

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.

PIIP Process Name: HSCR-Career Zone

	Step	Responsible Party	Check Status
Part 1	1. State implementation/improvement need and identify its related Strategic Planning Priority. Under represented Hispanic population at college/ post secondary level. Response to community	Adrienne Crowely Brown	<input type="checkbox"/> Pending
			<input type="checkbox"/> Ongoing
			<input checked="" type="checkbox"/> Complete
	2. List owner(s) of new process/program or improvement: HSCR Department	Note: Leave blank	<input type="checkbox"/> Pending
			<input type="checkbox"/> Ongoing
			<input checked="" type="checkbox"/> Complete
	3. Identify root cause leading to this process implementation/improvement: Lack of knowledge regarding the educational resources available, the value of higher education, and numerous career options available.	Note: Leave blank	<input type="checkbox"/> Pending
			<input type="checkbox"/> Ongoing
			<input checked="" type="checkbox"/> Complete
	4. Develop proposed solution, including measurement/evaluation plans and budget implications/business plan: Career area modeled after RISD College Fair career zone, which has been implemented into a portable process for information.		<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:

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P a r t 2	5. Describe implementation/pilot approach: Career zone implemented at Dia de la Familia Program at Richland College, Spring of 2003 using career sheets from Richardson College and Career Fair using a table/booth. Career sheets (see attached for sample) based on top 20 careers from the occupational outlook handbook. The sheet topics were as follows: Accountants, Computer Software Engineers, Civil Engineers, Computer Systems Administrators, Database Administrators, Engineer, Journalist, Occupational Therapist, Pharmacist, Physicians Assistant, PR Specialist, Registered Nurse, Speech Language Pathologist, Social Worker, and Teacher. Sheets were set-up for participants to look through. Along with access to students/families to sheets, surveys were given to approximately 50 participants/attendees. Please see attached for sample of Dia de La Familia "Career Questionnaire".	Adrienne Crowley Brown	<input type="checkbox"/> Pending
			<input type="checkbox"/> Ongoing
			<input checked="" type="checkbox"/> Complete
	6. Report outcomes related to measures identified in Step 4: Outcomes for survey/"Career Questionnaire" : All said they were planning to attend college; 70% said they had a family member currently attending college; Samples of career areas interested in were: Doctor, Business, Scientist, Technology, Piano, Physical Therapy; Counseling; Clothing Design, ESOL, Computer Engineering, and Not Sure. All but one respondent asked said that they learned something about careers.		<input type="checkbox"/> Pending
			<input type="checkbox"/> Ongoing
			<input checked="" type="checkbox"/> Complete
	7. Describe method(s) for disseminating results: Information from results shared with the High School and Community Relations work group. Information can be used when out at service area schools for presentations, and when working with students of Hispanic origin, along with career sheets.		<input type="checkbox"/> Pending
			<input type="checkbox"/> Ongoing
			<input checked="" type="checkbox"/> Complete
	8. Evaluate and describe success of this process (Steps 1-7) This process was successful because it helps to remove institutional barriers that sometimes keep individuals away from institutions of higher education. Having information immediately accessible information removes the process of having to either come to an institution or to research information that might be needed when making career choice decisions.		<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:

11/19/2003