

## 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><i>1. State implementation/improvement need and identify its related Strategic Planning Priority.</i></p> <p>Students need to successfully complete the TASP process by retaking the TASP Test after finishing required remediation in order to graduate from Richland with an Associate's degree or transfer to a four-year university. The aim of this improvement plan is to promote student success. (Strategic Planning Priority # 2)</p>		Theodora Krekula, TASP Coordinator	Pending
				X Ongoing
				Complete
	<p><i>2. List owner(s) of new process/program or improvement:</i></p> <p>TASP Office: Theodora Krekula and Winona Whited / RLC Institutional Research / Enrollment Planning, Donna Walker, Dean</p>		Note: Leave blank	Pending
				X Ongoing
				Complete
	<p><i>3. Identify root cause leading to this process implementation/improvement:</i></p> <p>Students were being denied graduation because they had not completed the TASP process by retaking the TASP Test after completing remedial course work. Also, students who were transferring to four-year colleges/universities thinking that they had completed TASP still had a failing score in the area in which they had not retested.</p>		Note: Leave blank	Pending
				X Ongoing
				Complete
	<p><i>4. Develop proposed solution, including measurement/evaluation plans and budget implications/business plan:</i></p> <p>The solution proposed included identifying the students who had not completed TASP requirements and contacting the students to inform them that they had not completed TASP requirements and determining what they must do to complete TASP. Evaluation is to be determined by running a comparative report at the end of each semester. No budget implications are incurred since students are contacted by notices delivered to the classroom by Enrollment Planning Staff who are available.</p>		Theodora Krekula, TASP Coordinator and Winona Whited, TASP Advisor/ RLC Institutional Research, Fonda Vera / Enrollment Planning, Donna Walker, Dean	Pending
				Ongoing
				X Complete

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

**Date Submitted:**

3/31/03

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P a r t  2	<p><b>5. Describe implementation/pilot approach:</b></p> <p>The original cohort for this project was run Fall Semester 1999. Implementation is as follows: RLC Institutional Research runs a report indentifying students who have completed remediation but have not retaken the TASP Test to complete the TASP sequence of Test/remediate/retest. Students are contacted by a letter delivered to the classroom with instructions to call or come to the TASP Office before a given date. Students who do not respond to the letter are blocked from further registration. When they come to have the block removed, they are given instructions as to what is required to complete TASP requirements and the block is lifted.</p>	Theodora Krekula, TASP coordinator/Winona Whited, TASP Advisor/ RLC Institutional Research, Fonda Vera	Pending
			X Ongoing
			Complete
	<p><b>6. Report outcomes related to measures identified in Step 4:</b></p> <p>The original cohort, Fall Semester 1999, had over 1000 students who had not completed the TASP requirements. The second cohort, Spring Semester 2000, numbered about half the number of the first group.</p>	RLC Insitutional Research, Fonda Vera	Pending
			X Ongoing
			Complete
	<p><b>7. Describe method(s) for disseminating results:</b></p> <p>(See RLC Institutional Research report.)</p>	RLC Insitutional Research, Fonda Vera/ TASP Office, Theodora Krekula, TASP Coordinator	Pending
			X Ongoing
			Complete
	<p><b>8. Evaluate and describe success of this process (Steps 1-7)</b></p> <p>The rate of TASP Completion has improved. Students are learning the correct sequence for completing TASP requirements. Fewer students are being denied graduation because they have not completed TASP and fewer transfer students are leaving Richland under the impression that they have completed TASP when they have not. See RLC Institutional Research report for data.</p>	RLC Institutional Research, Fonda Vera/ TASP Office, Theodora Krekula, TASP Coordinator	Pending
			X Ongoing
			Complete

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

**Date Submitted:**

3/31/03