



# FACULTY COURSE REDESIGN HANDBOOK

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## INTRODUCTION

Why redesign your course? The main focus area of the Title V grant addresses enrollment bottlenecks. This means maximizing access to transfer level courses and reducing time to degree, thus improving graduation rates. Specific courses were identified in the approved grant proposal to convert to a hybrid delivery format: they (1) enable students to complete the general education requirements for an associate degree for transfer (ADT), and (2) have lower success rates among Hispanic and low-income students. (See *Table 1 on page 4.*)

Based on CSU's successful QOLT (quality online learning and teaching) model, course redesign also includes pedagogy for teaching in active/collaborative learning classrooms, providing students online assignments, reducing seat time with hybrid course options, and supplemental instruction. Additionally, hybrid course design will include embedded student support services; readiness assessments, tutoring, and counseling services. Discipline cohorts will participate in training and be provided instructional design services and a long term laptop loan.

Upon teaching the redesigned course, faculty will also participate in an ePortfolio activity to share their experiences with colleagues. The portfolio elements will include the course syllabus, a description of the redesigned materials, technology used, a narrative on the design process, and metrics on student success and persistence outcomes.

Cabrillo provides multiple services to faculty in developing online/hybrid courses via the Teaching and Learning Center. In a commitment to quality, faculty will be trained in exemplary online practices by TLC instructional designers and the project Activity Coordinator. Faculty will have the hybrid online portion of the course reviewed against instructional standards based on California's Online Education Initiative [course design rubric](#) and California State University's [QOLT Instructor Self-Rating](#).

## FACULTY TRAINING

Training for each discipline cohort group begins in the early part of the fall semester and focuses on course redesign and delivery of online-hybrid instruction. The evaluation instrument will include course design, interaction and collaboration, assessment, learner support, universal design for accessibility, academic integrity, and mobile readiness.

## COURSE REDESIGN

Course redesign will take place during fall and spring terms. By the first Monday in March, faculty will need to complete the Self Evaluation for at least the first 25% of their redesigned course and review with TLC/Title V

Grant instructional designers. The following fall term, faculty will teach the newly redesigned course and PRO data will be collected on various student measures.

The Evaluation Instrument — Self Evaluation

The Evaluation Instrument — PRO Research Data

## COURSE DELIVERY

An informal course review will be conducted the spring term following delivery of the course the previous fall term. The goal is to provide an opportunity for continuous improvement in active/collaborative hybrid course design. Faculty will share their experience and selected resources using an online portfolio tool. The ePortfolio sections will include:

- What the redesign was focused on, what tasks were completed, feedback from students, successes and lessons, and next steps.
- Did the success rate increase for active learning/hybrid transfer courses? Did faculty successfully integrate learner analytics in their transfer courses?

## TIMELINE

### EXPECTATION FOR FACULTY LEADS and COHORT MEMBERS

Faculty leads will be responsible for (1) attending all training sessions for course redesign; (2) ensuring that any necessary course changes are entered into CurricUNET by the required launch date, and (3) working with faculty in their cohort to ensure that they receive the information from the trainings. All participating faculty will be invited to the trainings.

The re-design year involves the following activities for all participating faculty:

- ✓ Canvas training; includes new embedded student support tools for online instruction
- ✓ Cohort groups to discuss discipline-specific strategies for implementing active learning in the classroom
- ✓ Course development for hybrid delivery
- ✓ Training on use of portal tools

During the pilot “teach” year, all participating faculty will provide:

- ✓ Copy of course syllabi collected beginning of each semester
- ✓ List of pilot courses and rosters collected at the 6th week each semester
- ✓ Grade reports mid-term & end of the semester
- ✓ Assistance in distribution of surveys and focus group questions designed/administered at end of the pilot semester; and submit results within 2 weeks
- ✓ Faculty pre/post competency testing results



## KEY ACTIVITIES AND TIMEFRAME

| 2016-17  | 2017-18  | 2018-19   | 2019-20   |
|--|--|---|---|
| <p>4 Lead Faculty (12 course sections)</p> <p>Develop hybrid/AL courses:</p> <p>Michael Booth (ACCT 1A, 1B)</p> <p>Jennifer Cass (MATH 18, 4)</p> <p>Dave Reynolds (MATH 2, 4)</p> <p>Victor Ramos (MATH 12)</p> <p>*Rebecca Smith (PHILO 49)</p> <p>Michael Jordan (PHILO 49)</p> <p>*Yolanda Venegas (ENGL 1B)</p> <p>*early pilot</p> | <p>16–17 Teach 12 hybrid/AL course sections</p> <p>7 Lead Faculty (TBD) (21 course sections)</p> <p><b>17–18 Develop hybrid/AL courses:</b></p> <p>ANTHR 2</p> <p>BUS 5, 18, 20</p> <p>ECON 1A</p> <p>ENGL 1B</p> <p>GEOG 1</p> <p>ACCT 1A, 1B</p> | <p>17–18 Teach 21 hybrid /AL course sections</p> <p>16 Lead Faculty (TBD) (48 course sections)</p> <p><b>18–19 Develop hybrid/AL courses:</b></p> <p>BIO 4, 11A</p> <p>ECON 1B</p> <p>ES 10</p> <p>HIST 2A, 2B</p> <p>HIST 17A, 17B</p> <p>PSYCH 1</p> <p>PHILO 4, 49</p> <p>PS 1</p> <p>SOC 1, 2</p> | <p>18–19 Teach 48 hybrid/AL course sections</p> |

