

Many Thousands Failed: A Wakeup Call to History Educators

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About the Non-Profit Organization



The Issue

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Deplorable rates of failure in college “gateway courses” are limiting possibilities – especially for historically underrepresented and underserved students

Defining our Terms – Gateway Courses

- Foundation-Level
- High-Risk
- High-Enrollment
- “Killer Courses”



Let's Look at Some Data



The Data – U.S. History Survey Courses

The screenshot shows the American Historical Association (AHA) website. The header includes the AHA logo, navigation links (AHA TODAY, JOIN, DONATE, AHA COMMUNITIES, MY AHA), and a login section with the email 'koch@jngi.org' and a password field. Below the header is a menu with categories: NEWS & ADVOCACY, PUBLICATIONS & DIRECTORIES, TEACHING & LEARNING, JOBS & PROFESSIONAL DEVELOPMENT, ANNUAL MEETING, AWARDS & GRANTS, and ABOUT AHA & MEMBERSHIP.

The breadcrumb trail reads: AHA \ Publications & Directories \ Perspectives on History \ May 2017 \ Many Thousands Failed: A Wakeup Call to History Educators.

The main content area features the 'Perspectives on History' logo and the article title 'Many Thousands Failed: A Wakeup Call to History Educators' by Andrew K. Koch, May 2017. The article text begins with a quote from James Baldwin: 'The story of the Negro in America is the story of America—or, more precisely, it is the story of Americans. It is not a very pretty story[.]' In the passage and the essay, Baldwin pointedly condemns how popular culture reinforces stereotypes of African Americans. But had he written the essay today, more than 60 years later, he could have just as easily been describing what is going on in introductory US history courses.

The article continues: 'Because, in 2017, the story of African Americans enrolled in introductory US history courses is the story of the course itself. More precisely, it is the story of all students, particularly those from historically underrepresented backgrounds, who enroll in the course. And it, too, is not a pretty story. This may seem hyperbolic, but it is supported by evidence.'

The final paragraph states: 'Over the past three years, 32 colleges and universities have worked with the nonprofit organization I serve—the John N. Gardner Institute for Excellence in Undergraduate Education—to produce a study of introductory US history courses. This analysis was conducted with the help of my colleague, Brent M. Drake, the chief data officer at Purdue University and a research fellow at the Gardner Institute, who

