1: PROJECT GOAL

A: To create, implement and evaluate a standardized College-wide process for course scheduling that achieves the following:
   1. Facilitates more reliable communication between faculty and staff about course offerings,
   2. Implements processes for orienting adjunct faculty to the College and their respective departments prior to their appointment,
   3. Improves alignment between course schedule and college catalog,
   4. Establishes a consistent, effective and efficient production and distribution schedule for the course schedule.

The result of this process will be the creation of an extended one- to two-year schedule that:
   1. Implements a consistent block scheduling format,
   2. Minimizes waitlist activity,
   3. Improves utilization of classrooms and other College services,
   4. Expands offerings during underutilized time periods.

2: REASON FOR UNDERTAKING THIS PROJECT

A: Kaskaskia College’s motivation for starting this project occurred with the increased institutional focus on enrollment management this past year. A college-wide Enrollment Management Team was created with a focus on reviewing enrollment and retention efforts for the College. An intensive review of how courses are scheduled is a priority for this team and the institution.

3: ORGANIZATIONAL AREAS AFFECTED

A: The following organizational areas will be affected most by this project: admissions, registration, advising, scheduling process with faculty, education center directors, and administration, institutional technology, physical plant, budgeting, and institutional research.

4: KEY ORGANIZATIONAL PROCESSES

A: The key organizational processes or activities that will be improved with this action project are: advising, registration, course scheduling, advertising/marketing, planning, and budgeting.

5: PROJECT TIMEFRAME RATIONALE

A: Several process areas will be reviewed fall 2012 and spring 2013 with a goal of improved scheduling processes in place by fall 2013 schedules. The goal of this project would be to have process changes implemented by the fall 2013 schedule. The remaining time on the project will be spent evaluating the outcomes measures for future improvements.

6: PROJECT SUCCESS MONITORING

A: All action projects are overseen by the Kaskaskia College Action Project Council. Updates on all action projects are shared with the entire campus during campus professional growth and development days. Additionally, updates are provided monthly to President’s Cabinet, twice a year in College Council, and quarterly to the Kaskaskia College Board of Trustees.

7: PROJECT OUTCOME MEASURES

A: 
   • Pre- and Post-project survey shows increased satisfaction in the communication of course offerings for full-time faculty, adjunct faculty and staff.
- Increased number of adjunct faculty who complete formal orientation prior to appointment from FY2012 to FY2013
- Reduced number of courses listed in the catalog that are not offered on an annual basis from FY2012 to FY2013
- Increased number of programs fully offered within the time described in the college catalog from FY2012 to FY2013
- Reduction in printing costs associated with class schedules from FY2012 to FY2013
- Reduction in the number of deviations from initial printing of class schedule to start-of-term from FY2012 to FY2013
- Reduced # of courses spanning multiple scheduling blocks from FY2012 to FY2013
- Reduced # of student placed on waitlists from FY2012 to FY2013 in each respective term
- Reduce the # of sections with waitlist activity from FY2012 to FY2013 in each respective term
- Increased median room utilization percentage from FY2012 to FY2013
- Decreased median difference between section capacities and room capacities from FY2012 to FY2013
- Increased % of sections offered with a start time after 1 p.m. and on Fridays and Saturdays from FY2012 to FY2013
- Increased % of credit hours earned in sections offered with a start time after 1 p.m. and on Fridays and Saturdays from FY2012 to FY2013

### Project Update

#### CURRENT PROJECT STATUS SUMMARY

<table>
<thead>
<tr>
<th>A: General Project Status:</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Project Start Date:</td>
<td>09-25-12</td>
</tr>
<tr>
<td>Originally Projected End Date:</td>
<td>03-31-14</td>
</tr>
<tr>
<td>Anticipated Completion Date if Not Completed:</td>
<td></td>
</tr>
</tbody>
</table>

This past year the Improving the Course Scheduling Process at Kaskaskia College project continued to move forward and make continued progress in our six sub teams: Two-Year Schedule Review Process Team, Classroom Space Utilization Team, Communication Team, Adjunct Faculty Orientation Team, College Catalog Team, and Wait List Team.

