SCALING: The APLU Experience
Karen Vignare

SCALING: THE APLU EXPERIENCE

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The Personalized Learning Consortium at the Association of Public and Land-grant Universities

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Context:

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
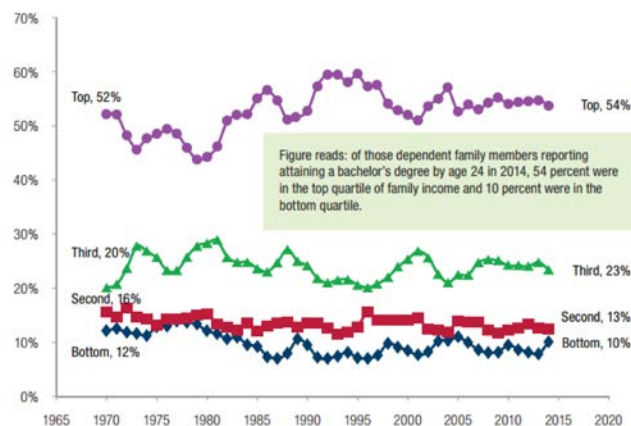
Top, 52% — Top, 54%

Figure reads: of those dependent family members reporting attaining a bachelor's degree by age 24 in 2014, 54 percent were in the top quartile of family income and 10 percent were in the bottom quartile.

Third, 20% — Third, 23%

Second, 16% — Second, 13%

Bottom, 12% — Bottom, 10%

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

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Context:

Equity Indicator 5c (ii): Percent of dependent students who first enrolled in a postsecondary education institution in academic year 2003-04 who obtained a bachelor's degree or higher by 2009 (within 6 years), by TRIO eligibility criteria
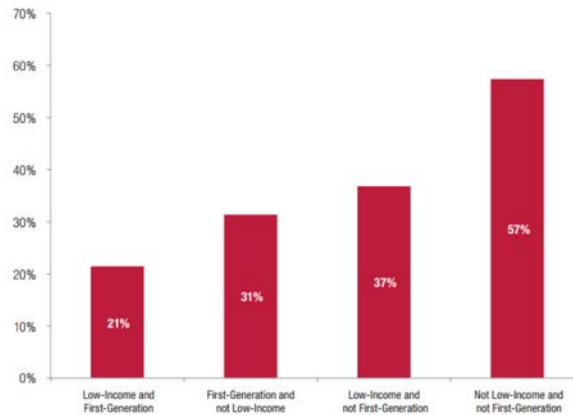
- Low-Income and First-Generation: 21%
- First-Generation and not Low-Income: 31%
- Low-Income and not First-Generation: 37%
- Not Low-Income and not First-Generation: 57%

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

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Why Focus on Digital Learning in Gateway Courses?

Non-academic Student Success + Improved Foundation Courses = Higher Retention

Minimal / Superficial Technology Integration

Conventional Face-to-Face Classroom

Fully Online

Sweet spot for improving access and completion at scale using digital learning

Deep and Extensive Technology Integration
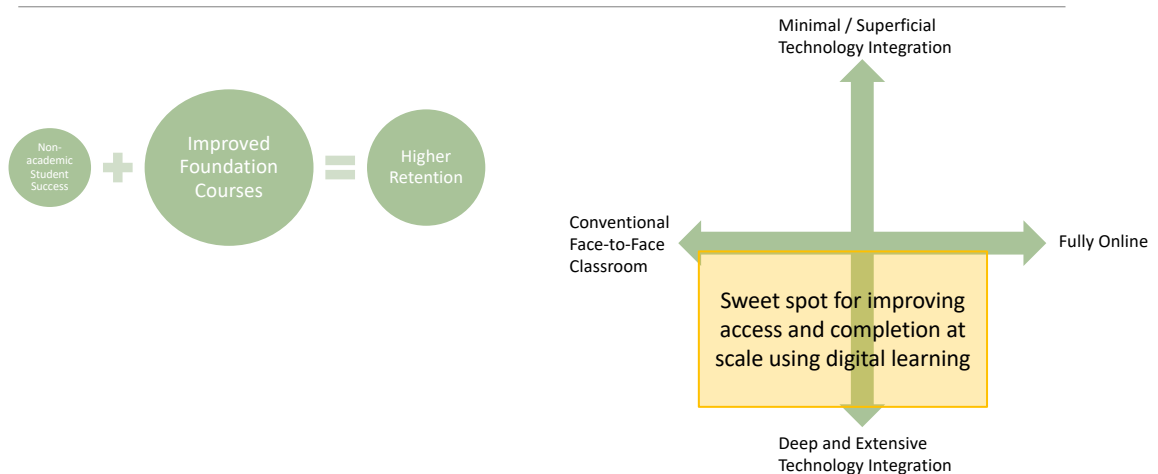
What is Adaptive Learning?

