Richland Community College

2014 Environmental Scan
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Dr. Gayle Saunders, President

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March 2014

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INTRODUCTION

In September 2013, President Gayle Saunders assembled a team responsible for developing a new Environmental Scan that would serve as one of the research documents for the Richland Community College 2015-2018 Strategic Plan.

The Environmental Scan continues the examination of the College and the Richland District conducted in four previous Scans (1996, 2003, 2007, and 2010) to understand the national, state, and local environment in which Richland exists and to provide a foundation for planning.

The Scanning Team represented key areas of the institution and drew on the expertise of other stakeholders. Faculty, deans, and administrative staff compiled the information and organized the final document. Discussions about new information and the potential impact on the College led to additional research and areas to include. The Team agreed that this Scan must continue the past practice of investigating trends in education and society and identifying opportunities and challenges in addressing these trends. The Team understands the difficulty in identifying and projecting needs and challenges from these trends since they are just that—trends. With rapid changes in technology, in student learning needs, and in basic population demographics of the College District, what may be identified as a trend today may not be relevant in five or even three years. Nonetheless, these areas must be identified in order to move to the next planning step, the creation of the 2015-2018 Strategic Plan.

The 2014 Environmental Scan is divided into several sections:

1) The External Scan includes a comparison of national, state, and Richland Community College District 537 information.
2) The Internal Scan offers historical information and information on current operational conditions at Richland Community College.
3) The Teaching and Learning Section includes information on academic conditions and on student support services.
4) The Trends, Challenges, and Opportunities Section summarizes key trends and challenges identified by the Team at the College and included in the Scan. Research is incorporated into the trends to identify national, state, and local issues that may impact the work of Richland Community College.

As reflected in the Table of Contents, numerous topics are covered in each area, with supporting documentation as available. Unless noted, data for tables and graphs was obtained from Richland’s JENZABAR data system.

The Environmental Scan Team would like to express their appreciation to the College community for their participation in this process through discussion, writing, scanning support, and other activities.

PLEASE NOTE: Information in the 2014 Environmental Scan is based on the College’s organizational structure and operations as of February 1, 2014. External and internal changes after that date are not reflected.
Section 1 – External Scan of the United States, Illinois, Macon County, and Richland District #537

In meeting the needs of the Richland Community College District and the region, Richland must understand its population and how it compares to national and state demographic areas such as population, age, and educational attainment. This External Scan uses information provided from the United States Census Bureau as well as State of Illinois departmental data and research conducted by Richland staff.

DEMOGRAPHICS

Population

*Table E1* provides U.S., Illinois, Macon County and Richland District population data from the 2005 Census through the projected population in 2015. While the U.S. population appears to be maintaining consistent growth within the 2% range annually, both Illinois and the Richland District/Macon County are experiencing a departure of residents. This trend is a continuance of preceding Environmental Scans.

*Table E1.* Reported Populations by Geographic Significance.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2007</th>
<th>2010</th>
<th>2012</th>
<th>2015 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Population</td>
<td>295,507,134</td>
<td>301,579,895</td>
<td>308,747,508</td>
<td>313,914,040</td>
<td>322,365,787</td>
</tr>
<tr>
<td>% Change</td>
<td>5.0</td>
<td>2.1</td>
<td>2.4</td>
<td>1.7</td>
<td>----</td>
</tr>
<tr>
<td>IL Population</td>
<td>12,699,336</td>
<td>12,779,417</td>
<td>12,830,632</td>
<td>12,875,255</td>
<td>13,097,218</td>
</tr>
<tr>
<td>% Change</td>
<td>2.3</td>
<td>0.6</td>
<td>0.4</td>
<td>0.3</td>
<td>----</td>
</tr>
<tr>
<td>RCC Population</td>
<td>133,743</td>
<td>132,821</td>
<td>132,351</td>
<td>132,770</td>
<td>N/A</td>
</tr>
<tr>
<td>% Change</td>
<td>-3.2</td>
<td>-0.01</td>
<td>-0.4</td>
<td>0.3</td>
<td>----</td>
</tr>
<tr>
<td>Macon County</td>
<td>106,433</td>
<td>107,452</td>
<td>110,768</td>
<td>110,112</td>
<td>N/A</td>
</tr>
<tr>
<td>% Change</td>
<td>1.0</td>
<td>2.9</td>
<td>0.6</td>
<td>----</td>
<td></td>
</tr>
</tbody>
</table>

*a Population Projections based on 2000 U.S. Census  N/A: Not Available.


Richland District Population

U.S. Census Bureau data estimates that 138,113 people resided within the Richland District in 2000. Estimates for 2005 and 2008 show a declining trend. The District’s greatest population level occurred in 1980 with approximately 150,000 residents.
Decatur Public School District #61 is the largest school district with a population of 73,598 in 2008, a loss of 500 since 2005. The former Stonington #7 is the smallest area with a population estimate of 569. Since 2005, all eleven school districts have experienced population decreases. The top 3 school districts account for nearly 75% of Richland’s population base.

Table E2 lists the 10 public school districts and the one former school district with their populations in 2000, 2005 and 2008, including the net percentage change in population from 2000 to 2008.


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Decatur (D#61)</td>
<td>73,598</td>
<td>74,098</td>
<td>77,931</td>
<td>-5.6</td>
</tr>
<tr>
<td>2.</td>
<td>Clinton (C#15)</td>
<td>12,020</td>
<td>12,098</td>
<td>12,342</td>
<td>-2.6</td>
</tr>
<tr>
<td>3.</td>
<td>Mt. Zion (MZ#3)</td>
<td>10,824</td>
<td>11,606</td>
<td>11,423</td>
<td>-6.7</td>
</tr>
<tr>
<td>4.</td>
<td>Warrensburg-Latham (WL#11)</td>
<td>6,314</td>
<td>6,543</td>
<td>6,681</td>
<td>-5.5</td>
</tr>
<tr>
<td>5.</td>
<td>Meridian (M#15)</td>
<td>5,975</td>
<td>6,164</td>
<td>6,324</td>
<td>-5.5</td>
</tr>
<tr>
<td>6.</td>
<td>Maroa-Forsyth (MF#2)</td>
<td>5,043</td>
<td>5,553</td>
<td>5,336</td>
<td>-5.5</td>
</tr>
<tr>
<td>7.</td>
<td>Central A&amp;M (A&amp;M#21)</td>
<td>4,816</td>
<td>4,901</td>
<td>5,017</td>
<td>-4.0</td>
</tr>
<tr>
<td>8.</td>
<td>Argenta-Oreana (AO#1)</td>
<td>3,860</td>
<td>4,068</td>
<td>4,087</td>
<td>-5.6</td>
</tr>
<tr>
<td>9.</td>
<td>Sangamon Valley (SV#9)</td>
<td>4,116</td>
<td>4,055</td>
<td>4,230</td>
<td>-2.7</td>
</tr>
<tr>
<td>10.</td>
<td>Cerro Gordo (CG#100)</td>
<td>3,291</td>
<td>3,296</td>
<td>3,344</td>
<td>-1.6</td>
</tr>
<tr>
<td>11.</td>
<td>former Stonington (S#7)</td>
<td>569*</td>
<td>1,361</td>
<td>1,398</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>130,426</strong></td>
<td><strong>133,743</strong></td>
<td><strong>138,113</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Estimated based on number of households


**Race/Ethnicity**

Table E3 provides the U.S., Illinois and Macon County population percentages by race/ethnicity for intervals between 2005 and 2012. Richland enrollment for Fall Semester 2012 is over representative of the White population of Macon County (82.6% vs. 79.5%) overall. This is despite the gradual decline in population percentage by this group over the last decade. The evolving race/ethnic citizenship identified in previous Environmental Scans continues to be demonstrated in the most recent yearly comparisons, as the African-American and Hispanic populations grow relative to the overall population. Both demographics are still underrepresented within the College. African-American students make up only 14.8% of Fall 2012 enrollment and Hispanic identifying students account for 1.4%. Changes in how the “Some Other/Two or More Races” population is measured make comparisons difficult after 2005.
### Table E3. Race/Ethnicity by Location and Percent of Population, 2005-2012.

<table>
<thead>
<tr>
<th>Location/Year</th>
<th>% White</th>
<th>% Black/African American</th>
<th>% AIAN&lt;sup&gt;a&lt;/sup&gt;</th>
<th>% Asian&lt;sup&gt;b&lt;/sup&gt;</th>
<th>% Some Other/Two or More Races&lt;sup&gt;c&lt;/sup&gt;</th>
<th>% Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 2005</td>
<td>74.7</td>
<td>12.1</td>
<td>0.8</td>
<td>4.4</td>
<td>7.9</td>
<td>14.5</td>
</tr>
<tr>
<td>U.S. 2008</td>
<td>79.8</td>
<td>12.8</td>
<td>1.0</td>
<td>4.6</td>
<td>1.7</td>
<td>15.4</td>
</tr>
<tr>
<td>U.S. 2010</td>
<td>74.2</td>
<td>12.6</td>
<td>0.8</td>
<td>5.0</td>
<td>2.7</td>
<td>16.4</td>
</tr>
<tr>
<td>U.S. 2012</td>
<td>77.9</td>
<td>13.1</td>
<td>1.2</td>
<td>5.1</td>
<td>2.4</td>
<td>16.9</td>
</tr>
<tr>
<td>IL 2005</td>
<td>72.2</td>
<td>14.5</td>
<td>0.2</td>
<td>4.1</td>
<td>9.0</td>
<td>14.5</td>
</tr>
<tr>
<td>IL 2008</td>
<td>79.1</td>
<td>14.9</td>
<td>0.3</td>
<td>4.4</td>
<td>1.2</td>
<td>15.2</td>
</tr>
<tr>
<td>IL 2010</td>
<td>71.5</td>
<td>14.5</td>
<td>0.3</td>
<td>4.7</td>
<td>2.3</td>
<td>15.8</td>
</tr>
<tr>
<td>IL 2012</td>
<td>77.9</td>
<td>14.8</td>
<td>0.6</td>
<td>5.0</td>
<td>1.7</td>
<td>16.3</td>
</tr>
<tr>
<td>Macon County 2005</td>
<td>82.5</td>
<td>14.4</td>
<td>0.1</td>
<td>1.0</td>
<td>2.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Macon County 2008</td>
<td>82.2</td>
<td>14.9</td>
<td>0.2</td>
<td>1.0</td>
<td>1.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Macon County 2010</td>
<td>79.3</td>
<td>16.3</td>
<td>0.2</td>
<td>1.0</td>
<td>2.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Macon County 2012</td>
<td>79.5</td>
<td>16.7</td>
<td>0.2</td>
<td>1.1</td>
<td>2.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<sup>a</sup> American Indian and Alaska Native.

<sup>b</sup> Includes Asian, Native Hawaiian and Other Pacific Islander.

<sup>c</sup> Criteria for “Some Other/Two or More Races” changed after 2005.

**Sources:** U.S. Census Bureau, *Profile of General Demographic Characteristics 2000-2012, State and County Quick Facts, 2005 American County Survey and 2010 Statistical Abstract; Population: Estimates and Projections by Age, Sex and Race/Ethnicity.*

### Aging

*Table E4* demonstrates the changing age demographic of Macon County comparatively to Illinois and the nation. Macon County has experienced the largest changes to the “65 and Older” population, evident by the increases in population percentages to the Median age. Coupled with the marginal, stagnant growths of the “18 and older” and “Under 5” populations, the table provides evidence that the resident migration is made up of individuals previously in the local labor force.
Table E4. Population Age by Location; Shown as a Percent of the Total Population and Median Age, 2005-2012.

<table>
<thead>
<tr>
<th>Location/Year</th>
<th>% Under 5</th>
<th>% 18 and older</th>
<th>% 65 and older</th>
<th>Median Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 2005</td>
<td>7.0</td>
<td>74.6</td>
<td>12.1</td>
<td>36.4</td>
</tr>
<tr>
<td>U.S. 2008</td>
<td>6.9</td>
<td>75.4</td>
<td>12.8</td>
<td>36.8</td>
</tr>
<tr>
<td>U.S. 2010</td>
<td>6.5</td>
<td>76.0</td>
<td>13.0</td>
<td>37.2</td>
</tr>
<tr>
<td>U.S. 2012</td>
<td>6.4</td>
<td>76.5</td>
<td>13.7</td>
<td>37.4</td>
</tr>
<tr>
<td>IL 2005</td>
<td>7.2</td>
<td>74.0</td>
<td>11.5</td>
<td>35.6</td>
</tr>
<tr>
<td>IL 2008</td>
<td>6.9</td>
<td>75.4</td>
<td>12.2</td>
<td>35.9</td>
</tr>
<tr>
<td>IL 2010</td>
<td>6.5</td>
<td>75.6</td>
<td>12.5</td>
<td>36.6</td>
</tr>
<tr>
<td>IL 2012</td>
<td>6.3</td>
<td>76.2</td>
<td>13.2</td>
<td>37.0</td>
</tr>
<tr>
<td>Macon County 2005</td>
<td>6.7</td>
<td>75.2</td>
<td>15.3</td>
<td>39.3</td>
</tr>
<tr>
<td>Macon County 2008</td>
<td>6.3</td>
<td>77.2</td>
<td>16.1</td>
<td>40.0</td>
</tr>
<tr>
<td>Macon County 2010</td>
<td>6.3</td>
<td>77.2</td>
<td>16.4</td>
<td>40.3</td>
</tr>
<tr>
<td>Macon County 2012</td>
<td>6.2</td>
<td>77.5</td>
<td>17.0</td>
<td>40.5</td>
</tr>
</tbody>
</table>


Poverty

Poverty is federally defined as a set of money income thresholds that vary by family size, and composition to detect who is poor. Table E5 depicts the percent of the population living in poverty by percent of the total population, percent of related children under the age of 18, and percent of individuals 65 years of age and older. The data show an upward trend in the change of poverty for younger demographics, with Macon County representing a larger proportion than the other locations referenced in the Table. Approximately 4 of every 10 children under the age of 18 live below the poverty threshold in Macon County, while only 1 in 20 citizens 65 years and older fall beneath the government-defined threshold.
Table E5. Poverty as a Percent of the Total Population and Age Categories by Location for 2005-2012.

<table>
<thead>
<tr>
<th>Location/Year</th>
<th>% of Population</th>
<th>% under age 18</th>
<th>% 65 and older</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 2005</td>
<td>13.3</td>
<td>18.2</td>
<td>9.9</td>
</tr>
<tr>
<td>U.S. 2008</td>
<td>13.2</td>
<td>19.0</td>
<td>9.7</td>
</tr>
<tr>
<td>U.S. 2010</td>
<td>15.3</td>
<td>21.6</td>
<td>9.0</td>
</tr>
<tr>
<td>U.S. 2012</td>
<td>15.9</td>
<td>22.3</td>
<td>9.5</td>
</tr>
<tr>
<td>IL 2005</td>
<td>12.0</td>
<td>16.2</td>
<td>8.9</td>
</tr>
<tr>
<td>IL 2008</td>
<td>12.2</td>
<td>16.8</td>
<td>8.9</td>
</tr>
<tr>
<td>IL 2010</td>
<td>13.8</td>
<td>19.4</td>
<td>8.4</td>
</tr>
<tr>
<td>IL 2012</td>
<td>14.7</td>
<td>20.7</td>
<td>8.8</td>
</tr>
<tr>
<td>Macon County 2005</td>
<td>15.1</td>
<td>25.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Macon County 2008</td>
<td>15.3</td>
<td>26.0</td>
<td>7.2</td>
</tr>
<tr>
<td>Macon County 2010</td>
<td>18.3</td>
<td>28.4</td>
<td>5.7</td>
</tr>
<tr>
<td>Macon County 2012</td>
<td>23.3</td>
<td>39.3</td>
<td>4.9</td>
</tr>
</tbody>
</table>


Median Household Income

“Median Household Income” represents the threshold for which exactly half of the population earns above, while the other half falls underneath. Median Household Income is used in place of Mean Income here to prevent skewing from outliers. The change in Median Household Income in the time since the 2010 Census is slightly larger (+$3,614) within the county than both the state (+$2,165) and national (+$1,325) calculations, yet overall Macon County still lags behind both regions (see Table E6).


<table>
<thead>
<tr>
<th>Year</th>
<th>U.S.</th>
<th>Illinois</th>
<th>Macon County</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$46,242</td>
<td>$50,260</td>
<td>$39,123</td>
</tr>
<tr>
<td>2009</td>
<td>$52,029</td>
<td>$56,230</td>
<td>$45,664</td>
</tr>
<tr>
<td>2010</td>
<td>$50,046</td>
<td>$52,972</td>
<td>$40,919</td>
</tr>
<tr>
<td>2012</td>
<td>$51,371</td>
<td>$55,137</td>
<td>$44,533</td>
</tr>
</tbody>
</table>

Sources: U.S. Census Bureau, General Demographic Characteristics: 2005 and State and County Quick Facts, 2010 American Community Survey 1-yr estimate: Select economic characteristics.
Unemployment

*Table E7* outlines unemployment data for the United States, State of Illinois and Macon County for time periods between 2005 and 2012. Labor Force numbers are also outlined for both the State and Macon County in *Table E8*. Unemployment Rates have dropped from their recent 2009-2010 peak. This could be a result of the declining labor force and not an indication of employment opportunities.

**Table E7.** Annual Average Unemployment Rate by Location, 2005-2012.

<table>
<thead>
<tr>
<th>Area</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macon County</td>
<td>52.7</td>
<td>53.5</td>
<td>54.2</td>
<td>54.4</td>
<td>54.7</td>
<td>54.8</td>
<td>54.3</td>
<td>53.6</td>
</tr>
</tbody>
</table>

Labor Force numbers in thousands


**Table E8.** Labor Force by Location, 2005-2012.

**Educational Attainment**

*Table E9* provides educational attainment data for the 25 years of age and older population. DeWitt County is the second largest county that accounts for both Richland enrollment and the local labor force. For these reasons, their attainment levels have also been added. Overall, both counties are undereducated compared to the state and nation. In Macon County, over 40% of the population ended their educational attainment with a high school diploma or less. This percentage is larger for DeWitt County at over 50%. The category “Less College than a
“Bachelor’s Degree” represents individuals who have some college credit, or an Associate’s Degree. While each county is at approximately 30%, the largest segment of this grouping is made up of individuals with less than a two-year degree.

The categories were redefined starting in 2010, making previous years incompatible for comparison. Statistics for the U.S., Illinois, and Macon County between 2000 and 2008 can be found in the 2010 Environmental Scan under the same heading.

Table E9. Highest Level of Educational Attainment for the Population 25 Years and Older by Location, 2010 and 2012.

<table>
<thead>
<tr>
<th>Location/ Year</th>
<th>% Less than H.S. diploma</th>
<th>% H.S. diploma/ equivalent</th>
<th>% Less college than a Bachelor’s degree</th>
<th>% Bachelor’s degree or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 2010</td>
<td>14.4</td>
<td>28.5</td>
<td>28.9</td>
<td>28.1</td>
</tr>
<tr>
<td>U.S. 2012</td>
<td>13.6</td>
<td>28.0</td>
<td>29.2</td>
<td>29.1</td>
</tr>
<tr>
<td>IL 2010</td>
<td>13.1</td>
<td>27.6</td>
<td>28.5</td>
<td>30.7</td>
</tr>
<tr>
<td>IL 2012</td>
<td>12.4</td>
<td>27.0</td>
<td>28.9</td>
<td>31.7</td>
</tr>
<tr>
<td>Macon County 2010</td>
<td>13.0</td>
<td>32.7</td>
<td>32.2</td>
<td>22.2</td>
</tr>
<tr>
<td>Macon County 2012</td>
<td>10.5</td>
<td>34.3</td>
<td>31.9</td>
<td>23.3</td>
</tr>
<tr>
<td>DeWitt County 2010</td>
<td>9.7</td>
<td>46.4</td>
<td>28.1</td>
<td>15.8</td>
</tr>
<tr>
<td>DeWitt County 2012</td>
<td>8.5^</td>
<td>43.3</td>
<td>31.1</td>
<td>17.1</td>
</tr>
</tbody>
</table>

Sources: 2012 American Community Survey and 2010-2012 Statistical Abstract: Education.
^DeWitt County calculations represent 5 year estimates ending in the identified year.

Education

Public School Districts

Richland consists of ten public school districts and one former public school district. Stonington #7 was dissolved by the Regional Office of Education’s Board of Trustees and annexed to Taylorville Unit School District #3 on July 6, 1992. (Even though Stonington #7 is no longer a school district, the land area and population remain a part of Richland.) In the Stonington area, one elementary school is open, while the middle and high school students attend classes in Taylorville. The names and locations of the public school districts include the following:

1. Argenta-Oreana School District #1 (AO#1)–land in Macon/DeWitt Counties;
3. Cerro Gordo School District #100 (CG#100)–land in Macon/Piatt Counties;
4. Clinton School District #15 (C#15)–land in DeWitt/Logan/Macon Counties;
5. Decatur School District #61 (D#61)–land in Macon County;
6. Maroa-Forsyth School District #2 (MF#2)–land in Macon/DeWitt Counties;
7. Meridian School District #15 (M#15)–land in Macon/Christian Counties;
8. Mt. Zion School District #3 (MZ#3)–land in Macon/Moultrie Counties;
9. Sangamon Valley School District #9 (SV#9)–land in Macon/Sangamon/Christian Counties;
10. Former Stonington School District #7 (S#7)–land in Christian County; and

Several private school systems are located in Decatur:
   1. Decatur Christian School–grades pre-K-12;
   2. Hillside Bethel Christian School–grades K-12;
   3. Holy Family Catholic School–grades pre-K-8;
   4. Lutheran School Association–grades pre-K-12;
   5. Maranatha Christian Academy–grades K-8;
   6. Northwest Christian Campus–grades K-12;
   7. Our Lady of Lourdes—grades pre-K-8; and
   8. St. Patrick’s School–grades pre-K-8; and

Information on private schools is not readily available; therefore, subsequent analysis focuses on public school districts.

Table E10 provides Richland’s territory by public school districts and one former school district. As shown, Clinton Unit School District #5 makes up the greatest percentage of land area at 19.4%, followed by Central A&M Unit School District #21 at 15.2%, and then by Meridian Unit School District #15 at 11.1%. These three districts account for nearly 46% of the Richland District’s total land area.

Table E10. Richland Land Area and Percent of Total by Public School District.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Public School District</th>
<th>Square Miles</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Clinton (C#15)</td>
<td>234.97</td>
<td>19.4</td>
</tr>
<tr>
<td>2.</td>
<td>Central A&amp;M (A&amp;M#21)</td>
<td>184.00</td>
<td>15.2</td>
</tr>
<tr>
<td>3.</td>
<td>Meridian (M#15)</td>
<td>134.50</td>
<td>11.1</td>
</tr>
<tr>
<td>4.</td>
<td>Sangamon Valley (SV#9)</td>
<td>120.34</td>
<td>9.9</td>
</tr>
<tr>
<td>5.</td>
<td>Cerro Gordo (CG#100)</td>
<td>99.08</td>
<td>8.2</td>
</tr>
<tr>
<td>6.</td>
<td>Warrensburg-Latham (WL#11)</td>
<td>93.00</td>
<td>7.7</td>
</tr>
<tr>
<td>7.</td>
<td>Argenta-Oreana (AO#1)</td>
<td>87.00</td>
<td>7.2</td>
</tr>
<tr>
<td>8.</td>
<td>Maroa-Forsyth (MF#2)</td>
<td>81.78</td>
<td>6.7</td>
</tr>
<tr>
<td>9.</td>
<td>Mt. Zion (MZ#3)</td>
<td>67.89</td>
<td>5.6</td>
</tr>
<tr>
<td>10.</td>
<td>Stonington: former (S#7)</td>
<td>66.67</td>
<td>5.4</td>
</tr>
<tr>
<td>11.</td>
<td>Decatur (D#61)</td>
<td>44.00</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,213.23</td>
<td>100.0</td>
</tr>
</tbody>
</table>


Map E1 (see Appendix A) shows the ten public school districts and the one former school district that comprise the Richland District. In viewing the map, the majority of the land is in Macon, DeWitt and Christian Counties. As noted earlier, nearly 82% of Richland’s land area is in these three counties.
**Map E2** (see *Appendix B*) shows the Richland District by rural and urban areas. Population centers are highlighted in black with the names of the villages or cities. Also shown are some of the villages and cities outside the Richland District as reference locations. (Depending on whether the map is viewed in color or in black and white determines how it appears.) Overall, the Richland District is highlighted in green, or grayscale. Each school district boundary is shown in blue, while each county boundary is shown in orange. (In black and white differentiating between the lines is more difficult.)

**Public School Enrollment**
Ten public school districts and one former school district are included in Richland District #537. Utilizing the Illinois Board of Education’s *School Report Cards*, enrollment data was broken into three categories: total K-12th grade enrollments, K-8th grade enrollments and 9th-12th grade enrollments. (The “K” category also includes pre-K students.) The Taylorville School District data are not included in this overview, as the district no longer distinguishes Stonington students. Also not included in this analysis are private schools due to a lack of readily available data.

**Graph E11** shows the public school districts’ enrollment totals by the three categories shown above. The graph illustrates the declining enrollments in all three classifications. Since 2000, the district’s K-12 enrollment has declined by nearly 13% from 22,511 to 19,590. The 9th-12th enrollment also reflects this downward trend. Fewer numbers of students graduating from the district’s high schools could translate into smaller numbers of students attending Richland immediately after graduation. Since little data is available from private schools, an analysis of enrollment trends in those schools is not possible.

**Graph E11.** Public School Districts’ K-8th Grade Enrollments, 9th through 12th Grade Enrollments, and K-12 Enrollments, 2000-2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>K-8</th>
<th>9-12</th>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1623</td>
<td>6272</td>
<td>2251</td>
</tr>
<tr>
<td>2001</td>
<td>1585</td>
<td>6162</td>
<td>2202</td>
</tr>
<tr>
<td>2002</td>
<td>1548</td>
<td>6005</td>
<td>2149</td>
</tr>
<tr>
<td>2003</td>
<td>1506</td>
<td>5912</td>
<td>2097</td>
</tr>
<tr>
<td>2004</td>
<td>1495</td>
<td>5951</td>
<td>2090</td>
</tr>
<tr>
<td>2005</td>
<td>1470</td>
<td>5902</td>
<td>2060</td>
</tr>
<tr>
<td>2006</td>
<td>1445</td>
<td>6018</td>
<td>2047</td>
</tr>
<tr>
<td>2007</td>
<td>1420</td>
<td>5985</td>
<td>2019</td>
</tr>
<tr>
<td>2008</td>
<td>1429</td>
<td>5866</td>
<td>2016</td>
</tr>
<tr>
<td>2009</td>
<td>1425</td>
<td>5645</td>
<td>2019</td>
</tr>
<tr>
<td>2010</td>
<td>1426</td>
<td>5794</td>
<td>2016</td>
</tr>
<tr>
<td>2011</td>
<td>1420</td>
<td>5551</td>
<td>1990</td>
</tr>
<tr>
<td>2012</td>
<td>1413</td>
<td>5485</td>
<td>2005</td>
</tr>
<tr>
<td>2013</td>
<td>1410</td>
<td>5450</td>
<td>1996</td>
</tr>
</tbody>
</table>

**SOCIO-ECONOMIC**

**Richland District Infrastructure**

Critical to population growth and economic development in the Richland District are the status of local infrastructure and the changes in education, retail, municipal and healthcare. This section includes general information that may directly or indirectly impact Richland’s ability to attract students, support economic development, and offer training and professional development to local employers, incumbent workers and prospective employees.

In 2013, Decatur was named by Global Trade as number 25 in the “Top 25 Cities for Global Trade,” identified as the “25 metro areas that posted the largest export volume increase in 2011. Specifically cited as a contributing factor in this ranking was the establishment of the Midwest Inland Port (see Transportation, Roadways, and Bridges section.)

**Richland District Total Land Area**

The Richland District covers 1,213 square miles and includes the vast majority of Macon County and portions of Christian, DeWitt, Logan, Moultrie, Piatt, Sangamon, and Shelby Counties. **Table E12** lists the eight counties that make up Richland’s district in terms of total square miles and the percent of each county. As shown, 98.2% of Macon County is in the Richland District, followed by DeWitt and Christian Counties at 64.9% and 23.2%, respectively. These three counties account for nearly 82% of the total District land area.

**Table E12. Richland Land Area and Percent of Total Land Area by County in 2004.**

<table>
<thead>
<tr>
<th>Rank</th>
<th>County</th>
<th>Area (Square Miles)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Macon</td>
<td>570.02</td>
<td>98.2</td>
</tr>
<tr>
<td>2.</td>
<td>DeWitt</td>
<td>258.20</td>
<td>64.9</td>
</tr>
<tr>
<td>3.</td>
<td>Christian</td>
<td>164.80</td>
<td>23.2</td>
</tr>
<tr>
<td>4.</td>
<td>Shelby</td>
<td>103.40</td>
<td>13.6</td>
</tr>
<tr>
<td>5.</td>
<td>Piatt</td>
<td>54.86</td>
<td>12.5</td>
</tr>
<tr>
<td>6.</td>
<td>Sangamon</td>
<td>48.50</td>
<td>5.6</td>
</tr>
<tr>
<td>7.</td>
<td>Logan</td>
<td>11.95</td>
<td>1.9</td>
</tr>
<tr>
<td>8.</td>
<td>Moultrie</td>
<td>1.50</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1,213.23</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Illinois Department of Revenue, Springfield, Illinois, retrieved from website 2007.

The Richland District is defined as an urban/rural landscape. The District’s 1,213 square miles are broken down with 68.4 square miles (5.6%) of urban setting and 1,144.9 square miles (94.4%) of rural setting. Based on population estimates, 112,551 people (84.2%) reside in an urban environment, and 21,192 people (15.8%) reside in a rural environment. Stated differently, 84% of Richland’s population lives on 6% of the land.

The U. S. Department of Education classifies the land area in the Richland District as “rural, inside or outside of a Metropolitan Statistical Area (MSA).” The U.S. Census Bureau states, “An
MSA is a geographic entity defined by the Office of Management and Budget for use by federal statistical agencies, based on the concept of a core area with a large population nucleus, plus adjacent communities having a high degree of economic and social integration with that core. Qualification of an MSA requires the presence of a city with 50,000 or more inhabitants, or the presence of an Urbanized Area (UA) and a total population of at least 100,000.”

**Equalized Assessed Valuation**

The 2012 Equalized Assessed Valuation (EAV) for Fiscal Year 2014 for Richland’s District is $2.23 billion, an increase of 23.9% compared to 2005. Of the total EAV in 2012, Macon County accounts for 70.7% of the total, followed by DeWitt County at 20.5%, Christian County at 3.2%, Shelby County with 2.1%, Piatt County with 1.5%, Sangamon County at 1.4%, Logan County at 0.4%, and Moultrie County at 0.2%. Overall, 91.2% of the District’s tax base is located in Macon and DeWitt Counties.

As shown in **Graph E13**, the District’s EAV has shown a steady growth since 2000. In the last decade, Macon County’s EAV has increased by approximately 34%. However, 2012 saw a decrease of 2.89% in Macon County’s EAV. Currently the County is expecting future EAV’s to remain at its current rate.

**Graph E13.** Richland District Equalized Assessed Values.

![Graph E13](image)

Source: Richland Community College, Office of Finance & Administration.

**Public Infrastructure**

**Education**

In early 2009 Decatur Unit School District #61 initiated a year-long investigation regarding the condition of its two high schools. After input from focus groups and community forums, a Taskforce recommended that the two existing high schools be remodeled rather than the District constructing a new high school. The District School Board voted to seek a sales tax increase, and this option was approved by other public school districts in the County. In November 2010, citizens of Macon County approved the sales tax increase, with the proceeds to be distributed among the county K-12 public districts for construction and maintenance.
Decatur District #61 completed the renovation of Eisenhower High School (reopened in January 2014) and is currently renovating MacArthur High School, with a projected completion in 2015. Utilizing funds from the sales tax, Meridian School District has completed construction of a new high school gymnasium and cafeteria, and planning for a new grade school is underway. Decatur Unit School District #61 is currently searching for a new superintendent. This change will open additional partnership opportunities for the College.

