Title III
Request for Proposal

Development of Academic Major Programs to Promote Retention and Graduation
Due Date: September 7, 2011

1.0 Scope

The Center for Educational Excellence is seeking proposals from Eastern major programs to develop targeted intervention programs to increase major student persistence and timely graduation.

2.0 Background

Eastern Connecticut State University has received a U.S. Department of Education, Title III Strengthening Institutions Program grant to promote student success, especially the retention and graduation of students of color, first generation college students and low-income students for the period of October 1, 2009 – September 30, 2014.

3.0 Project Overview

The Title III project supports Eastern’s efforts to (1) increase retention and progress toward graduation for Eastern’s at-risk students; (2) promote greater engagement of faculty in new academic support services; and (3) create a centralized and accessible facility and staffing for student success.

Three major cohort projects have been funded for the second year of the Title III grant. Funded project proposals are available for review at: http://www.easternct.edu/cee/project-compass.html

4.0 General Scope of Services

4.1 The Title III project, through the Center for Educational Excellence, is seeking proposals from Eastern academic major programs to develop effective cohort support programs that develop or create major learning communities, increase student faculty interaction, assist students to succeed in major gatekeeping courses, or other approach for the purpose of increasing student retention and timely graduation in the major. The range of major graduation rates for students who ever declared a major, for majors with 10 or more graduates, for the fall 2003 cohort is 11%-56% (4-year graduation rate) and 27%-92% (6-year graduation rate) See Appendix 2.

Projects will be funded at $1500 per year for two academic years (2011-2012 and 2012-2013) pending submission of an acceptable first year interim report. Three proposals were funded during AY 2010-2011 and can be viewed at: http://www.easternct.edu/cee/TitleIIICohort.htm

4.2 The proposal is expected to identify current major persistence and graduation rates within the major and address how the proposed approach will insure specific attention to the cohort of interest – students of color, low-income and first generation students. Documentation of the potential effectiveness of the approach chosen should be included. The approach should identify to the extent possible how an asset-based approach will be employed.
4.3 The proposal should identify how the intervention outcomes will be assessed.

4.3 An identified faculty member from the major program will work with the Title III Project Director and the Director of the Center for Educational Excellence to implement the project.

5.0 Deliverables

A report summarizing the process and summative outcomes with a request for second year funding will be required and due approximately on May 30, 2012.

6.0 Anticipated Cost

Please include a budget in the proposal. Costs and expenses associated with this project may include books and supplies, travel, registration costs, meals, printing/copying, faculty stipends and other reasonable costs. Federal funds cannot be used for food. For each successful project, $1500 will be funded by Title III.

7.0 Proposed Project Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release RFP</td>
<td>June 15, 2011</td>
</tr>
<tr>
<td>Proposal Deadline</td>
<td>September 7, 2011</td>
</tr>
<tr>
<td>Project Selection</td>
<td>September 16, 2011</td>
</tr>
</tbody>
</table>

8.0 Proposal Format

Respondents shall deliver one (1) original, and four (4) copies, and one (1) electronic copy of the proposal to Dale Dubina, Center for Educational Excellence, Library 431. Funded proposals have ranged in length from two to nine pages. The proposal shall provide the following information:

8.1 Major Program Faculty and Capacity
Provide faculty contact information and a statement of the major program’s capacity to provide these services.

8.2 Proposed Plan
Include a description of the plan to be used to accomplish this work, including approach, coordination, methodology, relevant supporting literature, milestones and assessment strategy. A line item budget should be submitted.

9.0 Questions

Questions pertaining to the Request for Proposal (RFP) should be directed via email to:
Dr. Margaret Martin, Director, Title III Grant Program
Email: martinm@easternct.edu
or
Dr. David Stoloff, Director, Center for Educational Excellence
Email: stoloffd@easternct.edu
12.0 Submission of Proposals

12.1 Proposals must be received in the Center for Educational Excellence, Library 431 no later than September 7, 2011 at 5:00 pm.

