

## **Attachment 1 – RFP for External Evaluator for Title III Grant**

### **Wor-Wic Community College Student Success and Institutional Effectiveness Initiative**

#### **U.S. Department of Education Title III Strengthening Institutions Program**

**Award Number: P031A180255**

#### **Background**

Wor-Wic Community College, located on Maryland's largely rural Lower Eastern Shore, serves about 10,000 students annually in its credit and non-credit programs. About 4,100 of the college's students are enrolled in credit courses and many face challenges to academic success. Seventy-nine percent of the college's credit students are academically underprepared for college-level courses, about one-third are first-generation college students, 44 percent receive need-based Pell grants and 58 percent are employed more than 20 hours per week, juggling work, academics and other responsibilities. Retention and graduation rates, particularly for students enrolled in developmental education courses, low income students and minority students, are lower than those of comparison institutions.

#### **Project Description**

In October 2018, Wor-Wic Community College was awarded a five-year (10/1/2018 – 9/30/2023) U.S. Department of Education Title III Strengthening Institutions Program (SIP) grant to launch the Wor-Wic Community College Student Success and Institutional Effectiveness Initiative. The project's two overarching goals are to:

1. Facilitate student retention and goal completion through the use of a holistic advising model that takes into account educational history, career goals and potential barriers, and the infusion of technology across programs and service departments to provide quality instruction and enable tracking and analysis of student outcomes, and
2. Increase enrollment and retention in high quality distance education courses.

It is the intent of the college that a restructured advising model, more accessible student support services, technology-enriched courses, and expanded online course offerings will result in more engaging instruction and improved efficiencies in institutional management. The resulting growth in retention and enrollment will lead to greater fiscal stability, ensuring the sustainability of program initiatives.

Annual activity objectives and performance measures are indicated in Table 1, but target dates have been modified from the original proposal as a result of the project being funded to begin on 10/1/2018 instead of the originally-proposed start date of 10/1/17

**Table 1: Annual Activity Objectives (10/01/2018 – 9/30/2023) (Note: modified from original proposal based on award start date)**

<b>Activity: Reform Advising</b>	
<b>Annual Activity Objectives</b>	<b>Performance Indicators</b>
<p>By September 2020, 90% of Wor-Wic’s advisors will be trained on the use of the new advising platform</p> <p>By September 2021, 75% of advising appointments for <i>new</i> students make use of the new advising platform to assess student risks, individualized strategies, supports and pathways</p> <p>By September 2022, 100% of advising appointments (new and retained students) make use of the new advising platform to assess student risks, individualized strategies, supports and pathways</p> <p>By September 2023, 90% of Wor-Wic advisors report satisfaction with the new advising system</p>	<p>By Sept. 2019, increase the fall-to-fall retention rate for developmental education students to 47.9% (baseline 47.4); 49% by Sept. 2020; 51% by Sept. 2021; 53% by Sept. 2022; 55% by Sept. 2023 (7.6% over five years)</p> <p>By Sept. 2019, increase the fall-to-fall retention rate for Pell grant recipients to 44.3% (baseline 43.8%); 45.5% by Sept. 2020; 47% by Sept. 2021; 48.5% by Sept. 2022; 50% by Sept. 2023 (6.2% over five years)</p> <p>By Sept. 2019, increase the fall-to-fall retention rate for part-time students to 44.1% (baseline 43.6%); 45% by Sept. 2020; 46% by Sept. 2021; 47.5% by Sept. 2022; 49% by Sept. 2023 (5.4% over five years)</p> <p>By Sept. 2020, increase the developmental completer rate to 38.3% (baseline 37.3%); 39.5% by Sept. 2021 42% by Sept. 2022; 45% by Sept. 2023 (7.7% over five years)</p> <p>By Sept. 2021, increase the graduation-transfer rate for non-white students to 33.9% (baseline 31.4%); 37% by Sept. 2022; 40% by Sept. 2023 (8.6% over five years)</p>
<b>Activity: Integrate Technologies into Instruction, Advising and Analytics</b>	
<b>Annual Objectives</b>	<b>Performance Indicators</b>

