

Notes from math session of G2C – 10/18/18 – sharing of work related to G2C, Momentum Year, or other HIPs

Grouped attendees by sector for discussions – majority was cohort 2

Different courses represented:

Math 1111

Math 1001

Physics I and II (calculus-based)

Math 1113

Math 1101

Math 1231 – intro to stats (eventual Math 1401?)

Of the changes I am implementing, what do I know that is working well (and how do you know this?)

Issue: If part of the intent of this session was to have a balance between cohorts, this did not happen here. Since the majority of the group were from Cohort 2, this first question did not apply well.

- Video lab reports for online courses – submit script – to practice the communication aspect of STEM results (synthesis of ideas) Collect and extract data and prepare computational model for some concept Sometimes peer, sometimes instructor evaluated. You see improvement over time. 200 students during the summer. EdEx platform - Post videos to YouTube. (Potential issue on student videos ????)
- Class wrappers – if you come to class get worksheet – collected over the course of the class – topics on the sheet hit the high points. Carries an idea of reflection We know that it has impacted attendance and there is a sense that it is helping students in class. Data shows effect in Math 1001 – not sure about Math 1111 yet
- OERs
- Pre Test/Post Test
- Time and day of courses – experimenting with impact
- Meet with all faculty once every two weeks for an hour (about 10 faculty on one site) to discuss classroom experiences – strong communication among faculty regardless of whether they teach the same courses
- Math 1113/Math 1111 – We have a group of faculty working on more positive student teacher interactions. 15 minutes of office time (about 100 students) is extended to every student to come talk with you (about anything). Counts as about 2% of grade. Also have a tutorial program for pre-calc and these meetings have funneled students into this program. It shows students that you care. Models the practice of finding your professor, talking to him or her.
 - One model in use (in English) cancels class and awards a grade for the meeting.
 - To get them there without a grade – link to advising or registration hold. Send them an email and connect with what is important to them. Get connections through facebook. Paying attention to the conversations with students and linking to what interests them.

Related to course design, redesign, or enhancement, including incorporating HIPs (High Impact Practices) in my classroom, I want to know (*indicates practices in use by the group)

Example HIPs

First-year experience*	Collaborative assignments and projects	Service learning, community-based learning
Common Intellectual experiences	Undergraduate research*	Internships
Learning communities	Diversity/global learning	Capstone course and projects
Writing-intensive courses	ePortfolios	

(Note: We did not spend a lot of time talking about these HIPs except to identify some that were in practice.)

Comments from group: Don't see how to do undergraduate research, capstones, internships with a College Algebra student – don't see how some of these HIPs apply to a gateway course. Maybe able to do some of these, but not all.

Can use SSI or embedded tutors in a gateway course

In today's session, I have learned.....

It is not just the responsibility of the course coordinators – all faculty need to be involved

Systemic improvements require continual data conversations and a platform where faculty are required to participate in long-term developments and you need a place for faculty to absorb and change with it

Presenting data to faculty is important to show how they compare to the aggregate – good way to open our eyes

Also good to share data on how their students do in the next course

Want students and faculty to see how an individual course is connected

What I would like to know is.....

How can you collect data to show that there is a need for a cultural shift and how do you share/show that data?

How do you keep faculty from re-normalizing their grades once they see the aggregate data?

I would like to know what a good DFW rate is – what are we shooting for – what is it based on

Comment: But is not a matter of getting the rate to 0 but instead treat it as a symptom of a problem so that you can determine a root cause.

But what is the threshold – what is better? Can you get too low? Some Ws are valid and should happen.

What it should be probably varies from sector to sector, institution to institution, but also different populations on the same campus.

How do we capture the grit factor – they keep trying and trying and eventually graduate (which is a good thing). Really want to impact the quitters.

The learning is more important than the DFW rate – they are not learning for a grade but for knowledge that carries them to their career.

Check against – look at follow-on courses to measure a course’s success – helps with grade inflation – especially across discipline

Why is a D bad? In some courses, majors, it may be okay. Why is it being labeled as a bad thing? Some institutions even ask for a B or better in certain courses for certain majors.

From Cohort 1 – it would be have been nice to know more practical stuff like what is a KPI and how to enter stuff. At our kick-off they had a big session to show the platform and hands-on with it. Recommend this for Cohort 2.

From Cohort 2 – would have liked to have some type of tutorial today on how to get started in the platform (Recommendation was made for the group to get with their JNGI rep to discuss)

Note was made that JNGI folks can also help with getting appropriate access for key players on each campus.

What do you need help with? Problems with implementation, curriculum committees, faculty buy-in

Advice to help with resistant faculty –

IDEAS:

- Include them in the redesign group or committee
- Select the group that we want to do the change with and through presentation of results hoping the resistance will come on board
- Showing how the course does and how their specific students are doing – breaking the data down by demographic so that you can drill down to those who are disproportionately impacted
- One school encouraged perceived “low” performers and “high” performers on the same committee to share ideas and attitudes change – faculty decide they want to be a better teacher
Saw students wanting to come to class longer after the classroom was changed

I don’t know how it is all supposed to be structured. Who is supposed to be meeting, when, what? I don’t know what to do or what to ask

INSIGHTS PROVIDED BY GROUP

Was told to go to conference and started learning from there – figured out how to plug into the total CCG implementation plan

How does this fit within the larger effort – some may not know how it fits with Momentum Year – how is it explicitly connected to this? Answer: Many of our G2C classes are in the first semester – if you don’t pass, impacts these students – that is the true connection. Also under the umbrella of CCG.

Liaison → Steering Committee → Curriculum Committee → Course coordinator committee

Recommend that team leaders get together as often as possible. Also noted that synthesis meetings are good too (people involved in direct change, leadership (VPAA, deans, etc.) plus

other areas in the college that can support (advising, counseling, ...) Supposed to get 3 within each year.

Recommendation was made to look at handbook on platform

KPIs give food for thought about where improvements can be made
Based on this study make some planned changes to improve course
2nd year implement changes and collect data
3rd year examine and modify

What was helpful to me was the USG teaching and learning conference and I learned a lot about G2C from colleagues there. It helped me to understand the process. I got some solid information that helped with the bigger picture and how it fits into USG as a whole.

Mandated statewide but it is an opportunity to see how this really works (or doesn't)

Can also use College 2025 as a guiding document for G2C, Momentum Year, CCG, etc. It was distributed by the system office on 8/14/18 and covers the following key concepts.

- Adaptability
- Flexible programs
- Lifelong learning
- Essential skills
- Partnerships

G2C fits into essential skills

Math example - How do formulas actually apply – what do they mean – why does it matter

USG questions

We are told to be flexible but USG can be hard to change

80-20 across all math which is mandated by USG – is it truly relevant to today's needs?

Comment: The 80-20 rule has to do with transferability. Can't go too far afield.