Faculty assessed student learning outcomes by comparing baseline data from sections offered in the traditional and the redesigned format. Common assessments and completion rates were compared. Success rates in subsequent courses will be tracked in the future with particular attention to success in college-level courses.

The analysis of core content items in the form of common exam questions given to all students before and after the redesign showed significant increases in student learning. Table 1 shows the mean scores for each course in the two semesters before and after the redesign occurred. Increases in learning ranged from about 20% to 50%.

Conclusions

HCC has put the following into place to support its redesign:

1. The team will continue to work with HCC’s marketing team to develop a campaign for the newly redesigned developmental math sequence. This will provide potential students with information about the program before they enroll and give them an opportunity to hear testimonials from both students and faculty who are involved in the program with the goal of better preparing them for the new format.

2. Math administrators will hold a mandatory training each semester for anyone teaching/facilitating in the developmental math sequence. This will allow for faculty to acquaint themselves with the updates and give them time to provide feedback on the previous semester.

3. HCC’s administration is dedicated to sending faculty and administrators to different conferences around the country to learn about best practices. The college also has had several opportunities to host representatives from other colleges at our campus and visit other campuses, which provided the team with the opportunity to gain more insight into other implementation methods, best practices and future plans.