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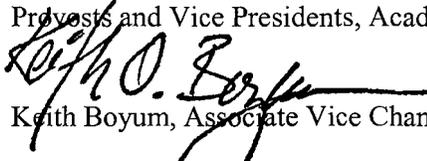
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Code: AA-2008-32

**DATE:** September 5, 2008

**TO:** Provosts and Vice Presidents, Academic Affairs

**FROM:**   
Keith Boyum, Associate Vice Chancellor

**RE:** Your Input Solicited / Short Turnaround: Course Candidates for Systemwide Effort on Transformed Course Design in 2008-2009

Your reply by September 20, 2008, is requested. Please respond to me via my assistant, at [ybenavides@calstate.edu](mailto:ybenavides@calstate.edu)

The CSU will be continuing its efforts to support faculty transforming the curriculum and pedagogy of courses with high enrollment and high rates of DFW grades. These high impact courses can be redesigned to improve student learning outcomes and improve cost efficiencies when possible.

In Spring 2008, the CSU began the redesign process on Developmental Math and General Chemistry courses. These efforts are continuing in 2008-2009. You and your faculty will be receiving more information about the next steps for these courses in the next 2 weeks.

Presidents through the Executive Council have requested that we begin the process of transforming another 2 courses. Pursuant to that, on August 28, 2008, the Academic Technology Advisory Committee (ATAC) reviewed lessons learned from the Spring 2008 project and identified six courses that appear to be strong candidates for systemwide Transforming Course Design (TCD) efforts. Below is a list of the candidate courses. A summary of the reasons ATAC selected each course is presented in Appendix A.

1. U.S. History survey
2. English composition (a first baccalaureate-level writing course)
3. Entry level statistics across disciplines
4. Introduction to Biology (non-majors focus with benefits to other intro bio courses)
5. Basic Accounting
6. Introduction to Micro-Economics

CSU Campuses  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

**This is to request your campus review.**

*Please:*

- 1) **Consult** on the questions below as appropriate and possible in a short time frame with faculty at your campus (key committee chairs, faculty development director, senate chair, focus department chairs, or other as suitable);
- 2) **Consider the following criteria** for the judgment sought below:
  - a) Are key disciplinary faculty on your campus open to changes such as are contemplated by the Transformed Course Design initiative? Do key disciplinary faculty on your campus have pedagogical skills suitable for TCD?
  - b) Will your academic departments on your campus support TCD in these courses?
  - c) Do present failure rates (percentage of grades of D, F, and W) in the courses on your campus suggest a need for TCD?
  - d) Are enrollments large on your campus (implying a good payoff for TCD work)?
  - e) Do students on your campus possess the skills needed for success in TCD courses that feature a portion of the learning done at self-pace, and delivered via the Internet? Are the students mature enough?
  - f) Would applying TCD principles and fostering increased student success in the course support other policy interests of your campus – e.g., reducing costs of remediation, or supporting the production of new professionals in high-demand fields (e.g., Nursing)?
- 3) **Recommend your top 2 choices of courses: Among the six courses listed above, assuming success in providing models and workable templates for TCD, which are the top two for your campus?** Which is number one, offering the strongest opportunity for learning success at your campus? Which is number two?
- 4) **Provide information faculty from your campus who could participate in TCD for the courses you recommend. We seek capable and willing faculty to take assignments (stipends and possible releases from teaching) to do the TCD work in the two courses chosen for systemwide effort in spring 2008-2009.**
  - a) Information sought will include name, contact information, and brief statement of professional accomplishments / capabilities to develop transformed designs for the two courses of interest.
  - b) This call for faculty participation will be renewed after October 15, 2008, when the two courses are chosen in the context of your input. We will select the faculty in a short time frame in mid fall 2008 semester. Some faculty work will begin in fall 2008.

