

NEXT GENERATION

Transforming education through technology

LEARNING
CHALLENGES



NGLC Wave 1 Pre-Proposal Application Form

Project Title: The EOP Early Warning System (TEWS) at CSUN
Project Short Title (25 characters): The Early Warning System

Principal Investigator Information:

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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:

Co-Investigator Information:

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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:

Institutions Committed to Participate

Institution Name: Kent State University
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Type: U.S. state agency
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Institution Name: Los Angeles Pierce College
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Type: US local agcy
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Institution Name: Los Angeles Valley College
City, State: Valley Glen, CA
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Country of Operation: US
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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:

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]:

- Application Instructions
- Selection Process
- Conditions of Funding
- Amount and Duration of Grants
- Reporting
- Appendix 1: Sample NGLC Grant Agreement Terms and Conditions
- NGLC Intellectual Property Policy [http://bit.ly/nglc_ipp]
- 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]

- Blended Learning
- Learner Analytics
- Deeper Learning and Engagement
- 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?

Blended Learning

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

Realizing the need for a more aggressive approach to increase retention and student persistence, the Educational Opportunity Program (EOP) at CSUN created The Early Warning System (TEWS). TEWS is a technology-enabled support system that can provide real-time (72 hour) turn around response back to faculty users. It was created with the sole purpose of facilitating the early interaction of faculty, students, advisors and other student service areas to create deeper learning and engagement. TEWS is a tool that enables the early identification of students who may be in need of some level of intervention to ensure their persistence and academic success at the university. TEWS recognizes the importance of: (1) easing the new student's transition into the college environment, (2) early systematic identification of those students who may be academically at risk, (3) early recognition of students who may be having difficulties in and out of the classroom and, (4) establishing a common communication link and real-time learner analytics between students and their instructors, advisors and relevant student services. This is done by faculty generating a TEWS ticket within the campus student information system, which in turn prompts interventions by the Student Service Center/EOP Satellite of the students major. In addition, there are options to alert various campus student support service offices if necessary (i.e. University Counseling Services, Klotz Health Center, Learning resource Center, etc.) The implications promise to be far-reaching.

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

TEWS currently covers 125 developmental reading, 66 developmental math, and 10 UNIV 100 courses. 59 lower division courses have been identified in which more than 30% of the students receive a D or below. CSUN will implement TEWS as a pilot to 8 of these courses in S'11. This will increase the number of students aided by TEWS by 480 students. CSUN would like to scale up to include the remaining 51 courses by F'11. This will increase the number of students aided by TEWS by 1,530.

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

TEWS as a pilot to 8 of these courses (student cap of 60 per course) in the Spring of 2011. This will increase the number of students aided by TEWS by 480 additional students. CSUN would like to scale this up to include the remaining 51 identified courses (student cap of 30 per class) by Fall 2011. This will increase the number of students aided by TEWS by an additional 1,530 students.

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 scaling potential of TEWS is to expand it to additional courses with low success rates.
- The longer-term scaling potential of TEWS is to expand it to include all CSUN courses offered.
- The potential upside includes student success in difficult courses, persistence and eventually higher graduation rates. Faculty are able to provide feedback on attendance, tardiness, academic performance, assignments to-date, participation, grade-to-date, study habits, or general observations about a particular student. The advisor follow-up with the student always concludes with one-on-one personal contact with the student and suggestions and/or options for the student to pursue. Additional services may be encouraged as well as a follow-up appointment with the advisor.
- The primary obstacles to be overcome will be faculty buy-in to utilize the system. The data summarized by CSUN's Office of Institutional Research in Tables 1-4, suggest two findings: the array of developmental courses benefitting from the TEWS system became more diverse during the 2006-09 period and the use of the software by instructors is enabling a fair number of students to pass courses that they were at risk of failing at the beginning of a term. Therefore, adequate training and knowledge of TEWS is pertinent.

NGLC Objectives

Q8. Which of the following descriptions best fits your proposal?

Our proposal targets primarily young adult learners under the age of 26 (i.e., such learners will be a majority of the population served).

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.

Yes

Q10. If you checked 'Yes' in the last question, list the course(s) you will target.

