Critical Course Redesign for Equity and Student Success – 2021-22

Supporting GI 2025 – Closing the Equity Gap

As part of institutional efforts to eliminate equity gaps and improve support student success, departments are invited to redesign multi-section lower-division courses that are taken as gateway requirements for students, often from multiple majors.

WHAT

- An opportunity for faculty to work together as a team to redesign lower-division gateway courses to improve student success.
- Emphasis on improving equity and adopting inclusive teaching practices.
- Course redesign deliverables include common pacing guides, assessments, and syllabi, online LMS adoption, and student tutoring and advising support from the Center for Academic Success.
- Up to $6000 funding is available for each course redesign.
- This project is part of Éxito! Building Student Support and Faculty Quality, funded by the Department Education’s Developing Hispanic Serving Institutions grant program.

The following courses have been redesigned: ACCT 2100, CHEM 1100, CS 2011, ME 2010, MUS 1500, CS 2011, CIS 2830, HIST 2010, and KIN 2150

WHY

- Improving gateway courses can improve student retention and help eliminate equity gaps, and help build strong communities of practice amongst faculty and lecturers.

HOW and WHEN

- Departments work with College Deans office to identify good candidates for redesign. Courses should submit self-nominations after consulting with College Deans/Associate Deans by completing this nomination form. Applications are due by January 10, 2022.
- Interested departments should submit the attached form to their Deans, letting them know which course they are interested in redesigning and why.
- Course faculty discuss course challenges and opportunities with CETL, the DHSI CETL Faculty Fellow for CCRESS, and CAS. Departments collect and analyze student feedback data (February 2022).
- Faculty work with CETL to redesign course. A final, common syllabus for all sections of the course should be in Spring so that the course can be ready to be offered for fall 2022.
- Department faculty teaching the course participate in customized training (Blueprint series, and equity workshops) (May 2022).
Critical Course Redesign: Spring 2022 to Spring 2023

The following table identifies the process and timeline by which departments can examine and modify their course over the next calendar year, explicitly identifying steps and action items throughout the course redesign. Please note that an inability to complete any deadline or component may result in the course no longer being part of the CCRP process and institutional supports.

Key components of the redesign:

- Involve all faculty and lecturers teaching the course, as well as participation of Chair and Associate Dean
- Administration of Midcourse Surveys to solicit student feedback (throughout the process)
- Participate in an Equity Gap Analysis for the course and facilitated discussion (throughout the process)
- Build a fully online (Canvas) course to be used for Canvas Blurprinting
- Adopt a Common Course Syllabus
- Complete a full Course Map for content and pacing
- Develop a Canvas BluePrint Course to be shared with any instructor teaching the course.
- Commitment for all faculty teaching the class will complete Early Alert submissions at predetermined checkpoints
- Create and share course materials to be used by CAS tutors and Peer-Led-Undergraduate Study (PLUS) leaders
- Refer tutors for the course to support in CAS efforts
- Updated Course Modification
- Commit to the timeline described below
- Commit to Early Alert support upon redesigned course launch
- Associate Deans and Department Chairs to be involved in all phases of the project
**Course Redesign Timeline Summary**

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<tr>
<th>Spring/Summer 2022</th>
<th>Fall 2022</th>
<th>Spring 2023</th>
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<tbody>
<tr>
<td>Intake/Review/Design</td>
<td>Develop course materials and CAS support</td>
<td>Launch redesigned course with CAS support.</td>
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**Year 1 Requirements and completion dates:**

<table>
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<tr>
<th>Y1 TERM 1 (Spring 2022)</th>
<th>Details</th>
<th>Completion Date</th>
<th>Deliverables</th>
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<tr>
<td>Nomination of Critical Course to be Supported</td>
<td>Each College nominates 1 or 2 courses for the program, including a Faculty team to spearhead the project (recommendation for 2 faculty members, preferably one TT and NTT)</td>
<td>Requests submitted to UGS, CAS, CETL &amp; Colleges/Depts. by January 10, 2022</td>
<td>Associate Deans and Department nominate course and request an intake meeting.</td>
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<td>Department Collection of Syllabi and Team</td>
<td>Departments must collect all current syllabi for the course and the most recent course modification. Please confirm all team members.</td>
<td>January 25, 2022</td>
<td>Department Team collects all current Syllabi &amp; most recent course modification for Program Intake Meeting 1.</td>
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<td>Program Intake Meeting 1: Overview and Budget review</td>
<td>All involved members meet and establish department commitments, expectations, and agreements. Overview of deliverables including course completion rates, equity gaps, including success rates for Latinx students, and variations across sections. Department submits budget proposal.</td>
<td>Intake meeting 1: Feb 1 to 12, 2022.</td>
<td>Associate Dean hosts intake meeting 1.</td>
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<td>Program Intake Meeting 2: Departmental review of syllabi</td>
<td>Department discussion of syllabi using a syllabus equity rubric. In preparation for Intake Meeting 3, Department commits to collect and review student feedback using a student survey. (CETL will collect student data by March 1 to provide student input into the decision-making process).</td>
<td>Departments undertake student survey for Spring 2022 courses by February 20, 2022 to inform redesign.</td>
<td>CETL creates online survey for students who have taken the course (past two years). Dept chair or designee sends survey link to students who have 3 weeks to complete.</td>
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Program Intake Meeting 3: Equity Discussions
An analysis of course performance equity gap data

All involved members meet for a second discussion and/or workshop on equity. Student survey results will also be discussed.

