

8-Step Process Implementation/Improvement Plan (PIIP)

Electronic Form

Richland College employees use the **8-Step Process Implementation/Improvement Plan (PIIP)** to document implementation of new processes/programs and improvement of existing processes/programs.

PLEASE NOTE: Input information in the grey highlighted areas. Boxes expand as you type.

PIIP# 58 (to be assigned by IR/E)

PIIP Process Name: **American English and Culture Institute Instructional Restructuring Pilot**

Responsible Party: Rachel J. Barber

Part 1

Anticipated Completion Date: May 2008

Step 1. State implementation/improvement need and identify its related Strategic Planning Priority:

In order to better address the Richland College Strategic Planning Priorities, attend to students' needs, and support the delivery of high-quality ESOL academic preparation, the American English and Culture Institute proposes a revised instructional delivery structure. Related Strategic Planning Priorities include:

Response to Community

- Accept more students into program
- Decrease Isolation of students from mainstream college community
- Lowered levels of anxiety and confusion among students new to the program and to the United States
- Increased time for students to complete online and in-class assignments

Student Success

- Highly improved levels of readiness of students at all levels due to increased exposure to English vocabulary and pronunciation
- Fewer problems for students to enter other programs or transfer out at the end of an AECI session
- Students will have more time to complete assignments
- Increased student success rates
- Exposure of students to new modes of delivery for future academic success

Employee Success

- Increased ability of instructors to provide adequate and meaningful feedback to students
- More time for instructors to prepare for classes and grade assignments
- Increased participation of instructors in campus and district sponsored professional development opportunities to maintain and expand their level of expertise in the classroom and in the institution
- Greater ability for instructors to innovate in the classroom and implement ideas gleaned from professional development

Institutional Effectiveness

- Hire fewer adjuncts
- Increase revenue for the institution
- Match daily class schedule to common campus schedule
- Equalize the international student advising load
- Diversify delivery modes

Check Status: In Progress Complete

Step 2. List owner(s) of new process/program or improvement:

Rachel Barber, Mercy Fernandes, Cathy McDade, Anne Savidge, Phyllis Williams, and Jeff Moy

Check Status: In Progress Complete

Step 3. Identify root cause leading to this process implementation/improvement:

The AECI instructional restructuring implementation and improvement plan stems from the following needs:

- a need to accept more students into program
- a need to decrease international students’ isolation from mainstream college community
- a need to provide increased time for students to acquire language skills and to complete assignments
- a need to improve student success rates
- a need to provide instructors with more time to provide adequate and meaningful feedback to students
- a need to improve AECI employee success
- a need to facilitate AECI employee community building and professional development
- a need to hire fewer adjuncts
- a need to increase revenue for the institution
- a need to match AECI daily class schedule to common campus schedule
- a need to equalize the international student advising load
- a need to diversify delivery modes in ESOL

Check Status: In Progress Complete

Step 4. Develop proposed solution, including measurement/evaluation plans and budget

implications/business plan: The proposed solution is a revised delivery structure of all AECI classes from the current eight week format to a sixteen week format (see table below). Additional improvements include special topics courses focusing on developing students’ listening, pronunciation, reading, vocabulary, and intercultural/interpersonal skills.

Proposed Lower Level schedule for a 16-week semester beginning in Fall 2007*

Lower Level Proposed Official Schedule for Colleague				
Monday	Tuesday	Wednesday	Thursday	Friday
9:05—10:00 ESOL-0036	9:30—10:50 COMG 1040	9:05—10:00 ESOL-0036	9:30—10:50 COMG 1040	9:05—10:00 ESOL-0036
10:10—11:05 ESOL-0052	11:00—12:20 ESOL 0042	10:10—11:05 ESOL-0052	11:00—12:20 ESOL 0042	10:10—11:05 ESOL-0052
11:15—12:10 ESOL-0062	12:30—2:00 ESOL-0056	11:15—12:10 ESOL-0062	12:30—2:00 ESOL-0056	11:15—12:10 ESOL-0062
12:20—1:35 ESOL-0046		12:20—1:35 ESOL-0046		12:20—1:35 ESOL-0046

*The only difference in the Upper Level schedule would be a change of course numbers for Reading, Writing, Grammar, and COMG. The 0036, 0046, and 0056 will have different course titles for each level and will have a specialized focus to improve specific skills.

Evaluation plans for AECI Instructional Restructuring Pilot

In December 2007 and May 2008

- All teaching staff will collect data from students on class content via common end-of-course evaluations
- All teaching staff will collect data from students on program structure via common student feedback forms

Throughout academic year 2007-2008

- All advising staff will collect data from transferring students (those leaving Richland to attend other English Language programs) using common exit survey forms

A successful program will be measured by the following outcomes:

- A Retention rate of 80% or higher in academic year 2007-2008
- Positive student feedback of 75% or higher on course evaluations and program structure feedback forms in academic year 2007-2008
- Increased professional development of AECI instructional staff
- Cost effectiveness

Final Evaluation: In May 2008 the AECI full-time instructional staff, in collaboration with Associate Dean of WLCC, Rachel Barber, must identify and implement a post-pilot plan for the future direction of the AECI.