"As an approach to creating a personalized learning experience for students, adaptive learning takes a sophisticated, data-driven, and in some cases, non-linear approach to instruction and remediation, adjusting to a learner's interactions and demonstrated performance level and subsequently anticipating what types of content and resources learners' need at a specific point in time to make progress."

Source: Tyton Partners, "Learning to Adapt: Understanding the Adaptive Learning Supplier Landscape," April 2013.

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We are focused on the thoughtful integration of instructional technology in face-to-face and blended academic course or program environments. This is where we believe there is the greatest potential for impact on student outcomes at public universities.
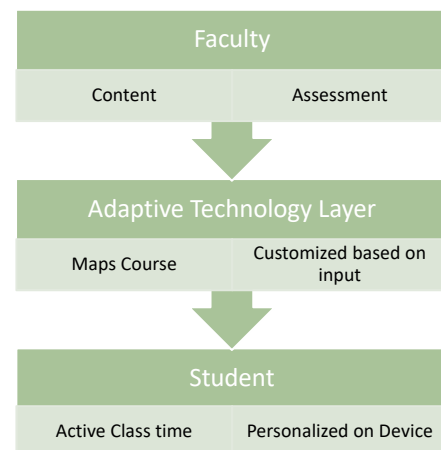
Faculty	
Content	Assessment

Adaptive Technology Layer	
Maps Course	Customized based on input

Student	
Active Class time	Personalized on Device

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Why faculty might use adaptive courseware?

Flipped classroom

Maximizing instructor contact

Managing high enrollment classes

Student self-remediation
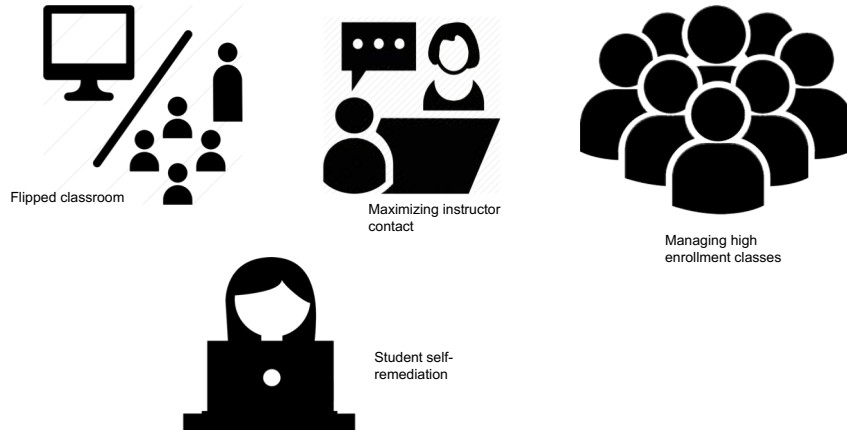
Why institutions might want to employ adaptive technology

