

LEVERAGING DIGITAL COURSEWARE AS A DRIVER FOR COLLABORATIVE COURSE REDESIGN INITIATIVES

APLU'S OFFICE OF DIGITAL TRANSFORMATION FOR STUDENT SUCCESS

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Gardner Institute: A Symposium on Transforming the Postsecondary Experience

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Who Are We?



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APLU's PLC and Office of Digital Transformation for Student Success



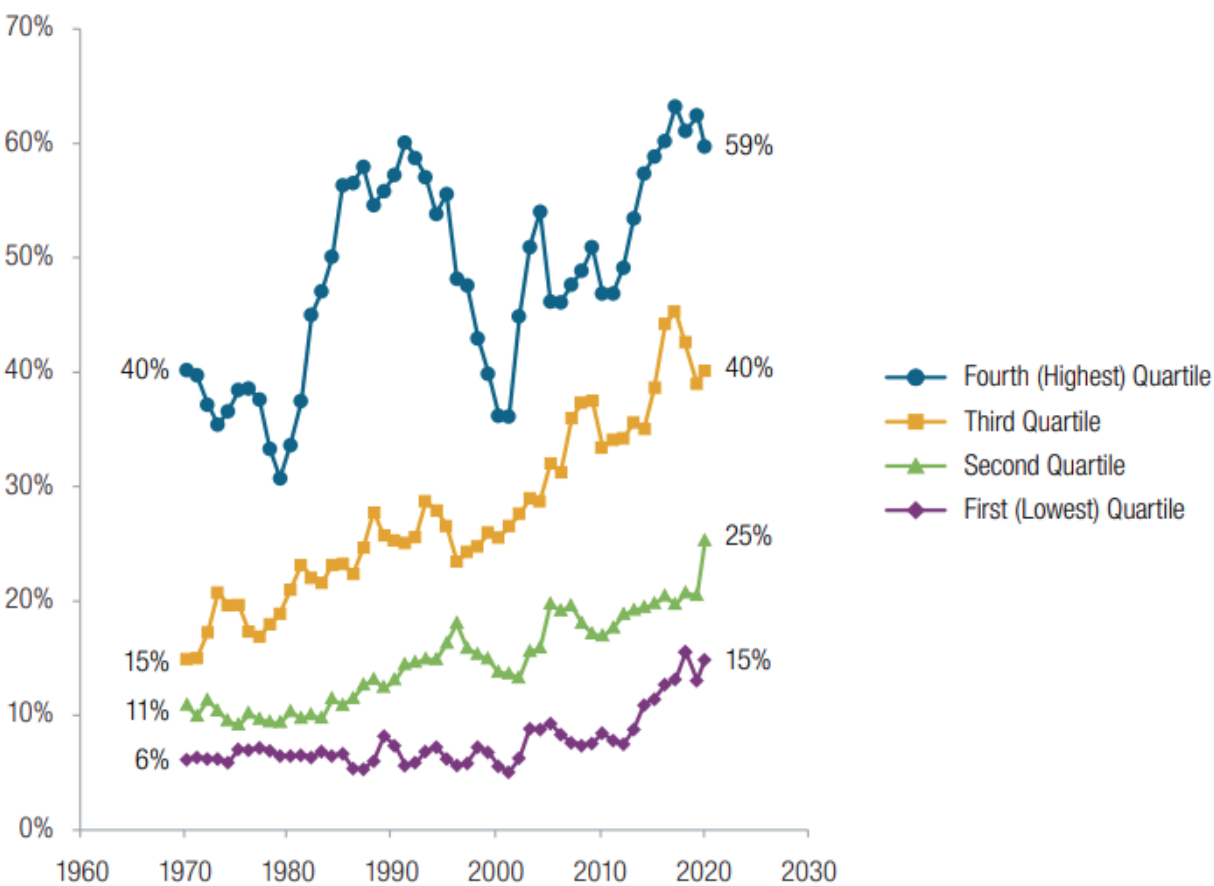
The Personalized Learning Consortium (PLC) was founded in 2013 to offer participating APLU institutions with opportunities and resources to improve their understanding and implementations of personalized learning using technology. Members cooperate to share experiences and expertise, identify promising and trustworthy vendors and partners, influence data practices, and organize multi-institutional projects that benefit from scale and community. Now housed within the Office of Digital Transformation for Student Success, the PLC APLU's Office of Digital Transformation for Student Success continues to focus on achieving improved equitable student success, intentional use of educational technology and evidence-based teaching practices should be expanded across an institution.