Budget Implications

Expenses:

2006-2007 AECI Budget \$249,783.00

Income:

2007-2008 Projected Income

360 students x 376 contact hours x 3.05 x 1.26=\$520,188.48

72 students x 232 contact hours x 3.05 x 1.26= \$64,193.47

Annual Income= \$584,381.95

Check Status: In Progress Complete

NOTE: After you complete Part 1, e-mail one copy of this form to (1) your dean or supervisor and (2) Gloria Washington, Department of Institutional Research/Effectiveness.

Date Submitted: July 5, 2007 Date Updated: February 15, 2008 Date Completed: May 19, 2008

Part 2

PIIP# 58 (to be assigned by IR/E)

PIIP Process Name: American English and Culture Institute Instructional Restructuring Pilot

Step 5. Describe implementation/pilot approach:

See attached document.

Check Status: In Progress Complete

Step 6. Report outcomes related to measures identified in Step 5:

The AECI program underwent significant growth in the 2007-2008 year. We attribute this to an increase in visas being awarded to students. The pilot program was successful in that we had high growth and retention rates in the AECI, but according to our student evaluations, there is not significant evidence to show that the outcomes of the pilot warrant further continuation of the 16 week program. We did not achieve higher pass-rates in the pilot program, and based on student evaluations and feedback from the instructors, the 16 week program is not preferred to the eight week program. Attached are the results of the student evaluation forms for levels 1-4. The AECI Associate Dean and the program instructors met in February to determine next steps. We will return to the original AECI structure by offering two eight-week sessions beginning Fall 2008. One positive change we will implement as a result of the pilot is that we will offer the classes in synch with the college-wide class schedule—both in daily meeting times and in the overall academic calendar.

Check Status: In Progress Complete

Step 7. Describe hard copy or electronic method(s) for disseminating results:

All instructors have received electronic copies of the evaluation results. All final decisions regarding the status of the program were first agreed upon in staff meetings and were later confirmed via email messages between Associate Dean and instructional staff.

Check Status: In Progress Complete

Step 8. Evaluate and describe success of this process (Steps 1-7):

The pilot program was most successful in its process. Though we will return to the eight-week program, the process of implementing the pilot and collecting data has helped the instructional staff develop confidence in the program's eight-week structure. In fact, the instructional staff is now convinced that the eight-week program is the preferred option for them and for their students.

Check Status: In Progress Complete

NOTE: After you complete Part 2, e-mail one copy of this form to (1) your dean or supervisor and (2) Gloria Washington, Department of Institutional Research/Effectiveness.

American English and Culture Institute Reorganization Pilot
Fall 2007-Spring 2008

Rationale: In order to address the Richland College Strategic Planning Priorities, attend to students' needs, and support the delivery of high-quality ESOL academic preparation, the American English and Culture Institute proposes a revised structure.

Program Structure:

Lower Level Proposed Official Schedule for Colleague				
Monday	Tuesday	Wednesday	Thursday	Friday
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12:20—1:35 ESOL-0046		12:20—1:35 ESOL-0046		12:20—1:15 ESOL-0036
Lower Level Actual Student Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
9:05—11:05 am (class time)	9:30—11:30 am (class time)	9:05—11:05 am (class time)	9:30—11:30 am (class time)	9:00—11:00 am (class time)
11:05—11:35 am (break)	11:30 am—12:00 pm (break)	11:05—11:35 am (break)	11:30 am—12:00 pm (break)	11:00—11:30 am (break)
11:35 am—1:35 pm (class time)	12:00—2:00 pm (class time)	11:35 am—1:35 pm (class time)	12:00—2:00 pm (class time)	11:30 am—1:30 pm (class time)

Expected Results:

Response to Community

- Accept more students into program
- Decrease Isolation of students from mainstream college community
- Lowered levels of anxiety and confusion among students new to the program and to the United States
- Increased time for students to complete online and in-class assignments

Student Success

- Highly improved levels of readiness of students at all levels due to increased exposure to English vocabulary and pronunciation
- Fewer problems for students to enter other programs or transfer out at the end of an AECE session

- Students will have more time to complete assignments
- Increased student success rates
- Exposure of students to new modes of delivery for future academic success

Employee Success

- Increased ability of instructors to provide adequate and meaningful feedback to students
- More time for instructors to prepare for classes and grade assignments
- Increased participation of instructors in campus and district sponsored professional development opportunities to maintain and expand their level of expertise in the classroom and in the institution
- Greater ability for instructors to innovate in the classroom and implement ideas gleaned from professional development

Institutional Effectiveness

- Hire fewer adjuncts
- Increase revenue for the institution
- Match daily class schedule to common campus schedule
- Equalize the international student advising load
- Diversify delivery modes

Guidelines for implementation and review of AECI Reorganization Pilot

In December 2007 and May 2008

- All teaching staff must collect data from students on class content via common end-of-course evaluations
- All teaching staff must collect data from students on program structure via common student feedback forms

Throughout academic year 2007-2008

- All advising staff must collect data from transferring students (those leaving Richland to attend other English Language programs) using common exit survey forms

A successful program will be measured by the following outcomes:

- Retention rate of 80% or higher in academic year 2007-2008
- Positive student feedback of 75% or higher on course evaluations and program structure feedback forms in academic year 2007-2008
- Cost effectiveness

In May 2008 the AECI full-time instructional staff, in collaboration with Associate Dean of WLCC, must identify and implement a post-pilot plan for future direction of the AECI.