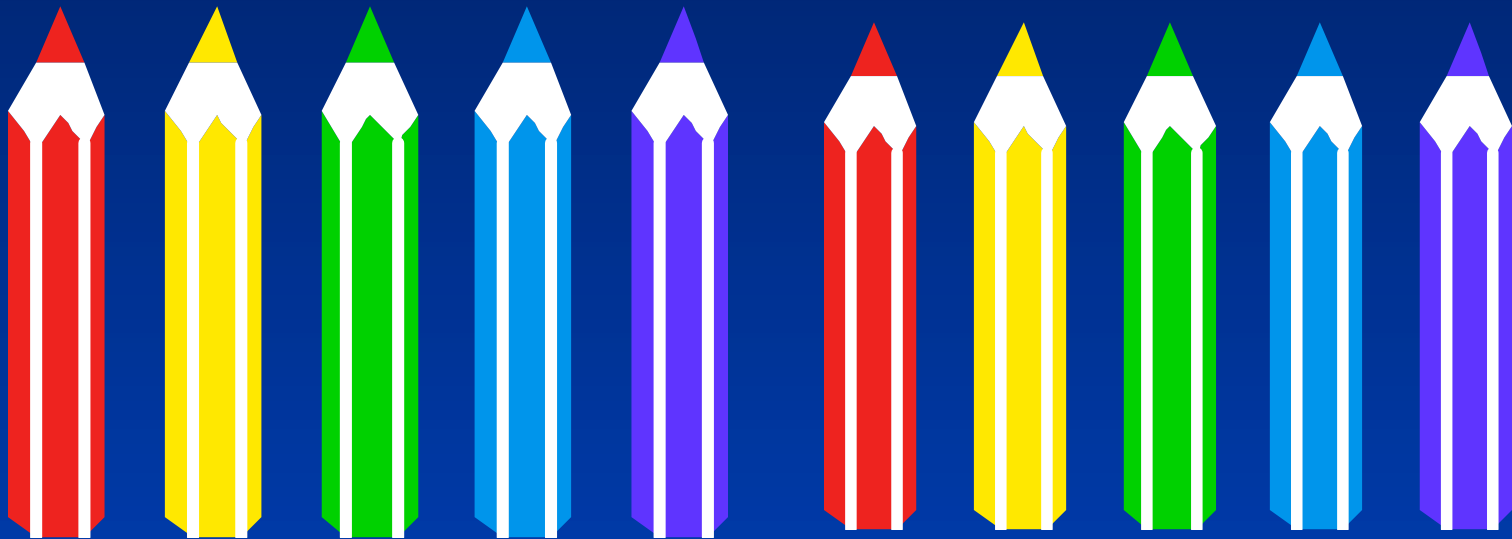


CHANGING THE EQUATION

Preparing the Final Proposal



PROJECT ABSTRACT

Each paragraph should summarize

- **The current (traditional) course sequence including numbers of students enrolled.**
- **The academic problem that you are addressing.**
- **The planned course redesign.**
- **How the redesign will enhance quality.**
- **How you will assess the impact of redesign on learning.**
- **How the redesign will produce cost savings and what you intend to do with the savings.**

FINAL PROPOSAL DUE 8/1/10

- **Emporium model: how you will embody the Six Principles**
- **Lab component: how it will operate**
- **Learning materials: what you plan to use**
- **Cost reduction strategy: what you will do with the savings**
- **Five critical implementation issues: how you will address**
- **Timeline: pilot in spring 2011; full implementation in fall 2011**
- **Project budget: how the grant will support your redesign**

SIX PRINCIPLES OF SUCCESSFUL COURSE REDESIGN

- #1: Redesign the whole course sequence**
- #2: Encourage active learning**
- #3: Provide students with individualized assistance**
- #4: Build in ongoing assessment and prompt (automated) feedback**
- #5: Ensure sufficient time on task and monitor student progress**
- #6: Modularize the student experience**

