WHAT IS GATEWAYS TO COMPLETION?

The Gateways to Completion (G2C) process helps institutions create and subsequently implement an evidence-based plan for improving teaching, student learning and success in high- enrollment courses that have historically resulted in high rates of D’s, F’s, Withdrawal and Incomplete (high DFWI rates) especially for low-income, first- generation and historically underrepresented students as defined by race and ethnicity. G2C is a Kresge Foundation funded Educational Project.

John Gardner states regarding Gateways to Completion, "the initiative now involves approximately 70 institutions in the US and one in Qatar, including eight others from Michigan. External guidance for the project is provided by a national non-profit organization, the Gardner Institute for Excellence in Undergraduate Education, which I lead. In particular, I am serving as the Gardner Institute’s Advisor for the Eastern Michigan University’s work. This gives me an encore opportunity to again work with the University after several visits in years past."

The Eastern Michigan University Gateway cohort began in the 2016-2017 academic year. The G2C project is led by Dr. Michael Tew, Associate Provost and Associate Vice President for Academic Programming and Services, Division of Academic and Student Affairs. The G2C project is a three-year process. The G2C Taskforce was selected from participants across the EMU campus community.

The courses selected for the EMU project:
- BIO 110 - Introductory Biology I
- CHEM 121 - General Chemistry I
- MATH 105 - College Algebra
PROJECT TIMELINE

YEAR ONE
STUDY & PREDICT

The Gateways to Completion process begins with Study and Predict in Year One and involves using the tools provided to engage faculty and staff in an institutional self-study process that will identify the opportunities and conditions necessary for change. At the end of this first year, a Comprehensive Institutional Report and Action Plan are developed by representatives from the Course-Specific Committees.

YEAR TWO
ACT & MONITOR

In this phase, faculty and staff begin to take action on the recommendations that came from the Comprehensive Institutional Report and Action Plan developed in Year One. Understanding that course transformation, as well as changes to policies and procedures, require time. This year is crucial to both piloting course transformation and changes, and going through the governance processes, as necessary, to make changes to policies and procedures. Data will continue to be collected to monitor progress and early outcomes. Faculty and staff will continue to participate in face-to-face meetings, as well as online webinars, and discussions with the Gateways to Completion Community of Practice.

YEAR THREE
ACT & REFINE

Whether you choose to have a monthly or quarterly report, there are some tips you can learn to help your report shine. First is to make the report relevant to your audience. Selecting the right information from a glut of data makes a difference in supporting the goals of your team and organization. Second, keep in mind that social media statistics don’t operate in a vacuum.
MESSAGE FROM COHORT LEADER

“THE FACULTY’S INSIGHT INTO THE COURSE REDesign, MAKING SMART CHOICES AND THE FACULTY’S ENTHUSIASM HAS LED TO THE BIGGEST SUCCESS IN THE CLASSROOM.” - M. TEW

The Gateways to Completion project at Eastern Michigan University began in Fall 2016, under the leadership of Dr. Michael Tew. As an educator and administrator, Michael Tew believes that “Every student has the capability to be successful.” Eastern Michigan University is committed to improving retention rates, completion rates, reducing the achievement gaps, and promoting greater student persistence. For this reason, EMU made the decision to participate in G2C given: 1) The impact G2C would have on freshman retention rates (gateway courses), 2) The educational partnership would discover any equity issues/problems and provide data on the achievement gaps, and 3) the Gateways to Completion project is a classroom-based retention program.

The Gateways to Completion project at Eastern Michigan University is comprised of dedicated administrators, faculty, and staff. Each member was chosen because of their specific roles within the EMU community. These individuals have volunteered to participate as Liaisons, Steering Committee Members, Department Heads, and Course Specific Committee Chairs for the three-year Gateways to Completion Project.

The Eastern Michigan University G2C Cohort is entering its third year of examining gateways courses in Biology (110), Chemistry (121), and Mathematics (105). The process began with faculty analyzing the DWFI rate in each course. The response to the data encouraged the faculty and department heads to engage in the process of course redesign. The impact on the faculty and courses has been transformational. “The faculty’s insight into the course redesign, making smart choices, and the faculty’s enthusiasm has led to the biggest success in the classroom,” according to Michael Tew. The faculty members have been able to view student success by investigating the students’ academic needs then delivering content in a way that reaches all students.
Holman Success Center

The Supplemental Instruction (SI) Program offers free academic support for students both inside and outside of the classroom. The Supplemental Instruction program is a voluntary program, with students being able to opt-in or opt-out of SI. The SI program is offered through the Holman Success Center and supervised by Director of Academic Support Program, Christine Deacons. Supplemental Instructors work directly with academic departments and faculty to provide support in some of the most challenging general education and/or gateway courses. Each course that partners with the SI program has a trained SI Leader who provides support and guidance for students both in and out of the classrooms.

