

## **Year Two Planning: Assessing Progress, Celebrating Achievements, and Looking Forward**

Four Points by Sheraton, Los Angeles International Airport  
9750 Airport Boulevard, Los Angeles, CA 90045

### **Meeting Outcomes**

Campus teams will:

- *Review progress to enrich student success while maintaining rigor*
- *Analyze disaggregated data from Year 1*
- *Identify milestones achieved in Year One, set campus-specific student success and equity goals for Year Two, and backwards map a plan for achieving them*
- *Collaborate with CSU colleagues and learn from their successes*

### **AGENDA**

- 7:30am – 8:00am**      **Registration and Breakfast**
- 8:00am – 8:15am**      **Welcome and Introductions – California Salon A+D**  
*Emily Magruder, Director, Institute for Teaching and Learning, CSU*
- 8:15am – 9:00am**      **Year One, Year Two and Beyond: Observations, Expectations, Opportunities - A Round Table Discussion**  
*Claudia Pinter-Lucke, Consultant to the CSU Chancellor's Office*  
*Brian Jersky from Cal State Long Beach, Neal Finkelstein from WestEd, and Martha Ellis from the Charles A. Dana Center will share their observations from the first year of EO 1110 implementation and expectations and opportunities for the second year.*
- 9:00am – 9:30am**      **Using Data to Improve Teaching and Learning**  
*It Ain't What You Thought: Surveying the Necessity of Change and the Instructor Role*  
*Catherine Haras and Owynn Lancaster, Cal State LA*  
*Cal State LA's Center for Effective Teaching and Learning (CETL) administered an online mid-course "check in" to 6,688 students enrolled in nine redesigned courses. Approximately 28% completed the survey; many made comments. While students were generally positive, data revealed the importance of course coordination and structure in surprising ways. The presenters will describe the survey and share the takeaways that are most impactful for improved student success in mathematics.*

***Inside Counts: Communicating Your Data Story***

***Janet Oh, Cal State Northridge***

*In 2016, CSUN's Office of Institutional Research launched a new campaign to increase data-informed decision making. A series of reports measuring the impact of multiple measures and placement of first-time freshmen into college-level courses will be shared, and advice will be offered on how to share those reports with the campus for greatest effect.*

**9:30am – 9:45am Break**

**9:45am – 12:00pm Equity-Focused, Data-Informed, and Action-Oriented**

***Desiree Zerquera, Department of Leadership Studies, University of San Francisco***

*Campus teams will be guided in an examination of campus and course-level data collected in AY18-19 and use it to identify ongoing student success and equity achievements and challenges in and out of the classroom. Teams will then determine campus-specific student success goals.*

**12:00pm – 1:00pm Lunch Round Tables**

*Buffet lunch to be taken into break-outs. Each session will begin with a presentation followed by group discussions leading to action steps.*

**Shared Responsibility for Student Success – Los Angeles**

*Participants will share strategies for effective communication and collaboration to support placement, advising, course scheduling, student enrollment, and other cross-department issues.*

**Professional Development of Instructors, Advisors, and Counselors**

**Teaching Experts – It's Harder than It Looks – Santa Barbara/Santa Monica**

*Participants will share strategies, including structure, source, and timing to support ongoing professional development to support continuous improvement.*

**Assessment, Evaluation, and Research – California Salon B**

*Participants will share uses of data for research questions and continuous improvement of instruction, student support, and equity efforts.*

**Aligning Supported Course Structures to Student Needs the Second Time Around – California Salon C**

*Participants will share experiences and ideas to address the increased complexity of providing supported courses to address the needs of both new students and repeating students.*

**1:00pm – 1:30pm**

**Effective Uses of Planning and Communication**

***Building Buy-in: Demystifying Continuous Improvement Through Authentic Communication***

***Rock Braithwaite, Borbala Mazzag, Lisa Tremain, Humboldt State University***

*The collective actions of the Office of Academic Programs, the departments of Mathematics and English, the Office of Institutional Effectiveness, and the General Education Committee have established protocols, programs, and pathways for furthering GI2025 goals. An integrative approach and communication strategy that involves faculty development, institutional data, learning outcome alignment, and intentional efforts to demystify assessment processes has helped to build trust among constituents and has positioned HSU to make aligned, authentic, and significant steps toward building a culture of continuous improvement on campus and beyond.*

***PLUM: Empowering Students in Entry-Level Math Courses***

***David Zeigler, Jim German, Sacramento State University***

*Placing students in the right first course matched to their interest, ability, and major, is critically important to offering students a path to B4 completion in 3 to 6 units. Sacramento State is achieving this goal using PLUM - Placement, Learning and Understanding Mathematics - an online platform designed to help students determine the right path to success with a self-examination of their background, attitudes, and quantitative reasoning abilities.*

**1:30pm – 1:45pm**

**Break**

**1:45pm – 3:30pm**

**Continuous Improvement Planning for AY19-20**

***Martha Ellis, Charles A. Dana Center***

*Campus teams will reflect on experiences from AY18-19 and morning session on data-driven decision making to identify goals and milestones for AY19-20. Teams will create an action plan to reach these goals, including strategies for communication and engagement.*