



# **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**



# GATEWAYS TO COMPLETION (G2C)

Middle Georgia State University  
Robert F. Hatcher Conference Center  
100 University Center  
Macon, Georgia



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

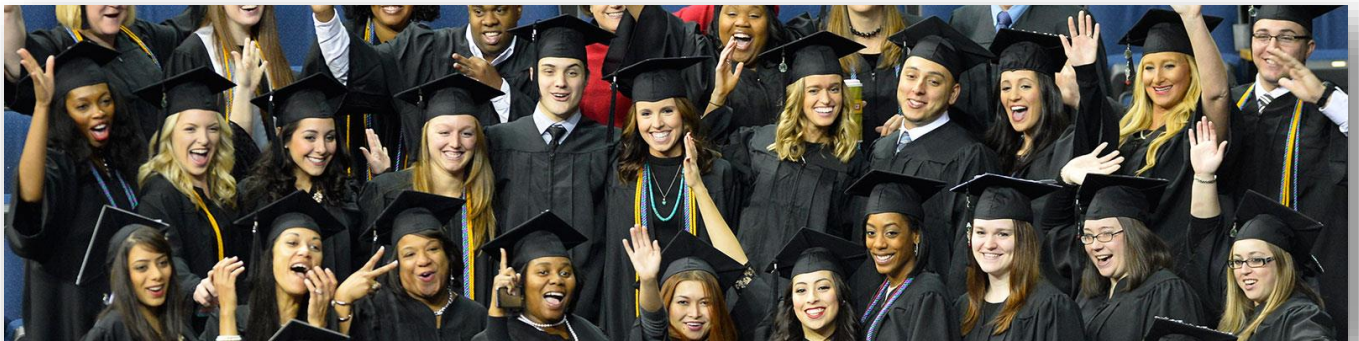
4:00 p.m. – 5:00 p.m.

### Reflections of the Day

- Tristan Denley, PhD
- John Gardner, PhD

5:00 p.m.

### Meeting Adjourned



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## Agenda

### Day 2 – October 18, 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** – Stephanie Foote, PhD

9:15 a.m. – 9:30 a.m.      **USG G2C Examples of Success** (*Concurrent Sessions*)

9:30 a.m. – 10:00 a.m.      ■ **Georgia Highlands State College**      ■ **Kennesaw State University**  
**Room 211**      **Room 212**  
Lisa Branson      Bor-Yi Tsay, PhD  
Associate Professor of Biology      Professor of Accounting  
Anatomy & Physiology Course  
Coordinator      Stephanie Miller  
Advising Specialist      Lecturer of Accounting

10:00 a.m. – 10:30 a.m.      ■ **Georgia Highlands State College**      ■ **Kennesaw State University**  
**Room 211**      **Room 212**  
Bernard Anderson, PhD      Kailash Ghimire, PhD  
Professor – Mathematics      Associate Professor –  
Mathematics  
*Biology*      *Accounting*  
*Use of G2C to improve College*      *Student Learning Gains Survey -*  
*Algebra at Gordon State*      *Math*  
*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**