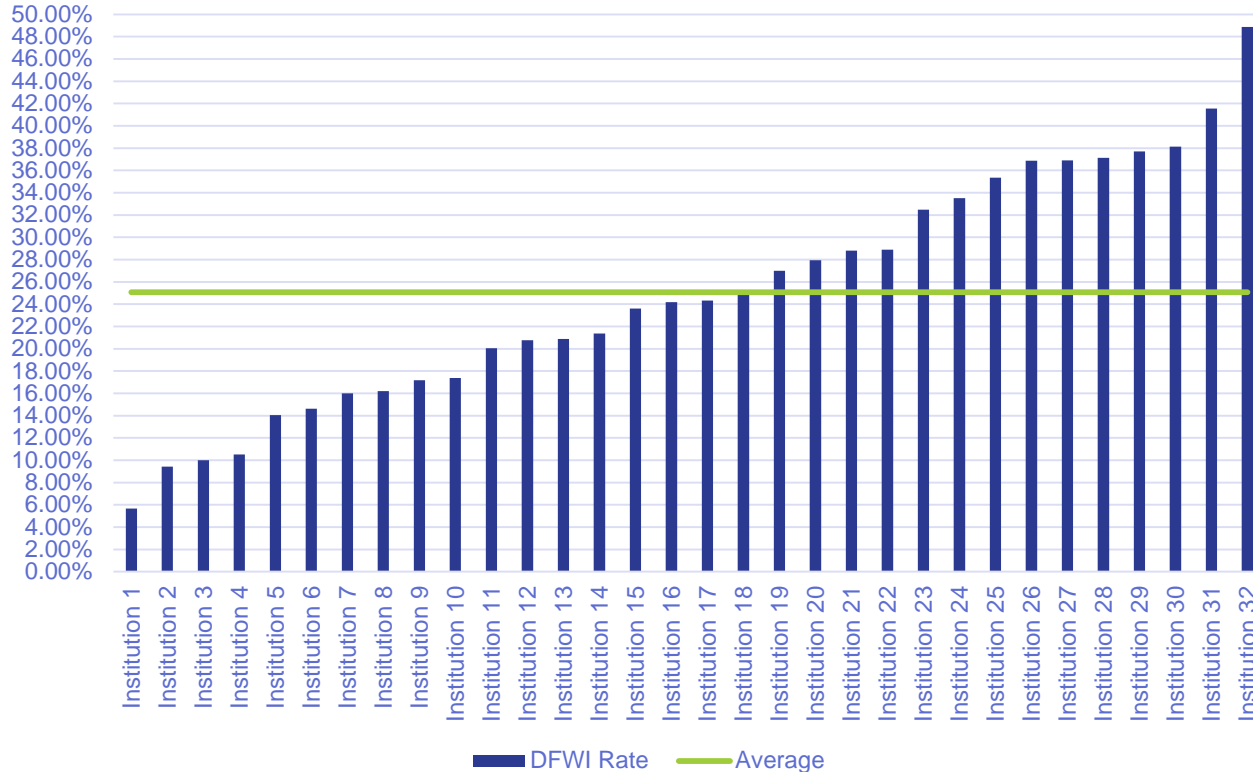
On the left side of the page, there are sections for 'In This Section' (Submissions, Search Past Issues, Mobile Perspectives on History, Perspectives on History Staff) and 'Related Content' (US v. Windsor: Historians Discuss the Defense of Marriage Act, History's Relevance: The DOMA Opinion and the Historians' Amicus Brief, The Changing Meanings of Marriage: Windsor in Historic Context, What the Supreme Court Did).

