

WHAT IS COURSE REDESIGN-MODULAR FORMAT?

Presenters: Shannon Reohr & Kathy Gross



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Background Information

- Course completion rates of transitional education courses are very low nationwide.
- 60% of community college students need transitional coursework. 66% of students who take transitional courses do not go on to graduate.
- Students who need one or more transitional course(s) have a 90% attrition rate.
- We need to find a way to reach each individual transitional student and help them find success in the transitional courses, and in turn find success in their college coursework.

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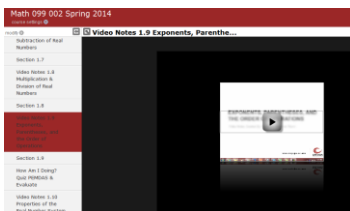


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Course Redesign-Modular Format Philosophy

- Course Redesign: Lectures become “homework” and “homework” becomes classwork.
- Lectures are video notes that are watched before class. Brief summary/chance to ask questions in the beginning of class.



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Course Redesign-Modular Format Philosophy

- This allows a more hands on approach during class. In class, students are working with the material, while the professor and CAS tutor are available to answer any questions.
- Modular Approach: Break the material up into sections and work through one module at a time.



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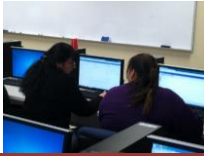


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Course Redesign-Modular Format Philosophy

- Individualized approach: The overall goal of this design is for each individual transitional student to overcome math anxiety and find success in their own time frame.
- Students who need a brief review can take the pretests and bypass the modules they already have an understanding of.



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Course Redesign-Modular Format Philosophy

- Either by bypassing a module, or by working at a steady, consistent pace, students can accelerate as far ahead of schedule as they desire.
- This opened the door to students, who are able, to take more than one transitional math course each semester.
- Students who need the traditional length semester, but desire a more hands on approach find the redesign – modular format beneficial too.



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Course Redesign-Modular Format Philosophy

- In a case by case basis, we can also use the redesign-modular format to help students who need more than the traditional length semester finish the course.
- In using this format, the semester was extended and students were able to complete the course and move on, rather than withdrawing or failing the course and starting over, or dropping out of college entirely.



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Course Redesign - Modular Make Up

- Pre-test: In class, paper test. 85 or above, move on to the next module.
- Video notes: Watch at home before class.
- Homework: 80% or above. Must show all written work in binder.
- Quizzes: 3 chances to earn 80% or above; however it is not mandatory. Must show all written work in binder.

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Course Redesign - Modular Make Up

- Post-test: In class, paper test. Up to 3 chances to earn 80% or above; however, it is not mandatory. Paper test provides opportunity for students to show a more in depth understanding away from the computer.
- Cumulative Review Quiz
- Cumulative Departmental Final Exam. Students show they retain the material by completing department requirements.



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Cayuga's First Redesign Offerings

- Cayuga was very successful in it's first redesign offerings.
- We decided to apply for the Innovative Technology Grant and use the grant to redesign our Math 102, Intermediate Algebra Course.
- This Spring, our 1st sections of redesign for Math 102 ran!
- Results are being figured out as we speak!
- Initial observational results: More students are staying in the course throughout the semester instead of withdrawing.



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Summary 099 Course Completion: Traditional vs. Redesign

- Traditional vs. Redesign: (Including W's)

% D & Up: 41% to 58%, **% Increase = 41%**

% C & Up: 25% to 47%, **% Increase = 88%**

% B & Up: 18% to 26%, **% Increase = 44%**

% F & W: 59% to 42%, **% Decrease = 29%**



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Summary Math 099 Course Grades: Traditional vs. Redesign

- Traditional vs. Redesign:

% D & Up: 56% to 83%, **% Increase = 48%**

% C & Up: 34% to 68%, **% Increase = 100%**

% B & Up: 24% to 38%, **% Increase = 58%**

% F: 44% to 18%, **% Decrease = 59%**



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Summary 070 Course Completion: Traditional vs. Redesign

- Traditional vs. Redesign: (Including W's)

% D & Up: 48% to 68%, **% Increase = 42%**
% C & Up: 35% to 53%, **% Increase = 51%**
% B & Up: 26% to 40%, **% Increase = 54%**
% F & W: 52% to 32%, **% Decrease = 38%**



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Summary Math 070 Course Grades: Traditional vs. Redesign

- Traditional vs. Redesign:

% D & Up: 83% to 83%, **% Increase = 0%**
% C & Up: 61% to 64%, **% Increase = 5%**
% B & Up: 44% to 49%, **% Increase = 11%**
% F: 17% to 17%, **% Decrease = 0%**



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Summary Math 070 Course Grades: Traditional vs. Redesign

- Percent Increase may not be as much; however, students are beginning to use the other aspects of the course.
- Some students finished early in the semester.
- Other students used the redesign format to extend their semester and finish an incomplete.



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Summary of Positives

- Hands on, active learning, individualized approach.
- Constant contact with professor & class tutor. CAS provides student tutors for each section. Students have the ability to ask questions on content and find out about course progress with frequent interviews.
- Mastery learning concept, allows structure for success and retention. Repetition leads to retention.



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Summary of Positives

- Chance to overcome math anxiety/non-threatening atmosphere.
- Immediate access to videos/tutorials/help within the course.
- Improve consistency and quality across multiple sections. Reduces course drift.
- Large levels of success nationwide.

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Quotes from Redesign Students

- "I feel this redesign was created just for me. I have struggled through previous math courses and assumed I would always struggle. The redesign has allowed me to work at a pace that is stress free, allowing me to absorb the information and retain it."
- "I, like many students have test anxiety. When I start a math test I freeze and all that I have learned is frozen in time. The second time, I am more at ease and it allows me to have a higher pass success rate."



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Questions?

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