

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.

35	PIIP Process Name: ESOL English Pronunciation Workshops
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	Step	Responsible Party	Check Status
Part 1	1. <i>Projected Completion Date: May 2005</i>		
	2. <i>State implementation/improvement need and identify its related Strategic Planning Priority.</i> To better serve students and staff who need additional instruction and practice in American English pronunciation, SPP 2, 3	Morningstar Stevenson Harry Holden	In Progress
			X Complete
	3. <i>List owner(s) of new process/program or improvement:</i> Morningstar Stevenson	Note: Leave blank	In Progress
			X Complete
	4. <i>Identify root cause leading to this process implementation/improvement:</i> Faculty, staff, and student input has indicated there is a need for additional instruction in English pronunciation that is accessible throughout the semester. Students need effective communication skills to succeed in the community, the classroom, and the workforce.	Note: Leave blank	In Progress
			X Complete
	5. <i>Develop proposed solution, including measurement/evaluation plans and budget implications/business plan.</i> 1) A series of one-hour workshops will be presented which address the stress, rhythm, and intonation of English pronunciation. Students may choose to attend workshops on their own or may be referred by an instructor. As space allows, workshops would be open to ESOL students as well as students taking core curriculum classes such as Speech 1301. Staff members needing pronunciation assistance would also be welcome. Workshops would be offered during day and evening hours. 2) The program will be evaluated through student assignments completed after the workshop and instructor surveys. 3) Budget implications include payment for a Tutor at \$10.49 for a total of 18 hours per semester (3 workshops X 6 sessions each = 18 X \$10.49 = \$188.82), copying costs, and facilities costs.		In Progress
			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.

Date Submitted:
9/20/04
Completed:
May 2005

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35	PIIP Process Name: ESOL English Pronunciation Workshop
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	Step	Responsible Party	Check Status												
Part 2	<p>6. Describe implementation/pilot approach:</p> <p>A series of three one-hour workshops were given to ESOL 0031/0032 students on English stress, rhythm, and intonation. A series of three one-hour workshops were given to ESOL 0033/0034 students on English reductions, rhythm, an intonation.</p> <p>Students chose to attend the workshops on their own or were referred by an instructor. For each topic, four sessions were offered during day and evening hours to accommodate day and evening students. Each session was limited to 15 students to facilitate instructor/student and student/student interaction.</p> <p>During a one-hour time period, students practiced listening to and producing the target pronunciation feature with instructor guidance. They also were given an outside listening task on the Internet to further reinforce their recognition of this feature.</p>	Morningstar Stevenson	In Progress												
			X Complete												
	<p>7. Report outcomes related to measures identified in Step 4:</p> <p>ESOL 0031/0032 - Out of 146 students, 18 students attended the Word Stress workshops, 22 students attended the Rhythm workshops, and 29 student attended the Intonation workshops.</p> <p>ESOL 0033/0034 - Out fo 135 students, 9 students attended the Stress and Reductions workshops, 20 students attended the Rhythm workshops, and 16 students attended the Intonation workshops.</p>	Morningstar Stevenson	In Progress												
			X Complete												
	<p>8. Describe method(s) for disseminating results:</p> <p>Student homework papers were collected and evaluated. ESOL 0031/0032 students who attended the workshops were able to identify the correct stress in a list of English words, identify the content words in a short conervation, and identify the intonation patterns in a short conversation.</p> <p>ESOL 0033/0034 students who attended the workshops were able to identify reduced words, identify the focus word used for emphasis, and identify varied levels of pitch.</p> <p>Pronunciation scores on the students' course exit exams in levels 0031/0032 were also collected. The average scores were as follow</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Attended Workshop</th> <th style="text-align: center;">Did not Attend</th> </tr> </thead> <tbody> <tr> <td>Stress</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">2.9</td> </tr> <tr> <td>Rhythm</td> <td style="text-align: center;">2.9</td> <td style="text-align: center;">3.0</td> </tr> <tr> <td>Intonation</td> <td style="text-align: center;">3.2</td> <td style="text-align: center;">3.0</td> </tr> </tbody> </table>		Attended Workshop	Did not Attend	Stress	2.8	2.9	Rhythm	2.9	3.0	Intonation	3.2	3.0	Morningstar Stevenson	In Progress
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P a r t 2 c o n t' d	<p><i>9. Evaluate and describe success of this process (Steps 1-8)</i></p> <p>The exit exam scores for intonation seem to indicate that students who attend the intonation workshops fared better than students who did not. The exit exams for stress and rhythm seem to indicate that students who attended these workshops did not score as high as students who did not attend. The content of these workshops will be examined to help improve these scores.</p> <p>Student feedback indicated the workshops were helpful in improving pronunciation and drawing awareness to various features of spoken American English. Students who attended later workshops expressed regret in not having attended the earlier workshops on the previous topics.</p>	Morningstar Stevenson	In Progress
			X

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

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9/20/04
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