The Data – U.S. Survey Courses

- ❖ 32 institutions
- ❖ Average DFWI Rate = 25.5%
- ❖ Range of 5.66% - 48.89%

The Data – U.S. Survey Courses

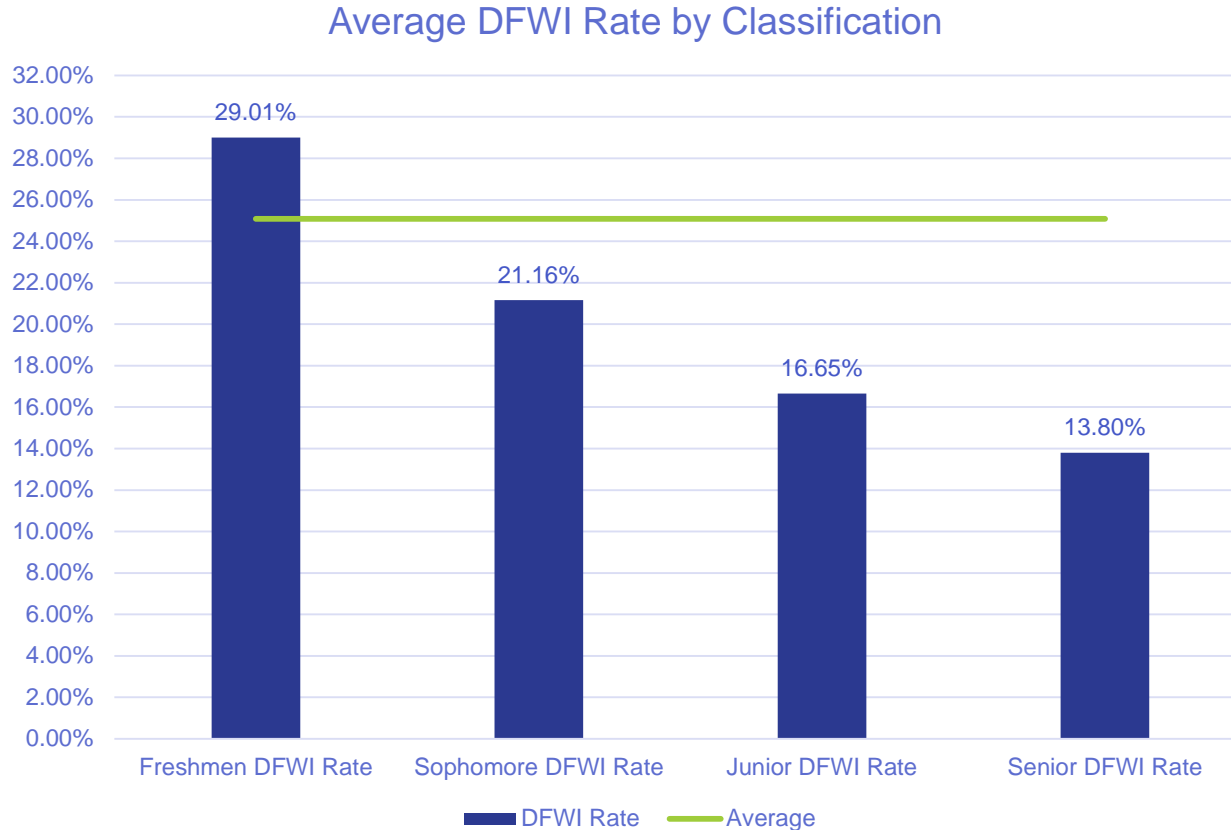
US History DFWI Rate by Institution