<p>By September 2020, 30% of faculty will have participated in instructional technologies professional development; 50% by September 2021; 65% by September 2022; 75% by September 2023</p> <p>By September 2021, 40% of faculty will report that they have integrated new instructional technologies into at least one course; 50% by September 2022; 60% by September 2023</p> <p>By September 2023, Wor-Wic will have built a sustainable, model program for instructional technology</p>	<p>By Sept. 2019, increase the fall-to-fall retention rate for full-time students to 51.4% (baseline 50.9%); 53% by Sept. 2020; 55% by Sept. 2021; 57.5% by Sept. 2022; 60% by Sept. 2023 (9.1% over five years)</p> <p>By Sept. 2021, increase the graduation-transfer rate (4-yr.) to 46% (baseline 45.5%); 48% by Sept. 2022; 51% by Sept. 2023 (5.5% over five years)</p> <p>By Sept. 2020, increase the IPEDS Federal graduation rate (150% normal time) to 13.6% (baseline 13.1%); 14.5% by Sept. 2021; 16.5% by Sept. 2022; 19% by Sept. 2023 (5.9% over five years)</p>
<p><b>Activity:</b> Expand and improve the quality of distance education offerings and services</p>	
<p><b>Annual Objectives</b></p>	<p><b>Performance Indicators</b></p>
<p>By September 2021, 100% of students will have access to online support svcs.</p> <p>By September 2021, 50% of students enrolled in distance education courses will utilize online support svcs.</p> <p>By September 2023, 100% of distance education courses will adhere to Quality Matters standards</p> <p>By September 2023, Wor-Wic will offer at least two programs that can be completed in a fully-online format</p>	<p>By Sept. 2019, increase enrollments in credit distance education courses to 2,835 (baseline 2,780); 2,920 by Sept. 2020, 3,010 by Sept. 2021; 3,100 by Sept. 2022; 3,200 by Sept. 2023 (15.1% over five years)</p> <p><i>The following performance indicator is a result of retention/success initiatives as well as online enrollment/support services initiatives:</i></p> <p>By Sept. 2019, increase credit student unduplicated headcount to 4,375 (baseline 4,277) as a result of new online enrollments and retention; 4,504 by Sept. 2020; 4,639 by Sept. 2021; 4,819 by Sept. 2022; 5,016 by Sept. 2023 (17.2% over five years)</p>

## Project Strategies & Timeline

The project timeline (Table 2) is modified from the original proposal as a result of the project being funded to begin on 10/1/2018 instead of the originally-proposed start date of 10/1/17.

<b>Table 2. Implementation Timetable for Major Project Activities (Note: modified from original proposal based on award start date)</b>				
<b>YEAR ONE: 10/01/2018 – 09/30/2019</b>				
<b>Timeline</b>	<b>Activity</b>	<b>Methods</b>	<b>Tangible Results</b>	<b>Primary Responsibility</b>
10/1/18 – 11/30/18	Hire Director of Advising (also Title III coordinator) and PT Admin. Assoc.	Wor-Wic HR policies, print & electronic advertisements; interview panel; employment offer	FT Director of Advising and PT Admin. Assoc. begin work	President; VP Enrollment Management and Student Services (VPEMSS)
10/01/18 – 7/1/19, ongoing	Extensive training for Dir. Advising	NACADA Annual, Regional conferences, Assessment Institute, Workshops, State Drive-Ins	Director of Advising creates training materials for Wor-Wic’s advisors	Dir. Advising
11/30/18 – 12/31/18	Baseline Assessments: attitudes/training needs in advising, online courses & support, distance pedagogy, technology	Internal surveys for faculty, student services advisors, department heads, deans, students to serve as baselines (multiple surveys)	Baselines developed; Technology/online needs forecasted	VPEMSS; Dir. Advising
11/30/18 – 1/31/19	Develop Title III Operational Manual & Portal	Adhere to college, state & federal policies & regulations; Templates from other projects	Operational manual published; Title III website on portal	VPEMSS; Dir. Advising
1/1/19 – 8/31/19	Create training materials for holistic advising	NACADA Advising Seminar; Conferences; Models	Workshop presentations, manuals	Dir. Advising
1/1/19 – 3/31/19	Procure advising platform	Bi-weekly advising team (director, enrollment mgmt. priority team, core advising team) mtgs; strategic priority action plans; procurement policies; recommendation to President and Board of Trustees; IT collaboration	Meeting minutes, approval for advising platform selection/purchase by president and board of trustees	Dir. Advising; VPEMSS; strategic priority team; IT
3/31/19 – 6/30/19	Advising platform integration	Vendor on-site collaboration with IT and director of advising	Student records integrated with platform	Dir. Advising; IT
5/30/19 – 6/30/19	Hire Instructional Design and Technology Coordinator	Wor-Wic HR policies, print & electronic advertisements; interview panel; employment offer	Full-time Instructional Design and Technology Coordinator begins work	VP Academic Affairs; Instructional Technologist

