

Black text: 2011 proposal  
Red text: 2013 pilot results update

## Developmental Redesign Proposal

### **PURPOSE:**

The purpose of Developmental Course Redesign is to help students get college-ready as soon as possible in a manner that is efficient, timely, and cost-effective. The need for a redesign is based on high failure rates and low retention rates in developmental classes, the lack of individualized instruction, and the length of time required to complete a DE sequence. An additional consideration is the trend that students are less likely to pass a developmental course the second or third time the course is taken. Using the same instructional methods on students for whom the style has not previously worked usually leads to continued failure. The redesign will also address the issue of steadily increasing numbers of students needing developmental coursework within the framework of current staffing and room availability.

### **RESEARCH:**

Reviewed literature from NADE, NCAT, AMATYC, and community college reports on specific redesign projects;

Data from IR on developmental courses at Barton from 2008 through 2011

### **GOALS:**

The goals of a redesign include improving learning outcomes, improving retention in courses and at Barton, providing flexibility to address individual needs and academic plans, and creating an active, student centered learning environment with the assistance of technology.

### **REDESIGN PLANS PER COURSE DISCIPLINE:**

#### **Redesign for Intermediate English**

**Goal:** To help students become proficient in the competencies needed for English Comp 1 by providing individualized instruction in specific areas of weakness and by offering more guided practice in different writing styles.

**Format:** Students will be given a diagnostic test in sentence structure and grammar. An individualized, supplemental program will be designed for each student using MyWritingLab. Students will work in MyWritingLab in specific competencies until mastered (80%).

Class time will be structured in such a way as to allow lecture, student writing, and MyWritingLab. Since student writing improves with practice, the majority of class time will be used for student writing.

The pilot for this revised format indicated that this was not an effective redesign in terms of student learning and use of time. MyWritingLab will not be included in future developmental English classes unless more structuring and editing of content occurs.

#### **Redesign for Student Success**

**Goal:** To intentionally guide students in transferring skills learned in Student Success to other academic areas.

**Format:** Create a welcoming, relaxed space for SS classes to meet.

Structure more application style assignments than rote learning

Use the On Course Study Skills Plus edition.

Guide students in developing an individual study plan.

Increasing the coverage of study skills and being more intentional about how to use these study skills in other academic areas increased student awareness of academic rigor. Instructors also report that students showed a greater

level of confidence and direction after completing a study plan and planning calendar.

### **Redesign for Basic Reading / Intermediate Reading**

**Goal:** To provide a format for developmental reading students to master course competencies in an individualized classroom setting allowing students to work intensively in areas of weakness and to complete one or both levels of DE reading within one semester.

**Format:** The course competencies for both levels will be organized into modules with objectives, assignments in text, assignments in MyReadingLab, and anticipated deadlines. Students will initially take a diagnostic test on their reading skills and reading levels to ascertain their reading capabilities. Based on the diagnostic results, students will receive a personalized study plan to improve their reading skills. Students may exit a course at any time, proceed to the next level course or use the extra time to focus on other courses. Remediation will be provided to those who fall behind the learning schedule and corrective actions will be taken by instructors to keep students on track so that they can finish one course level within the semester.

Pass rates in Reading courses have increased as well as retention rates. Students are demonstrating greater gains in reading level (lexile level) and in reading skills. Some students are able to shorten the DE timeline for Reading by testing out of a level.

### **Redesign for Developmental Math**

**Goal:** To improve student learning outcomes in developmental math courses and to ensure students' readiness for college algebra in a timely progression.

**Format:** Offer 3-4 levels of developmental math (College Prep 1 - 4) based on a modified Emporium style. Math competencies for Basic Applied Math through Intermediate Algebra will be redesigned into a module system. Instruction will be individualized according to student needs and career goals. An online Math program will be used for assessment, module placement, and learning assignments.

The math redesign was the most intensive and has shown to have the most dramatic improvement. Pass rates for developmental math increased substantially. Retention in developmental math improved as well as retention at the institution. Several students have been able to streamline and shorten the time to complete the developmental math sequence and move on to college-level math courses.