#### Two-Year Schedule Review Process Team

This team began this project in fall 2012 to determine the feasibility of creating a two-year class schedule. The team recognized that there were many opportunities for process improvement with the College's current processes for creating and printing schedules. One opportunity for improvement was the cost of printing two different schedules throughout the year (summer/fall and then spring). Additionally, the accuracy of the schedule was in question. It appeared that the printed schedule was incorrect as soon as it was printed because of so many changes made after the printing deadline. The team also recognized how important it was for students to know what classes are scheduled to be offered so they could plan for their programs of study accordingly.

During the analysis of the schedule process, it was determined that a consistent schedule of classes was being offered on the same days and times. This resulted in a decision to create a class schedule template that would be repeated in a yearly schedule. The team decided not to create a two-year schedule.

#### Classroom Space Utilization Team

Last year in the update, it was noted that the Classroom Space Utilization Team reviewed and defined appropriate classroom capacities for all lecture classes on the main campus based on ADA requirements. Changes made to the schedule regarding locations of classes did help this team improve the room utilization.

#### Communication Team

This past fall 2014, a Dean of Student Services was appointed to provide leadership to the five education centers in the Kaskaskia College district. This change included moving all instructional processes to the oversight of the appropriate instructional dean and vice president of instructional services. Therefore, class schedules, faculty issues, faculty contracts, and student classroom issues are now handled by the Dean of Arts and Sciences, Dean of Career and Technical education, Dean of Nursing with oversight from the Vice President of Instructional Services. In spring 2015, class schedules were created by the instructional services division for the first time. Prior to spring 2015, the education center directors created the schedules. This change in instructional services has provided more input from the faculty department chairs and program coordinators within academic departments.

#### Adjunct Faculty Orientation

The Adjunct Faculty Orientation class is currently developed online and is being reviewed by Instructional Services. The desire is that this course will be available by the end of the summer and required of all existing adjunct faculty and all new adjuncts starting in fall and beyond. There has been extensive conversation about finding the best instructor for this course to make sure that it is maintained and remains current.

#### College Catalog Team

The College Catalog Team finished most of their work last year with the exhaustive review of the current program sequences in the catalog. This review included reviewing program sequences in the catalog and what term the sequences stated courses were to be offered, and comparing that information to when classes were actually scheduled. Changes were made in the schedule template to reflect more accurate sequences. This team also reviewed classes to determine which classes are active or inactive. Inactive classes were removed from the 2013-14 catalogs and subsequently the 2015-15 catalog. Next steps for the College will be to finish this team's work using the final template to provide information for the public regarding when courses are offered.
(summer, fall, spring) in the next printing of the college catalog.

**Wait List Team**

The Wait List process for the College was identified as an area in need of improvement. As mentioned in the update last year, the team’s goal was to minimize waitlist activity by reducing the number of students placed on the Wait List, reduce the number of courses that have a Wait List, and reduce the number of days a student remained on the wait list.

**ORIGINAL PROJECT GOALS AND DELIVERABLES**

**A:** Original Project Goals were:

To create, implement and evaluate a standardized College-wide process for course scheduling that achieves the following:

1. Facilitates more reliable communication between faculty and staff about course offerings,
2. Implements processes for orienting adjunct faculty to the College and their respective departments prior to their appointment, 
3. Improves alignment between course schedule and college catalog, 
4. Establishes a consistent, effective and efficient production and distribution schedule for the course schedule.

The result of this process will be the creation of an extended one- to two-year schedule that:

1. Implements a consistent block scheduling format, 
2. Minimizes waitlist activity, 
3. Improves utilization of classrooms and other College services, 
4. Expands offerings during underutilized time periods.

