Gateways to Completion (G2C)
Cohorts 1 & 2

ROBERTS F. HATCHER, SR.
CONFERENCE CENTER

MIDDLE GEORGIA STATE UNIVERSITY
100 UNIVERSITY BOULEVARD
MACON, GA

OCTOBER 17 – 19, 2018
Agenda

Day 1 - October 17, 2018

8:30 a.m. – 9:00 a.m.  Foyer – Breakfast

9:00 a.m. – 9:15 a.m.  Room 211 - Welcome
Felita Williams, PhD

9:15 a.m. – 10:00 a.m.  The Role of Deans & Department in Gateways to Completion (G2C)
- Scott Reese, PhD
  Assistant Dean for Curriculum, CSM
  Kennesaw State University

- Tim Floyd, PhD
  Associate Professor of Mathematics
  G2C Program Manager
  Georgia Highlands College

10:00 a.m. – 11:00 a.m.  Examples of Interconnectedness of the Momentum Year
- Shani Wilfred, PhD
  Professor
  Department of Sociology, Anthropology, & Criminal Justice
  Valdosta State University

11:00 a.m. – 12:00 p.m.  The Benefits of G2C for Your Department
- Tristan Denley, PhD
- John Gardner, PhD

12:00 p.m. – 1:00 p.m.  Luncheon

1:00 p.m. – 2:00 p.m.  Think Pair Share
- Team Liaisons
  1. What’s Working Well
  2. What Needs Improvement
  3. Where I Could Use Assistance
Day 1 - October 17, 2018 - Continued

2:00 p.m. – 3:00 p.m.  Tracking G2C Outcomes and Other Platform Updates
- Drew Koch, PhD
- Stephanie Foote, PhD

3:00 p.m. – 4:00 p.m.  Preparing for Thursday & Friday
- Felita Williams, PhD
- Drew Koch, PhD
- Stephanie Foote, PhD
- Jeanne Haslam
  1. Know - Want - Learn
  2. Discipline Assignments
  3. Facilitator, Scribes & Volunteers

4:00 p.m. – 5:00 p.m.  Reflections of the Day
- Tristan Denley, PhD
- John Gardner, PhD

5:00 p.m.  Meeting Adjourned
## Agenda

### Day 2 - October 18, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 a.m. – 9:00 a.m.</td>
<td><strong>Foyer – Breakfast</strong></td>
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<td>9:00 a.m. – 9:15 a.m.</td>
<td><strong>Room 211</strong>&lt;br&gt;<strong>Welcome</strong> - Felita Williams, PhD&lt;br&gt;<strong>Highlights from October 17</strong> – Stephanie Foote, PhD</td>
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<tr>
<td>9:15 a.m. – 9:30 a.m.</td>
<td><strong>USG G2C Examples of Success</strong> <em>(Concurrent Sessions)</em></td>
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</table>
| 9:30 a.m. – 10:00 a.m. | **Georgia Highlands State College**<br>**Room 211**<br>Lisa Branson<br>Associate Professor of Biology<br>Anatomy & Physiology Course Coordinator<br>Advising Specialist  
**Kennesaw State University**<br>**Room 212**<br>Bor-Yi Tsay, PhD<br>Professor of Accounting<br>Stephanie Miller<br>Lecturer of Accounting  
**Georgia Southwestern State University**<br>**Room 211**<br>Kailash Ghimire, PhD<br>Associate Professor – Mathematics<br>**Accounting**<br>**Student Learning Gains Survey - Math** |
| 10:00 a.m. – 10:30 a.m. | **Gordon State College**<br>**Room 212**<br>Bernard Anderson, PhD<br>Professor – Mathematics<br>**Use of G2C to improve College Algebra at Gordon State College** |
| 10:30 a.m. – 10:45 a.m. | **Break**                                |
| 10:45 a.m. – 11:45 a.m. | **Open Discussion – Room 211**           |
| 11:45 a.m. – 12:45 p.m. | **Luncheon**                             |
Day 2 – October 18, 2018 - Continued

12:45 p.m. – 2:30 p.m. **Discipline Breakout Meetings**
- Accounting – Room 238A
- Economics – Room 239
- Biology – Room 212
- Mathematics – Math Auditorium
- Chemistry – Room 239
- CTL Directors – Room 237

