use the same vendor(s) or if it differs by district. |
| 24 |  |  | c. Is LCSC able and interested to include Dual Credit Students as a part of the scope of content coverage through a vendor? | The school districts are responsible for books so we could provide purchasing information from the contractor but could not guarantee a sale. |
| 25 | Background Info | 6 | What is the enrollment growth rate projection for the next 5 years? | LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. |
| 26 | Background Info | 6 | What % of courses use a textbook or courseware materials (i.e., My Pearson Lab, Cengage Now, Wiley Plus, etc.)? | 80% of courses use some type of course material that is reported to the bookstore. Of that 80%, 40% of adoptions use some form of courseware. |
| 27 |  |  | a. What % of courses with materials use OER? What is the goal of OER % for the following 4 years of the contract? | See LCSC OER Report |
| 28 | Background Info | 6 | A list of all courses that use inclusive access course materials, including the course, course material information, enrollment of the course, the cost charged to the school, the cost charged to the student, and the percentage of opt outs for each course (if possible) | NA at the moment |
| 29 | Background | 6 | Can you describe the current value and conditions of your inventory further | The inventory belongs to Follett along with fixtures. Please see the video tour for a review. |
| 30 | 4.1.19.1 | 10 | Please provide a full course listing for Spring 2022 and Fall 2022 with ISBN, credit hours per course listed and actual enrollment numbers for each course. | Same as question 2. |
| 31 | 4.1.19 | 9 | Does the school currently utilize an Inclusive Access model for any course areas? If yes, please provide the course and enrollment information. Are books included in tuition or are students charged a fee? If so, then what are those fees? | NA at the moment |
| 32 | 1.4.3 | 5 | Is the school willing to reduce the financial return to the university if doing so would provide a measurable reduction in the cost of textbooks and course materials for its students? | Need further information re: the potential change in financial return. |
| 33 | 4.1.11 | 9 | What OER initiatives are in place at the school? Please provide any details that the school feels a new vendor would need to be aware of regarding OER and its current and future use on campus. | Idaho classifies OER as reduced cost or free materials. The cost range should be no more than 30 dollars. The Board is pushing for using more of these types of materials throughout all programs moving forward. An estimated 1/4 of our General Ed Core (English, math, etc.) offerings are using OER or no cost materials and another 1/3 require course materials of less than $50. There is no requirement to use OER but rather encouraged and it differs by sections rather than courses. The same course but with different sections may use different books. We do not track OER use for non-CORE courses. |
| 34 | 4.1.4 | 8 | What are the top three challenges that the school faces with current textbook operations that the institution hopes to resolve with a new provider? | See question 6. |
| 35 | 4.1.9.3 | 8 | What, if any, financial aid management software is utilized by the school? | Ellucian Colleague |
| **Additional questions posed during the pre-proposal conference** | | | | |
| 9 - Follow up question |  |  | In looking at an equitable access model as the primary means of providing textbooks, how would that impact the physical footprint of the bookstore? How could the college re-proportion the space? | There is an alternative space that has been explored in our Student Union Building that could be an option. The space is a large conference room that is easily dividable and has high foot traffic, near the dining services. Depending on the hybrid options proposed, use of this space could be explored. |
| 9 - Follow up question |  |  | Does LCSC anticipate the successful vendor managing the separate space or LCSC? | We encourage providers to use creativity in submitting a substitute proposal or other ideas - for example, splitting off the bookstore and spirit store. We do need and want a brick and mortar, on campus, spirit store. If the successful proposal is for books only, LC State will explore another option for the brick-and-mortar spirit store. |
| 6- Follow up question |  |  | Can you clarify the challenges with textbook adoptions? | A system error was causing information for the incorrect semester information to also populate with the current semester, and our IT and current vendor's IT are now working to resolve. To mitigate this issue, a centralized individual in each department was assigned to coordinate with all faculty and handle textbook adoption and troubleshoot any issues. Going forward, we will want the ability for one individual to submit all book adoptions for departments along with an individual faculty option so that we have multiple sources to assist our bookstore partners with timely adoptions. |
| New question 1 |  |  | Can you clarify how many of the FTE count for fall are Dual Credit? | Fall census 2022 Dual Credit FTE = 561. |
| Non-dual credit FTE = 2064 (1 FTE is graduate level) |
| New question 2 |  |  | Can you explain why there was a decline in sales? | In general, there are multiple possible reasons as to why sales are declining. The OER initiative has affected sales. In speaking with our current partner, other contributing factors were discovered as OER was not thought to be the only driver. Our Canvas learning management system allows for publisher plug ins to be added to allow students to purchase required materials directly from the publisher, which resulted in sales inadvertently being directed away from the bookstore. Going forward, we will want to explore with potential vendors what tools are available to ensure students can receive digital products at a similar price to what the publishers are offering and with ease of access through the Canvas system. Additionally, staff turnover has affected the connections to the bookstore and the campus and we want to see the successful vendor solidify and grow the relationship with our divisions to cultivate relationships in which faculty actively seek out the bookstore to address their course and supply needs. |
| New question 3 |  |  | Is LCSC in a position to facilitate a partnership with the successful vendor and high school districts (related to textbooks used by dual credit high school students)? | Yes, we are open to facilitating the conversation and connection to offer textbook pricing to the districts, but cannot guarantee sales. |
| New question 4 |  |  | What type of presence does the college and bookstore have at NAIA? | There have been various levels of involvement. In past, the bookstore vendor ran the apparel and gift side of the NAIA on site. In the last few years, our Athletics department ran the apparel and gift shop, but there is opportunity to negotiate and partner with the bookstore vendor. |
| New question 5 |  |  | What would the perfect experience for faculty be with the bookstore? | A well-functioning portal where faculty can make their textbook selections with ease. We are cognizant of digital offerings from publishers, and want to ensure we provide an easy source of access to our students that is affordable. |