What do we know about gateway courses and instructional practices?

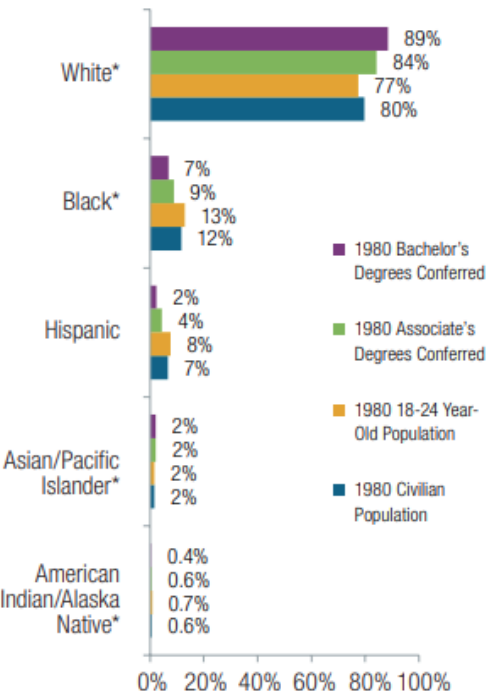
- Equity gaps persist
- Significant variability in student success by course instructor/section
- Traditional, lecture-based teaching most common
 - Despite evidence base for more effective practices such as active learning, culturally responsive, data-informed instruction
 - Higher student satisfaction and sense of belonging when faculty use evidence-based instruction
- Faculty professional learning more of a stated intention than a resourced reality at many institutions
- Continued challenges to scale good and best practices across courses, programs, institutions

Equity Indicator 5a(i): Estimated bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970 to 2020

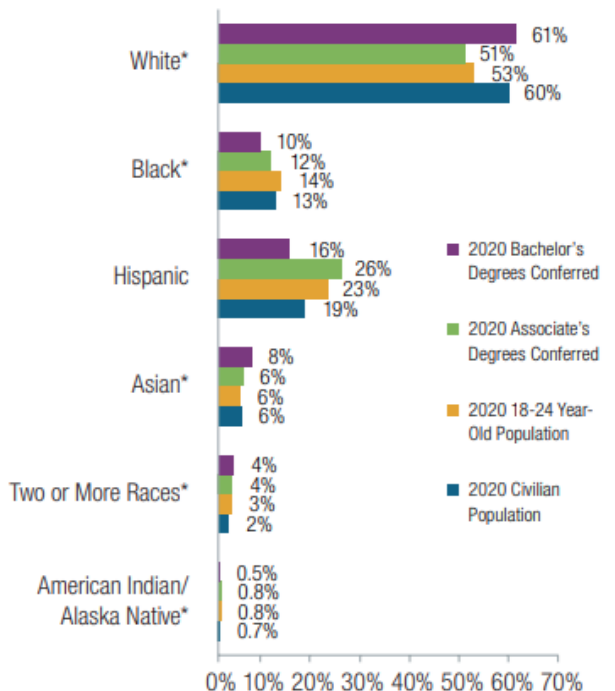


Equity Indicator 5d(i): Distributions of associate's and bachelor's degrees conferred to U.S. citizens and distribution of the civilian population by race/ethnicity: 1980 and 2020

