Equitable Outcomes in a Virtual World:
A Series on Redesigning the Gateway Course Experience

PLENARY SESSIONS

Why We Need a New American History [Release date: April 8, 2020]

The history of our nation is taught in every school in the United States, from preschool through college. Teaching that history as effectively as possible should be one of our highest priorities; yet the subject has been diminished by pressures within and beyond our classrooms. Struggles with understanding history dissuade students from engaging as citizens, appreciating the humanities, and continuing their educations. New ways of seeing, presenting, and comprehending the history of the United States offer a more meaningful engagement with our students. This session will explore how by freely sharing history as it is presented in all media every day, visualizing patterns across centuries and the American landscape, integrating high-quality audio and video, and offering expert tips on how to use these diverse sources in the classroom we can enliven the teaching and learning of American history for the nation’s steadily diversifying students.

Ed Ayers; Tucker-Boatwright Professor of the Humanities and President Emeritus, University of Richmond
Moderator: Andrew K. Koch; President and COO, Gardner Institute

From Equity Talk to Equity Walk: Shifting Mindsets for Student Success [Release date: April 15, 2020]

How can we move from just talking about equity to leading change for equity? What are promising efforts for moving beyond equity as only a buzzword in higher education to being like the campus examples outlined in From Equity Talk to Equity Walk? This presentation will provide practical guidance on the design and application of campus change strategies for achieving equitable outcomes and racial equity in higher education.

Tia Brown-McNair; Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers, Association of American Colleges and Universities (AAC&U)

How Human Connections Drive Success in College: A Conversation with Peter Felten and Leo Lambert [Release date: April 23, 2020]

In our forthcoming book, Relationship-Rich Education: How Human Connections Drive Success in College (Johns Hopkins University Press), we offer a new vision for student learning and success in college. Drawing on decades of research and nearly 400 interviews with students, faculty, and staff at higher education institutions across the country, we make the case that human connections are crucial for all students and are particularly important for first-generation and new majority students who bring significant capacities to college, but also often face long-standing inequities and barriers to attaining their educational aspirations. Our research underscores: the centrality of the classroom experience to fostering quality relationships; the intentionality required to shape institutional cultures where all faculty and staff see themselves as potential mentors, advisors, and supporters of students;
the impact students have on shaping the learning environment for their peers; and, the key difference a single, well-timed conversation can make in a student’s life. Although relationship-rich education may seem accessible only to traditional students at wealthy residential campuses, our interviews document exemplary programs and inspiring stories from across the spectrum of American higher education, from community colleges and institutions with large on-line enrollments to major research universities. By looking at undergraduate education through the lens of relationships, we suggest that individual faculty and staff—at all institutions—have the capacity to make a critical difference in learning and success for every student.

Leo Lambert, President Emeritus and Professor and Peter Felten, Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History; Elon University
Moderator: Isis Artze-Vega, Vice President for Academic Affairs, Valencia College

SERVING Students for Success: Equity with a Latino Lens [Release date: April 29, 2020]

Serving students—especially Latino students—requires intentionality in addressing strengths and needs informed by disaggregated data, improved with evidence-based practice, and guided by leadership commitment. This presentation will share a perspective and experiences from institutions committed to building communities where post-traditional students thrive.

Deborah Santiago; co-founder and Chief Executive Officer, Excelencia in Education

Contemplative Pedagogy and Student Engagement [Release date: May 6, 2020]

How do we help students to work with both their intellectual capacities and their inner life skills (i.e., sense of purpose, empathy, social consciousness)? How do we engage students in inspiring, deep reflective practices as they work on equity and justice projects? This session will address the notion that contemplative education can play a central role to engage diverse students in socially-conscious deep learning experiences. A teaching and learning model, Sentipensante (sensing/thinking) Pedagogy will be presented along with examples of culturally-validating contemplative practices.

Laura Rendón; Professor Emerita and Co-Director of the Center for Research and Policy in Education, University of Texas-San Antonio

Inclusive Teaching: Strategies to Support All Students in Gateway Courses [Release date: May 13, 2020]

Inclusive classroom practices create the conditions for all students to thrive, but creating an inclusive classroom environment can be a challenge when teaching high enrollment or high risk courses. This session will provide a framework for inclusive teaching as well as concrete strategies instructors can implement in gateway courses to address inequities that may exist in these spaces. Topics addressed will include how to establish an inclusive and supportive course climate, design course content for inclusivity and accessibility, and develop critical self-awareness about instructor bias. Participants will reflect on their current understanding of inclusive teaching practices and identify strategies to help support their students in the future.