Four-Year Universities

Richland continues to assure that student transfer to other colleges and universities is seamless. All proposed courses that are intended as transfer courses are submitted to at least 3 universities for articulation as general education or major-linked. These agreements are reviewed as part of the Academic Discipline Review for the Illinois Community College Board. In addition, courses are presented to the Illinois Articulation Initiative panels for approval as IAI courses, a process that also smooths transfer of individual courses and general transfer degrees such as the Associate of Arts and Associate of Science Degrees. For Career and Technical Education programs, Richland works with colleges and universities to connect two-year degrees with appropriate four-year degrees. Since all CTE degrees include at least 15 general education credits, students may only need to enroll in one or two extra courses at Richland to transfer, and sometimes the degree transfers with no additional course requirements. Richland works with university partners to assure that the programs meet the transfer needs of these students and meet the education requirements of the four-year schools. Richland and Millikin continue to identify collaboration opportunities, including allowing Richland students to enroll in Millikin’s organic chemistry courses since Richland enrollment has not been sufficient for courses to be offered to meet student degree completion needs. Students may also select from three advanced degree programs—MBA, Master of Science in Nursing and Doctor of Nursing Practice.

Transportation, Roadways and Bridges

Roadway and bridge improvements within the Richland District impact students’ abilities to access the campus and the expansion of economic development both in the District and in Central Illinois.

The extension of Reas Bridge Road (Huston Drive) from Brush College Road west to Route 48, the extension of Mound Road to accommodate the construction of Progress City, USA, and the addition of President Howard Brown Boulevard have benefited students, employees, and visitors to the College. In 2012, traffic patterns changed on Brush College to restrict turning onto College Park from the north and forcing drivers to utilize Howard Brown Boulevard as the northern access to the main campus.

Discussion continues regarding future projects that would impact traffic flow to Richland and/or economic development for the region, including a South and East Beltway to connect Route 51 south of Decatur near Elwin to Interstate 72 near the exit for the Richland main campus. The Illinois Department of Transportation (IDOT) is continuing to work on the expansion of Route 51 South from a two-lane to four-lane highway between Moweaqua and Pana, completing the work south to Assumption. When this project is completed, Route 51 South to Vandalia will be a
four-lane route, extending this travel option from the northern Illinois border to Vandalia. Limited state funding continues to delay this project.

A component of the Decatur Urbanized Area Transportation Study is the 2011-2014 Transportation Improvement Plan (TIP). The TIP includes projects for Decatur and communities in the County. Several of these projects will impact travel to the College, including major reconstruction of Brush College Road between Faries Parkway and William Street. While any work on that road might cause an inconvenience for students and employees in the short term, in the long term it will improve transportation options to the College.

The Decatur Public Transit System (DPTS) operates 15 bus routes and a downtown trolley route on a pulse system with buses departing the downtown Transit Center at 15 and 45 minutes past each hour. Hours of operation are Monday through Friday from 5:30 A.M. to 7:15 P.M. and on Saturday from 6:15 A.M. to 7:15 P.M. No service is provided on Sunday or on major holidays, which include Memorial Day, 4th of July, Labor Day, Thanksgiving Day, Christmas Day, and New Year’s Day. Richland is included on a regular bus route delivering students to campus each hour from 6:34 a.m. until 6:34 p.m. Monday through Thursday and 6:34 a.m. to 4:34 p.m. on Friday and Saturday. Riders may transfer for free, but most routes require that individuals travel to the downtown Senator Severns Transit Center, which may add up to 30 minutes to their rides to the campus. Students may also travel to the Fairview Park Plaza Extension Center by bus.

In addition to fixed route bus service, DPTS also provides "Operation Uplift," door-to-door paratransit service for individuals who are unable to use the fixed route bus system due to a disability. Paratransit service is available during the same days and hours of operation as the fixed route bus system, but "Operation Uplift" operates on a demand responsive basis.

Since 2012, another transportation option has become available in Macon County. SHOW BUS provides public transportation to a number of communities in the county to Decatur. While access is limited, the service is offered at a low cost, and anyone may ride. Pick-ups occur two times per day, and individuals may be dropped off at a number of locations.

September 2013 marked the opening of the Midwest Inland Port intermodal facility. This facility allows companies to ship inbound and outbound raw materials and products via rail containers anywhere in the United States and internationally. Served by 3 railroads and five major roadways, the Midwest Inland Port allows shippers to bypass congested areas in Chicago, St. Louis, and Indianapolis. The partnerships of ADM, the railroads, and local and regional manufacturers are identified as a key component of attracting new businesses as well as enhancing current businesses. The impact on Richland has already been shown with Richland’s recent articulation with Western Illinois University to offer an associate of science transfer degree to enter the supply chain management program at WIU. In addition, this facility may increase employment opportunities for completers of the CDL program.

Decatur Airport

The Decatur Airport is owned and operated by the Decatur Park District. The facility includes three runways and covers just over 2,200 acres. Air Choice One currently provides service to Chicago and St. Louis; ridership has fluctuated for a number of reasons, including issues with connections for automatic luggage transfer. A U.S. Customs Office at the airport provides an
international arrival point for corporate aircraft and general aviation aircraft. The Decatur Park
District has maintained its authority as Foreign Trade Zone (FTZ) #245 for international
commerce. The airport also serves as an Illinois National Guard facility with 125 aircraft and
approximately 70 employees. Future plans are to increase commercial use of the airport and
maintain airline service. Continued air service to and from Decatur and the region will affect
economic development, and competition from the Central Illinois Regional Airport
(Bloomington) continues to be a concern. Traffic for the Farm Progress Show has positively
impacted the use of the airport every other year and has highlighted the convenience of the
airport for Central Illinois travelers.

Healthcare

Both Decatur Memorial Hospital (DMH) and St. Mary’s Hospital have expanded health care
options by attracting additional physicians, constructing new and remodeling existing facilities,
and increasing outreach opportunities. DMH has opened a new cafeteria and education center
and opened several Express Care facilities throughout Decatur and in other communities. St.
Mary’s Hospital, recently joining the Hospital Sisters Health Systems, and has completed the
first phase of remodeling its main entrance and emergency complex in a three-phase construction
project supported through a $70M capital campaign. St. Mary’s has also expanded its outreach
with healthcare centers throughout Decatur. With the increase in health care needs for an aging
population, graduates from the Richland Health Professions programs will have increased
opportunities for employment in the District and in Central Illinois.

Dr. John Warner Hospital in Clinton is one of DeWitt County’s top 10 employers. In March
2000, the hospital attained Critical Access Hospital (CAH) status, and in the fall of 2002, a new
spiral CT scanner was installed, allowing for transmission of digital CT images directly to the
physician's office. Hospital services also include a Rural Health Center.

Commercial Development

Municipal

Decatur’s City Council and the Macon County Board are working to develop a plan to expand
water availability in the County. The dredging project to remove silt from Lake Decatur is still
underway. The City is also upgrading aging sewer lines and residential water meters to enhance
accuracy. The availability of a clean, abundant water supply is critical to expansion of business
and industry and to the population growth of Decatur and the region. This expansion and growth
will directly impact Richland both in its operations and in tax growth in the District.

Currently, five (5) Tax Increment Financing (TIF) Districts are located in Macon County, and
several businesses are located in the Macon County Enterprise Zone. The current Enterprise
Zone is due to expire on July 1, 2016.

The City has completed two phases of a three-phase Downtown Streetscape project, which
included an upgrade of Central Park, the construction of new green space in the 300 block of
North Water Street, new lighting, streets and sidewalks, and signage. Traffic patterns and
parking have also been altered to improve traffic flow and encourage patrons to shop and dine
downtown. As part of the traffic changes, truck traffic has been rerouted from downtown to an
alternate route to encourage outdoor dining and other activities. This project is designed to increase pedestrian traffic, sales, and interest by retail businesses to locate or relocate downtown.

In Clinton, downtown redevelopment has also occurred, along with participation in the *Looking for Lincoln* regional project. Clinton has established a TIF District as well.

**Retail**

In 2013 the City of Decatur established a new position, the Economic Development Officer, with the sole focus of attracting, retaining, and expanding retail businesses and restaurants. The person hired for this position came from the Economic Development Corporation of Macon County, which focuses on attracting, retaining, and expanding business and industry in the County.

Downtown Decatur has experienced the opening of new restaurants and retail establishments since the last Environmental Scan. The Decatur Area Arts Council is the anchor for a growing arts community. The monthly Gallery Walk on the first Friday of each month brings visitors downtown. Richland participates regularly in the Walk by inviting alumni to display their work.

Older shopping centers such as Fairview Park Plaza on the west side and the Pines Shopping Center on the east side of Decatur have undergone renovation and revitalization. New retail at the Pines includes a pharmacy and other small stores.

Other communities in the District continue efforts to attract businesses, with Mount Zion opening a new Civic Center and experiencing growth with new restaurants.

**Office & Institutional Development**

Collaboration between Richland Community College and the Heartland Region Education for Employment (EFE) System, including District 61, has led to the migration of the Heartland Technical Academy to Richland’s campus in 2012. The Workforce Development Institute now under construction on Richland’s campus will provide facilities not only to expand Richland programs but also to expand Heartland programs such as automotive mechanics, welding, and construction trades. This long-term partnership will impact enrollment, ease of transfer for students to Richland, and completion of certificates and degrees. Additional information about dual credit and the Richland Transfer Academy appears in Section 3 of the Environmental Scan.

**Brush College LLC and Progress City USA**

In September 2004, Decatur was designated as the semi-permanent home of the Farm Progress Show to be located north of the Richland main campus. The Farm Progress Show offers unique international visibility to Richland. The collaboration of local businesses, government agencies, the Greater Decatur Chamber of Commerce, and ADM, along with the support of local and state governmental officials, led to the construction of Progress City USA. Of the approximately 300 acres, 80 acres comprise the gated city and about 220 acres are used for parking. This multi-purpose facility provides the community and College with social, economic, and sustainable development benefits through numerous events. Infrastructure at Progress City includes permanent restrooms, electrical wiring, sewers, and roads, paved in Summer 2007. One
permanent building on the site houses the Richland Fire Science Program fire truck and offers training space. Other permanent buildings have been constructed by vendors. The site is marketed for events in the 22 months outside of the Farm Progress Show. Both national and local businesses and organizations rent the site, billed as the largest outdoor venue in the state. Richland and ADM have extended the agreement on the site until 2024.

Brush College, LLC, was created as the operating unit of Progress City USA. Richland is the sole partner of Brush College, LLC, with the Vice President of Finance and Administration serving as the manager of the LLC. Progress City is currently managed by the Director of Outdoor Exposition Center and Special Events, reporting to the Vice President of Economic Development and Innovative Workforce Solutions.

**Agribusiness Applied Technology Park**

Adopted as part of the 2013 Master Facilities Plan by the Board of Trustees, development of the College-owned land north of the Main Campus has been emphasized. A part of this development includes the Agribusiness Applied Technology Park (AATP), a master-planned community of technology-based enterprises created to provide a framework for fulfilling the College’s vision of a knowledge-based campus facilitate regional economic development for the 21st Century. The master plan for the project envisions an environment that will be a synergetic knowledge enterprise zone where students, faculty, industry, and government can interact and focus on solutions to contemporary bioenergy and agribusiness product and service commercialization issues through applied technology research and innovation. Programmatically, the AATP is to be a multi-tenant mixed-use development that will consist primarily of office and applied R&D space.

The resulting synergy will create the following benefits:
- Sound financial return to the Foundation and the College;
- Superior environment for technology-based companies to locate;
- Increased technology innovation, transfer, and commercialization;
- Enhanced practical-based teaching, learning, and research;
- High quality design enhancing the College environment; and
- Improved quality of life for the community and region.

**Off-Campus Facilities**

College credit and non-credit classes are conducted at various community sites throughout the District. In addition, a Mathematics Enrichment Center (MEC) operates at the Clinton and Fairview sites.

In November 2013 a new Clinton Center was dedicated near the campus of the Clinton High School at 140 Sunrise Court. This 4,000-square-foot stand-alone facility offers admissions, registration, financial aid, and other services. Credit, non-credit, and adult education classes are scheduled at the Center in Clinton and in neighboring communities. The Clinton Center has been relocated several times, but it is the oldest off-site center serving Richland citizens.

The Fairview Park Plaza Center, located at 1485 W. King Street, opened in spring 2009. Credit, non-credit, and adult education classes are offered at the site. Admissions, registration,
placement testing, and many other services are offered at the site. The Center has three classrooms, a meeting room, a large reception area, and restrooms.

In June 2011 the Hope Academy Center, located at the Decatur District #61 Hope Academy, closed after six years of service.

A number of adult education courses meet off campus in locations throughout the District. In Fall 2013, for example, classes were conducted at Central Christian Church and the Decatur Foundry, Inc.

**Residential Development**

Residential opportunities in downtown Decatur have attracted businesses, including new construction in 2008 on North Water Street originally intended as a retail/banking complex; in 2012 this building was sold and is now the home for technical services for Archer Daniels Midland.

Developers have also created “over 55” neighborhoods in Decatur, Mt. Zion, and Forsyth. This new housing opportunity has changed the focus from “nursing homes” to assisted living and long-term care facilities to Baby Boomers who need to downsize their residence. Additional assisted living/long-term care complexes have also been constructed in the area, emphasizing the continuous care that these facilities can offer to patients.

**Macon County’s Largest Employers**

*Table E14* lists the 19 major employers in Macon County in 2013, as reported by the Economic Development Corporation of Decatur and Macon County. In the time since the 2010 Environmental Scan, lay-offs and downsizing have diminished the employment possibilities among the top employers. Ameren Illinois decreased local employment by 738 positions while Star Tek closed all local operations, reducing employment by 600 jobs.

*Table E14. Major Employers in Macon County, 2010 and 2013.*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Company</th>
<th>Product / Service</th>
<th># of Employees 2010</th>
<th># of Employees 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Archer Daniels Midland</td>
<td>Agricultural Products</td>
<td>4,000</td>
<td>4,040</td>
</tr>
<tr>
<td>2</td>
<td>Caterpillar, Inc.</td>
<td>Mining/Construction Equipment</td>
<td>3,500</td>
<td>3,292</td>
</tr>
<tr>
<td>3</td>
<td>Decatur Memorial Hospital</td>
<td>Health Care</td>
<td>2,266</td>
<td>2,374</td>
</tr>
<tr>
<td>4</td>
<td>Decatur Public Schools</td>
<td>Elementary/Secondary Education</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>5</td>
<td>St. Mary's Hospital (HSHS)</td>
<td>Health Care</td>
<td>1,100</td>
<td>1,136</td>
</tr>
<tr>
<td>6</td>
<td>Tate &amp; Lyle, Inc.</td>
<td>Agricultural Products</td>
<td>822</td>
<td>634</td>
</tr>
<tr>
<td>7</td>
<td>Millikin University</td>
<td>Higher Education</td>
<td>600</td>
<td>627</td>
</tr>
<tr>
<td>8</td>
<td>Macon County</td>
<td>Services</td>
<td>550</td>
<td>545</td>
</tr>
<tr>
<td>9</td>
<td>Ameren Illinois</td>
<td>Utility</td>
<td>1,250</td>
<td>512</td>
</tr>
<tr>
<td>10</td>
<td>City of Decatur</td>
<td>Services</td>
<td>530</td>
<td>506</td>
</tr>
</tbody>
</table>
Archer Daniels Midland Company (ADM) is still the largest employer with 4,040 employees currently, an overall increase of 40 from 2010. Table E15 provides manufacturing and total employment data for 2000, 2005, 2008, and 2013 in Macon County. Manufacturing has traditionally been considered the significant employment opportunity within the county as evident by the minor changes in overall employment. However, since the year 2000, manufacturing jobs have decreased by approximately 7,500 openings, representing a 62% loss.

According to the Illinois Department of Employment Security, there are currently 62,035 individuals employed in the Local Workforce Area (Macon and DeWitt counties). This number is only expected to grow 3.51% between the years 2010 and 2020. Production occupations, which historically make up the largest portion of jobs in the area at 7,155, are expected to decrease by 6.62% or 474 jobs. The lower—than-state-average growth rate combined with a higher-than-state-average unemployment rate requires that College offer education and training programs that facilitate employment upon completion.

Table E15. Manufacturing and Total Employment 2000 through 2013 in Macon County.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Macon County Manufacturing</td>
<td>12,099</td>
<td>10,724</td>
<td>9,762</td>
<td>4,650</td>
</tr>
<tr>
<td>Macon County Total</td>
<td>55,509</td>
<td>52,027</td>
<td>51,109</td>
<td>47,096</td>
</tr>
</tbody>
</table>


Healthcare is an evolving field. With the change in federal requirements for electronic medical records, training needs for new and incumbent workers are expected to change. Currently, employment within the Health Professions (4,035) and Education (2,817) also account for major employment fields. In addition, new regulations require a recertification of pharmacy technicians, a change that may also impact enrollment in Richland’s program. According to the Illinois Department of Employment Security (July 2013), the following increases in employment opportunities are expected in healthcare in the Richland District by 2020 (Table E16).

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses</td>
<td>14%</td>
</tr>
<tr>
<td>Radiographers</td>
<td>10%</td>
</tr>
<tr>
<td>Practical Nurses</td>
<td>9%</td>
</tr>
<tr>
<td>Medical Records Specialists</td>
<td>9%</td>
</tr>
</tbody>
</table>


One area of potential expansion for the College to offer training/education is with the large number of small- and medium-sized businesses. The City of Decatur staff reported in February 2014 that 2,957 companies employ less than 100 employees and that 57 companies employ between 100 and 250 employees.

City of Clinton (Central DeWitt County) Employers

Table E17 lists the top three growing/ and declining employment categories for industries in DeWitt County. The red numbers in the total indicate declining industries or occupations. (Data was not available to include a list of major employers.)

Table E17. Growing/Declining Industries in DeWitt County, IL.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Change in Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear Electric Power Generation</td>
<td>347</td>
</tr>
<tr>
<td>Prefabricated Metal Building and Component Manufacturing</td>
<td>256</td>
</tr>
<tr>
<td>Temporary Help Services</td>
<td>144</td>
</tr>
<tr>
<td>Elementary and Secondary Schools (Private)</td>
<td>(144)</td>
</tr>
<tr>
<td>Railroad Rolling Stock Manufacturing</td>
<td>(400)</td>
</tr>
<tr>
<td>Hydroelectric Power Generation</td>
<td>(438)</td>
</tr>
</tbody>
</table>


Table E18 lists the top three growing and declining occupations in DeWitt County. Employers in the area provide jobs and create additional indirect jobs that support their business activities.

Table E18. Growing/Declining Occupations in DeWitt County, IL.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Change in Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>63</td>
</tr>
<tr>
<td>Personal Financial Advisors</td>
<td>46</td>
</tr>
<tr>
<td>Farm Equipment Mechanics and Service Technicians</td>
<td>45</td>
</tr>
<tr>
<td>Childcare Workers (39-9011)</td>
<td>(32)</td>
</tr>
<tr>
<td>Electromechanical Equipment Assemblers</td>
<td>(50)</td>
</tr>
<tr>
<td>Farmers, Ranchers, and Other Agricultural Managers</td>
<td>(62)</td>
</tr>
</tbody>
</table>

Policy & Legislation
Employment Law Summary

Richland Community College monitors developments in employment law and updates related policies and procedures to ensure adherence to fair employment practices. Several employment-related laws have been enacted over the past few years. A summary of selected laws pertinent to Richland is presented below.

Table E19. Employment Law Summary.

<table>
<thead>
<tr>
<th>Signed</th>
<th>Employment Laws</th>
<th>Effective Date</th>
</tr>
</thead>
</table>
| September 25, 2008 | Americans with Disabilities Act as amended  
• Broadens disability definitions and eligibilities. | January 1, 2009 |
| January 28, 2008 | Family and Medical Act amendments  
• Expands military-related leave eligibilities. | January 16, 2009 |
| March 23, 2010   | Patient Protection and Affordable Care Act  
• Phases in significant changes to benefit plans, eligibilities, and fees. | January 1, 2011 |
| March 23, 2010   | Affordable Care Act- revised Benefit Plan Design rules  
Impacts preventative services, child coverage, coverage limits, etc. | January 1, 2011 |
| August 20, 2010  | Illinois Employer Credit Privacy Act (IL PA 96-1426)  
• Enacts restrictions in using pre-employment/employment credit histories. | January 1, 2011 |
| January 31, 2011 | Illinois Civil Union legislation (IL PA 96-1513)  
• Impacts benefit eligibility governed by state law. | June 1, 2011 |
| June 27, 2012   | Illinois Abused and Neglected Child Reporting Act as amended (IL PA 97-0711)  
• Requires College personnel to report suspected child abuse/neglect. | June 27, 2012 |
| August 16, 2012 | SURS Return to Work Act (IL PA 97-0968)  
• For annuitant service after August 2013, impacts pay and/or College fees. | August 1, 2013 |
| March 20, 2010 | Affordable Care Act- revised HSA and Flex Account rules  
• Revises annual tax-advantaged amounts; changed HSA prescription drug rules. | January 1, 2013 |
| February 6, 2013 | Family and Medical Leave Act amendments  
• Adds military-related leave eligibilities. | March 8, 2013 |
| June 26, 2013   | Supreme Court ruling regarding Federal Defense of Marriage Act  
• Impacts benefit eligibility governed by federal | June 26, 2013 |
### State and Local Funding

Richland Community College receives operating revenue from four primary sources: local property taxes, the state of Illinois, tuition and fees, and miscellaneous other sources. Operating revenue is accounted for in the General Fund, which consists of the Education Fund and the Operations & Maintenance Fund. The College operates on a fiscal year that begins July 1 and concludes on the following June 30. For FY 2013-2014, budgeted revenue for the General Operating Fund includes the following:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Sources</td>
<td>$7,322,957</td>
</tr>
<tr>
<td>State Sources</td>
<td>2,756,663</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>7,104,251</td>
</tr>
<tr>
<td>Other Sources</td>
<td>632,278</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$17,816,149</strong></td>
</tr>
</tbody>
</table>

The General Operating Fund revenue for FY14 is 41.1% Local Revenue, 39.9% Tuition and Fees, 15.5% State Revenue, and 3.5% Other Sources (see Graph E20).

**Graph E20.** FY2014 General Fund by Percentage.

Source: Richland Community College, Office of Finance & Administration.
Local sources of revenue include property taxes, chargebacks from other community colleges, and interest earned on property taxes. Property taxes constitute the largest single source of revenue. In 2012, the College District has an equalized valuation (EAV) of $2,228,314,058, which reflects a decrease of 3% from the prior year. FY14 budgeted property tax revenue for the Educational Fund is $6,090,407, a decrease of $87,515 from FY13.

In April 2005, the College successfully passed a referendum that added $.0618 to the College’s existing limiting Education Fund tax rate of $.2131 making the total rate $.2749. This additional taxing authority coincided with an equal decrease in the Debt Service tax levy. The net result of the referendum effectively shifted the tax revenues from restricted funding for debt service to unrestricted funding for educational purposes. The College historically tries to keep the College’s tax levy rate at $.38 per $100 of EAV. (See information on Equalized Assessed Valuation on page 11.) The Operations & Maintenance Fund receives revenue from two major sources: property taxes and student tuition and fees. The property tax rate for this fund is .04 cents per $100 in EAV. For FY14, revenue from property taxes is budgeted at $886,200. Tuition revenue of $573,402 is also allocated to this fund to meet ongoing building maintenance and operation needs.

State sources of funding include credit hour-based apportionment and Personal Property Replacement Taxes. In addition to credit-hour apportionment, the College receives several restricted categorical grants from the Illinois Community College Board (ICCB). The College experienced record enrollment in FY10, which drives the Base Operating Grant. Since then enrollments have declined at a rate of 4% each year.

Tuition and fees include tuition for credit and non-credit classes and various fees. The standard tuition rate for FY14 is $101 per credit hour, plus a $6 per credit hour Academic/Technology Fee. In fiscal year 2013 the College implemented a single rate tuition amount for online courses for both in-district and out-of-district students. In FY14 the rate for online courses was $145 per credit hour.

Graph E21 and E22 provide diagrams that show the various funding categories from FY09 through FY13 for the General Funds in two different ways. As shown, the major shifts occurred in state funding and tuition and fees.

<table>
<thead>
<tr>
<th>Year</th>
<th>Local</th>
<th>State</th>
<th>Tuition/Fees</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>6,459,933</td>
<td>3,337,540</td>
<td>4,483,040</td>
<td>368,209</td>
</tr>
<tr>
<td>FY10</td>
<td>6,709,456</td>
<td>3,089,702</td>
<td>5,758,140</td>
<td>447,674</td>
</tr>
<tr>
<td>FY11</td>
<td>6,962,717</td>
<td>2,963,028</td>
<td>6,450,898</td>
<td>386,087</td>
</tr>
<tr>
<td>FY12</td>
<td>7,015,668</td>
<td>3,276,520</td>
<td>6,296,040</td>
<td>483,019</td>
</tr>
<tr>
<td>FY13</td>
<td>7,015,668</td>
<td>3,137,801</td>
<td>6,480,688</td>
<td>580,322</td>
</tr>
</tbody>
</table>

Source: Richland Community College, Office of Finance & Administration

Graph E22 shows funding comparisons by category.

Graph E22. Funding Comparisons by category, FY2009-FY2013.

Source: Richland Community College, Office of Finance & Administration
Technology

In October 2014, Richland joined other organizations around the state in becoming a Point of Presence (POP) site for the Illinois Century Network's Illinois Broadband Opportunity Partnership initiative. This project, which has resulted in the creation of a statewide fiber-optic network owned and maintained by the Illinois Century Network, represents a major step in the State’s plan to continue to provide reliable & affordable internet access to all governmental, educational, and non-profit organizations in Illinois. By agreeing to serve as a POP site Richland has provided a “doorway” to this new system; cities, school districts, and other organizations who are able to connect to this system at the Richland POP site will be able to take advantage of reduced-cost internet access services that are optimized for high-capacity videoconferencing and information transfer. Additionally, unused fiber optic cabling is available for lease statewide, allowing local businesses to connect to other remote facilities inside the state. This opportunity will allow Decatur & the surround area to market itself more effectively to large businesses looking to establish facilities in the area. Technical Services provides the technical support for Richland to serve as a POP on this network and was involved in the upgrade to a 150Mbit Metro Ethernet connection expanding service and speeding up the connection.

Community Libraries and Computer Access to District Residents

A changing “connected” world is changing the local public community libraries’ role in their communities. While more people have computers in their homes, community libraries sometimes have newer computer with more current software and have better connectivity. Students who are interested in online courses must consider their ability to access the Internet at home, at the local libraries, or in retail locations with free wi-fi.

An increased number of U.S. citizens have access to the Internet due to changes in accessibility and bundling options with Internet, cable, and cell phone service. However, service is not “equal” for all residents. U.S. Census Bureau data from 2011 outlines that approximately 30% of Illinois citizens do not have a personal internet connection, either a computer or cellular device. Evidence from prior Environmental Scans suggests that this issue is most prevalent in rural Illinois where only 64.5% of residents had Internet access.

District residents often turn to local community libraries for computer and Internet access, but this option does not always meet the needs of local residents and students. The data in Table R29 represents an increase in available computers from the previous Scan by 23 total, in large part due to the acquisition of laptops. In addition to public library computer availability, Millikin University reports that Richland students have access to 13 computers in an open lab within their library.
Table E23. Communities with Public Libraries in the Richland District with a Population of 800 or More.

<table>
<thead>
<tr>
<th>Community</th>
<th># of Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argenta -Oreana</td>
<td>6</td>
</tr>
<tr>
<td>Assumption</td>
<td>3</td>
</tr>
<tr>
<td>Blue Mound</td>
<td>4</td>
</tr>
<tr>
<td>Cerro Gordo</td>
<td>2</td>
</tr>
<tr>
<td>Clinton</td>
<td>12</td>
</tr>
<tr>
<td>Decatur</td>
<td>33</td>
</tr>
<tr>
<td>Forsyth</td>
<td>7</td>
</tr>
<tr>
<td>Iliopolis</td>
<td>3</td>
</tr>
<tr>
<td>Macon</td>
<td>4</td>
</tr>
<tr>
<td>Maroa</td>
<td>9</td>
</tr>
<tr>
<td>Mt. Zion</td>
<td>6</td>
</tr>
<tr>
<td>Moweaqua</td>
<td>5</td>
</tr>
<tr>
<td>Stonington</td>
<td>3</td>
</tr>
<tr>
<td>Warrensburg</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
</tr>
</tbody>
</table>

Source: Email and Telephone correspondence with public libraries’ staff, December 2013.
Richland Community College recently celebrated its 40th anniversary of meeting the needs of District citizens. Thousands of individuals have benefited from the work of Richland’s faculty and staff since its establishment. The Internal Scan includes an overview of the College’s history as well as the administrative structure as of February 1, 2014, student profile, internal fiscal conditions, and an outline of non-academic areas of the College that directly impact Richland’s main purpose—student success. Unless noted, data for tables and graphs was obtained from Richland’s JENZABAR system.

**College Purpose, Mission, Vision, and Core Values**

The primary purpose of Richland Community College is to improve the quality of life in Central Illinois by actively serving the educational needs of the people, organizations, and institutions in its District. In 2006, the College adopted a new nondiscrimination policy, pledging to provide equal access to education and training for all citizens regardless of race, color, religion, sex, marital or parental status, national origin or ancestry, age, mental and/or physical disabilities (except where they are bona fide occupational qualifications), sexual orientation, gender identity, military or veteran status, or other legally protected characteristics or conduct.

As a part of the 2011-2014 Strategic Planning process, in March 2011 the Board of Trustees reaffirmed the vision statement to direct Richland’s planning, a vision that is student-centered and that focuses on the District’s needs and momentum: **to be the premier source for education, workforce training, partnerships, and economic development.**

Also in March 2011, the Board of Trustees reaffirmed the Mission, originally adopted in February 2009: **To offer innovated education experiences, opportunities, and environments that enable individuals, communities, and the region to grow, thrive, and prosper.**

Richland achieves its mission and purpose by offering the following programs as outlined in the Public Community College Act:

- The first two years of a baccalaureate education;
- Technical courses, certificates, and degrees designed to provide job training, retraining, and upgrading of skills;
- Basic educational skills designed to prepare students to engage in college-level study;
- Continuing and community education courses and programs designed to provide and encourage opportunities for lifelong learning;
- Student development programs and services designed to help students identify educational and career goals, set realistic career paths, and develop skills necessary to achieve intellectual and personal growth;
- Academic programs and services that provide supplemental support to both teaching and learning;
- Community education activities and programs that complement, enhance, and contribute to the growth and enrichment of students and the community, both inside and outside of the classroom; and
• Community service activities and programs that promote linkages with business, industry, and governmental agencies designed to meet the changing needs of the market place and promote economic growth in Central Illinois.

College personnel and the Board of Trustees will review the mission and vision statement in spring 2014 as a part of the development of the 2015-2018 Strategic Plan.

Core Values

Through a series of reflective activities conducted initially through College-wide evaluations and a Core Values Committee and through the work of a Continuous Improvement Process team in fall 2002, Richland clarified its Core Values. In spring 2003, the Board of Trustees adopted five values that Richland upholds and is accountable to:

• **Commitment** – We are dedicated to meeting the needs of the communities we serve;
• **Respect** – We recognize the expertise of all members of the College community and encourage individual contribution;
• **Excellence** – We strive to develop and pursue higher standards;
• **Accountability** – We assume and demonstrate responsibility for our actions; and
• **Diversity** – We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

In 2008, the Board of Trustees also adopted The Values and Tenets for Richland Community College Employees (Policy 1.19), using the Core Values, definitions, and affirmation statements.

