

## 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.

<b>42</b>	<b>PIIP Process Name: DMAT Student Learning Outcomes Improvement Program</b>
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	Step	Responsible Party	Check Status
P a r t  1	1. <i>Anticipated Completion Date: May 2006</i>		
	2. <i>State implementation/improvement need and identify its related Strategic Planning Priority.</i>	Jerry Matlock (DMAT Program Coordinator) and Mary Darin (HAD Dean)	In Progress
	<u>Improvement need:</u> - adjunct faculty better prepared to teach DMAT - better supervision of adjunct DMAT faculty - improved support system for DMAT learners - improved student retention rates (semester to semester and from DMAT to College Algebra) - more appropriate deployment of the expertise and skills of DMAT faculty and staff Strategis Planning Priority: Student Success		X Complete
	3. <i>List owner(s) of new process/program or improvement:</i>	Note: Leave blank	In Progress
	<b>Phase I:</b> Mary Darin, Executive Dean (HAD) Martha Vines, Associate Dean (CTLIC) John Millemon, Assistant Dean (CTLIC) Jerry Matlock, DMAT Program Coordinator Thales Georgious, Assistant Dean (DMAT)] Ellen Bell, DMAT Instructional Specialist III Barbara Branum, DMAT professor NeKeith Brown, DMAT Visiting Scholar Eleanor Browne, DMAT Professor Sally Jackman, DMAT professor Jerry Matlock, DMAT Professor Scot McClain, DMAT Instructional Specialist III Ruelona Overby, DMAT Instructional Specialist III Sam Tinsley, DMAT Professor  <b>Phase II: (in addition to the above)</b> Cindy Berry, Director of Academic Advising David Henry, Multicultural Center Aliene Pylant, Disability Services Oscar Lopez, Enrollment Planning		X Complete
	4. <i>Identify root cause leading to this process implementation/improvement:</i>	Note: Leave blank	In Progress
	Success rates in DMAT courses (grades A,B,C) have held rather constant from 1998 - 2003. After six months of data review, brainstorming, and discussion, th team concluded that only systemic changes would result in improvements in student success and retention.		X Complete

After you complete Part I, e-mail copies of this form to your dean or supervisor and to Fonda Vera, Institutional Research Office.

Submitted:  
3/16/05



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Part 2	<b>6. Describe implementation/pilot approach:</b>  - Schedule a series of planning retreats beginning November 2003 to review data on enrollment trends in DMAT, % of incoming students needing remediation in math, % of "seriously underprepared" incoming students in math, DMAT student profile, end-of-course success and retention rates over a 5-year period, and national trends in developmental education. - Develop mission and vision statements for RLC's DMAT Program using exercises from Kouzes and Posner's book, "Leadership Challenge" - Evaluate three-year pilot of the DMAT Instructional Specialist III model to determine effectiveness and make recommendations for improvement, if any - Develop a submit proposal to ThunderTeam during the spring 2004 semester - Submit summary report of 2004-2005 success and retention data - Create advising and orientation cross-functional team and determine goals and objectives.	Full-time DMAT faculty, DMAT Instructional Specialist III's, HAD Division Dean, CTLC Associate and Assistant Dean	X	In Progress
				Complete
	<b>7. Report outcomes related to measures identified in Step 6</b>	Full-time DMAT faculty, DMAT Instructional Specialist III's, HAD Division Dean, DMAT Assistant Dean		In Progress
				Complete
	<b>8. Describe hard copy or electronic method(s) for disseminating results:</b> - Send proposal and program results to ThunderTeam in electronic and hard copy format - Summarize results in Bridge article for RLC faculty and staff - Share full report with RLC Full-time and adjunct faculty members	Full-time DMAT faculty, DMAT Instructional Specialist III's, HAD Division Dean, DMAT Assistant Dean		In Progress
				Complete
	<b>9. Evaluate and describe success of this process (Steps 1-8)</b>	Full-time DMAT faculty, DMAT Instructional Specialist III's, HAD Division Dean, DMAT Assistant Dean		In Progress
				Complete

**After you complete Part 2, e-mail copies of this form to your dean or supervisor and to Fonda Vera, Institutional Research Office.**

**Submitted: 3/16/05**