

WESTERN CONNECTICUT STATE UNIVERSITY
Proficiency Resolution Action Plan Template

Strategies	Action Elements	Target Date for Completion	Target Date for Implementation	Completed and Reported
1. Develop Communication plans to inform prospective students of new requirements.	See Appendix I for letters from Academic Vice President, 11/12/03 and 12/11/03, outlining action to be taken by the Registrar, the Deans, the Enrollment Management officer, Academic Affairs, and academic advisors to notify and communicate with students. The new requirement will be published immediately in the online catalog and will be included in the next print edition of the undergraduate catalog.	Immediate	February 2004	N.A.
2. Determine which Math and English skills are necessary to allow successful completion of each bachelor degree program.	See Appendix II for report on completed surveys and analyses.	Surveys were completed and analyzed by end of Fall 2003 semester.	Curriculum change, where indicated, to be completed through governance process in Spring 2004.	N.A.
3. Establish what high school Math and English curricula if successfully completed constitute proficiency in those subjects.	See report of CSU system-wide committee addressing this issue.	See CSU committee report	See CSU Committee report	N.A.
4. Establish what scores on established pre-admission tests constitute proficiency in Math and English.	See report of CSU system-wide committee addressing this issue.	See CSU committee report	See CSU Committee report	N.A.

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5. Develop long-range plan that includes a determination of the appropriate instrument to assess proficiency (an existing standard placement test, a newly created test, or an expected new national test, e.g. SAT Writing Sample).	<p>The Mathematics department will continue to use ACCUPLACER to assess proficiency for placement.</p> <p>The English department has developed a prompt-driven essay with a feedback loop to assess proficiency in writing.</p>	<p>Continuing use.</p> <p>Immediate.</p>	<p>Continuing use.</p> <p>Immediate.</p>	<p>N.A.</p> <p>N.A.</p>
6. Collect data to project how many resources (# of sections, sug. cost of faculty's salary) will be required in 04-05 to meet the requirement, as compared to actual resources used in 02-03 and 03-04.	See Appendix III for chart showing past and projected sections and costs. (Note change in projected Math sections because technology has enabled combination of sections.)	Completed December 2003.	Spring 2004	January 2004
7. Collect relevant data to identify if due to the number of remedial sections being offered, other required courses will not be available.	University policy precludes impeding students' progress toward the degree. Therefore, required courses in degree programs are not canceled in favor of remedial work.	N.A.	N.A.	N.A.
8. Establish necessary procedures to implement policy, including an appeal process.	The policy "Gatekeeper" will be the university Registrar, supported by Admissions, the Deans, the faculty, and the office of Academic Affairs. The Dean and the faculty of the School of Arts and Sciences will play a key role because of their responsibilities in proficiency skills development. An appeal procedure will be proposed through governance in Spring 04.	Spring 2004	Fall 2004	N.A.

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9. Work with Community Colleges, the Department of Education, and high schools to align the curriculum.	See Appendix IV for details of collaboration with area high schools.	Immediate. Funding now being sought to support program.	Immediate, subject to funding.	N.A.
10. Promote opportunities through the use of technology for students to become proficient.	<p>The Mathematics department in Spring 2003 implemented ALEKS, a diagnostic, web-based program which enables students, with guidance by a qualified faculty member, to work at their own pace to develop Math proficiency. Since students may now complete both the remedial course (Math 098) and the developmental course (Math 100) within one semester, the department is scheduling these sections together, beginning in Spring 2004.</p> <p>The English department is reviewing software to assist students in developing writing proficiency.</p> <p>The University Learning Center, staffed by faculty and tutors, includes a Writing Lab and a Math/Computer Science Clinic equipped with appropriate hardware and software to help students achieve proficiency</p>	<p>The Mathematics department is scheduling Math 098 and Math 100 together beginning Spring 2004. At the same time it will increase open hours in the labs and assign tutors as well as faculty to assist students.</p> <p>The English department will recommend software for skills development in Spring 2004.</p> <p>Equipment and software in the Learning Center are continuously updated.</p>	Spring 2004	N.A.

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