



INSTITUTIONAL EXEMPLARS: DIGITAL LEARNING IMPLEMENTATION STRATEGIES TO IMPROVE STUDENT SUCCESS



Panelists:

Fred Corey, Vice Provost for Undergraduate Education,
Arizona State University

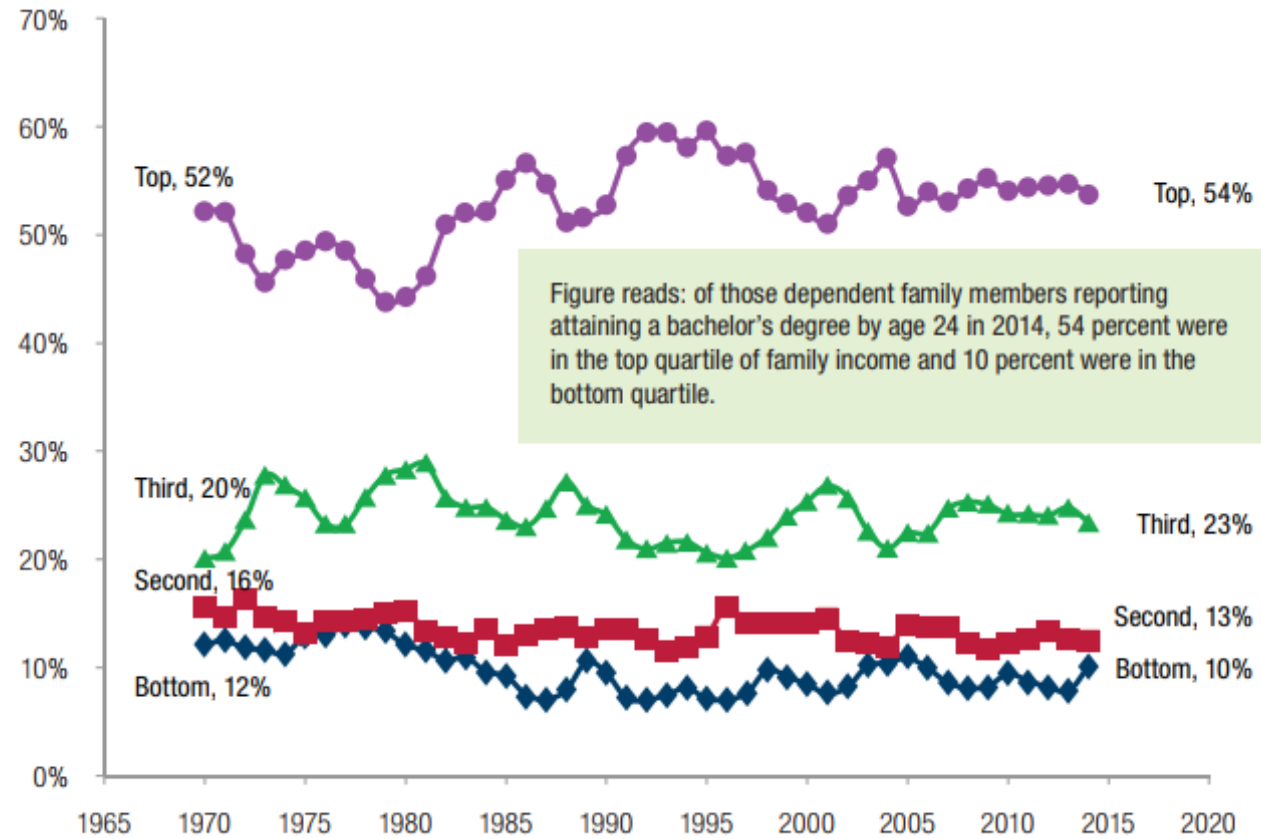
Julie Greenwood, Associate Provost, Transformative
Learning, Oregon State University

Jon Oelke, Assistant Professor, Wheeling Campus Academic
Lead, and Psychology Content Lead Pathways Program,
National Louis University (IL)

Moderator: Karen Vignare, Executive Director, PLC@APLU

Lower Income
Students
College
Graduation
Rates Have
Consistently
Lagged Higher
Income
Students

