

EO 1110 Implementation Team

Executive Summary and Recommended Actions

CSUCI's 2018 Strategic Initiatives action item 2.3 calls for the implementation of a campus-wide approach to meet Executive Order 1110 that will ensure that the curriculum, student support, and placement procedures facilitate student success in first-year placement in written communication and mathematics/quantitative reasoning. The Executive Order supports faculty innovation in curriculum and facilitates an equitable opportunity for first-year students to succeed through existing and redesigned education models. The Executive Order also provides for the continued use of traditional assessment measures as well as the introduction of placement indicators based on the academic performance of students in high school and the Early Start Program.

The July 2018 EO 1110 Course Coordination Summit proposed that campuses follow the Dana Center's template for the creation and duties of an implementation team (<http://dcmathpathways.org/implementation-guide>). CSUCI's implementation team will follow this model. The charge of the implementation team is to assemble a team of faculty, administrators, and staff from across campus to:

1. Identify local resources;
2. Gather information on work already performed;
3. Create mechanisms for campus-wide dialog and communication;
4. Create and implement a plan for addressing EO 1110 in accordance with its policy aims and guiding principles; and,
5. Participate in CSU EO 1110 team-based professional development meetings to report out on progress.

The implementation team has several specific aims, to achieve over three-years:

- Make recommendations to inform the redesign of the Early Start Program;
- Make recommendations to ensure that the new mathematics/quantitative reasoning curriculum complies with EO 1110 and passes through the campus curricular review process;
- Make recommendations to inform the redesign of the first-year math experience, including the assessment of the campus' current, stopgap response to EO 1110;
- Make recommendations to inform the design of professional development and training for Early Start and first-year math experience instructors, tutors, peer mentors in coordination with faculty development structures;
- Make recommendations to facilitate the planning and coordination of student academic support networks (student academic support, course offerings, course, scheduling); and,
- Create and implement an assessment model aimed at continuous improvement of the new curriculum and support system in coordination with Institutional Research.

While the Provost is responsible for approving the final EO 1110 campus plan, the team is empowered by the Provost to make decisions about team structure, vetting process, and tasks including carrying out the implementation of approved campus plans and objectives and will manage all team communication.

Phase one of the EO 1110 Implementation Team included working in AY 2018-2019 to identify needs and make recommendations so that the campus can successfully and comprehensively address the requirements of the executive order. Core Members of the EO 1110 Implementation Team include:

Amanda Quintero, Co-Chair	Blake Gillespie, Co-Chair
Blake Buller Assistant, Articulation Officer	Jennifer Perry, Special Assistant to the Provost for Academic Programs and Planning
Jorge Garcia, Professor of Mathematics	Monica Rivas, Assistant Director of Advising, Special Populations Coordinator
Michelle Hasendonckx, Assistant Director, Student Success & Equity Initiatives	Cindy Wyels, Interim Associate Dean, Arts & Sciences

Phase two of the EO 1110 Implementation Team will roll out in AY 2019-2020. The plan for Phase II that follows outlines recommendations categorizing them by immediate- and longer-term actions and distributes those actions among four subcommittees. The Co-Chairs will work with the Provost to staff subcommittees to carry out recommended actions. Core EO 1110 Implementation Team members and other key personnel will oversee each subcommittee.

Phase II: EO 1110 Subcommittee Structure

1. Curriculum and Faculty Development

Co-chairs: Geoff Buhl and Blake Buller

Actions Underway Spring – Summer 2019

- A1. *Actions Underway:* CSUCI's Summer 2019 Early Start Program should offer 30 hours content with clear curricular connections that build on strengths in FYM courses.
- A2. *Actions Underway:* CSUCI's Summer 2019 Early Start Program should integrate tutoring support and academic advising on FYM courses, so students are equipped with the information needed to enroll properly in FYM course by placement level and major.
- A3. *Actions Underway in AY 2019-20:* Increase the number of Math 108 sections offered in Fall 2019 and decrease Math 101 offerings. Consider appropriate class sizes for critical FYM courses.
- A4. *Actions Underway in AY 2019-20:* Fund tutoring support for Early Start and survey students to gain a better understanding of use and effectiveness.

Recommended Actions in AY 2019-2020

- C3. Create a plan and fund a system for course oversight of multi-section FYM courses, with a TT faculty as course coordinator. Faculty course coordinators ensure that FY students have a common experience by creating the course schedule (ideally based on student needs/placement/prep levels), guiding the creation of syllabi, maintaining exam question pools, creating and administering a common final, providing support for instructors to follow the schedule, and resolving course specific issues as they arise. This is a known and widely used best practice in Math education. Although the course coordinator would be a TT faculty, the model is similar to that of a Head TA for a large, lecture course with multiple TA sections.
- C4. Revise 1-unit mathematics support course descriptions and student learning outcomes to reflect accurately the intention of the support course per EO 1110.
- D1. Develop and fund a Call for Applicants to design a professional development program to offer to faculty teaching FYM courses.
 - This should include culturally appropriate training, fostering a growth mindset training, and HIP for math courses training.
- C9. Create a common first year math syllabus to align Supplemental Course curriculum with FYM course curriculum.
- B9. Establish CSUCI's policy and/or adopt the CSU's policy on minimum qualifications for who can teach BA degree granting credit/courses/units.

