EIRA-ECL FAQs for A2E2 Website

Frequently Asked Questions are listed into four categories below:
   a. Definitions and Information  
   b. Proposals  
   c. Source and Use of Funds  
   d. Resources and Information

DEFINITIONS AND INFORMATION

Q1. What is the difference between ECL and EIRA?

   **Enhanced Course Learning (ECL)** funds are for course activities or consumables, including those previously funded by course fees of $50 or less and course field trips.

   **Enhanced Instructionally Related Activities (EIRA)** funds support instructional activities and experiences that enhance formal course offerings by providing additional learning opportunities. Proposals may be sponsored by a faculty member, group of faculty members, or department, and must align with Student Learning Outcomes (SLO), whether Institutional or Programmatic.

Q2. What is the definition of a 'field trip'?

   A field trip is a university course-related, off-campus activity led by a faculty or staff member and designed to serve educational purposes. A field trip would include the gathering of data for research (such as at a geological or archaeological site), museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days. This definition does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, or service-learning placements, all of which are governed under separate policy.  

   (https://www.calstate.edu/eo/EO-1062.html)

Q3. What is a 'significant benefit' to students?

   Demonstrated student success in relation to ILOs ([Institutional Learning Outcomes](#)), PLOs ([Program Learning Outcomes](#)) or SLOs ([Student Learning Outcomes](#)).

Q4. What is the definition of 'encumbered’?

   The division/department has entered a purchase order to acquire goods or services and a cost is associated with the order. Until the order is filled and has been paid for, the cost is *encumbered*.
to record the obligation to pay. This word is used on the reports.

Q5. What is the difference between *supplies* and *equipment*?

Supplies are consumable items that are used up after a single use (or in some cases after a few uses). Equipment can be used over the course of a number of years, depreciating over time from wear.

Q6. What is CFS?

CFS is the Common Financial System and is where all financial data is stored.

PROPOSALS

Q7. What is the process and criteria for funding proposals?

Each year the A2E2 Advisory Committee will review all proposals and make recommendations to the Provost for funding those proposals that best meet the required criteria.

The criteria are as follows:

a. Relation to Program/Student Learning Objectives or Institutional Learning Outcomes
b. Clarity of description
c. Feasibility of the program, within the time and budget proposed
d. Plan for assessment of learning outcomes
e. Depth and/or breadth of experience
f. Number of students directly benefiting
g. Results of previously funded programs involving coordinating faculty or department(s)
h. Anticipated non-EIRA/ECL sources and amounts of support, if any

A sample evaluation rubric can be found at: [http://www20.csueastbay.edu/academic/colleges-and-departments/apgs/a2e2/files/docs/rubric.pdf](http://www20.csueastbay.edu/academic/colleges-and-departments/apgs/a2e2/files/docs/rubric.pdf)

Q8. Will late proposals be accepted?

No. The deadline for submission to the A2E2 Committee is March 3rd, and no proposals will be accepted after this date. Please submit two weeks earlier as they must sign off on submitted proposals.

Q9. If a department has multiple proposals for ECL funds, can the department submit them all in one
A department may choose to group like-courses together. Maybe they will be sharing supplies or they will be doing a similar activity or they might share the same “course fee.” For example, one department is dividing the courses into three groups: 1) non-major or service courses; 2) major courses; and, 3) special post-bac courses (must be state-funded).

Q10. If proposals are approved, what are other requirements?

You will be expected to submit a mid-progress report (winter quarter of funded year) and a final report (fall quarter of the following year) to the A2E2 Advisory Committee.

Q11. Is funding guaranteed for previously approved and funded proposals?

No. All proposals are year to year.

Q12. How will the committee gather additional information regarding specific proposals if they have questions or concerns?

The committee intends to provide time for proposal coordinators to speak with committee members who are reviewing the proposal.

Q13. Can a proposal for EIRA include more than one department/college/division?

Yes. Proposals must indicate what portion of activities and of funds will go to each department/college/division.

Q14. Will proposals and/or reports on funded activities be posted publically?

Proposals and/or reports on funded activities may be posted on the A2E2 website.