**Original Metrics/Measures for Assessing Progress on Goals:**

- Pre- and Post-project survey shows increased satisfaction in the communication of course offerings for full-time faculty, adjunct faculty and staff.
- Increased number of adjunct faculty who complete formal orientation prior to appointment from FY2012 to FY2013
- Reduced number of courses listed in the catalog that are not offered on an annual basis from FY2012 to FY2013
- Increased number of programs fully offered within the time described in the college catalog from FY2012 to FY2013
- Reduction in printing costs associated with class schedules from FY2012 to FY2013
- Reduction in the number of deviations from initial printing of class schedule to start-of-term from FY2012 to FY2013
- Reduced # of courses spanning multiple scheduling blocks from FY2012 to FY2013
- Reduced # of student placed on waitlists from FY2012 to FY2013 in each respective term
- Reduce the # of sections with waitlist activity from FY2012 to FY2013 in each respective term
- Increased median room utilization percentage from FY2012 to FY2013
- Decreased median difference between section capacities and room capacities from FY2012 to FY2013
- Increased % of sections offered with a start time after 1 p.m. and on Fridays and Saturdays from FY2012 to FY2013
- Increased % of credit hours earned in sections offered with a start time after 1 p.m. and on Fridays and Saturdays from FY2012 to FY2013

**ACCOMPLISHMENTS OVER THE PAST YEAR**

**A:** Two Year Schedule Review Process Team

One of the overall outcomes for this team was to reduce the cost associated with printing of class schedule and reduce the number of deviations from the initial printing of the schedule to start of term. As reported in the project update last year, costs for the first, one-year scheduled totaled $3,832.52 for 6,000 copies. This year with the creation of our second, one-year schedule the College spent $5,144 for 6,000 copies. The increased costs were due to the size of the schedule increasing by 46 pages which resulted in an increase in price and a change in the binding method. The overall goal of this team was to reduce costs of printing the schedule, however, because of recent changes in how online, online proctored, hybrid, and web-enhanced classes were being coded in our database it was necessary to provide more text in the schedule for the students to be aware of the delivery method.

Another goal of the team was to reduce the number of deviations from the initial printing of the class schedule to start of term; however, during analysis of these deviations it was deemed impossible for our current system to provide us an accurate number of deviations as the system tracks anything saved to that class as a deviation. With the movement to a schedule template and an online schedule these deviations will be lessened and will result in a timely, more accurate online schedule.

An additional goal of the team was to reduce the number of courses spanning multiple scheduling blocks. The following information documents that the schedule changes and the new template is reducing the number of classes spanning multiple schedule blocks. Some of these will not be able to be changed because of program specific required times, etc. As the data below indicates, the
College has made significant improvements in this area reducing the number of section spanning multiple blocks from 700 to 540. An additional piece of information documents the overall reduction in the number of sections offered on the main campus that was a result of better planning with the schedule template.

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2013</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unique Main Campus Sections</td>
<td>790</td>
<td>1,003</td>
<td>1,035</td>
</tr>
<tr>
<td>Number of Sections Spanning Multiple Blocks</td>
<td>540</td>
<td>700</td>
<td>700</td>
</tr>
</tbody>
</table>

A final goal of this team was to increase the percentage of the sections offered and credit hours earned with a start time after 1:00 pm and on weekends. Below you will see a snapshot of the sections offered from FY 2012 – FY 2014 after 1:00 pm. In FY 2014, these classes include courses offered after 12:30 pm as the new block and template scheduled changed the start time from 1:00 pm to 12:30 pm. What you can see is an overall increase in the number of sections but a slight decrease in the number of credit hours. Credit hours have been decreasing over the past few years with headcount remaining consistent. Better scheduling will allow students better options. The College will continue to have consistent offerings after 12:30 pm in the newly developed schedule template.

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2013</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical / Field Exp</td>
<td>24</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Correctional Ctr.</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Crisp Tech. Bldg.</td>
<td>51</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>East St. Louis</td>
<td>7</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Greenville Ed. Ctr.</td>
<td>168</td>
<td>163</td>
<td>147</td>
</tr>
<tr>
<td>KC-Corrections</td>
<td>7</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>KLUTHE</td>
<td>49</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Main</td>
<td>572</td>
<td>530</td>
<td>533</td>
</tr>
<tr>
<td>Nashville Ed. Ctr.</td>
<td>177</td>
<td>142</td>
<td>122</td>
</tr>
<tr>
<td>Salem Ed. Ctr.</td>
<td>193</td>
<td>171</td>
<td>163</td>
</tr>
<tr>
<td>Trenton Ed. Ctr.</td>
<td>198</td>
<td>211</td>
<td>192</td>
</tr>
<tr>
<td>Vandalia Campus</td>
<td>305</td>
<td>292</td>
<td>252</td>
</tr>
<tr>
<td></td>
<td>1,757</td>
<td>1,656</td>
<td>1,546</td>
</tr>
</tbody>
</table>

