

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.

30	PIIP Process Name: Learning Community Administration
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	Step	Responsible Party	Check Status
Part 1	1. <i>Projected Completion Date: February 2005</i>		
	2. <i>State implementation/improvement need and identify its related Strategic Planning Priority.</i> To ensure the continued development and success of learning communities there a need to establish a recognized, clear, and impartial process for LC course proposals, approvals, scheduling and course development. Strategic Planning Priorities: Student Success, Employee Success and Institutional Effectiveness.	Carole Lester	In Progress
			X Complete
	3. <i>List owner(s) of new process/program or improvement:</i> Learning Community Faculty Committee, (appointed by academic deans with approval of VPSL) LC Coordinator, Academic Enrichment Office, with input from College President, VPSL, Academic Council, and Academic Divisions.	Note: Leave blank	In Progress
			X Complete
	4. <i>Identify root cause leading to this process implementation/improvement:</i> Faculty confusion and dissatisfaction with current process.	Note: Leave blank	In Progress
			X Complete
	5. <i>Develop proposed solution, including measurement/evaluation plans and budget implications/business plan:</i> Solution: Selection of Faculty LC committee appointed by the Academic Deans with approval of the VPSL and proportion of experienced LC faculty and new faculty on the committee will be addressed in the revised program process. The committee appointed for this revision reviewed existing process and created revised process. Evaluation Process: faculty evaluation form to be completed after using the revised process. Items assessed include: 1. Understanding the proposal process. 2. Effective communication among stakeholders during proposal and scheduling process. 3. Ease and effectiveness of scheduling process. 4. Did the class "make" - student enrollment numbers. 5. Student evaluation form - measuring satisfaction with learning community class format. Budget implications: faculty load issues, extra service funding.		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:
3/24/04
Completed:
2/28/05

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P a r t 2	<p>6. Describe implementation/pilot approach:</p> <p>Learning Communities Faculty Committee and Coordinator met to review current process. Committee worked to revise the process. Results and draft of revised process reported to College President, VPSL and interested academic deans.</p>		In Progress
			X Complete
	<p>7. Report outcomes related to measures identified in Step 5:</p> <p>Academic Enrichment developed a faculty evaluation form intended to measure faculty satisfaction with the Learning Community proposal and scheduling process. The evaluation form was sent out by email and hard copy to the eleven faculty teaching or having taught Learning Community classes during the past year. Eight faculty completed the form and returned it to Academic Enrichment. The survey asked four questions, listed below with numbers of responses on a 4-response scale from "strongly agree" to "strongly disagree." The results are as follows: (1) I understand the Learning Community Course Proposal Process: 5 strongly agree; 2 agree; 1 strongly disagree. (2) During the scheduling process, Academic Enrichment communicated effectively with me about my schedule preferences and needs: 5 strongly agree; 1 agree; 1 strongly disagree; 1 not applicable. (3) The scheduling process is clearly defined and helps me bring students into my course: 6 strongly agree; 1 agree; 1 strongly disagree. (4) My learning community course reached this percentage of student enrollment: 100% (2); 90-100% (1); 90% (1); 80% (3); 60% (1).</p>		In Progress
			X Complete
	<p>8. Describe method(s) for disseminating results:</p> <p>New LC course proposal and scheduling process published in hard copy and distributed to all academic divisions and the Adjunct Faculty Office. New process information distributed via electronic mail. New process included on updated LC web pages. Executive summary from LC committee included on Web page. New process used as basis for faculty development workshops in Learning Communities for new and experienced faculty. Learning communities advertised in class schedule, Academic Enrichment Brochure and in on-line class schedule.</p>		In Progress
			X Complete
	<p>9. Evaluate and describe success of this process (Steps 1-8)</p> <p>A tightening of the Learning Community guidelines generated by the LC Committee will address the complaints by specifying the difference between Learning Community course annotations found in the "A Learning Community Experience" section at the front and those found listed under the individual courses offered within the program.</p> <p>The faculty's responses clearly indicate widespread satisfaction with the course proposal and scheduling process. The one "strongly disagree" respondent sent the completed survey form with an accompanying detailed account of complaints. These specific complaints were noted and addressed within Academic Enrichment and in consultation with the Vice President of Student Instruction.</p>		In Progress
			X Complete

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

**Date Submitted: 3/24/04
Completed: 2/28/05**