

# CSU CHANNEL ISLANDS

## STRATEGIC INITIATIVES | NON-FUNDED WORK

### Blended Learning Preparation Program

#### Strategic Initiatives and Actions

##### Capacity and Sustainability

- 4.14 Develop a strategy to leverage the use of online, hybrid and year-round courses to enhance access, improve timely degree progression and maximize the utilization of limited physical infrastructure.

#### Project Summary

The Blended Learning Preparation Program (BLPP) is a faculty development effort aimed at improving student learning at CSU Channel Islands through the effective use of technology in teaching. Participants work collaboratively to redesign courses from traditional modes of instruction to blended learning. This program is unique in three ways.

- It is a blended program; faculty participate in online activities that are directly linked to five face-to-face meetings. It is purposefully organized as a blended course, so faculty are able to experience learning in the mode they will be teaching, blended.
- It is designed around a cohort model. Faculty work together for a semester, supporting each other and sharing successes and struggles. These relationships are built on after the program is complete to help maintain the energy and effort.
- It is structured around an ongoing conversation about how and why teaching methods should change to align with the digital realities of our students.

The Blended Learning Preparation Program is directly aligned to our Strategic Initiatives aiming to increasing opportunities for students to take courses in a variety of modalities. By providing variety, students have the choice to take a course online, blended, or face-to-face depending on their personal commitments (work, family, etc) and their learning preferences. Strategically scheduled online and blended courses can support students time to degree by allowing them to add a course to their schedule even if they cannot be on campus every day of the week. Campus can also benefit from strategically offered online and blended courses by reducing the need for classroom space.

#### Baseline Data

The Blended Learning Preparation Program (BLPP) has been running since Fall 2012. We have had 9 cohorts with a total of 78 participants. We will offer our tenth cohort summer 2019. Data about blended courses is not available prior to Fall 2015. CI lists about 30 blended sections per semester. The average GPA Fall 2015- Fall 2017 the GPA of students in blended courses was slightly higher (3.02) than traditional courses (2.89).

## Goals

1. Continue to offer BLPP to a cohort of 10-15 each summer.
2. Increase the number and accuracy of courses listed as blended courses. Currently many blended courses do not get listed correctly in the schedule of classes, thus reducing the benefit to students.
3. Provide a Blended Learning Refresh through the Faculty Inquiry Projects (FIPs) for faculty that completed BLPP and would like to update their knowledge.
4. Continue to monitor student performance through final grades in all blended courses.
5. Begin offering course review opportunities to faculty teaching blended courses.  
(<https://www.csuci.edu/tli/course-review.htm>)

## Project Status

Implementation Phase

## Key Leaders and Divisions

<b>Lead Division</b>	Academic Affairs
<b>Collaborating Division</b>	
<b>Action Champions</b>	Jill Leafstedt
<b>Action Project Leads</b>	Jaime Hannans and Megan Eberhardt-Alstot
<b>Action Collaborators</b>	Teaching & Learning Innovations All Academic Programs and Deans

## Additional Information

<https://www.csuci.edu/tli/online-blended/index.htm>

<https://docs.google.com/presentation/d/1Ol5MqDBOnqt386FVrLsBWcSwSnrHddA63ydzljq-Pac/edit?usp=sharing>