

**Curriculum and Instruction Committee**  
**Academic Senate**  
**Minutes**  
**April 12, 2017**

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1) Robert Aguirre, “Gateways to Completion” project

- John Gardner Institute project, funded by the Kresge Foundation, to improve student success at WSU (in collaboration with other Michigan schools)
- “gateway” courses often in CLAS – especially STEM
- Criteria: high enrollment, high ratio of D/F/Ws, high predictability in inhibiting student graduation (in any major)
- What can we do as a university to improve the pedagogy and student success rates associated with these courses.
- Just getting started now: Math 1050 and English 1020 interested in participating in a 3-year project with faculty and grad student participation
  - 2 courses selected do not have highest D/F/W rates
  - largest D/F/W rates in the biological sciences, but they were not quite prepared to participate yet
- Steering committee: Darin Ellis, Monica Brockmeyer, Robert Aguirre, and Matthew Oulette – job is to support faculty teams; administration-guided but faculty-led
- Attended conference in Feb where they heard success stories from universities around the country – best practices. We are among the newest groups, but the hope that gains in these courses within the 3-year window would inspire other courses/faculty to participate.

- Faculty involved are not currently receiving additional compensation. – If this goes forward, the administration is encouraged to think about how (or whether) people are compensated for this sort of work.
- How does this apply or scale to courses with larger enrollments in single sections?
- Currently in analysis phase – surveying students (using survey from John Gardner Institute) about what they think they are learning
- Courses in question serve a large number of students, but the enrollments in individual sections are between 24-40

2) Cathy Barrette, Assessment

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3) Annual Report