The CSU Office of the Chancellor is deeply committed to student success by maximizing access, reducing time to degree, improving graduation rates, and, most importantly, shrinking the achievement gap, all while maintaining the academic quality of our programs. Since the 2013-2014 academic year, all 23 campuses have been given the opportunity and support to develop and implement course redesign strategies using innovative technologies to combat what is referred to as “enrollment bottlenecks.” The Course Redesign with Technology programs provide campuses with opportunities for faculty to engage with their colleagues across the CSU and learn to apply new methodologies and technology integrations are being used to increase student engagement and student success, such as flipping the classroom, online homework, supplemental instruction, early warning and many others.

Contact Information

**Course Redesign with Technology** - Kathy Fernandes kfernandes@calstate.edu

**Quality Assurance** - Brett Christie, bchristie@calstate.edu

**Virtual Labs** - Jean-Pierre Bayard, jpbayard@calstate.edu

Resources

**Professional Learning Community**

Faculty and staff across the CSU actively engaged in course redesign programs participate in bi-weekly Professional Learning Community webinars. These meetings use Blackboard Collaborate as the web conference platform for synchronous presentations, discussions, and collaboration. The meetings cover topics such as assessment, gathering and analyzing course effectiveness data, learner analytics, flipped/blended course models, Supplemental Instruction, Universal Design for Learning, academic integrity, virtual labs, and ePortfolios. Anyone interested may attend live sessions or view session recordings. [plc.csuprojects.org](http://plc.csuprojects.org)

**Course Redesign ePortfolios**

Faculty in the Course Redesign with Technology programs create an ePortfolio that enables sharing with CSU colleagues their course bottleneck issues, redesign strategies, instructional methods, integrated technologies, and outcomes of their course redesign project. Each ePortfolio is the faculty’s scholarship of teaching and learning and when published on the web, enables colleagues to provide feedback and build upon each other’s successes. ePortfolios are composed of the course syllabus, a description of redesigned materials and activities, technological innovations, faculty and student reflections on the redesign elements, and measures of the impact on student outcomes. [eportfolios.csuprojects.org](http://eportfolios.csuprojects.org)
As CSU campuses offer more blended and online courses, it is critical to ensure quality online teaching and learning, as well as determining how to assess and make desired improvements for greater student success. There are many skeptics who question the validity of online teaching, making it critical to inform and prepare instructors to effectively teach hybrid or online courses. The Quality Assurance program offers multiple services and methodologies to ensure instructional quality, instructional materials accessibility, and academic integrity. qa.csuprojects.org

Science, Technology, Engineering and Mathematics (STEM) faculty throughout the CSU are adopting virtual labs to provide students a risk-free environment to explore scientific concepts in inquiry-based fashion, formulating hypotheses and carrying out experiments at their own pace and time, learning from successes and failures. The use of virtual labs can remove some of the barriers to enrollments, such as the limited availability of laboratory space, equipment and instructional support, allowing more students to successfully complete their science labs in a timely manner. vlabs.csuprojects.org