

CHANGING THE EQUATION: REDESIGNING DEVELOPMENTAL MATH FACULTY SCOPE OF EFFORT TOOL INSTRUCTIONS

Faculty Scope of Effort Comparison

OVERVIEW

The Faculty Scope of Effort Comparison is a spreadsheet-based decision-making tool that enables institutions to compare the amount of time faculty members (full-time and adjunct) spend in preparing and delivering the traditional course with what they spend in the redesigned course. Completing the tool allows you to consider changes in specific instructional tasks, make decisions about how to use technology (or not) for specific tasks, visualize duplicative or unnecessary effort and complete a cost/benefit analysis regarding the right type of personnel for each instructional task. It also allows you to show differences in instructional effort that support increasing section size or increasing the number of sections faculty carry.

The tool consists of two worksheets:

- **Traditional Course(s):** The worksheet labeled “Traditional Course(s)” is used to determine the time faculty members spend in preparing and delivering the course in its traditional format.
- **Redesigned Course(s):** The worksheet labeled “Redesigned Course(s)” is used to determine the time faculty members spend in preparing and delivering the course in its redesigned format when it is fully operational.

NOTE: If all of the traditional courses that you plan to redesign are organized in the same way (number of credits, number of hours spent by faculty, etc.), you may use one traditional worksheet and one redesign worksheet. If the number of hours etc. varies from course to course, you should complete separate worksheets for each of the courses involved.

INSTRUCTIONS

Here are the steps required to complete the tool:

STEP 1 – Identify the categories of instructional personnel involved in preparing and offering the course in its traditional format and in its redesigned format. List them at the top of each worksheet in separate columns. Add other columns as needed.

STEP 2 - Determine the average amount of time one of each type of instructional personnel spends on each of the tasks for one section of the course in an average work week. Enter these hours on the worksheet labeled “Traditional Course(s).”

- Column A on each worksheet lists the tasks associated with preparing and offering a course. Insert additional categories if needed. Do not delete tasks—just leave the hourly cells blank.
- Enter the number of hours spent by each personnel category on each task in columns C, D, and so on. Insert additional columns if needed.

STEP 3 – Repeat steps 1 and 2 for the redesigned course format. Enter the data on the worksheet labeled “Redesigned Course(s).”

DEFINITIONS

Course Preparation

Assumption: There are four major activities associated with preparing the course: curriculum design and development, materials acquisition, materials development, and preparation/training of instructional personnel.

Some courses will involve only some tasks—i.e., do not expect to fill in every cell. If you need to add categories, please insert them as needed after carefully considering the definitions below.

Curriculum Design and Development

Curriculum design and development includes all tasks associated with planning the overall structure of the course such as

1. Learning objectives or outcomes – what will the students know or be able to do if they successfully complete the course?
2. Course design/sequencing – (i.e., the course syllabus) - what are the major topics/learning activities of the course and how will they be sequenced?
3. Evaluation criteria and methodology – how and on what basis will the student learning be evaluated?

Materials Acquisition

Materials acquisition includes evaluating and acquiring all learning materials that can be purchased or borrowed from others—i.e., those not developed by the faculty member(s) teaching the course—such as

1. Learning materials/software – these may be traditional paper-based materials (e.g., cases, workbooks, texts) as well as instructional software, course management software, simulations, etc.
2. Diagnostic assessments – these may be paper-based or computer-based. Such assessments determine how much a student already knows about the course subject matter, learning styles, etc.
3. Tests/evaluations – these may be paper-based or computer-based and include mid-course and end-of-course tests/exams or other kinds of assessment instruments.

Materials Development

Materials development includes the time spent by faculty member(s) and others associated with course preparation (peer tutors, professional staff) to develop non-purchased/borrowed learning materials used in the course such as

1. Lectures/classroom presentations – the time spent preparing for in-class presentations or discussions.
2. Learning materials/software – the time spent developing learning materials for the course.
3. Diagnostic assessments – the time spent developing diagnostic assessments for the course.
4. Assignments – the time spent in developing specific learning activities for students to complete.
5. Tests/evaluations – the time spent developing test, exams and other forms of evaluations of student work.

Faculty/Staff Development and Training

If a course involves the use of adjunct instructors or peer tutors, a certain amount of time is spent by supervising faculty and by these other personnel in orientation and training. Courses that are team-taught may also require ongoing staff meetings, etc. These activities require participation but do not involve direct preparation of course materials such as

1. Orientation – formal orientation sessions or time spent in informal orientation activities.
2. Staff meetings – staff meetings and other faculty meetings related to the specific course may occur throughout the term.
3. Training/workshops – time spent participating in training sessions or other workshops.

Sub-Total Course Preparation – total number of hours spent by each type of personnel on course preparation.

Course Delivery

Assumption: There are two major types of activities associated with delivering the course: instruction and evaluation.

Some courses will involve only some tasks—i.e., do not expect to fill in every cell. If you need to add categories, please insert them as needed.

Diagnostics/Placement

Diagnostics/Placement includes the amount of time spent on determining how much a student already knows about the course subject matter, his or her learning styles, etc., and placing students at the appropriate level. These diagnostic assessments may be paper-based or computer-based and may be administered in class and/or out of class and/or at the beginning of the course or at the beginning of each module.

Presentation

Presentation includes the time spent presenting materials in class through lectures, demonstrations, etc.

Interaction

Interaction includes all non-presentation interactions with students including leading in-class discussions, office hours, discussion sections, laboratory sessions, and email interaction.

Progress Monitoring

Progress monitoring includes the time spent monitoring the progress of individual students and intervening where necessary.

Test proctoring

Test proctoring includes the time spent being present to proctor tests and examinations.

Grading

Grading includes the time spent grading assignments (homework, labs, exercises), grading tests, examinations and other evaluations of student learning.

Sub-total Course Delivery – total number of hours spent by each type of personnel on activities related to course delivery.

TOTAL – total number of hours spent by each type of personnel on preparing and delivering the course.

Summary

Data displayed on the Traditional Course(s) and Redesigned Course(s) worksheets should reflect one section of one course.

At the bottom of each worksheet, enter the following:

- Section size – the number of students enrolled in one section.
- Contact hours for course – the number of in-class contact hours for each type of instructional personnel.
- Out-of-class hours – the number of out-of-class hours for each type of instructional personnel.
- Total hours = total contact hours + total out-of-class hours.