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Next Generation Learning Challenges (NGLC) seeks to dramatically improve college readiness and completion in the United States through the applied use of information technology, especially for the benefit of low-income young adults. The program provides investment capital, builds evidence, and fosters an active community of innovators and adopters in pursuit of this goal. We invite you to visit the NGLC web site for further information (http://nextgenlearning.org).

In particular, it is essential that you fully review the request-for-proposals (RFP) for the current grant competition (http://nextgenlearning.com/sites/site-1/assets/Final_RFP.1.pdf) before starting your pre-proposal submission to make sure you understand its focus and requirements. Please note that you do not need to complete your submission all in one setting. You may save it in draft mode until you are finished and then submit it when done. If you have any questions, please contact us at nglc@educause.edu .

Fields marked with an ***** are required before submission.

NGLC Wave 1 Pre-Proposal Application Form

Project Title: *
eLearning Faculty Institute (EFLI) for Development of High-enrollment, Multi-section Courses
Project Short Title (25 characters):
eLearning Faculty Institute (EFLI)

Principal Investigator Information:

Name: *
Hye Ok Park
Title: *
Director of eLearning
Institutional/Organizational Affiliation: *
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Type:
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Institutional/Organizational Tax Status *
[Nonprofit, U.S.-based organization (includes U.S. public postsecondary institutions) \/]
If you selected "other," please specify:
For U.S.-based nonprofit entities, if you know the tax code designation under which your organization operates (e.g., 501(c)(3), 501(c)(_), U.S. Non-Exempt) , please provide it
Tax Code:
95.2417645

Co-Investigator Information:

Name:
Title:
Institution:
Email:
Telephone:

Name:
Title:
Institution:
Email:
Telephone:

Name:
Title:
Institution:
Email:
Telephone:
If you have additional co-investigators to list, please upload a Word or PDF document referencing your application and providing the requested information for each.
Attach:
(maximum size 1MB)

Institutions Committed to Participate

Institution Name:
California State University, Chico
City, State:
Chico, CA
Type:
[non-taxable \/]
Country of Operation:
[United States \/]
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Kathy Fernandes
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kfernandes@csuchico.edu

Institution Name:
City, State:
Type:
[taxable \/]
Country of Operation:
[Afghanistan \/]
Contact Name:
Contact Email:

Institution Name:
City, State:
Type:
[taxable \/]
Country of Operation:
[Afghanistan \/]
Contact Name:
Contact Email:
If you have additional participating institutions to list, please upload a Word or PDF document referencing your application and providing the requested information for each.
Attach:
(maximum size 1MB)

Compliance with NGLC Terms and Conditions

Q1. [Please check each and every box to indicate your acceptance] On behalf of myself, my co-investigators, and the institutions that have committed to participate, I warrant that we have each read and understood the following and are committed to abide by their terms and conditions:
In the NGLC Wave 1 request for proposals (RFP) [http://bit.ly/nglc_rfp]:
[X] Application Instructions
[X] Selection Process
[X] Conditions of Funding
[X] Amount and Duration of Grants
[X] Reporting
[X] Appendix 1: Sample NGLC Grant Agreement Terms and Conditions
[X] NGLC Intellectual Property Policy [http://bit.ly/nglc_ipp]
[X] NGLC Conflict of Interest Policy [http://bit.ly/nglc_coi]

Challenge Areas

Q2. With which of the four NGLC challenge areas will your proposal engage? [Select all that apply]
[X] Blended Learning
[ ] Learner Analytics
[ ] Deeper Learning and Engagement
[X] Open Core Courseware
Q3. Which ONE of the four the intended NGLC student outcomes do you consider to be the primary focus of your proposal?
(X) Blended Learning
( ) Learner Analytics
( ) Deeper Learning and Engagement
( ) Open Core Courseware