**Administrative Structure**

An eight-member Board of Trustees governs Richland Community College. Seven of the members are elected at large by the citizens of District #537 to six-year terms. The eighth member is a student trustee elected annually by Richland’s student body. The Student Trustee may cast an advisory vote to show position and can make and second motions. The Board of Trustees is responsible for hiring the College’s president and approving and enforcing College policies.

The Trustees meet the third Tuesday of every month in the main campus Board Room or locations within the Richland District. Special meetings are also called as required. All meetings of the Board and its committees are open to the public except for discussion of certain exempt matters relating to personnel, commercial or financial sensitivity, education, or legal concerns. The general public is invited to attend all Board meetings, and time is set aside during these meetings for citizens to address the Board and to make their opinions known.

Under Section 1.1 (Legal Basis) of the Board of Trustees Policy Manual,

“As the policy making group of a public governmental institution, regulated by laws of the State of Illinois, and more precisely by the Illinois Public Community College Act of 1965, as amended, the Board of Trustees is subject to certain restrictions set forth in the aforementioned act under the classifications of Duties and Authority. The Board has the powers enumerated in Sections 3-30 through 3-43 of the Illinois Public Community College Act. The list of powers set forth is not exclusive, and the Board may exercise all other powers
not inconsistent with the Illinois Public Community College Act that may be required and appropriate for the maintenance, operation, and development of any College under the jurisdiction of the Board.”

As outlined in Section 1.3 (Authority of Board Members), “Members of the Board of Trustees have authority only when acting as a Board in legal session.”

In summer 2013 with the departure of the Vice President of Student and Academic Services, the College was reorganized into four general divisions: Finance and Administration, Economic Development and Innovative Workforce Solutions, Student Success, and Academic Services. Each of these areas has its own vice president, who reports directly to the President. In addition, the Executive Director of Public Information and Chief of Staff, the Executive Director of the Richland Foundation, and the Director of Institutional Effectiveness and Planning report directly to the President. The current organizational chart is shown in Appendix C.

Full-time and adjunct faculty are represented as two separate bargaining units by the American and Illinois Federation of Teachers, while all other College employees are non-union.

Accreditation and the Academic Quality Improvement Program

Richland Community College was first granted correspondent status accreditation from the North Central Association of Colleges and Schools (NCA) in July 1972 and became a candidate for accreditation in 1975 and again in 1977. Following a comprehensive visit in 1977, the College was granted accreditation at the associate degree-granting level in April 1978. Another comprehensive evaluation occurred in 1992-93, resulting in accreditation for a period of ten years.

In 2002, Richland was approved as a participant in the Academic Quality Improvement Program (AQIP), a new accreditation option with the Higher Learning Commission (HLC) of the North Central Association. Rather than participating in a traditional self-evaluation and site visit from NCA, the AQIP model allows colleges to self-assess and identify opportunities for comprehensive improvement. The AQIP model, with a seven-year cycle for activities and improvement, is based on the institution’s commitment to quality processes and performance results of those processes as evidenced through AQIP interactions.

Richland completed its first seven-year cycle with AQIP in 2007; it was reaffirmed for accreditation in spring 2008. Completed requirements are included in Table R1.

Table R1. Richland AQIP Accreditation Activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Projects</td>
<td>Ongoing</td>
<td>To examine opportunities for improvements within the institution through Continuous Improvement</td>
</tr>
<tr>
<td>Systems Portfolio</td>
<td>November 2004, May 2009, June 2013</td>
<td>To examine quality initiatives in the 9 AQIP categories by addressing processes, results, and improvements</td>
</tr>
<tr>
<td>Quality Checkup</td>
<td>JAN2007, MAR2014</td>
<td>To complete an on-site visit by Quality Check-up Team to review quality progress and Federal compliance status</td>
</tr>
<tr>
<td>Reaffirmation of Accreditation</td>
<td>2007/2008, 2014/2015</td>
<td>To review all information gathered from Richland to determine accreditation status</td>
</tr>
</tbody>
</table>
Richland must maintain at least three action projects that exhibit dynamic opportunities for improvements within the institution and engages its employees. The current action projects submitted in September 2013 are Using Data for Improved Institutional Planning—Program Review; Improving the Assessment of Student Learning Outcomes; Advancing the Completion Agenda; and Institutionalizing the Balanced Scorecard. The last action project, Institutionalizing the Balanced Scorecard, is the only action project that was continued from the College’s previous action projects. Each year Richland is required to submit a report on the progress it has made in these projects.

After an initial attempt to manage the required action projects, College administrators hired a consultant in order to train employees in the continuous improvement processes promoted by AQIP. Beginning in Fall Semester 2002, the consultant worked with multiple teams on a variety of projects. CIP Teams formed since Spring 2010 are listed in Appendix C.

Since fall 2005, employee training has continued under the direction of the Coordinator of Curriculum and Grants, in the Office of Institutional Effectiveness and Planning (previously the Assistant to the Vice President, Student and Academic Services). At the end of the Fall Semester 2013, 84% of full-time employees had completed the training.

In addition to the Higher Learning Commission accreditation, Richland is recognized by the following associations:

- Illinois Board of Higher Education (IBHE),
- Illinois Community College Board (ICCB) through the Community College Act,
- Illinois State Board of Education (ISBE),
- Universities of the State of Illinois,
- U.S. Department of Education,
- Veterans’ Administration,
- Illinois Student Assistance Commission (ISAC).

Certain Career and Technical Education Programs are also certified by national organizations:

**Business and Technology Division**

- Automotive Technology Program—National Automotive Technicians Education Foundation (Automotive Service Excellence—ASE)
- Medical Transcription Program—Association for Healthcare Documentation Integrity (AHDI)
- Health Information Technology Program—Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Information Technology/Network Technology Program—Cisco Certified Network Associate (CCNA) Academy

**Health Professions Division**

- EMT-Intermediate—Illinois Department of Public Health
- EMT-Paramedic—Illinois Department of Public Health
- Certified Nurse Aide Program—Illinois Department of Public Health
AAS Nursing (ADN) is granted accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN) (formerly the National League for Nursing Accrediting Commission—NLNAC)

Radiography Program—Joint Review Committee on Education in Radiologic Technology (JRCERT)

Surgical Technology Program—Commission on Accreditation of Allied Health Education Programs (CAAHEP)

**Governance**

To monitor AQIP activities, a Continuous Improvement Process Steering Committee was established in 2002 to provide leadership for processes within the College that need to be developed or modified through Continuous Improvement Process (CIP) Project Teams. The Steering Committee was comprised of representatives of major stakeholder groups and had rotating membership among faculty, Deans, and classified staff.

In summer 2003, two CIP Teams examined the existing governance system as well as the current committee structure to make recommendations for modification. As a result of Team recommendations, a new committee structure was created, with the Institutional Effectiveness Team as the primary oversight group for policies and procedures at the College. In addition, three new committees were created: the Academic Standards Committee, the Employee Relations and Development Committee, and the Policy and Communications Committee. In 2005, the Quality Council was created to focus on specific projects and to monitor CIP Teams.

Following is a summary of committees and taskforces and their charges:

**Institutional Effectiveness Group:** Oversees governance, policies and procedures, and general operations of Richland.

**Academic Standards Committee (ASC):** Oversees policies and procedures that relate to curriculum, teaching, and learning issues. (Reports to IEG)

**Outcomes Assessment Taskforce:** Oversees planning and implementation of Student and Institutional Outcomes Assessment (Reports to ASC).

**Policy and Communications Committee:** Oversees policy development, revisions, and deletions; monitors and promotes internal and external communications strategies. (Reports to IEG)

**Employee Relations and Development Committee:** Oversees policies and procedures that relate to staff and faculty development training and activities. (Reports to IEG)

**Quality Council:** Oversees continuous improvement and other quality initiatives. (Reports to IEG)
Three additional groups address special issues:

- **The Diversity Committee** focuses on diversity issues including employment, minority internships, and campus climate.

- **The Employee Appreciation Taskforce** assists the Office of Human Resources in recognizing and rewarding Richland employees through spotlighting employee education accomplishments, planning employee events, and promoting the Richland “family” in order to celebrate achievements.

- **The Online Learning Taskforce** monitors current issues and trends in educational technology in order to establish and maintain standards of excellence in online courses and teaching. The taskforce is also charged with overseeing technology support and training for faculty. The taskforce is comprised of key stakeholders from around the College.

Committee/taskforce charges and membership are reviewed during the fall Institutional Effectiveness Group/Quality Council Retreat to assure that stakeholders are represented and that institutional concerns are addressed.

**Accountability**

Since the 2010 Environmental Scan and as a result of the previous *Systems Portfolio*, Richland has increased its emphasis on standardization of data collection, analysis, and action, the concept of “data-informed decision making.” Federal and state agencies are increasing their requests for results through data reporting in initiatives such as the Voluntary Framework for Accountability and Complete College America. Following is a description of some of those initiatives:

1) As a result of the work and recommendations of CIP Teams, Richland has developed a Balanced Scorecard that will ultimately include 3 levels: Level 1—Institutional; Level 2—Program and Division; Level 3—Discipline, Course, and Service Area. Level 1 is complete and Levels 2 and 3 are in development.

2) The Knowledge Management Team, also the recommendation of a CIP Team, was established to vet, validate, and verify data used in reports, grants, and other College documents. This Team is also undertaking the work involved in one of the College’s Action Projects.

3) The *Institutional Year Book* (previously called the *Institutional Data Book*) has been redesigned to reflect a snapshot of the College in a particular year and to include key data elements for decision-making, not just an archive of trend data.

4) Richland has purchased and is utilizing ARGOS, a data system that interfaces with JENZABAR to create reports used by various stakeholders. An additional staff person was employed to support this initiative.

5) An Institutional Researcher was hired to assume responsibility for research and reporting, including the Balanced Scorecard work. In June 2013, the Office of Institutional Effectiveness and Planning was created to align these and other responsibilities, including grant writing and program review, in one office.

6) The Outcomes Assessment Taskforce has increased its work on cross-disciplinary outcomes; as part of the Action Project *Assessment of Cross-Disciplinary Learning Outcomes* a CIP Team is identifying a process to document assessment.

CIP Teams, committees, and stakeholders are identifying additional processes for regularizing institutional definitions, data collection, and training for employees to understand how to gather
and utilize data in making decisions, acting on recommendations made, and then “closing the loop” on gathering additional data to assure that implemented changes have met the expected results.

Institutional Sustainability
Human Resources

Richland Community College employs approximately 397 full-time and part-time professionals who provide the academic and support services required to meet the needs of our students and community partners.

Full-time Richland employees currently number approximately 199. The number of full-time employees has declined from the total of 231 in the fall of 2009.

**Graph R2.** Richland Community College Full-time Employees, FY2009-FY2014.

![Graph R2](image_url)

*Note:* Faculty includes Department of Corrections instructors. Admin/Support shows the Administration and Academic Support categories as reported to ICCB. The Professional/ Clerical category includes the Professional/Technical, Supervisory, Clerical, Maintenance, and other categories as reported to ICCB.

*Source:* ICCB C1 Data.

Richland currently employs approximately 198 part-time associates.

**Graph R3.** Richland Community College Part-time Employees, FY2009-FY2014.

![Graph R3](image_url)

*Source:* ICCB C1 Data.
Total sections are presented by academic year, and exclude the Adult Education, Department of Corrections, and Continuing and Professional Development offerings. The trend of total course sections offered at Richland is presented in Table R4.

**Table R4.** Total Course Sections per Year.

![Graph showing total course sections per year from 2005 to 2013](image)

Source: ICCB S3 Record

*Table R5* shows the distribution of sections taught by full-time faculty and by adjuncts from 2005-2013. 2010 saw a leveling of sections taught by both groups to about 50% for each.

**Table R5.** Percentage of Total Sections Taught by FT/PT Faculty.

![Graph showing percentage of sections taught by FT/PT faculty from 2005 to 2013](image)

Source: ICCB C1 and CW Records.

**Gender and Ethnic Populations**

Women make up approximately 61% of the Richland employment population. Distribution by category is shown in *Graph R6*.

**Graph R6.** Gender of Richland Community College Employees.

![Bar graph showing gender distribution from fall 2010 to fall 2013](image)

Source: ICCB C1 and CW Records.
Ethnic distribution of faculty and staff is shown below.

**Graph R7.** Ethnic Distribution of Faculty and Staff.

### Ethnic Distribution of Faculty and Staff

<table>
<thead>
<tr>
<th>Category</th>
<th>FALL 2010</th>
<th>FALL 2011</th>
<th>FALL 2012</th>
<th>FALL 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Black/African American</td>
<td>27</td>
<td>26</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>White</td>
<td>325</td>
<td>336</td>
<td>330</td>
<td>352</td>
</tr>
</tbody>
</table>

**Source:** ICCB C1 Data.

### Educational Attainment

The information in **Table R8** presents the highest education level attained by Faculty and Staff category for Fiscal Year 2014. 122 teaching faculty members have earned at least a bachelor’s degree, with over 100 possessing a master’s degree. 93% of administration personnel possess a Bachelor’s degree or above.
**Table R8. Educational attainment of Richland Community College Employees.**

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Admin.</th>
<th>Clerical</th>
<th>Prof/ Tech</th>
<th>Custodial/ Maint.</th>
<th>Acad. Support</th>
<th>Superv.</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>HS Diploma</td>
<td>15</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Certificate</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Associate</td>
<td>18</td>
<td>0</td>
<td>22</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>Bachelor</td>
<td>48</td>
<td>15</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Master's</td>
<td>103</td>
<td>17</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>143</td>
</tr>
<tr>
<td>Doctoral</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Professional</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Other/ Unknown</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>210</strong></td>
<td><strong>41</strong></td>
<td><strong>56</strong></td>
<td><strong>50</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
<td><strong>3</strong></td>
<td><strong>22</strong></td>
<td><strong>397</strong></td>
</tr>
</tbody>
</table>

**Source:** ICCB C1 Record.

**Applicant Data**

Richland Community College’s Human Resources employment activity includes ongoing review of applicant statistics. Applicant data is presented from those responding to a Voluntary Applicant Self-Identification form sent for each job application received. Annual response rates range from 35% to 60%. The 2013 response rate was 39%. Applicant response information over the last three years is shown in the graph below.

**Graph R9. Application Activity for Minority and Female Applicants, 2011-2013.**

**Source:** ICCB C1 Data.
Employment

Richland Community College leads and coordinates the hire and re-hire process for approximately 100 to 150 annually. The following graphs show activity for key employee groups within the College.

**Graph R10.** Full-time and Part-time Employee Hiring Activity, 2010-2013.

![Graph R10](image)

**Source:** Jenzabar CX Report, Jan 2014, Office of Human Resources.

**Graph R11** shows full-time employee and part-time staff hiring activity for 2010 through 2013. Full-time faculty hiring activity roughly approximates corresponding exit numbers, as shown later in this section.

**Graph R11.** New Adjunct Employee Hiring Activity, 2010-2013.

![Graph R11](image)

**Source:** Jenzabar CX Report, Jan 2014, Office of Human Resources.

Adjunct hiring activity has shown a slight decline over the past 4 years, which corresponds to the overall enrollment trends.
Professional Development

Richland Community College offers and supports a variety of Professional Development opportunities for faculty and staff.

Professional Development discussions continue to be woven into the Performance Appraisal process for full-time faculty and staff. Faculty evaluations include a Professional Growth category, where the Dean and instructor highlight jointly-developed professional development goals.

The performance appraisal process for administrative employees also includes a step to discuss and agree on annual professional development goals. These, too, are delivered at both the division level and College-wide level. In addition to the support of off-site trainings, informational sessions, and professional association gatherings, the College continues to use Webinar technology to keep current with changes in the various disciplines.

The development goals identified through the Performance Appraisal process for full-time faculty and staff can be achieved either through the use of the College’s Schwandt-Albert Professional Development Fund, through professional development funds included the budget for full-time faculty, or through the various College-wide training sessions offered throughout the year.

The Schwandt-Albert Professional Developmental Fund, which is administered through the Richland Foundation and can add up to $500 in funding resources for approved training and development goals. For 2010-2013, a total of 52 employees used funds to travel to conferences or to develop innovative classroom activities. The College also has an attractive Tuition Reimbursement benefit that annually supports individual development plans both through Richland Community College courses and through courses at other institutions as well as a policy that supports Professional Development Leave options.

College-wide training sessions are offered throughout the year to both faculty and staff to support job specific Professional Development. Employees can sign up to attend these training sessions and at the end they complete a training evaluation form. The training evaluation form was developed in 2013 to assess whether the training sessions being offered were effective and to provide an opportunity for employees to suggest improvements or additional training sessions. Examples of recent offerings are shown in Table R12.

<table>
<thead>
<tr>
<th>Office Technology</th>
<th>Compliance Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Excel, Word</td>
<td>Campus Safety</td>
</tr>
<tr>
<td>Advanced Outlook</td>
<td>FERPA Student Protections</td>
</tr>
<tr>
<td>Windows 8</td>
<td>Preventing Harassment in the Workplace</td>
</tr>
<tr>
<td>Microsoft OneNote</td>
<td>Diversity in Hiring</td>
</tr>
<tr>
<td>Master Documents</td>
<td>Workplace Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>Job Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing With Difficult People</td>
<td>Time Management</td>
</tr>
<tr>
<td>Breaking Bad Communication Habits</td>
<td>Grant Writing</td>
</tr>
</tbody>
</table>

Table R12. Examples of Training Offered in 2013.
In 2011, the Faculty Academy was designed to fill the need for Faculty specific training. Faculty Academy is guided by the principle that College teaching is both an art and a science and that professional development serves to prepare inexperienced college teachers and revitalize experienced ones. As part of Faculty Academy’s mission, it provides professional development opportunities through General Sessions, the Richland Reads Book Group, the Adjunct Retreat, and the Great Teacher Retreat. Recent examples of training from the Faculty Academy include *What NOT To Do on the First Day of Class*, *Introduction to Google Docs*, *Common Core Standards*, *Flipped Classroom*, *Mental Creativity*, *Myers-Briggs Personality Test*, *Rubrics*, *Honors Program*, *Video Creation*, and *Bringing the Outside World into the Classroom*.

To further support these College-wide Professional Development initiatives, an annual Professional Development Day is offered in the spring to all faculty and staff. Professional Development Day has been used for a wide variety of College-wide development activities. Examples of these include additional training in specific areas such as Learning Accommodations; Student Privacy; On-line Learning, and Campus Safety, Balanced Scorecard development, and Division specific development.

Fourth Friday trainings are monthly training sessions for deans and supervisory staff. These trainings focus on fair and legal employment practices and on development of supervisory skills. Recent examples of training in this area include Employment Law, Performance Appraisal Process, Delegation Skills, Giving and Receiving Effective Feedback, Conflict Resolution, and Effective Criticism and Discipline Skills.

**Employee Wellness**

In 2012, College-wide wellness initiatives were developed to support employees in their pursuit of becoming healthy and to reduce healthcare costs both to the College and to the employees. These initiatives have included re-occurring wellness competitions, various health information sessions, a flu shot clinic, a designated Health and Wellness Week for employees, and a Health Fair for students and employees.

Each semester, a new wellness competition is introduced to motivate employees to become more physically active and eat healthier. An average of 46 employees has participated in these competitions. An opportunity for the future will be to increase the participation in these competitions.

Various health information sessions are offered both during Health and Wellness Week and throughout the year. Recent examples of these include Healthy Snacking, Mindless Eating, and Smoking Cessation. In addition to offering information sessions, the College has offered sample fitness classes during Health and Wellness Week. These have included Zumba and Metabolic Resistance Training.

The first Health Fair was held in spring 2013. Local businesses and agencies that support health and wellness set up tables for the Health Fair and shared information with students and employees. In addition, Health Professions students set up tables to present pertinent health and wellness topics. An opportunity for the future will be to continue to hold a Health Fair annually and increase the attendance.
Underrepresented Groups

Employment data, including minority employment statistics, are compiled for the Illinois Community College Board (ICCB) each year. Data from June 2012 and compiled for the ICCB March 2013 report are shown below. The ICCB report compares the Richland employment populations to area minority populations. The ICCB report utilizes general minority populations age 16 and over, as opposed to using labor market comparators. The general population of African American residents over age 16 is 12.6% and the general population of Hispanic residents over age 16 is 1.6%. Total employment of African Americans at RCC is 6.2%. Total employment of Hispanics/Latinos at RCC is 0.7%.

Table R13. Richland Community College Employment of African-Americans.

<table>
<thead>
<tr>
<th></th>
<th>Faculty/Admin</th>
<th>Adjunct Faculty</th>
<th>Tech</th>
<th>Professional</th>
<th>Office/Clerical</th>
<th>Skilled Craft</th>
<th>Service/Mtnce</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr Am</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Total Emp</td>
<td>118</td>
<td>182</td>
<td>0</td>
<td>76</td>
<td>55</td>
<td>0</td>
<td>6</td>
<td>437</td>
</tr>
</tbody>
</table>

Table R14. Richland Community College Employment of Hispanics.

<table>
<thead>
<tr>
<th></th>
<th>Faculty/Admin</th>
<th>Adjunct Faculty</th>
<th>Tech</th>
<th>Professional</th>
<th>Office/Clerical</th>
<th>Skilled Craft</th>
<th>Service/Mtnce</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total Emp</td>
<td>118</td>
<td>182</td>
<td>0</td>
<td>76</td>
<td>55</td>
<td>0</td>
<td>6</td>
<td>437</td>
</tr>
</tbody>
</table>

Using these ICCB comparators, Richland shows African-American underutilization in the Faculty and Administrative, Adjunct Faculty, Professional Staff, Office and Clerical, and Skilled Craft categories. Richland shows Hispanic underutilization in the Faculty and Administrative, Professional Staff, and Service Maintenance categories. Graph R15 shows the total composition of diversity regarding employees at Richland Community College.

Graph R15. Total composition diversity of Richland Community College Employees.

Source: ICCB C1 Data.

Identifying a group as “underrepresented” means that the population at the College may not reflect the statistical population in that particular job classification and in the District. Goals
associated with potentially under-represented groups are not intended as rigid, inflexible quotas that must be met, but rather as targets reasonably attainable by applying good faith efforts. Use of these goals is not intended to discriminate against an individual or group of individuals with respect to any employment opportunities.

Compensation

Richland Community College continues to work with KG & Associates to administer pay plans for non-faculty employees. To help ensure internal equity, the College utilizes a Point Factor job evaluation system, using ten work dimensions found in every job, for administrative jobs to help ensure sound internal comparisons. To ensure external competitiveness, the consultants applied their extensive regional and national wage and salary database to the Richland pay structure. The Richland pay structure is now assessed and adjusted annually based on the survey data provided by the consultants.

The Compensation Ratio compare the average Richland pay rate with the pay range midpoint, with rates +/- 20% of the midpoint generally deemed competitive. The Richland CompRatio started at 88.7% when the new pay system was implemented in 2008. Competitiveness relative to market rates has improved since.

Graph R16. Richland Community College Compensation CompRatio.

Source: Compease.

Employee Retention

Retention of full-time employees is monitored on an ongoing basis. Summary retention percentages for regular full-time employees are shown in Graph R17.

Graph R17. Retention of Richland Community College Employees.

Source: ICCB C1 Data.
**Infrastructure - Facilities**

**Main Campus**

Richland Community College’s main campus, located at One College Park, Decatur, is comprised of several facilities. *Table R18* shows Assigned acreage, or the land on which the College sits. The Richland Foundation owns 40 acres adjacent to existing College property.

**Table R18.** Assigned Acreage, Richland Community College Main Campus, 2013.

<table>
<thead>
<tr>
<th>ASSIGNED ACREAGE</th>
<th>AY2012</th>
<th>AY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># ACRES</td>
<td>#ACRES</td>
<td></td>
</tr>
<tr>
<td>Landscape Grounds</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Parking</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Athletic Fields</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Building and Attached Structures</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Other Instructional Areas</td>
<td>49</td>
<td>47</td>
</tr>
<tr>
<td>Roadways</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Acreage:</strong></td>
<td><strong>155</strong></td>
<td><strong>155</strong></td>
</tr>
</tbody>
</table>

*Source: Richland Community College, Operations & Maintenance.*

**TABLE R19.** Square footage of campus buildings.

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>AY2012</th>
<th>AY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GROSS SQ/FT</td>
<td>GROSS SQ/FT</td>
</tr>
<tr>
<td>Main Campus Building</td>
<td>154,466</td>
<td>17,861</td>
</tr>
<tr>
<td>Shilling Center</td>
<td>44,607</td>
<td>44,607</td>
</tr>
<tr>
<td>Agricultural/Maintenance</td>
<td>12,876</td>
<td>12,876</td>
</tr>
<tr>
<td>Schrodlt Health Education Center</td>
<td>25,570</td>
<td>25,570</td>
</tr>
<tr>
<td>Scherer Industrial Technology Center</td>
<td>23,550</td>
<td>23,550</td>
</tr>
<tr>
<td>Andreas Agribusiness Education Center</td>
<td>17,861</td>
<td>17,861</td>
</tr>
<tr>
<td>Center for Sustainability and Innovation</td>
<td>15,256</td>
<td>15,256</td>
</tr>
<tr>
<td>National Sequestration Education Center</td>
<td>--</td>
<td>15,531</td>
</tr>
<tr>
<td>Soil and Water Building</td>
<td>--</td>
<td>7,815</td>
</tr>
<tr>
<td><strong>Total Square Feet</strong></td>
<td><strong>294,186</strong></td>
<td><strong>317,532</strong></td>
</tr>
</tbody>
</table>

*Source: Richland Community College, Operations & Maintenance.*

*Table R20* shows assignable square footage in the positioning of classrooms, instructional spaces, and offices.

---

1 Includes Fitness/Childhood Education Addition
2 Includes 576 sq. ft. storage
3 Includes 900 sq. ft. storage
4 Not in assignable Table
Table R20. Assignable Square Footage, College Buildings.

<table>
<thead>
<tr>
<th>SPACE</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>41,740,544</td>
<td>43,544</td>
</tr>
<tr>
<td>Laboratories</td>
<td>41,624,406</td>
<td>44,406</td>
</tr>
<tr>
<td>Office</td>
<td>31,681,432</td>
<td>32,432</td>
</tr>
<tr>
<td>Study</td>
<td>14,481</td>
<td>14,481</td>
</tr>
<tr>
<td>Special Use</td>
<td>14,881,493</td>
<td>18,493</td>
</tr>
<tr>
<td>General Use</td>
<td>39,018,543</td>
<td>41,543</td>
</tr>
<tr>
<td>Supporting Facilities</td>
<td>24,986,412</td>
<td>27,412</td>
</tr>
</tbody>
</table>

**Total Assignable Square Footage:** 208,411,311 222,311

*Source*: Richland Community College, Operations & Maintenance.

Housed in the Soil and Water Conservation Building (opened in December 2002) is the Macon County Soil and Water Conservation District (MCSWCD) and the U.S. Dept. of Agriculture. The MCSWCD constructed the building on 2 acres of land leased from Richland Community College. This is the second partnership of this type in the nation.

Currently under construction are the Workforce Development Institute east of the main campus and the Culinary Arts Dining Room, attached to the Shilling Community Education Center. These new facilities are not included in the square-footage calculations in this Environmental Scan since they will not be completed until late spring/early summer 2014.

**Brush College LLC and Progress City USA**

In September 2004, Decatur was designated as the semi-permanent home of the Farm Progress Show to be located north of the Richland main campus. The collaboration of local businesses, government agencies, the Greater Decatur Chamber of Commerce, and ADM, along with the support of local and state governmental officials, led to the construction of Progress City USA. Of the approximately 300 acres, 80 acres comprise the gated city and about 220 acres are used for parking. This multi-purpose facility provides the community and College with social, economic, and sustainable development benefits through numerous events. Infrastructure at Progress City includes permanent restrooms, electrical wiring, sewers, and roads, paved in Summer 2007. One permanent building on the site houses the Richland Fire Science Program fire truck and offers training space. Other permanent buildings have been constructed by vendors. The site is marketed for events in the 22 months outside of the Farm Progress Show. Both national and local businesses and organizations rent the site, billed as the largest outdoor venue in the state. Richland and ADM have extended the agreement on the site until 2024.

Brush College, LLC, was created as the operating unit of Progress City USA. Richland is the sole partner of Brush College, LLC, with the Vice President of Finance and Administration serving as the manager of the LLC. Progress City is currently managed by the Director of Outdoor Exposition Center and Special Events, reporting to the Vice President of Economic Development and Innovative Workforce Solutions.
Agribusiness Applied Technology Park

As part of the Master Facilities Plan, development of the College-owned land north of the Main Campus has been emphasized. A part of this development includes the Agribusiness Applied Technology Park (AATP), a master-planned community of technology-based enterprises created to provide a framework for fulfilling the College’s vision of a knowledge-based campus facilitating regional economic development for the 21st Century. The master plan for the project envisions an environment that will be a synergetic knowledge enterprise zone where students, faculty, industry, and government can interact and focus on solutions to contemporary bioenergy and agribusiness product and service commercialization issues through applied technology research and innovation.

The resulting synergy will create the following benefits:

- Sound financial return to the Foundation and the College;
- Superior environment for technology-based companies to locate;
- Increased technology innovation, transfer, and commercialization;
- Enhanced practical-based teaching, learning, and research;
- High quality design enhancing the College environment; and
- Improved quality of life for the community and region.

Programmatically, the AATP is to be a multi-tenant mixed-use development that will consist primarily of office and applied R&D space. The AATP is included in the latest Facilities Master Plan, adopted by the Board of Trustees in Spring 2013.

Off-Campus Facilities

College credit and non-credit classes are conducted at various community sites throughout the District. A number of adult education courses meet off campus in locations throughout the District. In fall 2013, for example, classes were conducted at Central Christian Church and the Decatur Foundry, Inc.

Clinton Higher Education Center

In November 2013 a new Clinton Center was dedicated near the campus of the Clinton High School at 140 Sunrise Court. This 4,000-square-foot stand-alone facility offers admissions, registration, financial aid, and other services. Credit, non-credit, and adult education classes are scheduled at the Center in Clinton and in neighboring communities. The Clinton Center has been relocated several times, but it is the oldest off-site center serving Richland citizens.

Fairview Park Plaza Center

The Fairview Park Plaza Center, located at 1485 W. King Street, opened in spring 2009. Credit, non-credit, and adult education classes are offered at the site. Admissions, registration, placement testing, and many other services are offered at the site. The Center has three classrooms, a meeting room, a large reception area, and restrooms.

In June 2011 the Hope Academy Center, located at the Decatur District #61 Hope Academy, closed after six years of service.
A 2009 Continuous Improvement Process (CIP) Team made several recommendations about the operation of these off-campus Centers, including evening staffing, “packaged” credit courses to encourage students to enroll in multiple courses at those locations, and the compilation and presentation of an in-depth report in December 2010 with recommendations regarding continued operation of the Centers. **Table R21** shows types of services accessed at the three locations.

