Guidelines for Applying for CSU-CCCS Consortium Funding

The CSU Hybrid Labs Consortium is dedicated to helping departments improve student learning in courses that are:

• high volume
• high failure rate
• coordinated
• entry level

Our focus is on pre-calculus, college algebra, trigonometry, business math, and developmental math. However, we are open to other courses and even other disciplines. This model pairs an existing (“parent”) course with supplemental instruction and tailored online remediation. The goal, is to create a course that is tightly coordinated, moving students fluidly from lecture, to supplemental instruction to homework, and finally to exams. The remediation feeds into each of these components and must be tailored to individual student needs.

The application has three parts: A narrative, a budget, and a survey regarding details and data. Guidelines for each part are provided below.

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I. Narrative. The narrative should be no more than five pages long and it should be uploaded to
moodle as a PDF (see item 3, “How to apply,” “Upload Narrative” at http://moodle.csun.edu/
course/view.php?id=39744 ). The narrative should address the points A-F below.

A. Course: The course in which the model is to be implemented must be a high failure rate,
multi-section, gateway course in which prerequisite knowledge is a key to success.

1. Please describe this existing course in terms of how it fits into your curriculum and how it meets the above criteria. Include data on passage rates and any information you have regarding final exam results.

2. Please describe the Student Learning Outcomes (SLOs) for this course.

3. Please describe why you think that the hybrid lab model is appropriate for this course.

4. The model requires a great deal of coordination and preparation of course materials, and delivery and collaboration among the teaching staff. Please describe why you think your department is well positioned to implement the model into this course.

5. Please describe what materials will be written for the parent course and how they will be coordinated.

B. Supplemental Instruction: Please specifically describe how you propose to provide students with supplemental instruction for the parent course.

1. Which students will participate? It could be by adding on a 1-unit co-requisite for all students or it could be by doing so only for those who are determined by some assessment as being in need of it.

2. Who will teach it? Will the grade be independent of the parent course grade or not? How?

3. Please describe what materials will be written for the supplemental instruction and how these will be coordinated with the parent course materials.

4. Student Learning Objectives for supplemental instruction should include.
   a) Master remedial topics
   b) Students intentionally and systematically organize materials, time and content.
   c) Students regularly evaluate their own understanding.
   d) Students use their resources effectively.

C. Homework: Please describe how you plan to coordinate homework.

1. What will be the delivery system of the homework for the parent course?

2. Will the homework be common to all sections? (recommended)

3. How will these assignments coordinate with the lecture, lab, and exams?

D. Exams: Please describe how you plan to coordinate exams.

1. Please confirm that your parent course will have a common, or partially common, final exam and explain how it will be graded.

2. The final exam needs to have two or three problems that reflect the students’ deeper understanding of the material. (NGLC calls these Deeper Learning Objectives or DLOs.) These problems should require students to assimilate several topics from the course and they should have both a computational and a conceptual component. They must be graded according to a rubric so that if a student scores more than a fixed
percent on that problem, then they are deemed to have achieved deeper learning by your standards. The DLO results will need to be recorded for each student.

3. How will the term-time exams be coordinated so that they fit well with the homework, supplemental instruction and lecture?

E. Remediation: Please describe how you plan to deliver tailored individual remediation to the students.
   1. What technology would you use?
   2. Which students would participate?
   3. Will this component be part of the parent course or part of the supplemental instruction?

F. Putting it together: Please describe how you will create a flow of learning across these components to achieve student success.
   1. How will you ensure that the components fit together so that students flow from one component to another?
   2. How will you train the staff involved in the various components of the course, and enable communication among parties?
   3. How will the components help guide students toward better study skills? In particular, students in the program should:
      a) Intentionally and systematically organize materials, course structure (deadlines/time it takes to perform the tasks/time management), and information.
      b) Perform regular large- and small-scale self-evaluation (recognize the difference between getting it and doing it).
      c) Use resources effectively (practice exams, or videos and solutions that come with the online homework system, activities from the lab, content from the remediation, their textbooks and lecture notes).

G. Budget Justification and Scope of Work: Please describe what you will do when in a brief timeline or list. Then describe how the budget items tie into these activities.
II. **Budget**: The budget should use the provided format, as this is how we have to report the information to NGLC, and it should be uploaded to moodle (see item 3 “How to apply,” “Upload Budget” at [http://moodle.csun.edu/course/view.php?id=39744](http://moodle.csun.edu/course/view.php?id=39744)). The template can be found at: Item 3, “How to apply,” “Budget template” at [http://moodle.csun.edu/course/view.php?id=39744](http://moodle.csun.edu/course/view.php?id=39744). A sample budget is provided in “Sample Budget” (Item 5 of the same link).

A. Typically funding for one year for one class is $50,000 - $70,000.

B. The Budget updates will be roughly quarterly.

C. Categories for funding include but are not restricted to:
   1. Faculty reassigned time for:
      a) Pre-implementation: Consultation with department, university course change process, materials preparation.
      b) Implementation: Coordination, training, trouble shooting.
      c) Post-preliminary implementation: Data collection and analysis, materials revision.
   2. Graduate Assistant time for lower-level tasks.
   3. Statistician time for data analysis.
   4. Temporary funding for tutors as a proof of concept. Note that an argument would need to be made here about how this expense would be covered in the future if the model is successful.
   5. Overhead to pay for administrative time and IR work.
   6. Travel to collaborate and disseminate.
III. Data & General Information. This will be done via a moodle survey (see item 3, “How to apply,” “Basic Application Information & Data Survey” at http://moodle.csun.edu/course/view.php?id=39744). Both baseline and post-implementation data needs to be collected. Data **must** be collected in categories A and B below on the level of individual students in such a way that mean and standard deviations can be computed for grades and the number of students above certain thresholds can be counted. This data will be requested at the beginning and end of each term. To understand our required reporting format to NGLC, please see “External Evaluators Data” and “Sample End of Term SRI-NGLC Data Report” (http://moodle.csun.edu/course/view.php?id=39744, Item 4 “Samples of data we collect”). Baseline and post-implementation data in categories C and D are encouraged but not required.

A. Course-level Data. Your campus Institutional Research agrees to provide for each student in each course: Student ID, Pell grant status, ethnicity, final grade, course completion, persistence at campus into next term, whether repeat student or not. Please see “Sample Course Level Data” (http://moodle.csun.edu/course/view.php?id=39744, Item 4 “Samples of data we collect”).

B. Problem-level Data. Your course coordinator agrees to collect for each student in each course: Student ID, grade on each final exam problem (or at least on a substantial number of problems), the total score on the final exam. Please see “Sample Problem Level Data” (http://moodle.csun.edu/course/view.php?id=39744, Item 4 “Samples of data we collect”). This data allows implementation teams to assess learning on specific objectives. It is to be used to improve materials from one term to the next. Some of these problems must be appropriate for measuring deeper learning (see item I.D.2 above). This requires department cooperation for the establishment of a common final exam with common grading practice. It also requires instructor cooperation for the collection of problem-level data from final exams.

C. Retention of remediation data from the online individualized remediation component is recommended and should have the student IDs as part of the registration process. (On ALEKS there is an optional field for Student ID). Useful fields are: time spent on remediation, date of completion of remediation, percent of completion of remediation.

D. Surveys on attitudes, behaviors and beliefs can be helpful to guide implementations.