

# Academic Council Co-Chairs Meeting

September 27, 2013

WD 407

- I. **Approval of Minutes from August 30, 2013 meeting**
  
- II. **General Items and Updates:**
  - a. I-pad pilot
  - b. Use of data from committees –Encouraged to have data to support items brought for a vote before the Academic Council and forwarded on to the Office of Academic Affairs.
  - c. Faculty Fellows Update
  - d. Recognition of Dr. Kaufman on Columbus State Day
  - e. Interim and Faculty Chairperson Roles Update
  - f. Pilots for Blended Course Learning with “lead” organizer and multiple adjuncts?
  - g. Study Abroad Update – Clary Act
  - h. PLA (Prior Learning Assessments) possible ad hoc Committee?
  - i. Academic Council Professional Development Funds Update
  - j. Embedded Advising Update
  - k. AtD Update Question?
  - l. Groupwise update
  
- III. **Academic Pathways Items:**
  - a. How many students transfer?/Data?
  - b. Transfer Data Base (Sara Lathrop)
  
- IV. **Blended Learning Task Force Recommendations (see attached)\**
  
- V. **Student Support Committee Items**
  - a. Textbook Affordability Proposal Forms (see attached)
  - b. Textbook Affordability Content Development (see attached)
  
- VI. **Curriculum Committee Items:**
  - a. Update on Special Topics
    - i. Decision to put Special Topics on hold did not come from the Academic Council Curriculum Committee
    - ii. New Language Agreed upon in conjunction with Curriculum Committee

1. As many of you know Special Topics courses were briefly on hold as issues ensuring that students were aware that the majority of Special Topics courses were not part of any plans of study at the college and that transferability was limited were worked through.
2. In conjunction with Administration and the Academic Council, wording to ensure that Special Topics courses purpose was clear was developed.
3. Special Topics Courses can now be scheduled with the following wording included as part of any advertisements or information about the course: *“Students please note: Special Topics courses are not part of any plan of study at Columbus State Community College. These courses can only be taken as general elective credit. Very few Special Topic courses transfer to other institutions of higher learning as degree applicable credit and so unless students contact a receiving institution directly about degree applicability, they will serve themselves best by taking these courses for personal interest only.”*

b. 60 Hour Degree Limit and exemptions?

**VII. Student Support Committee – Testing Center Committee Updates?**

**VIII. Academic Rules and Policies Item – Update on Policy 5-08 Graduation Requirements**

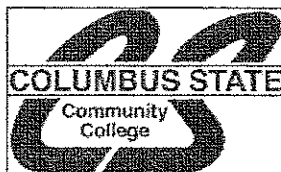
**IX. Faculty Entry and Training Item: Faculty vs Staff Training and Orientation**

**X. Faculty Governance Committee Updates and process for replacing Academic Council members**

**XI. Committee Updates**

**XII. Adjournment**

Upcoming Meeting Dates: October 25<sup>th</sup> and November 22



## Application to Develop Digital Content

### Textbook Affordability Advisory Committee

Name \_\_\_\_\_  
Department \_\_\_\_\_  
Title \_\_\_\_\_  
Email Address \_\_\_\_\_ Telephone \_\_\_\_\_  
Date \_\_\_\_\_

I would like to develop the following digital content \_\_\_\_\_

For Course (designate course name and number) \_\_\_\_\_

Rationale for why this proposal should be approved (include a separate sheet if necessary):  
\_\_\_\_\_

Digital Content will replace (what is current textbook or resource for which digital content will be developed)? \_\_\_\_\_

What is the cost of the current textbook being used? \_\_\_\_\_

Please indicate the number of students and the number of sections annually taking this course?

# of Students \_\_\_\_\_ # of Sections \_\_\_\_\_

I provided an example of the digital content I will create? Yes \_\_\_\_\_ No \_\_\_\_\_

I vetted the proposed textbook replacement according to my department's process for textbook approval?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is this a TAG course? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, does the digital content support the required learning objectives for the TAG? Yes \_\_\_\_\_ No \_\_\_\_\_

If applicable, my digital content complies with all copyright laws. Yes \_\_\_\_\_ No \_\_\_\_\_

I have completed the "Reassigned Time Request" form with the required signatures. Yes \_\_\_\_\_ No \_\_\_\_\_

Creation of digital content will be completed by (date should correspond with reassigned time form) \_\_\_\_\_

**SUBMITTED BY:** \_\_\_\_\_  
Faculty Member Date

**REVIEW AND RECOMMENDATIONS:**

Granting of request is recommended/not recommended \_\_\_\_\_  
Lead Instructor Date

Granting of request is recommended/not recommended \_\_\_\_\_  
Chair Date

Granting of request is recommended/not recommended \_\_\_\_\_  
Dean Date

Granting of request is recommended/not recommended \_\_\_\_\_  
TAAC Date

**COMMENTS:**

**Textbook Affordability Advisory Committee Proposal**  
**Faculty Reassigned Time for Creating Digital Content that Replaces Traditional Textbook**  
**August 21, 2013**

## **PROPOSAL**

Granting faculty reassigned time for developing digital content or a free textbook that replaces traditional textbooks for selected courses.

