

### About the University of Louisville

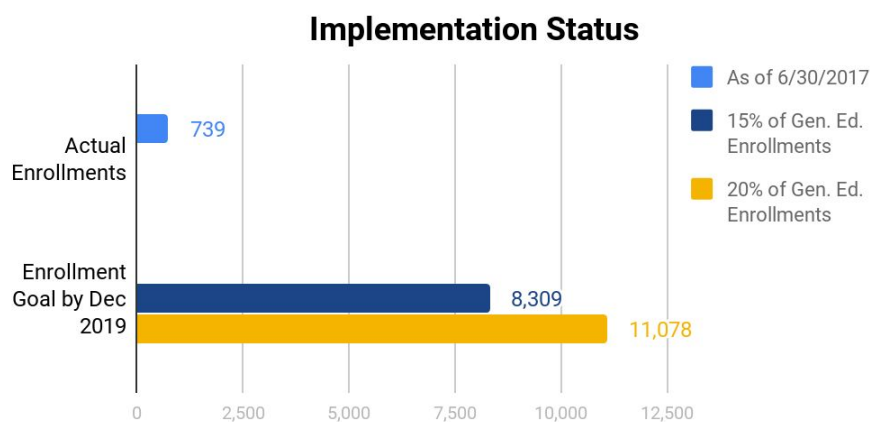
- Fall 2016 enrollment of over 22,000 students
- 18% of students take at least one course online
- 31% of entering freshman qualify for Pell grants and 19% of students identify as being members of underrepresented minority groups

### Rationale and Goals for Participation in the PLC Grant Program

- The 21st Century University Initiative at the University of Louisville (U of L) is a campus-wide, multi-year effort to reach several institutional goals by 2020, including improving the graduation rate to 60% and promoting innovative and evidence-based pedagogies
- Participation in the PLC Accelerating Adoption of Adaptive Courseware grant program supports U of L's work in the 21st Century University Initiative by promoting innovation in teaching and learning in service of improved outcomes for students
- U of L seeks to scale adaptive courseware across multiple sections of fourteen high-enrollment courses, reaching over 8,300 enrollments (15% of general education enrollments) by December 2019

### Implementation Status as of 6/30/2017

U of L implemented adaptive courseware in four of the fourteen target courses during the Spring 2017 term. As part of the grant program, U of L faculty have adopted products from Cerego, MacMillan and Pearson to implement across natural sciences, social sciences and economics courses. U of L's grant management has experienced turnover since the program launch in 2016, and a new Program Manager was identified during this term. Interest in the program on campus has continued to grow through awareness building and coordination at the department level, and it is expected that U of L will reach its enrollment goals.



## Implementation Challenges and Success Factors

Challenges	Success Factors
<ul style="list-style-type: none"><li>• U of L launched an Adaptive Learning Faculty Learning Community (AL-FLC) of faculty champions to spearhead awareness and engagement building on campus. Unclear expectations and incentives, and time constraints on participants emerged as challenges for the FLC to achieve its goals</li><li>• Unstable/inconsistent program management delayed implementation and is resulting in shifts in the implementation plan</li></ul>	<ul style="list-style-type: none"><li>• A new emphasis on grant communication and coordination with departmental leadership is advancing planning and implementation beyond initial efforts to target interested faculty across all departments<ul style="list-style-type: none"><li>◦ This allows for more sustainable change/impact for students and faculty, who need to learn how to teach/learn in new environments and with new methods using adaptive</li></ul></li></ul>

## Implementation Impacts as of 6/30/2017

U of L is tracking the D-Fail-Withdraw (DFW) rate in sections adopting adaptive courseware to identify potential impacts of the adaptive courseware implementation on student outcomes. Data collected to date includes a comparison of DFW rates in the sections where adaptive courseware has been adopted to those where adaptive courseware is not in use, plus DFW rates from the same courses in the prior academic year (before the implementation adaptive courseware). Early data shows that students in sections where adaptive courseware was in use in Spring 2017 demonstrated a slight increase in DFW rate as compared to those that did not use adaptive courseware in the same courses during that term or the previous year. Further analysis is required to determine whether the change in DFW rate is attributable to the courseware implementation and to see if the trend continues.

In future periods, U of L will aggregate data on the credit accumulation and completion, and retention and re-enrollment rates of students in courses using adaptive courseware as well as comparison groups. Takeaways from this data will be included in future reports.

*To learn more about this adaptive courseware implementation contact:*

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