Loletta Redmon attended The National Center for Academic Transformation’s National Conference in March. She shared what she learned with the committee by presenting a PowerPoint entitled “JDCC Quality Enhancement Plan, Improving Student Performance in High Risk Math Courses with COURSE REDESIGN.”

Ms. Redmon discussed compelling reasons for redesigning the math courses at JDCC. She defined Course Redesign and discussed the benefits of Course Redesign. Five Course Redesign Models were discussed:
1) Supplemental Model, 2) Replacement Model, 3) Emporium Model, 4) Fully Online Model, and 5) Buffet Model.

Ms. Redmon reviewed several schools who have implemented different models of Course Redesign: Arizona State University, DePaul University, Consumnes River Community College, and the University of Alabama. Ms. Redmon provided links to additional school models.

Ms. Redmon listed steps to get started with a Redesign. She stressed that Course Redesign is a team effort. Our team should include administrators, faculty experts, technology experts, and assessment assistance. It is important that we have buy in from all levels of the College.

Five principles of successful Course Redesign were discussed.

1. Redesign the whole course
2. Encourage active learning
3. Provide students with individualized assistance
4. Build an ongoing assessment and prompt (automated) feedback
5. Ensure sufficient time on task and monitor student progress

Dean Hall thanked Ms. Redmon for her presentation. Dean Hall stressed the importance of focusing on student learning and working as a team. The QEP is crucial to SACS accreditation. Dean Hall stated that she had recommended to the President that the math coach be hired for the fall semester, 2008. Committee members agreed that the hiring of the math coach to begin fall semester eliminated some of the concerns with the objectives and timelines of the QEP document. The math coach would be in place to help with the Course Redesign and the design of the math lab.

There was discussion about the wording of student evaluations, particularly the question concerning students’ feelings about technology in the classroom. The question will be reevaluated. The draft objectives and timelines will be revised and emailed to committee members for review and feedback.

Respectfully submitted,

Carol Bates