Hybrid Work Group Implementation Report

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Contents

Work Group Members

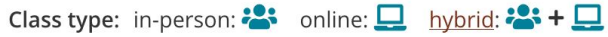
Tanya Batazhan, Math and College Success
Andy Freed, Online Learning
Heather Guevara, Online Learning
Kathleen Janicki, Business Administration
Greg Kaminski, Online Learning, Work group Chair
Greg Rapp, Business Administration
Megan Savage, English
Dieterich Steinmetz, Science, Health & Nutrition
Susan Watson, Computer Application Systems

Overview

The Hybrid Work Group submitted initial recommendations June 1, 2018, after in-depth research during the 2017-2018 academic year. On July 19, 2018, the administration responded to those recommendations and provided guidance on which of the recommendations could move forward to be addressed during the 2018-2019 academic year. In connection with this, a pilot hybrid faculty mentor program was supported through a President's Fund for Excellence award. This report highlights the work group and hybrid faculty mentor achievements of the past year.

Recommendations Accomplished

Rec	Action
1	Information about hybrids and how to find them in the schedule has been added. Some design/delivery guidance was provided for faculty developing hybrid classes.
2	Established some guidelines and promoted best practices for teachers of hybrids.
6	Student-facing definition established: *A hybrid course meets in person and has online work that replaces some in-person class time. The amount of time spent in person and online varies between courses. The in-person time is noted in the schedule.* For instructional clarity, the work group recommends keeping the expanded definition for faculty/FDCs/deans on the FDC resources page. *A hybrid course integrates regularly scheduled on-site classroom contact hours with significant online out-of-classroom components in ways that replace regularly scheduled class meeting time. There needs to be a reduction in classroom "seat" time in order to be classified as a hybrid. The ratio may be recommended by the instructor, the SAC, or the FDC through an intentional design process and should be agreed upon by the Division Dean. The exact ratio is not prescribed, though it is frequently 50/50, and it is typically between 25% and 75% in either direction. Other options are possible depending on the direction of the SAC or FDC. Some SACs might want to suggest or even set a common ratio for the SAC.*
7	Information clarifying the time requirements for a hybrid course has been added to the hybrid template syllabus as well as to our web page describing the hybrid modality.
8	A web page was created describing the hybrid modality.
9	Virtual backpack tool (Start Guide for online learners) available to hybrid students.

10	The hybrid template now includes information on how to use D2L Brightspace.
11	The opening announcement in Brightspace identifies the course format as hybrid and refers students to the syllabus for detailed information.
12	The syllabus of the hybrid course template clearly identifies the hybrid format and has a place to clarify the expectations, including attendance policy, a schedule of class meeting dates, activities and assignments, due dates, and which activities and assignments will be done online and which in class.
14	Hybrid is the term used for marketing purposes in the schedule and system-wide materials. “CLWEB” used for schedule entry only- students do not see.
16	Instructor workshops promoted at least one pre-class communication to students to clarify the hybrid format and expectations.
17	The standard recommended note for hybrid classes is: *Online and face-to-face requirements.* The Course Details page remains unavailable for hybrid courses.
18	There is now a high degree of consistency with using the note “Online and face-to-face requirements.” Sarah Rohwer has taken the lead for training schedule entry staff.
19	The web team created icons for each instructional modality - very clear! 
20	Hybrid courses are explained in the New Student Advising and Registration curriculum, and the new student advisors are aware of the updates. This will help communicate a consistent message to students. There is information about what students will need to be successful in a hybrid course.
23a	The Instructional Technology Specialists (ITS) have continued to offer a foundation level of Brightspace training.
24	Guidance on planning online activity time mapped to outcomes was a basic element of the hybrid design workshop. The hybrid syllabus includes a table identifying time expectations for students.
25a	President's Fund hybrid mentor program designed & facilitated half-day hybrid workshops.
26b	Course design and delivery guidance was available winter and spring terms (2019) for instructors through 1-1 consultations and open lab sessions with hybrid mentors.
28	Hybrid instructors are getting tech support from the ITS and the Faculty Help Desk.
29	In conjunction with tech support from the ITS, the hybrid mentors created a hybrid course template to be used as a starting point for any hybrid course. It is now available by request. The template features a special course information module as well as a module of instructor resources.
30	An “Introduction to Hybrid Learning” module has been included in the template.

