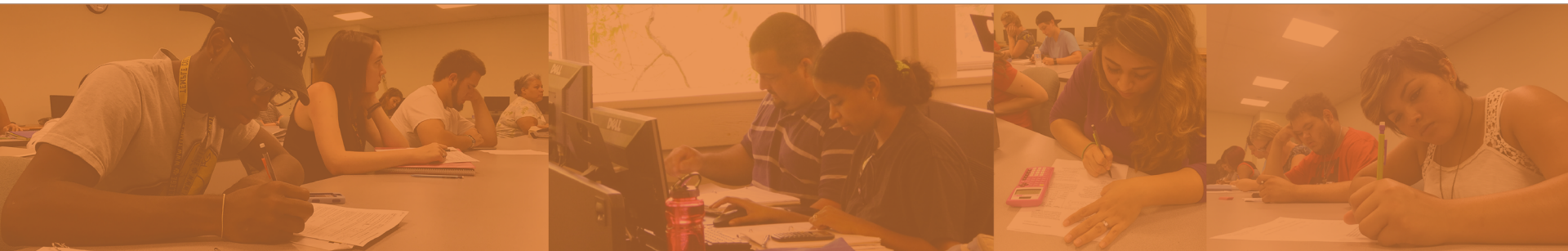


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Mathematics
PATHWAYS

CSU EO 1110 First Term Reflections: Promoting Continuous Improvement

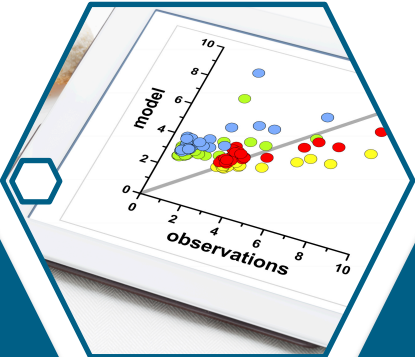
Sacramento, California
February 8, 2019



February 1, 2019



- 8:20 Lessons Learned
- 9:30 Data and Equity
- 11:30 Lunch and Breakouts
- 1:30 Continuous Improvement



Cell Phones,
Tablets,
Laptops

Self Care

Parking Lot

Active
"Classroom"
Behaviors



Group Norms

Make equity central.

Focus on fulfilling our charge.

Seek clarification in language and ideas to increase understanding.

Understand that those who work, learn.

Look for solutions, not blame.

Focus on systems, not people.

Recognize that everyone has expertise.

Be honest.

Share talk time.

Facilitators

Dr. Martha Ellis, Director of Higher Education Strategy, Policy, and Services, Charles A. Dana Center

Dr. Desiree Zerquera, Assistant Professor, Department of Leadership Studies, University of San Francisco

Dr. Rick Ford, Mathematics and Statistics Department, CSU Chico

About the Dana Center

— Equity — Access — Excellence —

2018

Who is in Attendance?

Please stand up if you are ...

- An Administrator
- A Math Faculty
- An English Faculty
- A Director of Advising
- A Student Services Leader
- An Institutional Researcher
- A Course Lead
- A Faculty Development Lead
- A Registrar

Meeting Outcomes

Participants will:

- Supported continuous improvement of redesigned supported courses by participating in structured discussions among campus teams.
- Shared lessons learned from the first term of implementation and plans for ongoing development and alignment of co-requisite and learning support associated with credit-bearing courses.
- Analyzed course-level data to identify areas of success and needed improvement.
- Selected methods for using course-level data to achieve equity goals.

Outcomes Cont.

- Examined engagement of stakeholders through cross-campus coordination and administrative support.
- Shared strategies for ensuring high-quality instruction and providing professional learning opportunities for lecturers, graduate teaching assistants and tenure-track faculty.
- Reevaluated vision and plan for implementation and continuous improvement.

Completion and Equity

CSU Graduation 2025 Initiative lays out ambitious goals for increasing degree attainment and achieving equitable outcomes.

Placement and remediation reform are essential components to reaching these goals.

