

AQIP Annual Update Questions

(September 14, 2005)

AQIP Project #1: MAAP

- 1) In the past year, what have you accomplished on this Action Project?
What is its current status?**

There were 11 agreed upon Work Team goals for 2004-2005.

Accomplishments are stated in each goal.

Continuing Focus on Assessment and Placement

i. On-going assessment of testing process

The English & Mathematics departments tested both AccuPlacer and COMPASS placement instruments. COMPASS was kept as our placement instrument, in addition the English department agreed on using e-Write as part of English Placement.

ii. Expand MAAP pilot

In June & July 2005, we MAAPed 29 Associate Degree Programs, as well as Liberal Studies. In total, we Assessed, Advised, and Placed over 850 incoming students.

iii. Implement curriculum, review, revision and laddering process

Entry-level curriculum for English and Math is in place. English and Math continue to work on the laddering process leading to entry-level courses.

iv. Create a system to identify and enforce course pre-requisites – NOTE: We will create a system to identify course pre-requisites. Enforcement depends on PeopleSoft modifications.

Mathematics has identified course pre-requisites for all 804 mathematics courses. Before implementation for Spring 2006, we still need to identify a system to process transfer credit in English and Mathematics. Mathematics has agreed upon a process for students who contest placement. English will determine their processes this Fall.

v. Assess and improve communication system to share and discuss MAAP college-wide.

Information concerning MAAP (or First Semester Experience – as MAAP will be integrated into this) was shared at both August and January In-service. In addition information was shared (and discussed) with the College Council and with program administrators at the Spring SUM meeting. Plans for this Fall are in place to inform students of the upcoming change in Math Placement.

vi. Create a flexible system of scheduling course and staff.

An adaptive mathematics beginning Algebra course was initiated this Summer and this Fall. It is hoped that this can serve as a refresher course. Summer workshops (8 hours in length) have been offered as a refresher for entry-level courses.

vii. Analyze data and revise process from years one and two.

Assessment process will now include e-Write for all Associate Degree and Liberal Arts students. The Assessment criteria were tightened as now only COMPASS (Asset) will be accepted for English/Math placement and the only exceptions will be for students who have had college-level English or Math. Mathematics advisors were the ones working on placement criteria, and the same will be true for English advisors.

Focus on Advising and Systems Development

viii. Create an integrated student tracking system of data collection, analysis and assessment for all students receiving assessment, advising and placement.

Working with our scanning and with R&P, a tracking/assessment system was set up. Attached are the data from Fall 2004, Spring 2005, and Fall 2005:

ix. Review & revise nature, format, venue, process, and training for advising for placement.

Beginning this June & July, all incoming student data was imaged. Advisors needed to look up student information on laptops. Training was held imagining look-ups and for 'how to advise' for new advisors. We MAAPed 351 program students (from 29 programs) and 506 A&S students during June & July 2005.

x. Implement MAAP within PeopleSoft.

The project request was submitted and should be operational (for Mathematics) for Spring 2006.

xi. Create a system of resource allocation for funding process.

At this time, no additional resource allocation has been requested for assessment or advising. Should more developmental courses be needed, then we will need a system of resource allocation.

2) How did you involve people in your institution in your work on this Action Project?

This project could not be implemented without the cooperation and involvement from many people in this institution: All members of the AQIP/MAAP committee; Mathematics, English and ALD instructors; Administrators, Program coordinators and Administrative Assistants in the MAAPed programs; Research and Planning; and the entire SDS unit!

3) What are your planned next steps on this Action Project?

There are 7 stated Goals for Year Three:

Focus on Preparation for Full Implementation of MAAP for identified entry-level courses in year four:

- 1) Expand MAAP Pilot
- 2) On-going assessment of testing process
- 3) Fully implement MAAP through PeopleSoft (Course blocking, required pre requisites, mandated placement) – for identified courses.
- 4) Continue Implementation of curriculum review, revision and laddering process
- 5) Assess, analyze data and revise process from years one, two, and three
- 6) Assess and improve the communication system to share and discuss MAAP college-wide.

4) Has your work on this Project resulted in an “effective practice” of which you are proud and that we could share with the broader higher education community? If so, describe the practice.

- We inform students of the MAAP process via a brochure that is included in their invitation to Orientation/Registration
- Our Scanning process that allows for relatively quick data results.
- The “By Invitation Only” for Liberal Arts Orientation/Registration so that those students could either be pre-placed into entry-level English/Mathematics courses or asked to see an advisor.

5) What challenges or problems, if any, are you still facing with regard to this Action Project?

Institutional challenges:

Enforcing mandatory assessment before mandatory orientation.

How to evaluate transfer credit for English & Mathematics for placement?

Assuring that there are sufficient resources for implementation of developmental courses, especially at the Regional Campuses.