

**AQIP Action Project Declaration
September 2004**

Project Leader(s): Bruce DeBoer, Sharon Koenen

A. Give a short identifying title (under 10 words) to this Action Project.

Implementation of TABE Testing

B. Describe the goal(s) of this Action Project (in 100 words or fewer).

The project will involve the replacement of the current entrance assessment instrument, Accuplacer, with the Test of Adult Basic Education (TABE). TABE provides a more focused analysis of learner readiness and will be used to provide a roadmap for "forced focused remediation" for learners that are identified with deficiencies in specific skill areas. The goal is for TABE tested learners to match the completion rate of 86% for all college courses.

C. Please identify the single AQIP Criterion which this Action Project will primarily affect ("X" one box in the *Primary* column), and no more than four other Criteria to which it is strongly related ("X" boxes in the *Related* column):

AQIP Quality Criteria	<i>Primary</i>	<i>Related</i>
1 - Helping Students Learn	X	
2 - Accomplishing Other Distinctive Objectives		
3 - Understanding Students' and Other Stakeholders' Needs		X
4 - Valuing People		
5 - Leading and Communicating		
6 - Supporting Institutional Operations		
7 - Measuring Effectiveness		
8 - Planning Continuous Improvement		X
9 - Building Collaborative Relationships		

Identify up to four of the AQIP Principles of High-Performing Organizations that you hope this project will enhance. (Replace "o" with an "X")

- X A. A mission and vision that focus on serving students
- B. Broad-based faculty, staff, and administrative involvement
- C. Leaders and leadership systems that support a quality culture
- X D. A learning-centered environment
- E. Respect for people and willingness to invest in them
- F. Collaboration and a shared institutional focus
- G. Agility, flexibility, and responsiveness to changing needs and conditions
- H. Planning for innovation and improvement
- I. Fact-based information-gathering and thinking to support analysis and decision-making
- J. Integrity and responsible institutional citizenship

D. Please describe your institution's rationale for addressing this *Primary* criterion at this time. Why is this project and its goal(s) one of your Action Projects?

This Project is one of the top priority Focus Strategies that resulted from the College's Strategic Planning Process. Within Moraine Park, a recent focus on retention has led to the development of baseline data against which the performance of learners will be measured. Statistics show that in 2003-2004, learners successfully completed 86% of their coursework. In the areas of mathematics and communication skills (written, oral, and speech) that number dropped to 76%. The intended outcome of this project is to individually identify the specific areas of remediation needed by each learner and to provide skill building activities designed to improve learner readiness in math and communication skills. This will increase the number of students successfully completing related coursework and ultimately meeting their goal of successfully completing a specified program of study and subsequently being gainfully employed in related areas.

E. List the organizational areas (or institutional departments and divisions) most affected.

- Primary Learning System and Adult Basic Education Unit
- Library and Instructional Technology (Includes college-entrance assessment process)
- Student Admissions
- Counseling
- Academic Advising
- Institutional Advancement/Research

F. List and briefly describe the critical processes most affected.

- **Adult Basic Education Processes**
Instructional modules will be developed to specifically address identified skill areas in which learners may need skill building. Learners will be required to successfully complete these modules before they can enroll in math or communication skills courses related to their program of study. For example: If the assessment indicates that a learner needs skill building in decimals, fractions, and manipulating equations, they will be assigned to three modules related to decimals, fractions, and manipulating equations. Only upon successful completion of these modules, as indicated by TABE retesting, will the learner be allowed to enroll in math courses associated with their program.
- **Admissions Processes**
Two process improvement strategies will impact admissions services as a result of the implementation of TABE testing. The first is to reinforce the required remediation for learners before course/program enrollment. And, second, to work with learners who are blocked from course enrollment due to non-completion of remedial work.
- **Student Retention Processes**
In the past, based on a low score in math, the learner would have offered the opportunity for general remediation in "math" This lack of focus meant that learners who chose to participate in remedial activities would spend time reviewing areas in which they were not deficient. This led to frustration and learners often enrolled in the math courses in the program without completing the skill building that would help them successfully complete the work required in the class. As a result students were unsuccessful in required math courses and subsequently unsuccessful in their program of study.

This Action Project addresses:

- AQIP Criteria 1P5. How do you help students select programs of study that match their needs, interests and abilities? In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed?
- AQIP Criterion 3P5. How do you determine if new student and stakeholder groups should be addressed within your educational offerings and services?
- AQIP Criterion 8P3. How does this Action Plan support institutional strategies?

G. List some process measures that you might track as you work on this Action Project.

- Gather periodic learner and instructor feedback on TABE implementation process.
- Monitor and track math and communication course completion rate.
- Track number of students in remediation.
- Monitor the development and implementation of skill building modules.
- Access usability of information derived from TABE reports.
- Monitor the accuracy of the auto-enrollment process in skill-building modules.

H. List some outcome measures you might track to see if you achieve your goal(s) in this Project.

- Number of learners who complete both pre- and post- TABE testing.
- Number of learners who complete TABE testing and successfully complete math and communication courses.
- Number of learners who complete TABE testing and who graduate from programs.
- Number of learners who complete TABE testing and who graduate from programs that require math and/or communication courses.

I. Describe this Action Project's yearly performance targets.

Year	Quantitative and Qualitative Performance Targets
One 2004 - 2005	<ul style="list-style-type: none"> • Aug 2004: Communicate implementation of TABE assessment instrument to college staff. • Oct 15, 2004: Field-test TABE testing for all incoming students. • Sept 1- March 1: Develop process to block enrollment in math and communication courses if skill building is required. • Aug 2004– June 2005: Develop skill building modules in math and communication skills that tie directly to the TABE Skills Report. • May 1, 2005: Block enrollment and provide “focused forced remediation” for all incoming learners identified as needing skill building. • Report year-end progress to AAGST, CGST, and AQIP.
Two 2005 - 2006	<ul style="list-style-type: none"> • Aug 1, 2005 - May 31, 2006: Implement required remediation for all incoming students as needed based on TABE results. Increase, by 10%, the number of learners who successfully complete math and communication courses (2005-06 as measured against 2004-2005) • June 1, 2006: Collect data on the number of individuals who received remediation and have successfully completed math and communication courses related to the program • June 1, 2006: Collect feedback on systems and processes related to TABE testing, referral, and remediation. • Report year-end progress to AAGST, CGST, and AQIP. • June 1,2006: Revise skill-building modules as needed.
Three 2006 – 2007	<ul style="list-style-type: none"> • Refine remediation processes related to the TABE testing. • Monitor data to determine goal achievement. • Study three year trend in graduation rates of students who participated in skill-building activities. • Revise assessment and remediation processes as needed. • Provide summative report to AAGST, CGST and AQIP.

J. Briefly describe some approaches you might use to keep your institution's attention and energies focused on this Project and its goal(s).

Bi-annual status updates to AAGST and CGST. Specifically this refers to the communication of performance data related to the goals and feedback on processes affected by the project.

K. Indicate the degree of openness and sharing with which you are comfortable concerning this Project. (Replace “o” with an “X” for each question)

Criteria:	Anyone	Other AQIP Institutions	No one
Who should be able to read this Action Project's title and description?	X	o	o

Who should be able to read this Action Project's general outlines?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who should be able to see the measures you will use to chart this Action Project's progress and outcomes?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who should be able to see the targets you have set yourself for this Action Project?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

L. Please explain your reasoning for whichever level of publicity you chose.

Moraine Park Technical College is a public institution. Information outlined above may be shared with any interested parties.