FINAL PROPOSAL DUE 8/1/10

- Emporium model: how you will embody the Six Principles
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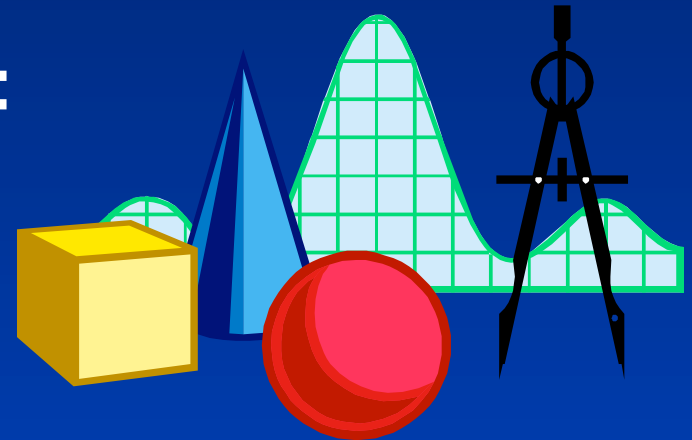
LAB COMPONENT HOW IT WILL OPERATE

- Fixed, flexible or blended version?
- How many labs and/or computer classrooms?
- # of PCs
- Hours available
- Technical support/lab manager/record keeping
- Staffing (faculty, adjuncts, tutors)



PROPOSAL NARRATIVE

- Learning materials:
what you plan to use
- Cost reduction
strategy: what you will
do with the savings
- Five critical
implementation issues:
how you will address



FINAL PROPOSAL DUE 8/1/10

- Emporium model: how you will embody the Six Principles
- Lab component: how it will operate
- Learning materials: what you plan to use
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TIMELINE

March 2010

April 15, 2010

April 30, 2010

May 21, 2010

Aug 1, 2010

Aug 15, 2010

Orientation at conference

Readiness responses due

53 institutions selected

Planning workshop

Final proposals due

Grants awarded

Fall 2010

Spring 2011

Summer 2011

Fall 2011

Spring 2012

Campus planning/development

Redesign pilots

Pilot assessments

Full implementation

Redesign assessments

AN IMPORTANT NOTE RE: TIMELINE

If you need to phase in your redesign, please send us a detailed description of why it is necessary and how this will occur by July 1, 2010.

PROJECT BUDGET

- No matching requirements
- No restrictions
- Common categories
 - Release time
 - Space rehab
 - Computer purchases



WORKSHEETS AND FORMS

- **Assessment Forms (2)**
- **Course Completion Forms (2)**
- **Cost Savings Summary Form (CSSF)**
- **Scope of Effort Comparison Form**

Grant awards will be made on 8/15/10.

PILOT ASSESSMENT PLAN					
Institution:					
Course Title:					
1. Which method of comparing learning outcomes do you intend to use? (Put an X next to all that apply)					
	<---Parallel Sections				
	# of traditional sections				
	# of students in each section				
	Total # of students				
	# of redesign sections				
	# of students in each section				
	Total # of students				
	<---Before and After				
	<---Timeframe for baseline data (e.g. fall 2006 semester, AY 2006-7, five-year average 2001-2006)				
	# of traditional sections				
	# of students in each section				
	Total # of students				
	# of redesign sections				
	# of students in each section				
	Total # of students				
2. Which method of obtaining data do you intend to use? (Put an X next to all that apply)					
	A - Comparisons of common final exams (internal and external)				
	B - Comparisons of common content items selected from exams				
	C - Comparisons of pre- and post-tests				
	D - Comparisons of student work using common rubrics				
Describe briefly:					

PILOT COURSE COMPLETION/RETENTION RESULTS

Institution:

Course Title:

Traditional Course

Timeframe:

	Number	Percentage
A		
B		
C		
D		
F		
W		
DR		
Other:		
Total		100%

Redesigned Course

Timeframe:

	Number	Percentage
A		
B		
C		
D		
F		
W		
DR		
Other:		
Total		100%

Your definition of successful completion (e.g., a C or better):

Your definition of retention (e.g., a D or better, enrolled in course to end, including F grades):

