



# Transforming the Gateway Course Experience Workshop

March 13-14, 2025 Asheville, NC



## Thursday, March 13, 2025

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|---------------------|---|
| 8:00 - 9:00 am      | Registration and Breakfast  |
| 9:00 - 9:30 am      | Welcome and Review of the Day   |
|                     | <b>Introductions and Establishing Our Why</b><br>Sara Stein Koch & Drew Koch                  |
| 9:30 - 11:30 am     | <b>On Gateway Courses and DFWI Rates- Defining the Issue</b><br>Brent Drake & John N. Gardner |
| 11:30 am - 12:45 pm | Lunch   |
| 12:45 - 2:45 pm     | <b>The Gateway Course Completion Line</b><br>Drew Koch & Josh Caulkins                        |
| 2:45 - 3:00 pm      | Break   |
| 3:00 - 4:30 pm      | Reflection and Collaborative Learning Time  |
| 4:30 - 4:45 pm      | Closing Comments  |

# Friday, March 14, 2025

|                     |  |
|---------------------|--|
| 8:00 - 9:00 am      | Breakfast  |
| 9:00 - 9:30 am      | Observations from Day 1  |
| 9:30 - 11:30 am     | <b>Belonging, Mindsets, and the Weed-Out Culture</b><br>Stephanie M. Foote & Felita Williams             |
| 11:30 am - 12:45 pm | Lunch  |
| 12:45 - 2:45 pm     | <b>Taking Action- A Three Phase Model for Gateway Course Redesign</b><br>Josh Caulkins & Sara Stein Koch |
| 2:45- 3:00 pm       | Break  |
| 3:00 - 4:30 pm      | Reflection and Collaborative Learning Time   |
| 4:30 - 4:45 pm      | <b>Closing Comments</b><br>Drew Koch   |
| 5:00 pm             | Adjourn  |

# Facilitators



**Betsy Barefoot** was Co-Director for Research and Publications for the University of South Carolina's National Resource Center for The First-Year Experience and Students in Transition. She has extensive university teaching experience at undergraduate and graduate levels. Her special area of expertise is the scholarship of efforts to improve the beginning college experience. She is widely published and is universally regarded as a leading scholar in her field.

She is also highly regarded for her editorial and management skills in the production of higher education publications. She has thirty-six years of experience working on issues of first-year student success at the national level.



**Joshua Caulkins** is the Director of Center for Teaching and Learning Excellence at Embry-Riddle Aeronautical University (Prescott Campus) and a Teaching and Learning Fellow at the Gardner Institute. He runs faculty support programs at ERAU that encompass all aspects of professional development for instruction, including new faculty initiatives, the scholarship of teaching and learning, students-as-partners, and reflective and evidence-based teaching practices. Prior to his work at Embry-Riddle, Joshua has supported several large public universities in various roles, all within the field of teaching and learning. Joshua's degrees are in the geosciences and his areas of expertise include geoscience education, STEM education, course and assessment design, gateway course transformation, and the professional development of faculty and administrators seeking to improve student engagement, learning, and retention. Joshua regularly speaks at conferences and as an invited presenter on topics related to the topics listed above, and is also the recipient of a 2024 national research award, the Menges Award, for innovation in the field of educational development.



**Brent Drake**, has worked in higher education since 2001 with positions focused on institutional research, educational assessment, business intelligence, and institutional effectiveness. Dr. Brent Drake has published and presented refereed conference sessions on research on student success initiatives, gateway course redesign, predictors of individual student success, enrollment management, business intelligence and data analytics, enrollment and student completion predictive modeling, recruitment, and enrollment trends.



**Stephanie M. Foote** is the Vice President for Teaching, Learning, and Evidence-Based Practices. Her scholarship and consultative work span a variety of aspects of student learning, development, and transition, as well as engaged pedagogy. Dr. Foote is a recipient of the McGraw-Hill Excellence in Teaching First-Year Seminars award, and a past recipient of the NODA Outstanding Research Award for her research on the effects of first-year seminar participation on the experience of students in the early college experience.

# Facilitators



**John N. Gardner** is an educator, university professor, and administrator, non-profit organization founder, author, public speaker, consultant, public intellectual and thought leader, change agent, student retention specialist, first-year, sophomore, transfer, and senior-year students' advocate, and initiator and scholar of multiple undergraduate education reform movements. He serves as the Founder and Executive Chair of the John N. Gardner Institute for Excellence in Undergraduate Education. The Institute was founded by John and his wife, Betsy O. Barefoot, in October 1999.



**Drew Koch** is a child of immigrants who came to the United States in pursuit of a better life. His first language was not English, and postsecondary education was valued by his family as a means for realizing the American Dream. A recipient of need-based aid while in school, Koch is a staunch advocate for and leader of efforts that increase student access to and, ultimately, completion of postsecondary education. He has worked in and with higher education institutions for over 30 years. He has done so since 2010 at the Gardner Institute where he was named Chief Executive Officer in 2021.



**Sara Stein Koch** is a Fellow and Senior Associate for Institutional Support at the Gardner Institute. Her 30-year career has been spent in the service of students through teaching, mentoring and administration in public and private colleges and universities. She has been developing and facilitating processes at the Gardner Institute for the last 13 years. Her current work with the Institute involves advising in the various processes connected with institutional transformation to increase equitable student success. Her current work with the Institute involves advising in the various processes connected with institutional transformation to increase equitable student success including the Academy on the First Year of College.



**Felita T. Williams, PhD** is the Senior Vice President for Programs at the Gardner Institute. Her years of experience in higher education culminated in her serving a Vice Chancellor for Student & Faculty Success at the University System of Georgia (USG). Her passion for education is founded on the belief that education is a path to economic and political empowerment.

Dr. Williams has worked in higher education since 1995 initially as faculty and ultimately in senior-level administrative positions (at the institutional and system level) focused on institutional effectiveness, faculty success, student retention, persistence, and success.