SOURCE AND USE OF FUNDS

Q15. Who can apply for A2E2 EIRA-ECL funding?

Proposal coordinators are limited to Unit 3 faculty.

Q16. If a department does not spend all of the money, what happens to the rest?

Unused funds will be go back into A2E2 funds for future proposals. Funds are not permitted to be used for any other purposes besides those detailed in the project proposal. Proposals will not have access to unspent funds after the academic year.

Q17. What happens if a department overspends?

This will negatively impact any future proposals by the coordinator or for the activity/program.
Q18. If a course is funded, does it guarantee that the course will be offered?

No. Course offerings are determined by departments at the discretion of the college.

Q19. Can A2E2 EIRA or ECL funds be used for creating a new course?

No. This is prohibited in the A2E2 documentation. New course development costs should be part of the operating budget for the college/department. You should ask your dean for funding if the department doesn't have funds.

Q20. What courses can A2E2 funds be used for?

A2E2 funds can only be used to support state-funded courses.

RESOURCES AND INFORMATION

Q21. What are some examples of past supported EIRA/ECL proposals?

- University Art Gallery
- Museum of Anthropology
- Arroyo Literary Review
- Peer Mentor Activities
- Development of new tool-based experiments
- Career Fair
- Guest speakers/performances
- Laboratory course consumables for majors

Q22. Where can I access blank A2E2 Forms?

Forms for 2016-17 proposals will be distributed at the mandatory pre-proposal meetings. Applicants (or a representative) must attend either the January 23 or January 30, 2017 meeting.

Q23. Where can I find a list of Institutional Learning Outcomes (ILOs) and Student Learning Outcomes (SLOs)?

- SLOs http://www20.csueastbay.edu/about/institutional-effectiveness/wasc-archive/assessment/slo.html

Q24. How would you like to see my CFS report?

Last updated September 21, 2017
A report should be run by the applicable program code (ECL and EIRA programs are assigned a program code in CFS) to reflect the total expenses incurred through the date requested. Program code can be selected under the Financial Dashboards - “Manage my Budget” option in the CFS Data Warehouse. The A2E2 fund designation is EB003. Please feel free to contact Rafael Hernandez if you have questions about the process at rafael.hernandez@csueastbay.edu.

Q25. Sample Attachment A: EIRA and/or ECL Funding Proposal (Part II)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Goals</th>
<th>Learning Outcome(s)</th>
<th>Assessment Plan</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest speaker program. Bring in speakers from the local professional community.</td>
<td>Promote professional networking. Provide real-world application examples to link theory to practice.</td>
<td>The guest speaker program will address the program learning outcomes of content knowledge and professional application.</td>
<td>Students will be presented with case studies based on the real-world examples provided by the guest speaker. In small group discussions, students will develop action plans to address the identified problems. Using a rubric developed for the course, at least 80% of the students will be expected to meet or exceed satisfactory performance.</td>
<td>Assessment data from the previous year indicated that 81% of students met or exceeded satisfactory performance on the benchmarks for the case studies. For the professional organization, the assignment only 70% of the students met the criteria. Feedback suggested that greater clarity was needed from the guest speaker in identifying the professional boundaries for relevant organizations.</td>
</tr>
<tr>
<td>Field trips to local geologic sites.</td>
<td>Provide first-hand experience of local aspects of the course material. Provide an experience working alongside experienced scientists in the area.</td>
<td>The field trips will address relevant geologic topics such as geologic time, landscape, and morphologic and structural geologic features.</td>
<td>Students will be required to complete course assignments such as field descriptions, stratigraphic columns, and maps to gain the ability to recognize field relationships between rock units, read geologic maps, and map the orientation of geologic features. Using a rubric developed for each assignment, 80% of the students will be expected to meet or exceed satisfactory performance.</td>
<td>Assessment data from the course showed that 75% met or exceeded the benchmark. A review of the student feedback and the instructor's self-assessment suggested that modifications were needed to the assignments to provide greater clarity on the criteria for elements related to reading geologic maps.</td>
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</tbody>
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