Investigating Course Policies as Creating the Conditions for Learning

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Background

Institutions are engaged in course redesign to increase success in lower-division "gateway" courses known to create bottlenecks in persistence, learning and retention. The Gateways 2 Completion redesign model examines Academic Policy and Practice, Faculty, Learning, Student Performance, and Student Support.

Sample

105 course reports from 27 Gateways 2 Completion institutions, spanning from 2012 to 2018 were used in the analysis.

Methods

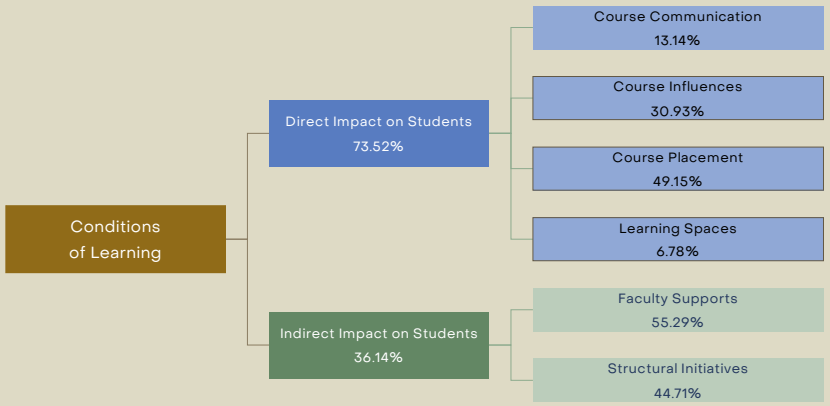
*A previous study analyzed 105 course reports as 1,373 individual course redesign strategies coded as 6 Key Performance Indicators.

In this study, the Key Performance Indicator, Academic Policy & Practice were inductively coded based on similarity.

Influences on the Conditions of Learning

Question 1: How did the faculty describe the Academic Policy & Practice recommendations?

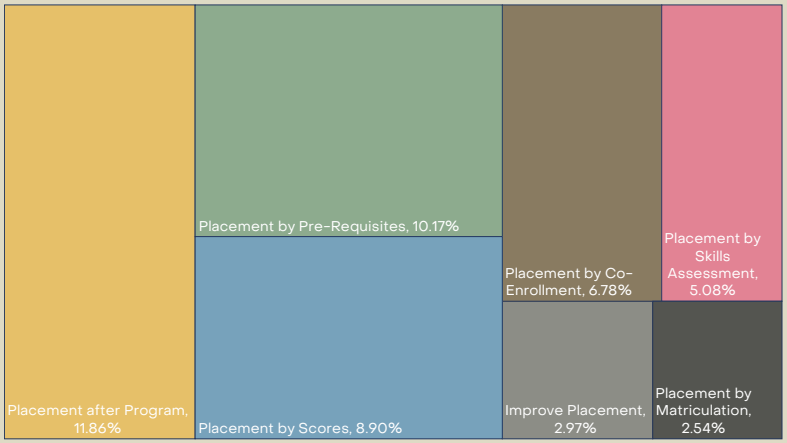
Question 2: Did the Academic Policy & Practice recommendations directly or indirectly influence students?



The 321 Academic Policy and Practice recommendations were inductively coded and then classified as having a direct or indirect impact on students.

Types of Course Placement Recommendations

Question 3: What types of course placement were included in the Academic Policy & Practice recommendations?



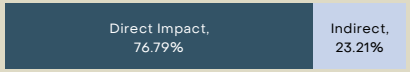
The 114 Course Placement recommendations were inductively coded.

STEM & non-STEM Course Differences

Question 4: For the Academic Policy & Practice recommendations that had a direct impact on students, was there a difference between STEM and non-STEM courses?

STEM Differences

Non-STEM Differences



The 105 courses were coded STEM or non-STEM based on the NSF definition of STEM.

*See Campbell, R. P., & Blankenship, B. (2022). Implementation Plans for Course Redesigns: An Exploration of Identified Strategies. *To Improve the Academy, 40,(2).*