1980 Associate's and Bachelor's



2020 Associate's and Bachelor's



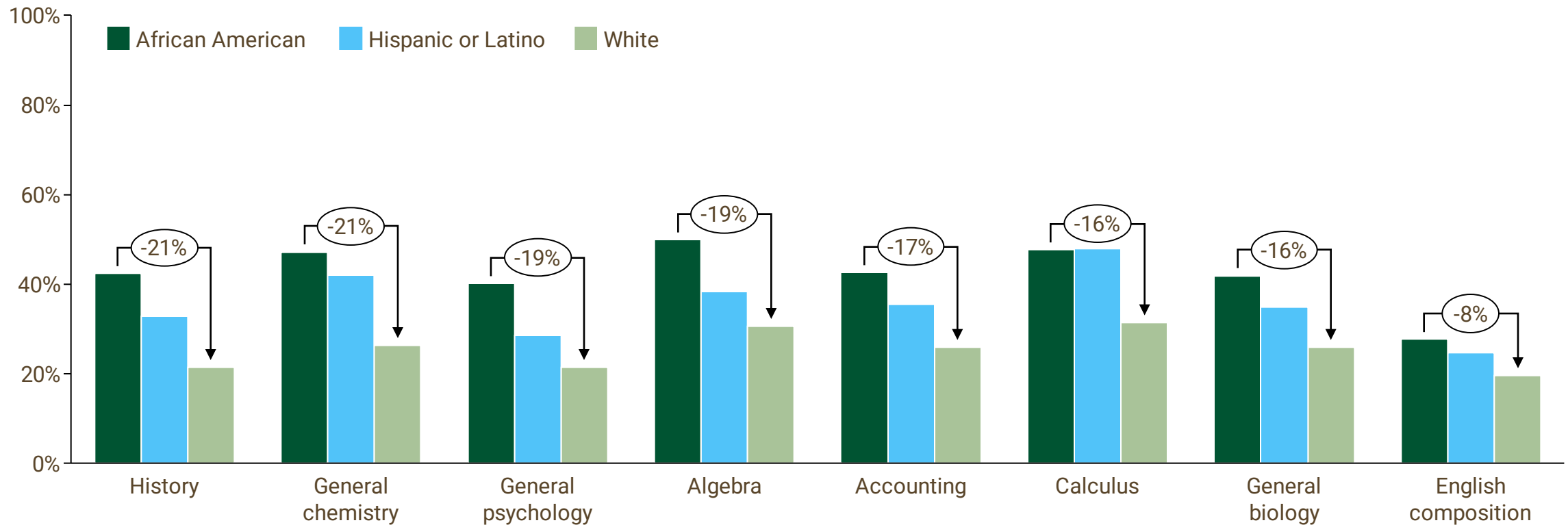
Indicator Status: Gains in Equity Since 1980

The representation of Blacks and Hispanics among degree recipients has increased since 1980, but Blacks and Hispanics continue to be underrepresented among degree recipients relative to their representation in the population.

