# Hybrid Work Group - Executive Summary

**June 4, 2018**

Portland Community College has been offering the hybrid instructional method for over a decade with limited institutional support for faculty and students. The demand for this modality is expected to increase as PCC students have indicated that this modality fits their busy lives. Research also shows that student success rates in hybrid courses are on par with classroom and online rates. Reasons for offering this modality need to include a strong andragogical focus, what is best for student learning.

Over the past seven months, a 14 member workgroup which included faculty, department chairs, deans, and Online Learning staff, conducted: a literature review on hybrid learning, a survey of 18 other institutions, a survey of over 120 PCC faculty and department chairs, and a survey of over 140 students participating in hybrid courses. The goal has not been to set policy, rather to make recommendations based on in-depth research.

## Summary of Recommendations

For additional recommendations and funding needs, please view the full report.

- To support student success in the hybrid modality, we recommend an approach that leverages existing resources and requires investment in staff and resources to support faculty development. This is necessary to address the needs of our diverse student population and demand for expanded online and hybrid course offerings.
- The term "hybrid" should be adopted as the official college term for any modality which includes both regularly scheduled on-site classroom meetings, and significant online out-of-classroom components that replace regularly scheduled in-class seat time.
- Hybrid courses should be consistently entered in Banner, easy to find in the schedule, and marketed correctly to students including what is required to be successful in a hybrid course.
- Hybrid courses should be intentionally planned to allow students to complete degrees and certificates, as well as take courses within a program sequentially and/or across disciplines in a cohesive manner.
- Provide Brightspace (D2L) training for instructors who are going to develop and/or teach hybrid sections which could include: the Instructional Technology Support training series, the Online Instructor Orientation, or a newly designed branch of OIO training specific to hybrid instructors.
- Provide additional in-depth training for hybrid course instructors that includes effective strategies for integrating the classroom and online components, hybrid course design, designing the syllabus and course schedule, and making the online components accessible.
- Establish a system to manage reviews of hybrids at a department level and/or a review process similar to Quality Matters.