2:30 p.m. – 2:45 p.m. **Break**

2:45 p.m. – 3:30 p.m. **Discipline Breakout Meeting Reports – Room 211**

3:30 p.m. – 4:00 p.m. **Reflections of the Day**
- John Gardner, PhD

4:00 p.m. **Meeting Adjourned**
Agenda

Day 3 – October 19, 2018

8:30 a.m. – 9:00 a.m.  Foyer – Breakfast

9:00 a.m. – 9:15 a.m.  Room 211
  Welcome - Felita Williams, PhD
  Highlights from October 17 & October 18 – Stephanie Foote, PhD

9:15 a.m.  USG G2C Examples of Success (Concurrent Sessions)

9:30 a.m. – 10:00 a.m.  University of West Georgia
  Room 211
  Colleen Vasconcellos, PhD
  Associate Professor of History

9:30 a.m. – 10:00 a.m.  Georgia Highlands State College
  Room 212
  Jayme Feagin, PhD
  Associate Professor of History
  History 2111 Course Coordinator

10:00 a.m. – 10:30 a.m.  Middle Georgia State University
  Room 211
  Ervin Briones, PhD
  Associate Professor

10:00 a.m. – 10:30 a.m.  Georgia Highlands State College
  Room 212
  Jayme Feagin, PhD
  Associate Professor of History
  History 2111 Course Coordinator

10:00 a.m. – 10:30 a.m.  History

10:30 a.m. – 10:45 a.m.  Break

10:45 a.m. – 11:45 a.m.  Open Discussion - Room 211

11:45 a.m. – 12:45 p.m.  Luncheon

12:45 p.m. – 1:45 p.m.  Luncheon
12:45 p.m. – 2:30 p.m. **Discipline Breakout Meetings**
- English – Math Auditorium
- Political Science - Room 238A
- First Year Experience – Room 229
- Psychology – Room 238B
- History – Room 212
- CTL Directors – Room 237

2:30 p.m. – 2:45 p.m. **Break**

2:45 p.m. – 3:30 p.m. **Discipline Breakout Meeting Reports – Room 211**

3:30 p.m. – 4:00 p.m. **Reflections of the Day**
- John Gardner, PhD

4:00 p.m. **Meeting Adjourned**
## INSTITUTIONS BY SECTOR

### RESEARCH
- Augusta University
- Georgia Institute of Technology
- Georgia State University
- University of Georgia

### COMPREHENSIVE
- Georgia Southern University
- Kennesaw State University
- University of West Georgia
- Valdosta State University

### STATE UNIVERSITIES
- Albany State University
- Clayton State University
- Columbus State University
- Fort Valley State University
- Georgia College & State University
- Georgia Southwestern State University
- Middle Georgia State University
- Savannah State University
- University of North Georgia

### STATE COLLEGES
- Abraham Baldwin Agricultural College
- Atlanta Metropolitan State College
- College of Coastal Georgia
- Dalton State College
- East Georgia State College
- Georgia Gwinnett College
- Georgia Highlands College
- Gordon State College
- South Georgia State College
THE ROLE OF ACADEMIC DEANS AND CHAIRS IN GATEWAYS 2 COMPLETION (G2C)

Outcomes:
1. Recognize the value of G2C for your unit in the context of the institutional mission.
2. Recognize the challenges faculty face in the G2C process.
3. Plan appropriate support for faculty working on G2C specifically and student improvement broadly.

G2C is a self-study, focused on faculty to impact student success in the classroom. During the process faculty will:
1. Do a deep dive into data that many have never seen before and that can be discomforting.
2. Be faced with a challenge to their self-image as an expert.
3. Learn pedagogical interventions that will work in addressing student learning, but in a field almost none of them have studied.
4. Implement unfamiliar pedagogies in front of an audience (sometimes a large one) and inside bureaucracies with myriad rules.
5. Receive feedback from frustrated students who are often uncomfortable with change; even the students who need it most.
6. Need to convince colleagues who have not gone through the entire self-study that time investment is important and change vital.

Discussion 1
How have you supported your faculty thus far in the G2C work?

How (how often) do you communicate your support?

For a list of how G2C institutions have handled incentives, log in to the G2C platform (https://my.jngi.org/Auth/Login?ReturnUrl=%2f) and in the Resources tab look for “Compiled Information on G2C Incentives_Aug 2018”
Discussion 2-Cohort 1
What have you seen as the value of this work?

What has been the hardest part of the process thus far?

What would you do differently if you had known what you know now?

Discussion 2-Cohort 2:
What are you hoping to get out of this work?

What do you think will be your hardest aspect?

