

## The Action Project Commitment Declaration:

AQIP institutions complete their actual Action Project Commitment Declarations on the Action Project Directory on AQIP's website, but the web form follows the structure below. We've provided brief explanations of what each item requires in italics, after the item.

Institution: \_\_\_\_\_ **Crowder College** \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Person to contact concerning this Action Project: \_\_\_\_\_ **Mickie Mahan** \_\_\_\_\_

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

**Improve success rates of students in developmental\* and subsequent coursework.**

*\*For this action project "developmental" means all pre-college coursework, including Math 100 and ENGL 100.*

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

**Crowder's developmental programs and relevant support systems will be reviewed and revised emphasizing demonstrated student learning through varied measurements. Systems supports will be evaluated to determine if they are consistent with other exemplary models. Current placement tools will be assessed and modified to provide more customized student learning and placement. Curriculum, competencies, and outcomes will be developed that facilitates mastery learning for successful student transitions, resulting in improved student course success rates in both developmental and subsequent classes. All these goals will be done within the framework of establishing a process for continuing quality improvement.**

Please identify the one AQIP criterion which this Action Project will primarily affect (check one box in the Primary column), and up to four other criteria to which it is strongly related (check boxes in the Related column):

<b>AQIP Criteria</b>	<b>Primary</b>	<b>Related</b>
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		X
8 – Planning Continuous Improvement		X
9 – Building Collaborative Relationships		

Identify up to four of the AQIP Principles of High Performance Organization that will be impacted by this Action Project.

<b>Principle</b>	<b>Related?</b>
A mission and vision that <b>focus</b> on serving students’ and other stakeholders’ needs	X
Broad-based faculty, staff, and administrative <b>involvement</b>	X
Leaders and <b>leadership</b> systems that support a quality culture	
A <b>learning</b> -centered environment	X
Respect for <b>people</b> and willingness to invest in them	
<b>Collaboration</b> and a shared institutional focus	
<b>Agility</b> , flexibility, and responsiveness to changing needs and conditions	X
<b>Planning</b> for innovation and improvement	
Fact-based <b>information</b> -gathering and thinking to support analysis and decision-making	
<b>Integrity</b> and responsible institutional citizenship	

D. Explain your institution’s rationale for addressing the one criterion you checked as “primary.” Why did you decide this Action Project and its goal(s) are vital for your institution at this time?

**This action project will have direct effect on development students. Past data has shown that up to 89% of Crowder students test into at least one developmental course. This Action Project thus will impact the vast majority of our students.**

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

**The areas of highest involvement are Instructional Departments and Academic Resource Center.**

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

**The key processes most affected would be the initial placement of students in development classes, the curriculum in these classes, the tutoring and support of students in developmental classes, the diagnostic testing of students in these classes, and student mentoring.**

G. List the process measures that you plan to track as you work on this Action Project.

- **Production and review of committee meeting minutes**
- **Production and the following of a detailed action plan and calendar**

- Review by the Developmental Ed Team and AQIP Steering Committee of outcome measures identified below
- Establishment and use of a Blackboard site to track discussions, data-collected and research
- Completion of documents demonstrating met outcomes (as detailed below)

H. List the outcomes measures that you plan to track as you work on this Action Project.

- Completion of developmental sequences, including the college-level class
- Completion and success (i.e. grades) rates in developmental education courses
- Completion and success (i.e. grades) rates in subsequent course work
- Retention of developmental students, fall-to-spring and fall-to-fall
- Degree completion university-transfer rates of developmental students
- Improvement in course post-assessments
- Establishment of better systems to facilitate all of the above

I. Describe your performance targets for this Action Project.

Phase	Quantitative and Qualitative Stretch Targets
One	<b><u>Assessment of the Current System:</u></b> Conduct a broad system evaluation to identify gaps in placement, testing, curriculum, services, information and audiences. Research/examine exemplary models. (For example, evaluate cut scores for Compass, ACT, or Asset, vis-à-vis other area colleges/universities and exemplary programs.) (Also, start collecting base-line data and student rates of retention, success, etc.)
Two	<b><u>Development of Improved System:</u></b> Modify current practices and systems to address identified gaps, above. (For example, develop a placement policy and standardized written procedures [e.g. Credit for Prior Learning Guide] that consider other demonstrated student abilities or experience besides test scores that give divisions discretion for placing students. Create written procedures document.) (Another example, create new developmental course syllabi with clearly identified competencies and skills, appropriate methodologies for teaching such skills, and that are linked to subsequent course work and overall Crowder general education outcomes for students.)
Three	<b><u>Action and Measurement of New Continuous Quality Improvement System:</u></b> Implement new systems and began data collection and review process for continuous quality improvement. (For example, implement/publish new, easily understandable guides in catalog and elsewhere for alternative placement methods and procedures.) (Another example, institute new developmental course syllabi.)

	<b>(Example, start collecting data to compare to rates of student success, retention, etc.)</b>
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- J. Briefly describe how you plan to keep your institution's attention and energies focused on this Project and its goal(s).

**All four AQIP Action Projects were presented to employees at the fall 2005 All Staff Day. An AQIP Developmental Ed Team has been formed and subgroups will be identified to address specific tasks. The Team and the AQIP Steering Committee will continually review this Action Project's progress. The College's Board of Trustees will get regular updates.**