APLU Personalized Learning Consortium
Accelerating Adoption of Adaptive Courseware at Public Universities
Colorado State University Update, Fall 2017

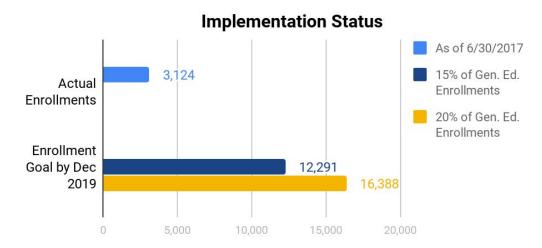## About Colorado State University

- Fall 2016 enrollment of ~33,000 students
- About 25% of students take at least one course online
- 21% of entering freshman qualify for Pell grants and nearly 15% of students identify as being members of underrepresented minority groups

Rationale and Goals for Participation in the PLC Grant Program

- Participation in the PLC Accelerating Adoption of Adaptive Courseware grant program is well-aligned to ongoing implementation of student success initiatives at Colorado State University (CSU) with the goal of achieving higher graduation rates
- CSU seeks to scale adaptive courseware across multiple sections of twenty-nine high-enrollment courses, reaching over 12,000 enrollments (15% of general education enrollments) by December 2019

Implementation Status as of 6/30/2017

CSU's implementation plan has evolved since the grant launched in Summer 2016 due to changes in departmental leadership and faculty decisions to implement adaptive courseware. As of Spring 2017, CSU targets implementations across twenty-nine courses during the grant term, up from 21 at the launch of the grant. During Spring 2017, CSU implemented adaptive courseware in 51 sections across nine courses, reaching 23% of its enrollment goal. As part of the grant program, CSU faculty have adopted products from MacMillan, McGraw-Hill and Pearson to implement across economics, foreign language and physics courses.

Implementation Status

Implementation Challenges and Success Factors

Challenges	Success Factors
- Turnover in departmental leadership plus changes in faculty interest in adopting adaptive courseware have resulted in the need to revise implementation roll out plans - To some extent, the culture at CSU and within certain departments has presented a challenge where some faculty perceive adaptive courseware adoption to be in conflict with their autonomy in the classroom and preference for using only well-proven methods	- CSU Program Management sits in The Institute for Teaching and Learning (TILT), where many teaching and learning and redesign initiatives are launched and supported - Senior leadership support for the initiative has been crucial to advancing adoption efforts, in particular to help articulate how adaptive courseware adoption is aligned to broader institutional goals for student success

Implementation Impacts as of 6/30/2017

CSU 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 an slight increase in the DFW rate as compared to those that did not use adaptive courseware in the same courses during 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, CSU 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.