**Table R21.** Usage of Off-Site Centers, FY10.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes Offered*</td>
<td>22</td>
<td>22</td>
<td>32</td>
<td>97</td>
<td>311</td>
<td>234</td>
<td>162</td>
<td>177</td>
<td>0</td>
<td>981</td>
</tr>
<tr>
<td>Number of Students in Classes</td>
<td>123</td>
<td>182</td>
<td>289</td>
<td>724</td>
<td>2628</td>
<td>2572</td>
<td>4749</td>
<td>5757</td>
<td>0</td>
<td>16430</td>
</tr>
<tr>
<td>Registrations</td>
<td>924</td>
<td>599</td>
<td>510</td>
<td>756</td>
<td>830</td>
<td>1079</td>
<td>824</td>
<td>650</td>
<td>0</td>
<td>4139</td>
</tr>
<tr>
<td>Advisement</td>
<td>191</td>
<td>215</td>
<td>250</td>
<td>416</td>
<td>536</td>
<td>467</td>
<td>232</td>
<td>184</td>
<td>0</td>
<td>1335</td>
</tr>
<tr>
<td>Placement Testing</td>
<td>242</td>
<td>222</td>
<td>79</td>
<td>91</td>
<td>115</td>
<td>137</td>
<td>109</td>
<td>80</td>
<td>0</td>
<td>532</td>
</tr>
<tr>
<td>Tuition/Other Payments</td>
<td>90</td>
<td>100</td>
<td>114</td>
<td>161</td>
<td>428</td>
<td>706</td>
<td>494</td>
<td>446</td>
<td>0</td>
<td>2235</td>
</tr>
<tr>
<td>Misc Financial Aid, Add/Drop, Etc.</td>
<td>465</td>
<td>576</td>
<td>469</td>
<td>488</td>
<td>846</td>
<td>721</td>
<td>301</td>
<td>223</td>
<td>0</td>
<td>2579</td>
</tr>
<tr>
<td>Online Support/Virtual Testing</td>
<td>17</td>
<td>41</td>
<td>54</td>
<td>22</td>
<td>13</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>Computer lab use</td>
<td>542</td>
<td>806</td>
<td>423</td>
<td>93</td>
<td>403</td>
<td>442</td>
<td>166</td>
<td>170</td>
<td>0</td>
<td>1274</td>
</tr>
<tr>
<td>Math Enrichment Lab</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Space Rental</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>287</td>
<td>76</td>
<td>84</td>
<td>28</td>
<td>0</td>
<td>475</td>
</tr>
<tr>
<td>Miscellaneous use</td>
<td>620</td>
<td>624</td>
<td>1206</td>
<td>448</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>448</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>3214</td>
<td>3325</td>
<td>3414</td>
<td>3199</td>
<td>6086</td>
<td>6208</td>
<td>7456</td>
<td>8085</td>
<td>0</td>
<td>31034</td>
</tr>
</tbody>
</table>

*Duplicated headcount.

**Source:** Richland Community College, EDWIS Division.

**Graph R22** shows Annual Student Traffic FY 2006- FY2013. Categories for the totals are found in **Table R21**.

**Graph R22.** Annual Traffic, Extension Centers.

**Source:** Richland Community College, EDWIS Division.

RCC Extension Education Centers include Fairview Park Plaza Education Center, Clinton Education Center, Decatur Library Project Read Education Center, and Hope Education Center (closed June 2011).

**Graph R23.** Student Traffic Category Totals FY2009-FY2013.
Sustainability

Since the previous Environmental Scan and Strategic Plan, the concept of sustainability has grown nationally to incorporate more than environmental issues. Richland’s focus on the “triple bottom line” of people, environment, and economics is embodied in the Board of Trustees Tenet, “About Creating a Culture of Sustainability,” adopted in 2008. Several sustainability initiatives have been described elsewhere in this Scan; following is a summary of those activities:

- Through its connection with the Continuous Quality Improvement Network (CQIN), Richland was introduced to the Association for the Advancement of Sustainability in Higher Education (AASHE). AASHE developed and monitors STARS, a tool for colleges and universities that “offers standards by which institutions may measure themselves and qualify for recognition of their campus sustainability achievements.” A Sustainability Committee/CIP Team utilized the Sustainability, Tracking, Assessment, and Rating System (STARS) to assess the current state of the College’s sustainability initiatives. After submission of the required documentation, Richland received the Bronze rating.

- Document imaging to reduce the accumulation of official documents has been described elsewhere in the Scan.
• The development of myRichland allows for access and submission of electronic forms throughout the College, reducing the amount of paper used by College offices.
• “Green” activities such as light bulb replacement, ink used in the Duplication Center, and the selection of environmentally friendly cleaning chemicals reflect a change in approach to regular activities.
• The Center for Sustainability and Innovation, opened in July 2009, was constructed using the requirements for submission to be designated at the LEED (Leadership in Energy and Environmental Design) Platinum Level by the U.S. Green Building Council. Specifics about the Center for Sustainability and Innovation are outlined elsewhere in the Scan.
• Richland adopted a “single stream” approach to recycling, increasing the amount of waste that could be discarded and recycled.
• In 2011, Richland undertook a significant upgrade to its heating, ventilation, and air conditioning systems after Archer, Daniels, Midland, the previous supplier of steam for the College’s HVAC, announced that it was ending the partnership. The College has realized significant savings from this change.
• In 2013, parking lot lighting was upgraded with new poles and LED lights. Savings will be monitored and reported to the Board.

Overall, the College is eager to integrate sustainability in decisions at all levels of planning and budgeting.

Financial Profile

The Education Fund is used to account for all educational activities of the College, including all instructional, administrative, and related support expenditures. Total revenue and expenditures budgeted for the Education Fund for FY14 are $15,861,159. Graph R24 shows a breakdown of general fund expenditures by function. The Operations & Maintenance Fund is used to account for transactions related to the improvement, maintenance, repair, or benefit of buildings and property, utilities, supplies, equipment, and staffing related to those activities. The FY14 budget for the Operations & Maintenance Fund is $1,954,990.
Graph R24. FY 2014 General Fund Expenditures by Function.

<table>
<thead>
<tr>
<th>Function</th>
<th>FY2014 Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>48%</td>
</tr>
<tr>
<td>Waivers</td>
<td>2%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>25%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>5%</td>
</tr>
<tr>
<td>Public Service</td>
<td>1%</td>
</tr>
<tr>
<td>Student Services</td>
<td>8%</td>
</tr>
<tr>
<td>Waivers</td>
<td>2%</td>
</tr>
<tr>
<td>Operations and Maint.</td>
<td>11%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>25%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Richland Community College, Office of Finance & Administration.

Tuition

Graph R25 shows Richland’s per credit hour tuition rates from 2000 through 2013. Tuition has increased from $49.00 in 2004 to $101.00 in 2014. This represents a 106% increase over the 10-year period. On an annual basis, tuition has averaged 6.1% growth per year. In comparison, the Consumer Price Index-Urban (CPI) has increased 24% over this same time period. Much like other public colleges and universities, tuition has increased at a much faster rate than the CPI.


Source: Richland Community College, Office of Finance & Administration.

Fees

Richland charges several fees in addition to tuition. The Academic/Technology Fee includes the use of College computers and technology services and student activities (student clubs and organizations, entertainment, and events). The Academic/Technology fee has increased from $2.50 in 1997 to $6.00 in 2014.

Certain courses also have fees associated with them in order to cover the cost of supplies and equipment used in the class. These fees are reviewed annually by the deans and approved by the Board of Trustees.
Richland Foundation

The Richland Foundation was created in February 1980 by the Richland Board of Trustees, who realized that private monies could do what public funds could not. The Board recognized a need to receive and invest gifts that were designated for scholarships and other priorities the College might have as it grew. In 1986, the Foundation became a leader in the state when it raised an initial $2 million through gifts and endowments. Currently, the Foundation manages over $13.5 million in assets.

Foundation funding over the past few years has supported numerous initiatives, including the following:

- A campaign to complete the Dwayne O. Andreas Agribusiness Education Center;
- A campaign to complete the Center for Sustainability and Innovation, the first “green” building in Macon County;
- The Schwandt-Albert Professional Development Fund to support faculty and staff development activities;
- Completion of the Adele P. Glenn Academy for Early Childhood Education.
- Installation of the College’s Wind Turbine;
- Recognition for employees, including Outstanding Full-time and Adjunct Faculty of the Year and Alumnus of the Year, as well as the Student Leadership Award and Student Governance Award, all awarded annually; and
- Scholarships for students from endowments and gifts to the Foundation. Award amounts vary yearly depending on returns on investments.

In FY13, the Foundation received $2,406,470 in donations including restricted gifts for scholarships, capital projects, and programs. The Foundation has assets totaling over $18.5 million. In FY13, the Foundation awarded 511 scholarships from 101 scholarship funds.

With the growth of the scholarship program, including the success of the Trustees Scholars program and the Valedictorian Scholarships to attract top high school graduates, the Foundation used monies from the Walter and Alice Scherer Scholarship to select 25 Trustees Scholars for the Trustees/Scherer Scholarship beginning Fall Semester 2010. This scholarship covers tuition at Richland for two years and partial tuition when these students transfer to four-year Illinois universities.

In 2008 the Foundation began its first major gifts campaign to meet educational and construction needs in the coming decade as well as to enhance endowment funds to support future projects. The Foundation realized its $17 million goal in 2010.

*Graph R26* shows Richland Foundation funding from FY04 through FY13.
Richland utilizes a variety of federal and state grants to support programs and services. Areas such as Adult Education and Project Read are supported almost totally by state grant funds. Federal funds from the Carl D. Perkins Vocational and Applied Technology Grant supports occupational program students. Changes in Perkins regulations have changed how the College uses the funds. In 2010 Richland also received a new Student Support Services/TRiO grant; all institutions had to reapply for funding this year. The SSS/TRiO grant is funded for 5 years at approximately $190,000 each year.

*Graph R27* provides Richland grant revenue from FY04 through FY13. As shown, grant revenue has declined from 2014 with the exception of 2012, with the awarding of a federal grant related to the National Sequestration Education Center. Over the 13-year period, Richland has received nearly $16.5 million in grants.
With the personnel reorganization in summer 2013, the Coordinator of Curriculum and Grants will be responsible for coordinating grant writing efforts and researching possible grant opportunities.

**Operations and Technical Services**

The Operations and Technical Services Office supports the physical and technical infrastructure needs of the College. The functional areas in this department are Operations and Maintenance, Central Receiving and Supplies, and Technical Services. As the campus facilities expand, so do the responsibilities of Operations and Technical Services.

**Operations and Maintenance**

The Operations and Maintenance group is responsible for the physical infrastructure including regular maintenance tasks for all campus facilities. They handle remodeling of some campus spaces, such as updating the South Wing and the Shilling Center. In addition, they are responsible for outfitting new and remodeled spaces, such as the new Clinton Higher Education Center, with furniture. This group provides coordination or may serve as Richland’s interface for major projects such as the ADD Energy Center Replacement project, Parking Lot Light Pole Replacement project, and the NSEC building project. In the next two years, this group will be heavily involved in the WDI building project as well as the North wing build/remodel project in addition to their regular maintenance tasks.

**Technical Services**

The Technical Services group is responsible for the technical infrastructure comprised of approximately 280 devices. They provide hardware and desktop software maintenance and support for 1300 end-user computers used for student instruction and staff. Since 2010, they have upgraded about 70% of the audiovisual and computing equipment available in the College’s learning spaces. In addition to regular maintenance and upgrade tasks, Technical Services provides support for the Richland website and projects such as the implementation of the Canvas Learning Management System.

**Computer Availability Provided by Richland**

On campus, students may use one of 83 computers located in the Learning Resources Center, the Academic Success Center, and the Open Computer Lab. Wi-fi access throughout campus allows students who bring personal laptops to access information without using a campus computer.
Table R28. Richland Computers Available for Students.

<table>
<thead>
<tr>
<th>Location</th>
<th># of Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success Center</td>
<td>13</td>
</tr>
<tr>
<td>C150 Open Lab</td>
<td>19</td>
</tr>
<tr>
<td>Clinton Higher Education Center Laptops</td>
<td>24</td>
</tr>
<tr>
<td>Fairview Plaza Public Laptops</td>
<td>32</td>
</tr>
<tr>
<td>LRC Public Laptops</td>
<td>23</td>
</tr>
<tr>
<td>LRC Public Terminals</td>
<td>28</td>
</tr>
<tr>
<td>N132 Career Center</td>
<td>5</td>
</tr>
<tr>
<td>Project READ Public Terminals</td>
<td>4</td>
</tr>
<tr>
<td>S163 Health Professions &quot;Bubble&quot;</td>
<td>10</td>
</tr>
<tr>
<td>TRIO Laptops</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>181</strong></td>
</tr>
</tbody>
</table>

Source: Richland Community College Technical Services Staff.

Central Receiving and Supplies
The Central Receiving and Supplies group is responsible for administering the purchasing process. They manage purchase orders and ordering and receiving materials and supplies for the institution. Currently, the process is managed with paper forms and relies on an aging line printer for printing purchase orders. As the printer becomes obsolete, Richland will need to consider options including online document management and workflow.

Administrative Information Systems
The Administrative Information Systems (AIS) Office supports the Jenzabar enterprise resource planning system (ERP), other related administrative software, and myRichland, the College’s intranet site being utilized by students, faculty, and staff. The Jenzabar system includes a common database that integrates Enrollment, Financial Aid, Academic Services, Finance, Human Resources, and Advancement and houses data as far back as 1987. AIS also provides support for FEITH (implemented in 2008), an online document management system, and SecureCheck (implemented in 2006), check printing software for accounts payable and payroll checks. In addition to administrative software support, the AIS team is responsible for internal and external institutional reporting such as the Voluntary Framework for Accountability, ICCB, IPEDS, RCC Balanced Scorecard, and tax reporting. Richland’s reporting requirements have dramatically increased as the institution expands its data-driven decision-making and as a result a new position was added in 2013. The increase in reporting has also brought a renewed focus on understanding the data and ensuring it is accurate. AIS is helping to facilitate those efforts.

Online Learning (Technical)
The Online Learning Office provides students, faculty, and staff with training, technical support, and the resources needed to enhance their educational experiences. They are responsible for the Online Learning Help Desk, which is monitored 24x7, and provides technical support ranging from login questions, converting 180 faculty DVDs into the appropriate format for use in the Learning Management System (LMS), to troubleshooting 128 student computers and approximately 50 faculty and/or staff computers in 2013.
The Online Learning Office is also responsible for training and support of Canvas, the learning management system used at Richland. In 2013, the initial year of a successful rollout of Canvas, the group delivered Canvas training to 3157 students and nearly 80% of faculty through an online orientation. This type of training will be an ongoing requirement for new students and faculty. In addition to training, the group provides support to faculty to ensure Canvas is being used appropriately and effectively in the course.

Campus Safety and Security
The role of the Office of Campus Safety and Security is to create a safe environment on all campus properties. Richland Community College utilizes uniformed Security Officers contracted through Securitas, a worldwide security company. Security Officers do not have police powers. The City of Decatur’s Police Department has the jurisdiction for the Richland campus. The Office of Campus Safety and Security adheres to and implements all guidelines and requirements set forth by both federal and state governing bodies. Some examples of these would include annual reporting mandates as outlined by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, development of Emergency Response Plans, the conducting of an Annual Building Evacuation Drill (federal), and the mandatory establishment of a Threat Assessment Team or Violence Prevention Plan (state). A new security surveillance system was installed recently with cameras at the main campus facilities as well as the off-campus Fairview Plaza facility so the security officers can be more effective in monitoring activities in and around these facilities. In addition, a new Security Incident Management database has been implemented to track and analyze incidents for reporting and follow-up. The responsibilities of the Office of Campus Safety and Security continue to change and expand as state and federal regulations change and campus facilities expand.

Public Information and Marketing
The overarching charge of the Public Information Office is to develop and cultivate positive awareness of Richland Community College internally and externally. Internal communications are essential to keeping employees informed and improving the effectiveness of the institution while external communications are vital to the advancement of the positive reputation of the institution. The College has an extensive portfolio of offerings available to diverse populations within an eight county service district. The communication and marketing strategies deployed must take into consideration each of those populations and serve a variety of purposes which include not only awareness but many times a call to action.

A variety of internal communications include the coordination of a College Spotlight each month for the Board of Trustees that focuses on student outcomes. These Spotlights are then placed on Richland’s YouTube channel for a public audience. Other internal communications include the coordination of multiple messages sent through broadcast emails, the Master Calendar, and communication of the monthly Board of Trustees updates to the Institutional Effectiveness Group. Fall and Spring Semester Convocations provide the opportunity to speak to the Community College as a whole, sharing the College’s achievements and future events.

The advancement of Richland’s positive image externally is realized through proactive engagement with three television stations, four radio groups (twelve individual stations), one daily, six weekly newspapers, as well as three monthly print publications. This includes the
coordination of three monthly radio Spotlights on Education, and one monthly Culinary Arts Institute mid-day cooking television segment.

As the power of social media continues to grow, additional external communication methods include the College’s official social media platforms: Facebook, LinkedIn, YouTube, and Twitter. Public Information and Marketing also monitor 13 student clubs/organizations Facebook pages. To support these platforms the College has adopted a policy to govern the use of these platforms. Section 5.17, Official College Sponsored Social Media, was adopted by the Board of Trustees in 2012. The procedures to support this policy and can be found on the College’s Marketing and Public Information web page in the Usage and Style Guide.

The Marketing Office is expressly tasked with the responsibility of marketing all publications and activities of the College; therefore, all printed publications, advertising, electronic advertising, and press releases are developed and printed in coordination with the Marketing Office and Duplication Center. The Marketing Department staff includes the Marketing Coordinator, the Creative Marketing Center (two full-time graphic specialists and one full-time multimedia specialist), a full-time Administrative Assistant, and a part-time Marketing Specialist.

The Marketing Department has experienced turnover in four of these positions in the last two years, presenting both challenges and opportunities. During the transition time of each new staff member, the Department experiences a slight backlog in the ability to produce collateral marketing pieces for the College. However, the opportunities have far outweighed that inconvenience as new staff has brought increased skills, talents, and fresh perspectives to the Department and College.

With the increased talent come higher expectations for the esthetics of the collateral marketing pieces. With well over 1,000 marketing requests annually, Marketing had to find a flexible web-based resource management tool. By working with the Information Technology Director, the office was able to implement Achievo to assist in the tracking of project deadlines and the time required to complete projects. An additional feature of Achievo has been the ability to ensure that all projects align with the College’s strategic plan by requiring the requestor to identify the area of the strategic plan that the marketing request supports.

The Duplication Center, consisting of two full-time staff, continues to be an area of growth. Due to the advanced sophistication of the skills and talents in the Marketing area, the College community is requesting more materials. As a result, the Duplication Center is printing greater quantities of marketing and teaching and learning materials in-house. Increased attention has been given to streamlining this area as well as creating a user-friendly environment. Implementation of Achievo has also assisted the Duplication Center in the processing of job requests.

Due to the increased need for collateral materials in both of these areas, combined with the turnover of employees, an in-depth look at internal systems was fundamental to improving productivity. As such, the Marketing Department undertook an extensive project that resulted in the development of process maps for eleven key systems. The results of the endeavor have led to increased internal efficiencies, effectiveness, adaptability, and customer service levels. The process maps are located on the Marketing and Public Information page of the web.
In 2012 a Continuous Improvement Process Team was convened to investigate the value of printed schedules versus the utilization of online schedules and alternative promotional mailings. Two recommendations were adopted by Quality Council and the Institutional Effectiveness Group. The first was the gradual reduction in the number of schedules printed and mailed, while improving upon the online schedule tool. The second recommendation was that the online registration tool could be more intuitive, so a Continuous Improvement Process Team should be convened to improve the online schedule. The Spring 2014 Semester marked the first semester where the schedule was available only online. However, a Continuous Improvement Process Team was never convened to improve the online schedule. Marketing and Public Information continue to monitor this situation and work closely with stakeholders to improve the online schedule process for students.

In 2013 the expansion of the Clinton Higher Education Center into a stand-alone facility was part of Richland’s continued commitment to serving the communities in DeWitt County that are part of the Richland Community College District 537. Those communities include Clinton, Dewitt, Kenney, Lane, Wapella, and Waynesville. Marketing and Public information developed a marketing plan designed to increase Richland’s public presence and create greater utilization of the facility. This plan included the use of all available mediums as well as the design of a Clinton-specific schedule mailed to 5,860 households in the six municipalities. Marketing and Public Information also coordinated a survey instrument that was subsequently mailed to all households soliciting community input into the offerings provided at Clinton. Marketing and Public Information will continue to monitor and support this facility with available resources.

No different than other divisions within the College, Marketing and Public Information face distinctive challenges. Limited budgets must be well utilized to promote the many programs and messages of the College. Public Information and Marketing must convey the College’s messages to students who regularly tune out information in response to daily information overload. Additionally, the information available to the public must be up to date and accurate. Finally, the College faces competition from other institutions of higher education for the same pool of potential students.
Section 3 – Teaching and Learning

Richland Community College’s Mission, Vision, and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population—some who know their career choice and others who are seeking guidance. Through credit and non-credit courses, through programs that lead to work or to transfer, and through support services and activities that enrich students and staff, Richland concentrates its efforts on teaching and learning.

This section of the Environmental Scan examines general trends and challenges within academic divisions as well as program and service areas at Richland. Unless noted, data for tables and graphs were obtained from Richland’s JENZABAR data system.

Student Profile
Credit-hour Enrollment

The greatest portion of student enrollment at Richland comes in credit-hour enrollment. Therefore, a substantial portion of revenue for instruction in the annual budget comes from tuition, fees, and state reimbursement. As such, trends in enrollment are important to analyze.

Graph T1 provides 10th-day student credit-hour enrollment from Fall Semester 2005 through Fall Semester 2013 differentiating between part-time (1-11 credit hours) and full time (12 or more credit hours) enrollment. On average, full-time students make up approximately 30% of the total enrollment, whereas part-time students make up 70%. Dramatic increases in the enrollment of part-time students tend to correlate to the district’s economy. For example, in fall 2009, the full-time credit hour enrollment increased to over 36% due to local layoffs. Monitoring local employers’ employment and layoff projections can assist the College in determining innovative ways to enroll and serve the displaced worker.

Graph T1. Richland Student Enrollment by Number of Credit Hours from Fall 2005 - Fall 2013.

Source: ICCB S3 Records.
**Graph T2** provides headcount and full-time equivalence (FTE) data from Fall Semester 2005 through Fall Semester 2013. The FTE figures are based on a 15-credit hour load on the 10th day of the semester. (Semester 10th-day enrollment figures are used because that data is commonly collected for state and national reports and can be used for comparisons.) Between 1998 and 2008, the College had an average fall headcount of 3,250 and a FTE of 1,800. From 2009 to 2011, the College experienced a steady enrollment increase reaching a high of 4,089—nearly a 26% increase from the low in 2005. The FTE also increased during that period, but the high did not occur in the same year as the headcount high. The more recent data are more reflective of average years.

**Graph T2.** Richland Headcount and FTE from Fall 2005- Fall 2013.

![Graph T2](image)

**Source:** ICCB E1 Data (Headcount) and S3 Data (FTE) Records.

**Graph T3** shows the average age for Richland students from Fall Semester 2005 through Fall Semester 2012, by four categories—day students, evening students, weekend students, and online student. Over the 8-year period, day students’ average age is 26, evening students’ average age is 31, and weekend students’ average age is 37. With the expansion of online classes, average age information for that category was added beginning in 2004. The average age for online students is 29. The enrollment in online courses does not seem to have impacted average age except for weekend enrollment.

![Graph T3](image)

**Source:** ICCB E1 Data (Headcount) and S3 Data (FTE) Records.
**Graph T3.** Richland Student Age Profile from Fall 2005 - Fall 2012.

Source: ICCB CW Records.

**Graph T4** shows credit-hour generation by day, evening, and online students from Fall Semester 2009 through Fall Semester 2012. There is a slight decrease in credit hours generated from evening courses while day courses have seen slight increases. Not shown in the table are weekend students, who make up 1% or less of the total credit hour generation.

**Graph T4.** Percent of Credit-Hour Generation by Day, Evening, and Online Students, from Fall 2009 – Fall 2013.

Source: ICCB S3 Records.
Online Credit Hour Enrollment

Enrollment in Richland’s online courses continues to grow. From 2000 to 2009, there was a 540% increase in those taking online courses. **Graph T5** shows 10th-day online credit-hour enrollment for Fiscal Years 2009 through 2013. The graph shows the total of online credit hours generated by students taking at least one online course and the total number of students, duplicated, enrolled in online courses. There was a slight peak in 2011 of credit hour enrollment and generation and has since began to decrease. The increases in enrollment result from improvements in technology, training and support for students and faculty. The Online Learning Office works with full-time and adjunct faculty to improve curriculum delivery through the use of Canvas, the Learning Management System that replaced Angel. In addition, more faculty teaching traditional courses are enhancing curriculum delivery by using Canvas. (These courses are not included in the graph.) **Graph T5.** Online 10th-Day Credit Hour Enrollments for Fiscal Years 2009-2013.

**Sources:** ICCB Fall, Spring, Summer S3 Records.

High School Graduates

**Graph T6** provides enrollment figures on high school seniors attending Richland the fall semester after graduation. On average, 24% of graduating seniors from 2000-2013 attended Richland the fall semester after graduation. Fall 2013 saw a significant decrease in attendance of graduating seniors (18%), but this may be attributed to the increased number of students who participate in dual credit. **See Table T7** for a more detailed analysis of the district’s recent high school graduate enrollment.
Table T7 provides an overview of the number of students in the District completing high school and then attending Richland the fall after graduation. While the percentage of students from Mount Zion has steadily increased, Richland is no longer enrolling the percentage of graduates from historically strong feeder schools such as Argenta-Oreana, Clinton, Maroa-Forsyth, and Meridian. Overall, the College is seeing a decrease in the enrollment of recent high school graduates and further research is necessary to determine the cause. These data also provide an opportunity for the College to establish benchmarks and goals in terms of student recruitment.
<table>
<thead>
<tr>
<th>High School</th>
<th>2011 Graduates</th>
<th>RCC Enroll*</th>
<th>2012 Graduates</th>
<th>RCC Enroll*</th>
<th>2013 Graduates</th>
<th>RCC Enroll*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argenta-Oreana</td>
<td>61</td>
<td>26 (42%)</td>
<td>66</td>
<td>21 (32%)</td>
<td>72</td>
<td>20 (28%)</td>
</tr>
<tr>
<td>Central A&amp;M</td>
<td>60</td>
<td>11 (18%)</td>
<td>Unavailable</td>
<td>0</td>
<td>Unavailable</td>
<td>0</td>
</tr>
<tr>
<td>Cerro Gordo</td>
<td>45</td>
<td>18 (40%)</td>
<td>40</td>
<td>12 (30%)</td>
<td>46</td>
<td>13 (28%)</td>
</tr>
<tr>
<td>Clinton</td>
<td>150</td>
<td>31 (21%)</td>
<td>129</td>
<td>19 (15%)</td>
<td>127</td>
<td>12 (9%)</td>
</tr>
<tr>
<td>Decatur Christian</td>
<td>18</td>
<td>6 (33%)</td>
<td>21</td>
<td>3 (14%)</td>
<td>21</td>
<td>4 (19%)</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>220</td>
<td>45 (20%)</td>
<td>218</td>
<td>48 (22%)</td>
<td>185</td>
<td>28 (15%)</td>
</tr>
<tr>
<td>Hillside Bethel</td>
<td>4</td>
<td>0 (0%)</td>
<td>4</td>
<td>1 (25%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lutheran School Association</td>
<td>26</td>
<td>17 (65%)</td>
<td>26</td>
<td>11 (42%)</td>
<td>39</td>
<td>8 (21%)</td>
</tr>
<tr>
<td>MacArthur**</td>
<td>248</td>
<td>50 (20%)</td>
<td>185</td>
<td>40 (22%)</td>
<td>232</td>
<td>44 (19%)</td>
</tr>
<tr>
<td>Maroa Forsyth</td>
<td>91</td>
<td>23 (25%)</td>
<td>85</td>
<td>25 (29%)</td>
<td>64</td>
<td>8 (13%)</td>
</tr>
<tr>
<td>Meridian</td>
<td>73</td>
<td>38 (52%)</td>
<td>72</td>
<td>16 (22%)</td>
<td>72</td>
<td>25 (35%)</td>
</tr>
<tr>
<td>Mount Zion</td>
<td>166</td>
<td>38 (22%)</td>
<td>193</td>
<td>51 (26%)</td>
<td>140</td>
<td>46 (33%)</td>
</tr>
<tr>
<td>St. Teresa</td>
<td>63</td>
<td>7 (11%)</td>
<td>74</td>
<td>13 (18%)</td>
<td>71</td>
<td>12 (17%)</td>
</tr>
<tr>
<td>Sangamon Valley***</td>
<td>46</td>
<td>10 (22%)</td>
<td>51</td>
<td>12 (24%)</td>
<td>60</td>
<td>15 (25%)</td>
</tr>
<tr>
<td>Taylorville****</td>
<td>17</td>
<td>2 (12%)</td>
<td>172</td>
<td>1</td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td>Warrensburg-Latham</td>
<td>64</td>
<td>21 (33%)</td>
<td>76</td>
<td>27 (36%)</td>
<td>72</td>
<td>15 (21%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1352</td>
<td>343 (25%)</td>
<td>1412</td>
<td>300 (21%)</td>
<td>1381</td>
<td>250 (18%)</td>
</tr>
</tbody>
</table>

Source: 2013 Richland Community College Institutional Yearbook

*The number of graduates enrolled at RCC the fall semester following graduation.
**MacArthur numbers include Futures Unlimited graduates.
***Illiopolis and Niantic-Harristown consolidated in Fall 2004 to form Sangamon Valley.
****For 2012 numbers Taylorville no long distinguished Stonington students.
Dual Credit

Dual credit allows high school students to take college-level classes for college and high school credit at the same time. Students do not have to wait until they graduate from high school to take classes at Richland. High school students who rank above average in academic achievement may enroll in selected college classes, which must be 100 level or higher.

Richland Community College has “Intergovernmental Agreements” in place with nine high schools in the District covering dual credit. The agreements cover a combination of different ways students can be enrolled in dual credit classes, as detailed below.

- **Richland Transfer Academy**—students come to the main campus for a half-day and take classes taught by Richland faculty. Students are enrolled in IAI classes counting toward an Associate in Arts or Associate in Science Degrees.
- **On Your Own**—students attend Richland during high school hours or after school. The instructor is a Richland faculty.
- **At Your High School**—students may take one or two classes at their high school. The instructor can be either a high school teacher or Richland faculty.
- **Heartland Technical Academy**—students attend half-day classes to explore a career through hands-on learning activities. The instructor is usually a Heartland Technical Academy faculty member. Classes are part of an Associate in Applied Science Degree.

Benefits for high school students enrolling in dual credit is these classes can enhance and extend the high school curriculum and avoid duplication in coursework as student’s transition from high school to college. Courses are taught at different locations, but the course content, quality, and academic rigor are the same as those same classes taught on campus. Attending a community college before completing a bachelor’s degree at a four-year university can save students time and considerable money. For a number of classes, students who enroll in dual credit classes do not pay tuition. Also, by taking dual credit classes, students are able to start their general education (IAI) requirements.

Fall 2013 began the second year of the Richland Transfer Academy. The enrollment for this program started with 20 students. With spring 2014, the enrollment has expanded to 23 students. Challenges experienced were a time conflict between the College final exam schedules and high school final exam schedules, juniors required to sit for their ACT exams (required by the state of Illinois) missing Richland classes, changes in high school bus schedules especially as Heartland Technical Academy made adjustments in beginning and ending times to their schedules.

Nearly all of the classes with Heartland Technical Academy are offered at the Richland campus, with the exception of automotive technology, auto body, cosmetology, welding, and early childhood education. These programs are held at the Eldorado location or at Hope Academy, with the exception of cosmetology, which is held at Mr. John’s School of Cosmetology. These programs will relocate to the main campus upon completion of the Workforce Development Institute in fall 2014. The Heartland Technical Academy is a significant partnership that supports dual credit enrollment. Students who attend the Heartland Technical Academy are from 14 feeder schools in the Richland District, as well as several high schools not in Richland’s district that bus students to the Heartland Technical Academy.
One area that should be considered in the future is dual enrollment. Jones’ (2014) article examines the impact dual enrollment has on high school students’ future college success. Specifically, the author wanted to answer whether dual enrollment participation and course completion impacts the cumulative college grade point average and first completed year persistence rates of first-year community college and university students. Results of her study indicate that having high school students participate in dual enrollment opportunities has the potential to prepare students for the transition to college, particularly in terms of grades and persistence. Community colleges also benefit from students’ participation in dual enrollment since those students may be converted to full-time students upon graduation who are prepared and capable of navigating the college environment, leading to higher completion rates. The author states that dual enrollment participation is not the only variable that determines college success; there are a number of personal factors that can negatively affect students’ chances of success. However, dual enrollment participation is one promising practice that community colleges should expand to increase access and serve more students. Both the college and the student will reap the benefits.