Project Overview

Q4. Briefly describe your proposed project and how it relates to the intended NGLC student outcomes. (completion, persistence, content mastery, mastery of deeper learning outcomes)
5,000 characters maximum
The eLearning Faculty Institute (ELFI) at the California State Polytechnic University, Pomona (CPP) is focused on expanding educational opportunities for students by helping the faculty transform their traditional face-to-face instruction of high-enrollment, bottleneck courses into online/blended format. The Institute program is in its third year of providing intensive week-long course redesign workshops for faculty during the summer and winter breaks, followed by continuous consultations and learning communities leading to the completion of course development work throughout the year. CPP will partner with CSU Chico's Academy eLearning (AeL), which is also in its third year of operation and is based on the NCAT (National Center for Academic Transformation) model of course redesign, to expand the faculty learning communities collaboratively and facilitate the sharing of assessment data and best practices. Since 2008 the "Summer/Winter Institute" program has been offered to faculty at CPP. Between 2008 and

2010 six sessions of the Institute yielded 77 new online or hybrid courses. Some faculty developed multiple courses, bringing the total number of newly designed courses through the Institutes to 107. In spring 2010 alone, these courses accommodated 8,928 student enrollments. The program will also be offered in 2011 in an online format to enable faculty who cannot be on campus to attend it remotely. The ELFI Online is designed to be taken year-around and completed within a month, self-paced with the elements of ELFI F2F incorporated digitally. Students at CPP are primarily members of historically underrepresented low-income groups who are simultaneously holding down full-/part-time employment while enrolled in college, reside off-campus and commute to school, and are the first generation in their families to attend college. (See below Table I: CPP Common Data Set on Student Life) Percent who live in college-owned, -operated, or -affiliated housing:9% Percent who live off campus or commute:91% Percent of students age 25 and older:17% Average age of all students (full- and part-time:22 Six-year graduation rate of CPP students was at 53% in 2003 according to the Common Data Set published by Institutional Research & Academic Resources. Currently the CSU as a whole is committed to the "Graduation Initiative" to increase this rate by 8% in the next 6 years. ELFI is strategically designed to offer a means of improving completion rates in bottleneck, high-enrollment courses by redesigning general education and other core courses in Engineering, Statistics, Accounting, Biology, Physics, Kinesiology, History, etc. The participating teams of faculty will work in consultation with the eLearning Instructional Designers to develop a web-based environment incorporating lecture notes with deep-learning tutorials, diagnostic exercises, assessment tools and complementary pedagogical tools. Facilitating access to such courses institutionally will improve retention and time to graduation, thus enhancing the student's ability to acquire basic skills during the critical years of college experience. Once transformed, courses will be delivered via an open courseware accessible to CPP students and others. Since 2006, the numbers of CPP faculty teaching with online/hybrid courses in Blackboard and student enrollments in those active Blackboard courses have steadily increased. The number of faculty with "active/available" courses increased by 209% between the Fall 2006 and 2009 Quarters. The total number of student enrollments in such courses increased from 14,168 in Spring 2007 to 18,885 in Spring 2010, or 33%. In Spring 2010, 1,406 courses, taught by 612 faculty in Blackboard, had an aggregated (not unique) total of 18,885 student enrollments. By teaming up those faculty who have already engaged themselves in transforming traditional courses to the online or blended modes with other less-experienced instructors, aided by instructional designers, more courses will be made available to accommodate students. For example, currently, a typical introductory biology course is offered in 8 sections attended by as many as 900 students; and the introductory GE statistics course is attended by more than 800 students across 25 - 30 sections per quarter. Increasing faculty participation in ELFI will help us achieve these economies of scale, simultaneously offering such value-added concepts as advanced pedagogical training. The courses developed through this project will not only enhance efficiency in the consolidation of course offerings, but also help the university achieve a measure of consistency across sections taught by different instructors, often times part-time lecturers. The use of an assessment rubric will help ensure that a course's design adheres to sound pedagogical principles and is more than a simple transfer of face-to-face to online methodology.