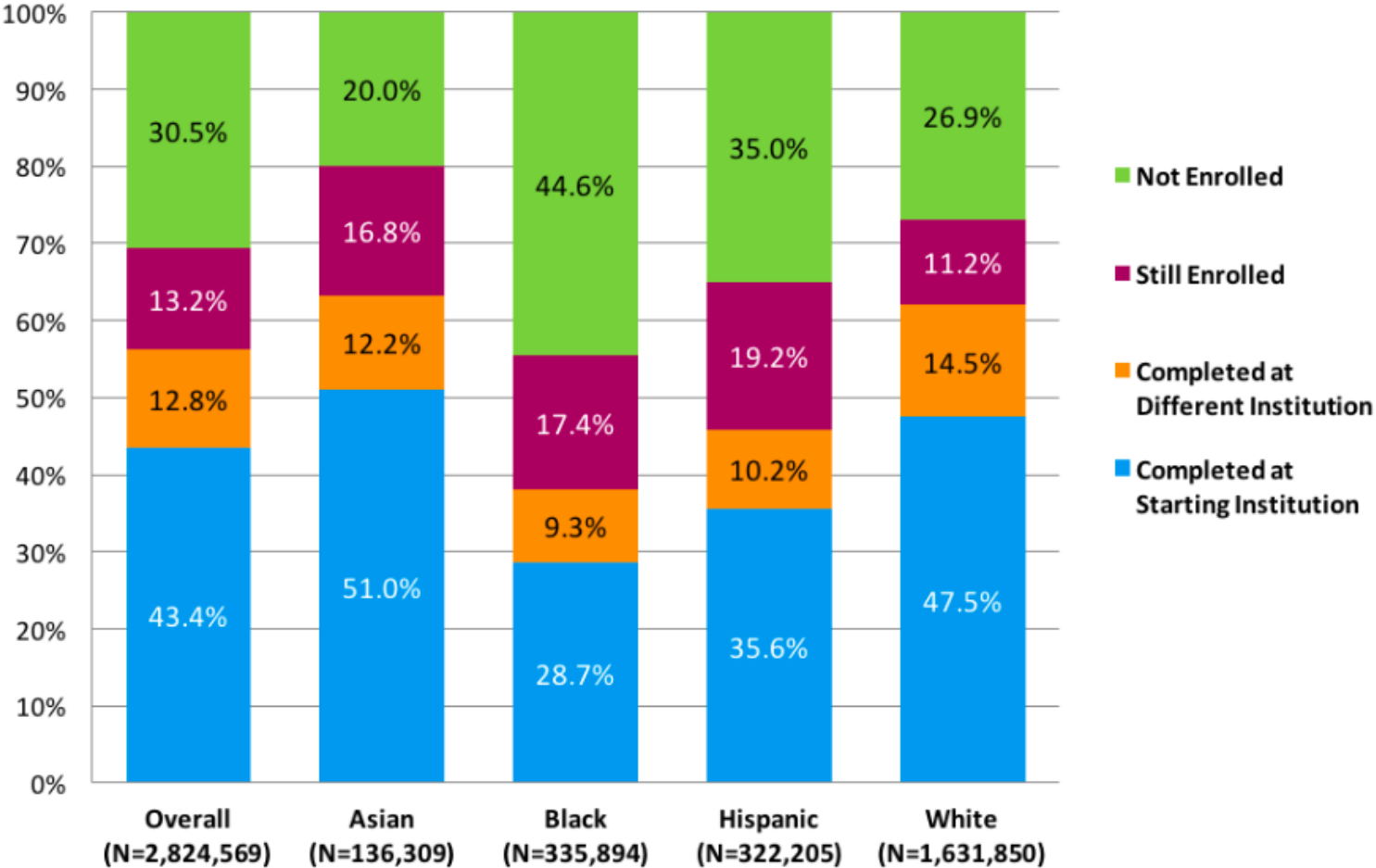
Equity Indicator 5a: Distribution by family income quartile of dependent family members age 18 to 24 who attained a bachelor's degree by age 24: 1970 to 2014



