



FACULTY COURSE REDESIGN HANDBOOK

Rachel Mayo, Francine Van Meter, Audrey Blumeneau, Patricia Sanders

INTRODUCTION

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 (*see Table 1 below*): these courses (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.

Students who attend part-time may take six to eight years to complete transfer requirements. They lose momentum and continuity in their studies. Almost half of first entering Hispanic students enrolled part-time during their previous fall term. Students attend part-time because of work and family commitments that often conflict with going to college, especially for nontraditional-aged Hispanic and low-income students. Consequently, their progress towards a degree is delayed.

COURSES IDENTIFIED FOR REDESIGN (success variant for Hispanic and low-income students)

Table 1, Hybrid/Active Learning Redesigned Courses

ASSOCIATE OF TRANSFER DEGREE COURSES FOR CONVERSION TO HYBRID FORMAT			
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

Course redesign also includes pedagogy for teaching in active/collaborative learning classrooms, using the Data Dashboard, equity-based teaching best practices, providing students online assignments, reducing seat time with hybrid course options, and supplemental instruction. Hybrid course design strategies will include embedded student support services, and aligning with the Online Education Initiative's Course Design Rubric. Discipline cohorts in Year 1 will participate in training and be provided instructional design services, and are eligible for a long term PC laptop loan.

In Year 2, upon teaching the redesigned course, faculty in the cohort will also participate in an ePortfolio activity to share their experiences with colleagues. 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 Title V 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](#).

FACULTY TRAINING

Training for each discipline cohort group begins in early October and focuses on course redesign and delivery of online-hybrid instruction. The OEI rubric will be used to evaluate course design, interaction and collaboration, assessment, learner support, universal design for accessibility, academic integrity, and mobile readiness. Our [Title V Faculty Course Redesign website](#) provides detailed resources in support of training, and a schedule of events. Training can be individualized based on need, and offered in multiple formats for your convenience: face-to-face, online, or webinar.

COURSE REDESIGN

Course redesign will take place during fall and spring terms in Year 1. 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 (or spring) term (Year 2), faculty will teach the newly redesigned course and PRO data will be collected on various student measures.

The Evaluation Instruments — Self-evaluation and PRO research data

COURSE DELIVERY

An informal course review will be conducted in Year 2, following delivery of the fall course, or at the end of spring 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) participating in all training sessions for course redesign, approximately 4, 2-hour trainings per semester; (2) ensuring that any necessary course changes are entered into eLumen by the required launch date, and (3) working with faculty in their cohort to ensure that they receive the information from the trainings. Faculty Leads will receive \$1,650 compensation for a Short Term Assignment, 50% distributed in January, and 50% distributed in June.

All participating faculty will be invited to the trainings. If a faculty member is already experienced in using Canvas, and has participated in course design training through the TLC, they are encouraged to work with the Title V Activity Coordinator to assess their current use of technology and how it is supporting all students.

Year 1, 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, the Data Dashboard, and culturally responsive teaching and learning

Year 2, 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) Develop hybrid/AL courses:</p> <p>Michael Booth (ACCT 1A, 1B) Michael Natale (ACCT 151A) Jennifer Cass (MATH 18, 4) Dave Reynolds (MATH 2, 4) Victor Ramos (MATH 12) *Rebecca Smith (PHILO 49) *Michael Jordan (PHILO 49) *Yolanda Venegas (ENGL 1B) *early pilot</p>	<p><i>16–17 Teach 12 hybrid/AL course sections</i></p> <p><i>7 Lead Faculty (TBD) (21 course sections)</i></p> <p>17–18 Develop hybrid/AL courses:</p> <p>ECON 1A, 1B BUS 5, 18, 20 GEOG 1, 1L GEOG 2 PS 1</p>	<p><i>17–18 Teach 21 hybrid/AL course sections</i></p> <p><i>16 Lead Faculty (TBD) (48 course sections)</i></p> <p>18–19 Develop hybrid/AL courses:</p> <p>BIO 4, 11A ES 10, 10L ANTHR 2 ENGL 1B HIST 2A, 2B HIST 17A, 17B PSYCH 1 PHILO 4 SOC 1, 2</p>	<p><i>18–19 Teach 48 hybrid/AL course sections</i></p>