Scaling Potential

Q5. NGLC seeks proposals for solutions that have already been investigated in at least some meaningful way and shown to generate some relevant benefits. What is the current reach of the primary solution that you propose to scale? Be brief and numeric: numbers of students currently served, numbers of courses, numbers of institutions/campuses, etc.
500 characters maximum
Instructors trained on how to redesign courses and teaching in online/hybrid mode have increased dramatically from 2007 to 2010, constituting about 40% of the entire faculty at CPP. Student and course data from the 2010 PeopleSoft database show our current reach as follows: •53 online and 67 hybrid courses were attended by 5,790 students in Fall 2010 alone •18,746 students in total were enrolled in those online or hybrid courses in Year 2010
Q6. If your proposal is funded, by how much do you intend to increase the reach and dissemination of the solution? Again, be numeric, using the same measures as for your previous answer:
500 characters maximum
ELFI will benefit the campus as follows: •40 instructors in two week-long sessions accommodated in June and July 2011; •28 GE required or major core courses that are high-enrollment, high-failure courses

traditionally offered in multiple sections to be produced; •If 14 of 28 courses were completed and offered in 2011/12, 16,300 or more students will benefit •430,000 potential students attending the 23 campuses of the CSU system, where identical courses are required and taught
Q7. Briefly, please discuss the immediate (i.e., within the term of the NGLC Wave 1 grant) and longer-term scaling potential of your proposed solution. What is the potential upside? What are the primary obstacles to be overcome or risks to be mitigated?
2,000 characters maximum
The immediate benefit of ELFI is an ability to offer more courses to more students and possibly reduce the number of sections needed for face-to-face instructions in half, making it possible for departments to open a variety of courses with faculty that get freed up. This will, in turn, help students to graduate faster by having more courses to choose from, and register for, while allowing the university to utilize the existing classrooms and instructors more efficiently. Beyond these institutional benefits, ELFI would have placed the CPP in a position of forging course building and sharing partnerships with (a) some of the 23 campuses of the CSU system with 430,000 student FTEs, where identical courses are required and taught, thus maximizing operational efficiencies and offset low enrollment classes serving the major by offering larger combined sections; (b) California Community Colleges and the University of California system through a system of course sharing; and for (c) persons situated outside the boundaries via an open courseware format developed through this effort. Economies of scale will be achieved through a more environmentally friendly mode of educational delivery by reducing the needs for physical space facilities, transportation, and the reliance on paper and other materials involved in traditional classrooms. The primary obstacles include enticing more faculty to participate in eLearning course-building workshops, meeting the needs of student participants requiring technical support, meeting the needs of expanded course content-related technical assistance as the number of students enrolled in and completing high-demand “bottleneck” courses increases, assuring fair use and copyright compliance on the part of faculty and students, addressing accessibility (ADA) considerations, and applying universal design for learning (UDL) for all learners.

NGLC Objectives

Q8. Which of the following descriptions best fits your proposal?
( ) Our proposal targets exclusively young adult learners under the age of 26 (i.e., any other learners will only be incidental beneficiaries).
(X) Our proposal targets primarily young adult learners under the age of 26 (i.e., such learners will be a majority of the population served).
( ) Our proposal targets a variety of students, including at least some young adult learners under the age of 26.
( ) None of the above.
Q9. Please check 'Yes' if your proposed solution will target high-enrollment, low-success developmental and/or general education courses—core, so-called "gatekeeper" courses—or similar courses in high-demand occupational programs such as business, criminal justice, information technology, and/or nursing and allied health.
(X) Yes
( ) No
Q10. If you checked 'Yes' in the last question, list the course(s) you will target.
300 characters maximum
In consultation with deans and department chairs, a variety of general education or major-required core courses, known to be high-failure, bottleneck courses, normally offered in multiple sections will be targeted. (Example: BIO110 & 115, PHY133, HST102, STA120, ACC207 & 208, and ME214 & 215)
Q11. Briefly discuss the outcomes you anticipate achieving by the end of the grant, and how they align with the NGLC outcomes of interest: scaling outcomes; student outcomes (completion, persistence, content mastery, mastery of learning outcomes); and cost-effectiveness outcomes. If your project receives NGLC funding, what would be the maximum (realistic, not theoretical) level of success you would expect to accomplish with NGLC funds? What would be your minimum expectations for success? What would be your most likely level of success? Please bear in mind that, if your application is selected, your answers here may be used to inform your project’s eventual evaluation.
2,000 characters maximum

