

G2E

Gateway to Excellence

News & Updates



A team of Gateway faculty, staff, and administrators attended the annual DREAM conference in Long Beach, CA.

All Connecticut community colleges were represented and teams were able to begin collaborating in anticipation of the state-wide roll-out of Achieving the Dream (ATD) this summer.

Gateway and Housatonic are the only two colleges in CT that are currently active in ATD.

Some conference highlights are below.

Leadership

Transforming an Institution

Kim Sorrentino attended a session which discussed the importance of creating a culture of caring, helping to remove life barriers for students, and providing accelerated options for learning.

Key take-aways: Colleges need to have the courage to acknowledge where we are as an institution 'love the students we have' and focus on the mission. Hire people for their passion and intelligence (their experience will build from those two characteristics). Encourage people who just bring up problems to focus on potential solutions instead!

Transitioning the Culture Data Based to Data Driven

Vincent Tong attended several sessions focused on data. One workshop focused on sharing the grade distribution of every class and asking instructors to make concrete steps to improve student success in the classes. Later, a Data Summit was held, using the data as a starting point for different kinds of conversation for teaching improvement.

The same workshop used the data plan for 8-week class scheduling. Surprisingly, the biggest winner for student success was the developmental math classes.

Classroom Engagement Cooperative Learning

Kaitlyn Kos attended a session on cooperative learning and transforming a classroom into an active learning environment. Cooperative learning encourages contact between students and faculty and respects diverse talents and different ways of learning. Three types of cooperative learning: base, formal, and informal groups.

Engaging students in the learning process increases overall retention and success rates for all students and especially low-income and students of color.

Student Success**7-week Term Schedule**

Dean Kosinski heard from Trident Technical College, SC, where “compressed classes” were implemented.

These 7-week courses were supported with \$100K professional development funds to support faculty training. Key takeaways: success rates increased due to the compressed format. A psychological “light at the end of the tunnel” factor resulted in fewer withdrawals and an atmosphere of “flow”. Additionally, hybrid formatted courses fared especially well, resulting in less absenteeism and less student procrastination.

Student Success**Advising Redesign**

Kat Ahern attended several workshops on student success, early alerts, and advising redesign.

At one college, students reported that they wanted to hear from the faculty that submitted the early alert, so their system is completely facilitated by faculty. Predictive factors are used to identify students of concern. Positive alerts were an option as well “Kudos Alerts!”

Advising score cards, Zoom meetings, and a Cranium Café were used by another college to increase their online advising presence.

Open Educational Resources**The OER Experience**

Kate Babbitt learned about the licensing, challenges, and assignments for an OER course as presented by the Borough of Manhattan CC. Some challenges presented included transferability, ADA compliance, interesting and accurate materials, capable instructors, and internet access.

Renewable assignments and backward design were discussed as ways to engage students, assure assignment quality, and grow the OER materials.

Much of the BMCC research was the result of the ATD OER Grant Initiative.

Other highlights of Spring 2019

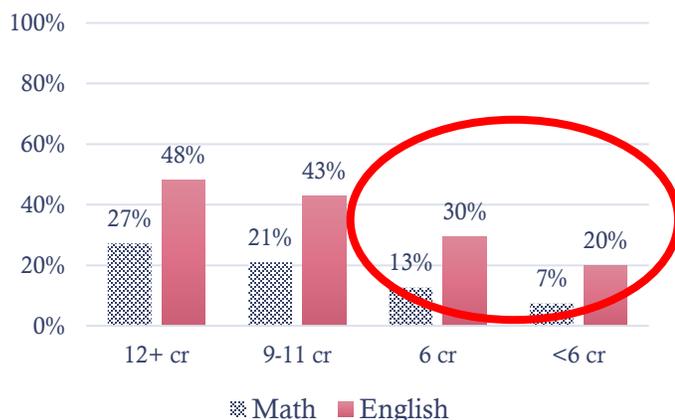
- Second coaches’ visit was held on January 31 and February 1.
- Michelle and Kaitlyn shared Gateway’s progress via a Pecha Kucha presentation at DREAM 2019.
- The first meeting of the College Student Success Teams (CSST) was held at system office on March 1. Each CT community college has two reps on the committee.
- Next coaches’ visit is May 9-10.
- ATD Teaching & Learning Summit is scheduled for May 30-June 1.