Improving Student Outcomes

- Completion
- Equity
- Learning
- Next step—labor market or grad school



Lessons Learned, Progress Planned

Campus goal statements for First Year EO 1110 Implementation



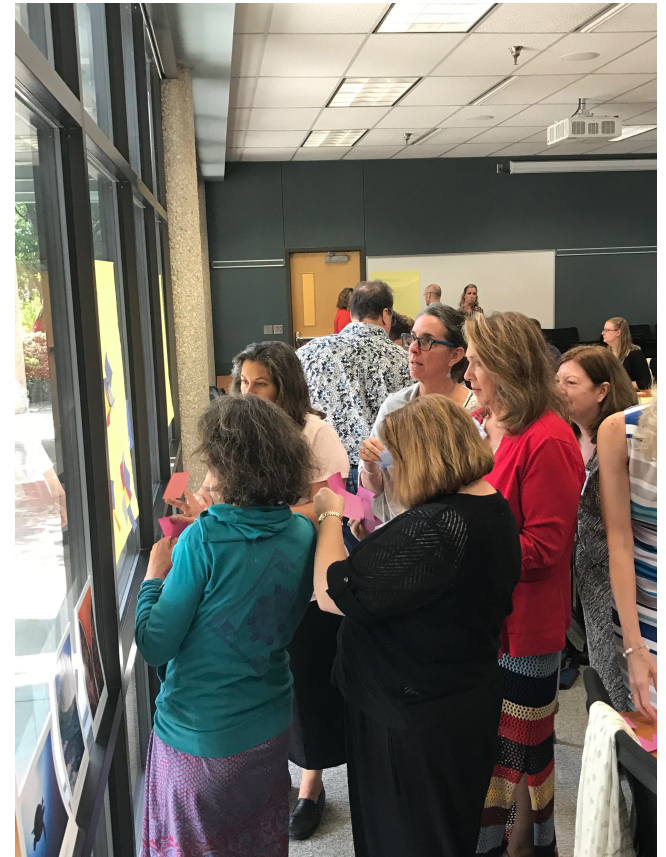
Examples from Math/QR (at least two tracks), Composition, and one or more from Advising, Student Services, Leadership Team, etc., telling us:

- i. What did you put in place? What happened?
- ii. What did you learn?
- iii. How do you know? What will you revise, expand, for the spring? Or next fall?
- iv. How will you know if the change is successful?

Gallery Walk

As you rotate with your campus team:

- Record ideas that resonate with *you* based on your role on your campus team
- As a team, identify ideas that you are excited about or want to learn more about



Data and Equity: What's the Connection

Participants will:

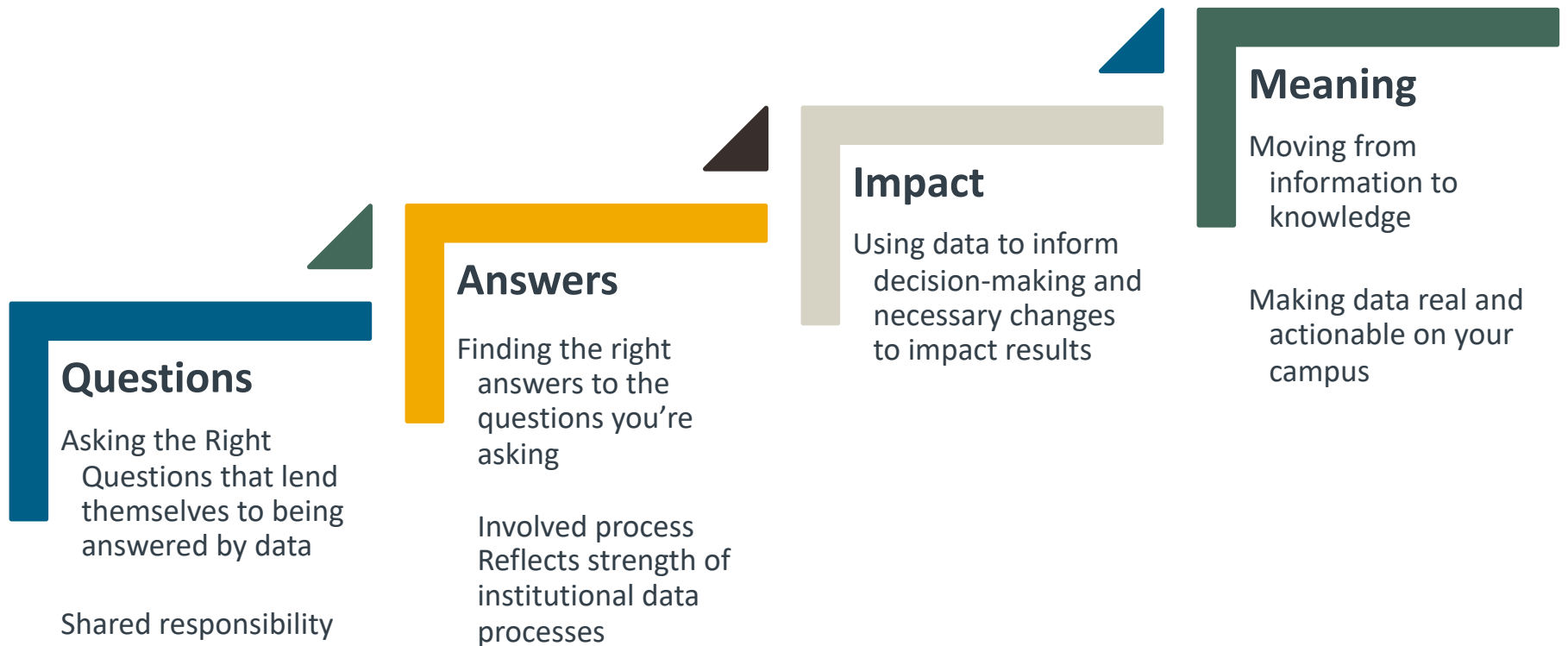
- Demonstrate understanding of the difference between “autopsy data” and actionable, just-in-time data;
- Cite examples of how other institutions have used actionable, just-in-time data to improve student success; and
- Use the concepts presented in the workshop to reflect on how best to use their data to set and achieve campus equity goals aligned with Graduation Initiative 2025.