Equity Gaps Persist in Gateway Course Completion Rates by Race and Ethnicity

Course DFWI Rates in First-Year Gateway Courses by Race / Ethnicity, 2019

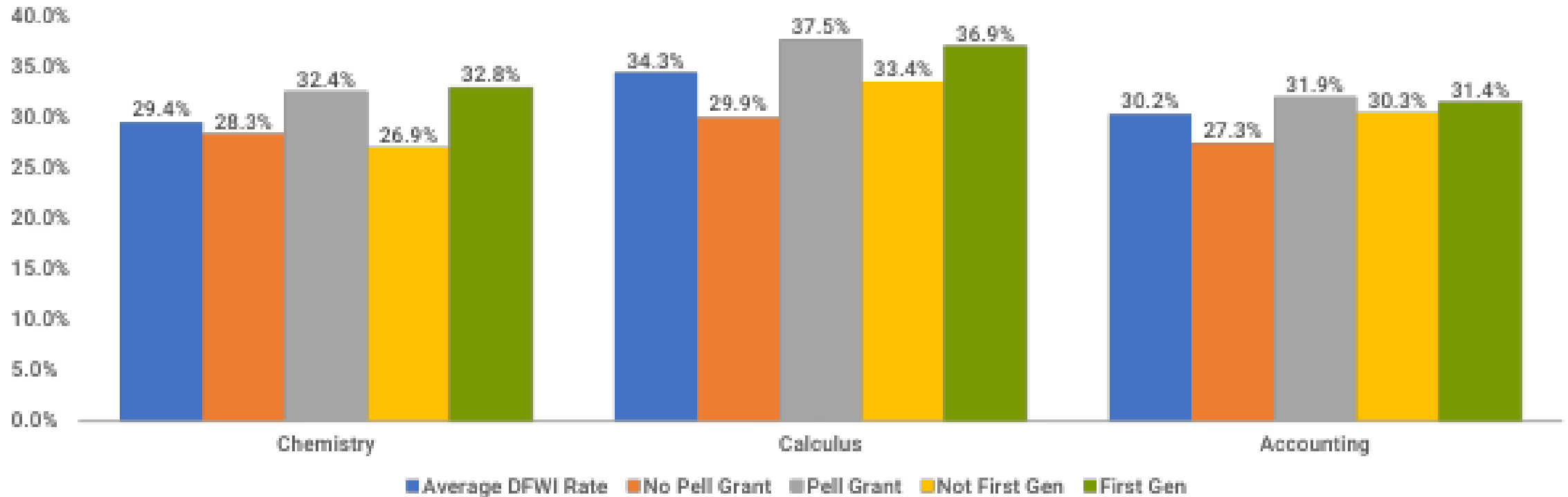
DFWI Rate



Note: *DFWI (Drop, Fail, Withdraw, Incomplete) data from 36 institutions that includes seven community colleges, two for-profit 4-year institutions, eight nonprofit 4-year institutions, and 19 public 4-year institutions (29 four-year and seven two-year institutions in total) Source: Gardner Institute (2019)

Significant Equity Gaps Also Exist in Completion Rates for Poverty-Affected and First-Generation Students

Course DFWI Rates in First-Year Gateway Courses by Pell Grant and First-Gen Status, 2019

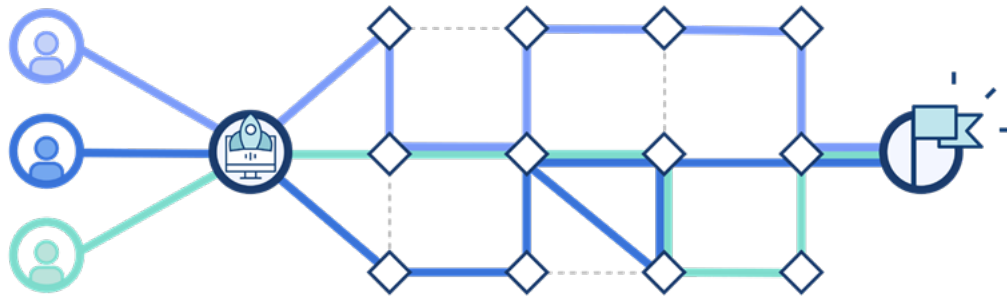


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What is adaptive courseware and who does it serve?

Adaptive courseware is a digital instruction tool that includes **instructional content, formative and summative assessments, and collaborative components.**

Adaptive Courseware Implementation Guide. 2nd ed. Every Learner Everywhere.



► Students



► Faculty



► Institutions



APLU's Digital Courseware Grant Work

Accelerating the
Adoption of Adaptive
Courseware
(2016—2020)

Exemplary Statistics
Courseware
Development
(2022—Present)

Adaptive Courseware
for Early Success
(2018—2021)

STUDENTS
+398K

PLC
21 institutions
30 disciplines
233 courses

Our model of engagement

- Cross-functional institutional teams with key stakeholders
- Faculty-driven, team-based approach to redesigning and aligning gateway courses within an academic program
- Assess and align internal and external resources to build relationships, knowledge, and internal capacities
- Cohorted learning communities, within and across institutions
- Centering equity, continuous improvement, and scaling

The University of Toledo

Institutional Snapshot: 2022

Total Enrollments: 15,603

Total Undergraduate Enrollments: 11,977

Race/Ethnicity:

White: 67.7%

African-American: 9.4%

Hispanic: 5.9%

Two or More: 3.9%

Unknown: 3.3%

Asian: 3.1%

Native Hawaiian: 0.1%

American Indian: 0.1%

6-year Graduation Rate: 56.5% (Class of 2016)



The University of Toledo

Integrate Internal and External Resources for Success

- APLU Targeted Support
 - Network of expert mentors and partner organizations
 - Resources for capacity building
 - Grant awards
 - Adaptive Courseware for Early Success
 - Student Experience Project
- Internal Levers
 - Culture and community of faculty development
 - Course Design Institute
 - Strategic plan (2017-2022)
 - State Initiative: Ohio's Strong Start to Finish

