

# 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

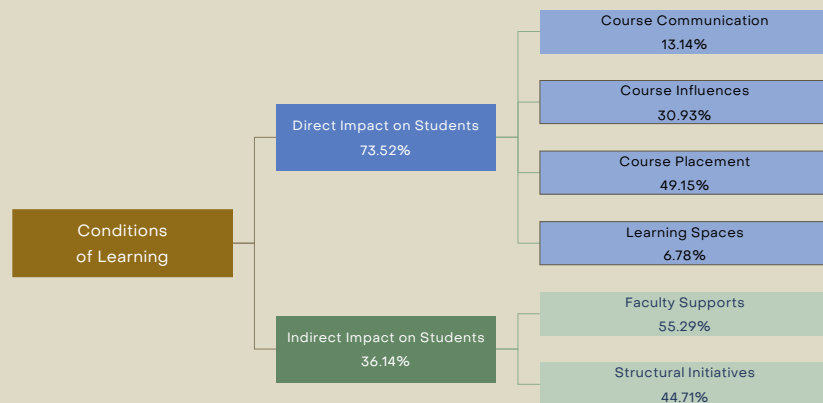
\*A previous study analyzed 105 course reports as 1,373 individual course redesign strategies coded as 6 Key Performance Indicators.

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?

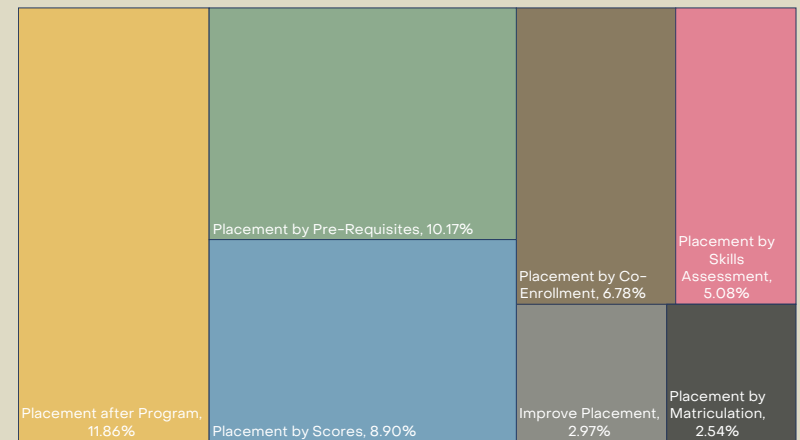
**Question 2:** Did the Academic Policy & Practice recommendations directly or indirectly influence students?



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?

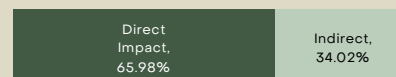


The 114 Course Placement recommendations were inductively coded.

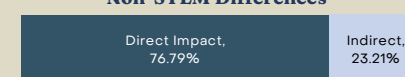
## STEM & non-STEM Course Differences

**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.