



# LEARNER-CENTERED EDUCATION COURSE REDESIGN INITIATIVE 2007-2009



## PLAN OF WORK Arizona Board of Regents

### The National Center for Academic Transformation

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This Plan of Work is designed to identify an explicit set of activities with a timeline that will ensure that both the Arizona Board of Regents (ABOR) and the National Center for Academic Transformation (NCAT) are clear about what will be accomplished and by whom for the LCE Course Redesign Initiative (CRI).

This Plan of Work includes six stages, each of which is discussed more fully below:

1. Program Development
2. Building Awareness and Commitment
3. Orientation, Selection and Training of Participating Course Redesign Teams
4. Individualized Consultation during Planning Phase
5. Redesign Implementation
6. Capacity Building and Scaling

NCAT will be actively involved with ABOR during each stage to provide appropriate consultation services and assistance to institutional program participants. Since one goal of this collaboration is to develop internal capacity in course redesign, this joint effort throughout the process will ensure that the redesign abilities of faculty and administrators in the system grow. It will also allow for sustainability of the initial projects after program participants have completed their redesigns and for continued growth and development at ABOR.

#### **Stage #1: Program Development**

Prior to the program's launch, NCAT and ABOR will engage in a series of program development tasks. The NCAT methodology will be adapted to ABOR and the problems it seeks to solve. A program structure will be developed including grant strategies for redesign teams, participation guidelines and a plan to bring extensive visibility to the program at all levels of ABOR.

**Step 1 - Program Design:** NCAT will consult with the ABOR and the LCE Advisory Council about the details of the program structure, making any needed modifications of NCAT's general approach in order to fulfill the ABOR's priorities, and a strategy for publicizing the program.

**Step 2** – ABOR will collect data about the potential courses to be redesigned (e.g., top 25 in enrollment). Data will include the total enrollment in each course by institution and the successful completion rates (C or better) in each course for the most recent fall term for which data is available.

**Step 3 – Program Structure:** NCAT will develop a “Call to Participate” directed toward all institutions in the state/system, Application Guidelines directed toward those institutions that are interested in applying to participate, a final Plan of Work based on discussions about this draft, and a Publicity Plan. Both the Call and the Guidelines will be issued by ABOR. The Plan of Work and Publicity Plan will be finalized based on mutual agreement.

Stage #1 will be completed by 1/31/07.

Outcome: ABOR Course Redesign Initiative established.

## **Stage #2: Building Awareness and Commitment**

Because the goals of the program are to build capacity and awareness in addition to redesigning specific large-enrollment courses, NCAT will engage both faculty and administrators throughout a three-phase process: an initial education and commitment-building phase, a well-structured planning phase, and a comprehensive implementation phase. Throughout this process, NCAT will emphasize building awareness among and communicating results to both the Arizona and national higher education communities.

**Step 1- Initial Consultation Visit:** On 1/25-26/07, Carol Twigg, NCAT President, will visit Arizona to speak to the ABOR, meet with campus provosts and meet with campus faculty leaders. The purpose of this visit is to explain the course redesign concept and its benefits and to enlist their support and leadership. Because institutional leadership is key to the success of a Program in Course Redesign, this meeting will help ensure that key leaders will support the new ABOR initiative. The ABOR administration is actively in favor of the initiative, which indicates to all institutions the importance of the program to the system.

**Step 2 – Program Visibility:** NCAT will assist the ABOR in generating interest in the program in multiple ways including 1) creating a Web site dedicated to the program linked to NCAT’s national efforts that will provide an ongoing method for ABOR’s institutions and other stakeholders to know the status of the initiative and to be aware of deadlines, workshop plans, and so on; 2) building a database of those who will receive information and updates about the program throughout its duration; 3) developing other communication mechanisms such as broadcast emails or a newsletter dedicated to the effort as appropriate, and, 4) making campus visits to meet with faculty and administrators so that they have an opportunity to ask questions and receive complete information. Throughout this stage, NCAT will consult with the ABOR and answer questions as they arise so that ABOR can provide the best guidance possible to interested institutions. These communication mechanisms will be established by 1/31/07.

**Step 3 – Distribution of Call to Participate:** The Call to Participate will be drafted by NCAT by 12/20/06 and sent to the ABOR for additions and revisions as needed. ABOR will add requested specifics to the draft as well as suggestions

to be sure that the Call is well suited to the goals of the ABOR project. The ABOR will also create a name for the initiative such as the Arizona Course Redesign Initiative--something that would be meaningful to ABOR constituents. The Call will be issued by the ABOR. The Call will be issued to the ABOR community as soon as possible and will include information about the Orientation Workshop described below.