**You are invited by September 20<sup>th</sup>, or at your early convenience subsequent to that date, to nominate faculty for consideration for this work.**

We recognize that teaching schedules are set for fall 2008 and we regret the disruption to schedules that this implies. You can see, however, our need for disciplinary faculty to lead the work. Travel and similar operational costs will be supported by the Chancellor's Office.

Thank you.

- c: Dr. Gary W. Reichard, Executive Vice Chancellor / Chief Academic Officer  
Dr. John Tarjan, Chair, Academic Senate CSU  
Dr. Gerard Hanley, Senior Director, Academic Technology Services

## **Appendix A:**

### **TCD candidate courses and a summary of the reasons ATAC selected the course.**

#### **1. U.S. History survey**

- a. All campuses have high enrollment
- b. High DFW rates
- c. Challenge exams are possible which could facilitate student graduation rates. This course is not always double counted in GE requirements so testing out could be very beneficial for facilitating graduation.
- d. Significant proportion of course content would be consistent across campuses and relatively stable over time
- e. Curriculum modules could be readily available and enable easy adoption and customization by faculty
- f. Practical prerequisite for success in political science courses

#### **2. English composition (a first baccalaureate-level writing course).**

- a. All campuses have high enrollment
- b. High DFW rates
- c. Significant proportion of course content would be consistent across campuses and relatively stable over time.
- d. Curriculum modules could be readily available and enable easy adoption and customization by faculty
- e. Improvements in English composition can have many student learning benefits across general education courses.
- f. English Council is an established faculty community which could speed the implementation of the redesign process because faculty across campuses are already working together.

#### **3. Entry level statistics across disciplines**

- a. All campuses have high enrollment
- b. High DFW rates
- c. Very high repeat-delete rates
- d. Significant proportion of course content would be consistent across campuses and relatively stable over time
- e. Curriculum modules could be readily available and enable easy adoption and customization by faculty
- f. Benefits many majors.
- g. Gateway/Bottleneck courses: Prerequisite for success in many upper division courses and could be very beneficial for facilitating graduation.
- h. Student fears (believed to be one of many factors affecting student performance) can be addressed with innovative pedagogy.
- i. The Social Science Research and Instruction Council is an established faculty community which could speed the implementation of the redesign process because faculty across campuses are already working together.

#### **4. Introduction to Biology (non-majors focus with benefits to other intro bio courses)**

- a. All campuses have high enrollment
- b. High DFW rates

- c. Significant proportion of course content would be consistent across campuses
- d. Curriculum modules could be readily available and enable easy adoption and customization by faculty. Some excellent virtual labs designed by CSU faculty already exist and can result in active student learning.
- e. Benefits many majors (Health Sciences, Natural Sciences, Education, etc)
- f. Gateway course: Pre-rerequisite for success in STEM (Science, Technology, Engineering, and Math) disciplines and could be very beneficial for facilitating graduation. Increasing success and enrollment of STEM majors a high CSU priority.
- g. Student fears (believed to be one of many factors affecting student performance) can be addressed with innovative pedagogy.

**5. Basic Accounting**

- a. All campuses have high enrollment
- b. High DFW rates
- c. Significant proportion of course content would be consistent across campuses and relatively stable over time
- d. Curriculum modules could be readily available and enable easy adoption and customization by faculty
- e. Gateway/Bottleneck course for College of Business
- f. The CSU Teaching Business Council is an established faculty community which could speed the implementation of the redesign process because faculty across campuses are already working together. See <http://teachingcommons.cdl.edu/business>

**6. Introduction to Micro-Economics**

- a. All campuses have high enrollment
- b. High DFW rates
- c. Significant proportion of course content would be consistent across campuses and relatively stable over time
- d. Curriculum modules could be readily available and enable easy adoption and customization by faculty
- e. Alegbra is typically pre-requisite but the transformed developmental math strategies could be leveraged in this redesign process.
- f. Gateway/Bottleneck course for College of Business
- g. Student fears (believed to be one of many factors affecting student performance) can be addressed with innovative pedagogy.