

1. Of the changes I am implementing, I KNOW _____ is working (and how do you know this?)
 - a. Faculty engaged, high level of concern for students, DFWI rate has historically been manageable (low 20s)
 - b. Group writing projects work together as class to create thesis statement (etc.); speaking with colleagues and doing similar pedagogies and plan to keep
 - c. Faculty are content driven and aim to be professional/engaged to see improvement in their mindset
 - d. Faculty are changing student's understanding of what history is; not memorizing facts/dates but a narrative
 - e. Cohort I ready to break away from G2C and continue their work on their own and spread to other survey courses

2. Related to the course design, redesign, or enhancement, including incorporating HIPS in my classroom, I want to know _____. (You may need to talk a few minutes about HIPS).
 - a. What aspects of history classes are students doing well in and poorly in
 - b. How would I integrate assessments across classes with different professors and teaching styles – would need common SLOs, rubrics
 - c. Differences between online and face-to-face courses
 - d. How do I have a basis to have certainty to make recommendations to improve student performance – not based on anecdotal information
 - e. Want to know level of preparation of students before they come into the classroom – need data to help represent
 - i. Diagnostic tools—can document what they already know, create mindset
 - f. What are the parts of the course faculty can experiment with, how much control do you have
 - i. What can't be changed – GA legislative requirements, gen ed requirements
 - ii. Reviewing SLOs and assessments for other courses and how they integrate
 - iii. Think about the course and how it fits into a student's path
 1. Trying to find balance between gen ed and major
 2. Varies from courses to course, institution to institution
 - iv. Preserve flexibility for individual profession to design class
 - g. Using survey courses as a recruiting tool but difficult to change student's perception
 - i. Experiment with learning communities for history majors
 - ii. Moving forward with BS in History
 - iii. What skill sets that they obtain from course that apply to future – recruitment tool
 - iv. AHA graph about where history majors go in careers

3. Through my work, related to the G2C process or Momentum Year, I have learned _____.
Through today's session, I have learned _____.

Other notes to help with G2C:

1. Getting faculty more engaged with students not sustainable
 - a. Intelligent agents in D2L (in course admin) –
 - i. set up email and conditions for not submitting assignments, mid-term grades
 - ii. Just need to run and can carry over each semester
 - b. More collaboration with IT/faculty development
2. Have to be careful with transition issue to college – not going down the high school route
 - a. Be ready by end to act as responsible adults