First-Year Students Are Most at Risk



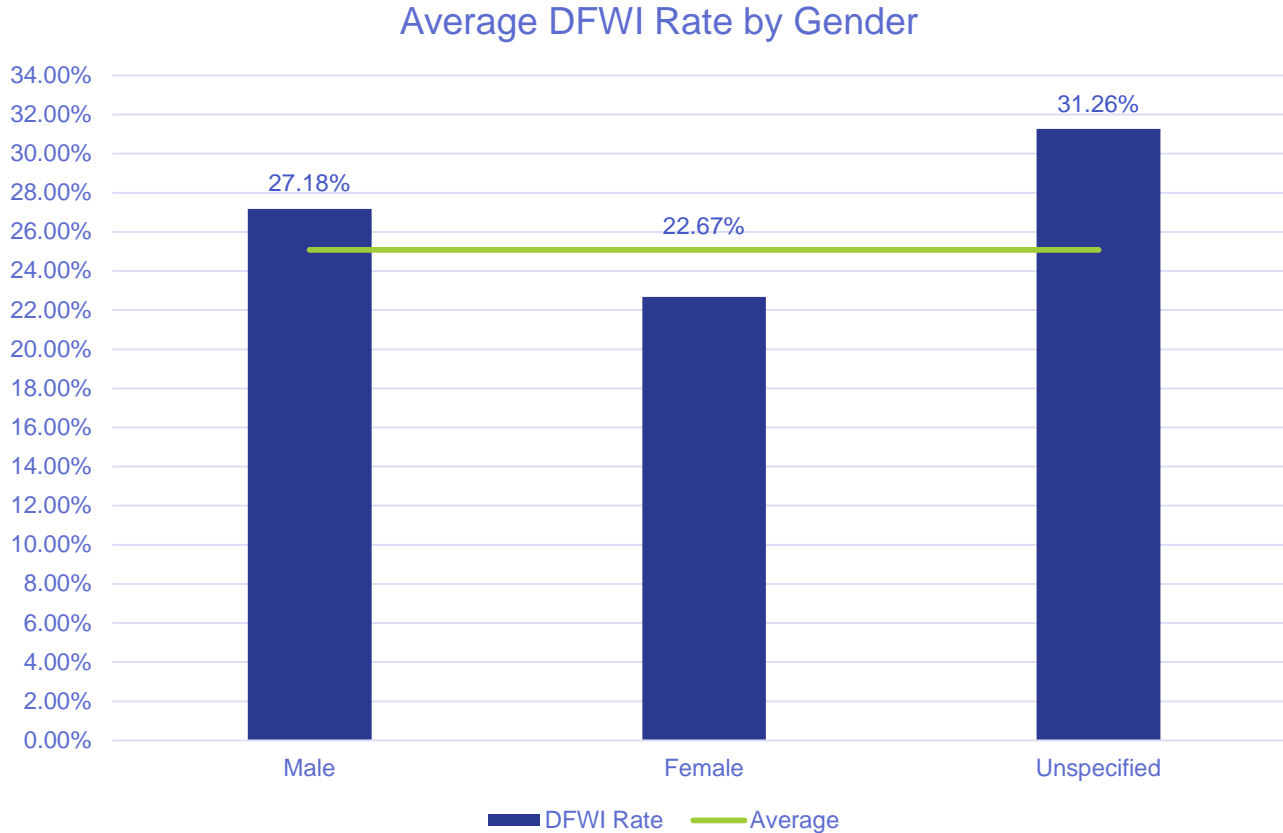
The Data – U.S. Survey Courses



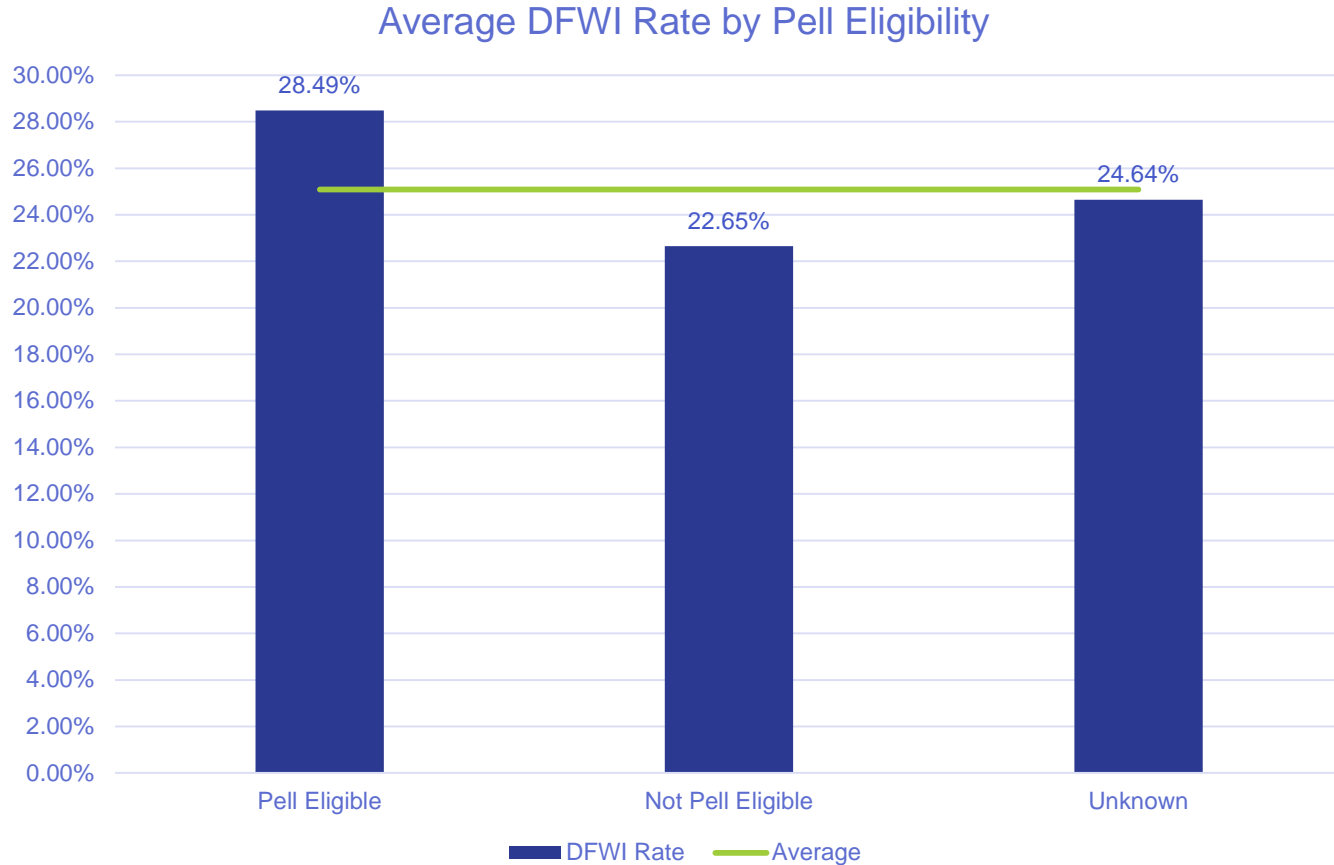
Gender, Income & First-Generation Status Matter