## **BACKGROUND**

Established in 2011, the Textbook Affordability Advisory Committee (TAAC) is a cross-functional team addressing textbook affordability for students.

A number of strategies for lowering textbook costs have been recommended by TAAC to the Ohio Board of Regents and Columbus State. The committee planned and executed a successful statewide textbook affordability conference hosted at Columbus State, among other steps taken to address textbook costs.

A next logical step for TAAC is to pursue a pilot program that supports faculty wishing to create “textbook-free” or “free-textbook” courses by taking advantage of the increased use of and demand for digital content. This project aligns with Columbus State’s broader “digitalization of curriculum” strategy.

## **PROJECT PARTNERS**

- Distance Education and Instructional Support Department
- Achieving the Dream Initiative (to measure effect on student success)

## **FACULTY/COURSE SELECTION PROCESS**

In order for this pilot program to be successful, a collaborative course design process with a Distance Education and Instructional Support (DEIS) developer is essential. DEIS fully supports this initiative within its current resource and budget constraints.

The criteria used by TAAC to evaluate faculty requests for reassigned time will be based on but not limited to the following:

- Rationale for development of digital content
- Can demonstrate relevancy and quality of the proposed digital content
- Faculty commitment to “version control” (i.e. updating content on an ongoing basis as needed)
- Faculty experience with Blackboard, audio/visual software and other technologies
- Faculty understanding of copyright issues in developing digital content,
- Faculty assuming accountability for producing content and a willingness to meet deadlines

The application criteria TAAC will consider include but are not limited to the following:

- Courses with high enrollment (e.g. ENGL 1100, PSY 1100, SOC 1101, CSCI 1101, etc.)
- Current course textbook cost in order to maximize savings for students
- Feasibility of using digital content in place of traditional textbook
- When possible, ensuring there is a balance between Arts & Sciences and Career & Tech. courses

## **FACULTY APPLICATION PROCESS**

The faculty application process will include:

- Submit a completed “Develop Digital Content” application form with the proper signatures to the TAAC Co-Chairs
- Submit a completed “Reassigned Time Request” form with the proper signatures to the TAAC Co-Chairs
- Provide a sample of digital content

## **PROJECT FUNDING**

While an exact amount has not been determined, the project will be supported with an annual budget of approximately \$40,000-\$50,000. The budget will be managed by a selected member of TAAC in partnership with the Business Office. Reassigned time would be treated the same as course redesign time (3 credit course = 3 reassigned hours, 4 credit course = 4 reassigned hours, etc.).

## **PROJECT TIMELINE**

### **2013**

**August 1** – Task Force Begins Work based on framework provided by TAAC Co-Chairs

**August 15** – Draft Project Proposal/Faculty Application Form due to TAAC Co-Chairs

**August 22** – TAAC Members Provide Feedback and Approve

**August 30** – Project Proposal/Application Process Submitted to Dr. Cooley

**October 1** – Announcement of Project to Campus

**October 15** – Posting of Application on College Website

**December 2** – Deadline for Application Submissions to TAAC

**December 3** - TAAC Begins Review of Applications

**December 30** – Selection of Faculty Complete

### **2014**

**January 7** – Faculty Begin Work on course content

**January 7** – TAAC Communicates with Select Subject Matter Experts Requesting Agreement on Expert Review of Course Content Submissions (due in May)

**April 7** – Deadline for Submitting Course Content to TAAC (TAAC passes material on for peer review including copyright)

**May 30** – Deadline for peer review process to provide final approval of course content

## **ADDITIONAL ISSUES TO CONSIDER**

- Any content that replaces a traditional textbook must not undermine student success.
- The TAG status of a course (if applicable) cannot be jeopardized.
- Create or use an existing peer review process for content.
- Ensure there are no copyright infringements.
- Create a digital content repository as a resource for faculty.

**Columbus State Community College**  
**Blended Learning Task Force Recommendations**

**To:** Tom Erney, Dean, Distance Education and Instructional Support  
Academic Council

**Date:** 9/16/2013

**Introduction:**

Although CSCC has a comprehensive online learning program, far fewer courses are being offered in the blended modality (a portion of course content delivered online and a portion delivered face-to-face). Many of our traditional courses have the potential of being converted to an effective blended format, which can have a positive impact on our students, faculty, and the College.

It is the initiative of the *Blended Learning Task Force* (BLTF) to help put into place a blended learning program that aligns with our institution's mission and goals and that recognizes the importance of quality course design and instruction in promoting student success.

Consequently, the BLTF proposes the following recommendations to implement the college's *Blended Learning Initiative*, specifically to support consistent standards for course selection and creation, training and mentorship, as well as data collection.

As a general note, this is the second half of the BLTF's two-part recommendation process, the first recommendations having been approved to change the term from "hybrid" to "blended" and update the blended course definition across campus communications (which will take effect during spring 2014).

