

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.

PLEASE NOTE: Input information in the grey highlighted areas. Boxes will expand as you type.

PIIP# 52 (to be assigned by IR/E)

PIIP Process Name: Richland College Web Content Management System Creation/Implementation
(Course/Instructor Profiles)

Responsible Party: Leslie Wendling

Part 1

Step 1. Anticipated Completion Date: *January 2007*

Step 2. State implementation/improvement need and identify its related Strategic Planning Priority:

The RLC web site needs an easier, automated and more stream-lined way to update web pages on the web site by their content owners. The purpose of this PIIP is to improve institutional effectiveness and enable employee success by freeing up time for the web team to monitor audience use, focus on improving sites that might have slipping enrollment and eliminate all out-dated information.

Check Status: In Progress Complete

Step 3. List owner(s) of new process/program or improvement:

Web Team (Information Services), VP for Economic Development and IT staff

Check Status: In Progress Complete

Step 4. Identify root cause leading to this process implementation/improvement:

Currently, the web team has not only been responsible for building the web pages, but has been in charge of updates as well. The process of updating pages; however, can quickly become time consuming, which takes away from the time that the web team can use to come up with new ideas for the site. As a result, the web team will begin to develop a Content Management System (CMS) that allows other staff members to access the web page content and make edits. By doing this, each department can assume responsibility for the accuracy of its section of the Web site and prevents out dated information.

Check Status: In Progress Complete

Step 5. Develop proposed solution, including measurement/evaluation plans and budget implications/business plan:

The owners will utilize professional development opportunities to research other in-house content management systems (CMS), design/create our own in-house content management system from ground up utilizing software and programming, set up a test site to be piloted over a specified amount of time, identify content owners, provide training, have staff and students give feedback on their experiences with the CMS and create a plan to maintain the site. The web team will build a CMS that allows authorized users to log in to a secured area of the site, view available pages, edit their content, and add new content when necessary.

Check Status: In Progress Complete

NOTE: After you complete Part 1, e-mail copies of this form to your dean or supervisor and to Gloria Washington, Department of Institutional Research/Effectiveness.

Date Submitted: **December 2005**

Date Updated:

Date Completed: **March 2007**

Part 2

PIIP# 52 (to be assigned by IR/E)

PIIP Process Name: Richland College Web Content Management System Creation/Implementation
(Course/Instructor Profiles)

Step 6. Describe implementation/pilot approach:

As mentioned in step 4 the web team is in the beginnings of developing a more content-owner managed system. The first phase of a bigger CMS Project was to create a system where instructors could input class information into a database that would be available to students through the schedule and other areas of the website. We had the system ready to be tested for Spring 2007 and piloted it with full-time instructors teaching in the Spring. Then we linked the profiles from the schedule off their corresponding classes. The type of information input into the profiles were instructor contact information, teaching philosophy, grading procedures, required text and other information we felt the student might want to know before enrolling in the class. We held training sessions for each department to train the instructors on the basics of inputting their information.

Check Status: In Progress Complete

Step 7. Report outcomes related to measures identified in Step 5:

The feedback was all positive after working out any issues the instructors had with the mechanics of the system. The only request we had as far as changes, was to make it easier to duplicate the class information that was already entered for multiple sections instead of having to input information for each section. This change was implemented before the Summer semester input. Our feedback process was informal involving collecting data via email and council meetings. We also asked several students if they felt it helped in their class-selection process and their feedback was also positive, they stated it helped them get a feel for the class before they registered.

Check Status: In Progress Complete

Step 8. Describe hard copy or electronic method(s) for disseminating results:

Council meetings, emails, phone and verbal correspondence

Check Status: In Progress Complete

Step 9. Evaluate and describe success of this process (Steps 1-8):

The process was very successful. It is still an on-going process that will be implemented every semester when each schedule comes out. Students and instructors both feel it is beneficial to students in choosing what classes they wish to register for. It's also a useful tool for Advisors in assisting in registration.

Check Status: In Progress Complete

NOTE: After you complete Part 2, e-mail copies of this form to your dean or supervisor and to Gloria Washington, Department of Institutional Research/Effectiveness.