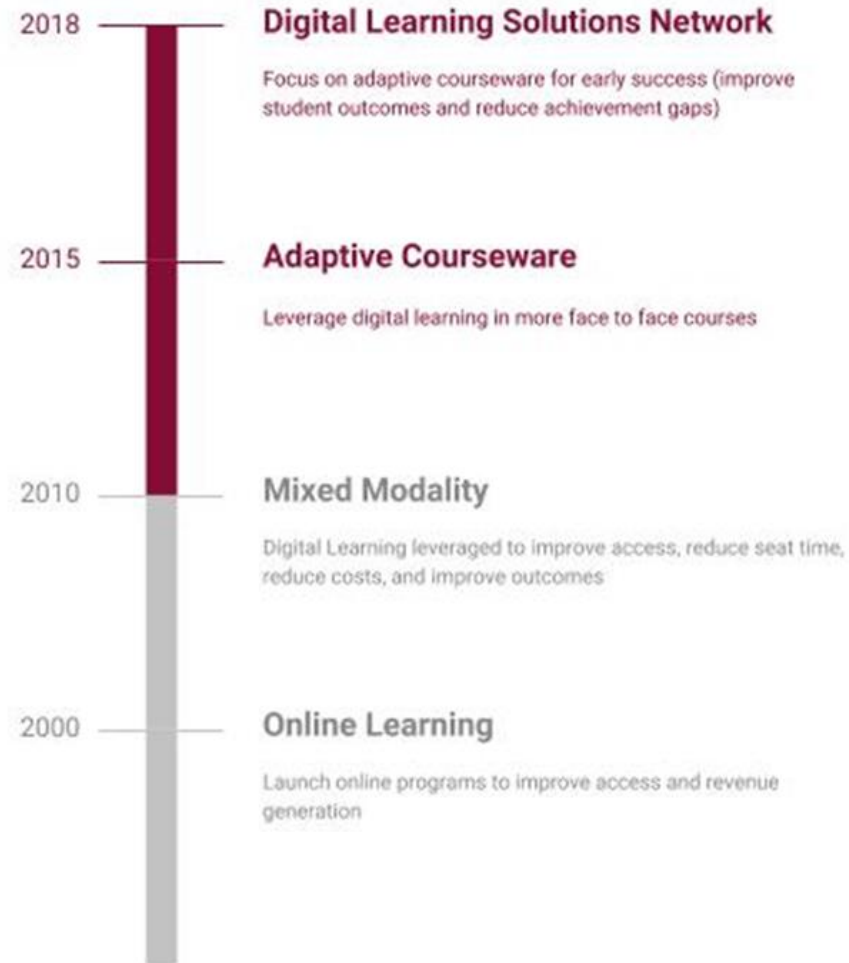
http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2016_Historical_Trend_Report.pdf

College Graduation Rates For Black and Hispanic Students Continue to be Lower than Others

Figure 6. Six-Year Outcomes by Race and Ethnicity (N=2,824,569)*



Early Results: Adaptive Courseware used as part of an Active Learning course is improving course outcomes and Lowering achievement gaps