Chandani Patel; Director, Global Diversity Education and Training Office of Global Inclusion, Diversity, and Strategic Innovation, New York University
A Paradigm Shift in Measuring the Success of Developmental Coursework

What is the purpose of developmental education? How does pedagogy interact with curriculum? And how can we measure the impact of developmental education on the likelihood that students will complete gateway courses in math and English? In this session we share research showing how a new student success metric “throughput” can help us be sensitive to differences among competing math and English pathways (e.g., corequisite, prerequisite) in ways that traditional pass rates do not.

Craig Hayward, Bakersfield College; Terrence Willett, Cabrillo College; John Hetts, California Community Colleges Chancellor’s Office

Improving Transfer Student Success in Gateway Courses Through Curriculum Alignment

Faculty collaboration between community colleges and universities in constructive curriculum alignment (Biggs, 2014) is an area that has not been studied. The purpose of this mixed methods study the curriculum alignment process and examine cross-institutional alignment of gateway courses impact transfer student success. Initial findings suggest that 1) facilitated discussions are critical in the alignment process; 2) alignment as iterative and continuous; 3) reduced achievement gaps between transfer students and first-time-in-college students.

Harrison N Oonge, University of Central Florida

Come and See for Yourself: Exploration of Mindfulness Practice by First-Year College Students

This grounded theory study explains how college freshmen develop a mindfulness practice, and the benefits they experience. The authors investigated the integration of mindfulness in two courses: Honors First Year Seminar and Honors English Composition. Unique findings relative to integrating mindfulness practice in the curriculum, using courses’ regular structure (i.e., attendance, homework assignments) are described. The study suggests that experiences and capacities generated by mindfulness practice may provide valuable insights for those developing and implementing high-impact practices.

Maristela Zell, Timothy Pedigo, Matthew Cooney; Governors State University

Engaging First-Time Instructors in Student-Centered Teaching Methods

During the last two years we have tried to improve the quality of teaching among our newly hired graduate teaching assistants (GTAs) through materials garnered from prior G2C conferences, as well as some of our own innovative and engaging activities. We introduce our new GTAs to some evidence-based teaching methods through our training course and illustrate their effectiveness through activities and mentorships designed to simulate the classroom experience.

Christopher Leirstein and Shereen Schultz, Wayne State University
Refining Systems to Catalyze Student Success and Retention

This session outlines the journey of one small liberal arts institution’s utilization of G2C as part of a comprehensive improvement effort for student success. Over the course of four years, the College has seen a dramatic decrease in D, F, W, I rates within participating courses, as well as a corresponding increase in retention. Historically marginalized populations have seen some of the most dramatic academic benefits from this redesign process. We will share our implementation overview, lessons learned, recommendations for faculty and liaisons, as well as pre-post implementation data.

Brandon Smith, Brevard College

Student as Researcher: Building Biographies and Community

What better way to create a sense of community in a gateway course, such as English 1101, than introducing students to primary research and inclusion of sources by assigning classmate biographies and documentaries where students become their own sources, as well as teachers and learners, by taking ownership of their own learning and of the writing process.

Jennifer Randall, Dalton State College

Gateways to Completion® Faculty Development Summer Retreats to Engage Faculty in Course Innovation and Assessment

Course innovation is frequently mentioned when trying to improve student success in gateway classes. However, often not considered is whether, and how, faculty are motivated to engage in course innovation and assessment of course redesign. This session overviews the design, implications, implementation, and outcomes of Gateways to Completion Faculty Development Summer Retreats held at Valdosta State University to overcome this obstacle. Presenters will share retreat materials, related research, and feedback from faculty who participated in the retreats.

Sha Wilfred, Theresa Grove, Jamie Landau; Valdosta State University

Incorporating Momentum Year Principles into the Freshman Experience

Based on data showing that a first-year course based on momentum-year principles could transform the student experience and deepen learning by promoting growth mindset, grit, and critical self-reflection, an interdisciplinary team created and implemented a new course called FIRE 1000. Students who earned an A, B, or C in the FIRE course in fall 2018 were retained at a significantly higher rate (70.4%) than students in years prior to its implementation.

Stephen A. Raynie, Gordon State College

Taking on Initiative Fatigue to Transform Classrooms

Given the change higher education has gone through and needs to go through to adapt to current conditions, many institutions are gearing up multiple initiatives. Activities that might have been done sequentially in years past are now being thrown at administrators and faculty alike to be accomplished simultaneously due to the timing of external pressures. Come learn how Kennesaw State University has handled the motivational challenges that come with many simultaneous initiatives.