As part of this project, departments will continuously review course-performance (equity gap) data to understand why equity gaps persist and to identify steps to close equity gaps.

Feb 13 to March 13, 2022.
Fall 2022 equity gap data reviewed by March 13, 2022 and incorporated into course redesign for Fall 2022.
An additional meeting may be requested if desired/necessary

Associate Dean, Department Chair, and Team analyze course equity gaps by intake meeting 2.
Faculty Fellow for Critical Course Redesign facilitates this discussion.

Faculty Team Enrolls in Designing Your Course Blueprint (DYCB) Workshop series

To meet the Canvas Blueprint requirement of the CCRESS, faculty teams participate in three CETL Blueprint course design workshops: (1) Course Alignment, including revising student learning outcomes, (2) Course Mapping, including redesigning signature assignments, and (3) Course Building, including developing the Canvas Course Blueprint.

Faculty team must complete the following workshop series by:
Alignment (3/16/22 – 4/5/22)
Mapping (4/6/22 – 4/26/22)
Building (4/27/22 – 6/7/22)

Faculty Team names, emails, and chair commitment to participation

Faculty Team Completes Designing Your Course Blueprint Workshops

Faculty teams will have had the opportunity to build out 5 weeks worth of course content in the DYCB workshops, including a student-centered common syllabus. To meet the next steps of the CCRESS process, faculty will build out the remaining weeks of content.

June 21, 2022
Common syllabus due for the course.

Faculty team completes the full course map and module build in Canvas.
CETL provides additional feedback about the whole course.

Y1 Term 2 (Fall 2022)

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<td>Course “Blue Printing” in Canvas Common Syllabus</td>
<td>Departments commit to ensuring that all sections of the course are taught using a common syllabus with at least one shared assignment. Departments consult with CETL on the structuring of the Course Blue Print using Canvas. Canvas Blue Print scales all sections of the multi-section course when student need arises. The course may be face to face, hybrid, or offered fully online.</td>
<td>CETL consultation to begin no later than September 1, 2022. Course Blue Print “Parent Course” in Canvas due December 1, 2022. Full adoption of the course is Spring 2023.</td>
<td>Course Blue Prints for all participating sections taught</td>
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<td><strong>Consistent pacing guides</strong></td>
<td>Departments provide a pacing guide for the course that indicates what topics students are expected to understand, and when major assignments and exams will be due in the semester. This will inform the support provided by individual tutoring and Peer Led Undergraduate Study (PLUS) sessions that CAS intends to provide beginning Spring 2022.</td>
<td>Pacing Guide provided to CAS by December 1, 2022. <strong>Dec. 1, 2022, &amp; Agree to Early Alert times/criteria for Spring 2023</strong></td>
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<td><strong>Development of review materials</strong></td>
<td>To support PLUS and individual tutoring the department will work with CAS to produce sample activities and exercises designed to inform CAS-related support.</td>
<td>Review materials for Spring 2022 courses provided to CAS by Dec. 1, 2022. <strong>December 30, 2022</strong></td>
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<td><strong>Single tutoring location</strong></td>
<td>Tutoring will be provided at a single location (CAS) for ease of use and accountability. Tutors will input tutoring data into EAB as part of the tutoring sessions. Whenever possible, departments will recommend tutors to be hired in CAS as part of these efforts.</td>
<td>Ongoing. <strong>January 2023 for Spring 2023</strong></td>
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<td><strong>Plan for orienting or training instructors to new course materials and for coordinating across course sections</strong></td>
<td>All new instructors undergo onboarding and training to provide familiarity with course syllabi and instructional materials in preparation for Spring 2022.</td>
<td>CETL and department to facilitate. CAS to present on Early Alert, and PLUS sessions tied to the curriculum. <strong>Instructors identified by January 3, 2023.</strong> <strong>Training the weeks prior to Spring 2023.</strong></td>
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<td><strong>Review and Support</strong></td>
<td>In ongoing support of the redesign process, departments commit to implement CETL Mid-Course Survey of the redesign course (in all course sections); and a follow up meeting to discuss results and iteration.</td>
<td><strong>Mid-Course (online) survey 2 administered weeks 7-10 of Spring 2023.</strong></td>
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<td><strong>Orientation and training for faculty teaching the redesigned course in spring 2022</strong></td>
<td><strong>Orientation and training for faculty teaching the redesigned course in spring 2022</strong> (include practices to calibrate grading, rubrics, assignments).</td>
<td>CETL administers online Mid-Course Survey 2 to students in redesigned sections.</td>
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Survey results shared with Dept by May 2022. **Follow up meeting(s) in Summer 2023.**

| Course Modification | To institutionalize the efforts of this course redesign, departments agree to submit an official course modification, persevering the established course materials, syllabi, outcomes, etc. to maintain institutional commitment to student success. | Fall 2023. Official course modification must include newly crafted SLOs, master syllabus, and addendum letters to appointment (where applicable). | Department submits an official course modification to the college. |

This initiative is part of a larger project supported by the US Department of Education, Developing Hispanic Servings Institutions (DHSI) initiative: **Éxito! Building Student Support and Faculty.**
Departments should complete this nomination form after consulting with their college deans/associate deans by January 10, 2022. College deans and associate deans will receive a copy of the department’s completed form.