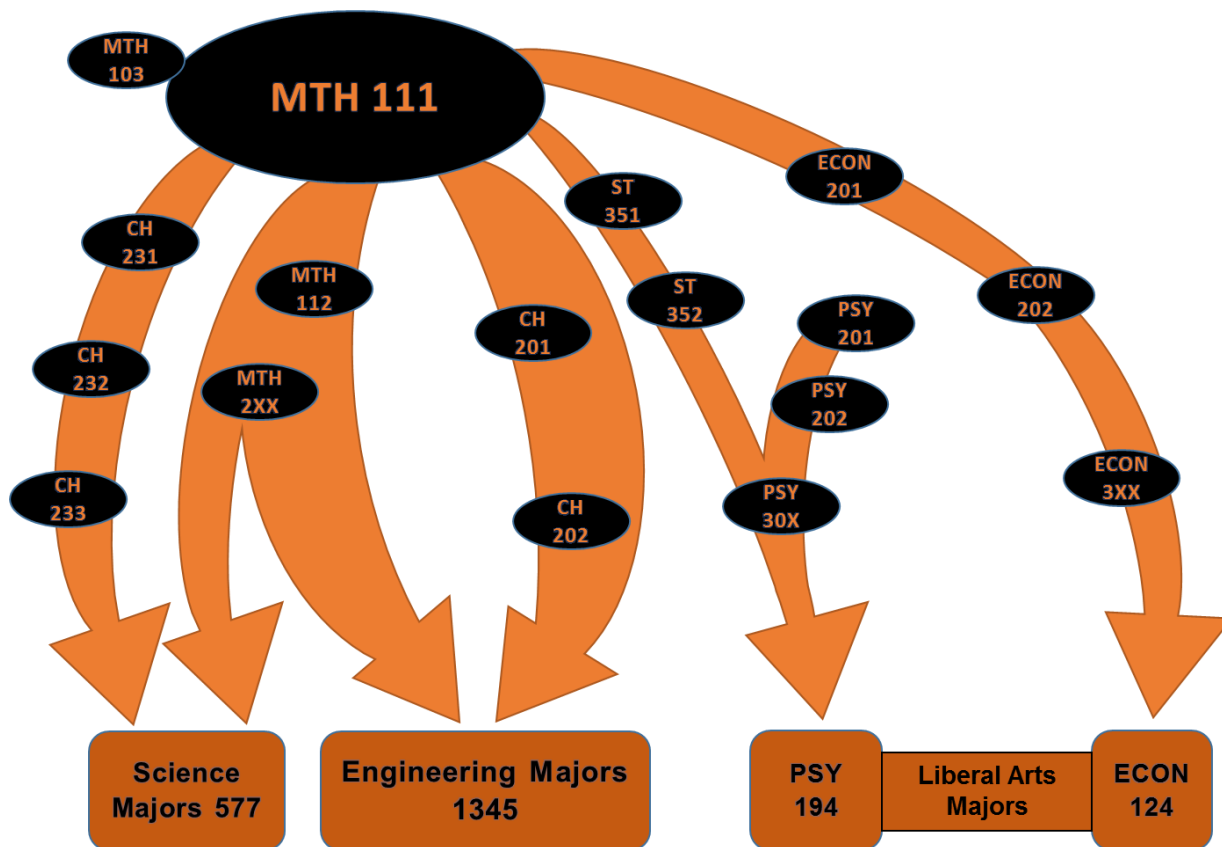


Oregon State
University

ALL HANDS ON DECK: ADAPTIVE LEARNING TRANSFORMATION AT OSU

ACADEMIC PROGRAMS & LEARNING INNOVATION | TRANSFORMATIVE LEARNING

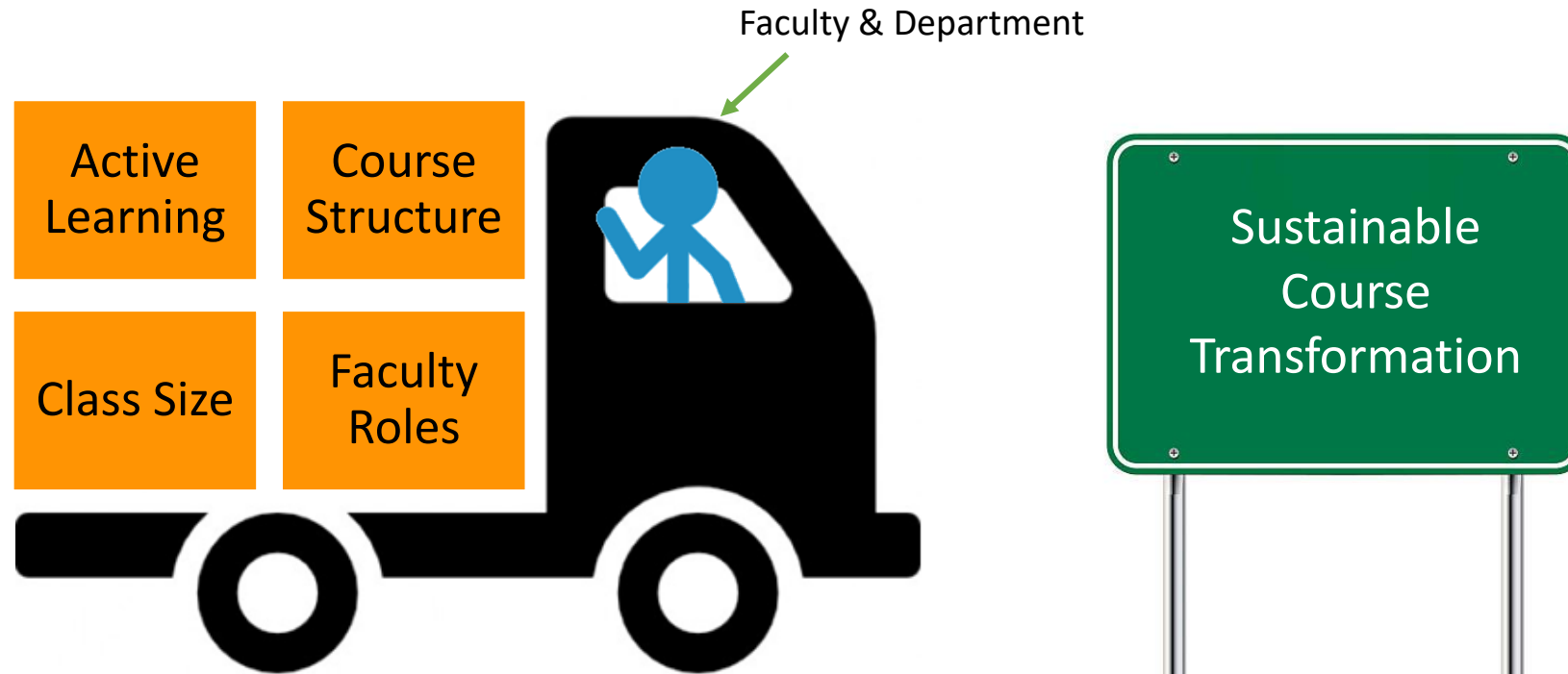
Adaptive Learning Ecosystem: Pathways requiring algebra reasoning



