Coordinating calculus at large state universities is done in a variety of styles. For state schools lacking an abundance of resources and personnel, best practices appear unattainable and reality forces coordinators to optimize their strategies under heavy constraints. At the University of Kansas, we follow a traditional lecture-discussion model and improve student experiences wherever possible. In this talk we discuss the challenges of coordination and how technology and data collection can improve the experience for students and their graduate teaching assistants. (Received September 17, 2019)