Scott A. Reese, Kennesaw State University
Driving Faculty Engagement in Assessment and Student Success Data: The Virtues of Campus-Wide Retreats

Learning outcomes and program assessment are essential mechanisms of reflection and improvement at any institution. However, they also tend to be time-intensive undertakings that can leave little time and energy for improvement. Knowing this, we designed a new assessment process that is grounded in a single-day retreat and supported by the offices of the provost and institutional research. Initial returns include increased faculty engagement and a higher likelihood of "closing the loop" on assessment recommendations.

Tony Scinta and Sandip Thanki, Nevada State College

Leading Change by Facilitating Faculty Ownership in the Gateways to Completion® Process

The session will provide an overview of the framework used to implement the Gateways approach at the University of North Georgia and the lessons learned by G2C Liaisons who also piloted the redesigned courses. The session will emphasize the process used to promote faculty ownership of the G2C process and the takeaways from the perspective of liaisons and instructors.

Eugene Vansickle and Chris Barnes, University of North Georgia

Test Preparation: From Optional to Mandatory, Small Changes, Big Impact

This study is the first to investigate the impact of test preparation on students' performance in exams. The study uses data collected from macroeconomics face to face as well as online classes. The analysis finds strong evidence that providing students with a study guide before the exam has a positive impact on students' performance in the tests. One percentage point increase in the test preparation study guide is correlated with .2 percentage points in the test score. Furthermore, the study finds that making the test preparation mandatory increases the test score by ten percentage points. The analysis suggests that mandatory test preparation is important for students' success.

Fady Mansour, Columbus State University

What Are You Going To Do With That?: Making Philosophy Practical in Gateway Courses

Although often mistakenly labeled as an impractical discipline, philosophy provides students with a wealth of extremely pragmatic, all-purpose skills. The presenter shares how he utilizes philosophers like Aristotle and William James in a gateway course entitled SS 101: Student Success to cultivate skills and habits essential to student success in college.

Casey Rentmeester, Bellin College

Early Start Math Course Redesign and Its Results

In response to the CSU’s Executive Order 1110, eliminating the placement exams and intermediate courses in English and mathematics, an introduction to statistics course was redesigned and offered as an early start mathematics course in Summer, 2019. The course offered to 300 students showed a passing rate of 95% over the previous fall semester's passing rate of 79%. The improvements of the course in the summer include building relationship with students, multiple modes of delivery, focusing on preview and review, and addressing student motivation throughout course. The redesign addresses the needs of the mostly first-generation college students.

Deborah Oh, Michelle Hawley, Owynn Lancaster; California State University, Los Angeles
Online Summer Bridge Program Increases Pass Rates for Latinx, First-Generation, and Low-Income Students in a Gateway Biology Course

Fresno Pacific University, a designated HSI, has created an innovative, online, summer program that supports first-year STEM students through learning communities that foster teamwork, connectedness, and support from peer students and faculty. The course is four weeks, fully online with emphasis placed on embedding college success strategies into first-year gateway course preparation for Latinx, low-income students. After three years, students that participated in the summer course showed a higher pass rate in the gateway biology course.

Krista Edmiston, Alfredo Ramirez, Simon Sultana; Fresno Pacific University

A Breakthrough: Overcoming the Principles of Accounting I DFWI Rate Barrier at an Urban Mission-State College

Atlanta Metropolitan State College, an urban access institution, serves a diverse population of low-income, first-generation, and historically underrepresented students as defined by race and ethnicity. We have developed an evidence-based plan to improve teaching, student learning and success and lower the high DFWI rate in Principles of Accounting I. While small group learning is the centerpiece of our course redesign, we use innovative teaching strategies to strengthen overall students' learning and success.

Muriel D Hepburn, Atlanta Metropolitan State College

Cultivating Equity and Self-Efficacy through Co-Requisite Education

This session will provide an overview of a co-requisite program at a Hispanic Serving Institution in southeast Texas. Presenters will discuss strategies and practices deployed in co-requisite English and mathematics courses and the collaboration the program itself has necessitated.

Eric Camarillo and Sara Thurmond, University of Houston-Victoria

High Impact, Low Pain: Increasing Student Learning with Easy to Implement Metacognitive Strategies

This study explores the impact of metacognitive strategies on DFWI rates and student learning outcomes in an introduction to psychology course. Participants included 60 students in two sections of the course at a small liberal arts university. Four metacognitive strategies were employed in the experimental section throughout the semester. A comparison of DFWI rates and scores on student learning outcomes between the two sections will be completed. Implications for practice will be discussed.