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October 17 - 19, 2018

## Agenda

### Day 3 – October 19, 2018

- |                         |   |
|-------------------------|---|
| 8:30 a.m. – 9:00 a.m.   | <b>Foyer – Breakfast</b>  |
| 9:00 a.m. – 9:15 a.m.   | <b>Room 211</b><br><b>Welcome</b> - Felita Williams, PhD<br><b>Highlights from October 17 &amp; October 18</b> – Stephanie Foote, PhD   |
| 9:15 a.m.               | <b>USG G2C Examples of Success</b> ( <i>Concurrent Sessions</i> )   |
| 9:30 a.m. – 10:00 a.m.  | <ul style="list-style-type: none"><li>▪ <b>University of West Georgia</b><br/><b>Room 211</b><br/>Colleen Vasconcellos, PhD<br/>Associate Professor of History<br/><br/><i>History</i></li><li>▪ <b>Georgia Highlands State College</b><br/><b>Room 212</b><br/>Jayme Feagin, PhD<br/>Associate Professor of History<br/>History 2111 Course Coordinator<br/><br/><i>History</i></li></ul>  |
| 10:00 a.m. – 10:30 a.m. | <ul style="list-style-type: none"><li>▪ <b>Middle Georgia State University</b><br/><b>Room 211</b><br/>Ervin Briones, PhD<br/>Associate Professor<br/><br/>Laurie Walters, PhD<br/>Associate Professor of Psychology<br/><br/><i>Psychology</i></li><li>▪ <b>Georgia Highlands State College</b><br/><b>Room 212</b><br/>Jayme Feagin, PhD<br/>Associate Professor of History<br/>History 2111 Course Coordinator<br/><br/><i>Student Learning Gains Survey - History</i></li></ul> |
| 10:30 a.m. – 10:45 a.m. | <b>Break</b>  |
| 10:45 a.m. – 11:45 a.m. | <b>Open Discussion - Room 211</b>   |
| 11:45 a.m. – 12:45 p.m. | <b>Luncheon</b>   |

## Day 3 – October 19, 2018 - Continued

12:45 p.m. – 2:30 p.m.	<b>Discipline Breakout Meetings</b> 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.	<b>Break</b>
2:45 p.m. – 3:30 p.m.	<b>Discipline Breakout Meeting Reports – Room 211</b>
3:30 p.m. – 4:00 p.m.	<b>Reflections of the Day</b> John Gardner, PhD
4:00 p.m.	<b>Meeting Adjourned</b>



# GATEWAYS TO COMPLETION (G2C)

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## 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



## NOTES

## 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 discomfoting.
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.ingi.org/Auth/Login?ReturnUrl=%2f>) and in the Resources tab look for “Compiled Information on G2C Incentives\_Aug 2018”

## THE ROLE OF ACADEMIC DEANS AND CHAIRS IN GATEWAYS 2 COMPLETION (G2C)

(Continued)

### **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?

Category	Category Definition	Intervention	Intervention Examples/Definition
<p><b>Pedagogic Changes</b></p>	<p>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.</p>	<p>Incorporating active and experiential learning</p>	<p>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.</p>
		<p>Teaching study strategies</p>	<p>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.</p>
		<p>Using metacognitive approaches</p>	<p>Metacognitive approaches may involve engaging students in reflection or self-monitoring, the use of exam or assignment wrappers, as well as metacognitive prompting.</p>
		<p>Incorporating content and strategies to promote social cognitive development</p>	<p>This may include presenting content about grit/resilience/growth mindset</p>
<p><b>Curricular Changes</b></p>	<p>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.</p>	<p>Inclusive pedagogies/curriculum</p>	<p>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.</p>
<p><b>Course Structure Changes</b></p>	<p>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</p>	<p>Modes and modalities</p>	<p>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.</p>
		<p>Access</p>	<p>This includes changes to pre- and/or co-requisites, placement into or out of a course, etc.</p>

	<p>how learners access course content/learning materials /assessment of learning outcomes.</p>	<p>Assessment</p>	<p>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.?</p>
		<p>Course design</p>	<p>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.</p>
<p><b>Integration of Academic Success Initiatives or High-Impact Practices</b></p>	<p>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.</p>	<p>Academic success initiatives</p>	<p>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.</p>
		<p>High-impact or evidence-based practices</p>	<p>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.</p>

**TEAM LIAISONS**  
**THINK PAIR SHARE**

**TEAM LIAISONS**  
**THINK PAIR SHARE**

Name \_\_\_\_\_ Date \_\_\_\_\_

### 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)

What I <b>Know</b>	What I <b>Want</b> to Know	What I <b>Learned</b>



Name \_\_\_\_\_ Date \_\_\_\_\_

### 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)

What I <b>Know</b>	What I <b>Want</b> to Know	What I <b>Learned</b>

**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)**

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