

Accounting Discipline Breakout Meeting Notes  
October 18, 2018

Facilitator: Scott Reese  
Recorder: Shá Wilfred

What I **KNOW**

Know what doesn't work:

- Lack of communication from administration that G2C is occurring on campus
- Insufficient amount of time between notification of required attendance to events and event dates
- Lack of enthusiasm about promoting G2C...needs to be an epidemic of information.
- Current timeline training is not as in-depth as needed.
  - o Liaisons need to clearly convey timeline
  - o Units need to fill-in timeline based on
  - o Recommendations: find what works best for the institution and develop the timeline.
  - o Recommendations: co-chairs and liaisons are crucial to helping participants understand the process through communication
  - o Recommendations: Read the guidebook

Concerns about the amount of work that is assigned if issues (e.g. lack of communication) are identified.

Need to better understand the roles of each person on campus as it relates to G2C.

Needs to be a clear way to measure success and display results for all to see. This process should not exist in a vacuum as it impacts everything.

- Suggestion: development of a FLG (faculty learning gains) survey to assess institutional progress.
- Suggestion: use a thermometer (like United Way) to display progress.
- Use of assurance of learning (AOL) assessments as a way to measure student success instead of grades.

Questions about demographics of students and trends in students selecting accounting as a major were discussed.

- Strategies were discussed for recruiting accounting students from the Principles of Accounting courses.
- Questions about the rate of increase/decrease in majors since starting G2C also were discussed.
- Discussions about how to not just see ACCT 2101 as a service course for other majors but also a recruitment opportunity for the accounting major.

How do we attract students to the class and keep them there (e.g. ACCT 2101)

- Discussion about Georgia State's engaged advising model, early alerts – Dr. Tim Renick
- Use of attendance follow-up in small classes (e.g., emails offering assistance)
- Use of other ways to take attendance in large classes (e.g., active learning activities)
- Grade distribution throughout the course that keep students engaged in the classes throughout the semester coupled with active learning were suggested.

Withdrawal explanation survey included prior to approving withdrawal was discussed.

- SLGs do not capture the perceptions of students who withdraw from the course and may not capture the perceptions of students who receive an I in the class
- Questions about whether the system registrar group is having a larger discussion about having a withdrawal survey to assess why a student is withdrawing.
- Discussions about withdrawal policies that require the students to discuss the withdrawal with the professor and/or advisor before it is processed were also discussed.
- Interventions for DFI may be different for W. We need to explore the related factors and develop associated interventions.
- Noted that DFWI rates will not go to 0 and that the goal is to make the information interesting/engaging to the students.
- Notions of course content being boring was challenged from the perspective that the information should be presented to the students in a way that facilitates their attribution of meaning to the content.

Prerequisites were also discussed as there may be other factors that contributed to DFWIs (e.g., inconsistencies in enforcement of prerequisites during registration).

Other topics of discussion that resulted from terms discussed included:

- Clarification of what a Provost does.
- Discussion of the concepts of the Momentum Year including the importance of advising and Math pathways.
  - o Discussion of Momentum Year conversations about Math Pathways: College Algebra being used for what it is designed for (preparation for calculus) and Mathematical Reasoning as the course for students who are not on that pathway.

What I **WANT** to Know

What happens next, G2C ends in year three. Will the work continue even after G2C ends?

- Integrated into ACCT structure so even if group is no longer at institution the practices will continue until someone decides to change it.

What I **LEARNED**

- This is going to be a lot more worked than expected.
- Participating because passionate about student success. Think that G2C can make a difference if we can pull it off.
- Asked whether it was felt that G2C was worth it
  - o Some confirmed that involvement in G2C has improved their teaching and their passion for teaching.
    - Find now that have to prepare for each course instead of having everything in one's head and thus not feeling the need to prepare.
  - o Reiterates the need for this to be a contagion – everybody has get involved.
  - o If instructors read their SLG then they get a sense of what is working for the students.
    - Concerns about whether reduction of lecture and increase of student activities would reduce what was being learned. Found that learning appears to have increased after increase of student activities.
- Engaged advising can be successful. Instructors also have a role to play in engaging students.
  - o Suggestions about asking students to provide ways to contact them if willing.

- Emphasis placed on following-up with students to demonstrate that the instructor cares.
  - Students provided an opportunity to discuss issues
  - Professors still able to emphasize the requirements of the course.
- Whether advisor and/or faculty students need to feel that someone cares to keep the student from being lost.
- Informing students of why the institution is participating in G2C to demonstrate the level of care about their success that the instructor and institution have.
- Suggestion of dedicating a small amount of each class to discuss the value of general education and/or to talk about relevant issues (“pep talk”).
- Contacting students before the semester with a welcome email appears to increase class attendance on the first day.
- Reminder to not be discouraged when some students don’t appear to care or respond to interventions.