Potential Impact:

15
Courses
20,425
Students
28%
of Gen Ed
Enrollment

Adaptive Learning Initiative as a Mechanism for Course Transformation



Promising Early Results in Math & Psychology

Algebra

- Withdraw rates cut in half
- Double-digit decreases in DFWU* rates
- 23% decrease in DFWU rate for Ecampus

General Psychology

- Historic DFWU rate of 26%
- DFWU rates range 2-10% for the redesigned course (which includes many changes in addition to adaptive learning)

*DFWU Rate includes course withdraws as well as grades of D, F, or Unsatisfactory received

Positive Student Experience

Pre-term, mid-term, & post-term student surveys measuring motivation, learning approach, satisfaction, and perceived value.

I have become much more confident in doing math. I still make mistakes, but I can catch and correct them.

I got a deeper understanding of mathematical topics that I had struggled with in the past.

The OSU Math Department has really stepped up their game when it comes to the format and learning tools!

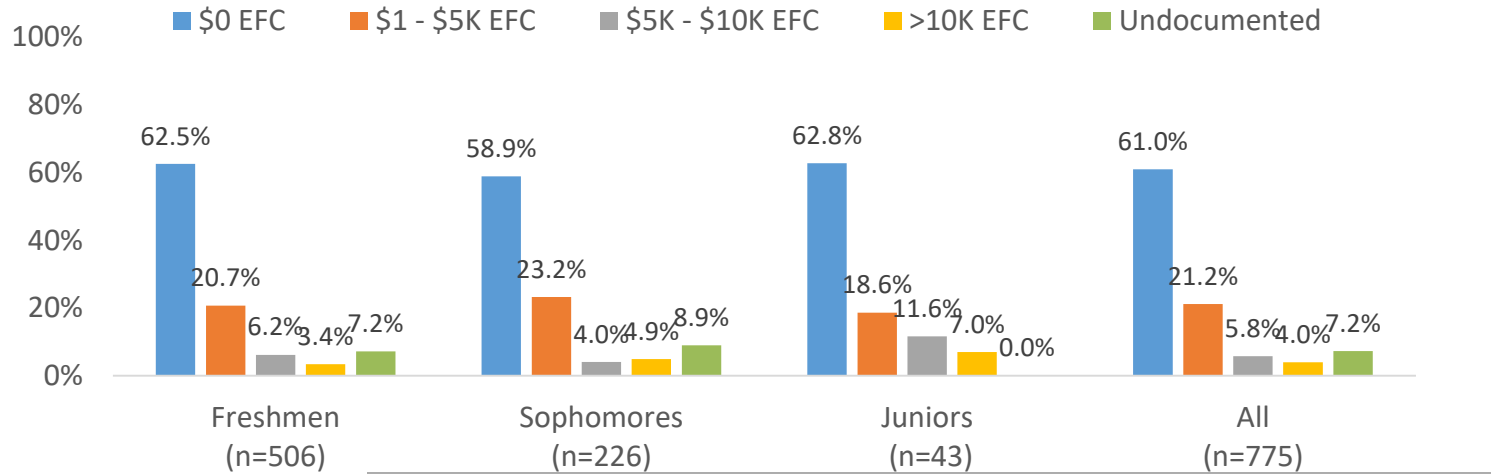
This class was engaging, interactive, and educational.