Reduce DFW rates

Update content

Align learning objectives with content

Increase student engagement

Add active learning

Course redesign

Move to OER content

Slide 1
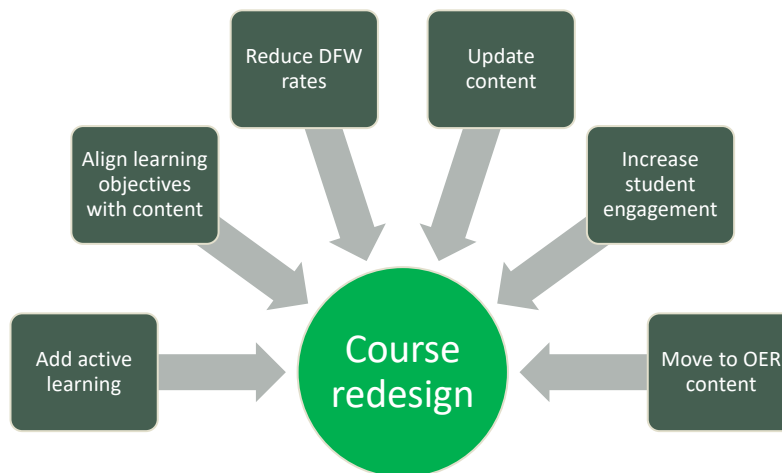
General Physics II, Brian Jones, Ph.D

Physics 122 - Brian Jones...

https://www.youtube.com/watch?v=rqZtEL7gTvA

How Faculty Discuss
The Redesign Process

College Algebra Redesign with Adaptive Courseware: The

Oregon State University Ecampus
168 views

3:28

https://www.youtube.com/watch?v=bfu0JCBcCwc&feature=youtu.be

Slide 2

APLU Accelerating the Adoption of Adaptive Courseware Grant

CROSS-INSTITUTION COLLABORATION

- Targeting similar programs and courses
- Adopting from a list of approved adaptive courseware suppliers and products
- Sharing information within the cohort by campus-based program managers
- Common reporting requirements

FACULTY ENGAGEMENT METHODS

- Incentives (money, time, teaching support)
- Training and instructional design support
- Department-level adoption decisions
- Peer learning communities
- Senior leadership investment and recognition

ASU ARIZONA STATE UNIVERSITY · Colorado State · Georgia State University · NORTHERN ARIZONA UNIVERSITY · Oregon State University · Portland State UNIVERSITY · UNIVERSITY OF LOUISVILLE · THE UNIVERSITY of MISSISSIPPI

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Results:

Calendar year 2017, eight universities produced 49,153 enrollments

APLU Adaptive Courseware Enrollments

APLU University Enrollment Reports Spring 2017   APLU University Enrollment Reports Fall 2017
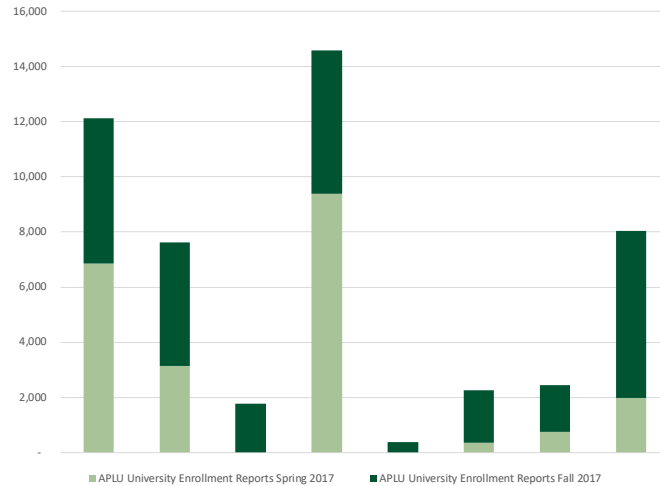
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Results:

Calendar year 2017, eight universities produced 274 sections involving 150+ faculty

