Appendix A. Project Timeline and Descriptions of Concurrent Initiatives in Maryland

2015-16

The planning for the ALiS project began by leadership at Ithaka S+R and TPSE Math and key project parnters (Kirwan Center, Acrobatiq, Urban Institute, UMCP & MC)

2016-17

(The Pre-Pilot Phase)

The courseware was pre-piloted at UMCP and MC to test out the courseware and develop various parts of infrastructure required to carry out a full-scale pilot in AY 2017-18

Summer 2017

Moderate tweaks were made to the courseware led by UMCP and MC faculty leaders & new pilot instructors were onboarded into the project

2017-18

(The Full Pilot Phase)

The revised courseware was piloted at six additional institutions in fall 2017 (AACC, CCBC, FSU, HCC, UMBC & WWCC) and one additional institution in spring 2018 (TU)

Summer 2018

Faculty working groups were formed to develop an improved resources package for instructors (Comprehensive Course Guide & online instructor training course)

2018-19

(The Extended Pilot Phase)

The courseware, along with the improved resources package, were piloted at five of the nine institutions (CCBC, MC, UMBC, UMCP, & WWCC)

Maryland Math Reform Initiative

Confronted by the high numbers of students in noncredit developmental courses in the state, in 2014, the University System's P-20 Office convened leaders from the state's public two-year and four-year institutions to develop and test efficacy of mathematics pathways in reducing students' time in developmental courses and equipping them with math competencies critical for success.

ALT-Placement Project

In 2017, the Kirwan Center began piloting the efficacy and feasibility of replacing a high-stakes mathematics placement exam with a process that empowers students to assess their mathematical knowledge and skills using adaptive learning tools. The hypothesis is that these tools will deliver just-in-time remediation and a more reliable measure of students' knowledge to enable more accurate mathematics course placements.

Maryland Open Source Textbook (M.O.S.T.)

M.O.S.T. began in 2013 to provide a statewide opportunity for faculty and institutions to explore the promise of open educational resources (OER) to reduce students' cost of attendance while maintaining/improving student learning outcomes by giving students full access to learning materials from day one of classes. Since its launch, it has encouraged faculty to evaluate and use available OER in a course.