NATIONAL LOUIS UNIVERSITY

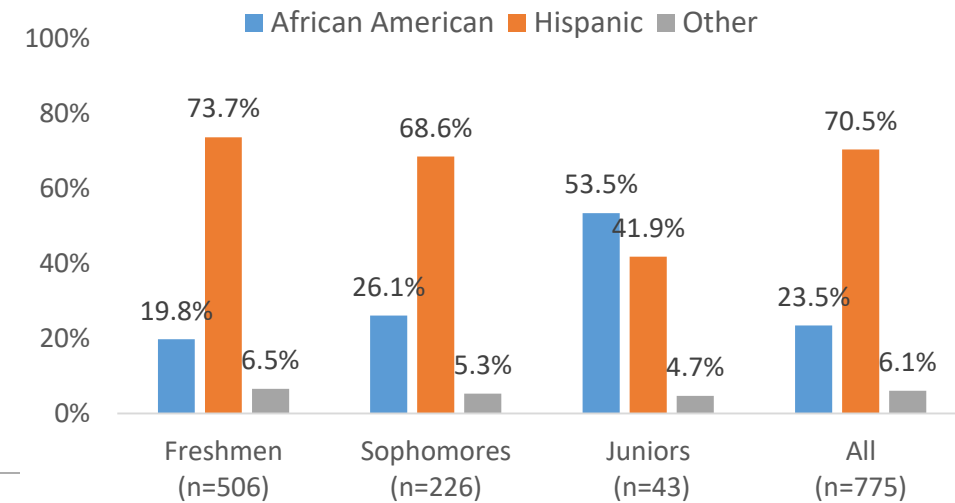
Undergraduate College Summary

May 2018

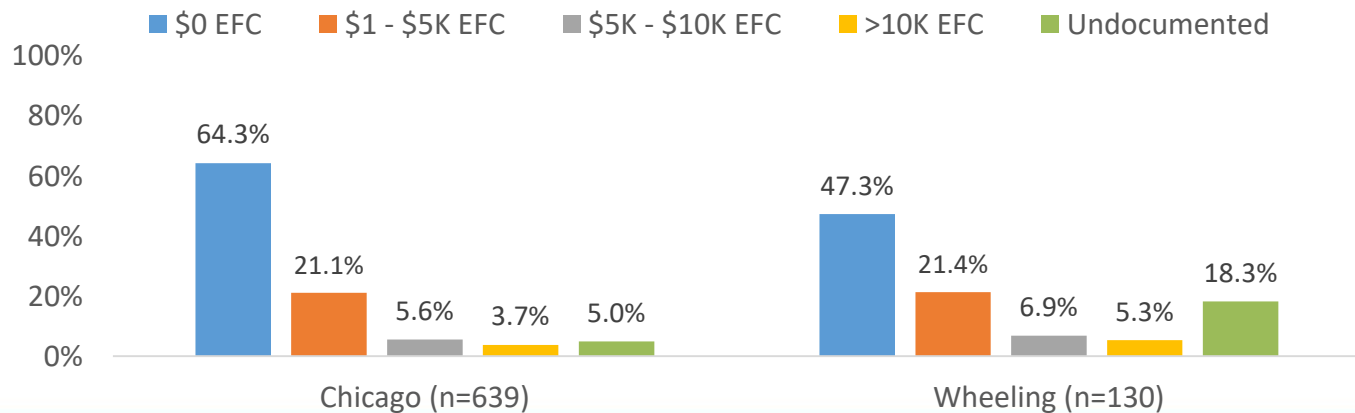
Expected Family Contribution (EFC), by Student Level