Course Sections
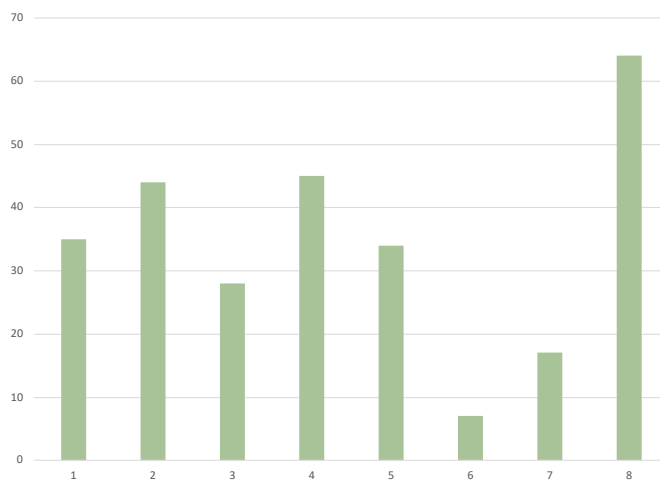
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Results:

Multiple Disciplines adopting courseware (51% STEM and 49% Humanities & Social Sciences)

Pie chart:
- Economics 17%
- Other 6%
- Composition 1%
- History 3%
- Business 5%
- Psychology 8%
- Physics 9%
- Modern Languages 11%
- Chemistry 12%
- Biology/Life Sciences 14%
- Mathematics 14%
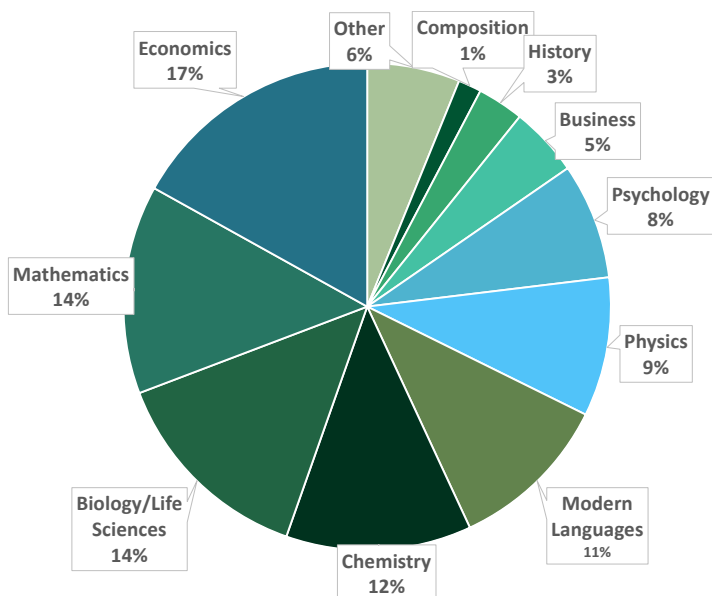
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Courseware Usage Across APLU Grantees (12/31/17)
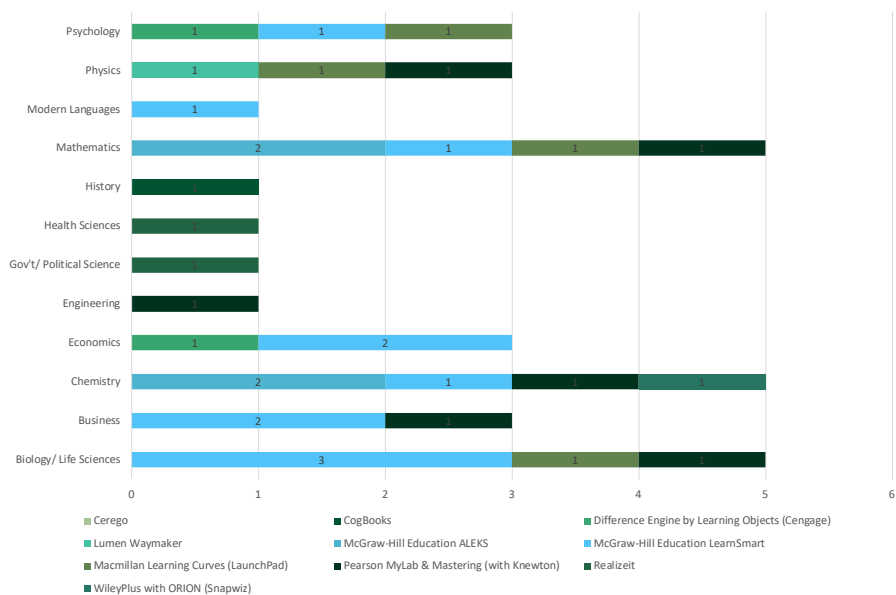
Legend:
- Cerego
- CogBooks
- Difference Engine by Learning Objects (Cengage)
- Lumen Waymaker
- McGraw-Hill Education ALEKS
- McGraw-Hill Education LearnSmart
- Macmillan Learning Curves (LaunchPad)
- Pearson MyLab & Mastering (with Knewton)
- Realizeit
- WileyPlus with ORION (Snapwiz)

