



About the University of Mississippi

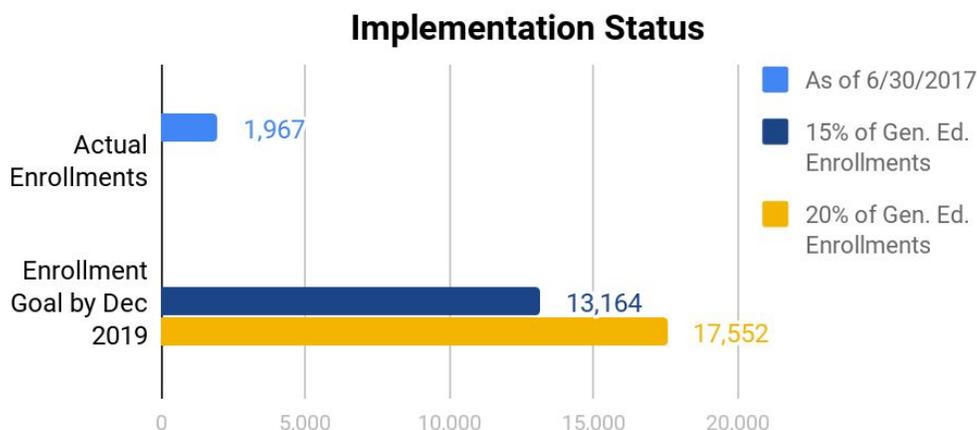
- Fall 2016 enrollment of over 24,000 students
- 19% of students take at least one course online
- 22% of entering freshman qualify for Pell grants and 18% of students identify as being members of underrepresented minority groups

Rationale and Goals for Participation in the PLC Grant Program

- Participation in the PLC Accelerating Adoption of Adaptive Courseware grant program supports efforts at the University of Mississippi (UM) to offer faculty opportunities for pedagogical innovation and to improve outcomes for students through its Personalized Learning and Adaptive Teaching Opportunities Program (PLATO), housed in the Center for Excellence in Teaching and Learning
- UM seeks to scale adaptive courseware across multiple sections of twenty-four high-enrollment courses, reaching over 13,000 enrollments (15% of general education enrollments) by December 2019

Implementation Status as of 6/30/2017

UM's original project proposal identified nine courses for redesign and adaptive courseware implementation during the grant period. These courses were chosen based on the student population served and need to improve retention. With the hiring of the grant Program Manager in Fall 2016, the implementation plan grew to twenty-four courses where faculty and departmental leadership are interested in implementing adaptive courseware. During Spring 2017, UM implemented adaptive courseware in 30 sections across eight courses, reaching 1,967 enrollments. As part of the grant program, UM faculty have adopted products from Lumen Learning, McGraw-Hill, MacMillan, Pearson, Realizeit and Wiley across chemistry, mathematics, business and life sciences courses.



Implementation Challenges and Success Factors

Challenges	Success Factors
<ul style="list-style-type: none">• Faculty doubts / distaste for educational technology adoption based on previous experience. When positioned as a way to advance pedagogical innovation, adaptive courseware implementation is better received by faculty• UM resources to support course redesign and adaptive implementation efforts are more limited than other participating institutions, putting more of the onus on the Program Manager and faculty	<ul style="list-style-type: none">• Many UM faculty are familiar with adaptive courseware and this grant program provided an opportunity to either expand use or try a new product• Several course and department leaders demonstrated strong interest in pedagogical innovation and helped build interest and commitment to adaptive adoption in their disciplines• The Program Manager is a faculty member that has used adaptive courseware and can share experiences and stories of impacts

Implementation Impacts as of 6/30/2017

UM 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, UM 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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