Race/Ethnicity

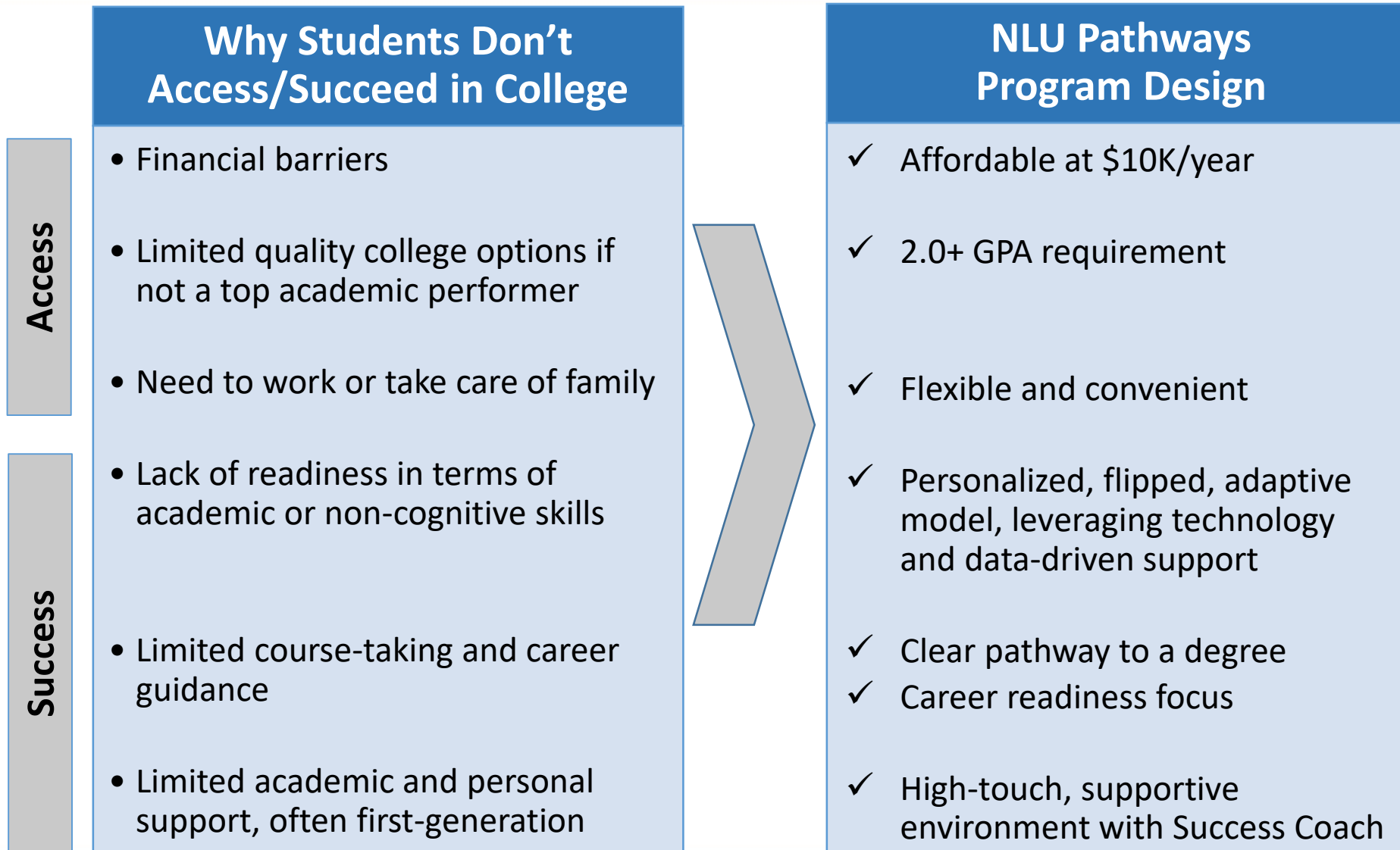


Expected Family Contribution (EFC), by Campus



- There were no significant differences in Expected Family Contributions (EFC) between the Freshmen and Sophomore students.
- This year's incoming class saw an increase in the percentage of Hispanic students. Looking only at the Chicago campus, 73.7% of Freshman students identify as Hispanic compared to 68.6% of Sophomore students.

The NLU Pathways Innovative Approach: *Addressing Barriers To and Through College*



- **Blended Delivery:** Minimum of at least 1 F2F meeting per week per class. Pathways blend is 40% online, 60% F2F.
- **Flipped Delivery:** Major courses employ Flipped Learning as a pedagogical approach.
- **Adaptive Courseware:** Adaptive Courseware is used if possible; if not possible, blended flipped delivery is in place.
- **Project-based Learning:** Every major course includes projects, and a final project, rather than mid-term and final exams.
- **Scheduling:** Courses are blended and scheduled to require students on campus F2F no more than 2 days/week.
- **Data-Driven Instruction & Instructional Teaming:** Instructors for "clusters" (e.g. Business, Education, etc.) meet regularly to review student performance and collaborate on personalized student interventions and curriculum revisions.
- **Wrap-around Student Support:** Each instructor from each cohort, along with the associated coach will meet weekly to discuss early interventions for students facing academic or personal challenges.