The University of Mississippi

Institutional Snapshot: 2022

Total Enrollments: 19,869

Total Undergraduate Enrollments: 16,712

Race/Ethnicity:

White: 76.3%

African-American: 11.4%

Hispanic: 5.1%

Two or More: 2.5%

Unknown: 0.2%

Asian: 4.1%

Native Hawaiian, Pacific Islander: 0.1%

American Indian: 0.4%

6-year Graduation Rate: 67.8% (Class of 2016)



The University of Mississippi

Prioritizing and Integrating Student Feedback for Continuous Improvement

- Collecting student feedback
 - Post-course surveys
 - 16 focus group interviews with students
- Course-level improvements
 - Improved transparency
 - Flexible modules to for multi-section courses
- Programmatic-level improvements
 - Adaptive courseware features that worked (or didn't)
 - Student perception of adaptive courseware impact on final grade
 - Implementation matters—Courseware integration & quality pedagogy
 - Additional recognition of faculty successes

University of Central Florida

Institutional Snapshot: 2022

Total Enrollments: 68,442

Total Undergraduate Enrollments: 58,749

Race/Ethnicity:

White: 44.7%

Black: 9.7%

Hispanic/Latino: 28.2%

Multiracial: 4.4%

Unknown: 1.1%

Asian: 7.1%

Native Hawaiian, Pacific Islander: 0.1%

American Indian/Alaska native: 0.1%

6-year Graduation Rate: 76% (Class of 2016)



UNIVERSITY OF
CENTRAL FLORIDA

University of Central Florida

Establishing an evidence base to cultivate faculty buy-in and expand adoption

- The Innovators
 - Elementary Spanish Language & Civilization I and II
 - Specific and measurable goals for course redesign
 - Emerging success
- Expanding adoption
 - Institutional accountability
 - Program-level sharing
- Refine and improve

What have we learned?

From Starting to Sustaining

Faculty-driven and data-informed design, implementation, refinement, and scaling efforts

Student-centered and student-informed—practicing equitable design throughout

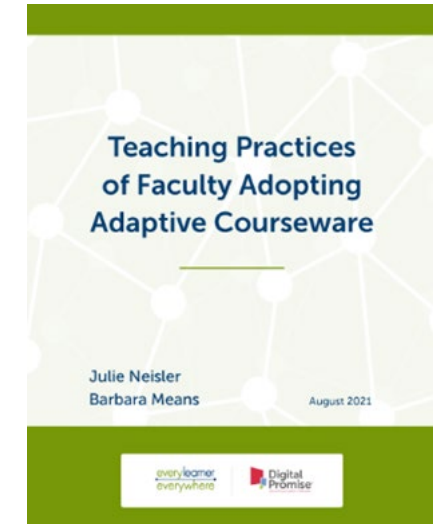
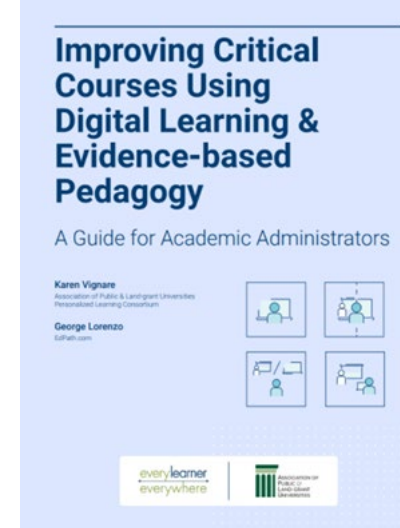
“It Takes a Village”—An **ecosystem and teams-based approach** is best, where course design, integrated pedagogical practices, and supporting implementation and iteration with departmental and institutional resources is key to success and sustainability

Internal and external partnerships, collaboration, and resourcing

Leadership must maintain support, celebrate successes, and enable **continuous improvement and sustainability practices**

Prioritizing faculty resources and professional development leads to real changes in instructional practices and student outcomes

Where can I get started?



COURSE GATEWAY

The path to equitable education.

<https://coursegateway.org/>

Questions?
