



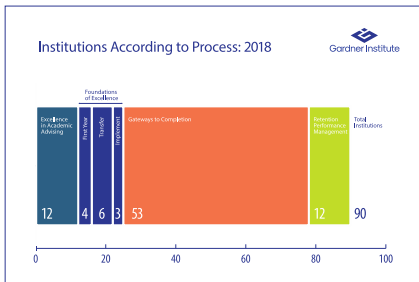
# Many Thousands Failed: A Social Justice Case for Redesigning Introductory History Courses

Andrew K. Koch, PhD  
 President & Chief Operating Officer  
 John N. Gardner Institute for Excellence in Undergraduate Education



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## Session Overview

- Making the Case in History
- Examples of Possibilities
- Questions and Discussion

## Gateway Courses Defined

- Foundational
- High Enrollment
- High Risk



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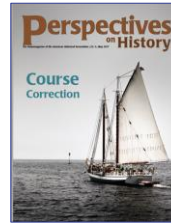
## Your Thoughts

Why don't students succeed in gateway courses?

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## Why – The Truth As Supported by Scholarship



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## The Data – U.S. History Survey Courses

- 32 institutions
- Average DFWI Rate = 25.1%
- Range of 5.66% - 48.89%

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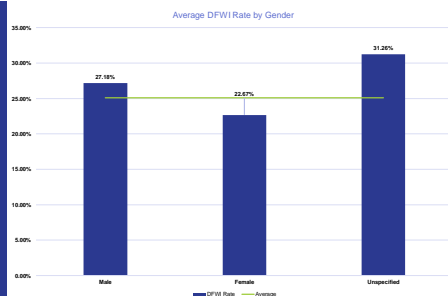
## Gender, Income & First-Generation Status Matter



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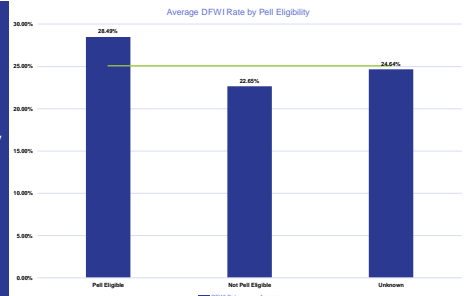
## The Data – U.S. Survey Courses (Gender)



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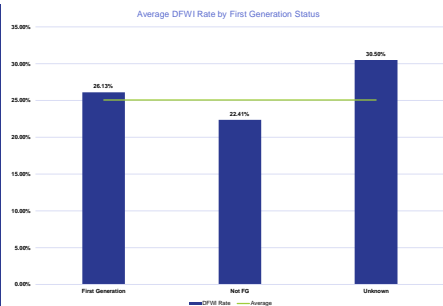
## The Data – U.S. Survey Courses (Income)



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## The Data – U.S. Survey Courses (First Generation)

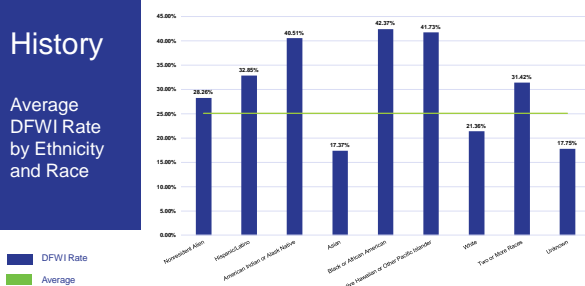


## Race / Ethnicity Matter



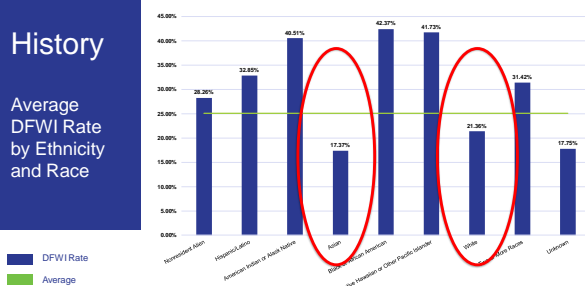
## History

### Average DFWI Rate by Ethnicity and Race



## History

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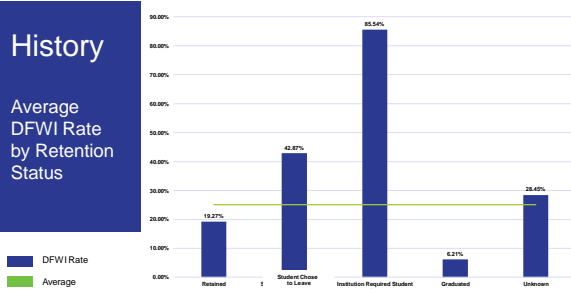


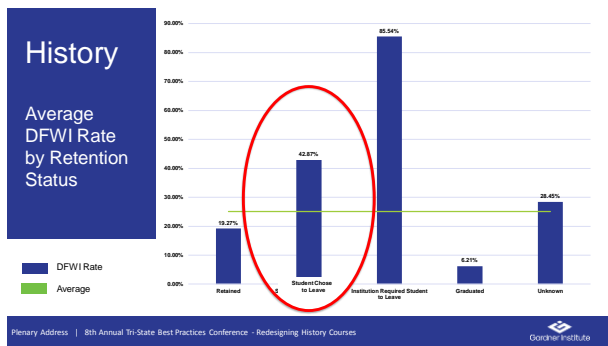
## Gateway Course Performance is a DIRECT Predictor of Retention



