Overview

- National Background
- Background and Goals for the CTP
- Understanding NIU’s CTP
- CTP Timeline
- Q&A
National Context

Experts in improving learning and reducing cost in higher education.

The National Center for Academic Transformation

Delivering America’s Promise

American Association of State Colleges and Universities

Association of American Colleges and Universities

EDUCAUSE

NIU
What We Know About Learning Today

We know that, if we provide an active learning experience that allows students to engage

– with course content
– each other, and
– instructor

... they can and will think critically and develop cognitively.
What We Know About Learning Today

• Technology is available to deliver the foundational content effectively even in large classes

• Allowing work in small groups helps students to master higher level learning
Understanding Our Students

• Who are our students?
  – Higher and more diverse enrollment
    • Millennial Students
    • 1\textsuperscript{st} Generation Students, Adult Learners & Non-traditional Students
    • Re-entering Students

- Multi-taskers
- Danger of plagiarism
- A reliance on the web
- Getting the facts straight
Understanding Our Students

• **What do we know about our students?**
  – Math Placement Scores
    • 35% of our new students who take Math Placement exams fall into D&E Math Placements
  – 1st Year Retention Rate
    • 71% retention rate between the first year and the second year of college
    • ~1,200 first year students leave annually (~500 are in good standing)
  – Intervention and Identification Programs
    • MAP-Works
    • Early Alert
Understanding Our Students

Less than 25% ... of first year college students are prepared for college entry-level courses

(Whelan, 2007)
Students Today
Finding A Solution

Students are not ready for the academic demands of college

Therefore . . .

We need to add more or augment existing academic programs on campus

(Delaney, 2005)/(Keup, 2006)
Course Transformation Project (CTP)

- Designed to improve student success in large, lower division courses by incorporating:
  - Innovative instruction and learning
  - Student engagement that fosters deeper learning
  - Linking of student learning outcomes to the Baccalaureate Goals
  - Based on UNT’s model
  - Establishment of a Community of Practice
  - Sustainable and replicable process
CTP – Blended Course

Contact Hour Percentage Range

Large Group Lectures

0% - 100%
- From 0% to 30%

Media Rich Interactive Online

0% - 100%
- From 30% to 60%

Small Group Experiential Learning

0% - 100%
- From 30% to 50%

(Guidelines based on Nextgen, 2011)
CTP Large Lectures

• Present the critical lower level concepts to provide building blocks for higher level, more complex concepts
• Synthesize, clarify and expand upon (rather than deliver) content
• Create interest and motivation
• Provide assurance that what they are studying is relevant
• Model means of interpreting and analyzing content
CTP online

• Acquire lower level learning

• Limit content to overcome working memory limits

• Low-stakes assessments (quizzes) to boost students’ confidence

• Practical and participatory ways to engage student with reading material
CTP Experiential Learning

• **What is experiential learning?**
  – Acquisition of higher-level abstract concepts and values
  – Instructor vital role in the process
  – Concrete experience
  – Guided reflection

• **Introduce an emotional component**
  Brain-based learning

• **Analyze and evaluate information**

• **Present and defend newly-acquired hypotheses**
NIU Course Transformation Goals

Teaching and Learning at NIU

Other courses in the department

Multiple sections of each redesigned course

Redesign 5-7 courses
NIU Process

• **Two year commitment**
  – Adjust redesigned course if needed
  – Collect assessment data on course redesign
  – Serve as faculty mentors in the CTP (2\textsuperscript{nd} year)

• **Assessment is built into the course**

• **Faculty participate in monthly meetings and one day summer retreat**
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<tr>
<td>Day long Retreat</td>
<td>Start of monthly meetings</td>
<td>Sample Unit w/ SLOs &amp; Assessment</td>
<td>Final Course Map Assessment Plan Budget Narrative</td>
<td>Draft of Redesign</td>
<td>Final Syllabus of Redesign</td>
<td>Course taught</td>
<td>Serve as CTP Mentor</td>
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CTP Model

Creating the Foundation
Goals, GLO's, and sLO's (including higher level learning)

Planning the Units
Lecture, Experiential Learning, and Online Learning

Planning the Assessment
- Test design (multiple choice and constructed response)
- Essays and projects
- Rubrics

Pilot and Full Testing of Redesign
Evidence-based continuing redesign

(NextGen, 2011)
Current CTP courses

- Dr. Mace Bentley
  - GEOG 105 & GEOG 106: Introduction to the Atmosphere
- Dr. Chuck Downing
  - OMIS 259: Introduction to Business Information Systems
- Dr. Yasuo Ito
  - PHYS 180: Acoustics, Music, and Hearing
- Dr. Eric Jones
  - HIST 171: History of World Civilizations since 1500
- Dr. Sibel Kusimba
  - ANTH 102: Rise of Civilizations
- Dr. Sheela Vemu
  - BIOS 109: Human Biology
- Dr. Douglas Wallace
  - PSYC 102: Introduction to Psychology
“Exercises/ content/ assessment need to be tied to the SLOs as a starting point. What a revelation. I hope to unlearn a career’s worth of bad habits.”

“I would like to make use of technology effectively while maintaining human connection.”
Comment before CTP:

“Course redesign was the realm of those who needed something to do, or something to report to their superiors, and possibly was not necessary.”

Comment after CTP:

“1. Course redesign is achievable. And can be carried out by merging new ideas with existing and proven techniques.

2. Course redesign is necessary. There are clearly important reasons to redesign courses, and I’m energized to participate in this process.”
CTP Faculty Benefits

• Be designated as CTP Faculty Fellows
• Development funds ranging from $5,000 to $12,000
  – The amount of $3,000 awarded to all CTP participants after submission of four deliverables
  – Up to $9,000 to assist in the course transformation
  – Examples of how development funds can be used:
    • Graduate Assistantships or other student support to help with redesign
    • Course buyout (only for Spring semester)
    • Summer salary up to $3,000 (but only if you are not on a 12-month contract)
    • Software to support redesign or to be used as part of the redesigned course
    • Equipment/technology to help in redesign
CTP Faculty Benefits

• Be eligible to receive ongoing funds if you continue in the CTP Faculty Fellows program beyond the initial project timeframe

• Pedagogical, instructional, technical, and assessment support from OSEEL, FDIDC, Testing Services and OAS for the ongoing process of assessment and redesign
Funding Priorities

• Large undergraduate courses – 100 or 200 level
  – enrollment of over 100 in one section or multiple sections with enrollment over 100 total in a single term taught at the 100 or 200 levels

• General Education Courses including core competencies
Coming Soon!

• This summer:

**CTP-Lite** - Transform one unit at the time
- Small scale CTP
Q & A

• Questions?

• For more information:
  www.niu.edu/transform