Leveraging Actionable Data to Achieve Graduation Initiative 2025 Equity Goals

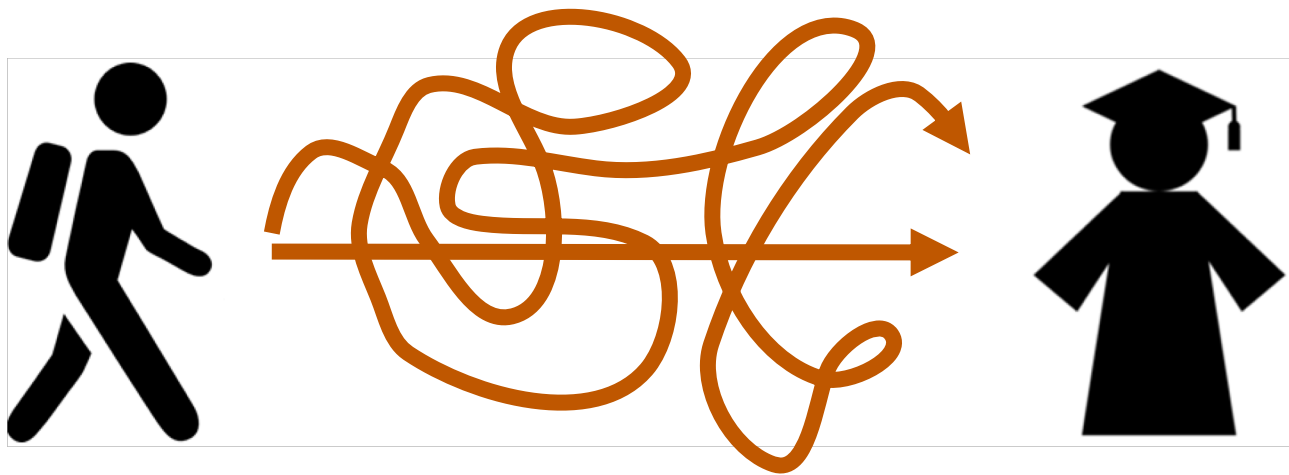
Institutional Data Capacity Framework :

