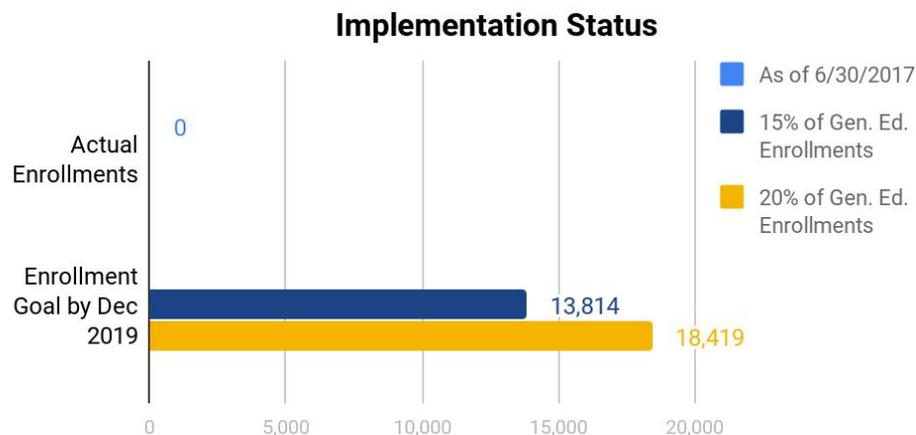## About Georgia State University

- Fall 2016 enrollment of over 51,000 students across 7 campuses
- Over a quarter of students take at least one course online
- 57% entering freshman qualify for Pell grants and over 50% of students identify as being members of underrepresented minority groups

Rationale and Goals for Participation in the PLC Grant Program

- The 2016 update to the Georgia State University (GSU) strategic plan includes goals related to improving student outcomes by using using new technologies in the classroom, including analytics and adaptive learning technologies. Participation in the grant program helps GSU move toward this goal through investment in adaptive courseware implementation planning and execution
- GSU seeks to scale adaptive courseware across **ALL** sections of five high-enrollment courses, reaching over 13,800 enrollments (15% of general education enrollments) by December 2019

Implementation Status as of 6/30/2017

GSU's grant proposal included a year of implementation planning and onboarding, lasting for the full 2016-1017 academic year. As such, it is on-track to launch adaptive courseware use in courses in the fall 2017 term and does not have any enrollments to report for the period ended 6/30/2017.

Implementation Status

To date, key implementation activities have included:

- Convening of GSU faculty and administrator groups to build awareness of adaptive courseware and to develop a list of vendor information sought / criteria for product selection

- Development and distribution of a request for information (RFI) based on the Courseware in Context Framework (CWiC Framework). The RFI was sent to 21 APLU-approved courseware vendors to collect information important to product selection
- Hosting of an on-campus courseware fair with courseware vendors selected based on their RFI responses, to provide an opportunity for faculty to get to know products through "speed dating" and demos
- Selection of products from MacMillan, McGraw-Hill and Realizeit for pilot implementation in Fall 2017
- Training for faculty, instructional designers and other staff that will participate in the courseware implementation

Implementation Challenges and Success Factors

Challenges	Success Factors
- Winnowing list of 21 approved courseware vendors to identify the products best suited for GSU faculty needs, especially as many GSU faculty were not familiar with adaptive courseware before the grant launched - Despite collection of adaptive courseware product information through the RFI, GSU reported that navigating vendor marketing messaging to understand how products actually work in a classroom remained difficult. Hosting the on-campus visits for vendors and "sandbox days" for faculty to use the tools helped.	- Development of a rigorous and collaborative adaptive courseware product evaluation process brought together faculty and administrators to both learn about adaptive courseware and shape the evaluation process to identify the best products for use at GSU - Through the courseware evaluation process, faculty became more open to adopting adaptive courseware products from smaller/less well known vendors rather than automatically selecting a vendor they were already comfortable with because they had a clear mechanism for comparison - Hosting of the grant and Program Management responsibilities in GSU's Center for Excellence in Teaching & Learning (CETL) brings instructional design and teaching & learning expertise to the grant program

Implementation Impacts as of 6/30/2017

GSU will track the D-Fail-Withdraw (DFW) rate in sections adopting adaptive courseware to identify potential impacts of the adaptive courseware implementation on student outcomes. It will also collect 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.