



Measuring the Impact of the CRI-E Redesign Initiative

About CRI-E

Purpose

The goal of the Original Course Redesign Initiative (CRI-O) was to enhance student learning by increasing successful course completion rates (reducing D/F/W rates, particularly in GEP and STEM courses). Additionally, it aimed to improve retention rates for FTIC and Transfer students through a strategic course redesign process that leveraged the benefits of online, blended, adaptive, and active learning approaches.

The Course Redesign Initiative - Extended (CRI-E) was to continue the momentum started by CRI-O and build upon its successes and lessons learned. CRI-E focused on achieving collective impact, implementing change at scale, and refining innovations discovered during COVID for long-term implementation.

Whereas CRI-O focused on undergraduate courses, CRI-E proposed to redesign a mix of undergraduate and graduate courses as well as an ungraded course developed by Library Services (i.e., IDS Skills Library).

Team Descriptions

- 22 Teams comprised of 117 faculty
- Of the 117 faculty, 77 were part of the redesign team and 40 were not part of the redesign team but were identified to have the completed redesign sections shared with them
- 10 faculty were on more than one team

*Of the 7 unique courses, one course (IDS1000) is not for credit.

Team	College	# of Unique Courses	# of Unique Courses Taught
A	CAH	4	0
B	CAH	6	5
C	COM	3	0
D	CHPS	5	4
E	RCHM	1	0
F	COS	1	1
G	CCIE	11	6
H	COM	5	3
I	CUGS, Library	7*	5
J	CAH, COS, RCHM	8	8
K	CCIE	1	1
L	CAH, CUGS	5	3
M	COS	3	3
N	CECS	4	0
O	COS	3	2
P	CCIE	6	4
Q	CAH, CUGS	1	1
R	COS	2	2
S	RCHM	1	1
T	CCIE, CHPS, COS	5	1
U	CCIE	8	6
W	CAH, CCIE, COS	3	1

Methods

To assess the impact of the course redesign, student grades were compared from the same course before and after implementation, controlling for instructor.

Data

Student performance across two time periods was examined:

- Before redesign: Up to three semesters before changes were made
- After redesign: From when changes were completed until Fall 2025

Analyses

The mean course grade of the before course sections was compared to their redesigned counterparts, controlling for instructor. Findings were parsed into three categories:

- Gain: Grade increase of 0.1 or greater
- Decline: Grade decrease of 0.1 or greater
- No change: Difference in average course grade was less than 0.1 in either direction

Overall Findings – Courses Taught as of Fall 2025

93 unique courses were proposed for redesign, with each course undergoing either partial or complete modifications. A unique course is defined by course number and modality. For example, PHY2048 – Modality P and Modality M are two unique courses for analysis purposes.

An analysis of the 93 unique courses by academic level revealed the following distribution:

- 18 (19%) were lower-level undergraduate courses (i.e., 1000-2000)
- 49 (53%) were upper-level undergraduate courses (i.e., 3000-4000)
- 26 (28%) were graduate level courses

Of the 93 unique courses proposed for redesign, 77 courses provided an 'expected semester' to be taught, and 16 did not (TBD¹). The taught rate was calculated separately for these two categories.

- 50 of the 77 (65%) courses with an expected semester were taught as of Fall 2025
- Five of the 16 (31%) TBD courses were taught as of Fall 2025

¹Courses that did not provide an expected semester are indicated by TBD when all instructors were TBD.

Evaluation Considerations

Overall changes in average course grades before and after the redesign are provided. However, these results should be interpreted carefully for several reasons:

Limitations of Analysis:

Measurement scope issue: The analyzed outcomes reflected whole-course performance, even though numerous proposed redesigns were limited to particular content or modules within those courses. This may limit the impact of redesign on student outcomes

Mixed time periods: Data were drawn from multiple semesters (Fall, Spring, and Summer). Summer data were included only when available for both pre- and post-redesign periods. Variations in student demographics across semesters may have influenced performance outcomes.

Multiple influencing factors: Many variables besides the curriculum redesign can affect student performance

Redesigned Courses **Not** Taught as of Fall 2025 (n = 106)

M		P	V	W	
PAL		*BSC3403C (A)-A, C *POR1120 (R)-A, B *POR1121 (R)-A, B *POR2200 (R)-A, B *POR2201 (R)-A, B	*BSC3403C (A)-B	*HFT1931 (R)-A, B, C *SPN2201 (R)-A, B ² , C, D SPN2200 (R)-A, C SPN1120C (R)-D ² , E ²	SPN1121C (R)-H ² SPN3234 (R)-B, C, D SPN3300 (R)-B, C, D
Not PAL	*EDA6061 EDS6130-A EDA6232-B, C ² *EDA6240 EDA6260-B ² , C *EDA6300 *EDA6423 *EDA6931-A ² , B EDE4301-A ² , B ² , D ²	EDS6130-A *EEE4775 *EEL4768 *EEL5862 *EGN3211-A, B ² LAE3414-A ² *PLA4843 *RED3012 *RED4519-A ² , B, C ²	CHM2045C-A ² , B ² , C, D ² , E ² , G ² , H ² CHM2046-A ² , B ² , D ² , I, J ² PCB3522-A ² PCB4524+-A PHY2048+-A, C ² , G ² , E CHM1025-A ² , B, C ² , D ² , E, F ² , G ² , H PCB4524+-B	*AML4630 *CCJ3667 *CCJ4681 ENC3241-C, D ² , F, H, I ² , J ² *ENG3010 *EVR3085 *LIT3381 PLA3014-A, B, D ² PSY3204C-B	*PSY4215C-A, B *RED6746 *RED6845 *SOW6109 *SPA6401 *SYP3523 *WST3015

*Indicates a unique course with no sections taught as of Fall 2025

²Course taught by additional faculty only, not by the redesign faculty.