Using Data to Inform Change

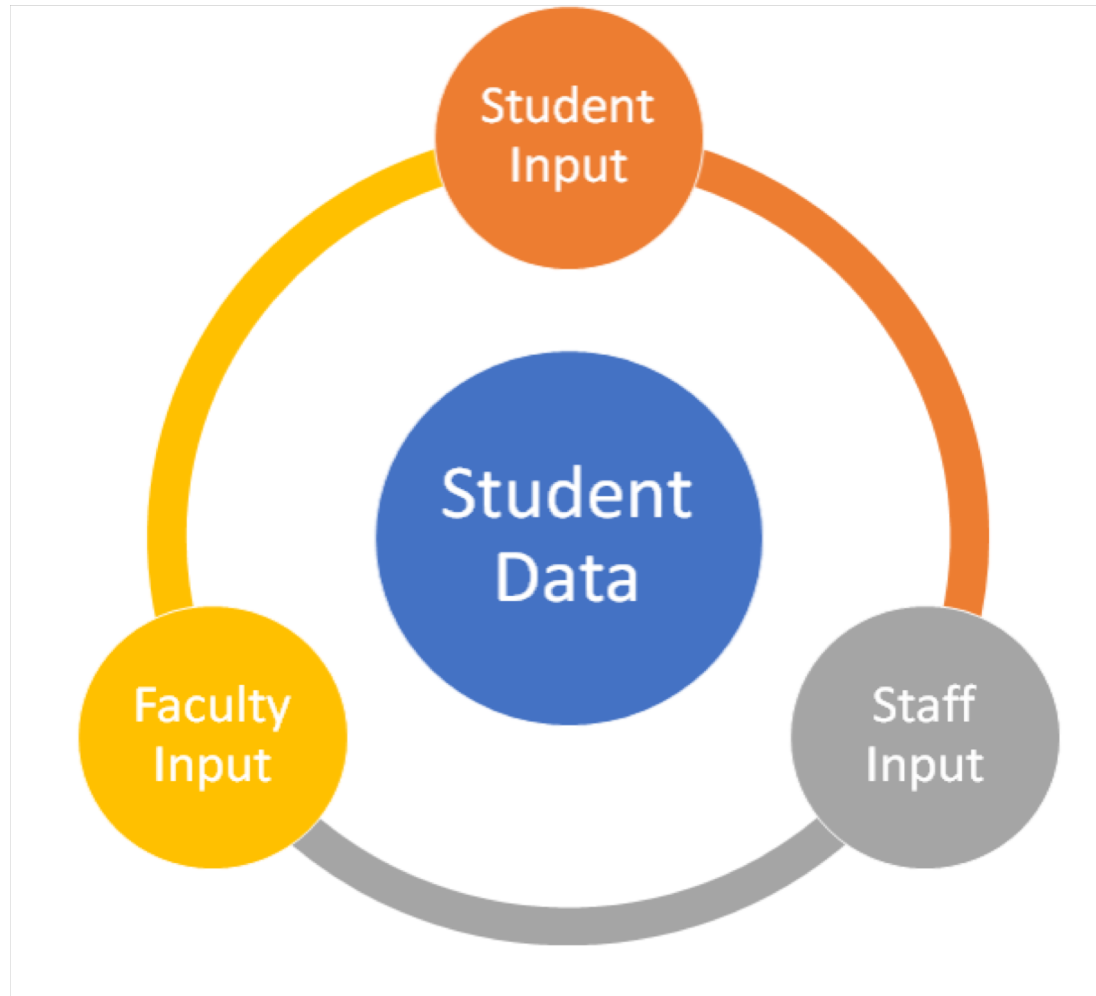


Actionable Data to Advance Equity Outcomes

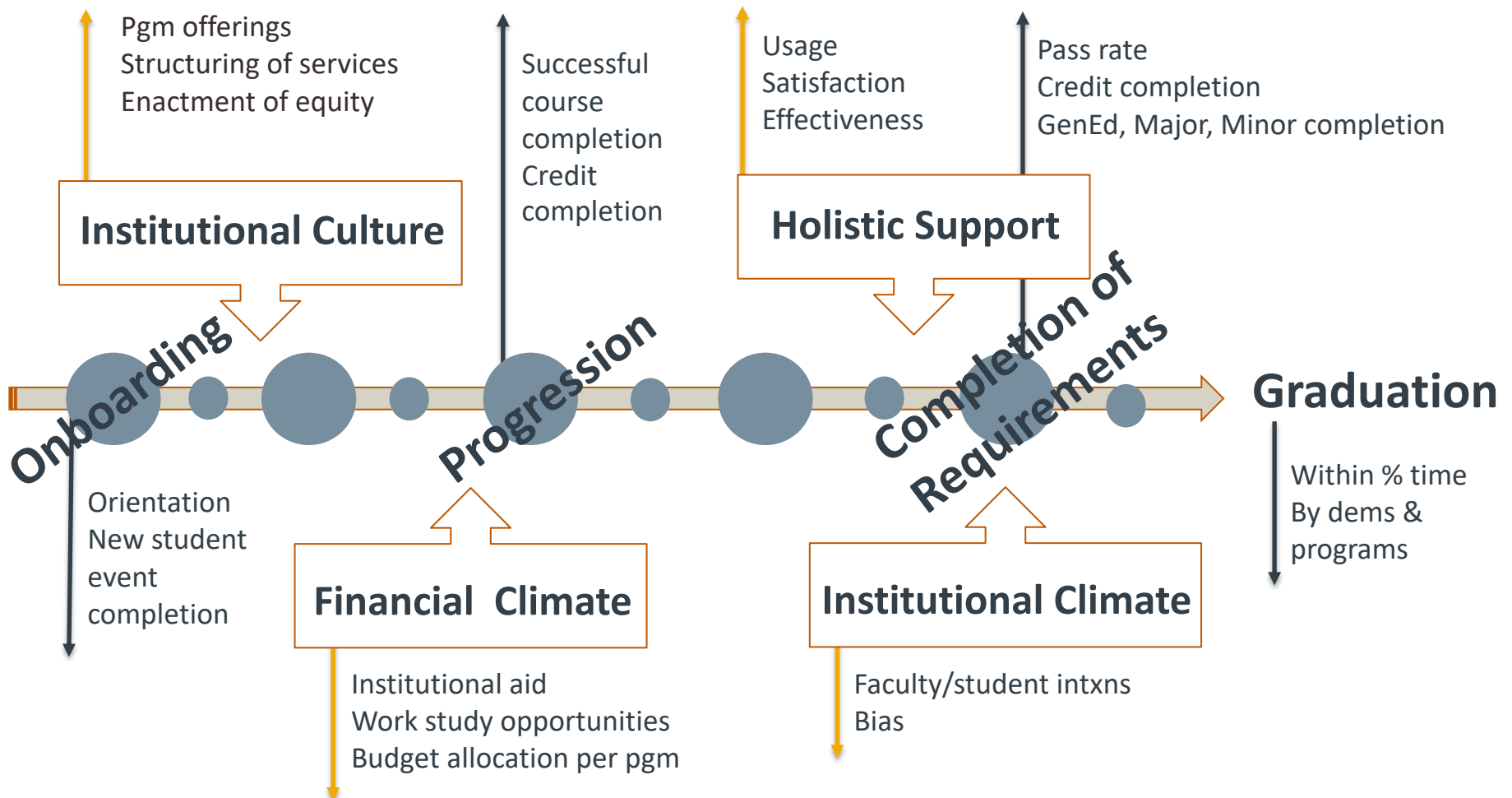
Student Data Life Cycle



Student Data Life Cycle



How Do We Improve Graduation Rates?



EQUITY

Systemic barriers / Opportunity gaps / Racism & Bias / Commitment to Social Justice

Centering Equity in Our Data Lenses

- Commit to anti-deficit framing of data outcomes and analyses
 - Place institutional responsibility at the core of the work
- Foreground and center *underserved* populations
 - Identify opportunity gaps
 - Foster unapologetic focus
 - Explore intersectional disaggregation
- Employ creativity in data analysis
 - Explore alternative ways of conducting & presenting analyses
 - Include broad audience in data collection and interpretation

“Autopsy” Data

- What are “autopsy” data?
 - Lag measures
 - Examples
 - Fact Books
 - End-of-year Reports
- What are characteristics of “autopsy” data?
 - Typically summative
 - Refers to past cohorts

Importance and Limitations

- Importance
 - Impacts
 - Trends & Relationships
 - Predictions
 - Goal Posts
 - From a Critical Equity Perspective
- Limitations
 - Timeliness
 - Relevance
 - Can silence individual student experience

Actionable Data

- What are actionable data?
 - Lead measures
 - Examples
 - Course-level Data
 - Learning Management System
 - Artifacts
 - Activity Data
- What are characteristics of actionable data?
 - Typically formative
 - Reflect milestones and momentum indicators along students' pathway

Importance and Limitations

- Importance
 - Monitor performance while we can still intervene
 - What can we change right now based on “just-in-time” data?
 - Trends & Relationships
 - Predictions
 - From a Critical Equity Perspective
- Limitations
 - Have to determine **exact** data points needed
 - Can feel like data overload if not integrated into processes
 - Can contribute to deficit lenses if not situated appropriately

Applying an Equity Lens to Actionable Data

- As a team, looking at your data from Fall 2018:
 - Who are our least served populations?
 - What additional populations do we know we don't serve as well that we haven't yet paid attention to in the data?
 - What student characteristics should we account for and examine through an intersectional lens?
 - What data do we not yet track that might help us better understand our outcomes?
 - How might we use this data to inform policies and practices?
 - How can we leverage the anecdote/observation/expertise/qualitative data to inform data we use to inform our work?



**Campus Example:
Dr. Rick Ford, Chico State**



Data Show and Tell

Data Show and Tell

In teams, partner up with another institution and share how you are currently using or plan to use campus-, course-, or student-level EO 1110 data to achieve your institution's GI 2025 goals