The focus is on high attrition gateway courses. SI Leaders are EMU students interested in assisting their fellow peers who have been recommended by faculty and have been trained to facilitate biweekly collaborative study sessions. All SI Leaders are CRLA certified.

According to Amelia Parnis, Coordinator of the Supplemental Instruction and Tutoring, in the Holman Success Center, 2,267 students participated in the SI for CHEM 121 during the Fall 2017 and Winter 2018 Semester.

<table>
<thead>
<tr>
<th>Section</th>
<th>Semester</th>
<th>SI Visits</th>
<th>Type</th>
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<tbody>
<tr>
<td>1</td>
<td>Winter 2018</td>
<td>647</td>
<td>Built in SI</td>
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<tr>
<td>2</td>
<td>Winter 2018</td>
<td>51</td>
<td>Traditional</td>
</tr>
<tr>
<td>3</td>
<td>Fall 2017</td>
<td>336</td>
<td>Traditional</td>
</tr>
<tr>
<td>4</td>
<td>Winter 2018</td>
<td>328</td>
<td>Traditional</td>
</tr>
<tr>
<td>5</td>
<td>Fall 2017</td>
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<td>Traditional</td>
</tr>
<tr>
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<td>Winter 2018</td>
<td>334</td>
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<tr>
<td>8</td>
<td>Fall 2017</td>
<td>103</td>
<td>Traditional</td>
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</table>

As noted above, the "built-in SI" method was used in the two sections of CHEM 121 that participated in the G2C project during the Winter 2018 semester.
DATA

Percentage of DFWI Grades by Semester (All Sections)

In **Fall 2017**, instructors in **5** of **6** sections redesigned their course.

The DFWI rate across all sections of the course dropped from **43.6%** in Fall 2016 to **26.44%** in Fall 2017.

In **Fall 2017**, instructors in **2** of **8** sections redesigned their course.

The DFWI rate across all sections of the course dropped from **38%** in Fall 2016 to **25.73%** in Fall 2017.

In **Fall 2017**, instructors in **7** of **12** sections redesigned their course.

The DFWI rate across all sections of the course dropped from **42.78%** in Fall 2016 to **31.78%** in Fall 2017.
WHO'S INVOLVED?

**UNIVERSITY LEADERSHIP**

Rhonda Longworth, Provost and Executive Vice President for Academic and Student Affairs  
Michael Tew, Associate Provost and Associate Vice President of Academic Programming and Services

**PROJECT LIASONS**

Doris Fields, Director of Undergraduate Studies  
Evan Finley, Manager, Program & Catalog Operations  
Christine Deacons, Director of Academic Support Programs  
John Koolage, Director of General Education  
Don Lund, Data System Analyst

**STEERING COMMITTEE**

Deborah Heyl-Clegg, Department Chair  
Deborah Ingram, Department Chair  
Amy Johnson, Course Specific Committee Chair  
Marianne Laporte, Department Chair  
Peggy Liggitt, Director of the Faculty Development Center  
Calvin McFarland, Assistant Vice President of Academic Services  
Nick Romerhausen, Director of Basic Speech Course  
Robert Winning, Course Specific Committee Chair  
Kim Rescola, Course Specific Committee Chair

WHAT'S NEXT?

- Steering Committee Presentation to the Faculty Senate during the 2018-2019 Academic Year  
- Presentation at the Connect Conference (Faculty Development Center)  
- Board of Regents Presentation, 2018-2019 Academic Year  
- Participate in G2C Webinars  
- Student Learning Gains Survey distribution in Fall 2018  
- Analyze Data (throughout the academic year)  
- Review DFWI rates, and discuss the impact of G2C  
- Look for opportunities to recruit additional faculty to participate in G2C  
- Completion of the Course-Specific Final Report and Comprehensive Report and Action Plan  
- Gateways to Completion Conference, Atlanta, Georgia (March 2019)  
- Future Plan: discuss next steps to improving student success on EMU campus