## History

### Average DFWI Rate by Retention Status





### Why – The Truth As Supported by Scholarship

The Color Line

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### Why – The Truth As Supported by Scholarship

#### The Gateway Course Completion Line

Table 1  
Rates of D, F, W and I Grades by Course and Selected Race / Ethnicity Designations

A. Course	B. Number of Institutions	C. No. of Students Across the Courses	D. Average DFWI Rate	E. African American DFWI Rate	F. Native American DFWI Rate	G. Latino / Hispanic DFWI Rate	H. White / Caucasian DFWI Rate
Principles of Accounting	32	17,538	30.2%	42.7%	36.9%	35.5%	25.9%
General Biology	33	24,636	29.8%	41.9%	37.4%	35.0%	25.9%
General Chemistry	31	20,987	29.4%	47.2%	34.5%	42.0%	26.3%
English Composition	34	96,258	22.8%	27.7%	25.0%	24.7%	19.7%
History (U.S. Survey)	32	27,666	25.1%	42.4%	40.5%	32.9%	21.4%
Math - Algebra	34	55,075	34.5%	49.9%	39.0%	38.3%	30.6%
Math - Calculus	32	13,253	34.3%	47.8%	32.3%	47.9%	31.5%
General Psychology	34	91,108	25.4%	40.2%	33.4%	28.6%	21.4%

Table 1 Rates of D, F, W and I Grades by Course and Selected Race / Ethnicity Designations  
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### Why – The Truth As Supported by Scholarship

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### Why – The Truth As Supported by Scholarship

Gateway courses are a place and space where the color line manifests itself today. Through unintentional but nevertheless harmful use of unquestioned practices, race, ethnicity, and family wealth remain the best predictors of who does or does not succeed in and complete college. But through this application of evidence-based practices, this need not be the case.

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## Think / Pair / Share

1. What can **you** do to help more of your students succeed in gateway courses?
2. What can **your institution** do to help you help more of your students succeed in gateway courses?

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## Case Study 1: Nevada State College



- Public college located in Henderson NV with an enrollment of 4,915 (fall 2018)
- Nevada State College focused on two areas: Course redesign and the integration of academic services/assistance (Course Assistants)
  - College Math
  - Introductory Biology
  - College Composition
- Guiding Principles: Provide sense of purpose, inspire curiosity, address multiple skill sets, invite collaboration, promote critical thinking/metacognition

(Scinta, 2016)

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## Case Study 1: Nevada State College



	G2C Students	Non-G2C Students
Retention	83%	77%
Good Academic Standing (GPA > 2.0)	74%	65%
Resiliency	54%	41%

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## Case Study 2: University of West Georgia

- Total Enrollment: Record 13,520 in fall 2017
- Students must take 1 World (HIST 1111/1112) and 1 US (HIST 2111/2112) in order to graduate
- AY16: A Plan is Born
  - Link to SACS Assessment
  - Create Standard Learning Outcomes
  - Align Course Assignments to SLOs
  - Early Formative Assessment and Feedback within First 3 Weeks
  - Pilot among Lead Faculty in AY17
  - Goal: 20% DFW Rates
- AY17: Piloted Among Lead Faculty
- AY18: Implemented Across All Sections
  - Link with SACS assessment and LEAP-West



(Vasconcellos, 2018)

## Case Study 2: University of West Georgia

### Success with G2C

- **Current G2C Reach for HIST 2111**
  - Fall 2018: 7 Faculty and 482 students
  - Spring 2019: 8 Faculty and estimated 614 students

### DFW Rates

- AY Average pre-G2C 23%
- Fall 2016: 17.6% (pre-G2C)
- Fall 2018 (to date): 11.3%

### Professors Report:

- More student engagement
- Higher midterm exam grades
- Student improvement based on specific feedback
- Fewer Ws (3 sections with 0!)



(Vasconcellos, 2018)

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## Case Study 3: Lansing Community College

- Public college founded in 1957, is the third-largest community college in Michigan, serving a six-county area and enrolling more than 17,000 students each year.
- Operation 100% brings together all of our student success and/or institutional improvement efforts and initiatives under one cohesion-building umbrella.
  - Guided Pathways (Michigan Center for Student Success)
  - Gateways to Completion (Gardner)
  - Michigan Gateways Project (Gardner)
  - Advising
  - Web Refresh
  - My Academic Pathway
  - AAC&U Equity & Inclusive Excellence
  - AAC Pathways Project



(Rife, 2016)

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## Case Study 3: Lansing Community College

### Course Redesign

#### 2013-16

- Principles of Accounting I
- Foundations for Physiology
- US History, 1877 to Present
- Intermediate Algebra
- Composition

#### Outcomes

- Decreased DFWI rates
- Adopted College Policy requiring all faculty to use centralized, digital grading tool, available to students 24/7, and provide early and often feedback for students
- Adopted digital IDEA form in order to provide timely feedback to teachers, from students
- Sample course improvements . . . . . (Rife, 2016)

#### 2016-19

- Intro to Computer Programming
- Precalculus I
- Introduction to Sociology



## Questions and Discussion

1. What is one thing you will apply from this session to your own work?
2. What is one question about this session that you have yet to ask?

## Contact

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