**Step 4 - Orientation Workshop:** NCAT will conduct three one-day, face-to-face workshops open to anyone interested in submitting a course redesign proposal. Institutions will be encouraged to send teams. The goal of this workshop is for institutional teams to acquire a solid understanding of what is needed to implement a good redesign. Through presentations, case studies, and group work, participants will learn basic planning steps as well as how to adapt NCAT's redesign methodology to the needs of their particular institution. Workshop topics include:

- *An Introduction to Redesign.* Offers an overview of the redesign methodology, its purpose, the premises upon which it has been developed, the strategies it employs and the planning process.
- *Institutional and Course Readiness.* Includes a self-assessment of institutional readiness and a discussion of how to choose appropriate courses for redesign.
- *Planning for Course Redesign.* Provides an overview of NCAT's Course Planning Tool that facilitates the quality improvement and cost reduction planning tasks associated with redesign.
- *Planning for Assessment.* Provides guidance about how to assess the impact of course redesign on student learning.
- *Developing a Cost Savings Plan.* Discusses how resources can be saved through redesign and what can be done with the savings.

Participating teams will be expected to have completed some assigned reading about course redesign developed by NCAT prior to the workshop and to have discussed some redesign possibilities with their team members.

The Orientation Workshop will occur on each ABOR campus as follows:

Northern Arizona University	February 20, 2007	1:00 pm – 5:00 pm
University of Arizona	February 20, 2007	1:00 pm – 5:00 pm
Arizona State University	February 21, 2007	1:00 pm – 5:00 pm

**Step 5 – Distribution of Application Guidelines** - Application Guidelines will be drafted by NCAT by 12/31/06 for additions and revisions as needed and sent to the ABOR, who will consult with the LCE Advisory Council as needed. These will be available to the ABOR community by 2/20/07. The Guidelines will include the overall goals and focus of the ABOR program, the timeline for applying, the expectations for institutions at each step of the application process, and information regarding the kinds of grants and other assistance that will be available through the entire redesign process from both the ABOR office and NCAT. The idea is to establish an atmosphere of competition so that institutions will strive to be selected to participate in the program. Establishing a competition also conveys the message that the program is highly valued.

Stage #2 will be completed by 2/22/07.

Outcome: Awareness of the program throughout the ABOR community and interest in participating among many departments and institutions.

### **Stage #3: Orientation, Selection and Training of Participating Course Redesign Teams**

The purpose of this stage is to ensure that course redesign teams are created that are clear about what they are trying to accomplish and how they intend to achieve it. NCAT will manage the program application and selection process and will work with teams to develop full project proposal plans.

**Step 1 – Establish Readiness to Participate:** Those interested in participating in the redesign program will complete a Course Readiness Instrument. Institutions will be asked to establish redesign teams and to think carefully about which courses are good candidates for redesign at their institution. Institutional responses to the Course Readiness Criteria will be due 3/23/07 and will be submitted electronically. NCAT will work with ABOR to review the responses and to select teams to be invited to the Planning Workshop described below. NCAT will provide feedback to those submitting readiness criteria, asking for more information if needed and advising weaker institutions about what they need to do to be ready.

**Step 2 – Publicity:** NCAT will publicize those who submitted responses to the readiness criteria and those who are selected to move on to the next stage through all available communication channels. The message: it's a privilege to be selected and we applaud their success.

**Step 3 - One-Day Planning Workshop for Course Redesign Teams:** NCAT will conduct a one-day Planning Workshop for course redesign teams. Teams will complete two activities prior to the workshop: a draft Course Planning Tool (CPT) and an outline of their redesign plan, which will be reviewed by NCAT staff prior to the workshop. Workshop agenda topics include identifying academic problems/resource problems; establishing academic goals/resource goals; developing an assessment plan; developing a project implementation plan; completing the CPT; and establishing a project budget.

The Planning Workshop will occur on April 27, 2007, Phoenix area.

Stage #3 will be completed by 4/30/07.

Outcome: Potential redesign projects identified.

