



CSU Transforming Course Design Initiative Update January, 2009

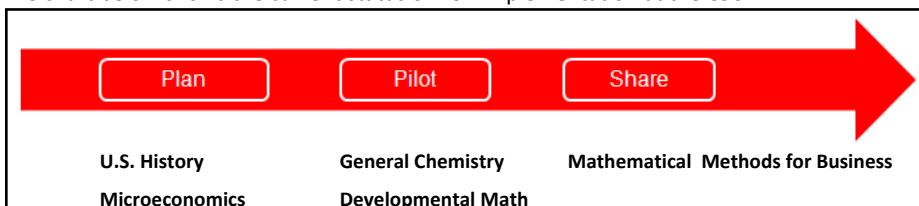
The Transforming Course Design Strategy

The goal of the Transforming Course Design (TCD) initiative is to support campuses in their efforts to improve student learning outcomes and reduce instructional costs by supporting analysis of teaching and learning challenges and faculty-designed innovations in pedagogy.

Three phases help to guide the implementation of this strategy:

1. **PLAN** – Faculty from pre-identified high-impact /low success courses work together to identify ways to improve student learning. Individually they commit to implementing some of these redesign elements in their course.
2. **PILOT** – Faculty teach and evaluate their redesigned course.
3. **SHARE** – Successfully redesigned course models are shared with CSU system faculty, department chairs, deans, and provosts. Successful models are presented so as to be adaptable to meet needs on other campuses.

The chart below shows the current status of TCD implementation at the CSU.



Developmental Mathematics and General Chemistry TCD Teams Deliver Final Report

After spending the spring semester analyzing student learning outcomes and evaluating a variety of instructional strategies, the Developmental Mathematics and General Chemistry TCD teams delivered their final reports in fall 2008. Highlights from their reports include:

- Ideas for improving diagnostic tests to ensure that students are properly placed;
- Suggestions for effectively using online homework for improved student success;
- Strategies for creating a more individualized learning experience that allow for real-time remediation without increasing costs;
- Identification of software programs that provide customized skill reinforcement.

For ideas about redesigning your course please view the full reports at:

- [Developmental Mathematics Course Redesign Report](#)
- [General Chemistry Course Redesign Report](#)

Spotlight on Success: Mathematical Methods for Business at CSU Northridge



Congratulations to Professor Katherine Stevenson, leader of the CSU Northridge Transforming Course Design project for Math 103 - Mathematical Methods for Business. Kate reported outstanding final exam results from the project: "Our average score across 12 sections of math 103 on the common final was 70%. The average represents a more than a 20 point improvement over last term. For more details, listen to [Kate's Podcast](#) in which she describes her program.

Welcome U.S. History & Microeconomics Faculty

On December 16, 2008 Executive Chancellor Gary Reichard appointed a team of Microeconomics and U.S. History faculty to begin systemwide course redesign efforts.

Microeconomics

Janice Peterson	Fresno
Anne Bresnock	Pomona
Frederica Shockley	Chico
Aaron Hedge	Bakersfield
Jessica Howell	Sacramento
Jennifer Imazeki	San Diego
Lisa Takeyama	San Francisco

U.S. History

Joyce Hanson	San Bernardino
Laura Talamante	Dominguez Hills
Alicia Rodriguez	Bakersfield
Daniel Lewis	Pomona
Birte Pflieger	Los Angeles
Christopher Endy	Los Angeles

In late January the project teams will begin collaborating to look for ways to improve student learning outcomes in their courses while addressing instructional costs.

Call for Participation



The National Center for Academic Transformation (NCAT) will be bringing four-person teams from 20 institutions together with NCAT staff and Redesign Scholars at a series of disciplinary institutes.

The institutes will introduce the teams to the NCAT methodology, share strategies and techniques for successful course redesign, and help them develop plans for course redesigns on their home campuses.

Interested faculty are encouraged to visit the [NCAT Website](#) for more details.