+ indicates course was redesigned into multiple modalities. Each modality is treated as a different course for analysis purposes.

Interactive learning tool platforms include : (A) = Acrobatiq; (Ma) = Materia; (R) = Realizeit

Courses Not Included in the Analysis (n = 22)

Twenty-two courses proposed for the redesign and taught by Fall 2025 were not included in the analysis for the following reasons:

No Comparison Data

- Seventeen courses had no before data available for the instructors and their respective courses

Discrepancy with IKM Data

- Four courses had a discrepancy with the data returned from IKM¹

Course not for Credit

- IDS1000 is not for credit so students do not receive grades. It does not appear in the table below.

M		P		W	
PAL		PHY2054 (R)		SPN2200 (R)-B SPN1121C (R)-D	
Not PAL	SSE3312 ¹ SYP6561	CHM2045C-F CHM2046-E ² , F CHM1946-E ² LIT6216	PHY2048- D ² , F, H, I ²	ENC3241-E ² ENC3241-G ² HFT4941 ¹ (Ma)	HFT4944 ¹ (Ma) RED5517 RED6846 ¹ SPN1120C (R)-F ²

¹IKM data not received (i.e., IDS4934, SSE3312) or IKM data did not indicate the CRI-E faculty as the faculty of record (i.e., HFT4941, HFT4944, and RED6846)

²Course taught by additional faculty, not by the redesign faculty.
Interactive learning tool platforms include: (Ma) Materia (R) = Realizeit

Courses with **No Change** in Grades (n = 23)

For the purposes of this study, no change was defined as a mean difference of less than 0.1 in either direction.

	M	P	W	V
PAL			SPN1121C (R)-F	
Not PAL	EDA6260-A ² EDE4301-C EDF7471 EDS6123 EDS6130-B ² PCB4524+-C PHT7329C RED4942-B	PCB3522-D ² CHM1025-I ² CHM2045C-J ² CHM3120	AMH2010 (Ma) EVR3008 IDS4939 PLA3014-C ² PSY3204C (MA) - A RED4043 RED6336 RED6337 SPN1120C (R)-B, G ²	SPA6843 (Ma)

²Course taught by additional faculty, not by the redesign faculty.

Interactive learning tool platforms include: (Ma) Materia (R) = Realizeit

Courses with Mean **Gains** in Grades (*n* = 15)

M		P	V	W	
PAL				SPN1121C (R)-B	
Not PAL	EDA6502 ENG3014 RED4942-A ² SPA6559-B	PCB3522-C ² PCB3522-D ²		AMH3558 (Ma) EDF4467-B ² ENC3241-B ENL3451 EVR4940 IDS4934	PLA3014-C ² SPA6437 (MP)

²Course taught by additional faculty, not by the redesign faculty.
 + indicates course was redesigned into multiple modalities. Each modality is treated as a different course for analysis purposes.
 Interactive learning tool platforms include: (A) = Acrobatiq; (Ma) = Materia; (MP) = MasteryPaths; (R) = Realizeit.

Courses With Mean **Decrease** in Grades ($n = 28$)

	M	V	W	P
PAL			SPN1120C (R)-A ² SPN1121C (R)-A ² , C ² , E ² , G SPN3300 (R)-A	SPN1120C (R)-A ² , C ² , H SPN3234 (R)-A
Not PAL	EDA6232-A ² LAE3414-B PHY2048+-B SPA6559-A SPN3344 (Ma) ² SPN3345 (Ma) ² SPN4410 (Ma)	PCB3522(LC)+-B	EDF4467-A ENC3241-A ² LDR3115 PSY2012 PSY3213C (Ma)-B	CHM1025-J ² CHM2045C-I CHM2046-C, G ² , H ² PLA3014-E

²Course taught by additional faculty, not by the redesign faculty.

+ Indicates course was redesigned into multiple modalities

Interactive learning tool platforms include: (LC) = Learning Curve; (Ma) = Materia; (R) = Realizeit

Summary

The CRI-E initiative involved a large cross-section of faculty.

- Six of the 22 teams brought together faculty from across different colleges.

Of the 93 unique courses, 33 (36%) were not taught as of Fall 2025. It is unclear why these courses have not yet been taught.

Course grade outcomes were mixed – showing both successes and areas for further improvement.

- 23 courses exhibited no mean change
- 15 courses exhibited improvement ranging from .10 to an outlier of 1.12, with a mean of .23 when the outlier was removed
- 28 courses exhibited a decrease ranging from -.11 to -.42, with a mean decrease of -.22