Wrap Up:
What are you going to do when you return to campus to support this effort?
<table>
<thead>
<tr>
<th>Category</th>
<th>Category Definition</th>
<th>Intervention</th>
<th>Intervention Examples/Definition</th>
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<tbody>
<tr>
<td>Pedagogic Changes</td>
<td>Theory- and evidence-based changes in how faculty structure student learning that will inform the actions, interactions, and strategies they employ both inside and outside the classroom, including active and engaged learning, cognitive and social-cognitive approaches to learning.</td>
<td>Incorporating active and experiential learning</td>
<td>Active and experiential learning involves students in the learning process through a variety of approaches, including, but not limited to: collaborative learning (e.g., team- or problem-based learning, collaborative and two-stage testing, etc.), classroom response technologies and tools, case studies, and minute papers.</td>
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<td>Teaching study strategies</td>
<td>Teaching study strategies often involve teaching students how to read and derive meaning from course information and material through active reading, note taking, self-questioning, etc.</td>
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<td>Using metacognitive approaches</td>
<td>Metacognitive approaches may involve engaging students in reflection or self-monitoring, the use of exam or assignment wrappers, as well as metacognitive prompting.</td>
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<td>Incorporating content and strategies to promote social cognitive development</td>
<td>This may include presenting content about grit/resilience/growth mindset.</td>
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<td>Curricular Changes</td>
<td>Course transformation efforts that address changes to the learning outcomes and the content that students will be expected to know, value, and do differently as a function of taking the course.</td>
<td>Inclusive pedagogies/curriculum</td>
<td>Making curricular changes with the goal of creating inclusivity may include examining the language and approaches used in a course, use of Open Educational Resources (OER), designing or redesigning course content and assignments to include diverse perspectives and sources.</td>
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<td>Course Structure Changes</td>
<td>Course transformations that change the structure of course delivery (where, when, and how learning happens), who and how one gains access to a course (pre-requisites, placements, co-requisites, etc.), and access to a course (pre-requisites, placements, co-requisites, etc.), and</td>
<td>Modes and modalities</td>
<td>This refers specifically to where the learning takes place and may include online, blended learning, or flipped classroom; the use of open education resources (OER); etc.</td>
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<td>Access</td>
<td>This includes changes to pre- and/or co-requisites, placement into or out of a course, etc.</td>
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<td><strong>Integration of Academic Success Initiatives or High-Impact Practices</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Course design</strong></td>
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<td>how learners access course content/learning materials /assessment of learning outcomes.</td>
<td>This refers to the evaluation of student learning and how and when that learning is assessed. Specifically, have course structure changes been implemented to provide more timely feedback to students, scaffolded assignments or exams, etc.?</td>
<td>This includes structural changes (how and when course content is taught) that might draw on or from models of instructional design, including: backwards design, ADDIE, learning cycle instruction, etc.</td>
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<th><strong>Integration or inclusion of academic success initiatives and/or evidence-based teaching and learning practices that have been proven beneficial for all college students, regardless of background.</strong></th>
<th><strong>Academic success initiatives</strong></th>
<th><strong>High-impact or evidence-based practices</strong></th>
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<td>These initiatives are designed to assist and support the learner and the learning process and may include: academic advising or coaching, early alert processes or systems, learning analytics, mentoring, embedded peer support or tutoring, Supplemental Instruction, bridge programs, etc.</td>
<td>These experiences are intended to engage the student in the learning process, and may include: learning communities, first-year seminars and experiences, e-portfolios, writing intensive courses, and undergraduate research.</td>
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TEAM LIAISONS
THINK PAIR SHARE
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THINK PAIR SHARE
Know Want Learn (KWL) Chart
Before you begin your conversation, list details in the first two columns.
Fill in the last column after completing the conversation.

**Topic:** Gateways to Completion (G2C)

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Adapted from Houghton Mifflin Company
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FACULTY
WHAT WOULD THIS LOOK LIKE IN MY CLASS?
FACULTY
WHAT WOULD THIS LOOK LIKE IN MY CLASS?
UNIVERSITY SYSTEM OF GEORGIA
GATEWAYS TO COMPLETION (G2C)

Dr. Tristan Denley
Executive Vice Chancellor for Academic Affairs
& Chief Academic Officer

Dr. Felita T. Williams
Associate Vice Chancellor for Academic Partnerships & Accreditation

Dr. John Gardner
Chair & Chief Executive Office
John N. Gardner Institute