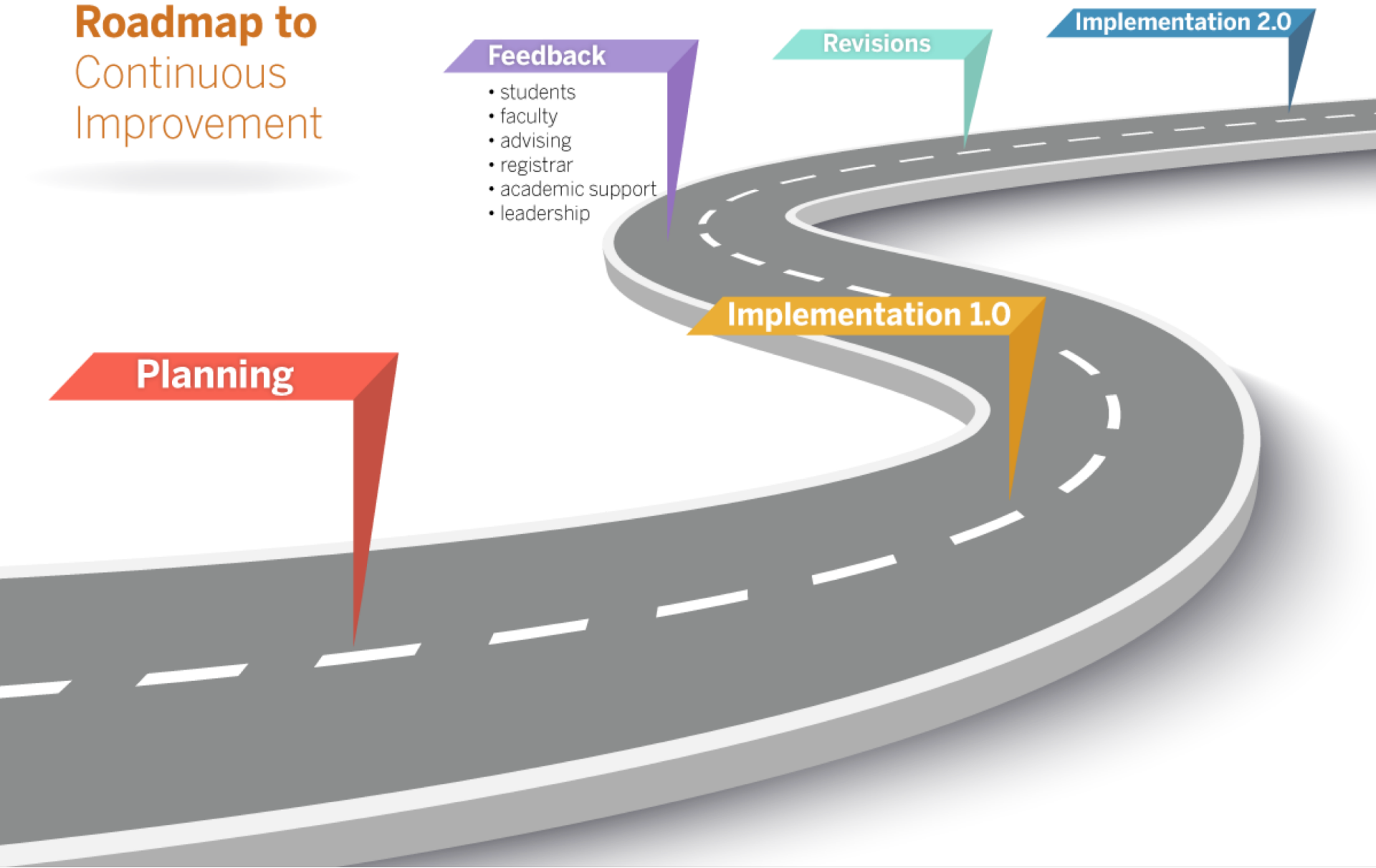
- What are you most excited about?
- What are you still challenged by?

Lunch



Take lunch into break-out rooms.

