

## 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.

		Step	Responsible Party	Check Status
P a r t  1	<p><b>1. State implementation/improvement need and identify its related Strategic Planning Priority.</b></p> <p>Richland's ESOL program will change to a concurrent enrollment program so that most students will enroll as Continuing Education students. This will allow for Richland to retain 100% of the tuition money it receives from these students. Also it will allow for the ESOL program to continue to expand in response to the growing need for ESOL training even while the credit courses have an enrollment cap. This initiative is related to the priority of improving the effectiveness of college functions.</p>		ESOL Concurrent Taskforce	<input type="checkbox"/> Pending
				<input type="checkbox"/> Ongoing
				<input checked="" type="checkbox"/> Complete
	<p><b>2. List owner(s) of new process/program or improvement:</b></p> <p>ESOL Concurrent Taskforce</p>		Note: Leave blank	<input type="checkbox"/> Pending
				<input type="checkbox"/> Ongoing
				<input checked="" type="checkbox"/> Complete
	<p><b>3. Identify root cause leading to this process implementation/improvement:</b></p> <p>The root cause for this change is the need to recapture 100% of tuition money. In addition it will allow the ESOL program to grow, which would not be possible if the program remained as a credit program because credit enrollment has been capped for the next year.</p>		Note: Leave blank	<input type="checkbox"/> Pending
				<input type="checkbox"/> Ongoing
				<input checked="" type="checkbox"/> Complete
	<p><b>4. Develop proposed solution, including measurement/evaluation plans and budget implications/business plan:</b></p> <p>The ESOL Concurrent Taskforce is working on proposed solutions for handling the change. The evaluation of the change will occur at the end of each semester when exit results are tabulated and when student success in subsequent college-level courses is examined. Also an analysis of money earned through this change will show if it was a financial success.</p>		ESOL Concurrent Taskforce, Office of Institutional Research, ESOL Lead Faculty, Accounting Services	<input type="checkbox"/> Pending
				<input type="checkbox"/> Ongoing
				<input checked="" type="checkbox"/> Complete

**After you complete Part I, submit copies of this form to your dean or supervisor and to the Institutional Effectiveness office.**

**Date Submitted:**  
3/25/03

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		Step	Responsible Party	Check Status
P a r t  2	<b>5. Describe implementation/pilot approach:</b> The approach is available in a notebook housed in the WLCC division. It contains the reports and proposals for all subcommittees on the Taskforce.	ESOL Concurrent Taskforce	<input type="checkbox"/>	Pending
			<input type="checkbox"/>	Ongoing
			<input checked="" type="checkbox"/>	Complete
	<b>6. Report outcomes related to measures identified in Step 4:</b> ESOL Concurrent Taskforce assembled to analyze students success and financial success of the pilot - report available in WLCC office Analysis of of Pilot program resulted in recommendation to return the ESOL program to credit.	ESOL Concurrent Taskforce and Office of	<input type="checkbox"/>	Pending
			<input type="checkbox"/>	Ongoing
			<input checked="" type="checkbox"/>	Complete
	<b>7. Describe method(s) for disseminating results:</b> Reports are available to the ESOL taskforce and VPSL in WLCC	Deans of WLCC and CE	<input type="checkbox"/>	Pending
			<input type="checkbox"/>	Ongoing
			<input checked="" type="checkbox"/>	Complete
	<b>8. Evaluate and describe success of this process (Steps 1-7)</b> ESOL Concurrent Taskforce has determined the success of steps 1-7 Report in WLCC	Deans of WLCC and CE; VPSL	<input type="checkbox"/>	Pending
			<input type="checkbox"/>	Ongoing
			<input checked="" type="checkbox"/>	Complete

**After you complete Part 2, submit copies of this form to your dean or supervisor and to the Institutional Effectiveness office.**

Date Submitted:  
Updated 10/20/03