Tim Dunn, McMurry University
60 Minute Sessions

**Improving Student Mastery in a Pre-Calculus/Trigonometry Course by Employing Standards Based Grading in the Pre-Calculus: Pathways to Calculus Problem-Solving Curriculum**

In an effort to create a more learning-centered STEM precalculus course at Florida International University, we adopted the PreCalculus: Pathways to Calculus curriculum and split the course into 33 learning goals, each individually assessed using a multi-dimensional rubric with students needing an B or better to pass. Students were given ample opportunities for personalized reassessment on randomized missed learning goals, with the course experience finishing in a comprehensive exit exam.

*Roneet Merkin, Florida International University*

**Supporting the Use of Academic Analytics to Improve Gateway Courses: Case Studies from a Canadian Research University**

Even as academic analytics have become increasingly important, institutions report experiencing challenges in supporting the effective use of analytics data to help faculty, programs, and departments to improve teaching and learning in gateway courses. This workshop will use cases to engage participants in key conversations around the required support environment needed to enable the ethical use of analytics data to inform course and curriculum redesign and to support institutional conversations about improving teaching and learning.

*Brad Wuetherick, Dalhousie University*

**The Role of Instructional Coaches on G2C Course Committees: The Potential and the Pitfalls**

The University of Central Arkansas drew upon its Center for Teaching Excellence to assign a trained instructional coach to each of the G2C course committees. These coaches developed and employed an appreciative coaching model with varying results. Participants will hear firsthand about the potential and pitfalls of adding coaches to course committees and will actively apply the coaching model through role-play case scenarios.

*Amy Hawkins, Patricia Kohler-Evans, Candice Barnes; University of Central Arkansas*

**Meeting Students Where They Are: Leveraging Data Analytics to Redesign Entry-Level Gateway Courses Resulting in Improved Student Success [Live presentation: May 7, 2020 at 11 AM EST]**

Presenters will guide a discussion grounded in CAEL's "Ten Principles for Effectively Serving Adults" for developing a strategy to improve student success through agility in course curriculum and sequencing, engaging multiple communication modalities, and data-driven faculty coaching and development to foster student success (improved engagement, persistence and student satisfaction) in three FY gateway courses.

*Kathleen Embry and Mukul Bhalla; American InterContinental University*
Enhanced and Engaged Teaching and Learning with iPads

This session will demonstrate examples for incorporating iPads into various types of courses ranging from larger lecture to smaller classes and study abroad. Content will focus primarily on gateway courses but will expand to integration of iPads in upper-level courses building upon the foundation established in gateway courses. The session will highlight student examples of work and active learning techniques and will articulate successes and challenges instructors and students encountered by integrating technology.

Aimee Moore, Troy Malmstrom, Madison Weick; Knowlton School of Architecture, The Ohio State University

Evaluating Project 2100: Civic Engagement, Experiential Learning and Basic Research Pedagogy in Large General Education Courses

“Evaluating Project 2100” explores the use of experiential learning, civic engagement, and the teaching of basic research skills in large-scale survey courses at a private institution. Participants will learn how to adapt academic studies into stimulating class projects with application beyond the classroom that help students integrate knowledge acquisition, written synthesis, software literacy, and collaborative learning into assessment-based assignments. Participants will also engage in an abbreviated simulation of the project to highlight skills taught to students as a result of the project.

Evan Ward, Brigham Young University

From Gateways to Completion® to Foundations of Excellence®

On the heels of their success with Gateways to Completion, Eastern Michigan University, implemented Foundations of Excellence Transfer with the hope of enhancing the institution’s approach to its transfer student population, specifically promoting enrollment and the transfer student experience. During this presentation, presenters will share their journey through this process.

Doris Fields, Evan Finley, Colleen Kibin; Eastern Michigan University

High-Impact Teaching Strategies (HITS) [Live presentation: April 21, 2020 at 1:00 PM EST]

There are 9 High-Impact Teaching Strategies. This session will provide examples from our own experiences and demonstrate how implementing these strategies led to increased student success in our gateway courses.

Linda Hanson, Katie Easley, Julie VanGyseghem; Western Michigan University

Shifting the Gateway/Retention Conversation: Moving from Gateway Course to Student Success and Retention Outcomes

Gateway course performance analysis can serve as a "gateway" to cross institutional conversations about student success and retention that fully engages the academic force of the institution. These three Retention Performance Management institutions report that full engagement of the campus, working across traditional silos, to review evidence (including DFWI performance), plan and implement retention initiatives resulted in the improvement and enhancement of the core academic work already underway (pedagogy, curriculum and advising).