One other area that the College wanted to improve on was the number of sections offered on Fridays and Saturdays. Below you will see the data on these offerings from FY 2012 to FY 2014. What you will see below is an increase in the overall offerings on the weekends but a decrease in the number of credit hours. As mentioned previously, credit hours have been decreasing over the past few years with headcount remaining consistent. Better scheduling will allow students better options. The College will continue to have consistent scheduling to evaluate the weekend offerings in the newly developed schedule template.

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2013</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical / Field Exp</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Correctional Ctr.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Crisp Tech. Bldg.</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>East St. Louis</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Greenville Ed. Ctr.</td>
<td>40</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>KC-Corrections</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KLUTHE</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Main</td>
<td>43</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>Nashville Ed. Ctr.</td>
<td>33</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Salem Ed. Ctr.</td>
<td>33</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>Trenton Ed. Ctr.</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Vandalia Campus</td>
<td>47</td>
<td>35</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>215</td>
<td>186</td>
<td>186</td>
</tr>
</tbody>
</table>

Overall, this team has successfully created a one-year schedule that is based on a template of classes that are offered in summer.
Classroom Utilization Team

A goal of this team was to increase the median room utilization percentage and to decrease the median difference between section capacities and room capacities. Data collected is as follows:

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2013</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Section and Room Capacity Difference</td>
<td>-5.2</td>
<td>-4.4</td>
<td>-7.7</td>
</tr>
<tr>
<td>Median Section and Room Capacity Difference</td>
<td>-3.0</td>
<td>-5.0</td>
<td>-5.0</td>
</tr>
<tr>
<td>Total Room Utilization</td>
<td>42%</td>
<td>42%</td>
<td>36%</td>
</tr>
<tr>
<td>Median Room Utilization</td>
<td>37%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Total Section Utilization</td>
<td>50%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Median Section Utilization</td>
<td>53%</td>
<td>51%</td>
<td>43%</td>
</tr>
</tbody>
</table>

As noted above all goals have been addressed and data confirms success in these goals. There have been overall decreases in the median difference between section capacities and room capacities for the past three years. There have been overall increases in the total room utilization and median room utilization over the past three years. Finally, there have been consistent increases in the total section utilization and median section utilization.

Wait List Team

The data below does show marked improvement in the total number of students and sections wait listed. However, there is still work left in reviewing the number of days a student is placed on a wait list. Next steps for the College will be to review carefully the classes that maintain wait lists to determine a process for classes where we have no intention in opening another section.

<table>
<thead>
<tr>
<th>TERM REPORTING YEAR</th>
<th>Total Waitlisted Students</th>
<th>Average Time on List</th>
<th>Total Waitlisted Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1,094</td>
<td>22</td>
<td>248</td>
</tr>
<tr>
<td>2012</td>
<td>914</td>
<td>27</td>
<td>207</td>
</tr>
<tr>
<td>2013</td>
<td>717</td>
<td>17</td>
<td>187</td>
</tr>
<tr>
<td>2014</td>
<td>534</td>
<td>28</td>
<td>128</td>
</tr>
</tbody>
</table>

4: INSTITUTIONAL INVOLVEMENT

As with all Action Projects, details about the project were communicated to the standing Action Project Council which monitors progress on all action projects and approves proposals for new projects. This council has now been replaced with the Quality Team Council that consists of leadership from four Quality Teams and administration for the institution. These teams represent all four divisions for the college – administrative services, executive services, student services and instructional services. Each quality team is co-chaired. Each team’s chairs and all vice presidents will serve on the new Quality Team Council. This Quality Team Council was structured under another active AQIP project for the College – Integrating Quality Management at Kaskaskia College.

Additionally, The AQIP Improving the Course Scheduling Process at KC action team was divided into six sub teams. With each team, members from instruction, student services, and administrative services were involved. Key areas impacted and involved in this project included: advising, registration, instructional services, and institutional research, and instructional technology. Several teams were not as active this year as the bulk of their work was completed last academic year but many teams continued with their work and analysis of process changes.

