Professional Development & Coordination of GE Statistics at Cal State LA

February 1, 2019. Silvia Heubach & Sharona Krinsky

Professional Development for GE B4 Instructors
Professional Development

What did professional development look like at YOUR campus?

• Pull out your smart phones

• Go to https://kahoot.it/

• Enter the displayed game pin

• Answer the question

Professional Development at Cal State LA

Long-term professional development

○ ACUE course on effective teaching strategies
  • Designing an Effective Course & Class
  • Establishing a Productive Learning Environment
  • Using Active Learning Techniques
  • Promoting Higher Order Thinking
  • Assessing to Inform Instruction & Promote Learning

○ Crucial for success: All pathway leads participated and personally invited instructors

○ Instructors were paid a stipend if they completed the first half of the ACUE course and were given opportunity to continue to obtain the ACUE certificate
ACUE Cohorts

Spring 2018 cohort

- 46 instructors started the course, 9 dropped out early
- The remaining 37 instructors completed at least 7 of the 12 modules
- 35 instructors (nearly 95%) completed the first half of the course (12 modules)
- 25 instructors (68%) completed all 25 modules by the end of Fall 2018 and obtained the ACUE certificate

Fall 2018 cohort

- 21 instructors started the course
- 11 instructors completed 12 modules
- 2 additional instructors completed at least 6 modules
- 8 instructors (including two from the Spring 2018 cohort) are continuing in the Spring 2019 semester

Note: Instructors need to be teaching to be able to do ACUE course

Professional Development at Cal State LA

Half-day workshops

- Non-course specific – Teaching Math Conceptually
  - training for Early Start and Fall GE instructors
  - Identified 67 instructors involved in these courses
  - All but 2 attended the training sessions

- Course-specific – Pedagogy, Course-in-a-box, Technology/LMS
  - QR Math 1000/1100 (12 instructors; 4 did not attend)
  - Math 1090/91 (32 instructors; 30 attended) – offered multiple dates
  - Precalculus (51 instructors; 10 did not attend)
Result: Change of culture

- ACUE training created a Faculty learning community in the department
- Instructors now have common vocabulary
- Sense of community and ownership
- Brought adjunct and FT faculty closer together
- Several adjunct faculty were involved as course-specialists
Coordination

What did coordination of Quantitative Reasoning GE courses look like on YOUR campus?

- Pull out your smart phones
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- Enter the displayed game pin
- Answer the questions

Math 1090/1091 Overview

Fall 2018

- 80 sections of Math 1090 at Cal State LA and 6 sections at high schools (SLAM) for a total of ~2300 students
- 37 sections of Math 1091 at Cal State LA with a total of ~900 students (43%)
- A total of 39 instructors at Cal State LA
- Almost all sections of Math 1091 taught by instructors who are also teaching Math 1090
- Parent and co-req sections were not tied together

Spring 2019

- 16 sections of Math 1090 at Cal State LA for a total of ~400 students
- 15 sections of Math 1091 at Cal State LA with a total of ~270 students (69%)
- A total of 13 instructors; two new instructors
- Almost all sections of Math 1091 taught by instructors who are also teaching Math 1090
- Parent and co-req sections were tied together
Math 1090/1091 Coordination Fall 2018

• Created blue-print Canvas Courses for Math 1090/1091
• Instructors were provided with course materials (lesson plans, I-Clicker slides and assignments)
• Common midterm and final exams
• Grading rubrics and Excel Grading tool for labs, projects and exams
• Norming sessions for applying grading rubrics
• **Command Central** – created Canvas course to house resources for instructors and facilitate communication between coordinators and instructors
• Weekly meetings – had four different sessions recorded sessions via Zoom and posted concerns/solutions/ideas from sessions in Command Central

Results for Math 1090 in Fall 2018

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<table>
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<th>Math 1091 (grade)</th>
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<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
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1090 grade NC = D+, D, F, NC
1091 NO = did not take Math 1091

Pass rate for students who took Math 1091: **70.4%**
Pass rate for students did not take Math 1091: **79.0%**
Content Modifications for Spring Semester 2019

Math 1090
• Modified standards for mastery grading and clarified grading scheme for students (and instructors)
• Adjusted pacing

Math 1091
• Introduced participation badge and dropped algebra skill badge
• Added different types of assignments
  • Vocabulary activity
  • Activities on how to read a math text
• Moved common assignments to support course
  • Math autobiography, goal setting, growth mindset

Course Modifications for Future Terms

• For Fall 2019, we will have **two versions of Math 1090**
  • Math 1090/91 for students who require math support (cohorted)
  • Math 1092 for Category I or II students; they can elect to take the supported version
  • Math 1090 and Math 1092 will have the same content

• Will have two flavors (Fall and Spring) of these courses for mastery-graded assignments and some of the common assignments
CONTINUOUS IMPROVEMENT IS BETTER THAN DELAYED PERFECTION.

~ Mark Twain ~