Roadmap to Continuous Improvement



Feedback

- students
- faculty
- advising
- registrar
- academic support
- leadership

Revisions

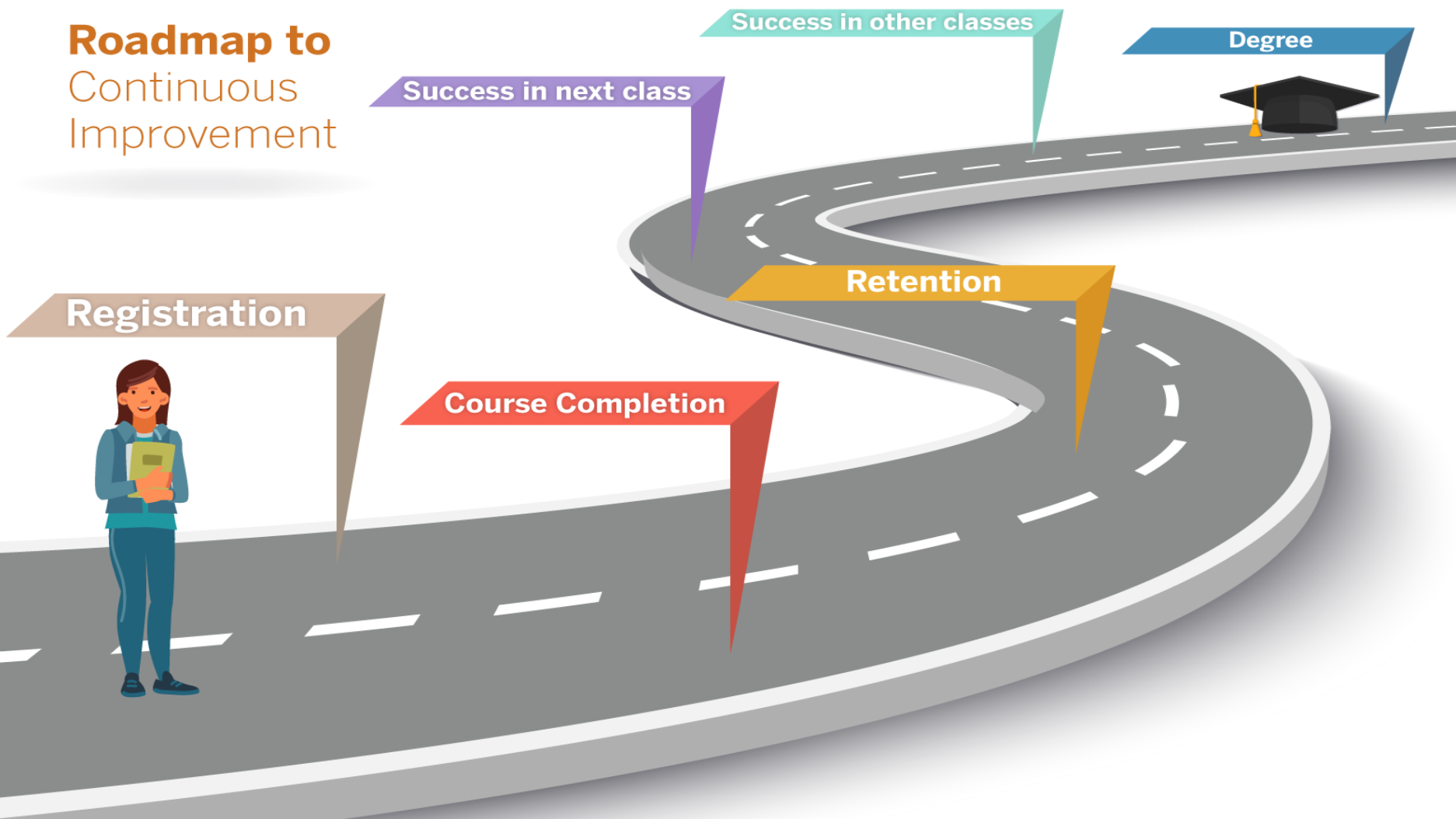
Implementation 1.0

Implementation 2.0

Planning

Milestones for Continuous Improvement

Roadmap to Continuous Improvement



Revisiting Continuous Improvement Plans and Next Steps

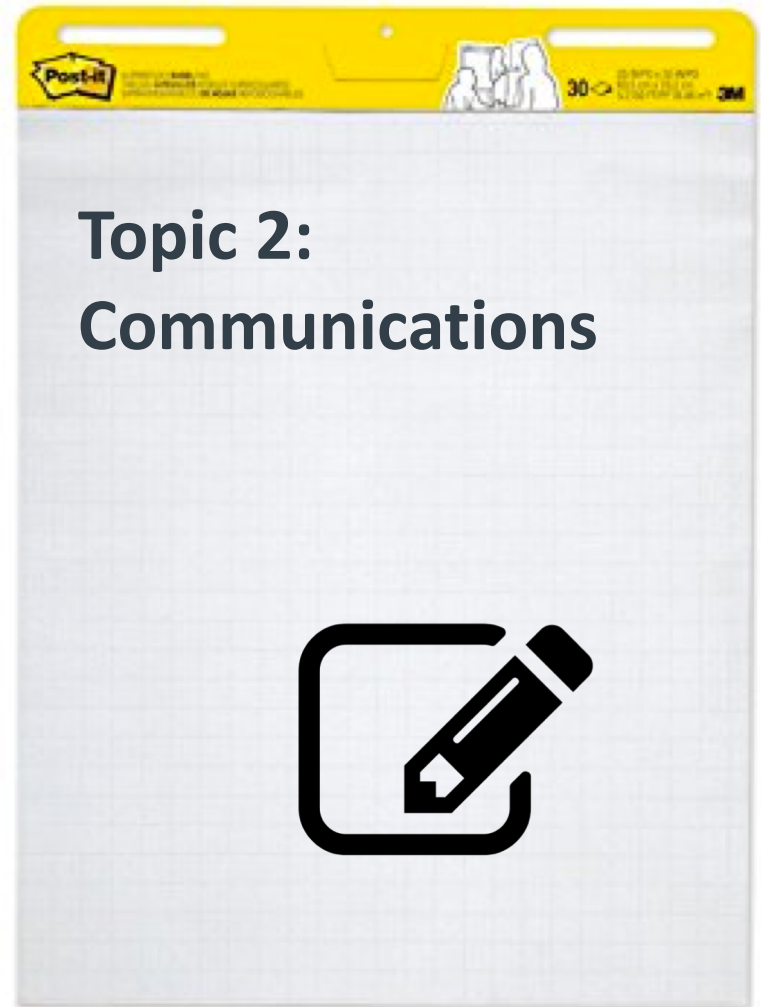
- 1:30 Update Plans
- 2:30 Spring Check-Ins
- 2:45 Action Steps and Evaluation



Concerns and Strategies

- What are your teams top concerns for the spring?
- Which of these would most benefit from strategizing with other campus teams?

Spring Check-In Calls



Revisiting the Continuous Improvement

Institutional Continuous Improvement Planning Template

This plan is for the campus leadership team. It shall form a basis for the Zoom check-in conversations to be held during the fall and spring semesters. Although not required, campuses may wish to share the plan with the facilitators participating in the check-in.