### PROJECT YEAR 1, 2015–16

Oct. 1, 2015–Sept. 30, 2016

Develop IT infrastructure for web portal and new e-Services. Develop data dashboard capabilities. Train IT staff. Develop Faculty Design Studio.

### PROJECT YEAR 2, 2016–17

Oct. 1, 2016–Sept. 30, 2017

**Develop/Pilot new e-Services using the College’s Ellucian Student Planning module Fall and Spring for the First Year Learning Communities cohort at Aptos. Train transfer math, business, and accounting faculty in: engaged learning strategies and hybrid design, and using the data dashboard and learning analytics. Lead faculty (4) receive \$1,650; all participating faculty receive long-term PC laptop loan if needed.**

PROJECT YEAR 3, 2017–18

*Oct. 1, 2017–Sept. 30, 2018*

Develop new classroom resources. Develop/Pilot new e-Services using the College's Ellucian Student Planning module fall and spring for the First Generation Hispanic cohort at Aptos. Train transfer science and social science faculty in: engaged learning strategies and hybrid design, and using the data dashboard and learning analytics. Pilot transfer math hybrid courses. Lead faculty (7) receive \$1,650; all participating faculty receive long-term PC laptop loan if needed.

PROJECT YEAR 4, 2018–19

*Oct. 1, 2018–Sept. 30, 2019*

Develop new classroom resources. Develop/Pilot new e-Services using the College's Ellucian Student Planning module fall and spring for the First Year Learning Communities cohort at Watsonville. Train transfer humanities/business faculty in engaged learning strategies and hybrid design, and using the data dashboard and learning analytics. Pilot transfer science and social science hybrid courses. Lead faculty (16) receive \$1,650; all participating faculty receive long-term PC laptop loan if needed. Five learning support centers at Aptos and Watsonville campuses (Tutoring, Math, STEM, Learning Resources and Integrated Learning centers) will be equipped with an interactive room for six students. Students trained as peer coaches will provide mentoring in the learning support centers

PROJECT YEAR 5, 2019–20

*Oct. 1, 2019–Sept. 30, 2020*

Develop new classroom resources. Develop/Pilot new e-Services using the College's Ellucian Student Planning module fall and spring for the First Generation Hispanic cohort at Watsonville. Train business faculty in data dashboard use and learning analytics, and using the data dashboard and learning analytics. Pilot transfer humanities/social science/business hybrid courses. Lead faculty receive \$1,650; all participating faculty receive long-term PC laptop loan if needed.



## COURSES IDENTIFIED FOR REDESIGN

Table 1, Hybrid/Active Learning Redesigned Courses

| <b>ASSOCIATE OF TRANSFER DEGREE COURSES FOR CONVERSION TO HYBRID FORMAT</b> |   |                                       |   |
|---|---|---------------------------------------|---|
| ANTHR 2 Cultural Anthropology   | 3 | HIST 2A World History to 1500         | 3 |
| ACCT 1A Financial Accounting  | 4 | HIST 2B World History 1500 to Present | 3 |
| ACCT 1B Managerial Accounting   | 4 | HIST 17A US History to 1865           | 3 |
| BIO 4 Human Anatomy   | 4 | HIST 17B US History since 1865        | 3 |
| BIO 11A General Biology   | 4 | MATH 2 Precalculus Algebra            | 4 |
| BUS 5 Business Information Systems  | 4 | MATH 4 Precalculus Algebra and Trig   | 5 |
| BUS 18 Business Law   | 4 | MATH 12 Statistics                    | 5 |
| BUS 20 Introduction to Business   | 3 | MATH 18 Business Calculus             | 4 |
| ECON 1A Intro to Macroeconomics   | 3 | PHILO 4 Intro to Philosophy           | 3 |
| ECON 1B Microeconomics  | 3 | PHILO 49, Intro to Critical Thinking  | 3 |
| ENGL 1A Composition   | 3 | PS 1 Intro to Political Science       | 3 |
| ENGL 1B Literature  | 3 | PSYCH 1 Intro to Psychology           | 3 |
| ES 10 Intro to Environmental Science  | 4 | SOC 1 Intro to Sociology              | 3 |
| GEOG 1 Physical Geography   | 3 | SOC 2 Contemporary Social Problems    | 3 |