Recommended Actions in AY 2020-2021

- A7. Create a plan and system for Teaching Assistants (TA) oversight to move beyond TAs being the sole instructor of the class. (Model on large, lecture courses with multiple TA discussion sections and oversight by a TT faculty member).
- C6. Pilot a program where mathematics/quantitative reasoning courses are included in existing CI learning communities.

Phase II: EO 1110 Subcommittee Structure

C7. Identify a FYM curriculum redesign team to review FYM curriculum, and develop coordinated curriculum in line with the intent of EO 1110 and that is responsive to math affect and sense of belonging.
C8. Create an FYE course similar to UNIV 150 or UNIV 100 to provide additional campus support to students in FYM courses, where peer mentors or embedded tutors are part of the model (i.e., social emotional learning/affective barriers related to math).
C5. Develop a Call for Proposals to design new quantitative reasoning courses and corresponding support courses. Identify academic programs with quantitative requirements or orientations. Meet with Chairs to cultivate opportunities.
A10. Consider how to support students who are identified as needing additional math support during the semester, but who are not required to enroll in a support course. For example, if by the 3rd week of class, based on early assignments, students need additional support to keep pace or pass the class, then what type of support exists for these students not currently in a support course?

Subcommittee Members

1. Dr. Alona Kryshchenko, Assistant Professor of Mathematics
2. Blake Buller Assistant, Articulation Officer
<i>3. Dr. Claudio Paiva, Interim Program Chair & Professor of Economics</i>
4. Dr. Ernesto Guerrero, Director of Academic Advising
5. Dr. Rachel Koh, Assistant Professor of Finance
6. Dr. Weldon Smith, Assistant Professor of Psychology
<i>7. Faculty representation from Sociology</i>
<i>8. Faculty Development representative</i>

Phase II: EO 1110 Subcommittee Structure

2. Student Communication and Messaging

Co-chairs: Cindy Wyels and TBD

Actions Underway

Spring – Summer 2019

B2. As part of the Communication/Messaging sub-committee of the EO 1110 Implementation Team, develop FAQs for FYM placement and pathways. (Comment: The Registrar's Office has a "First Year Mathematics and English at CI" website, which will be updated to reflect situations above. They are collaborating with Academic Advising to create a FAQs page).

- ✓ *Actions Underway in AY 2019-20:* Currently, the Registrar's Office and Advising send out communication to continuing students, who are missing or failing FYM or FY English courses to provide assistance in enrolling or re-enrolling in appropriate FY courses.

Actions Underway in AY 2019-20: Advising has an "Appropriate Math Course by Major" table/chart on their website of required FYM courses and recommendations provided by programs. It is being updated to reflect appropriate courses by Category. Share link with Chairs/Faculty Advisors on a regular basis to ensure that they are aware of this resource (for themselves and to share with students).

B3. As part of the Communication/Messaging sub-committee of the EO 1110 Implementation Team, develop coordinated FYM communications (i.e., enrollment, advising, program chairs, orientation, Early Start) to ensure that students are taking the appropriate FYM course for their intended major. Fund print materials and the development of virtual materials to communicate clear math pathways to first year students. (Model: CSUB has created MATH & ENGL Pathways docs that could be used as examples/templates)

- ✓ *Actions Underway in AY 2019-20:* Building on the Directed Self Placement for composition student survey, a new question was added for undeclared students to survey them on which major they are likely to choose, in effect the start of a meta-major. Responses will be used to improve block registration, so undeclared students are enrolled in the appropriate mathematics/quantitative reasoning course.
- ✓ *Actions Underway in AY 2019-20:* Presentation to Program Chairs on quantitative reasoning/first year math pathways to inform their understanding of how their students would be pre-registered, so they can better advise them at orientation.

Recommended Actions in AY 2019-2020

B1. Establish a Communication/Messaging sub-committee of the EO 1110 Implementation Team to develop a timeline and clear and consistent communication and messaging to students about Early Start, change in category status, and first year math pathways including the following situations:

- What happens if a student passes their GE math course, but not their support course?
- What happens if a student passes their support course, but not their GE math course?