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What where the primary drivers for adoption of the courseware product?

Legend:
- Active Learning/Flip Classroom
- Improve DFW Rate
- Reduce in-Class Hours
- Reduce Materials Cost
- Replace Textbook
- Standardize Course Delivery
- Other
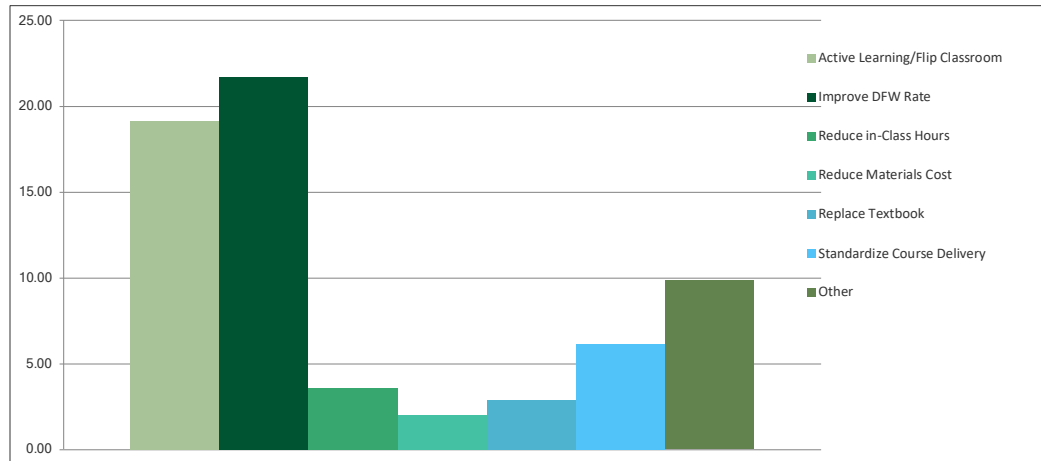
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What approaches were used to evaluate the courseware products?

Answer Options	Response Count
Request for Information	11
Request for Proposal	1
CWiC Framework	3
Supplier Presentations	15
Customer References	4
Previous Faculty Use	11
Department/University Contract	4
Total Responses	**49**
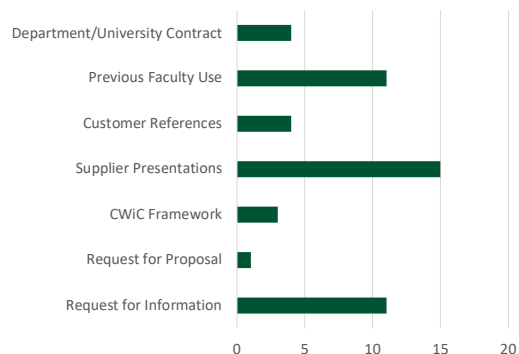
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What is your overall satisfaction with your courseware suppliers?

Answer Options	Response Percent	Response Count
Very Satisfied	32.1%	9
Satisfied	53.6%	15
Neutral	3.6%	1
Dissatisfied	10.7%	3
Total Responses	**100.0%**	**28**

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How long have you used the product?

