# Professional Development & Coordination of GE Statistics at Cal State LA

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# Professional Development for GE B4 Instructors

ACUE — Association of College and University Educators

## 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

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## 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**

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**Designing an Effective Course & Class**

Approaches for redesigning courses, syllabi, and class sessions to better define and achieve desired student outcomes

| 1a | 1b | 1c |
| Establishing Powerful Learning Outcomes | Aligning Assessments With Course Outcomes | Aligning Activities and Assignments With Course Outcomes |
| Preview | Preview | Preview |

| 1d | 1e |
| Preparing an Effective Syllabus | Planning an Effective Class Session |
| Preview | Preview |

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## ACUE Cohorts

**Spring 2018 cohort**

**Fall 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



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

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# 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)

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## 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 of
Introductory Statistics

## Coordination

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

- Pull out your smart phones

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## 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
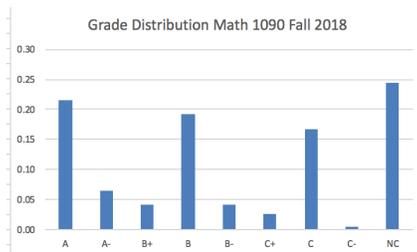- Parent and co-req sections were **not** tied together

### 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

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## Results for Math 1090 in Fall 2018



Grade Distribution Math 1090 Fall 2018

| Math 1091 grade | Math 1090 grade | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | A | A- | B+ | B | B- | C+ | C | C- | NC | Total |
| CR | 129 | 48 | 34 | 143 | 30 | 23 | 119 | 3 | 147 | 676 |
| NC | 7 | 3 | 3 | 18 | 7 | 2 | 25 | | 103 | 168 |
| NO | 340 | 91 | 56 | 264 | 55 | 32 | 225 | 9 | 285 | 1357 |

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%**

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## 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

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## 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

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CONTINUOUS
IMPROVEMENT
IS BETTER
THAN
DELAYED
PERFECTION.

~ Mark Twain ~