31	Information has been included in the hybrid syllabus and schedule templates identifying the course as a hybrid. There is placeholder information for the expectations, attendance policy, a schedule of class meeting dates, activities and assignments, due dates, and information about which activities will be done in class and which online.

Hybrid Faculty Mentor Program

Here are a few specific accomplishments of the pilot program for hybrid faculty mentors, supported through a President's Fund for Excellence award, 2018-2019.

Hybrid Faculty Mentors

1. Gretchen Gebhardt, SY (GS)
2. Blake Hausman, SE (ENG/WR)
3. Debby Machuca, CA (BI)
4. Tiffany Sargent, RC (ECON)
5. Megan Savage, SY (ENG/WR)
6. Paul Wheatcraft, SY (BA)

Project Goals (both achieved)

1. Design, develop, and deliver a half-day "fast-track overview" workshop. Make use of high quality resources such as Dr. Kathryn Linder's "Blended Course Design Workbook" as part of the process. Include effective strategies for integrating the classroom and online components in the hybrid course design.

2. Provide 1-1 guidance to instructors on effective practices of hybrid course design and delivery through their own course design process and the initial teach term.

Specific Accomplishments

1. Hired and trained 6 hybrid faculty mentors.
2. Designed and delivered 22 half-day workshops including F2F and virtual modalities. 136 faculty completed the workshop.
3. Collected a repository of potential resources to use.
4. Designed a hybrid course template complete with instructional resources.
5. 25 instructors met with a hybrid faculty mentor during spring term, either 1-1 or during an open lab time to brainstorm specific hybrid course design strategies and effective delivery practices.

Reflection on the Hybrid Mentor Project

The results of this successful project went well beyond what we had hoped for, and a spirit of collaboration was a key ingredient of each step of the process. Face-to-face and virtual workshops were interactive, engaging, and provided instructors with a foundation for hybrid course design, in particular, the planned integration of the online and classroom components.

There is a need at PCC for the hybrid mentor program to continue in some capacity. It was well received, and an increasing number of faculty were asking about 1-1 consultations and additional workshops as the program was nearing the end. Post-workshop feedback from faculty was positive and helpful.

Sustainable Results?

What accomplishments of the hybrid work group and hybrid faculty mentors are sustainable? In general, changes made online to better communicate the hybrid modality to students during the registration process are sustainable. Anything pertaining to the hybrid template we've designed, including "introduction to hybrid learning" as well as design resources for faculty will continue to be available. Video clips from our virtual training sessions will also continue to be available. Some tech skills help will also continue to be available through the ITS.

What's not sustainable? The hybrid design workshops and 1-1 hybrid design and delivery consultations have ended since the hybrid faculty mentor program has ended. This includes guidance on how to plan the integration of online and classroom activities in order to design an effective hybrid. Mapping outcomes to learning activities and planning out the time involved is an ongoing process that involves training. It won't be possible to continue these efforts without continued financial support.

Risks involved in not supporting hybrids in the future

It's important to keep in mind key reasons for offering hybrids at all.

1. Potential for higher quality learning - the online portion engages students in the foundations of the topic, and the "in-class" portion allows for engaging hands-on activities to apply the information.
2. Provide students with flexibility in their schedules. Hybrid course offerings support the YESS initiative and opportunities for equitable student success. Students with jobs and family responsibilities are more likely to be able to participate when there are fewer class meetings. Students still have the weekly face-to-face interaction with the instructor and other students along with the choice of when to engage in the online components.
3. Departments can coordinate scheduling in ways that improve student access to degrees and certificates along with making more efficient use of classroom space.