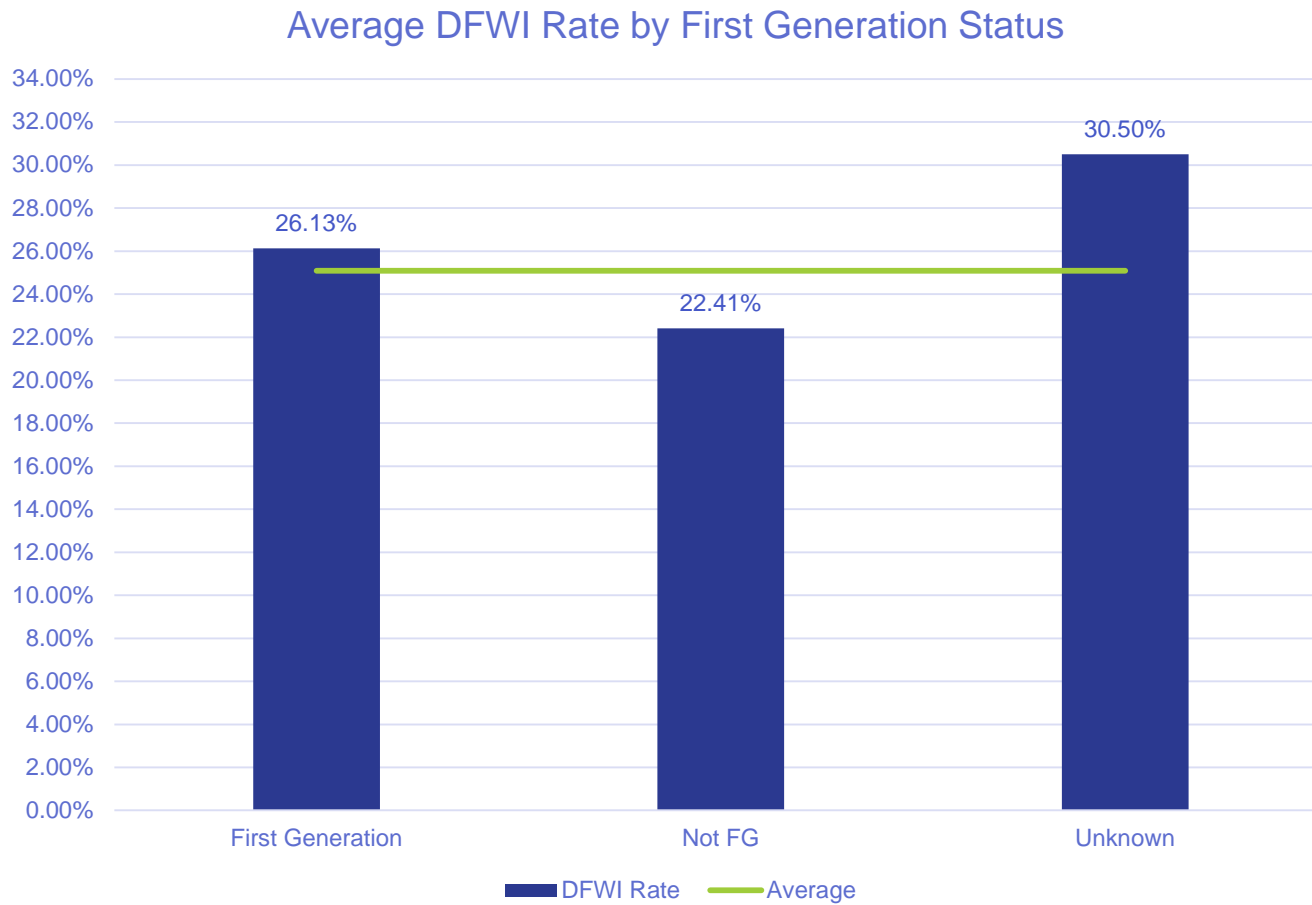
The Data – U.S. Survey Courses (Gender)