- Less than 3 months
- 3 to 6 months
- 6 to 12 months
- 1 to 2 years
- More than 2 years
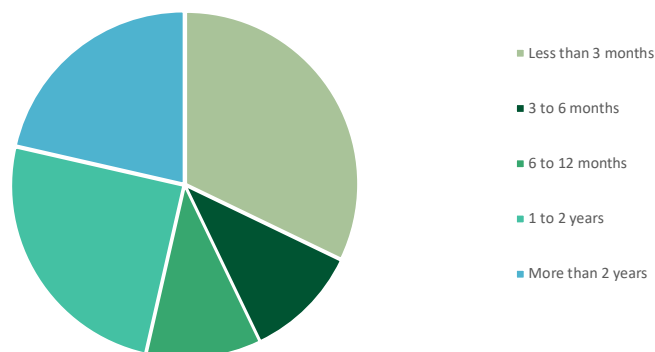
APLU ADAPTIVE COURSEWARE GRANT - 2017 SUMMER CONVENING

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What is the cost to students?

Category	Value
Not Applicable (e.g., costs are included in a course or program fee)	0
More than $100	7
$70 to $99.99	8
$35 to $69.99	7
$10 to $34.99	0
Greater than $0 but less than $10	0
$0 with purchase of printed textbook	0
$0	2

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What about the Data?

Qualitative	Quantitative
Activities	Enrollments
How program managers spend time	Course Types (Discipline, level)
Vendor selection process	Course Outcomes (Pass Rates, DFW Rates)
Awareness Building	Segmented Course Outcomes (Pell, Minority, Gender, First-time)
Faculty Development Process	Progression
Classroom Redesign (active learning)	Retention
Challenges	Vendor Selection & Satisfaction

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University Self-Reporting

OSU out of the gate reports improvement in student success in math and psychology

ASU reports better outcomes in math through continual process improvement and refinement

NAU reporting some courses improve but not every student group does as well

CSU, GSU and UL are doing controlled trials and early data is promising but implementation iteration is needed

Cumulative analysis is that outcome improvement is mixed
- Descriptively most show higher outcomes (especially after iteration)
- Only a few are statistically reaching positive significance

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Still to come: Course Designs

Active and Adaptive Resonates across campuses

Very few are leveraging this approach to digital learning in online courses

If course can be moved to active learning space, most opt to do so

If large lecture, then active learning strategies are limited but possible

Course size does matter for how to approach new design

Students KNOW if faculty don't incorporate adaptive courseware

09/25/2017   2017 THE PERSONALIZED LEARNING CONSORTIUM AT APLU

Questions? Comments!

Karen Vignare, Ph.D.

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Let's Dig In

Defining the Difference between Innovation and Implementation

Determining what support moves this forward?

University Innovation Matrix
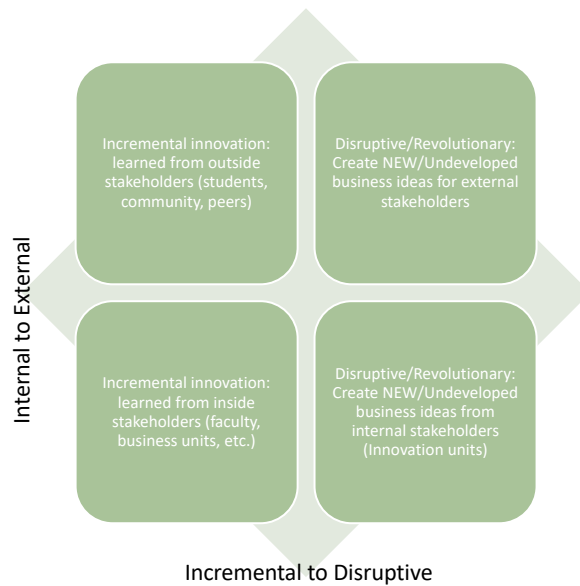
Internal to External

Incremental innovation: learned from outside stakeholders (students, community, peers)

Disruptive/Revolutionary: Create NEW/Undeveloped business ideas for external stakeholders

Incremental innovation: learned from inside stakeholders (faculty, business units, etc.)