300 characters maximum

CSUN will implement TEWS as a pilot to 8 courses in S'11. This will increase the number of students aided by TEWS by 480. CSUN would like to scale this up to include the remaining 51 identified courses by F'11. This will increase the number of students aided by TEWS by an additional 1,530.

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

CSUN's Office of Institutional Research (CSUN OIR) states that "given that all of the TEWS freshmen in developmental courses were at risk of failing at the time that their TEWS alerts were issued, the fact that one-third of them eventually received credit for the courses in question speaks to the effectiveness of the TEWS approach. More specifically, the data in Table 2 suggest that these procedures enabled 251 students, or an average of 63 per term, to pass courses they would not otherwise have."

CSUN OIR continues by saying, "not surprisingly, students who receive credit in their TEWS courses are more likely than those who do not to persist long enough to begin a second year of college study at CSUN. As the first column of Table 4 indicates, their one-year continuation rate is 70%, with no significant difference evident by type of developmental course attempted. In contrast, the comparable rate for students not receiving course credit is only 26%."

If CSUN receives NGLC funding for TEWS, the maximum level of success expected to accomplish with NGLC funds is to increase the utilization of TEWS to all courses offered at CSUN. CSUN OIR confirms that, "although the numbers are small, the TEWS students withdrawing from courses that they were in danger of failing were more likely to persist into a second year of study than those who remained in the course until the bitter end, but received no credit, presumably because the former were more successful than the latter in their second attempt the following term. These findings suggest that it is sometimes better to let students temporarily opt out, after a poor start, than to encourage them to keep trying."

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

- Expand upon existing evidence-based frameworks;
 - o TEWS is a tool utilized to identify students early in the semester for intervention by a student services support team that fosters active communication. TEWS has already become a part of the CSUN culture, but with limited use.
- TEWS is an easy-to-use technology-enabled support system that provides actionable learner performance data and predictions of individual student success;
 - o TEWS is embedded in CSUN's student information system. Access by faculty and advisors is through their CSUN portal log-in. Data is gathered by CSUN's institutional Research Office.
- TEWS has a focus on empowering the students, faculty, and advisors that are closest to the teaching and learning moment;
 - o Classroom presentations to all classes implementing TEWS for students by student mentors
 - o FAQ and protocol handouts for faculty and students
- Development of guidelines and resources for integrating TEWS into CSUN's overall learner analytics approach across the depth and breadth of the institution's academic program.
 - o TEWS EOP Advisory Group was created to build support and collaboration from faculty coordinators, student services and Student Service Centers/EOP Satellites in order to make TEWS a seamless system.
 - o TEWS website.
 - o TEWS publication materials were created to: (1) inform the campus community about TEWS, and (2) to inform other interested parties in the functionality of TEWS.
 - o TEWS hands-on technical training for faculty and advisors in small group settings (i.e. Departmental Meetings).
 - o TEWS training on how to refer student services to students (i.e. University Counseling Services, Klotz Health Center, Learning resource Center, Students with Disabilities Office, Career Center, Campus Housing, etc.).

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:

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.

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

- TEWS as an applied use of technology, has the potential to achieve the transformative outcomes sought by NGLC. If scaled, CSUN will need to acquire the following using NGLC funds:
- Additional support staff for the administration of TEWS
 - Additional staffing in the holistic student service advising areas
 - Travel expenses for consultation visits to interested institutions
 - Expenses to cover accommodating on-campus visits from interested institutions
 - Additional publication costs for informing others about TEWS
 - Expenses to cover additional faculty training

"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

TEWS and its scaling plan will leverage existing resources by fostering an active community of innovators in a manner that will provide institutions with a new means of early identification and intervention of students that may be slated to fail.

The interoperability standards or protocols that will be observed CSUN will overcome formal and informal resistance to "outside" innovation

CSUN will make TEWS easy for others to adopt by developing materials for implementation, training for other institutions which will include on-site visits by the interested institution as well as visits from TEWS administrators for consulting purposes to other institutions.

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:

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If you have additional projects to list, please upload a Word or PDF document referencing your application and providing the requested information for each.

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