### **Stage #4: Individualized Consultation during Planning Phase**

Successful redesign requires developing a detailed plan for improved learning outcomes and a cost analysis of the traditional and the redesigned course. This analysis provides a clear context for understanding how an institution uses its resources (human as well as others) and how these might be more effectively deployed for greater benefit to all. Teams of faculty, administrators, assessment professionals and technology staff will work in consultation with NCAT to understand what student outcomes are expected from the course redesign and how these will be measured. Teams will work collaboratively to

assess the kinds of tasks that must be done by faculty, those that can be done by effective use of information technology and finally those that can be done by people other than faculty.

**Step 1 - Ongoing Consultation to Develop Project Plans:** As teams develop their full project plans, NCAT staff will monitor progress in proposal development and provide individualized consulting for entire teams or individuals working on particular segments. This consulting will occur via email or telephone as desired by participating ABOR institutions. Institutional teams will develop and submit final proposals by 7/1/07 using a proposal format developed jointly by the ABOR, the LCE Advisory Council and NCAT.

**Step 2 - Plan Review and Ongoing Feedback:** NCAT will review plans (both drafts and final proposals) and provide individualized consultation to institutional teams of faculty, administrators, assessment professionals and technology staff as they develop their project plans. A key to success is to require very specific plans as part of the proposal process which means that planning will be accomplished before grant awards are made. This approach ensures that the redesign teams are clear about what they are going to do and can focus on implementing plans that are roadmaps to success.

**Step 3 – Selection -** NCAT staff, the LCE Advisory Council and ABOR staff will review the proposals. Based on its previous experience, NCAT will make specific recommendations as to which proposals have the greatest prospect for success. The groups will then consult via email or conference call about which plans to recommend to the oversight committee. Grant recipients will be notified by 7/15/07. NCAT will follow up with teams after they are selected to strengthen weak points of the plans and clarify data collection issues (student learning assessment, cost analysis, etc.)

**Step 4 – Publicity:** NCAT will publicize those who submitted proposals and those who are selected to participate in the program through all available communication channels. Again, the message: it's a privilege to be selected and we applaud your success.

Stage #4 will be completed by 8/1/07.

Outcome: The desired number of completed redesign project plans with a high likelihood of success.

### **Stage #5: Implementation**

The purpose of this phase is to take the sound plans that have been developed, implement those plans, and follow through to ensure that adjustments are made where needed, roadblocks are overcome and models of successful redesigns are achieved.

**Step 1 - Implementation Consultation and Ongoing Technical Support:** During the redesign implementation process, NCAT will monitor institutions' adherence to their proposals to be sure that teams are actively following their plans for both quality improvement and cost reduction, providing individualized assistance as needed. If changes are made that have an impact on either cost or quality, NCAT will discuss the implications with the teams and suggest

alternative strategies. NCAT will be available to work with participants to share lessons learned from other course redesign efforts, offering suggestions and help with overcoming roadblocks that threaten innovation.

**Step 2 - An Active Communications Plan:** NCAT will continue to work with the ABOR to build a comprehensive web site by adding project descriptions and progress reports and engage in other awareness-raising activities to make sure that information is shared on a timely basis with state and national audiences. Active communication is crucial to ensuring that efforts are not duplicated, “lessons learned” are shared and course redesign experiences can be scaled to produce more quality improvements and cost savings.

**Step 3 – Preparing for Pilots:** During fall 2007, institutional teams will engage in concrete preparation for a pilot term with some subset of the students in the course. Teams will meet and make necessary changes to the course content or other aspects of the expected student experience such as any modifications needed to the space for the course, the design of web materials or other student guides, planning for student and faculty training, data gathering preparations for effective assessment, and other such preparations that must be completed in advance of the pilot term. Throughout this period, NCAT will consult with ABOR staff or institutional teams as appropriate via email or telephone conversations.

**Step 4 – Pilot Phase:** During spring 2008, the selected institutions will conduct a pilot implementation of their redesigns. Throughout this period, NCAT will actively consult with the teams. NCAT will monitor the pilot implementation progress and consult with teams or with the ABOR as appropriate. Teams will be required to submit regular progress reports to NCAT including assessment data, using a consistent format to allow comparison among schools. NCAT will review the redesign teams’ work and offer suggestions for improvement. NCAT will also share all progress reports with the LCE Advisory Council.