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



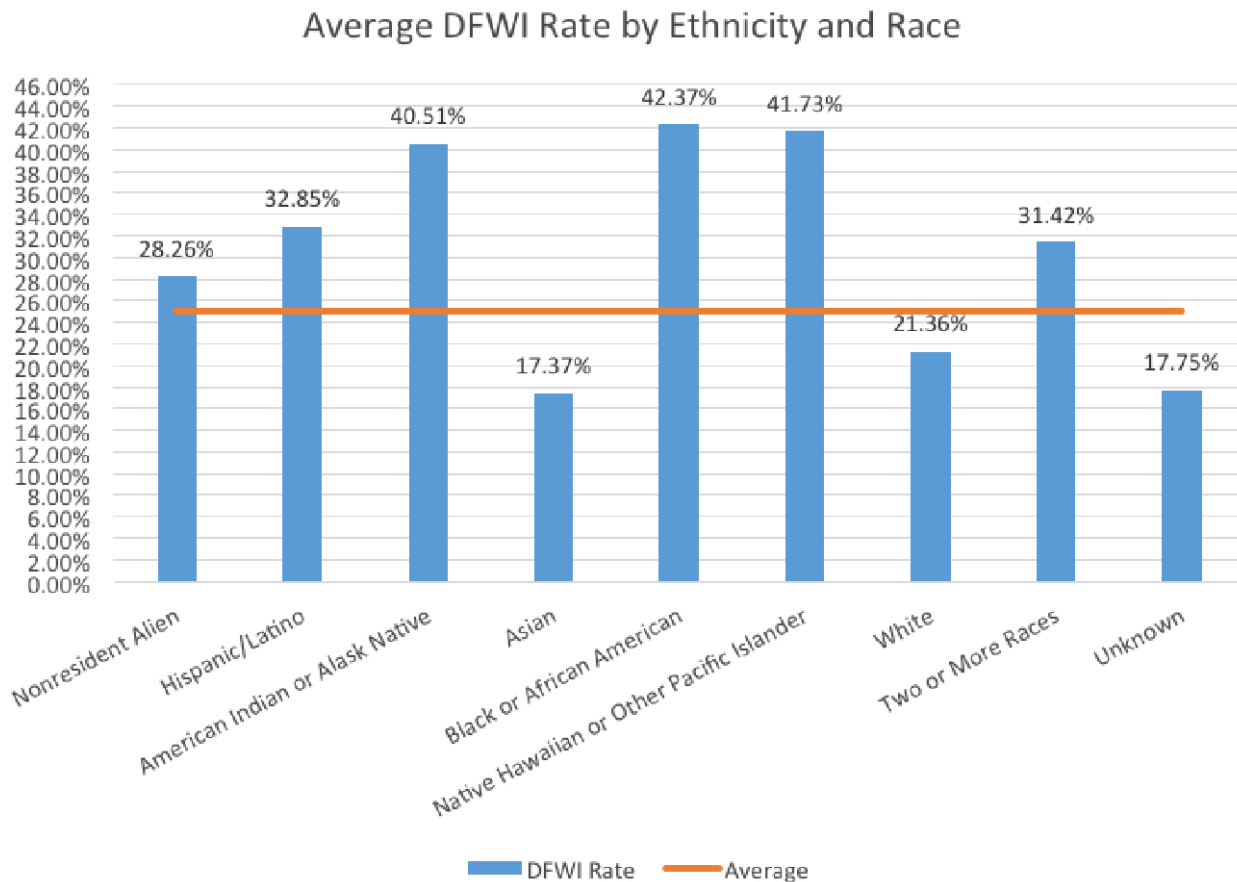
The Data – U.S. Survey Courses (First Generation)