Dual credit course offerings continue to grow as applicable programs are identified. Dual credit has also brought more educational opportunities to area high school students. Graph T8 represents the number of dual credit hours generated from 2009 through 2012. Since 2005, the trend for the number of dual credit hours has continuously increased.

**Graph T8.** Number of Credit Hours Generated by Dual Credit, 2009-2012.

![Graph T8](image)

*Source: ICCB S3 Records.*

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**Home-Schooled Students**

Nationally, over 2 million students between the ages of 5 and 17 were homeschooled in 2010 (Ray, 2011). Since Illinois state law does not require home school registrations, exact figures for the home school population in the Richland Community College District are not known. Both faith-based and secular home school support groups exist within the District. The largest group, MICAH, is headquartered in Decatur. Smaller faith-based groups exist in outlying areas. Some students are not affiliated with any group and are truly invisible.
Although home school students in the Richland District are a “hidden population,” national research indicates that homeschool numbers are increasing at the rate of 2% to 8% per year (Ray, 2011). In general, homeschool students have higher college entrance exam scores, a higher high school GPA, and several times the amount of transfer credits as students from public or private high schools. They also show higher completion rates, higher college GPA’s and higher persistence rates – all positive outcomes. The typical home-schooled student comes from an intact family where parents have more formal education than in the general population (Ray, 2009; Mackey, Reese, & Mackey, p. 139).

Home-schooled students in the District come to Richland to earn GED certificates and/or to take credit classes. The Director of Adult Education reports a persistent number of GED candidates each year although it is a small percentage of all GED candidates. Home-schooled students are consistently enrolled in classes at Richland although the percentage of FTE’s is not significant, according to the Registrar.

Graph T9 shows the total number of credit hours generated of home-schooled students enrolled in dual credit, dual enrollment, and regular courses (not tagged as dual-credit or dual-enrollment) at Richland. The data shows that home-school students moved from dual-credit courses to regular courses in FY2012.

**Graph T9.** Total Credit Hours Generated of Home-Schooled Students at Richland, FY2009-FY2013.

Source: ICCB S3 Records.

**Baccalaureate & Transfer Programs**

Richland has a strong reputation of academic excellence as students transfer to four-year colleges and universities throughout the state. Students may elect to complete a degree or to transfer credits without the degree. Two-year transfer degrees include the following:

- Associate in Arts (AA)—minimum 60 credit hours
- Associate in Science (AS)—minimum 60 credit hours
- Associate in Fine Arts (AFA)—minimum 64-66 credit hours
- Associate in Engineering Science (AES)—minimum 68 credit hours
- Associate of Arts in Teaching (AAT)—64 credit hours
In addition, an Associate in Liberal Studies (ALS) (minimum 63 credit hours) is available for students who desire up to two years of college study for their personal development. The ALS is not a transfer degree. It is designed to provide students an initial opportunity to pursue various areas of interest and subsequently to select a more specific educational objective, such as a particular occupational program or a baccalaureate-oriented associate degree.

In 2013, Richland offered transfer degrees in 32 areas of concentration (majors). A complete list of majors can be found on pages 62-63 of the 2013-2014 Course Catalog.

Richland’s opening 2012 Fall Semester headcount in baccalaureate/transfer programs was 1487, representing 45.4% of total headcount. Of the 188 2013 Spring Richland graduates, 99 students received AA degrees, 57 students received AS degrees, 27 students received ALS degrees, four students received AES degrees, one student received an AFA degree, and two students received an AAT. Richland’s 5-year average of baccalaureate/transfer graduates is 190. Table T1 shows the number of graduates by program from 2008 to 2013, including students who graduate in December. While the number of graduates appears small, some students transfer to four-year colleges before graduating from Richland.

Illinois is fortunate to have the Illinois Articulation Initiative to allow for transfer between institutions with only the General Education Core Curriculum completed, but degree completion may have a more positive impact. According to the 2012 Signature Report, students who completed a two-year degree or certificate prior to transferring to a four-year institution have higher rates of bachelor degree completion than those students who did not. With college and career readiness outreach, block-style scheduling and intensive, assigned advising, Richland the ability to increase the number of transfer degrees awarded and to assist students meet their academic goals.

<table>
<thead>
<tr>
<th>Program</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>93</td>
<td>83</td>
<td>94</td>
<td>103</td>
<td>99</td>
</tr>
<tr>
<td>Associate In Engineering Science</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Associate in Fine Arts</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate In Liberal Studies</td>
<td>14</td>
<td>10</td>
<td>15</td>
<td>47</td>
<td>27</td>
</tr>
<tr>
<td>Associate In Science</td>
<td>71</td>
<td>63</td>
<td>90</td>
<td>72</td>
<td>57</td>
</tr>
<tr>
<td>Associate of Arts in Teaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Transfer Degrees</strong></td>
<td><strong>178</strong></td>
<td><strong>161</strong></td>
<td><strong>199</strong></td>
<td><strong>223</strong></td>
<td><strong>188</strong></td>
</tr>
</tbody>
</table>

Source: 2013 RCC Institutional Yearbook.

Richland has access to National Student Clearinghouse data sponsored by the Illinois Community College Board, which will allow the College to track Richland graduates and transfer students as they progress at four-year universities. From this data, Richland is able to track top receiving institutions of Richland students.
Transfer Programs

Although there are promising indicators that the United States is regaining its ranking in science and mathematics, the country continues to experience significant workforce deficits that vary by geography and occupational fields, achievement gaps among females and historically underserved groups, limited access to quality education, and a shortage of adequately trained K-12 STEM teachers. The authors state that community colleges have a significant role in training the STEM workforce. Community colleges provide access to credit and non-credit education and training opportunities to many students, particularly for those students who may not have the ability to attend four-year universities due to financial constraints, family obligations, or geographical restrictions. In addition, community colleges also serve a larger portion of first-generation and underrepresented students and can expose these students to unknown careers. Community colleges can also improve access to qualified educators by continuing and expanding its role in teacher preparation and education. Because teacher certification requires a 4-year degree, community colleges must strengthen their articulation agreements with universities and colleges.

The Mathematics and Sciences Division, as well as the Communications, Education, Humanities and Fine Arts Division, offers a full range of transfer classes so that students can fulfill their Associate of Arts and Associate of Science degrees. The IAI classes have maintained strong enrollments. However, many of the upper-level classes in the sciences and mathematics have seen weak demand. The engineering program has especially suffered, despite scholarship opportunities that will not only pay for tuition at Richland but will also partially defer the tuition at public four-year institutions. To address this issue a Coordinator of Engineering was appointed, but this did not result in any appreciable increase in enrollment. Instead, a broader approach to the problem has been to identify a STEM (Science, Technology, Engineering, and Mathematics) Coordinator to go into the community and to “sell science” to children attending elementary school, to work with high schools and high school counselors to highlight Richland as a pathway to science programs at four-year universities, and to make sure that current students at Richland understand the potential of higher-level math and science classes.

In 2013 Richland and area high school English and mathematics faculty partnered in an initiative to align curriculum and the Common Core State Standards, supported by an ICCB Bridging the Gap Grant. In multiple sessions faculty discussed curriculum and outcomes to align these two content areas both vertically and horizontally. These sessions were facilitated by faculty through sharing syllabi, textbooks, rubrics, and projects. At the end of the initiative participants had developed course materials aligned with the Common Core Standards. This collaboration is the first step in curriculum alignment to address students’ ability to transition seamlessly to Richland or other colleges.

Developmental Education

Developmental education is designed to assist students in improving their academic skill level to enter college-level courses; however, it is cited in Fain’s (2013) article as a major obstacle that prevents the nation from improving its college graduation rates and meeting the completion agenda. States like Florida and Connecticut have made controversial changes in remedial education in which students can either opt out of the non-credit bearing courses or enroll in remedial courses while also working on regular credit courses. Tennessee is highlighted as a
state that is implementing promising solutions to serve students in need of developmental education. Focusing on high school students who appear likely to enter the developmental track after graduation, community colleges are starting earlier by offering remedial math courses as dual enrollment courses, providing access to flipped classrooms using MyMathLab software, training high school teachers to use MyMathLab, and offering students support throughout the experience.

Developmental education courses at Richland are offered in three disciplines: mathematics, writing, and reading. Courses are taught by full-time and adjunct faculty using master syllabi developed by full-time faculty. Students must achieve a “C” or better in any developmental course in order to progress to the next level of developmental course or to enroll in college-level courses using developmental courses as prerequisites, mirroring the Illinois Articulation Initiative requirement of earning a “C” or better grade in transfer courses.

*Table T11* offers a list of developmental education courses offered at Richland. Developmental writing and reading courses are three credit hours each; developmental mathematics courses are four credit hours each.

**Table T11. Developmental Courses Taught at Richland.**

<table>
<thead>
<tr>
<th>Writing (ENGL) (3 credits each)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>095 Developmental Writing 1</td>
<td></td>
</tr>
<tr>
<td>097 Developmental Writing 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading (ENGL) (3 credits each)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>088 Reading and Study Skills 1</td>
<td></td>
</tr>
<tr>
<td>090 Reading and Study Skills 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics (MATH) (4 credits each)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>087 General Mathematics Skills</td>
<td></td>
</tr>
<tr>
<td>090 Pre-Algebra</td>
<td></td>
</tr>
<tr>
<td>091 Basic Algebra</td>
<td></td>
</tr>
<tr>
<td>095 Basic Geometry</td>
<td></td>
</tr>
<tr>
<td>096 Developmental Mathematics</td>
<td></td>
</tr>
<tr>
<td>098 Intermediate Algebra</td>
<td></td>
</tr>
</tbody>
</table>

Placement in college-level courses or developmental courses is determined in one of three ways: 1) Students may select to enroll in developmental courses; with this option, students must enroll in Math 087, English 095 (writing) or English 088 (reading). 2) Students are eligible for college-level courses (excluding mathematics) if their ACT English and Reading scores are above 19. Students who have ACT scores in mathematics of 22 or higher may place directly into college-level mathematics courses. ACT scores are valid for three years. 3) Students complete the College Board’s Accuplacer test battery, consisting of Reading, Sentence Skills, and Mathematics computer-adaptive exams. Placement score ranges have been determined by English and Mathematics faculty, and Board of Trustees Policies 4.1.2.1 and 4.1.2.2 outline mandatory testing and re-testing. As a note, students may be enrolled in both developmental
English and Mathematics courses and enrolled in other Richland courses at the same time, as long as appropriate prerequisites are met

Enrollment in developmental courses has been significant in the last few years. Over the 10-year period, headcount has generally increased with a surge in Fall 2009, corresponding to the general increase in College enrollment in that semester. Over the 10-year period, a sharp increase occurred in 2002 and in 2009, both years when the Richland District saw plant closures, layoffs, and reductions in force and many workers enrolled at Richland for retraining. (As examples, Bridgestone/Firestone Corporation closed in December 2001 and Zexel Corporation closed in July 2002, leaving 2,500 individuals unemployed.) Graphs T12 and T13 show 5-year retention rates in Developmental English and Developmental Mathematics courses.

**Graph T12.** Developmental English 5-Year Course Retention.

**Source:** Argos Report, Program Review, 5-Year Course Retention.

**Graph T13.** Developmental Math 5-Year Course Retention.

**Source:** Argos Report, Program Review, 5-Year Course Retention.
The number of students who are unprepared for the challenges of developmental math classes is increasing. Even with the addition of placement by ACT scores into college-level math classes in 2011, the vast majority of students entering Richland Community College are placing directly into developmental math courses. Also, the degree of unpreparedness seems to increase. A number of reform efforts, including the Mathematics Enrichment Center, hybrid courses, and self-paced modular developmental courses, have tried to address retention and success rates in developmental math. However, the conversation is now shifting toward placement, and how the trend of developmental math placement can be reversed. In 2014, a Learning Open Online Course (LOOC) is being implemented to further educate students on what is expected. Hopefully these communication tools will help students to better understand what is expected of them if they wish to be successful. Additionally, the Voluntary Framework for Accountability (VFA) and Complete College America data become more accessible and available, developmental education measures will be tracked consistently.

**Career and Technical Education Programs**

Completion of programs designated as career and technical education (CTE) generally results in Associate in Applied Science degrees and basic and advanced certificates. Recent articulation agreements in specific programs have eased transfer to four-year colleges and universities for students who decide to continue their education. In this section of the Environmental Scan, Deans were asked to describe occupational programs in their Divisions, address enrollment trends, changes in programs, and trends and challenges related to technology and faculty.

**Table T14. Career and Technical Education Enrollment, FY10-FY13.**

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**Grand Total** | **1776** | **1836** | **1982** | **2015** | **7609**

**Source:** Argos Report, Program Review, Headcount.
The Business and Technology Division is comprised of sixteen departments. Brief reviews of each program are below.

1. **Accounting:** The Accounting field continues to be strong with the Illinois Department of Employment forecasting a growth of 11.4% over the next six years. There have been some changes in curriculum in order to implement a new software program that will track a student’s progression and understanding of learning objectives. The greatest challenge in this department is student retention. Enrollment in first-year courses is strong, but the second year numbers dwindle primarily due to Accounting major students transferring to 4-year universities.

2. **Administrative Assistant (Formerly Office Technology):** As a result of recommendations from faculty and the advisory committee, this program has been consolidated by eliminating five OT courses that taught the same content as existing Information Technology courses (namely the Microsoft Word, Excel, Access, PowerPoint courses). Dropping these courses and having the students take the corresponding IT courses make the statistics look poor even though the program enrollment has not changed. Office and administrative jobs are still strong for those students pursuing a career with lower academic requirements.

3. **Agriculture & Agribusiness:** Most students considering production agriculture as a vocation are choosing to take foundational Ag courses and general electives at Richland and then transfer to four-year universities. The largest employment need is in the field of Sustainable Agriculture, which is an area under development. The focus is on a “seed-to-market” concept of hands-on learning.

4. **Automotive Technology:** This program continues to grow. Every semester students are waitlisted. With the completion of the Workforce Development Institute (WDI), the Automotive Technology program will move into the new 45,000-square-foot facility and share space with other programs. This move will allow the College to double course offerings with the move to daytime and evening programs. In addition, Richland will be offering a new Diesel Medium/Large Truck Technology program and a new Collision Repair program. Truck dealerships in Central Illinois are already indicating interest in prospective graduates. The increases in the Automotive Technology program alone will require hiring a second full-time instructor.

5. **Business:** The Business Department gears up for some major changes in the next two years as a result of a gift of $1.7M from the Dell & Evelyn Carroll Estate. This money was dedicated to the development of a new Integrated Business Education Center. The Richland Community College Foundation has also partnered in this venture to raise an additional $5 M to cover remodeling and new technology costs. Two areas of emphasis will be in global business and entrepreneurship. Area business professionals are being enlisted to provide insight into development of these areas. The recent articulation agreement with Yew Chung Community College in China will present additional opportunities for student business education.

6. **Computer Science:** One of the fastest growing vocations in the world is application development, especially in the area of smart phone applications (apps). Changes have been made to several programming courses to incorporate this type of instruction.
Students actually write, install and test their apps on smart phone modules. The Computer Science program is designed for transferability to a 4-year university. Attendance in this program continues to grow.

7. **Drafting and Design:** This program has struggled over the last few years due to health issues with the lead instructor. The program is now under new leadership, and enrollments are already increasing. An added emphasis has been placed on project-based learning as students must conceptualize, draft, design, and create a model of a final project for the program. The College has also purchased the latest CAD software and 3-D modeling software for this department providing students with cutting edge training.

8. **Engineering Technology:** Richland’s participation in the Illinois Network for Advanced Manufacturing grant provided the funding to purchase a new $100,000 EMCO 250 Turn CNC machine. Along with rebuilding two other CNC machines, the engineering lab offers students the latest in CNC design and operation. Changes have been made to the curriculum to align with the Manufacturing Skill Standards Council’s (MSSC) Certified Production Technician (CPT) certification. Students in engineering and welding can now attain this certificate after their first semester of courses. The new CPT certificate program is attracting more students into the engineering field.

9. **Health Information Technology:** This new program replaces the old Medical Office Specialty – Coding program. This year the program was accredited through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), the world’s leader in healthcare education accreditation. Currently, the healthcare industry uses a system of coding known as ICD-9. The Federal government has mandated that by October 2014 all members of the healthcare industry must begin using the ICD-10 coding system, a more specific, detailed program. Since the majority of coders in the nation are over the age of 55, experts predict a severe shortage of trained and certified coders. This urgency is fueling strong growth in this program. In Fall 2013, 33 new students enrolled in this program. A second full-time instructor will needed by the Fall 2014 semester. This program prepares students to earn their Registered Health Information Administrator (RHIA) or Registered Health Information Technician (RHIT) certification. Richland also has a strong articulation agreement with Illinois State University. This year six of graduates entered the ISU Health Information Technology program to pursue their bachelor’s degree.

10. **Healthcare Documentation:** This program replaces the current Medical Office Specialty – Transcription program. The old program resided under the old Office Technology program. The new program follows the learning standards defined by “The Model Curriculum for Healthcare Documentation, 5th Ed.” defined by the Association for Healthcare Documentation Integrity (AHDI). This program continues to grow as the healthcare industry grows and prepares students to earn their Registered Medical Transcriptionist (RMT) or the new Registered Healthcare Documentation Specialist (RHDS) certification. The program Advisory Committee explained that many hospitals and clinics are consolidating the transcription and coding process requiring a healthcare informatics technician to know both. Already faculty are seeing some Healthcare Documentation graduates continue their education by moving over to the Health Information Technology program. One other important change in Healthcare Documentation is the use of voice recognition software. Consequently, a voice
recognition software course has been developed to further prepare students for these changes in healthcare.

11. **HVACR:** Enrollments in the HVACR program remain constant. Currently, faculty are in the process of earning accreditation through the Excellence organization for HVACR educational institutions. The HVACR program provides the students with both traditional scheduling as well as an alternative “Fast Track” program. The Fast Track program allows a student to graduate with an AAS degree in one year. This program is supported strongly by a statewide workforce development program. Curriculum has been adjusted to teach students about the new higher efficiency heating and cooling equipment.

12. **Horticulture:** Horticulture is a growing program that has been actively involved in many campus activities to provide real-world experiences for students. Each experience teaches basic business skills, design skills, and implementation skills. In 2013 students designed and planted the Sustainable Walkway, raised $26,636 through sales at the Mother’s Day Plant Sale, and sponsored the Saturday Produce Market. With new 3-D landscaping software, students have also developed and presented their plans for landscaping around several new buildings on campus. This ability has attracted several of the larger landscaping companies in the area who have sent their employees to take this training.

13. **Information Technology:** Information Technology is a challenging field due to its changing technologies. This program prepares students for employment in the network design, network administrator, network technician and desktop support fields. Many large corporations are outsourcing these IT jobs, reducing the number of job openings in the area. More students are looking at IT as a secondary career track and focusing more on Business as a major. Most Richland IT graduates are either transferring to 4-year universities or moving out of the area for job possibilities. The Information Technology program prepares students for several major industry certifications like:
   - Cisco Certified Network Associate (CCNA)
   - CompTIA A+ certificate
   - CompTIA Network + certificate
   - Microsoft Certified Technology Specialist (MCTS)

14. **Power Generation – Nuclear:** Due to cutbacks in the funding of nuclear energy by the federal government, jobs in this area are becoming scarce. Exelon Nuclear, owners of the nuclear station in Clinton, has been the main employment source for graduates but has placed a freeze on hiring. At this time the College is placing this program on hold.

15. **Sequestration:** The Carbon Capture and Storage program is based on new cutting edge technology that is receiving worldwide attention. As in any new program, it is taking time to build interest and knowledge of job opportunities. Faculty have developed a strong program with many of the courses being offered online. This program will grow in the coming years as more industries realize the benefits of this technology.

16. **Welding:** This is a rapidly growing program that has doubled in size this last year. This growth required hiring a second full-time instructor and an additional adjunct. Additional classroom space has been rented off campus to provide more evening sections. Current campus welding lab facilities will handle 14 students. Thanks to Richland’s participation in the INAM grant, a new Welding lab will be constructed in the area that once housed the Automotive Technology program, which will move into the new WDI building. The new welding lab will house 34 welding booths and allow the merger of Heartland Tech Academy and Richland students into one state-of-the-art facility. Plans for the renovation
are set for this summer, and the new facilities will be ready for Fall enrollments. The new welding facility will also include a robotic welding unit that will help train students in this new technology used by several local production industries.

**Improvements/Challenges**

Richland Community College partnered with 21 community colleges in Illinois to apply for and subsequently be awarded a U.S. Department of Labor Trade Adjustment Assistance Community College Career Training grant. The purpose of this grant was to expand the delivery of education and career training programs in high-skill manufacturing occupations leading to industry recognized certificates, and/or Associate in Applied Arts degrees. The $525,000 received from this grant is being used to expand and improve curriculum, equipment and facilities in our Engineering and Welding programs.

As technology continues to drive our world and economy, the B&T Division is in a continual state of flux making adjustments to improve curriculum and equipment that will best prepare our students for the real world.

**Communications, Education, Humanities and Fine Arts Division**

**Programs and Courses**

Career and Technical Education programs in the CEHFA division include Graphic Arts, Early Childhood Education, and Paraprofessional Education.

**Graphic Arts**

The Graphic Arts Program is cross-disciplinary, composed of foundation courses in both Fine Arts and Graphic Design. The transfer fine arts courses, such as Drawing and Design I, provide the basic art skills needed for design and an arts perspective. Graphics courses provide the skills for workforce entry. When the full-time graphics faculty resigned, program feasibility dictated a more compact core curriculum approved in 2012. Students now take foundation classes in the first year and diverge into one of three graphics fields (print, 3-D, and multimedia) the second year. Enrollment in Graphic Arts has been decreasing since the enrollment bump consequent to the economic downturn in 2010.

As technology advances along with the expansive use of graphics in various media such as in film animation, the need for designers proficient in these skill sets has grown. After basic graphics courses, students may choose to specialize in print, 3-D, or multimedia with updated courses in Game Content Creation, Digital Painting, 3D Texturing and Light for Computer Games, 3 D character rigging and animation, and Multimedia. Current registration in Game Content Creation reflects interest in game design among the younger demographics.

Articulation agreements with Robert Morris College and Illinois State University have been established, with Richland graduates successfully graduating from these 4-year institutions.

**Challenges:**

The resignation of the full-time graphics instructor in 2012 presents a significant challenge for the program, as courses are now taught with 4 adjunct faculty, of which 2 have not been
professional graphic artists. As the coursework diverges into specialized fields, such trained talents are not readily available on the adjunct salary scale. For example, teaching the rendering of graphics sculpture designs is a forte of the current game design adjunct, which would be difficult to replace and the program might need additional cutting back.

Other challenges involve equipment and space limitations. As the graphics program requires computer hardware and software, funding is another routine challenge as students and faculty need access to state-of-the-art computers aligned with the latest cloud software. As the latest iMac computers upgrade occurred nearly four years ago, another upgrade will soon be needed. Technology use has been augmented with the purchase of a number of Cintiq Tablets with Perkins funds, which is keeping up with what is available to the general public for graphics drawings. Space limitations also restrict the availability of dual credit offering to a one-year program. Juniors who enroll find that they cannot continue in their senior year, which limits interest, the lapping of skills if they choose to continue in graphics when they graduate, and the viability in continuing in graphics versus another career field. For non-dual credit students, the use of virtual and hybrid course scheduling may accommodate more students under present space limitations. Faculty have been collaborative in the sharing of the only iMac computers on campus; students needing to use the iMacs are permitted to use the unoccupied computers even when other classes are in session.

Another significant challenge is enrollment. The expressed hope that an online presence would boost enrollment did not materialize. Program promotion by an enthusiastic full-time faculty is invaluable toward enrollment building. Fortunately, graphics adjuncts in the absence of a full time faculty have been cooperative when requests at outreach and marketing events, such as College Day, the Art Bazaar and Gallery Walk.

The Graphic Arts program also benefits from many resources in and outside of campus; the present expanded graphic/marketing department provides an internal source of expertise and a practicum site where several students have now served as interns.

**Early Childhood Education/ Paraprofessional Education**

As the issues relating to Early Childhood Education (ECE) and Paraprofessional Education are similar and the programs intersect to some extent and are presented with similar opportunities and challenges, they will be considered together. Increased professionalization and state mandates in the field of early childhood education and paraprofessional education have been paralleled by similar enhancements in Richland programs. In Early Childhood Education, program enhancements include the addition of five transferable courses along with 13 others designed for students desiring to enter the workforce in a child care facility. Revisions to meet the new ISBE and Common Core alignment standards are progressing to update every syllabus in both ECE and Education programs. An additional option for Early Childhood Education students desiring to increase knowledge in teaching grades K-3 in the public school environment is the completion of coursework for Elementary Education. This would include seven courses designed for Elementary Education majors creating a path to expand their educational knowledge, skills, and employability.

Both the ECE and Paraprofessional Education programs are undergoing revisions to reflect the realignment of curricular standards. These alterations will impact the content and training that
students must have for immediate employment in the public schools. Curricular alignments are proceeding with the Illinois Learning Standards and the Common Core Standards in Language Arts and Mathematics. Other alignments will result in the revision of education coursework on every level.

Both ECE and Paraprofessional Education programs are designed with a career lattice model where students can enter the career pathway at any point in their professional growth and exit at the level of education desired. Thus, a number of certificates are available in the 16, 30, and 45 hour ranges, commonly referred to as basic, intermediate, and advanced certificates. This vertical approach, facilitates a clear pathway for early childhood students, whether starting as a Heartland dual credit student, or one entering with a high school diploma, the courses work toward completion of certificates and graduation with an Associate in Arts degree program or can readily shift into transfer mode. At present, articulation with Millikin and Eastern Illinois University are very consistently providing for a seamless transfer. However, as ISBE and ICCB requirements are evolving in conjunction with universities, program faculty monitor development constantly to make changes as needed. This was/is the case with the now defunct and possible termination of the Associate of Arts in Teaching degrees.

As mentioned, the Early Childhood Education program has a dual credit partnership with the Heartland Technical Academy. The sustained enrollment at the high school shows interest among juniors and seniors to acquire dual credit as well as getting a head start in their career education. Richland adjuncts from the Decatur School District #61 work with full-time faculty in Early Childhood Education to design and implement coursework to meet college standards. Selected Heartland offerings will lead toward CTE certificates and degree completions.

Currently, the early childhood and paraprofessional education programs employ two full-time faculty and four adjunct faculty members when needed. Two of the adjuncts are teachers from the Heartland Technical Academy and are funded by and teach dual credit students exclusively. As state mandates drive certain program needs and opportunities in the planned area of development, adjunct faculty with specialized expertise might be required to accommodate student needs. While no added full-time faculty needs are anticipated at this time, adjunct needs may increase, driven by external mandates, such as for students to participate in field experiences to meet transfer and graduation requirements.

Challenges:
Aside from the perennial issue of space limitations, scheduling, enrollment, and inadequate student preparations are also issues. Some education majors already have full-time jobs at the schools or centers, and faculty have adjusted to this fact, for example, using creative scheduling and holding classes, as well as recruiting, at child development centers to enable registration and completion for workers there. Also, the increased use of alternative delivery through online, hybrid, accelerated, and evening sections offers greater scheduling flexibility. Scheduling both traditional and virtual sections of transferable coursework also enhances accessibility; unfortunately, that’s not always feasible due to low enrollment. Second, some enrollment decline among ECE majors after 30 credit hours can be attributed to the Department of Children and Family Services’ 30-credit-hour (in any coursework) minimum as the educational requirement, with one year experience, for employment as a teacher at a center, thereby discouraging the completion of an Associate’s degree. Plans for the coming year are to award certificates at every
level to students who have already attained them to encourage students toward the Associate’s degree.

In addition, inadequate student preparation creates issues; as motivated as students might be, deficiencies in English and especially in mathematics put many students in need of various developmental courses that stretch the matriculation time for the AAS curriculum. The ECE program’s specialized math course was a step in helping students attain practical career enhancing skills. Additionally, the pathway toward a Bachelor’s degree will be impacted by the higher mathematics requirement for education majors. Especially in the ECE AAS program, students fulfill their math requirement with an ECE-specific math course, which will not fulfill the transfer requirement for math at universities. Incidentally, the Illinois Articulation Initiative’s Mathematics General Education Panel opposes the added math requirement with the position that that content bears no relation to the mathematics skills that teachers must have for P-12 classrooms. There is apparently controversy over the new requirements.

**Fields in Education with Employment Opportunities**

State mandates and technology have developed to create fields in education, especially in special needs, bilingual, and instructional technology, that currently offer excellent opportunities for students with such specialized training. ADA mandates and the shortage of teachers trained in special needs have sustained job opportunities in all levels of P-12 education. Richland’s ECE advisory committee members have requested more training for Richland students. As program credit requirements are maximized, plans have been actualized for a number of special needs certificates. Toward this end, the Teaching Strategies for Special Needs class was created. Similar opportunities in diversity and bilingual education are being forwarded by the Common Core and other mandates. Richland offers a course in bilingual teaching strategies but has never enrolled sufficient numbers for a class to run. The new bilingual teaching certificates, impetus toward the AA in this field, and Millikin’s bilingual ECE degree offering, along with generous articulation of our credit hours and excellent employment prospects, will push this coursework forward. Employment prospects appear to be expanding, as the need for bilingual education and the benefits of bilingual skills gain support and momentum. For example, both the Champaign and the Urbana school districts have now established dual language programs, where Spanish and English are spoken.

Similar to bilingual education is the ADA mandate for deaf interpreting in the schools at all levels, which has faced a perennial shortage in qualified interpreters. This initiative is assisted by new mandates for the teaching of bilingual children even on the preschool level. Similar to certificates in Special Education and Bilingual education, AAS and stepping stone certificates in American Sign Language with an education emphasis are also planned with the goal of graduating students capable of American Sign Language certification for the qualified signers working in the schools. These programs are not in the traditional mindset, and marketing efforts are needed to introduce the new opportunities in education for those with such skills.

Additionally, technology is creating new hiring and skills parameters. Paraprofessionals with technology proficiency will enjoy an edge in skills needed to help in the classroom. Such integration into all ECE and education courses will behoove faculty to incorporate this training into the curriculum toward not only familiarity but intensive practice with an assortment of equipment and technologies for classroom use and communications. Richland graduates now are
prepared to plan and create lessons and activities using technology resources as well as to train their students to utilize technology in the classroom. This training is completed through the routine assignments in classes and an educational technology course that develops technology skills that can be utilized in a classroom. As the program size increases, additional computer lab space to accommodate student use will be necessary. Instructors have resources available on campus to learn to use software programs that enhance their teaching. Currently, only the instructor has access to technology in the early childhood classroom due to space limitations.

The use of instructional technology in PreK-12 classroom environments is continually expanding and will be reviewed to address the needs of Early Childhood Education, particularly in the areas of iPad/Android tablet usage, digital games, and interactive whiteboards.

**Digital Literacy for Teachers and Students**

The use of instructional technology in PreK-12 classroom environments is continually increasing. Classrooms are beginning to move with the trend to portable, wireless electronic devices that enable participation in digital collaboration arenas both onsite and around the world. “Smartphones and tablets have redefined what we mean by mobile computing, and in the past four to five years, apps have become a hotbed of development, resulting in a plethora of learning and productivity apps. These tools, ranging from annotation and mind-mapping apps to apps that allow users to explore outer space or get an in-depth look at complex chemicals, enable users to learn and experience new concepts wherever they are, often across multiple devices” (NMC Horizon Report: 2013 K-12 Edition).