ACTION ITEMS FOR SPRING 2019

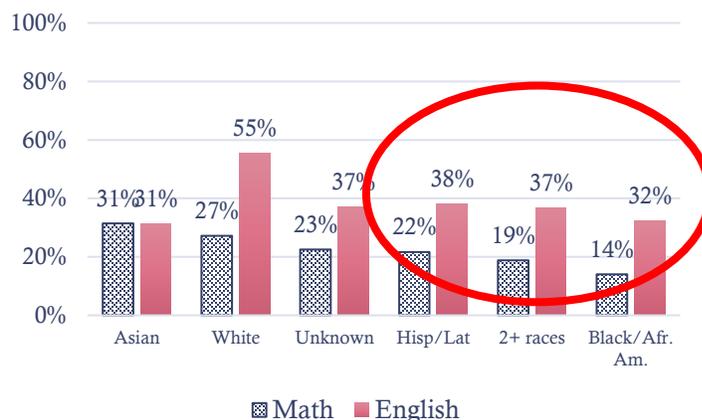
- Complete analysis of writing response study and compare with our ongoing mapping of students’ entry experiences to provide additional information about onboarding process improvements.
- Disaggregate the latest SENSE and CCSSE surveys to identify improvements in early engagement processes.
- Explore the experience of African American students through discussions with the Black Student Association.
- Continue the committee audit to ensure all committees have a purpose and look for overlaps in membership and work being done.
- Collect course completion, progression, and retention data for General Studies students.

Data Analysis

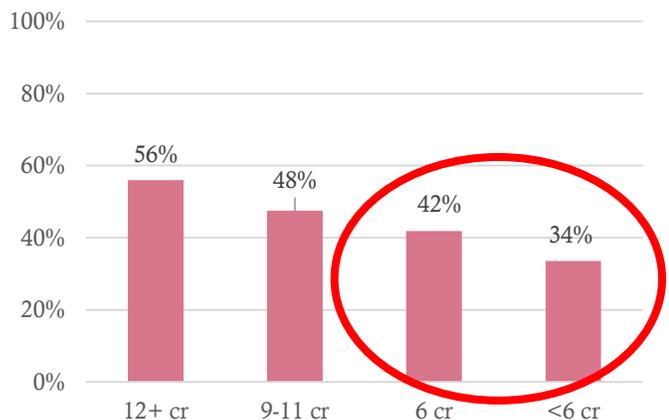
Gateway Course Completion (2015, 2016, 2017)



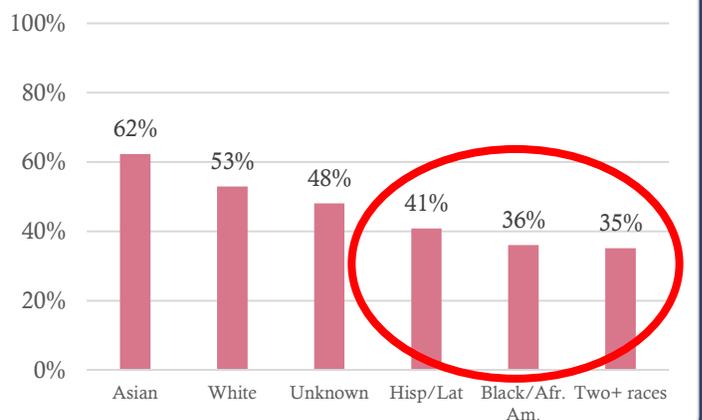
Gateway Course Completion (2015, 2016, 2017)



Retention Fall-to-Fall (2015, 2016, 2017)



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Observation:

Gateway Course Completion and Fall-to-Fall Retention Rates are lower for students taking 6 credits or less.

Observation:

Gateway Course Completion and Fall-to-Fall Retention Rates are lower for Hispanic/Latino students, Black/African American students, and students of more than two races.

Action Plan

At the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network, colleges develop and submit an Action Plan.

The Action Plan provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes.

The Plan describes how your institution will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; and align and allocate resources to support implementation.

This is OUR Action Plan. It will guide and sustain our student success work moving forward. It is a living document that is meant to be adapted and evolved as we learn more, accumulate experience, and assess the effectiveness of our strategies.

Our Action Plan is due on June 7, 2019.

Tentative Priorities

- 1. Improve the completion of college-level math and English among part-time students and students of color.**
- 2. Improve fall-to-fall retention** – improve experiences in the students' first year: intake survey, advising reform, early alerts, FESP
- 3. Engage the campus in student success and equity** – professional development in data literacy and culturally responsive teaching and learning, process/policy improvements, communication

We have bi-weekly meetings on Mondays at 1:45pm (N401) which are open to all faculty and staff.

If you are interested in joining the G2E Core Team or just want to see what it's all about, please let us know!

Michelle Breaker – G2E Faculty Lead

Kaitlyn Kos – G2E Staff Lead