

About Oregon State University

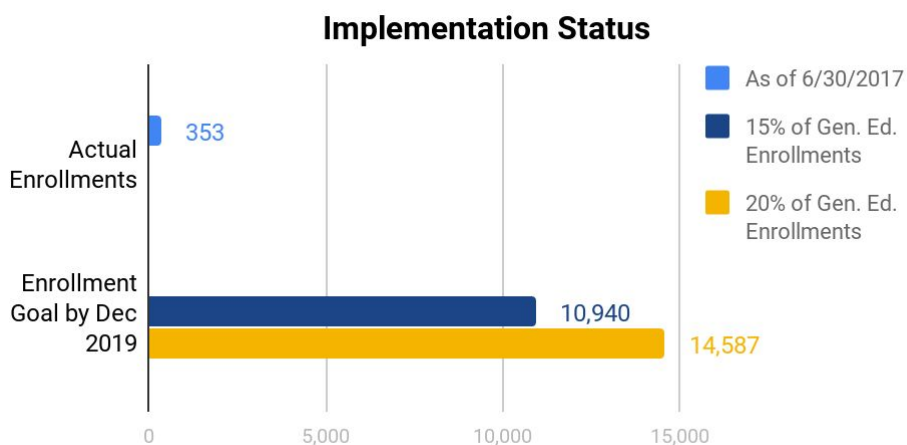
- Fall 2016 enrollment of over 31,000 students
- 34% of students take at least one course at a distance
- 28% of entering freshman qualify for Pell grants and 16% of students identify as being members of underrepresented minority groups

Rationale and Goals for Participation in the PLC Grant Program

- Participation in the PLC Accelerating Adoption of Adaptive Courseware grant program aligns to Oregon State University (OSU) goals of improving gateway course outcomes to improve first-year retention and graduation rates
- OSU seeks to scale adaptive courseware across multiple sections of eight high-enrollment courses, reaching almost 11,000 enrollments (15% of general education enrollments) by December 2019

Implementation Status as of 6/30/2017

OSU's original grant proposal identified six courses for adaptive courseware implementation during the grant period. Due to changes in faculty interest and ability to adopt adaptive courseware and pursue course redesign, the implementation plan has evolved to include eight courses across the Chemistry, Economics, Mathematics and Psychology disciplines. During the Spring 2017 term, OSU implemented adaptive courseware in two of the eight courses, reaching 353 students. Though implementation has been slightly delayed, OSU anticipates that it will be able to achieve its enrollment goals.



Implementation Challenges and Success Factors

Challenges	Success Factors
<ul style="list-style-type: none">• Turnover in departmental leadership has delayed planned implementation in Chemistry courses, emphasizing the importance of stable leadership• Some faculty have shown resistance to measurement of DFW rates and the expectation of improvement in student success measures. By talking to faculty in their discipline at other institutions who are using adaptive courseware, some concerns are being alleviated	<ul style="list-style-type: none">• The Program Manager has experience as an OSU faculty member, administrator and researcher and brings the knowledge and connections from across the institution to enable effective management of the program. Connections and experience are particularly valuable for coordination between different parts of the university that host different student success and teaching and learning innovation initiatives

Implementation Impacts as of 6/30/2017

OSU 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 improvement 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, OSU 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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