Tools associated with digital collaboration may include the following:

- iPad/Android Usage
- Curriculum/Software Apps,
- Research on Online Educational Resources,
- Social Media In Education,
- Mobile Learning,
- Digital Games In Education,
- Video Recording/Editing,
- Interactive Whiteboards,
- Flipped Classrooms (offer students access to materials outside of the classroom), and
- Online Delivery of Curriculum to address the increase in K-12 online classes and K-12 virtual schools, which can introduce teachers to new teaching opportunities.

Key trends highlighted in the report include:
(www.tomorrow.org/speakup/2013_OnlineLearningReport.html)

- Use of online technology for teachers and students
- 43% - Percent of district administrators that are now offering a variety of online courses to meet diverse student needs;
- 60% - Percent of flipped learning teachers who believe online learning motivates students more;
- 89% - Percent of parents who want their child in a class where mobile devices are used
• Administrators now value online tools for teacher learning opportunities in addition to student learning;
• Virtual, blended and flipped learning teachers are using MORE digital content with student than traditional teachers;
• Parents who have taken an online class for work expect their children to have access to similar learning opportunities; and
• Students see online learning as a more personal, controlled learning process.
• Addressing the needs of students with disabilities and the use of adaptive technology
• Addressing the needs of bilingual student needs (including Sign Language as a language)

Many new/veteran teachers can attest to entering the educational workforce with minimal preparatory experiences in the development of formal digital literacy. Therefore, the key question becomes how Richland can best prepare future teacher education candidates in the use of and access to technology and curriculum resources necessary to become knowledgeable and proficient for teaching in a digital environment. Currently, classroom space is limited on campus; therefore, Education students at Richland have minimal access to the technology, software, or a dedicated classroom space in which to adequately develop the skills necessary to become knowledgeable for the classrooms of the near future where students are digital natives. Because of this deficiency, Richland students may not able to meet the digital skill expectations of the classrooms they are currently working with in field experiences or prospective employers. A curriculum in instructional technology will be proposed for 2014.

Finally, the audience for students in these fields of opportunity might be slightly different demographically and more inclusive of non-traditional population than traditionally. Richland training must encompass not only students preparing for teacher education programs but also those already teaching who need refreshers, those over 50 years of age facing job transitions or a new career upon retirement, or those who might need English help as non-native English speakers learning to teach bilingual children. Marketing considerations need adjustments accordingly.

Health Professions Division

Student Access, Engagement, and Success
The Health Professions division offers a wide range of courses ranging from a single day to a full semester and programs lasting one to multiple semesters. Students served include those wanting to explore special topics in healthcare and many preparing for employment. Single courses for exploring health include medical terminology, nutrition and diet therapy, cardiopulmonary resuscitation, end of life care, and children with special needs. Some single courses leading to employment are phlebotomy, nurse assistant, and emergency medical technology. Certificate programs include Emergency Medical Technology (EMT), Advanced EMT, Pharmacy Technology, and Practical Nursing (PN). Upon completion of the single-semester Bridge program, LPNs earn advanced placement into the Associate Degree Nursing (ADN) program. The division offers the following AAS degrees in addition to Nursing: Emergency Medical Services (Paramedic), Radiography, and Surgical Technology. Performance data of Health Professions programs can be found in Appendix D.
**Enrollment**
For ADN, PN, and Radiography programs and Phlebotomy and Nurse Assistant courses, demand exceeds capacity and alternate and waitlists are maintained. The associated challenges and opportunities are described in the Sustainable Institutional Environment section of this document. Several initiatives within the Health Profession Division pertain to increasing student access, engagement, and success. These include adding an EMS certificate and an evening nurse assistant section and participation in two ICCB Pathways to Results grants.

Less than 20% of students completing the core EMS coursework earn the degree. Although they are eligible to take the certification exam, which leads to licensure and employment, the College cannot count them as completers. To address this issue, an EMS certificate (39 credits) was created to provide a ladder from the current EMT and Advanced EMT certificates to the EMS AAS (61 credits). The new certificate provides a mechanism for students who meet their goal of licensure to be included in our completion totals.

Demand continues to exceed capacity for the Basic Nurse Assistant course. After several years of searching, in spring 2013 an evening Basic Nurse Assistant adjunct instructor was hired, resulting in an increased spring enrollment from 30 to 40.

From September 2012 through June 2013, the College participated in a state Pathways to Results (PTR) grant that focused on the Surgical Technology POS, which brought together representatives from adult education, workforce development, higher education, and healthcare employers. Student surveys and focus groups identified limited awareness of the surgical technology profession and Richland’s program as a main issue impacting enrollment. To better inform prospective and current students about the educational opportunities, banners and program cards featuring actual students were created. Those are being used in a variety of ways including prominent display of large banners in Student Success and the Schrodt Health Education Center lobby and distribution of program cards to area hospitals and inclusion in new student packets. A pull-up banner was created and used at events such as College 101; Money Smart, Wellness and Health Care Employment Expo at Hickory Point Mall; and MacArthur High School’s Senior Career Exploration Day and Health and Resource Fair.

Also as a result of the Surgical Technology and previous PTR grant, staff created two new and continued one PASSport workshop to address the low program retention rates. These workshops provide students with information about programs’ academic and professional expectations, costs and financing options, and time commitment. Students also receive information regarding available campus and community resources they can access to address barriers or obstacles that may impede their program admission, transition, or success, which should increase retention. PASS 141 *Becoming a Successful Health Professions Student* targets students who applied to a selective admission program of study. Evaluations by students support that the workshops are beneficial as shown in the tables below. It is too early to determine if they positively impact program completion.

**Engagement and Partnerships**
Faculty and staff actively participate in many professional organizations and outreach during 2013. These include state, national, and area organizations. Surgical Technology and
Radiographic program faculty are active at the state and national levels. In addition, faculty served as judges for the state-wide Scholar Bowl. In 2013, the Richland team earned second place in the bowl and individual students won first, second, and third places in the displays presented during the May 2013 Board Spotlight. The Health Professions Division was engaged in the Pathways to Results (PTR) project through the Illinois Community College Board.

In June 2013, peer reviewers from the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) conducted an on-site evaluation of the Surgical Technology program. The team identified 13 strengths including methods of educating and evaluating students and graduates’ evaluations. There were no areas of concern. The report was reviewed and assessed by the ARC/STSA Board and accreditation recommendation was forwarded to the Commission on Accreditation of Allied Health Education Programs (CAAHEP). On November 15, 2013, the Commission awarded continuing accreditation with the next on-site view scheduled to occur in 2023. This positive outcome is the direct result of the dedication and leadership of the Program Director.

The application for accreditation submitted by the Radiography Program Director to the Joint Review Committee on Education in Radiologic Technology (JRCERT) in late 2012 was accepted in spring 2013. The next step was the completion of a Self-Study Report submitted to JRCERT in November 2013. The program is waiting review of the report and anticipates a response in January and a site visit in late spring or early summer 2014.

Sustainable Institutional Environment

Opportunities

The Nursing Program Director and Division Dean actively participate in the quarterly meeting of the state-wide organization of Deans/Directors of Illinois Community Colleges Nursing Programs. The group discusses a wide range of topics such as implications of the Affordable Care Act on faculty workload, best practices for retention, state-wide nursing curriculum, and articulation agreements with BSN programs. The group participated in a Joint (Community College and Baccalaureate Programs) Fall Retreat at ISU in September and discussed advancing nursing education. In Illinois the focus shifted from legislating BSN in 10, which was reported in the 2010 Environmental Scan to open discussion regarding ways to promote advancing nursing education.

As a result of her participation in the Deans/Directors group, the Dean was asked to serve on the Medical Corpsman to Practical Nurse Transition Program Steering Committee, which consists of educators from throughout Illinois whose charge is to develop an eight-week course to prepare veterans who were Military Medical Corpsman to perform as entry-level practical nurses and successfully complete the LPN licensure exam (PN-NLLEX). This curriculum will be provided to all community colleges with practical nursing programs in Illinois. The Program Director is also assisting with this project.

The CNA Program Coordinator and the Dean are working to offer a basic nurse assistant training course at the new Clinton Higher Education Center. They are working with the administrator of Liberty Village (Manor Court of Clinton) to have the facility serve as a lab and clinical site. If the site is able to provide the required space, needed equipment purchased, and qualified faculty found, the class can be offered beginning in summer 2014.
Professional Development
Of the 17 full-time faculty, 100% maintained certification/licensure as required by their various professions and included completing continuing education. In addition to faculty, the Dean maintains her national and state radiography credentials. Faculty attended a wide variety of professional development activities in 2013. In addition to enhancing their knowledge and improving teaching, these provide networking opportunities for faculty and staff.

Four faculty completed university coursework toward degrees. Both the administrative assistant and the part-time secretary as well as the assistant to the Dean completed coursework at Richland.

Challenges
A variety of challenges face the Division. The first involves expanding the basic nurse assistant training course to the Clinton Higher Education Center. Before Liberty Village can serve as a clinical site, it must have an IDFPR restriction lifted (April is earliest date) and agree to provide the needed lab space, which consists of a resident room with needed equipment. In addition, the College must supply new instructional supplies such as CPR and patient manikins as well as medical materials. The biggest obstacle is hiring a qualified instructor.

Another obstacle affects all sections for the basic nurse assistant training course. Beginning on July 1, 2014, the ratio of students in clinicals changes from the current 10:1 to 8:1. Summer classes are not affected by the change, but those beginning in fall 2014 are. Because decreasing the classes from 10 to 8 would negatively impact the applicant pool for both the PN and ADN programs as well as reduce the number of students eligible to work as CNAs, the Dean and Program Coordinator are revising the schedules. Three of the four sections will increase the classroom enrollment to 16 and divide each into two lab/clinical groups. Due to time constraints of the weekend section, the enrollment will be reduced to 8. This change results in an increase in capacity from 40 to 56 students for the fall and spring semesters and from 20 to 32 for summer. The challenge beyond scheduling, which is difficult due to limited lab space shared with the Heartland Technical Academy program also affected by the new regulation, is the need for additional adjunct faculty to teach the added lab/clinical sections for the evening sections in fall and spring and the two summer sections. Full-time faculty agreed to take on the additional hours for the fall and spring daytime sections. The evening adjunct is willing to teach, but that puts her equated hours over 9. Adjuncts were not needed in the summer but will have to be hired beginning in 2015 since there will need to be two simultaneous clinicals.

Another challenge pertains to the Paramedic program. Beginning in 2013, graduates of non-accredited EMS programs can only take the state EMS Certification- Paramedic exam. They are no longer eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) Paramedic exam. Although the curriculum taught at Richland meets the national requirements for accreditation, the program does not have a program director, a requirement in the Emergency Medical Services Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions. One of the current adjuncts meets the requirements, but his current equated load exceeds the maximum for adjuncts and adding release time for program direction would push him to a full-time load. In early December, the EMS Coordinator for St. Mary’s Hospital EMS System 0623 contacted the Dean of Health Professions to discuss
accreditation. Richland was informed that the state has directed him to explain to prospective paramedic students that Richland’s program is not accredited and that he must tell them about those colleges or systems which are accredited. This situation could negatively impact enrollment.

There continues to be increased competition for access to clinical sites for the ADN and PN programs. With the expansion of BSN and BSN degree completion and masters’ programs by area universities, more students are in the clinical, which sometimes limits the experiences of nursing students. In the 2013 Fall semester, one of the PN faculty had to reorganize course content since she had to change the previously approved rotations due to a conflict with Millikin nursing students.

Hiring and retaining qualified adjunct faculty is definitely a challenge in the division. The limit on the number of hours of adjuncts requires more adjuncts than in the past. All programs have difficulty for a variety of reasons including clinical sites inability to provide an adjunct the same day off each week during a semester. Without this commitment from them, hiring professionals as adjuncts is almost impossible. The very low pay for lab facilitation is also an issue for Surgical Technology and Radiography.

Technology
All programs within the division require extensive use of medical technology to prepare students for the clinical settings. It is impossible to keep up with the equipment used in the hospitals, but program directors, faculty, and lab facilitators annually include requests in their budgets.

Regarding nonmedical technology, all full-time faculty utilize Canvas to at least enhance their courses. Many faculty teach in a hybrid format which includes presenting some content in audio and video clips, submitting assignments, having discussions, and some taking all quizzes and tests. Faculty who test on campus have expressed frustration with the difficulties students and they encounter with using computers for testing.

Some faculty in the ADN program use TurningPoint interactive audience response system during class to keep students engaged and to determine if students understand content. When they were first purchased, there was faculty development for this, but it has been a few years since that was offered.

The level of comfort with myRichland and Jenzabar varies widely within the division. Each program has groups within myRichland to post handbooks and other important documents. The downside of myRichland is that it is not searchable, so finding needed documents and forms is sometimes difficult. Due to the large amount of data collected within the division, additional development for the use of Access, Excel, Jenzabar, and Argos would be beneficial for the staff and Program Directors. Some faculty expressed interest in learning more about quiz statistics and item analysis in Canvas.
Mathematics and Sciences

Programs and Courses

Career and Technical Education Programs
The Division has two occupational programs—Fire Science and Criminal Justice.

Fire Science – Currently, 20 courses lead to an AAS degree in Fire Science; an Advanced Certificate in Fire Science Technology Specialist; and Basic Certificates in Fire Company Officer, Fire Inspector, Fire Technician, and Fireground Commander.

Richland is continuing its relationship with the Heartland Technical Academy. Enrollments have remained stable until the 2013 Fall semester. The decrease in enrollment from District 61 allowed Heartland to offer only two introductory classes (FIRE 110 and 111) in the afternoon session. Previously, Heartland had offered four upper-level courses beyond the four beginning classes. These students are transported to the Richland campus by bus and are taught by College fire science instructors. Some of them enroll in further fire science classes after they graduate from high school and are a reason why the enrollments have grown over the last few years. With the construction of the Workforce Investment Institute and better coordination of schedules between Heartland and District 61, there is optimism for an increase in future enrollments, especially in terms of dual-credit.

Currently, all faculty members (between 8–12, depending on their availability and course offerings) are adjunct instructors, with one half-time coordinator who teaches the dual credit students with another faculty member in addition to his other duties. Because the program coordinator is a full-time fire fighter in the Decatur Fire Department, he is able to recruit faculty from the local department and from towns as far away as Lincoln and Danville. The level of instruction is excellent. The number of faculty will probably not increase significantly in the future if current conditions remain the same.

The program still uses the FBI “firehouse” in Progress City to hold the fire engine and the equipment trailers, and it serves as a central location to stage drills and exercises with hoses, hazardous materials training, ladders, fire extinguishers and other common firefighter activities. Additionally the program continues to share a burn building (remodeled this year) with the Decatur Fire Department and has excellent working relationships with the Warrensburg and Mt. Zion fire departments to use their facilities as well.

The program has been robust because full-time fire fighting positions are attractive, and the volunteer programs require their members to undergo training as well. However, Decatur’s economic situation has led to a reduction in the number of full-time fire fighters. This change could impact the program in the future. If the Heartland Technical Academy rebounds, it will be remain a source of students who can move directly into the Richland program.

Criminal Justice – Currently, 16 courses lead to AAS degrees in Criminal Justice and Corrections; Advanced Certificates in Correctional Officer, Emergency Telecommunications Specialist, and Patrol Officer; and Certificates in Correctional Officer, Emergency Telecommunications Specialist, Patrol Officer, and Probation and Parole Officer.
From fall 2007 to spring 2011, enrollments had robust growth. However, the last two academic years have witnessed a decline. Part of the problem is the consolidation of the penal institutions in Illinois, lowering the demand for correctional officers, and this program is also affected by the decline in the dual credit enrollment in programs.

One challenge for enrollment is that students graduating from the program must be twenty-one years old to join a police department. Therefore, if an eighteen-year-old student enrolls, he or she will have to take three years of classes or get an AAS and then sit out a year before testing for local departments.

The Division is currently working with Western Illinois University to build a stronger partnership, leading to a Bachelor of Science degree in law enforcement. The University of Illinois at Springfield has been especially forthcoming in building a 2+2 that will lead to a degree in criminal justice and will accept several of Richland’s criminal justice classes as electives.

Seven to ten police, probation or corrections officers serve as adjunct faculty. The program has no full-time instructors. The program coordinator is paid a stipend worth three adjunct credit hours. Currently, he is paid only in the fall and spring semesters, but the Division has proposed that he be hired in the summer as well. In the next seven years, no expansion of the current number of instructional staff is envisioned.

**Technology and the Classroom**

Instructors work to incorporate technology in curriculum and classroom activities. The huge growth of online education has had a profound impact on traditional face-to-face classes. Richland now offers totally online AA & AS degrees; one biological science class (Biology 106 – no lab) and one physical science class (Chemistry 106 – lab) allow students to complete these degrees.

Many classes are web enhanced, with at minimum the syllabus, assignments and grade book online. Some instructors have experimented with blog and wiki-based classes. The latest innovation has been the “flipped classroom,” in which the lectures are online and the class session is used to discuss them and to answer any questions about the material. The flipped classroom is supposed to play to the increasing technological literacy of the younger generation, but in reality many of them are not used to working through the material by themselves through an online lecture and coming to class fully prepared to discuss it.

Instructors appreciate the availability of “Smart Classroom” technology, including data projectors, computers, and Internet connections. All of the divisional classrooms are now “Smart” – which makes them much more versatile for scheduling purposes.

A new support for mathematics classes is Mathematics Enrichment Center now located in the Academic Success Center. For the past three years, the College experimented with a new approach to developmental mathematics in which technology assisted individualized instruction using tutors and “MyMathLab,” a powerful teaching software package that includes online lectures, homework, and testing. Unfortunately, this pilot project did not bear the fruits of success as was hoped. Therefore, in addition to traditional developmental mathematics classes, the Division is returning to the hybrid model of instruction that had been successful in the past. This model features two hours a week in the classroom and two hours a week in the Mathematics
Enrichment Center using MyMathLab. Many of the upper-level mathematics classes use the homework capabilities of the software in them.

While future technology needs are difficult to predict, because what is “hot” today is “not” tomorrow. For example, in the 2010 Environmental Scan, the Mathematics and Sciences Dean thought there would be a rush to use podcasts. That never really happened. Today all the rage is the flipped classroom - how long this innovation will last is hard to predict. Education has yet to truly embrace the advancements in technology and how to best deliver education to make it available to technology savvy students and to those who are less than technology literate. However, two areas around the College that could use improvement are an upgrade to the current mathematics computer classroom (S137) and an enhancement of the College’s wireless capacity. Many students are now utilizing small computers and tablets in the classroom, and it is putting a strain on current capacity.

In addition, Richland must rethink the structure and use of the RCC website and myRichland portal. Current program information, including faculty info, needs to be consistently updated. A plan for marketing RCC’s various programs would be useful. Additionally, training on the functions as well as where to find the various forms needed for operations of the College on both the website and myRichland would be of great use to the faculty.

Not all faculty members are convinced that technology is the key to enhanced learning. But to make any changes, faculty training is essential. The Faculty Academy has assumed an important role in this process. As digitally illiterate, tech savvy students enter the institution, the institution will too adapt.

Continuing and Professional Education Division

Richland’s mission is to serve all citizens of the District. Through the Continuing and Professional Education Division (CPED), this mission is accomplished by providing educational opportunities that contribute to the personal growth and development of community members and by offering business and corporate training in areas such as occupational safety, commercial driver’s license, workforce training for specific applications, and supervisory management skills. This mission is also addressed through Richland’s collaboration with business, industry, and governmental agencies in promoting community service activities and programs designed to meet the changing needs of the community and promote economic growth.

Following are some of the continuing and professional education programs offered through this Division:

Continuing Education: Continuing & Professional Education coordinates all the community education non-credit classes at Richland Community College. Whether students want to learn a new skill, investigate a new hobby, begin a new lifestyle or fulfill a dream, continuing ed classes provide opportunities for everyone—tots through senior citizens. In recent years, continuing education has expanded the senior-based Creative Center for Learning classes held at the Fairview Park Plaza Center, increased involvement with Decatur Public Schools youth summer camps, and re-established the Real Estate classes under the new broker licensure laws. Continuing education has recently undertaken additional responsibilities for corporate and
community training in business applications and traffic safety and for planning new programming at the recently opened Clinton Higher Education Center.

Opportunities and challenges in this area include providing creative and timely offerings that are affordable for both the consumer and the college. Technology is a vital part of CPED programming. Being part of a comprehensive community college assists staff in identifying trends in technology and addressing them in an expedient manner for the benefit of individuals and local business. Examples of recent trends include Microsoft 8, new cell phone applications, and Facebook updates.

Partnerships are key to expansion in this area and include the University of Illinois motorcycle training classes offered on campus, the Decatur Public Schools summer camp alliance, and the Money Smart Week financial education collaboration with local financial institutions and the Federal Reserve Bank.

**Safety and Contract Training:** Richland Community College is a host training site in central Illinois for the National Safety Education Center, a consortium of Northern Illinois University, the National Safety Council, and the Construction Safety Council. This Center is authorized by the U.S. Department of Labor Occupational Safety and Health Administration (OSHA) Training Institute to conduct a full range of OSHA-accredited training courses and several additional services. Richland provides advanced courses for compliance with OSHA regulation as well as general safety and health courses to meet safety awareness and new hire orientation needs.

Richland Community College is an Authorized Training Center for the American Heart Association® (AHA) and provides group courses and individual skills testing for the following: Advanced Cardiovascular Life Support (ACLS), Basic Life Support (BLS), Pediatric Advanced Life Support (PALS), First Aid, CPR – Cardiopulmonary Resuscitation, AED – Automated External Defibrillator, and Bloodborne Pathogens.

Richland also provides a variety of customized short-term and long-term training courses through its Continuing and Professional Education Division. Topics range from Microsoft Office applications to cohorts for business or industrial training in specialized areas such as electrical and mechanical systems, welding, and CNC. Local customers include employers such as Caterpillar, Archer Daniels Midland, Tate & Lyle, GSI, Barton Manufacturing, Decatur Foundry, and PPG, among many others.

Opportunities and challenges remain in finding qualified instructors with manufacturing experience and skills and available lab space for hands-on training. Recent trends to provide accelerated training in manufacturing, enhanced by a recent grant award, has added to the challenge of securing qualified instructors and available space. Technology is a vital component of training in this area, and the College faces the challenges of providing training on up-to-date equipment and affording the materials to accomplish the training.

Richland has established many partnerships with business and industry, especially in the field of manufacturing. Representatives from many local, small and large manufacturing companies including Caterpillar, Mueller, and Decatur Foundry serve on advisory councils and seek out Richland for training. Richland recently began offering a new industry certification in manufacturing, the Certified Production Technician, as part of a grant initiative.
A new partnership with Central Illinois Regional Commission for Law Enforcement (CIRCLE) was formed beginning November 2011 when CIRCLE began holding in-service training for law enforcement professionals from Macon and DeWitt counties and the City of Monticello on campus. Richland provides the classroom space and in return receives ICCB reimbursement for the training. To date, 36 training sessions have been held with over 800 (duplicated count) professionals trained. Another recent training partnership is with Mueller Company in the area of supervisory leadership.

Workforce Training: In the fall of 2012, Richland was one of 21 Illinois community colleges awarded a $12.9 million, four-year, Department of Labor grant focusing on improving and promoting Advanced Manufacturing in the state. Richland will receive approximately $525,000 to update equipment in Welding and CNC and to enhance curriculum including the addition of industry recognized certifications.

The Continuing and Professional Education Division has a long-standing partnership with the local workforce agency. The Dean of CPED and the College President both serve on the local Workforce Investment Board. Two of the College’s most recent training initiatives with Workforce are as follows:

City of Decatur, Community Development Block Grant (2012) – Richland Community College, Workforce Investment Solutions and other local partners implemented an Education and Employment Training Program for 12 participants focusing on manufacturing. Training included technical math, blueprint reading, safety, metrology, and shop tools. Participants also earned 3 college credits in CNC Fundamentals.

Accelerated Training for Illinois Manufacturing (ATIM) Grant (2013) – Richland participated in the development of this Department of Labor grant to fund manufacturing training in collaboration with six workforce areas and seven community colleges. The partnership was awarded a $960,000 grant in June 2013. Following an extensive recruitment and selection process, 13 clients were placed in the cohort. Training was accelerated and within 5 weeks all 13 participants enrolled in and completed ENGT 100, Manufacturing Processes, and ENGT 105, Occupational Safety, earning 6 college credits. Eleven members of the cohort are taking ENGT 102, Blueprint Reading, in an accelerated 3-week period in December 2013 and will earn 3 more college credits. This cohort will continue during spring semester 2014. A second manufacturing cohort is planned to begin in February 2014.

Opportunities and challenges remain in meeting the training needs of workers and employers in this area of high unemployment. Two challenges faced are securing the needed funds to provide this training for unemployed or underemployed workers and developing curriculum in a timely manner for newly identified fields such as logistics and supply chain management. Other challenges, similar to those in contract training, are finding qualified instructors and available training space.

Commercial Driver’s License: The Richland Community College truck driver program works with many trucking companies that will pre-hire students. Truck driving is one of the few occupations where students who complete training are almost certain to go to work immediately.
Employment assistance is offered through Richland's Truck Driver Training program, and most students receive job offers prior to completion of their training.

Day and night classes are offered to gain the Class "A" Commercial Driver's License (CDL). The day program can be completed in four (4) weeks by attending full time, Monday through Friday, 8:00 a.m. to 4:30 p.m. The part-time evening program can be completed in eight (8) weeks, Monday through Friday, 5:00 p.m. to 9:00 p.m.

Other options in the Truck Driver Training program include the Class B license for smaller commercial vehicles, refresher programs for individuals that have had or still have a CDL and need training to get back to work, and Truck Company Customized Training.

New initiatives undertaken in the past two years include a tuition payment plan for CDL Class A students, a scholarship program instituted by Advanced Disposal Company for training CDL Class B drivers who meet their qualifications, and the establishment of a CDL Advisory Committee, which meets twice per year. The CDL Coordinator is also involved in several job fairs throughout the year. A new job fair this year is the ADM job fair geared toward National Guardsmen and veterans.

Opportunities and challenges include finding qualified, industry-experienced driver trainers, securing qualified student driver candidates in the program and meeting the employer demand for Class A CDL drivers. The creation of the Midwest Inland Port will provide additional opportunities for training in transportation careers.

New partnerships formed recently include additional community organizations like Urban League and Decatur Macon County Opportunities Corporation that help provide funding for student drivers and ADM’s assistance in creating a tanker vehicle driver training program. ADM is providing curriculum assistance and working with Richland to provide the use of an ADM tanker trailer for use in training. ADM is also providing assistance in teaching the electronic log book system.

**Shilling Community Education Center:** The Shilling Community Education Center is designed to provide facilities to both College and community groups to support the planning and presentation of successful meetings, programs, performances and cultural arts events. A new Event Coordinator position was established in 2013 with the responsibility for scheduling and rental of all campus facilities including Shilling, the Center for Sustainability and Innovation (CSI), and the National Sequestration Education Center (NSEC). Scheduled events are now placed on a master calendar for viewing by the College and the community.

New clients include the St. Mary’s “Red Event” providing information for women about heart disease, Building Industry Training & Education (BITE) for sustainability training, the Boy Scouts Annual Awards Banquet, the Electrical Board of Missouri & Illinois, and the American Cancer Society director training. Additionally, since 2011, the Shilling Auditorium has served as the venue for Theater 7 performances.

The Center for Sustainability and Innovation provides a venue for various meetings and trainings held by Central IL Regional Commission on Law Enforcement, Airfloat department meetings,
Jenner Sales department meetings, ADM Accounting Department, SMASH Camp, and Growmark.

The National Sequestration Education Center hosted training by Vector Construction, ADM, Altoffer equipment utilization, Decatur Police Department, Morton Arboretum, and DPS61 Camp Connections. Recently, several departments from ADM have booked facilities for leadership training and operations meetings.

Challenges and opportunities this area faces are coordinating the logistics of opening and closing buildings not connected to the main campus (CSI and NSEC) and providing technical service and food service to groups meeting in the outlying buildings. Richland faces competition from several rental facilities in the community; however, the variety of facilities that Richland offers at affordable prices is an advantage as is their proximity to several large local companies and the interstate.

Richland continues to partner with various agencies in providing service to the community by providing meeting space and facilitating meeting arrangements for Alzheimer’s Association Support Group meetings, Master Gardener’s Annual Workshop, DPS61 Testing and Spelling Bee, Emergency Management Agency storm spotter training, Relay for Life and various church activities.

**Fitness Center**: The Fitness Center is equipped with universal weight machines, free weights, stationary bikes, stair climbers, and treadmills. It is open for students enrolled in physical education classes, faculty, staff, and community members. A new, recent initiative is the emphasis placed on employee wellness. The Fitness Center, in conjunction with Human Resources, provided two fitness challenges for employees this past year. Both fitness challenges were a competition to earn points individually or as a team by performing workouts with weekly challenges in order to encourage staff/faculty to diversify their exercises, improve eating habits and promote healthier lifestyles.

New Fitness Center programs recently implemented include a Fit After 55 course, which is a low impact exercise class targeting the older adult population. Staff is currently developing a workout circuit involving live music and plyometric training designed to incorporate exercises performed to the tone of the music and alternating in intensities to match the cadence of the music.

Major changes will occur in the Fitness Center when it relocates to the new Workforce Development Institute in fall 2014. Bid specs for new fitness equipment have been submitted to administration. New equipment, locker rooms and facilities for fitness classes will be highlights of the new Center.

Opportunities and challenges facing the Fitness Center will involve hiring a full-time Fitness Director, increasing marketing to the community and nearby businesses, and implementing new exercise programs in the Center. Research will also need to be conducted for new program certifications.

Potential opportunities for partnerships include developing fitness programs targeted for various occupational groups such as law enforcement, firefighters, truck drivers and the military.
Special Events: The College is home to Progress City USA, the Midwest’s premier outdoor convention facility. The state-of-the-art site encompasses over 80 acres of exhibit space which features 28,000 square feet of indoor exhibition space spread across six buildings. In addition to hosting the Farm Progress Show every other year, Progress City serves as a venue for several outdoor events including electronics recycling, car shows, dog shows, and rummage sales. Progress City also serves as a Roller Derby training site and recently hosted Autocross events to benefit the Richland Foundation. In addition, Special Events also assists in planning for the Saturday Produce Market and Mother’s Day Plant Sale, hosts the Business Plan competition for Money Smart Week, and coordinates Richland’s partnership with Theater 7.

Opportunities and challenges in the area of Special Events include attracting new events and exhibits with high community appeal to the site and competition from other venues in Central Illinois.

Workforce Development Division

Since the last Environmental Scan and strategic process, Richland established the Workforce Development Division. This division area provides training and resources needed to stimulate economic development and individual fulfillment. Currently, the Workforce Development Division has two academic programs and programs that serve the community needs.

**Culinary Arts & Hospitality Management** - The Culinary Arts Institute at Richland Community College is finishing its sixth year of operation. This program is designed to give students and graduates all of the required skills necessary to be successful in culinary and hospitality field. The culinary program teaches a wide variety of skills including but not limited to, purchasing, cost management, knife skills, sanitation and safety, baking and pastry, nutrition, various cuisines and proper cooking techniques. With the skills learned through this program, the students are prepared to enter this competitive field with the knowledge and skills required by business and industry. In fall 2014, the Culinary Arts Institute will operate a new culinary restaurant that will act as a working lab for students to have hands-on experience in a real-life restaurant setting. The program is currently seeking accreditation with the American Culinary Federation (ACF). Once the program is accredited, all program graduates will earn the title of Certified Culinarian through the ACF.