**Recommendations:**

1. Adopt the following as standards for best practices\* in the blended course design process:
  - a. Implementation of one of four models for the creation of blended courses: *flipped, instructional split, online in the classroom, cohort exchange* (see Appendix A)
  - b. Mandatory training for all faculty and adjunct faculty *new* to designing and teaching blended courses (recommended training for all faculty).
  - c. New blended course design must include collaboration between faculty designer and DEIS instructional design team.
  - d. Adjunct faculty teaching blended courses will be required to work with faculty course designers, who will serve as mentors.

\*The term "best practices" was discussed at length by the BLTF and was retained for use in this document, as it is the term that is currently being used in industry.

2. Implement a campus-wide *Blended Learning Initiative* to:
  - a. Identify viable courses to be converted to the blended format, based on a rubric outlining success rates and gateway courses (see Appendix B).
  - b. Require academic departments to implement a departmental team to oversee and ensure quality standards in design and teaching of blended courses.
  - c. Track student success and retention rates of blended learning courses.
3. Full-time faculty, who are actively engaged in the design of blended learning courses, should be fairly and equitably compensated for their work.

**Implementation:**

Upon approval of relevant OAA committees and the Office of Academic Affairs, the BLTF has suggested that implementation teams be assembled, consisting of members of DEIS, and any necessary technological departments.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Task Force, Chair*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Tom Erney, Dean of Distance Education and Instructional Support*

**Review from: Academic Council**

Accepted: \_\_\_\_\_ Not Accepted: \_\_\_\_\_

**Comment:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Chairperson, Academic Council*

**Review from: Office of Academic Affairs**

Accepted: \_\_\_\_\_ Not Accepted: \_\_\_\_\_

**Comment:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Senior Vice President, Office of Academic Affairs*



## APPENDIX A Blended Learning Models

### Flip:

The flipped model works best for courses that have high student-to-student interaction, courses that require the creation of a body of work, courses that require discourse of examples, current events, or case studies, and courses that require creation collaboratively and reflection individually.

- **Face-to-face time:** Group projects, discussions, portfolio work, case studies, group skill simulations
- **Online time:** Direct instruction, Q&A, papers, assessments all submitted online

### Instructional Split:

Best for courses that are both skill-acquisition based and require application of and interpretation of information, courses that require a mix of activities, courses that use assessments both in person and online.

- **Face-to-face time:** Used for direct instruction consistent with time commitment for class (if 50% time, 50% of material presented online, 50% in the classroom). Used for content delivery, live discussions, assessments.
- **Online time:** Used for direct instruction, content delivery, virtual discussions, instant feedback assessments.

### Online in the Classroom:

Skill based courses, courses that require access to software on college computers, courses that have practice already prepared online for use in a lab setting, courses that require demonstration of skills in a specialized technology based setting, mathematics courses.

- **Face-to-face time:** Requires a computer lab for in class work, students practice skills with the instructor present for immediate feedback, assessments may be online or F2F.
- **Online time:** direct instruction, resources and materials available, skill practice with online flashcards, additional practice quizzes, assessments may be online or F2F, most student to student interaction occurs online, virtual study groups.

### Cohort Exchange:

Best for courses that require discussion or include the development of cooperative working skills, courses that can be organized into larger project based assignments with real world implications, courses where the ability of students to assume different roles and share information is important, courses that are higher level and or further along in a course of study.

- **Face-to-face time:** students work with a designated group in F2F setting, students then share knowledge online with their secondary groups.
- **Online time:** Students are re-assigned and work with different designated group in the online setting, students then share knowledge F2F with their primary groups.

Source: Thackaberry, A. (2011). Recommended hybrid models. *A Sloan Consortium Best Practice*. Cuyahoga Community College.

**APPENDIX B**  
**Course Selection Rubric**

**Description**

This rubric is intended to identify those courses that should be considered for development as blended learning courses (or redesign if already blended). The higher the score, the higher the priority for possible development.

<b>Criteria</b>	<b>Likely to require development</b>	<b>May require development</b>	<b>Unlikely to require development</b>
<b>Gateway Course</b>	<b>2 Points</b> Course is a prerequisite for over 20 other courses.	<b>1 Points</b> Course is a prerequisite for 10-20 other courses.	<b>0 Points</b> Course is a prerequisite for less than 10 other courses.
<b>Number of Programs</b>	<b>2 Points</b> Course is a component of over 20 CSCC degrees and certificates.	<b>1 Points</b> Course is a component of 10-20 CSCC degrees and certificates.	<b>0 Points</b> Course is a component of less than 10 CSCC degrees and certificates.
<b>Success Rate</b>	<b>2 Points</b> Percentage of students enrolled on census date who achieved a "C" or better less than 70%.	<b>1 Points</b> Percentage of students enrolled on census date who achieved a "C" or better 70-85%.	<b>0 Points</b> Percentage of students enrolled on census date who achieved a "C" or better greater than 85%.
<b>Withdrawal rate</b>	<b>2 Points</b> Withdrawal rate is 40% or over.	<b>1 Points</b> Withdrawal rate is 20-39%.	<b>0 Points</b> Withdrawal rate is less than 20%.