The outcomes we anticipate to achieve by the end of 2011/12 academic year are: •The number of faculty experts in course redesign trained and ready to help others is increased by 40 at minimum or 60 at maximum through two or three sessions of ELSI, funded by NGLC •ELSI Online will reach and train up to 60 additional faculty cohorts through six month-long, self-paced sessions, also funded by NGLC •The number of multiple sections of bottleneck courses is reduced by 20-30%, providing greater flexibility to departments to offer a more variety of courses that students can take to graduate on time or sooner •Student learning outcomes are increased and higher grades are made; SLOs are measured and assessed based on the NCAT model through the collaboration with CSU Chico's Academy eLearning •Course completion rate is increased by 5-10% with persistency, retention, and enhanced content mastery by use of better student engagement tools, such as lecture capture, web conferencing for instantaneous feedback from instructors, and anytime anywhere access •Student drop/withdraw/fail (DWF) rate is decreased by 5-10% in 2011/12

Q12. Briefly discuss how your proposed plans, procedures, and activities align with the objectives and criteria detailed in the "Core Values and Criteria" and "Challenge Areas" sections of the NGLC Wave 1 RFP (i.e., both general objectives criteria and those specific to the challenge area to which you are applying). Address explicitly any objectives or criteria to which you cannot or will not conform, or that you believe do not apply.

2,000 characters maximum

ELFI is in complete alignment with the NGLC's stated core values. The program has already had a demonstrably positive impact that has effectively affected the daily practice of existing curricula within CPP by increasing the rates of enrollment and persistence among students participating in the project, while simultaneously demonstrating an adoptive scalability by the technical ease and manner in which it can be adopted by other institutions within the CSU system to achieve scales of economy and course-sharing burden. ELFI at CPP, now entering into its third full year of existence, aims to work efficiently and effectively in the expansion of educational opportunities for, and improving the academic attainment of, students who are members of historically underrepresented groups, low-income students, students who are simultaneously holding down full- or part-time employment while enrolled in college, students who reside off-campus and commute to school, and students who are the first generation in their families to attend college. The system's open courseware design will allow for easy transferability and scalability across the CSU system as well as to systems that lay outside the CSU boundaries, including the California community college and University of California systems. The project's leadership in the eLearning Department have, since 2008, endeavored to collect and analyze data attesting to the effectiveness and efficacy of the eLearning system, wholly embracing the challenge of achieving, promoting and holding to a system that is organized, managed and evolving based on evidence-based practices and change management.

Evidentiary Support

Q13. In order to help us to evaluate your proposal fairly, please select the letter corresponding to the phrase below that best describes your primary proposed solution:

(X) A demonstrably effective learning solution, already widely applied and tested in the domain in which you intend to apply it, and ready for scaling to the next level.

( ) A learning solution showing substantial promise in the domain in which you intend to apply it, but requiring both additional evaluation and scaling.

( ) A solution having shown potential in an area outside of postsecondary learning (or outside of the particular aspect of postsecondary learning in which we intend to apply it), which will require some adaptation to the domain in which you intend to work, as well as evaluation and scaling.

( ) None of the above.

Q14. What evidence do you have—direct or indirect, formal or informal—that your solution has the potential to achieve the transformative outcomes sought by NGLC? What evidence, if any, is still lacking, and how would you propose to acquire it in the process of scaling your solution using NGLC funds?