**Step 5 - Mid-course Sharing Workshop:** After the campus pilots have been completed, NCAT will conduct a one-day, face-to-face workshop that will provide a forum for teams to share their experiences and learn from one another. Teams from all participating institutions will share their initial findings regarding learning and retention outcomes, cost containment and implementation issues. Teams will receive feedback from the group as well as from NCAT staff. NCAT will review the teams’ work, assess the pilot outcomes and offer suggestions for improvement and adjustments in preparation for full implementation. NCAT staff will meet with teams individually if needed to resolve any particular issues they face and have not been able to overcome. This workshop will occur in June 2008.

**Step 6 – Full Implementation:** During fall 2008, teams will fully implement the redesigned courses and collect assessment data. NCAT will continue to monitor and support redesign teams as the course moves to full implementation, consulting with teams or individual team members as appropriate.

**Step 7 – Progress Reporting:** After the first term of full implementation, NCAT will collect, review and verify assessment data and cost data from the institutions. NCAT will work with the ABOR to ensure the validity of the assessment results,

accuracy of costing figures and overall fidelity of the process. Ongoing progress reporting is important to make sure plans stay on track and desired outcomes are achieved and are valid. NCAT will also share all progress reports with the LCE Advisory Council.

Stage #5 will be completed by 3/15/09.

Outcome: The desired number of fully implemented course redesigns.

### **Stage #6: Capacity Building and Scaling**

Throughout the course redesign process, NCAT will work to build capacity at the system and institution levels to manage subsequent redesign efforts.

**Step 1 - Assessing the Results Workshop:** After the first term of full implementation, NCAT will conduct a one-day, face-to-face workshop to provide a forum for teams to describe their experiences and learn from one another and to share their data regarding learning and retention outcomes, cost reduction and plans for sustainability. This workshop may be open to the broader ABOR community so that they can learn about the redesign process and outcomes. This workshop will occur in April 2009.

**Step 2 – Publicity:** Throughout the implementation phase, NCAT will communicate program progress and results through all available communication channels.

**Step 3 – Program Evaluation:** NCAT will meet with the ABOR and the LCE Advisory Council to assess what happened and why and to establish future plans. NCAT will provide advice about how course redesign efforts could be proliferated throughout the ABOR institutions.

**Step 4 - Building Internal Capacity:** In addition, NCAT will advise ABOR on how to scale the redesign effort and develop long-term policies that encourage “institutionalized” course delivery mechanisms that maximize quality and minimize costs.

**Step 5 - Final Report:** NCAT will conduct an evaluation of the outcomes of the project and will prepare a final report and an in-person presentation to the ABOR. This report will include both an assessment of each funded project as well as a review of the program outcomes and recommendations for sustainability and next steps in expanding this process in the future.

Stage #6 will be completed by 9/1/09.

Outcome: Institutional experience and capacity to improve quality and reduce instructional costs for more courses.

## **Summary Timeline**

### Stage #1: Program Development

December 8, 2006	Draft Plan of Work to ABOR
December 20, 2006	Draft Call to Participate to ABOR
December 22, 2006	Plan of Work Finalized
December 22, 2006	Call to Participate Finalized
December 31, 2006	Draft Application Guidelines to ABOR
January 25-26, 2007	NCAT Consultation with ABOR and campus leaders
January 31, 2007	Application Guidelines Finalized
January 31, 2007	Communications Mechanisms Established

### Stage #2: Building Awareness and Commitment

January 1, 2007	ABOR Issues Call to Participate
February 20-21, 2007	Campus Teams Attend Workshop #1 at each university
February 20-21, 2007	ABOR Issues Application Guidelines

### Stage #3: Orientation, Selection, Training of Course Redesign Teams

March 23, 2007	Responses to Course Readiness Instrument due
April 1, 2007	Course Redesign Teams Invited to Workshop #2
April 27, 2007	Course Redesign Teams Attend Workshop #2

### Stage #4: Individualized Consultation during Planning Phase

May-June 2007	Course Teams Develop Final Plans
July 1, 2007	Campuses Submit Final Proposals
July 15, 2007	Grants Awarded

### Stage #5: Redesign Implementation

Fall 2007	Project Planning and Development
Spring 2008	Campus Course Redesign Pilots
June 2008	Interim Campus Reports due
June 2008	Workshop #3
Summer 2008	Campus Revisions
Fall 2008	Course Redesign Full Implementations

### Stage #6: Capacity Building and Scaling

March 15, 2009	Final Campus Reports due
April 2009	Workshop #4
Summer 2009	Dissemination of Results
Summer 2009	Program Evaluation
September 1, 2009	Program Concludes