HIGH IMPACT COURSE REDESIGN
Courses Designed Around the Seven Principles of Good Practice in Undergraduate Education

• Encourages student-faculty/staff interaction.
• Encourages cooperation among students.
• Encourages active learning.
• Gives prompt feedback.
• Emphasizes time on task.
• Communicates high expectations.
• Respects diverse talents and ways of learning.
MAT1033 Redesign Goals

★ Curriculum alignment
  • From Developmental to MAT1033
  • From MAT1033 to College Level Math Options

★ Teaching Methods
  • Increase Use of Best Practices

★ Out-of-class resources/ technology
  • Provide immediate feedback
MAT1033 Redesign

MAT1033 Withdrawal Rates

- Fall 2005: 17%
- Spring 2006: 20%
- Fall 2008: 13%
- Spring 2009: 10%

Legend:
- Traditional
- Redesign
MAT1033 Redesign

Passing Rates in Classes Subsequent to MAT1033

- MAC1105: Fall 2005 (55%), Spring 2009 (58%)
- MGF1106: Fall 2005 (66%), Spring 2009 (69%)
- MGF1107: Fall 2005 (66%), Spring 2009 (69%)

Legend:
- Fall 2005
- Spring 2009
Developmental Course Redesign  Base Data Growth 2006-2009

<table>
<thead>
<tr>
<th>Course</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>%Increase</th>
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<tbody>
<tr>
<td>ENC</td>
<td>1273</td>
<td>1338</td>
<td>1618</td>
<td>21%</td>
</tr>
<tr>
<td>MAT</td>
<td>4742</td>
<td>4688</td>
<td>5401</td>
<td>12%</td>
</tr>
<tr>
<td>REA</td>
<td>2153</td>
<td>1954</td>
<td>2632</td>
<td>18%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8168</td>
<td>7980</td>
<td>9651</td>
<td>15%</td>
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</tbody>
</table>
### Developmental Course Redesign Base Data

**ABC Rates 2006-2009**

<table>
<thead>
<tr>
<th>Course</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC</td>
<td>60%</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>MAT</td>
<td>48%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>REA</td>
<td>60%</td>
<td>62%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Developmental Studies Redesign Outcome

Increased retention and success as a result of a program with:

- Two levels of English, reading and math
- Heavy emphasis on diagnostics, appropriate placement, relevant curriculum and learning support
- Intensive support and alternatives for students with very low skills (year two)
- Immersion program for students in the first level of all three prep areas (includes Foundations of Student Development)
- The ability to address only those areas with deficiencies and progress at different rates (year two)
Developmental Studies Redesign

- Infusion of technology where appropriate – freeing faculty for interaction and higher level instructional activities
- Emphasis on integration and transfer of skills
- Active learning strategies and increased time-on-task
- Interaction and collaboration between faculty and students
- Multiple opportunities for assessment and feedback
- Activities that encourage the development of critical thinking abilities
- Tools and strategies for independent learning
- Best practices for student development