2,000 characters maximum

Evidence-based results During the Fall 2009, Winter 2010 and Spring 2010 Quarters, CPP students were surveyed to measure their experiences with and evaluation of online courses in Blackboard. On the average, 700+ students responded to the survey each quarter and reported the following: •88% had a fair, good, or better overall experience -36.6% liked the anytime, anywhere, access aspect -30.8% liked that they could study at their own pace -16.3% liked being able to eliminate the commute to campus, thus

saving time, energy and money •More than 82% of upper classmen said they would recommend online/hybrid courses to their fellow students •Although many students commented on the positive aspects of online learning at their own pace, some also stressed the importance of timely faculty feedback, indicating the critical nature of sound pedagogy and instructional principles applied in online course management Faculty satisfaction surveys conducted during the course-building workshops are similarly positive, suggesting that participation in online courses results in higher levels of student retention and better learning outcomes across all fields of study, and noting that the eLearning system of course design and delivery allows for pre-, short and post-assessment strategies that offer a more accurate picture of student learning outcomes. Lacking evidence to be acquired through NGLC: •Assessment data specific to the student learning outcomes (SLO) over the conventional classroom instruction in terms of improved grades and reduced DWF (drop/withdrawal/fail) rates •Empirical comparative research by faculty on their teaching experience and SLO before and after the course transformation •Institutional cost analysis of supporting student enrollments before and after the transformation of courses

"Adoption, not Reinvention"

Q15. As noted in the NGLC Wave 1 RFP, a primary objective of this wave of funding is the elimination of redundancy and unnecessary reinvention through the wide-scale adoption of proven solutions. Briefly, discuss how your proposed solution and scaling plan will leverage existing resources—created by you and/or others—to avoid duplicating previous efforts and to break the grip of "not invented here." What interoperability standards or protocols will you observe, if any? How will you overcome formal and informal resistance to "outside" innovation in your target institution(s)? How will you make it easier for others to adopt, in turn, the solution(s) that you deliver?
2,000 characters maximum
The CPP eLearning platform, now in its fifth full year of operation, is a “distance learning” technology that has demonstrated the ability to effect change in the mode and educational practices, highly adaptable to courses in a wide variety of disciplines, and adoptable by multiple entities within the California State University system. The platform is currently being used by several other CSU campus communities including Chico, Fresno, Fullerton, San Bernardino, East Bay, Dominguez Hills, and San Diego State. A system-wide collaborative initiative, BbCollab, as part of the Learning Management System Synergy (LMSS) project, is underway as the initial stages are being rolled out to additional campuses in the CSU system where identical courses are required and taught, thus maximizing operational efficiencies and offset low enrollment classes serving the major by offering larger combined sections. Courses shall be developed in an accessible, open web-based format that assures easy adoption by the other institutions in the system, eliminating the redundancy of efforts. Other institutions within the CSU system, as well as those in the California Community College and the University of California systems, will not need to develop their own solutions for the same courses. ELFI proposed by CPP is an administratively efficient, cost-effective means of delivering faculty development of web-based education that will be supported by the CSU-wide administrative leadership, assuring its continued sustainability beyond the life of the grant. An NSF-funded analysis of “gaps” existing between the Riverside Community College and CPP course offerings demonstrates one very large community college system’s willingness and commitment to working within the framework and guidelines of the university’s eLearning system constructs as a means of achieving better student learning outcomes.

Q16. If your project plans to make use of already established, open-licensed technology projects or platforms, please list the relevant project(s) here, along with the project's primary Web site and an authoritative URL at which NGLC staff can review the project’s licensing information.
Project Name:
Main Project Website:
Project Licensing Info URL:

Project Name:
Main Project Website:
Project Licensing Info URL:

Project Name:

Main Project Website:
Project Licensing Info URL:

If you have additional projects to list, please upload a Word or PDF document referencing your application and providing the requested information for each.
Attach:
(maximum size 1MB)

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