7/1/19 – 9/30/19	Assess use of instructional technology, needs and in-house expertise	Internal surveys for faculty, student services advisors, department heads, deans, students to serve as baselines (multiple surveys)	Baselines developed; Technology/online needs forecasted; In-house Faculty Knowledge Base	Instructional Design and Technol. Coord.
8/31/19 – 9/30/19	Evaluation report	Compile data gathered from the ongoing assessment of each activity into an annual evaluation report for internal & external stakeholders	Section G, eval. plan; Report to President, VPs and Board of Trustees; Report posted to portal; Update at all-staff mtg.	Dir. Advising
<b>YEAR TWO: 10/01/2019 – 09/30/2020</b>				
10/1/19 – 2/28/20	Advisor Training (faculty and student services)	Vendor on-site training; in-house training manual; portal instructions; workshops	Training manual & instructions on college portal; Workshop presentations	Dir. Advising
10/1/19 – 3/31/20	QM Training for Instr. Design/Tech Coord.	Online training & in-person workshops offered through QM	Training materials	Instructional Design and Technol. Coord.
10/1/19 – 3/31/20	Procure software/platforms for online tutoring, testing & other support services	Vendor demonstrations; research; cost analysis; Wor-Wic procurement policies	Online tutoring, testing and other support services purchased	Instruct. Technologist; Instructional Design and Technol. Coord., IT
10/1/19 – 3/31/20	Procure initial technologies & establish Instructional Design and Technology Resource Center	Technologies previously identified by general education faculty, instructional technologist (report provided to Title III devel. team)	Instructional Design and Technology Resource Center physical facilities established	Instructional Design and Technol. Coord.; Instructional Technologist
10/1/19 – 3/31/20	Create Instructional Technology Plan	Plan to include available technologies, faculty expertise, processes for requesting technologies/workshops	Instructional technology plan approved by President; operationalized	Instructional Technologist; Instructional Design and Technol. Coord.
1/1/20 - 3/31/20	Contract with consultant for online course review/pedagogy/quality rubric standards	Distance education committee, Instructional Design & Technol. Coord., and strategic priority team to review vendors; Formal procurement processes	Consultant contract	Instructional Design and Technol. Coord.

3/31/20 – 9/30/20	Course review: General Studies AA prog. per quality rubric, to include design, interaction among students/instructor, assessment, technol., etc.	Instructional design consultant; QM rubric review by Instructional Design and Technol. Coord.	Scoring rubric, reports for 20 online courses	Instructional Design and Technol. Coord.
1/1/20 – 9/30/20	Identify current courses for distance education transition	Compile reports from planning council, distance education committee & faculty council; strategic planning; General Studies A.A. and one other selected program	Courses approved by VP Academic Affairs	Deans; Planning Council; Curriculum Committee; VP Academic Affairs
3/1/20 – 5/31/20	“Pilot” roll-out of advising for Summer students	Per functionality/training/student information on personal/financial barriers, academic history, etc.	Advising records to include schedule, time with advisees, load, etc.	Dir. Advising; Core Advisors
3/31/20 – 9/30/20	Integrate online tutoring, testing, etc. capabilities with learning mgmt. system	Vendor; distance education committee; IT	Online support services linked to learning management system	IT department; Instructional Technologist; Distance Education Committee
3/31/20 – ongoing	Monthly instructional technology workshops	Schedule of workshops/presenters on portal; assessment of workshops; presentation materials	Workshop presentations; survey results	Instructional Design and Technol. Coord.; faculty
5/31/20 – 6/30/20	Assessment of pilot advising	Analytics extracted from CRM; outcomes; advisee surveys	Report, recommendations to advisors	Dir. Advising
6/30/20 – 9/30/20	Full roll-out of advising model	Per training, manuals, platform	Advising records, analytics	Dir. Advising
8/31/20 – 9/30/20	Evaluation report	Compile all data gathered from the ongoing assessment of each activity into an annual evaluation report for internal & external stakeholders	Section G, eval. plan; Report to President, VPs & Board of Trustees; Report posted to portal; Update at all-staff mtg	Dir. Advising
<b>YEAR THREE: 10/01/2020 – 09/30/2021</b>				
10/1/20 – 12/31/20	Training for distance ed. faculty on usage of online tutoring, testing & support	Vendor manuals; Internal manuals	Distance education faculty trained; surveys; attendance	Instructional Design and Technology Coordinator