Disruptive/Revolutionary: Create NEW/Undeveloped business ideas from internal stakeholders (Innovation units)

Incremental to Disruptive

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Ideas

Pilot

Filter   Experiment

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Scale
- ROI/Mission
- Repeat

Iterate
- A/B Testing
- Apply Implementation Process/Science

Pilot
- Measure against strategic goals
- Does it improve outcomes

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Internal Discovery	External Discovery	Preliminary Focus on Scale
Where to focus on Digital Learning:	What are peers doing? What isn't the market doing to serve learners?	Course/Program:
What Assets/Resources are needed internally to create an implementation culture?	Why are they doing it? Why aren't they **taking pilots to scale?** What are the impacts?	Rationale:
Gaps/Opportunities:	What products and partners exist that can help us?	Hypothesis for impact:

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Scaling Digital Learning: Summarizing the Results

Homework Directions: Using the results from your Scaling Digital Learning answer how institutions solve for gaps and opportunities.

Internal

Gap/Opportunity	How do you fill it?	Who should you contact?

External

Gap	How do you fill it?	Who should you contact?

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Let's Dig In (Activity 2)

Defining the Difference between Innovation and Implementation
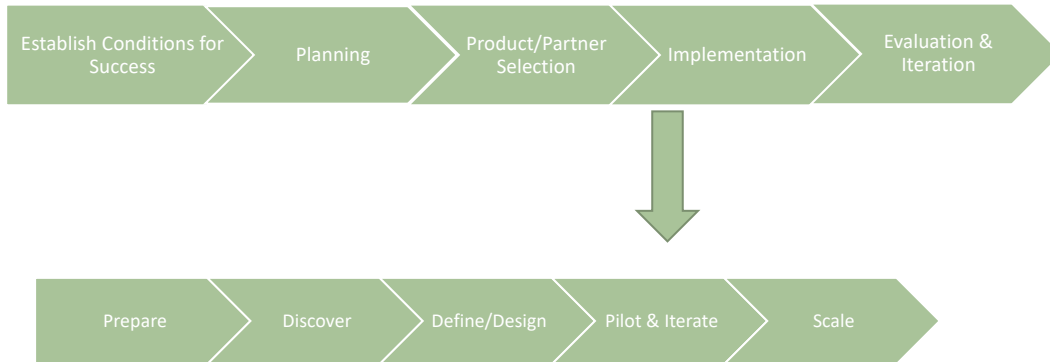

Determining what support moves this forward?

Coming Soon: Digital Learning Solutions Network

Establish Conditions for Success → Planning → Product/Partner Selection → Implementation → Evaluation & Iteration

↓

Prepare → Discover → Define/Design → Pilot & Iterate → Scale

Supports Needed to Embed Digital Learning

Supports needed for Institutional scaling

Supports needed for higher education scaling

The case for digital learning

Example: Digital learning implementation in high-enrollment courses can support my institution to achieve its goals related to student success and engaging adult learners by broadening access to college courses and delivering consistent course experiences.

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Questions? Comments!

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Karen Vignare, Ph.D., M.B.A, is a strategic innovator leveraging emerging technologies to improve access, success and flexibility within higher education. As Executive Director, for the Personalized Learning Consortium at the Association of Public and Land-Grant Universities, Karen manages a network of universities committed to student success through personalization. She also oversees the adaptive courseware grant providing leadership and support to eight pioneering universities which are scaling adaptive courseware in introductory level courses.

   Karen previously served as a Vice Provost at University of Maryland University College, the largest online public open access institution where she led innovations in adaptive learning, student success and analytics. Previous to that work, she served as Director of Project Planning and Implementation for MSU Global at Michigan State University where she helped multiple units leverage emerging technologies in extension, non-credit programs, corporate settings, and research projects. She has published extensively on online learning, analytics, and open educational resources. She has a Ph.D. from Nova Southeastern University and an M.B.A from University of Rochester, William Simon Business School.