5: EFFECTIVE PRACTICES

The College has identified several good practices in this project. The College possesses a yearlong schedule template that was created using historical data of when classes have typically “made”
This template includes a consistently defined time block for classes that has reduced the number of classes conflicting with each other. This template will need to be perfected and reviewed but has already provided a stronger schedule for students and a better tool for advising.

The College has developed a defined classroom capacity for each lecture classroom on the main campus based on ADA and best practices. This has allowed those creating the schedule template to plan for larger or smaller classrooms based on the historical enrollments.

The College now has a Dean of Student Success that provides leadership over the five college district education centers. This change in structure has provided the instructional services vice president and academic deans ultimate authority over all instructional issues for the five education centers.

The College has now established a more accurate college catalog and a more elaborate process for reviewing the catalog that is much more robust than prior.

The College now has a process map for the Wait List process and strengthened internal processes for monitoring the wait list activity.

### 6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

**A:**

The biggest challenge with any retiring project is to establish a clear institutional plan for the continued work of the project. The College feels that there is a clear plan to institutionalize this project. The one area that needs more direction and attention is the “ownership” of the adjunct faculty online orientation. That will be the College’s priority this fall.

### 7: PLANNED NEXT STEPS AND TIMELINE

**A:**

Next steps for this team will include institutionalizing the work of this project into the College’s processes and procedures. The **Two-Year Schedule Team** has made the decision not to create a two-year schedule but remain with the one-year schedule using a redefined block schedule template. The remaining work for the College on this project is to review and continue to perfect the schedule templates. This will be the work of the Instructional Services Deans and Directors. An added unforeseen benefit of this project included awareness of how much time it took the administrative assistants in the dean’s office to enter classes into the system to create the schedule. The template will help with this work but additionally, because of this project, our Instructional Technology Department has researched and plans to implement a “roll over system” where the schedule template can simply be rolled over from one year to the other. This will save the dean’s office staff time and is a more efficient use of staff time. The first “roll over” test occurred early fall 2014.

Leadership within the **Classroom Space Utilization Team** resides within the Institutional Effectiveness Office. This office is responsible for reporting our space utilization to the Illinois Community College Board on an annual basis. The IE Office will continue to work with instructional services to define capacities for classrooms and work to increase the median room utilization and decrease the median difference between section capacities and room capacities.

The remaining work for the College that was started by the **Communications Team** will be to continue to enhance the relationship of the program faculty leadership with the five education center directors and adjunct faculty. The oversight from the academic deans at the education centers will ensure a strong connection to instructional leadership.

The **Adjunct Faculty Online Orientation** will be developed and implemented by Instructional Services with an instructor determined who will take the lead in keeping the content current. This person will need to stay in contact with the Human Resources Office as well as the Distance Learning Office.

The next **College Catalog** will be reviewed again for accuracy of program outlines and will include information on when courses are offered within the academic year. Instructional Services will take the lead on ensuring this information is accurate and up-to-date.

The **Wait List** process will continue to be analyzed. Each Academic Dean will review the Wait List and determine in a timely manner which courses should or should not have a Wait List. Several courses will only have one section offered in a term, so several students will be placed on a Wait List that might never result in another section being added but are sitting there in hopes of a seat becoming available. There will need to be a plan developed to work with these students to determine their need and alternative plans for them.

### 8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

**A:**

No additional information, inquiries, or concerns apply.
The institution has provided “results” for ten (10) of the thirteen (13) measurements for assessing progress on goals. The update does not provide the pre survey and post survey results for faculty and staff satisfaction regarding communication of course offerings. Including this information in Action Project updates will enable the institution to demonstrate that Action Project efforts have had a positive impact on communication. Because it appears that the formal orientation project is not yet completed, results relative to those completing the orientation may not be available. However, the institution may have some data/information prior to launching the orientation that may provide a baseline for future results. It is not clear from the update if the institution has the results for the reduction in courses listed and not offered on an annual basis and those fully offered within the time described. While this may have been accomplished, tracking and trending quantifiable numbers and/or percentages will enable the institution to demonstrate successful completion of this goal. The institution has a good understanding regarding the difficulty in understanding the deviations, and has a method to ensure decreasing deviations. One challenge may have been establishing so many different measures for measuring the accomplishment of the goals with some measures being less quantifiable than others. Moving forward, the institution may benefit from establishing high-level, key measures of success.

