

**AQIP Action Project #1: MAAP
Annual Update Review by HLC
October 2005**

Describe the past year's accomplishments and the current status of this Action Project

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.

Review (09-18-05):

This mandatory assessment, advising, and placement project was begun in May 2003. The 2004-2005 work team developed 11 goals for this past year. After testing 2 placement instruments, the English and Math departments chose COMPASS and e-Write as part of the English writing placement. This is a good first step towards improving placement of students. The MAAP project, which is part of the Action Project, is designed to place students in identified, entry-level courses for which they are academically prepared. These two systems working together should help improve student assessment, advising, and placement. The college is working on a system to identify and enforce course pre-requisites although the enforcement depends on modifications to their administrative software system. Another complication is the need to identify a system to process transfer credit. This is a complex, and often vexing component of your project. Many schools must turn to outside consultants to work through modifications at this level. Although it is stated that data is attached from fall 2004 through fall 2005 concerning the new integrated student tracking system of data collection, analysis, and assessment, the information was not included in this update. Another important component of the project is training for some of the new advising systems and tools. You are making inroads in this area and should be proud of your progress. Overall, your institution is making reasonable progress toward completion of the project and development of an institution-wide continuous quality improvement culture.

Describe how the institution involved people in 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!

Review (09-18-05):

You have involved faculty, administrators, and staff in this important project. Have you considered involving students and representative from business in some of the planning and implementation steps, giving the institution other perspectives? Another source of ideas and expertise comes from other colleges. You may have already viewed other systems before choosing COMPASS and other instruments. Using other schools for comparison when you assess your progress will position you well when preparing your systems portfolio.

Describe your planned next steps for this Action Project

There are 7 stated Goals for Year Three: 1. Focus on Preparation for Full Implementation of MAAP for identified entry-level courses in year four: 2. Expand MAAP Pilot 3. On-going assessment of testing process 4. Fully implement MAAP through PeopleSoft (Course blocking, required pre requisites, mandated placement) – for identified courses. 5. Continue Implementation of curriculum review, revision and laddering process 6. Assess, analyze data and revise process from years one, two, and three 7. Assess and improve the communication system to share and discuss MAAP college-wide.

Review (09-18-05):

Your 7 goals planned for your next steps for this Action Project are appropriate and will move you closer to a successful completion. Again, the modifications planned for your administrative software may turn out to be the most complex component. College resources for the modifications may be required. This project is important for student success and retention and will serve your college and students well. Your plan to connect advising and placement to curriculum review and revision is very sound. You have also planned the assessment and revision of the system based on data. Your college is doing a good job of moving towards a quality culture.

Describe any effective practices that resulted from your work on this Action Project

- 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.

Review (09-18-05):

You list several effective practices that have already evolved from this Action Project. Be sure to share your successes with other institutions as they may wish to adopt some of your ideas.

What challenges, if any, are you still facing in regards 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.

Review (09-18-05):

The stated challenges will be difficult, especially enforcing mandatory assessment before orientation and evaluating credit for placement. Evaluating credit is never finished because of the many changes all the other schools make. However, you have made excellent progress and your task is vital to successful students. Again, other schools grapple with these issues and some institutions can serve as models. The AQIP Action Project Directory is searchable and can quickly give you access to projects similar to your own.

If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?