Race Matters



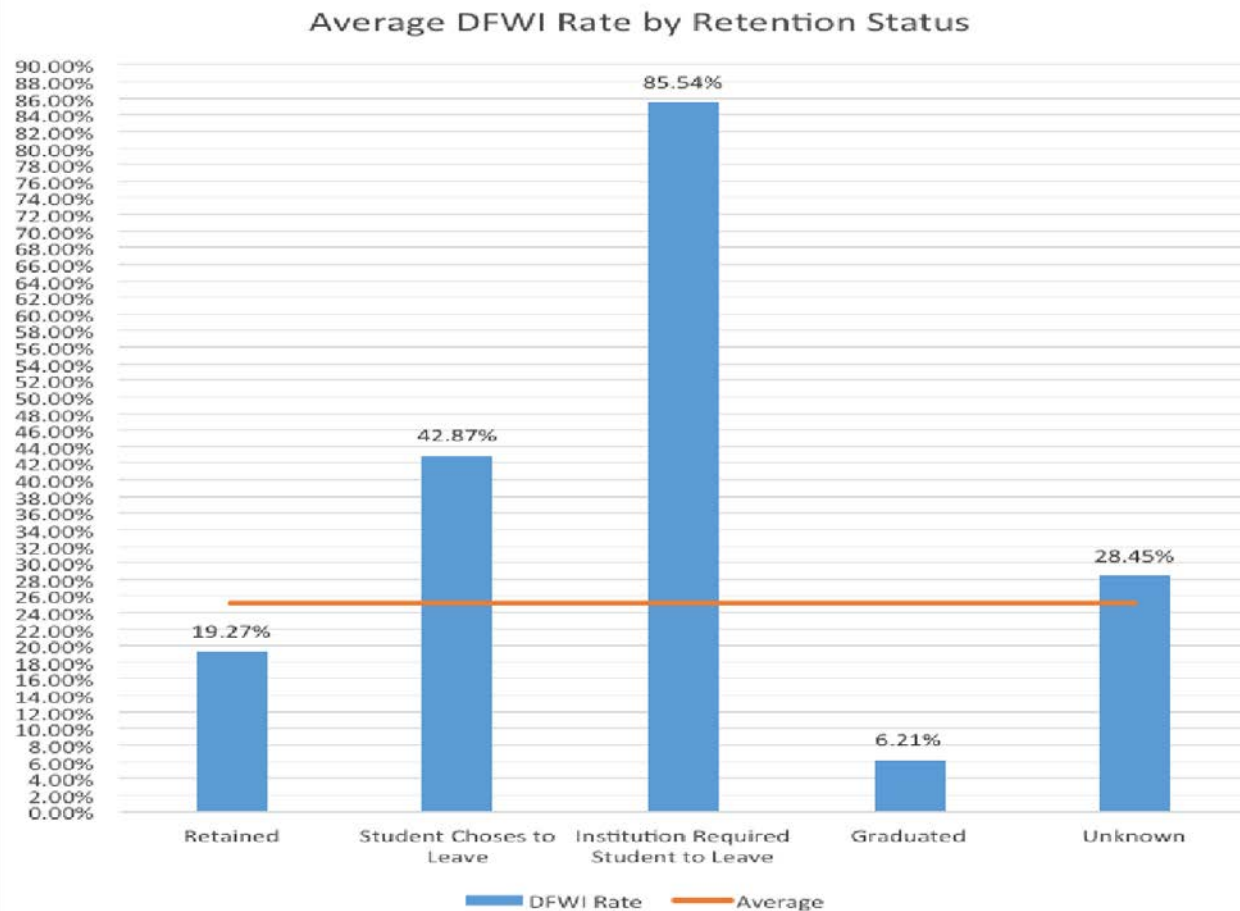
DFWI Rates & Demographic Subpopulations



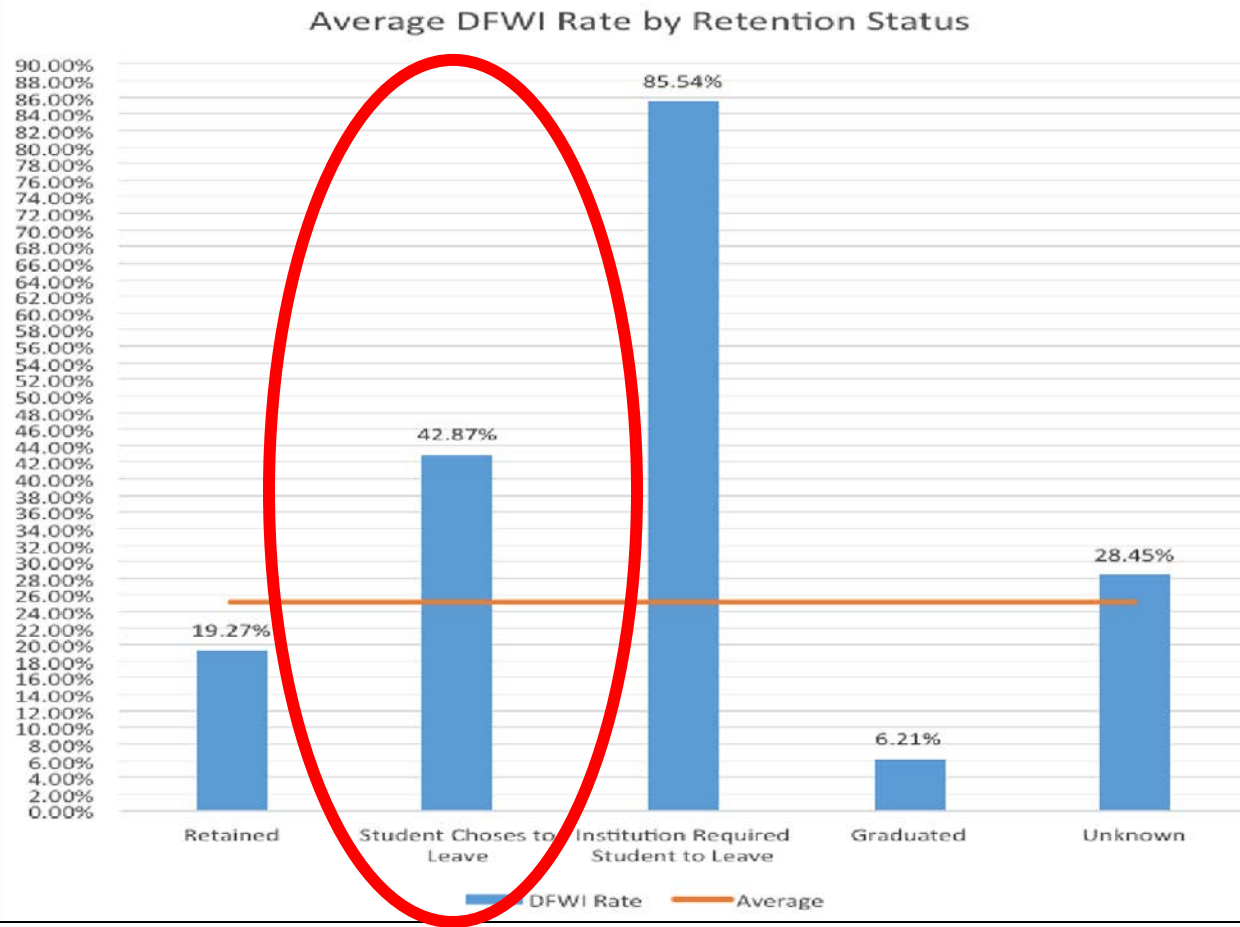
Gateway Course Performance is a **DIRECT** Predictor of Retention



Lessons Learned



Lessons Learned



Summary – Gateway Course Outcomes

- Are Stumbling Blocks for All Students
- Especially
 - First-Year
 - Low-Income
 - First-Generation
 - Males
 - Racial Minorities



Think / Pair / Share

1. What Role Do YOU Play In These Outcomes?
2. What Can YOU Do to Alter Them?



Questions / Discussion

Contact

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