B4. As part of the Communication/Messaging sub-committee of the EO 1110 Implementation Team, embed in FYM course syllabi a common message to students in first year math courses related to placement status and appropriate course taking patterns by major.

Phase II: EO 1110 Subcommittee Structure

A5. Category III and IV students to participate in Advising's Academic Boot Camp, which occurs the Saturday before the semester starts. We can incorporate a session on being successful in FYM courses. Establish a process for reaching category III and IV students.
B6. As part of the Communication/Messaging sub-committee of the EO 1110 Implementation Team, develop an automated first year math pathways website for use by students to help inform their course taking pathways based on placement status and major (including undecided or meta majors).
<p>B7. As part of the Communication/Messaging sub-committee of the EO 1110 Implementation Team, coordinate with Enrollment Management to understand the process of alerting students if their placement status changes. When does this happen, how does it happen, and where would students go to find out this information?</p> <ul style="list-style-type: none"> ❖ Note: Colleen Forest in the Registrar's Office and Ana Rosa from Student Systems created queries last year to identify students who were in the wrong classes based on placement, and they can revise the queries to reflect the new classes. The changes/updates to placement will occur in early August after Admissions has verified GPAs and other test/transfer credit. Records will send email notifications to students whose placement changes, and will send Academic Advising the list of students. Advising can then call these students. The Registrar's Office has already created a flyer with a grid that explains the math milestones (placement).

Subcommittee Members

1. Ana Rosa Duran, Director of Student Systems
2. Dr. Ernesto Guerrero, Director of Academic Advising
3. Dr. Jorge Garcia, Professor of Mathematics
4. Michael McGarry, Instructional Technology Lead

Phase II: EO 1110 Subcommittee Structure

3. FYM Student Success and Continuous Improvement

Co-chairs: Jennifer Perry and Michelle Hasendonckx

Actions Underway Spring – Summer 2019

C2. *Actions Underway in AY 2019-20:* Inform Program Chairs regarding the different quantitative reasoning and first year math pathways, including availability of courses (and success rates).

Recommended Actions in AY 2019-2020

A8. Conduct a study to develop indicators of success for FYM beyond the CSU placement level to understand what high school grades in Math tell us about the likelihood of passing FYM courses.

- This would inform advising sessions with students regarding where to start in the FYM pathway, enrollment in support courses, and other academic support interventions.

A9. Pilot an early alert system using grades reported in Canvas that can be used by faculty teaching high DFW rate FYM courses (i.e., MATH 101, 105, 108, 140, & 150), academic and faculty advisors, and by other areas that provide peer mentoring and academic support services.

C10. Complete a comprehensive FYM Math Study (survey and focus groups combined with existing institutional data) where we capture experiences before, during, and after FYM in Fall 2019. This will also allow us to compare across student groups, including those who participate in support courses and those who do not. Funding is needed to incentivize participation in the study.

A4. Actions Underway in AY 2019-20: Fund tutoring support for Early Start and **survey students to gain a better understanding of use and effectiveness.**

Subcommittee Members

1. **Dr. Amira Ibrahim, Assistant Professor, Psychology**

2. *Dr. Brooke Ernest, Assistant Professor, Mathematics*

3. **Dr. Kristin Jordan, Research Analyst**

4. **TBD, HIP Assessment Research Analyst**

5. **Angel Nishimura, Student Success & Equity Data Analytics, CSUCI Peer Mentor Ambassador**

Phase II: EO 1110 Subcommittee Structure

4. FYM Placement & Advising Coordination

Co-Chairs: Monica Rivas and TBD

Actions Underway

- C1. *Actions Underway in AY 2019-20*: Survey Program Chairs to identify which quantitative reasoning/first year math pathway is appropriate for their programs/majors and to identify an alternative course to inform how students are pre-registered.
- A6. Establish a formal system for monitoring enrollment in appropriate FYM courses.
- *Actions Underway in AY 2019-20*: The Registrar's Office will be pre-registering students into math courses at orientation and in collaboration with Academic Advising will reach out to students over summer, who may be missing FYM courses or are in inappropriate courses for their major.

Recommended Actions in AY 2019-2020

- B5. Require mandatory advising with Academic Advising for Category III & IV students. Establish a process for securing appropriate approvals from Dean and communicating with the Registrar's office re: advising holds.
- B8. Create more time for academic advisors to meet with undeclared students at FIVO to help them decide appropriate FYM pathways. Currently, a Faculty member or Dean talks to Undeclared students when students do "major break-out sessions" at orientation. This could be co-facilitated with or led by Advising.

Subcommittee Members

1. Colleen Forest, Associate Registrar
2. Melissa Silva, Academic Evaluations Specialist
3. Dr. Jorge Garcia, Professor of Mathematics
4. Dr. Blake Gillespie, Professor of Chemistry (Co-chair, Spring 2019)