Appendix A

Recording Continuous/Process Improvement Activities

It is acknowledged that academic divisions, administrative units, and/or teams at NWACC are employing a continuous improvement path that leads to improvement within the unit. The questions below were developed to guide the documentation of continuous improvement and process improvement related efforts in the various units across the campus. These reports will promote dialog amongst faculty, students, staff, and administrators through which will result in movement toward the common approach set by NWACC's selection of the AQIP path to institutional reaccreditation.

1. What process did you identify that needs to be improved? (Ongoing problem, new problem, etc.)
   The Academic Success Center (ASC Tutoring Center) and the Math Department have been working separately to develop retention methods specifically targeted at increasing the success rate of students enrolled in development math classes and college algebra.

2. With what AQIP category is this problem most closely associated?
   Example (Helping Students Learn #1, Leading and Communicating #5)
   Helping Students to Learn #1 and Supporting Organizational Operations #6

3. How did you identify the problem within the process? (What data, analysis, advisory board, etc.)
   An external stakeholder (Single Parent Scholarship Program) formed a committee of math professionals to discuss curriculum options for improving learning in math. We discovered various NWACC Departments were already exploring methods to improve the percentage of student passing math courses.

4. How did you develop the intervention aimed at improvement? (Assemble team, administrative decision, external mandate, etc.)
   The Math Department Chair, Christina Smith and the ASC Director, Patrice Whitley combined proposals completed an AQUIP Action Project Application to improve mathematics education. The action plan includes NWACC Tasks Team of faculty and staff from the math department, the tutoring center, and advising, brainstorming about teaching/tutoring/advising methods that would provide supplemental instruction for student who struggle in the area of math.

5. What was the intervention? (Modified procedure/process, new procedure/process, reduction of steps, etc.)
   Seeking out all parties involved in the improvement process to collaborative communication between Learner Success services and the academic departments.

6. What was the outcome of the intervention? (Reduced time required for task, reduced errors, improved performance, reduced costs, etc.)
   Combining ideas and resources to accomplish a common goal reduces time and money spent on duplicate efforts. Problems and solutions can be identified and addressed from all perspectives.

7. What was done with the results of the intervention? (Adopted/implemented the new procedure, abandoned new procedure and started again, modified new procedure and implemented, etc.)

   - *The math and science faculty will encourage students to use the ASC (Academic Success Center) as a resource.*
   - *Tutors will have the opportunity to introduce themselves in math and science classes during the first week of class.*
   - *The ASC will hire adjunct faculty as part time extra help tutors.*
   - *The Math Center Coordinator will co-facilitate and promote ASC workshops.*

- *The ASC has partnered with the coordinator of the Math Center to support. supplemental instruction for developmental math courses.*
- *Exchange data on student progress in math classes.*

8. What are your next steps? (Celebrate, monitor ongoing results, etc.)
   The Math Department and the ASC are working towards providing a comprehensive continuity plan for instruction and tutoring services.

9. Who is the contact person for this improvement effort?
   Task Team: Christina Smith, Patrice Whitley, Brooke Holt, Mark Baer, and Carol Olson