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With your leadership team, identify your Executive Order 1110 implementation vision statement.

Institutional Vision Statement for Executive Order 1110 Implementation:

With your leadership team, identify your Year One Executive Order 1110 implementation goal statement

Goal Statements for Year One of Executive Order 1110 Implementation:

By Fall 2019, our institution will:

- —
- —
- —
- —

On the next two pages, you will identify key actions and deliverables to achieve the goals listed above.

Institutional Continuous Improvement Planning Template

Targets

- What milestones are required to meet your year-one goals?

Deliverables

- What needs to be developed? Who will develop it?

Data collection

- What data will be collected? Who will be responsible for collecting it? When will the data be collected?

Check-ins

- When will the data be reviewed? Who will review it and note progress to the team?

Adjustments

- How will it be decided what adjustments to make?

Communications

- How will information be disseminated?
- How will progress be communicated and success celebrated? When will this be done? Who will organize this?

Revisiting the Pre-Mortem Analysis

Anticipating Challenges Pre-mortem Analysis

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Assume that, five years from now, you have failed to achieve your transformational goals. Identify on the chart below the likely major causes of that "mortality." Consider what specifically might happen that could derail the effort and conduct a "pre-mortem." A *pre-mortem* is a way to anticipate challenges and to come up with strategies to navigate around them. For each cause, delineate specific leadership strategies you will employ to anticipate and avert or address the challenges.

| Cause of "Mortality" | Leadership Strategies | Actions to Mitigate Risk |
|----------------------|-----------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |

08/2016

What other individuals/groups need to be engaged in the discussions?

What do we need to know that we do not know now? How will we get that information?

Looking at Data

PART ONE - Course Completion Data from Fall 2018

For each of the tables below, please enter the requested information. If you do not have the information, enter "NA." You may wish to make multiple copies of the second table to include all courses.

| | Math/QR Entry-Level Courses | Composition Entry-Level Courses |
|---|-----------------------------------|---------------------------------------|
| Number of Fall 2018 First Time Freshmen | | |
| Number enrolled in such course without support | | |
| Percentage of FTF | | |
| Number enrolled in such course with support | | |
| Percentage of FTF | | |
| Number not enrolled in such course, and in Category I | | |
| Percentage of FTF | | |
| Number not enrolled in such course, and not in Category I | | |
| Percentage of FTF | | |

| | <i>Examples of courses</i> | | | | |
|------------------------------------|---|---|--|---|-------------------------------------|
| Course | <i>STA 101: Business Statistics (without support)</i> | <i>STA 102: Business Statistics (with pre-coll coreq)</i> | <i>MAT 102 Math for All (2nd sem)</i> | <i>ENG 101: Composition (without support)</i> | <i>ENG 102: Stretch Composition</i> |
| Fall 2018 Enrollment in Course | | | | | |
| Number of A – C- Grades | | | | | |
| Percentage of enrollment in course | | | | | |
| Number of A – D- Grades | | | | | |
| Percentage of enrollment in course | | | | | |

Team Time: Refining Implementation

Guiding Questions

- What works well right now?
- Which adjustments will improve implementation in the short term?
- What about the long term?
- What resources are required to implement these adjustments, and who should be involved?
- What else should we consider as we think about version 2.0?

Next Steps

- Report out one action step your leadership team plans to take.
- Fill out your evaluation form.

Other Resources

CSU Collaboration Spaces

- <http://tiny.cc/csu-teams>
- <http://tiny.cc/csu-math>
- <http://tiny.cc/csu-english>

Calendar

- www.calstate.edu/professional-development-calendar

Recordings and resources are linked to event listings in the archive.

Contact Information

- Dr. Emily Magruder, Director, CSU Institute for Teaching and Learning, at emagruder@calstate.edu
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562-951-4778
- Dr. Fred Uy, Co-director, CSU Center for Advancement of Instruction in Quantitative Reasoning at fuy@calstate.edu
562-951-4713

Contact Information

- Paula Talley, Manager, Professional Learning, Higher Education Strategies, Policy, and Systems
- General information about the Dana Center
www.utdanacenter.org
- DCMP Resource Site
www.dcmathpathways.org
- To receive monthly updates about the DCMP, contact us at
dcmathpathways@austin.utexas.edu

About the Dana Center

The **Charles A. Dana Center** at The University of Texas at Austin works with our nation's education systems to ensure that every student leaves school prepared for success in postsecondary education and the contemporary workplace. Our work, based on research and two decades of experience, focuses on K–16 mathematics and science education with an emphasis on strategies for improving student engagement, motivation, persistence, and achievement.

We develop innovative curricula, tools, protocols, and instructional supports and deliver powerful instructional and leadership development.



The University of Texas at Austin
Charles A. Dana Center

2016