**Adult Education** – Adult Education continues to offer Adult Basic Education, GED Preparation, and English as a Second Language on campus and at various off-campus sites throughout the community. The program established a Work Skill Enhancement class onsite in 2013 through a partnership with the Decatur Foundry. In FY13 Richland Adult Education leveled classes, implemented a new curriculum, and significantly increased the intensity and duration of classes. These programmatic changes resulted in increased performance in NRS level completion rates (15% in FY12 to 42% in FY13). Adult Education will continue to make programs and process changes to increase student outcomes. Some upcoming initiatives include implementing a manufacturing bridge, offering comprehensive adult education services at the Clinton Extension Center, and increasing technology resources and instruction to accommodate new GED test. In addition, a part-time Transition Coordinator was hired to assist students in making the move from Adult Education to college classes.
Table T15. Adult Basic Education (ABE) and Adult Secondary Education (ASE) Level Gains.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ABE Beg Lit</th>
<th>ABE Beg</th>
<th>ABE Inter Low</th>
<th>ABE Inter High</th>
<th>ASE Low</th>
<th>ASE High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>33.33%</td>
<td>14.29%</td>
<td>20.29%</td>
<td>16.81%</td>
<td>23.60%</td>
<td>30.91%</td>
</tr>
<tr>
<td>2012</td>
<td>33.33%</td>
<td>0.00%</td>
<td>15.07%</td>
<td>13.82%</td>
<td>17.95%</td>
<td>14.71%</td>
</tr>
<tr>
<td>2013</td>
<td>100.00%</td>
<td>65.71%</td>
<td>37.88%</td>
<td>33.33%</td>
<td>55.56%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

Source: Richland Community College, Workforce Development Division.

Table T16. English as a Second Language Level (ESL) Gains.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ESL Beg Lit</th>
<th>ESL Low Beg</th>
<th>ESL High Beg</th>
<th>ESL Inter Low</th>
<th>ESL Inter High</th>
<th>ESL Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0.00%</td>
<td>15.38%</td>
<td>33.33%</td>
<td>--</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2012</td>
<td>0.00%</td>
<td>11.11%</td>
<td>44.44%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2013</td>
<td>25.00%</td>
<td>16.67%</td>
<td>57.14%</td>
<td>12.50%</td>
<td>66.67%</td>
<td>21.43%</td>
</tr>
</tbody>
</table>

Source: Richland Community College, Workforce Development Division.

Table T17. Richland NRS Rates, FY11-FY13.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ICCB NRS Rate Goal</th>
<th>Richland Adult Education NRS Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY11</td>
<td>19.71%</td>
<td></td>
</tr>
<tr>
<td>FY12</td>
<td>15.32%</td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>36%</td>
<td>42.42%</td>
</tr>
</tbody>
</table>

Source: Richland Community College, Workforce Development Division.

Adult Education staff will continuously evaluate the effectiveness of enrollment procedures, instructional strategies, and curriculum used through on-going data tracking/evaluation by the administrative assistant and Curriculum Coordinator and quarterly evaluations of each individual class’s ability to reach targets. Level completion rate data based on TABE and CASAS test data is being collected regularly to monitor the success of all programmatic changes. The Adult Education Program has served students at various skill levels both on and off campus using evidence-based instructional strategies and level-appropriate instructional materials. The program continues to partner with other organizations, educational institutions, and social service agencies to address the barriers and meet the diverse needs of the target population.

Correctional Education Programs - Within an environment conducive to academic achievement and personal growth, the Division of Correctional Education Programs provides equal access to educational opportunities that improve the quality of life of the correctional students in order to facilitate their successful integration into the job market and society. The Correctional Division offers vocational programs where students may earn certificates in the fields of Construction Technology, Horticulture, Commercial Custodial Services & Food Service. Career readiness classes are taught at all four correctional centers to assist the student to with job readiness. Baccalaureate classes that lead to degrees or certificate in Improving Family Circumstances are offered on a limited basis. Classes are currently held in the Decatur Correctional Facility, Lincoln Correctional Facility, Logan Correctional Facility, and Pontiac Correctional Facility. Over the past several years the State has lagged in releasing payments for the Correctional Programming; this delay has caused the College to cover expenses.
**Project Read** – Project READ helps adults improve their reading and math skills through volunteer tutors who work one-on-one with students. After improving skills, students are able to reach their goals which may include obtaining a GED, qualifying for job training, getting a job, or completing post-secondary education. Adults also gain knowledge and skills so they can read to their children and help with homework as well as gain the confidence to interact with their children's teachers. Project READ is developing reading and math curricula to help adults gain foundational knowledge and skills. The materials are structured so they can be easily used by volunteer tutors working with students who struggle in these areas. We are continuously adding to the curricula to reflect current research findings, and we are adapting the materials to fit the needs of our students and tutors.

**Student Success Division**

In July 2013 the Student Services Division went through reorganization. It is now headed by the Vice President of Student Success who serves as the Chief Student Services Officer with the supervising responsibilities for the student services support areas including: Registration and Advisement, Records, Financial Aid, Student Life, Academic Success Center, Accommodations, TRIO, Mathematics Enrichment Centers, Student Orientation, Triage Information Center, Switchboard, Testing Center, Career Services and Transfer Center. Full write-ups for each of the sections listed below can be found in *Appendix E*.

**Figure T18.** Student Services Division Organizational Chart, December 2013.
At the end of the spring 2011 semester, the Student Learning Center and the Learning Accommodations Office merged into the new Academic Success Center. The Academic Success Center (ASC) continues to offer testing, tutoring, and now accommodations services. The ASC is managed by a full-time Director, a full-time Secretary, a full-time Tutoring and Accommodations Specialist, a full-time Testing Specialist. Another merge occurred during the summer semester 2013 to include the Mathematics Enrichment Centers (MEC) managed by a full time Developmental Mathematics Coordinator. A full time secretary recently retired. There are also approximately 26 faculty tutors and 7 peer tutors working in the ASC/MEC. Faculty tutors have a degree in specific content areas and often teach at the College or in a District high school or have retired from a District high school. Peer tutors are recommended by faculty, have received an A or B in a course, and have a GPA of at least 3.0. The ASC office is located in rooms C148 through S116, with computers and work tables available for student use. The MEC is located in W117, with computers and a work table for the mathematics students.

Academic Success Center / Tutoring
The Academic Success Center tutoring serves students needing extra assistance in classes. Faculty and peer tutors work in small groups or one on one with students. Students may seek assistance by appointment or on a walk-in basis in the core subjects of Math, English, and Biology. Tutors work with students to help them develop study skills and reading/learning techniques for specific content areas. Computers with a variety of software programs are available for students on a walk-in basis. Study groups are scheduled as needs arise and are conducted by faculty tutors and adjunct instructors. Instructors are notified via email when their students have met with a tutor and the comments of the session are recorded online. The Academic Success Center received recognition as a source of strength for students during the Systems Portfolio 2013. The ASC continues to receive above-average ratings from students who complete surveys.

Academic Success Center Accommodations
The Academic Success Center / Accommodations offers accommodations to students with documented disabilities by providing, adaptive equipment and materials, instructional aids, note takers, interpreters, and many individualized services. The Tutoring and Accommodations Specialist provides workshops to all special education classes in the Richland District, and the number of personalized tours for prospective students to inform them earlier about services has increased. To facilitate the ease of access to services and streamline the accommodations process, the ASC now has an online application, electronic record storage, and e-mail notifications to instructors. More and more students are coming to the College with “hidden” disabilities that require faculty and staff to develop a better understanding of emotional disorders as they relate to classroom behavior, attendance, and attitude toward academics.

Academic Success Center /Testing
In the Testing Center, students may complete placement testing, make-up testing, and a variety of other tests. The Testing Center is open 6 days a week for a total of 56 hours in the fall and spring semesters; no Saturday hours are available in the summer and between semesters. In addition, the Testing Center assists faculty of online and/or hybrid sections by proctoring tests.
and allowing these students to submit and retrieve homework. The Testing Center proctors and
the Testing Specialist administer specific tests to students interested in applying to one of
Richland’s Health Profession programs. Students who not meet testing score requirements have
the opportunity to receive tutoring from the College’s faculty tutors in the ASC prior to retesting.
The Testing Center proctors various tests for the Adult Education program such as the TABE
test, which is the GED class placement test, the Constitution and pre-GED exam.

Richland uses Accuplacer as its placement testing tool and offers a free Accuplacer Online
Course. Students who use the online course, prior to taking the placement test or prior to taking
the test a second time, have a greater chance of placing at a higher level, thus reducing the
number of students placing in lower level developmental courses.

The Testing Center also provides a proctored testing environment for individuals who are taking
courses from other colleges or universities. The Testing Center is an approved site to administer
CLEP tests. The Center administers the Certiport exams for various Microsoft Certifications. The
Testing Specialist also coordinates national testing for the Law School Admissions Center
( LSAT ) and the Multistate Professional Responsibility Examination (MPRE) , the Certified
Administrative Professional ( CAP ) and Organizational Management Test ( OMT ) multiple times
each year.

In Fall 2013, The Testing Center moved proctors out of S116 to S117 for student check-in.
Video monitoring has allowed Richland to better serve students while increasing test integrity.
The Testing Center now has a new online referral process available to all faculty members. The
Testing Center is now one of only a few centers in Illinois who has a contract with Pearson Vue
to test GED students online as of January 2014.

Mathematics Enrichment Centers
In Fall 2011, the hybrid model of developmental mathematics was replaced by MATH 096, a
program offering technology assisted individualized instruction. Students used the Mathematics
Enrichment Center for all of their classroom time, using the assistance of faculty and faculty
tutors, along with all of the features of MyMathLab, as instruction. A self-paced program was
introduced providing the opportunity for students potentially to complete more than one
developmental algebra course in one semester, removing the barriers of the semester calendar. In
fall 2013, the Mathematics Enrichment Center merged with the existing mathematics tutoring
offered in the Academic Success Center, leading to a partnership in which all mathematics
assistance is offered in the Mathematics Enrichment Center.

In spring 2014, the hybrid model is returning to the developmental mathematics curriculum,
replacing MATH 096, as research and experience has found the hybrid model to be more
beneficial due to the use of defined classroom time.

MyMathLab is used in the 31-computer Mathematics Enrichment Center. Tutoring help is
always available so that the student gets individualized attention while there. Students needing
help in mathematics may receive help in any mathematics topic, regardless of the need for a
computer.

The generous support of the James Millikin Trust helped to open the Mathematics Enrichment
Center in July 2010. The Trust paid for outfitting the facility and for partially defraying the cost
of operation. The Nims Foundation also provided generous support to open a second location at Fairview Park Plaza in August 2011. The facility at Fairview Park Plaza contains 14 computers and is also staffed with faculty and faculty tutors. A third location opened in January 2014 in the Clinton Higher Education Center.

A part-time Developmental Math Coordinator was hired in July 2010 to open the Mathematics Enrichment Center. A secondary coordinator took over the responsibilities in November 2012, and now the Mathematics Enrichment Centers are under the oversight of the Director of the Academic Success Center.

Admissions and Recruitment
The “One Stop Shop’s (“OSS”) goal is to serve students by providing excellent customer service to every student in an efficient, accurate manner. The OSS is staffed by three Enrollment Advocates, whose role is to greet students, determine what the student wants to accomplish, (apply to the College, register for classes, drop classes, placement testing, advising, financial aid, career services), assist with directions, and address any other questions or services. Students are checked in using Visitor Tracking, which is used to assign and monitor which advisor or financial aid staff member the student meets. The Admissions and Recruitment Specialist is involved with recruitment activities. This person also registers students on campus and off campus at area high schools, administers placement testing at area high schools, as well as completing advising on campus. There are two Switchboard Operators (1 full-time and 1 part-time). The above staff report to the Director of Admissions and Recruitment.

Students apply online to the College by going to the Richland website. This process has allowed staff doing the admission function to operate more efficiently. It has reduced student documents that need to be scanned and indexed, as well as duplication of effort.

The Director of Admissions and Recruitment and the Admissions and Recruitment Specialist and the entire staff work collaboratively to support dual credit students and all students on and off campus. Multiple high school recruitment visits are made to 16 high schools, and staff participate in a number of other events, such as Decatur (DPS61) Parent Night, Parent University (DPS61), visits to Heartland Technical Academy classrooms, Cerro Gordo High School and Argenta-Oreana High School senior day (at RCC), Webster-Cantrell Hall, careers class visits to 3 high schools, and college and career fairs at Clinton, Mt. Zion, Taylorville, Millikin University/Partners in Education. College nights at many high schools with financial aid and Foundation personnel collaborating promote everything Richland has to offer its students and parents. Annual events on campus include the Articulation Breakfast, Dual Credit Night, and College 101. More student groups doing campus tours are planned for the coming year.

A new initiative is the “Dual Credit Workshop.” The purpose of the workshop is to acquaint the new high school student with how college technology is used in their class even if they are not enrolled in the online class.

In addition to dual credit students, assigned advising also includes any student who comes through the door who needs to see an advisor. But, also part of this teams advising assignment is to serve the employees of IBEW, Caterpillar, and Ameren students.
Student Engagement
The Student Engagement Program celebrates the unique talents of all students and enhances their educational experience through engagement in social, cultural, intellectual, wellness, leadership, service and governance programs. These experiences include regularly scheduled student activities, leadership development programs and conference opportunities, student clubs and organizations including Student Senate, student awards and recognition and support for service-learning. The new Director of Student Engagement plans to increase student input in the selection and implementation of campus activities and align more activities with the curriculum. Student Engagement staff work closely with the Foundation and Honors Program to identify academically talented students and connect them with leadership opportunities on campus.

The Student Engagement office oversees New Student Orientation and is currently revising the orientation registration procedures to automate the process for students resulting in maximum participation. Content is also being revised to focus on the transition to college, academic success skills and proficiency in technology relevant to Richland Community College students.

Student Engagement also provides support for student success through Success.net, a computerized system that allows the instructor to identify and advise the student who may be having academic difficulties, as well as the Pathways to Achieving Student Success (PASSport) Program. The PASSport program uses the Learning and Study Strategies Inventory (LASSI) assessment instrument as a tool to assist students in determining which workshop(s) will be most beneficial to them. Staff are working to create natural connections between New Student Orientation, Success.net and PASSport workshops to support student success, particularly in the first year which is critical to future success and completion.

Career Services
Career Services can assist students and district residents in exploring career options, networking with area employers, identifying internship opportunities, conducting a job search and preparing for the world of work.

Career Cruising is a web-based tool used to explore personal interests, career fields, transfer programs and financial planning for college. Students are also able to take the MBTI or Strong Inventory and discuss their results with an academic advisor.

Career Services will be kicking off an awareness campaign for an additional web-based tool, College Central Network (CCN), in Spring 2014. CCN is a database that connects students and employers. Career Services also offers an Annual Job Fair and a separate Health Professions Employment and Education Fair.

One initiative that the College has identified related to this area is the development of a central student placement system for internships/practicums to enhance services offered to students, strengthen student opportunities and expand relationships with local employers. With the support of Student Success staff members, Career Services offers workshops and classroom visits on an array of topics related to career development and job searching. In addition, a Career Development course and Personal Development course are offered to students.
Academic Advising and Counseling
Academic advisors at Richland build and maintain relationships with students that last throughout their educational journey. As one of the first college employees whom students encounter, they play a critical role in the overall success of students. Advisors mentor and guide students and work to ensure that courses are selected carefully and correctly. In addition, they help students with a broad range of issues including academic, career and transfer choices.

The professional staff includes full- and part-time advisors along with one full-time and one part-time counselor. Counselors see students for personal, career, and academic counseling. For long-term assistance, counselors make referrals to community agencies. The staff is dedicated to ensuring student success and helping all students attain their goals. In addition to advising duties, the staff offer and facilitate workshops for students and the community, working with groups and/or individuals.

Richland’s tracking system (Visitor Tracking) was developed by Richland Technical Services staff to monitor and track students waiting to be seen by a counselor/advisor or in Financial Aid.

Financial Aid and Veterans Affairs
Richland students continue to receive financial aid and veterans’ benefits, making Richland affordable for most students. The U.S. Department of Education largely requires students to apply for federal and state financial aid through FAFSA online (www.fafsa.ed.gov). If needed, students may still access other methods of application.

The number of students accessing Financial Aid has remained relatively consistent. However, the number of MAP (Monetary Award Program) recipients continues to decrease due to the State’s limited funding and increase in applicants.

The Financial Aid Office continues to encourage students to use myRichland for their financial aid needs. Annual paper mailings were eliminated; students are now notified via email to login to myRichland to view their information.

Richland’s Financial Aid staff speaks at high school financial aid nights, to community groups and other organizations, and at nursing orientations.

A new position established in 2013, the Coordinator of Veterans’ Affairs & Student Employment handles both advising students who are Veterans in their academics as well as certifying their financial aid and manages all aspects of College and Federal work study students. This position is also the state mandated position of Coordinator of Veterans and Military Personnel Student Services, working with state and federal military organizations to assist returning veterans’ transition back to school or with first-time college attendees.

Student Records Office
The Student Records is responsible for managing and maintaining a broad range of records that impact student success. From receiving transcripts, handling registration information, maintaining a student’s academic record, and coordinating graduation activities, the staff manage information while complying with Federal privacy regulations.
On a daily basis staff work with prospective students, current students, returning students, parents, the community, faculty, staff and administration. Since the last Environmental Scan, Student Records has nearly doubled the number of applications processed. Student Records continues to eliminate many paper processes. In January 2010, Student Records began promoting the online Admission Information Form instead of the paper version. In addition to the online application, many of the academic forms and processes housed in Student Records are now completely paperless. This includes Grade Changes, Transcript Evaluation Requests, Incomplete Grade Agreements, prerequisite Waivers (now known as Course Authorization) and Administrative Reinstatement to a class. Having access to a full array of electronic student records allows faculty and staff quick access to the information they need to better serve students.

Student Support Services/TRiO
The Student Support Services/TRiO grant from the U.S. Department of Education was awarded to Richland Community College for 2010 - 2015 in the amount of $290,349 for FY10/11 (with across-the-board adjustments each additional year determined by the Dept. of Education). The program continues to provide and coordinate a variety of personal and professional educational support services to students who are transfer bound and meets any one or some combination of the following requirements: students who meet federal low-income guidelines at the time of application, students with any type of documented disability, and first-generation students (whose parents did not attend college).

The purpose of the program is to increase college retention, graduation, and transfer rates for eligible participants. The program offers the following support services: academic advising, faculty/peer tutoring, academic mid-term reviews, loaner equipment, college transfer trips, career planning, job shadowing, professional/personal enrichment activities, peer mentoring and a mandatory comprehensive financial literacy workshop each fall and spring semester. The program has the following full-time positions: Director, Education and Learning Specialist, Career and Transfer Specialist, and Secretary. The program also has the option of the following part-time positions: technology assistant, mathematics specialist, student peer mentors (to provide peer support for students) and faculty/peer tutors (to provide supplemental academic support in a wide-variety of subjects for students).

Adele P. Glenn Early Childhood Education Center
The Early Childhood Education Center provides a high-quality experience for the children living in the Richland District and a laboratory for students attending Richland or other colleges/universities to observe an early childhood education program and gain practical experience in a quality classroom setting. Major changes have occurred in the Adele P. Glenn Early Childhood Education Center during the past 24 months. In May 2012, the Adele P. Glenn Early Childhood Academy and the Richland Child Development Center were placed under the direction of CPED. The Child Development Center and the Adele P. Glenn Academy for Early Childhood Education merged into the Adele P. Glenn Early Childhood Education Center in August 2012. The DCFS license was amended to include Room W174 (the Academy classroom).
Following the reorganization of the Adele P. Glenn Early Childhood Education Center in August 2012, several changes occurred in staffing, enrollment and billing procedures, and fee structures, which had a positive impact on the operation of the Center. A new Director was named in January 2013 to replace the previous director, who had served in that position for over 25 years. Updates were made to enrollment documents and the Parent Handbook. Changes were also made to the Center billing process providing parents with the option to make payments in the Center with weekly payments expected each Monday.

Beginning spring semester 2013, child care fees were increased for the first time since 2003. The loss from operation of the Center was reduced from $192,294.70 in FY12 to $140,070.28 in FY13. Enrolled contact hours in the Center increased from 1,028/week at fall 2012 midterm to 1,054/week at fall 2013 midterm.

The Center looks forward to the opportunity to serve more students when it expands to four classrooms with the capacity to serve 74 children instead of the current 52 following completion of construction in fall 2014. The Center’s challenges with this expansion include the following:

- Temporarily relocating the Center during summer 2014 while remodeling occurs,
- Experiencing multiple licensing changes,
- Hiring additional qualified teachers,
- Marketing the Center in the community and building enrollment, and
- Providing project based learning experiences for dual credit students when they begin their program on campus fall 2014.

The Director has established partnerships with the Education Coalition and the Macon County Day Care Directors. Staff participated in the GED transition fair, Decatur Illinois Moms Preschool Preview event, the Early Head Start transition fair, RCC Saturday Produce Market and Boo at the Zoo. Application has been made for a Star Rating from the Quality Rating System; a visit will occur in spring 2014.

Kitty Lindsay Learning Resources Center

An academic library provides critical support to students, faculty and staff. It usually serves community patrons in small numbers as well. Contemporary academic libraries integrate technology and digital resources into daily operations and services. Similar to libraries at peer academic institutions, The Richland Community College library is a dynamic, evolving teaching and learning center. The library follows the standards, guidelines and best practices of the Association of College & Research Libraries. Staffed by four MLS librarians, a competent support staff, and a group of student workers, the library strives to offer excellent service to all patrons.

The Learning Resources Center currently offers the College community a variety of support services:

- Research assistance in person, via phone or email
- Information literacy classes and support for faculty
- Professional development sessions for faculty
- Copyright consultations
- Reserved materials for classes
• Individual and group study rooms
• Fax/Photocopying/Scanning/Printing
• Interlibrary loan & delivery
• Laptop use
• 50 workstations
• Accreditation support for a variety of disciplines
• Campus Reading/Discussion Circles
• Exhibits highlighting resources & inquiry
• Online access to a variety of periodicals, newspapers and databases

Since 2011, the Library has undergone significant changes to its facility, staffing, services, collection and operations. Additional small groups study spaces were formed by discerning placement of appropriate furniture. More workstations were added in places that encourage research. The collection has been consistently weeded, pulling the average collection age forward by three decades. Acquisitions match curriculum content, faculty requests, and strategic plan initiatives. Access to various materials and formats has been improved through thoughtful placement and labeling. Digital resource packages have been purchased allowing remote access for students and faculty teaching in the online environment. Daily operations have been improved by a better printing/pay system, professional staffing at the service desk, and active recruitment of faculty input. The library migrated to an academic and research consortium CARLI which allows Richland patrons to choose books and other items from the collections of 145 libraries across Illinois.

In spite of these changes, many challenges remain for the Library. Like all academic libraries, it will be a constant struggle to strike a balance of print and digital resources in the next few years. It will also be important to continually communicate the value added to the institution from library expertise and services. Specifically, the Richland Community College library will be challenged by the following concerns, many of which have been identified as the top trends in academic libraries:

• As the variety of formats and resources proliferates, a professionally designed and produced signage system, (which is standard in every academic library) to direct information seekers and make searching effective will be essential.
• Student study space continues to be a concern. Small group learning spaces with appropriate available technology and learning tools, as well as comfortable individual study nooks, are lacking. Noise barriers are also of concern.
• Legal challenges to streaming digital content practices are appearing at the state level nationally. The outcomes will likely change how digital content is acquired for online learning. Consequently, the library budget will be affected.
• Professional academic library staff requires local, statewide and national networking opportunities to stay current and aware of trends in a profession as fluid as information science.
• Relationships with local high school libraries throughout the district should be strengthened so that college readiness in information literacy will be cultivated.
• The library must maintain a competitive technology environment that meets and anticipates the needs of students. Continually updated software and hardware are important to match what is being taught in courses. Additional learning environments
such as gaming, social media, mobile apps, and tablet computing should be considered as part of the library learning space.

- The library oversees the institutional record depository. Digital preservation action plans and skills are necessary to be good stewards of the local data and materials.
- Consistent shaping of expectations through marketing and active involvement in assessing learning throughout the College are needed to propel the library into an even more integral role.


Online Learning
Online Learning understands students' need for flexibility regardless of whether they are just starting their college career or continuing their education, and works to create an innovative student-centered learning environment through online, hybrid, and enhanced courses. The Director of Online Learning and Online Support Specialist provide students, faculty, and staff with training, technical support, and the resources needed to enhance their educational experiences.

Online Learning recently made the successful transition to the Canvas Learning Management System (LMS) from the Angel LMS. Following is the timeline for the switch:

- Fall 2011-Spring 2012 – Creation of LMS Taskforce Team & development of LMS Review Rubric

- **Summer-Fall 2012** – Start reviewing different LMS’s
- **Spring 2012** – Make final recommendation & sign contract for new LMS
- **Summer 2012** – Online Learning staff training for new LMS
- **Fall 2012** – Prepare faculty & student training materials
- **Spring 2013** – Limited Pilot of new LMS; faculty training; student training
- **Summer 2013** – Full transition to new LMS

As part of the transition, per Board Policy 4.1.2.4 – Technology Orientation, starting in spring 2013 all students using Canvas for online, hybrid, and traditional courses had to complete the Canvas Student Orientation before they could access their course content in Canvas. The Canvas Student Orientation is completely online, self-paced, and includes ten learning modules that students must work through in order complete the orientation.

In 2013, 3157 students completed the orientation. After finishing the orientation, students were asked to provide feedback on the orientation and how well they thought it prepared them to use Canvas. Of the 1214 students who completed the survey (38% response rate) 86.8% of students felt confident to very confident in their ability to successfully use Canvas. Students were also asked to provide feedback at fall 2013 midterm to see how things were going with Canvas. Of the 155 students who completed the survey (6% response rate) 91.6% felt the Student Orientation prepared them to successfully use Canvas. In addition, 91% also indicated that they were confident to very confident in their ability to successfully use Canvas for future courses. Even though there was a low response rate to the midterm survey, the positive feedback appears to show that we are working in the right direction when it comes to preparing students for their online experience.

Faculty also had to complete Canvas training in order to use Canvas for their courses. This training consisted of an online self-paced training course and building a course in Canvas that the Director of Online reviewed and approved. One hundred and forty-three faculty completed the Canvas training course, which represents 78% of all Richland faculty; specifically 76% of full time and 79% of part time faculty. After finishing training, faculty were asked to provide feedback on the training process and how useful they thought it was in preparing them to use Canvas. Of the 45 faculty who completed this survey (32% response rate) 100% indicated that the training was useful to very useful in preparing them to use Canvas.

In addition to Canvas, Online Learning also oversees Faculty Academy, which hosts General Sessions, the Richland Reads Book Group, the Adjunct Retreat, and the Great Teacher Retreat. Faculty Academy is guided by the principle that College teaching is both an art and a science and that professional development serves to prepare inexperienced college teachers and revitalize experienced ones. Over 50 different general Faculty Academy sessions have been offered since 2011, and in many cases these sessions were video recorded and made available on the Faculty Academy Wistia page.

Online Learning also provides technical support to students, staff, and faculty. This includes general technical support, formatting and publishing of questions banks for instructors, and video conversions for faculty.
Some of the challenges faced by Online Learning in the next five years include the following:

- Overall online course enrollment has been on a slight decline.
- State authorization mandates are going to force the College to make a difficult decision about whether to pay to serve out of state students.
- Rapid changes in technology, especially mobile technology, make it difficult to keep at the forefront of online learning innovations.

Opportunities for Online Learning in the next five years have also been identified:

- Steady increase in students enrolled only in online courses
- Dropout Detective (new program that integrates into Canvas) allows us to track and better monitor online student retention
- Top of the line and very innovative LMS that is constantly upgrading its main software as well as its mobile presence
Section 4 – Trends, Challenges, and Opportunities

The Environmental Scan Team has identified key trends, challenges, and opportunities based on information included in the 2014 Environmental Scan. The Team offers them as points of conversation for the Strategic Planning process. The ideas are not presented in any specific order, and connections are apparent among several of the included items.

Trend #1 – Enrollment and Diversity
The Richland District may not currently reflect the demographic diversity of the country or state, but data indicates that the racial/ethnic profile of our citizens continues to evolve and change, as seen in Section 1 of the Environmental Scan. The current Scan continues to demonstrate the trend of Macon County aging at a rate faster than both the State of Illinois and the U.S. This is the likely result of younger residents leaving the county, as we see total population declining simultaneously (see Tables E1 and E3). The remaining population, constituting the local labor force, is significantly under-educated in terms of college degrees earned (Table E6). Approximately 68.3% of the county population over the age of 25 years has less than a bachelor’s degree. Evidence from past Environmental Scans lends credibility to the notion that the largest portion of this statistic has earned less than an associate’s degree. Therefore, an increasing percentage of student enrollment will be made up of “nontraditional” students over the age of 25 years who have concurrent work/family responsibilities. According to the 2013 Signature Report released by the National Student Clearinghouse, students who delay college enrollment by even a few years have much lower persistence and completion rates than traditional-age students and adult learners. Additionally, declining school enrollment in surrounding areas leads to a small pool of college-eligible students.

Internal Challenge
The challenges associated with promoting enrollment will be in delivery methods of courses and types of degrees/certificates offered. As students mature, they have added responsibilities and so do not enroll in as many credit hours, which can negatively impact their chances of success. Opportunities will be available to provide alternate course schedule structures and student and academic support services to meet the needs of the older student. This will include increased advertising to a population beyond those seeking transition from secondary schooling and developing cutting-edge degree/certificate programs based on anticipated future demands. In addition, College stakeholders must continue to examine alternative course placement tools to support enrollment and completion.

Richland is also committed to global awareness and should strive to educate students so that they function and contribute to a society that is increasingly diverse. The College’s demographic profile may change as the College attempts to transition more ESL students into college-level courses and works to incorporate international students as part of the articulation agreement with Yew Chung Community College. While numbers of enrollees may be low, these students have the potential to impact the classroom and other student experiences.
Trend #2 - Accountability

Higher education institutions are asked to “do more with less” as state appropriations and federal funding continue to decrease (see Tables E21 and E22). Scarce funding resources (both through state and federal government), increasing tuition costs, and public attitudes about the need for a college education based on cost will demand that postsecondary institutions be more accountable to the public both financially and about the skills and abilities of their graduates (Heller, 2002). Justification that a college degree will provide a return on investment is crucial in today’s economy, especially for lower-income students.

Performance of community colleges is under scrutiny by several different audiences - public, students, policymakers – and efforts such as the Voluntary Framework for Accountability and the Illinois Community College Board (ICCB) Performance-Based Funding are underway to standardize performance results of community colleges. Proponents argue that this finance model has the potential to improve institutional performance, drive institutional change, increase institutions’ awareness of their shortcomings compared to peers, and build organizational learning and responsiveness to student outcome data yet has still not significantly increased degree completion (Tandberg & Hillman, 2013).

Access to data that allows for evidence-based decision-making, and documenting improvements informed by this data is also becoming increasingly important. According to a 2011 article in the New Directions for Community Colleges, decreased funding should motivate colleges to reassess their numerous missions and make radical and strategic decisions to continue operating and serving students. These decisions can oftentimes be difficult ones, so community colleges must take an approach that incorporates a strategic governance model and embraces organizational change. Ewell (2011) agrees that the ability for community colleges to demonstrate their effectiveness and impact to these entities is made difficult by a number of factors ranging from the community colleges’ multiple missions to distinctive and diverse attendance patterns and diverse student characteristics; however, emerging trends in longitudinal data systems and intermediate progression measures, as well as innovative mechanisms to evaluate student learning outcomes have made it possible for community colleges to exhibit their progress and effectiveness while also providing means for institutional benchmarking with comparative peer colleges.

Internal Challenges

As Richland expands its reliance on evidence for decision-making, stakeholders must watch for trends over time, a process ideally supported by a static data source. Institutionalizing data-driven decision making is a current challenge at Richland as we continue to work with internal audiences to understand their service area data. Richland’s involvement in VFA and other accountability movements will allow opportunities for benchmarking and peer comparisons, but employees will need training in order to understand the data and use it for improvement. Additionally, accessing reports from a well-defined, common delivery point will ensure employees know where to find the most consistent and valid data available.