COST SAVINGS SUMMARY FORM				Institution:	
				Course(s):	
TRADITIONAL				REDESIGN	
Faculty				Faculty	
Average FT faculty salary and benefits				Average FT faculty salary and benefits	
# of sections taught in fall & spring				# of sections taught in fall & spring	
Cost of one FT faculty-taught section				Cost of one FT faculty-taught section	
Cost of one adjunct-taught section				Cost of one adjunct-taught section	
Enrollment				Enrollment	
Total enrollment				Total enrollment	
Enrollment per section				Enrollment per section	
Total # of sections				Total # of sections	
# of sections taught by FT faculty in fall & spring				# of sections taught by FT faculty in fall & spring	
# of sections taught by adjunct faculty in fall & spring				# of sections taught by adjunct faculty in fall & spring	
Cost				Cost	
Total cost of sections taught by FT faculty				Total cost of sections taught by FT faculty	
Total cost of sections taught by adjunct faculty				Total cost of sections taught by adjunct faculty	
Total cost of course coordination				Total cost of course coordination	
Total cost of other personnel (e.g., tutors, undergraduate tutors, lab professionals)				Total cost of other personnel (e.g., tutors, undergraduate tutors, lab professionals)	
TOTAL COST				TOTAL COST	
Cost-per-Student				Cost-per-Student	
				Total Savings	
				Percent reduction	

COST SAVINGS SUMMARY FORM

- **Use average salary by faculty type.**
- **Be sure to include benefits.**
- **Determine the cost of other personnel.**
- **Fall and spring (no summer) for all.**
- **If all courses use the same #s, you can aggregate the data.**
- **If #s are different for each course, insert columns for each and label.**

FACULTY SCOPE OF EFFORT COMPARISON

Institution:			
Course:			
Traditional Course		FULL-TIME	ADJUNCT
		FACULTY	FACULTY
		# of Hours	# of Hours
Course Preparation			
Curriculum Design/Development			
Materials Acquisition			
Materials Development			
Faculty/Staff Devmt/Training			
Sub-Total		0	0
Course Delivery			
Diagnostics/Placement			
Presentation			
Interaction			
Progress monitoring			
Test proctoring			
Grading			
Sub-Total		0	0
TOTAL		0	0
Total contact hours			
Total out-of-class hours			
Total hours		0	0
# of weeks in semester/quarter			
Section size			

FACULTY SCOPE OF EFFORT COMPARISON

Institution:			
Course:			
Redesigned Course		FULL-TIME	ADJUNCT
		FACULTY	FACULTY
		# of Hours	# of Hours
Course Preparation			
Curriculum Design/Development			
Materials Acquisition			
Materials Development			
Faculty/Staff Devmt/Training			
Sub-Total		0	0
Course Delivery			
Diagnostics/Placement			
Presentation			
Interaction			
Progress monitoring			
Test proctoring			
Grading			
Sub-Total		0	0
TOTAL		0	0
Total contact hours			
Total out-of-class hours			
Total hours		0	0
# of weeks in semester/quarter			
Section size			

THOSE PESKY DETAILS

- Submit files in either Word or Excel format. No Acrobat (pdf) files, please.
- Keep like files together (e.g., don't separate assessment forms)
- Name all files INSTITUTIONNAME [What the file is—e.g., APPLICATION, CSSF, etc.]
Examples: CSCC APPLICATION, JSCC CSSF, MDC ASSESSMENT.
- Proposals should be submitted electronically to Pat Bartscherer at patb@theNCAT.org.

http://www.thencat.org/Mathematics/CTE/CTEPlanning_Resources.htm

- Six Principles of Successful Course Redesign
- Four Models for Assessing Student Learning
- Cost Reduction Strategies
- **Things You Ought To Consider**
- Five Critical Implementation Issues
- **Course Redesign Proposal Example**
- Assessment Forms
- Cost Savings Summary Form
- Scope of Effort Comparison
- **Planning Checklist**



THINGS TO CONSIDER

- Are you absolutely certain that the content of your remedial/developmental courses is NOT college-level?
- Are you remediating high school deficiencies in or preparing students to succeed in college?
- Are there simpler alternatives to complicated diagnostic assessments after placing student in remedial/developmental courses?
- Have you considered the one-room schoolhouse?
- Is there really any good reason to retain “courses” in developmental math?

NCAT RESOURCES

- **NCAT Staff**
- **Redesign Scholars**
 - Before August 1, 2010
 - After August 15, 2010
- **NCAT Web Site**
- **Corporate Partners**