13.0 Evaluation Criteria

13.2 The Faculty Development Committee shall evaluate all proposals. Evaluation and selection of proposals shall be based on the information submitted in the proposals. The Faculty Development Committee may request clarification or oral presentations from finalists for the purpose of clarifying the proposal.

13.3 Criteria to be evaluated will include the quality of proposal, including the feasibility of the plan, the likelihood of a significant effect, the reasonableness of the budget and the quality of the assessment plan.

13.4 All proposals will be evaluated on the following criteria:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Methodology and Plan</td>
<td>80%</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

14.0 Selection Process

14.1 Review of Written Proposals: A review committee consisting of at least three persons who are members of the Faculty Development Committee, University Assessment Committee, or faculty representatives to the University Enrollment Management Committee (and not members of the departments submitting proposals) will review and rank proposals.

15.0 Award

Decisions on proposals will be complete prior to the beginning of the federal fiscal year, October 1, 2011 and projects should begin immediately.
Bibliography


Appendix 1
Title III Overview, Goals and Objectives

10.0 Project Overview
The Title III project will support Eastern’s efforts to (1) increase retention and progress toward graduation for Eastern’s at-risk students; (2) promote greater engagement of faculty in new academic support services; and (3) create a centralized and accessible facility and staffing for student success. General goals, objectives and tasks are identified below.

GOAL 1 To increase retention of at-risk Eastern students and to help them graduate in a more timely manner

1.1 To strengthen and centralize student academic support services through the creation of a new student success center

1.1.1 Develop the new Student Success Center and centralize all academic support services at one accessible location, including tutoring in math, writing and other discipline areas;
1.1.2 coordinate academic support staffing and services and expand academic support services.

1.2 To strengthen and centralize student academic advising, academic planning, and academic support services and to make these services more accessible to Eastern students in need of these services

1.2.1 incorporate a four-year academic plan into advising for first-year students;
1.2.2 increase the proportion of first year students receiving academic advising from the Academic Services Center.

1.3 To offer enhanced career skills assessment, career mentoring and new student experiential learning experiences for at-risk students to motivate and encourage student academic engagement

1.3.1 Expand skills assessments, career mentoring, and new student experiential learning opportunities through the Academic Services Center;
1.3.2 Alumni Affairs will work with Center staff and Career staff to offer role model mentoring.

GOAL 2 Academic programs: greater engagement of faculty in new academic support services for at-risk eastern students

2.1 To engage greater numbers of Eastern full-time and part-time faculty in professional development and awareness activities to gain their involvement with and support for new, more effective student academic advising, academic planning, and academic support services for at-risk students

2.1.1 Develop/offer blended faculty courses on the needs of at-risk students, best practices for student retention and experiential learning, information on how to
access services at the new Academic Services Center and to acquaint faculty with comprehensive services offered;

2.1.2 Center staff and faculty co-develop support strategies for at-risk students.

2.2 To obtain ongoing feedback and recommendations from full-time and part-time faculty to ensure that comprehensive academic support services are effective, accessible, and available for faculty as well as students

2.2.1 Receive feedback from faculty as to perceived use and effectiveness of Center services.

GOAL 3: Institutional Management: creating a centralized and accessible facility and staffing for student success

3.1 To provide key institutional management support and leadership for the establishment of the new student success center

3.1.1 Continue to develop and refine the physical facility of the ASC reflecting student, faculty and staff needs and best practices;

3.1.2 Underwrite costs of management, staff and faculty to support the Academic Services Center.

Appendix 2
Major Cohort Table

Methodology Notes

The data are based on full time, first time, freshmen cohort for a given year

Major field captured every major that students ever declared at any time at Eastern

If students graduated from Eastern, the major at graduation is included and all previous majors are eliminated from the analysis. If students have not graduated from Eastern, all majors ever declared are identified.