Victoria McGillin, Gardner Institute; Ian Binnington, Allegheny College; Carmony Hartwig, Catawba College; Tracy Parkinson, Coker College
First-Generation Students' Sense of Belonging at Georgetown [Live presentation: May15, 2020 at 11:00 AM EST]

Georgetown University is committed to a whole-institution approach to issues of diversity, equity, and inclusion. We are systematically examining academic, financial, social, and structural barriers that affect student success so that we can design evidence-driven policies to create a more equitable and inclusive campus. As part of this work, The Hub for Equity and Innovation in Higher Education conducted a study in spring 2019 on attitudes of belonging among first-generation undergraduate students using SenseMaker®, a narrative-based research tool.

Toddchelle Young, Molly Morrison, Heidi Elmendorf; Georgetown University

I Know What You Don't Know. Do You Know? How Well Do You Know that You Know? How Well do I Know What You Don't Know? Fostering Metacognitive Monitoring and Deep Learning with Modified Study Guides

In order to bolster students’ grounded confidence and deeper learning before an exam, attendees will be encouraged to modify their existing study guide to include empirically based study skills activities. Modifications include adding metacognitive awareness questions, spaces for students to collaboratively employ the testing effect and create concept maps. Additionally, attendees will learn how use study guides as active, collaborative learning tools both at the beginning and end of each class to promote review, reflection, interleaving, and distributed practice.

Manda Williamson, University of Nebraska-Lincoln

Systems Approaches to Fostering Excellence in Gateway Course Experiences: Policy and Practices

This concurrent session will highlight examples of innovative work including research underway in state agencies and systems of higher education. Presenters will connect their work around gateway course experiences to attainment and equity goals. The State Higher Education Executive Officers Association will provide a national perspective.

Denise Pearson, State Higher Education Executive Officers Association; Felita Williams, University of Georgia System; Michael Vente, Colorado Department of Higher Education

Ours is not a 'Caravan of Despair': Transforming Student Success in Gateway Courses through Love and Beauty

Drawing on the inspiring poem by Rumi as a framing metaphor, this interactive workshop will explore how love and beauty might serve as principles grounding our ongoing work on gateway course experiences and our ongoing efforts to transform the student experience in higher education. Focusing on practical examples at the personal, program, and institutional levels, the presenters will invite participants to interrogate the values and purposes underpinning our collective efforts to advance student success.

Mays Imad, Pima Community College; Josh Caulkins, Arizona State University
In Their Own Voices -- Assessments Built for Genuine Engagement [Live presentation: May 27, 2020 at 12:00 PM EST]

The majority of my Ethics students each semester have no experience with philosophy, and the abstract nature of the discipline can easily lead to disengagement. I will describe the final assignment--grounded in one of Tuitt's inclusive pedagogical tenets—utilization of personal narratives—and explain how it has continuously kept students engaged. Through the creation of a dialogue, they see how easy it is to integrate ethical theories and reasoned argumentation into their own lived experience.

Rebecca Millsop, University of Rhode Island

Signature Course Stories: Transforming the Core Curriculum Chapter by Chapter

The Signature Courses at the University of Texas at Austin connect first-year students with distinguished faculty members’ passion, research, and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. A major initiative in the campus’ curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

Patricia Moran Micks, The University of Texas at Austin

Academic Advising: The Core of Student Success

Helping students develop academic and career plans, for their success in college, is the core goal of academic advising. NACADA: The Global Community for Academic Advising has developed several frameworks and models to help guide practice for the advising field. The goal of this session will be to show how elements of good practice, as presented in the Pillars of Academic Advising, can be used to create advising components to any First-Year Experience Course

Kimberly S. Smith, Virginia Tech; Sean Bridgen, University of Pittsburg; Casey Self, Arizona State University; George Steele, The Ohio State University

Obtaining Faculty Buy-in for Instructional Transformation [Live presentation: May 7, 2020 at 1:00 PM EST]

Discover how to obtain increased faculty buy-in for an instructional transformation which closes achievement gaps and increases retention and completion rates. The increased faculty buy-in results in immediate improvements in the learning environment, providing a significant impact on retention and completion efforts. Discover specific steps and strategies to developing a culture of accountability and appreciation which extends across the entire institution, building momentum for continuous improvements in all areas of the institution.

Tony Holland, Alabama Community College System