The institution has demonstrated success in reaching desired goals for assessing progress. While printing expenses did increase, the added “value” to student success regarding increasing students’ understanding of delivery costs have been evaluated, and the added “value” to student success regarding increasing students’ understanding of delivery method is a positive unintended outcome. The focus on expanding offerings past 1:00 pm and on weekends demonstrates the institution’s focus on ensuring a course delivery system that addresses both students’ needs and institutional requirements. The institution has done a remarkable job in reducing the number of students who are waitlisted. As the institution continues with the use of the schedule template and refinement of course scheduling, continuing to track, trend, and monitor goal metrics will enable the institution to demonstrate achievement of this goal. With the exception of reduction in course schedule printing expenses, the institution has demonstrated success in reaching desired goals for assessing progress. While printing expenses did increase, the institution has had a solid understanding of the situation through use of data and an understanding of its capacity to make substantive changes.

The institution has not changed its outcomes and goals, even though some have not been fully met yet, demonstrates that the institution had a solid understanding of the situation through use of data and an understanding of its capacity to make substantive changes.

The use of inclusive Quality Teams to monitor progress on Action Projects enables widespread involvement and communication. Additionally, the use of the six sub teams to achieve specific objectives aligned with the goals enabled the institution to address many components of improving the course scheduling processes. Involvement of members from instruction, student services, and administrative services demonstrates a commitment to supporting collaborative relationships. As the institution refines practices to improve course scheduling, finding a method to include student input may further demonstrate its commitment to helping students learn.

The institution has identified effective practices such as the creation of a schedule template using data to reduce class conflicts, establishment of classroom capacities for all classrooms
to ensure effective learning and to meet ADA requirements, addition of a Dean to ensure
community, leadership, and collaboration across the education centers, development of a
catalog that provides students with more accurate information and a process to regularly
review the catalog, and the implementation of new waitlist processes. Many of these practices
could be shared with other institutions as an example of best practices and lessons learned as
they demonstrate commitment to evidenced-based institutional learning an HLC guiding value
as well as ensuring the institution builds an effective and efficient course delivery system (AQIP
1P12).

6: **ANTICIPATED CHALLENGES TO PROJECT SUCCESS**

A: The institution has appropriately identified a reasonable challenge of continuing the work of the project. Some components of the
project are still in progress such as the adjunct faculty online orientation. Establishing a method to ensure continuation of the sub-team
efforts and work, will enable the institution to further revise and refine the course scheduling process to enhance student learning and
ensure a delivery system that meets students’ needs.

7: **PLANNED NEXT STEPS AND TIME LINE**

A: The institution has identified appropriate next steps to continue the work on classroom space use, communication, adjunct faculty
online orientation, College catalog review, and waitlist processes. Continued tracking and regular monitoring of initial Action Project goal
measures will enable the institution to identify strategies that are effective and to identify gaps for possible improvement. Because a
specific continuation timeline has not been established, the institution may benefit from determining a method to regularly review the
ongoing work of the various areas beyond “staying in contact”. By having a mechanism to review progress, the institution can ensure
that the work accomplished through this Action Project serves as a foundation for continuous improvement.

8: **ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS**

A: If the institution should need further information or assistance, the Higher Learning Commission serves as a solid resource and conduit
to other valuable resources. The institution should consider presenting its work and findings with other colleges.

**Project Outcome**

1: **REASON FOR COMPLETION**

A: The major goals of the project have been completed. Plans are in place to institutionalize the project.

2: **SUCCESS FACTORS**

A: The revised block schedule, the schedule template, the review of the waitlist process, the “right sizing” of the classrooms using ADA
guidelines, and the decision to not print our class schedule are all considered by the team as successful elements of the project.

3: **UNSUCCESSFUL FACTORS**

A: The Adjunct Faculty Orientation class will be launched for this first time in October 2014. The part of the project was delayed. The
schedule template still needs some review and tweaking with our off campus locations.