10/1/20 – 12/31/20	Create QM faculty training	Based on online course & workshop information, and results of course review/recommendations	Training materials, QM manual developed	Instructional Design and Technol. Coord.
1/1/21 – 5/31/21	QM training for distance education faculty; distance education committee	In-house workshops and QM online course	Sustainable procedures/standards for online courses	Instructional Design and Technol. Coord.
10/1/20 – ongoing	Continuous assessment/feedback re: advising process/CRM	Advisor & student surveys, analytics on use of services, outcomes	Survey results; analytic reports; case load assigned to Dir. Advising	Dir. Advising
10/1/20 – 9/30/21	General Studies A.A. courses approved for conversion to online are created, per quality rubric	Approval by VP; developed by instructors; reviewed by course coordinators; curriculum committee approval	Final approval documentation	Instructors; Instructional Design and Technol. Coord
1/1/21 – 9/30/21	Online support services fully implemented/available	Instructions for access posted in all distance education syllabi; Help desk to assist students with access	Links to tutoring and other svcs. are present on Blackboard LMS	IT department; Instructional Technologist; Faculty
10/1/20 – 3/31/21	Develop departmental-specific technology integration plans	Instruct. Design & Technol. Coord. Works with dept. heads & course cords; Future needs based on emerging technologies and trends; model programs	Appendices to Instructional Technology Plan for each dept./prog.; Action plans in Nuventive Improve assessment system	Instructional Design and Technol. Coord.
6/1/21 – 9/30/21	Revisions of quality-reviewed online courses per quality rubric standards	Report recommendations from consultant; training	Final review of Gen. Studies A.A. courses demonstrates alignment with rubric (QM)	Instructional Design and Technol. Coord.
8/31/21 – 9/30/21	Evaluation report	Compile all data gathered from the ongoing assessment of each activity into an annual evaluation report for internal & external stakeholders	Section G, eval. plan; Report to President, VPs & Board of Trustees; Report posted to portal; Update at all-staff mtg.	Dir. Advising

<b>YEAR FOUR: 10/01/2021 – 09/30/2022</b>				
10/1/21 – ongoing	Bi-monthly instructional technology workshops, with particular emphasis on replication of successful integration models across programs/departments	Rotating schedule of faculty with expertise in technologies; days/times suitable for full- & part-time, day and evening instructors	Attendance; Schedule; Presentations; Technology integration reports; Nuventive Improve results; Feedback	Instructional Design and Technol. Coord.; Faculty
10/1/21 – ongoing	Dir. Advising assumes caseload of advisees	Per load reports and consideration of Title III capacity	Advisor: Advisee ratio	Dir. Advising
10/1/21 – 9/30/22	Complete quality review of all current online courses	Institutional QM manual; QM standards; Reference to consultant reports for prior courses	Final reviews of current online courses demonstrate alignment with QM	Instructional Design and Technol. Coord.; Faculty Peers
10/1/21 – 9/30/22	Assess & modify (as warranted) online services	Nuventive Improve; analytics for usage v. outcomes; surveys	Nuventive Improve reports; Analytic reports; Survey results indicate success	Instructional Design and Technol. Coord.
10/1/21 – 9/30/22	All General Studies A.A. degree courses offered online	Year 3 approvals; course design per approvals and quality standards	Course schedule; increased online courses; enrollment	Distance Education Committee; Deans; Faculty
8/31/22 – 9/30/22	Evaluation report	Compile all data gathered from the ongoing assessment of each activity into an annual evaluation report for internal & external stakeholders	Section G, eval. plan; Report to President, VPs & Board of Trustees; Report posted to portal; Update at all-staff mtg	Dir. Advising
<b>YEAR FIVE: 10/01/2022 – 09/30/2023</b>				
10/1/22 – 9/30/23	Integrate QM procedures into institutional/academic procedures	QM standards; QM manual; Curriculum committee review	Institutional policies reflect expectation of QM standards	Instructional Design and Technol. Coord.
10/1/22 – 9/30/23	All courses required for second fully-online degree are implemented	Distance education, strategic planning and curriculum committee distance education plans for program implementation	Curriculum committee and VP approval; enrollment	Distance education committee; Deans; Faculty
10/1/22 – ongoing	Dir. Advising continues advising caseload as Title III project closes	Advising policies, standards & caseloads	Advisor: Advisee ratios	Dir. Advising



8/1/23 – 9/30/23	Assess integration of instructional technol. across programs & depts..., & instructor/student perceptions of technology	Email surveys; hard copy surveys; Nuventive Improve; technology integration plans/reports	Survey results; Nuventive Improve reports; departmental reports; outcomes in high-tech courses	Instructional Design and Technol. Coord.
10/1/22 – ongoing	Review, report & modify all online courses, continuously, per QM standards	QM standards; Wor-Wic QM manual	All new distance education courses are continuously reviewed to ensure quality standards	Instructional Design and Technol. Coord.; Distance education committee; Faculty
8/31/23 – 9/30/23	Evaluation report (annual and five-year)	Compile data gathered from the ongoing assessment of each activity into annual & five-year evaluation reports for internal & external stakeholders	Section G, eval. plan; Report to President, VPs & Board of Trustees; Report posted to portal; Update at all-staff mtg.	Dir. Advising

### **Evaluation Requirements**

Potential evaluators should develop an evaluation plan, complete with timelines, assessment tools and deliverables (e.g., reports). At a minimum, plans should include one visit annually to the campus of Wor-Wic Community College for evaluation purposes and an evaluation report within 30 days of each visit. Evaluators should communicate with the internal evaluation team throughout the year. Evaluations should include both formative and summative evaluations to assess the college's project implementation, successes/challenges, outcomes, and potential for self-sufficiency and institutionalization. Qualitative and quantitative measures should be utilized.