One main reason for all of our efforts these past two years has been the vastly divergent types of hybrids resulting in much confusion on the part of students about what hybrid courses are. We've taken great steps to promote a common definition and to fine tune many of our practices regarding hybrids. We've also taken some excellent steps in guiding faculty in effective hybrid course design. The process of mapping outcomes to learning activities and planning the integration of online and classroom components is a complicated yet essential part of effective hybrid course design. Without proper design guidance, instructors will do what they can to create a hybrid, but the reality is that they'll continue to interpret hybrids in vastly divergent ways. Without proper hybrid design and skills training support for faculty, the quality of our hybrid courses at PCC will vary greatly.

Remaining Recommendations

All of the recommendations called out in the administrative response have been addressed, though with varying levels of sustainability. Here are the recommendations that remain from the original report.

Rec #	**Focus** (See original recommendations for details.)
3	Use a more intentional planned approach to hybrid scheduling.
5	Consider additional designations of modality beyond "hybrid" and "online".
13	Coordinate hybrid scheduling to support andragogy and improved student learning, to facilitate student degree/certificate completion, and to maximize classroom space.
15	Make "Course Details" available for all hybrid courses at PCC.
20	Work with Academic Advising to ensure the information about hybrids is consistently communicated to students, including specific information about what students will need to be successful in a hybrid course.
21	If course descriptions are sent to advisors by individual departments, they should include a description of each course's modality, and for hybrids, an elaboration of how the hybrid modality is used by that class.
22	Promote awareness of the Course Details page to advisors. Once they are aware of hybrid courses, advisors can check the CD pages for more information.
23bc	Offer other Brightspace training options for instructors moving from classroom to hybrid.
25b	Offer a more in-depth training option for faculty developing a hybrid course, e.g. a learning community approach or a different version of the OIO.
26abc	In-depth course design/delivery guidance with a mentor or instructional designer, e.g. one of either at each campus.

27	Designing and teaching hybrids involves both the classroom and online environments, and both parts need mentoring. Best practices in classroom teaching should be part of the focus. (e.g. could partner with TLC)
32	Quality Assurance: Develop a somewhat simpler model of a QM-like review for hybrid courses.
33	Quality Assurance: Create a system to manage these (#32) at the department level.
34	Track ITS and Helpdesk support needed.
35 a-f	Funding support needed - various options

Costs Incurred (past year)

Activity	**Costs**
Hybrid faculty mentor program, including: ● Mentor training (6 mentors) ● Workshop design/development/delivery ● 1-1 consultations ● Template design	Project rate for 6 mentors x 615 hours (approx $19,188 + benefits)
Book expenses	$2300
All aspects of addressing the recommendations (training, web design, banner entry, workshop development, template development, coordination…)	Dedicated staff time (Online Learning, Web team, Banner entry)

Future Steps

Estimated future support costs (if support were continued)

There are various options depending on financial support available. At the most basic level, the hybrid faculty mentor program should continue in some capacity. The workshop was designed as an introduction, solid first steps for designing a hybrid course. The goals were achieved, though much more could be done in an expanded version. More in-depth training options such as the faculty learning community approach along with design consultation options should be considered as well. Other remaining recommendations should be addressed as time and funding allows.

Activity	Costs
To maintain what we've been doing:	
4-hr Hybrid Design workshops	Hybrid mentor stipend: ● $31.20 x 4 hrs x 8 workshops/term ($998/term, $4,000/yr) Faculty stipend: ● $100 x 40 participants/term ($4,000/term, $16,000/yr)
1-1 consultations with mentors or open lab	Mentor stipend: ● $31.20 x 10 hrs/term/mentor = $312 x 4 mentors = $1,248/term
To expand to another level:	
For in-depth learning community approach to training & development	Mentor workshop development stipend: ● 80 hrs x 31.20 = $2,496 Mentor facilitation stipend: ● 4 hrs/wk x 8 wks x 2 mentors x $31.20 = $2000/term, $8,000/yr Faculty stipend: ● $1,000 x 10 participant cohort/term, $10,000/term, $40,000/yr (8-10 wk program resulting in end product, a developed hybrid course)
Materials	$2500/yr

Resources

- Hybrid work group recommendations – Complete *[pdf]*
- Administrative response *[pdf]*
- Hybrid Instruction at PCC
- Hybrid modality description for students