In the next few years, Richland faces the challenge of evaluating and making a decision regarding the future of the Jenzabar enterprise system. Jenzabar is in the process of rewriting its enterprise software product using newer state-of-the-art technologies. The rewrite is going to
take a few years, but Jenzabar staff are encouraging customers now to sign up for the upgrade and will eventually discontinue support for the products Richland is currently using. Regardless of whether Richland stays with Jenzabar or moves to a new vendor solution, changing enterprise systems software will be a major undertaking for the institution. Moreover, merging companies and the rewriting of software pose additional challenges.

Trend #3 - Technology
The current rate of technological innovation in the teaching and learning environment could quickly outpace the efforts of institutions to maintain and upgrade infrastructure and software, train faculty and staff, and address the expectations of employers and transfer institutions for new employees and transfer students. Common educational technologies currently include tools for visualization, collaboration, virtual access, networking, communication, and participation. Online course management tools have become just one of the myriad ways that teaching and learning occurs beginning at the lowest levels of the educational spectrum.

Internal Challenges
Like other educational institutions, Richland is subject to the rapid pace of changing technology. Stakeholders must be proactively aware of the K-12 technological environment within the District, as well as nationally, so that Richland does not lag behind the schools that feed into the student body. At the same time, Richland is challenged to offer students the most progressive educational experience available so they become attractive candidates in a smart, competitive workplace. As technology alternatives expand, Technical Services will be challenged to update the College in a balanced and synchronous manner. Priorities for implementing innovations should be targeted with data-driven decision-making. Likewise, tough decisions to abandon older technological tools that no longer serve College needs in an efficient, effective way must be made. In addition, Richland needs a mechanism to fill the gaps in digital literacy that are common in a student population of returning adults, the tech-savvy but digitally illiterate student, and those on the other side of the digital divide.

Trend #4 - Partnerships
One of the trends identified in this Environmental Scan is the decline in total population in the Richland District. Similar to community colleges nationwide, Richland is no longer experiencing the enrollments it did during the economic recession. While this is good for the economy, it makes things difficult for community colleges that rely heavily on student tuition to support operations since state funding is no longer consistent. An article published in the Chronicle of Higher Education (Lipka, 2013) advises that community colleges become more strategic in managing their enrollment by partnering with businesses, government, and educational entities. Richland has done that by establishing relationships with local businesses, organizations, agencies and four-year institutions to identify and meet employee and transfer needs and expectations. In addition, workforce training has increased (see Section 3 – Continuing and Professional Education Division).

Internal Challenges
Richland Community College knows that one of its strengths is the collaborative relationships it has built throughout the District; however, market penetration of high school students is a continued challenge. Strengthening partnerships with the high schools are the goals of the College and Career Readiness Alliance, Common Core, and Heartland Technical Academy. A
continued presence in the high school as well as access to Richland’s services will be important. Richland must continue to clarify its partnerships and identify gaps in order to grow in this area. Effective use of information reported in advisory committees is a continued challenge. Richland needs to be prepared to capitalize on new opportunities. One emerging opportunity is related to the Midwest Inland Port Intermodal Transportation Center (see pg. 14). While Richland is experiencing an increase in workforce training, the challenge of available funding to train unemployed and underemployed workers remains because funding is generally not available for incumbent workers. In addition, Richland must continue to work with external organizations such as the Education Coalition and Grow Decatur to continue communication on initiatives that connect with College goals.

**Trend #5 - Human Resources**

Federal and State programs impact employment and human resources at colleges across Illinois. Uncertainty about pension programs and Return-To-Work restrictions may drive increased retirements or hiring. Part-time employment guidelines for those working 30 hours or more place additional costs on community colleges seeking instructors to provide a quality education to its students. Additionally, adjunct faculty often serve in program coordination roles and have increased responsibilities for programs where it is hard to find qualified faculty, but the potential added benefit costs inhibit assignments for these individuals. Lastly, increased insurance rates provide impetus to increase employee participation in health/wellness activities.

**Internal Challenges**

A continual challenge is finding and retaining qualified, trained instructors with industry experience for Career & Technical Education (CTE) programs. Second, the Affordable Care Act presents a challenge to using adjuncts in multiple assignments (i.e., program coordinators, tutors, etc.). Turnover of experienced Richland employees may serve as a challenge in knowledge management and will have an impact on the staff. Decatur’s geographic location should promote finding qualified, diverse candidates; however, Richland employees are not yet reflective of its student population. With a potential employee turnover resulting from these trends, a robust professional development program for all stakeholder groups is essential. Last, identification of health and wellness activities that garner strong interest from employees is still a challenge.

**Trend #6 - Student Needs**

According to the most recent numbers at the time of this publication, Decatur’s unemployment rate was at 12.7%, nearly four points higher than the state average. The declining economy in Decatur and surrounding areas may motivate many displaced workers to enter Richland to receive retraining in another field or industry. However, the economic conditions discourage many students from enrolling full-time; the majority of students must manage busy work schedules and family obligations, along with their academic commitments. Students’ numerous responsibilities, combined with the lack of necessary academic preparation and skills makes academic success difficult for many students served by Richland. The Center for Community College Student Engagement (2013) recommends that colleges examine practices that are well-implemented and designed, reach a large number of students and are integrated with multiple high-impact strategies in order to identify components that could lead to greater student engagement and success for a greater number of students.
**Internal Challenges**

Richland continues to emphasize student success as its “core business,” so identifying the appropriate programming, support services, technology, space, and resources to assist students must include stakeholders from across the institution that serve distinct student populations (e.g. adult education, developmental education, displaced workers, etc.). The creation of the new **Student Success Center** will offer students a holistic approach to student support technology and resources; however, the College needs to be prepared to train and support the personnel staffing the Student Success Center so that students continue to receive the support needed to transition through college and into the workforce.

In recent years, the College has experienced exponential growth in the number of students enrolled in online courses, perhaps as a result of students’ balancing work and family responsibilities with the desire to continue post-secondary education. The College must ensure that technological support and student services are available for these students.

**Trend #7 - External Environment Needs**

Community colleges, by their nature, are designed to respond to the needs of the community and its industries. Working with local employers, community colleges can offer students training and education that can lead to employment in their communities. Relationships with high schools can also provide underserved students access to appropriately trained educators and technology.

The economy will continue to pressure students to attain credentials and certificates quickly and efficiently. President Obama, in his January 2014 State of the Union Address, stressed the importance of connecting companies to community colleges in order to design training programs that fill specific training needs. This partnership is particularly important with new training opportunities not currently offered. Employers will want confirmation that program graduates enter the workforce with the skills and knowledge to perform the work expected. Credentialed programs often offer students the opportunity to become certified, which demonstrates the successful completion of educational and testing requirements and the ability to perform the profession competently. While credentialed programs may offer employers verification of graduates’ abilities, accreditation standards often are accompanied with additional expectations and costs.

**Internal Challenges**

Richland will need to work with local employers to create relevant and stackable credentials that can provide quick entry into the workforce as well as the opportunity for students to return to college to complete a degree. How high school students can earn college and industry credentials while still in high school is another topic that must be considered in the discussion regarding stackable credentials. Furthermore, a mechanism to incorporate competency-based learning or credit for prior learning into these certificate and degree programs should be investigated.

Creating credentialed programs and stackable credentials in an accelerated format may be a difficult and expensive endeavor for the College. For example, accrediting bodies often have specific standards pertaining to program coordinators’ responsibilities, faculty credentials, and student completion expectations. These standards can be difficult to meet if the respective
division has a shortage of qualified faculty. Qualified adjunct often have equated loads that exceed the maximum and can push individuals into full-time status if program director duties are added to their workload. Creating additional full-time positions, along with the costs of application and hosting review committees, can be costly for the division and the college.

In addition, fluctuation in students’ enrollment and graduation can also impact the continued accreditation of programs but are often a reflection of the local economy. Marketing and supporting programs to ensure the visibility and viability of specific credentialed educational programs may also be an additional cost to the division and the college.

At a time when federal, state, and local funds are either stable or decreasing, the College will rely heavily upon donor contributions through the Richland Foundation to support and maintain these responsive and innovative programs. However, the Foundation’s work is made difficult by the increased reliance upon donor contributions by all nonprofit organizations. The Foundation must continue to build on the academic reputation of the College to attract more donor contributions, and the College must continue to partner with local employers to ensure these programs are adequately funded and supported.

**Trend #8 – Curriculum**

Educators are challenged to match current and future curriculum development with evolving career skills and abilities. As in the past, employers look for ways to streamline their systems while maintaining a trained, engaged workforce; they expect colleges, particularly community colleges, to adapt curriculum to employer needs. In addition, federal and state agencies expect that students in Career and Technical Education programs will graduate with related industry credentials and that transfer students will enter the senior institutions with appropriate critical thinking and communication skills to be successful. Educational and program accreditation requires the use of performance data to drive improvement initiatives; initiatives such as the Voluntary Framework for Accountability, Achieving the Dream, and Carl Perkins all focus on accurate data reporting, analysis, and action.

**Internal Challenges**

Maintaining programs that meet external needs is a challenge that Richland has addressed in the past; faculty and Deans must continuously address employer and senior institution demands. This will require ongoing program analysis to assess program viability (student enrollment) and faculty assignments (including need for adjunct faculty) as well as a clear designation of program learning outcomes, benchmarks, data collection, analysis, and action. Particularly important for consideration is marketing new programs that local populations may not be familiar with (renewable energy, sustainable farming, and logistics). Stakeholders must address a potential decline in enrollment in CTE programs due to caps by external accrediting agencies, particularly in Health Professions programs. For senior institutions, the Illinois Articulation Initiative continues to be a driving factor for transfer concerns, and Richland’s transfer courses and degrees must meet those demands. In addition, the changes in local demographics may also impact programs and services, particularly understanding the changing face of dual credit and online students and necessary support services for those populations.
**Trend #9 - Infrastructure**

The mission of a comprehensive community college of affordability, accessibility, opportunity and completion is extremely important to the communities it serves. Regardless of the “face” of a particular college, its buildings, grounds, and infrastructure are critical to the support of the mission. Faculty in both baccalaureate/transfer and career and technical education programs utilize technology, flexible spaces, team skill building, and student meeting spaces to deliver course content and engage students in active learning. Support services are built around student access and engagement, so student and meeting spaces must fit various demands.

Communication opportunities through distance technology such as Skype, Go to Meeting, and Face to Face are utilized in the workplace and in training as a rule, not an exception. Students and the public expect to be able to access wireless technology for their devices regardless of the age of the buildings they visit.

**Internal Challenges**

Maintaining existing infrastructure is a common challenge of all higher education institutions. As Richland continues to grow physically, it will be important to consider upkeep of the existing space and coordinating logistics of buildings not connected to the main campus. Some concerns include securing available lab space for customized classes and maintaining and affording up-to-date equipment for labs. Marketing of the available space for meeting and event use is a challenge with the expansion of other competitive places within the community/District. The College must attract new events and exhibits with high community appeal to Richland Community College, including Progress City.
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Profile of General Demographic Characteristics 2000-2012.
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Appendix B - Map E2. RCC District #537

* The number in parenthesis below each community is the estimated mileage to Richland’s main campus using Mapquest. Distances are based on routes using U.S., State and County highways. Township roadways may shorten the distance but are not included in the analysis.
# Appendix C - Continuous Improvement Process

## Teams, 2010-2013.

<table>
<thead>
<tr>
<th>TEAM</th>
<th>TEAM NAME AND PROJECT STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Spring 2010</strong></td>
</tr>
<tr>
<td>1-10</td>
<td>Balanced Scorecard Oversight Team: To coordinate the work of other teams, to identify KPI's, and to create a dashboard template.</td>
</tr>
<tr>
<td>2-10</td>
<td>Institutional Definitions Team: To develop a process to identify, validate, and publish institutional definitions related to quality.</td>
</tr>
<tr>
<td>3-10</td>
<td>Analysis and Reporting Team: To develop a process for analysis and reporting information included in the Balanced Scorecard.</td>
</tr>
<tr>
<td>4-10</td>
<td>Peer Institutions Team: To identify criteria for peer institutions and to identify a pool of peer institutions to use in the Balanced Scorecard and in the Systems Portfolio.</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2011</strong></td>
</tr>
<tr>
<td>1-11</td>
<td>Printed Schedule: Determine feasibility of moving to a fully digital schedule and ending printed schedule.</td>
</tr>
<tr>
<td>2-11</td>
<td>Child Care Services: Examine current services and facilities, cost of operations, integration into curriculum and identify new opportunities.</td>
</tr>
<tr>
<td>3-11</td>
<td>Late Start Registration: Determine success factors related to late registration and late start classes.</td>
</tr>
<tr>
<td>4-11</td>
<td>Student Communication: Strategic evaluation on the communication a student receives (letters, e-mail, timeline), beginning with the new student.</td>
</tr>
<tr>
<td>5-11</td>
<td>Knowledge Management: Create a system/structure to manage the College’s data and information needs that will include definitions of terms; priority of data needs; timelines for development; design/establishment of data to be developed for data blocks; review and/or recommendations of metrics; identification of initial reports.</td>
</tr>
<tr>
<td>6-11</td>
<td>Balanced Scorecard: Implement balanced scorecard processes.</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2012</strong></td>
</tr>
<tr>
<td>1-12</td>
<td>Online Registration and Scheduling: Improve the web-based registration process and the corresponding website interface.</td>
</tr>
<tr>
<td>2-12</td>
<td>Central Issues to Technology: To enhance the current communication structure and evaluate best practices for various student/notification/communication systems.</td>
</tr>
<tr>
<td>3-12</td>
<td>Evaluation of Student Communications: Develop a strategic implementation of communication items that new students receive and develop a coordinated communication calendar as well as a consistent message utilized by relevant offices on campus.</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2012 (Teams formed to complete the Systems Portfolio)</strong></td>
</tr>
<tr>
<td>1-13</td>
<td>Helping Students Learn: Fociuses on the design, deployment, and effectiveness of teaching-learning processes that underlie the institution’s credit and non-credit programs and courses and on the processes required to support them.</td>
</tr>
<tr>
<td>2-13</td>
<td>Accomplishing Other Distinctive Objectives: Addresses the key processes (separate from instructional programs and internal support services) through which the institution serves its external stakeholders in support of its mission.</td>
</tr>
<tr>
<td>3-13</td>
<td>Understanding Students’ and Other Stakeholders’ Needs: Examines how the institution works actively to understand student and other stakeholder needs.</td>
</tr>
<tr>
<td>4-13</td>
<td>Valuing People: Explores the institution’s commitment to the development of faculty, staff, and</td>
</tr>
<tr>
<td>Week</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>5-13</td>
<td>Leading and Communicating: Addresses how leadership and communication processes, structures, and networks guide the institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to internal and external stakeholders.</td>
</tr>
<tr>
<td>6-13</td>
<td>Supporting Institutional Operations: Addresses the organizational support processes that help to provide an environment in which learning can thrive.</td>
</tr>
<tr>
<td>7-13</td>
<td>Measuring Effectiveness: Examines how the institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.</td>
</tr>
<tr>
<td>8-13</td>
<td>Planning Continuous Improvement: Examines the institution’s planning processes and how its strategies and action plans help it achieve its mission and vision.</td>
</tr>
<tr>
<td>9-13</td>
<td>Building Collaborative Relationships: Examines the institution’s relationships, current and potential, to ascertain how they contribute to the organization’s ability to accomplish its mission.</td>
</tr>
</tbody>
</table>

**Fall 2013**

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-14</td>
<td>Program Review Design: To improve the process of program review as measured by the development of a campus-wide template for data collection, analysis, and improvement.</td>
</tr>
<tr>
<td>2-14</td>
<td>Assessment of Cross-Disciplinary Learning Outcomes: To create a process to document assessment of cross-disciplinary outcomes that includes reporting metrics for College reports and using results for improvement.</td>
</tr>
<tr>
<td>3-14</td>
<td>Student Placement: To develop alternative forms of placement in math and English courses that increases the number of students taking higher level courses as measured by the percentage of students placed at each level of course work and by pass rates.</td>
</tr>
<tr>
<td>4-14</td>
<td>Institutionalizing the Balanced Scorecard: To advance efforts of past CIP Teams to institutionalize the Balanced Scorecard by communication of its location, completed institutional glossary, posting of institutional effectiveness documents on a central internal location, and identification of peers and measures.</td>
</tr>
</tbody>
</table>
## Appendix D - Health Professions Data

### Associate Degree Nursing Applicants

<table>
<thead>
<tr>
<th>Semester/Yr</th>
<th># Applied</th>
<th># Offered Admission</th>
<th># Admitted</th>
<th>% Offered Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>43</td>
<td>25</td>
<td>24</td>
<td>58%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>41</td>
<td>25</td>
<td>24</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>42</td>
<td>27</td>
<td>24</td>
<td>64%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>44</td>
<td>30</td>
<td>24</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>43</td>
<td>32</td>
<td>24</td>
<td>74%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>35</td>
<td>29</td>
<td>24</td>
<td>83%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>41</td>
<td>25</td>
<td>24</td>
<td>61%</td>
</tr>
</tbody>
</table>

### Practical Nursing Applicants

<table>
<thead>
<tr>
<th>Semester/Yr</th>
<th># Applied</th>
<th># Offered Admission</th>
<th># Admitted</th>
<th>% Offered Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2009</td>
<td>26</td>
<td>17</td>
<td>16</td>
<td>65%</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>24</td>
<td>21</td>
<td>16</td>
<td>87%</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>21</td>
<td>19</td>
<td>14</td>
<td>90%</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>27</td>
<td>20</td>
<td>15</td>
<td>74%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>25</td>
<td>23</td>
<td>16</td>
<td>92%</td>
</tr>
</tbody>
</table>

*Some students decline admission to PN after acceptance to the ADN program.*

### Radiography Applicants

<table>
<thead>
<tr>
<th>Semester/Yr</th>
<th># Applied</th>
<th># Offered Admission</th>
<th># Admitted</th>
<th>% Offered Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2010</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>22</td>
<td>12</td>
<td>12</td>
<td>54.5%</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>23</td>
<td>12</td>
<td>12</td>
<td>52%</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>24</td>
<td>14</td>
<td>12</td>
<td>61%</td>
</tr>
</tbody>
</table>
### Program Effectiveness

#### AD Nursing NCLEX-RN Pass Rates

<table>
<thead>
<tr>
<th>Exam Year</th>
<th>Total # Tested</th>
<th>National Pass Rate</th>
<th>IL # Tests</th>
<th>IL Pass Rate</th>
<th>Total RCC Tested</th>
<th>RCC Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>134,728</td>
<td>88%</td>
<td>4,983</td>
<td>91%</td>
<td>38</td>
<td>92%</td>
</tr>
<tr>
<td>2010</td>
<td>140,883</td>
<td>87%</td>
<td>5,451</td>
<td>88%</td>
<td>38</td>
<td>82%*</td>
</tr>
<tr>
<td>2011</td>
<td>144,565</td>
<td>88%</td>
<td>5,677</td>
<td>88%</td>
<td>44</td>
<td>86%*</td>
</tr>
<tr>
<td>2012</td>
<td>150,261</td>
<td>90%</td>
<td>6,077</td>
<td>91%</td>
<td>45</td>
<td>98%</td>
</tr>
</tbody>
</table>

*Below national pass rate so benchmark not met.

#### Radiography Program Effectiveness Data

<table>
<thead>
<tr>
<th>Mon/Yr Graduated</th>
<th># Admitted</th>
<th># Attending at 10 day</th>
<th># Graduating</th>
<th>% Attrition</th>
<th>% Completed</th>
<th>% Employed within 6 Month of Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2010</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>25.00%</td>
<td>75.00%</td>
<td>100%</td>
</tr>
<tr>
<td>May 2011</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>8.33%</td>
<td>91.67%</td>
<td>100%</td>
</tr>
<tr>
<td>May 2012</td>
<td>12</td>
<td>12</td>
<td>8</td>
<td>33.33%</td>
<td>66.67%</td>
<td>100%</td>
</tr>
<tr>
<td>May 2013</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>25.00%</td>
<td>75.00%</td>
<td></td>
</tr>
</tbody>
</table>

#### American Registry of Radiologic Technologists (ARRT) Statistics First-Time Examinees

<table>
<thead>
<tr>
<th>Exam Year</th>
<th>Total # Tested</th>
<th>National Pass Rate</th>
<th>National Mean Score</th>
<th>IL # Tests</th>
<th>IL Mean Score</th>
<th>Total RCC Tested</th>
<th>RCC Mean Score</th>
<th>1st Time RCC Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>13,762</td>
<td>91.4%</td>
<td>84.80</td>
<td>613</td>
<td>84.1</td>
<td>10</td>
<td>83.8</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>13,550</td>
<td>92.4%</td>
<td>84.90</td>
<td>622</td>
<td>84.7</td>
<td>9</td>
<td>84.1</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>12,542</td>
<td>92.7%</td>
<td>85.10</td>
<td>590</td>
<td>84.3</td>
<td>11</td>
<td>88.5</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>12,338</td>
<td>93.0%</td>
<td>85.30</td>
<td>604</td>
<td>84.8</td>
<td>8</td>
<td>91.9</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>9</td>
<td>85</td>
<td>100%</td>
</tr>
</tbody>
</table>

*This data not available until 2014 since totals are for calendar not academic years
# Surgical Technology Program Effectiveness Data

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Enrolled</th>
<th>Added</th>
<th>Dropped</th>
<th>Graduated</th>
<th>Certification Attempt</th>
<th># Passed Certification</th>
<th>Certification Pass Rates Benchmark-70%</th>
<th># Employed At 6 Months</th>
<th>Job Placement Benchmark-80%</th>
<th>Retention Benchmark-70%</th>
<th>Graduate Satisfaction Benchmark-85%</th>
<th>Employer Satisfaction Benchmark-85%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/20/2011</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>3.0</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5/18/2012</td>
<td>13</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>100%</td>
<td>7.0</td>
<td>88%</td>
<td>62%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5/17/2013</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td>*</td>
<td>*</td>
<td>64%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* These not measured until minimum 6 months after graduation. Too soon to have results
Appendix E - Student Success Information

Academic Success Center (Tutoring/Accommodations/Testing/Mathematics Enrichment Centers)

At the end of the spring 2011 semester, the Student Learning Center and the Learning Accommodations Office merged into the new Academic Success Center. The Academic Success Center (ASC) offers testing, tutoring, and accommodations services. The ASC is managed by a full-time Director, a full-time Secretary, a full-time Tutoring and Accommodations Specialist, and a full-time Testing Specialist. Another merge occurred during the summer semester 2013 to include the Mathematics Enrichment Center (MEC) managed by a full-time Developmental Mathematics Coordinator. A full-time secretary recently retired. Approximately 26 faculty tutors and 7 peer tutors working in the ASC/MEC. Faculty tutors have a degree in specific content areas and often teach at the College or in a District high school or have retired from a District high school. Peer tutors are recommended by faculty, have received an A or B in a course, and have a GPA of at least 3.0. The ASC is located in Rooms C148 through S116, with computers and work tables available for student use. The MEC is located in W117, with computers and a work table for the mathematics students.

Academic Success Center - Tutoring

The Academic Success Center - Tutoring serves students needing extra assistance in classes. Faculty and peer tutors work in small groups or one on one with students. Students may seek assistance by appointment or on a walk-in basis in the core subjects of Math, English, and Biology. Tutors work with students to help them develop study skills and reading/learning techniques for specific content areas. Computers with a variety of software programs are available for students on a walk-in basis. Study groups are scheduled as needs arise and are conducted by faculty tutors and adjunct instructors. Instructors are notified via email when their students have met with a tutor and the comments of the session are recorded online.

At the start of each semester, instructors are invited to bring their classes to the ASC for a tour and explanation of services. The Academic Success Center received recognition as a source of strength for students during the Systems Portfolio 2013. The ASC continues to receive above-average ratings from students who complete surveys, as shown in the graph below.
Academic Success Center staff has identified several goals to address challenges in serving students:

- Continue to improve outreach to the high schools by visiting school campuses.
- Continue to increase support services to meet varied learning disabilities.
- Continue to increase awareness and training for instructors and staff.
- Develop and implement an ongoing tutor training and evaluation program.
- Develop and implement a thorough orientation for students new to ASC - Accommodations.
- Develop an online scheduling program to allow students to schedule their own appointments.

**Academic Success Center - Accommodations**

The Academic Success Center - Accommodations offers accommodations to students with documented disabilities by providing, adaptive equipment and materials, instructional aids, note takers, interpreters, and many individualized services. Working with students coming from the high schools before they enter Richland will ensure a smooth transition for student success. The Tutoring and Accommodations Specialist provides workshops to all special education classes in the Richland District and increasing personalized tours for prospective students to inform them earlier about services.

The ASC - Accommodations staff faces the continued challenge of assisting students who, for whatever reason, do not seek assistance until they are confronting poor grades or failure in a class. The Academic Success Center staff encourages students to obtain assistance before they are having difficulty with courses. To facilitate the ease of access to services and streamline the accommodations process, the ASC now has an online application, electronic record storage, and email notifications to instructors.
Academic Success Center - Accommodations continue to provide services to an ever-increasing population of students. More and more students are coming to the College with “hidden” disabilities that require faculty and staff to develop a better understanding of emotional disorders as they relate to classroom behavior, attendance, and attitude toward academics.

The ASC - Accommodations Office offers a number of opportunities to assist faculty and staff:

- Offering workshops on disabilities;
- Provide training to instructors on how to work with each disability area, concentrating initially on new staff and instructors;
- Meeting with students and instructors as necessary to mediate any problems or concerns that arise as a result of accommodations or to help the instructor to identify different strategies for instruction.

Academic Success Center - Testing

In the Testing Center, students may complete placement testing, make-up testing, and a variety of other tests. The Testing Center is open 6 days a week for a total of 56 hours in the fall and spring semesters; no Saturday hours are available in the summer and between semesters. In addition, the Testing Center assists faculty of online and/or hybrid sections by proctoring tests and allowing these students to submit and retrieve homework. The Testing Center proctors and the Testing Specialist administer specific tests to students interested in applying to one of Richland’s Health Profession programs. Students who not meet testing score requirements have the opportunity to receive tutoring from the College’s faculty tutors in the Academic Success Center (ASC) prior to retesting. The Testing Center proctors various test for the Adult Education program such as the TABE test, which is the GED class placement test, the constitution and pre-GED exam.

Richland’s migration to an online version of Accuplacer occurred on April 1, 2009. There have been several upgrades and updates since that original migration. The current platform provides the College with benefits that include the opportunity to improve efficiency, accuracy and better tracking of unit usage. Creating accounts for individual sites, including the Main Campus, Clinton High School, and Fairview, allows staff to track usage and to provide additional services at these sites. This is the second year of availability for the Accuplacer Online Course. Students who use the online course, prior to taking the placement test or prior to taking the test a second time, have a greater chance of placing at a higher level, thus reducing the number of students placing in lower level developmental courses.

The Testing Center also provides a proctored testing environment for individuals who are taking courses from other colleges or universities, allowing them to meet their educational needs without traveling. The Testing Center is an approved site to administer CLEP tests. As bachelor’s degree completion opportunities have expanded in the community, this service allows District residents an opportunity to earn additional credit hours toward their degree. The Center administers the CERTIPORT exams for various Microsoft Certifications. The Testing Specialist also coordinates national testing for the Law School Admissions Center (LSAT) and the Multistate Professional Responsibility Examination (MPRE), the Certified Administrative Professional (CAP) and Organizational Management Test (OMT), multiple times each year.
The Testing Center moved proctors out of S116 to S117 for student check-in. This move provided an environment in S116 that was more conducive for testing. The proctors have a better opportunity to assist staff and students without worrying about disturbing individuals who are testing. Video monitoring has allowed Richland to better serve students while increasing test integrity. The Testing Center now has a new online referral process. This online referral began as a pilot used by selected teachers during spring and summer 2013. Beginning with the fall 2013 semester, the online referral system is available to all faculty members.

The Testing Center is now one of only a few centers in Illinois who has a contract with Pearson Vue to test GED students online. We began pilot testing a few students in November and December. The official start date for the GED online testing is January 2014. The pilot testing allowed the College to test the system and take care of problems before the volume of student testers increases at the College site.

Mathematics Enrichment Center
A national problem exists with students placing into developmental mathematics classes (predominately basic algebra and intermediate algebra) when they enter college. Two populations stand out: recent high school graduates who seem to struggle with math and older students returning to school in need of retraining. Once the students are enrolled in developmental mathematics, community colleges across the country (and Richland is no exception) have found that the students have lower-than-acceptable success rates or have to take the classes numerous times. This repetition prevents them from moving into college-level, transferable math classes in a timely fashion, or they may become so frustrated that they drop out of college.

Richland’s mathematics faculty have grappled with the issue and found that, first, the College needed to change the way in which the classes were offered – alter the curriculum, in other words. Therefore, the faculty built a hybrid model in which the students spend a couple of hours each week with an instructor in the classroom and spend at least several hours per week in the Mathematics Enrichment Center. Secondly, faculty needed to change the modality of the class by using new, powerful software products; MyMathLab produced by Pearson Publishers was selected. This package contains several significant teaching aids: innumerable examples of problems, instant feedback to students if they worked the problems correctly or incorrectly, brief teaching videos that explain the concepts behind the problem, step-by-step examples of solutions, and an individualized program of instruction based on a student’s quiz or test performance.

In Fall 2011, the hybrid model of developmental mathematics was replaced by MATH 096, a program offering technology assisted individualized instruction. Students used the Mathematics Enrichment Center for all of their classroom time, using the assistance of faculty and faculty tutors, along with all of the features of MyMathLab, as instruction. A self-paced program was introduced providing the opportunity for students to potentially complete more than one developmental algebra course in one semester, removing the barriers of the semester calendar. In Fall 2013, the Mathematics Enrichment Center merged with the existing mathematics tutoring offered in the Academic Success Center, leading to a partnership in which all mathematics assistance is offered in the Mathematics Enrichment Center.
In Spring 2014, the hybrid model is returning to the developmental mathematics curriculum, replacing MATH 096, as research and experience has found the hybrid model to be more beneficial due to the use of defined classroom time.

MyMathLab is used in the 31-computer Mathematics Enrichment Center. Tutoring help is always available so that the student gets individualized attention while there. Students needing help in mathematics may receive help in any mathematics topic, regardless of the need for a computer.

The generous support of the James Millikin Trust helped to open the Mathematics Enrichment Center in July 2010. The Trust paid for outfitting the facility and for partially defraying the cost of operation. The Nims Foundation also provided generous support to open a second location at Fairview Park Plaza in August 2011. The facility at Fairview Park Plaza contains 14 computers and is also staffed with faculty and faculty tutors. A third location is scheduled to open in January 2014 in the Clinton Higher Education Center.

A full-time Coordinator was hired in July 2010 to open the Mathematics Enrichment Center. A secondary coordinator took over the responsibilities in November 2012 on an interim basis, and now the Mathematics Enrichment Center is under the oversight of the Director of the Academic Success Center.

Admissions and Recruitment
The “One Stop Shop’s (“OSS”) goal is to serve students by providing excellent customer service to every student in an efficient, accurate manner. The OSS is staffed by three Enrollment Advocates. The role of the Enrollment Advocate is to greet students and determine what the student wants to accomplish, whether it is to apply to the College, register for classes, drop classes, placement testing, advising, financial aid, career services, assist with directions, and any other questions or services the student needs assistance. Students are checked in using Visitor Tracking, which is used to assign and monitor which advisor or financial aid staff member the student meets. The Admissions and Recruitment Specialist is involved with recruitment activities. This person also registers students on campus and off campus at area high schools, administers placement testing at area high schools, as well as, advising on campus. There are two Switchboard Operators (one full-time and one part-time). The above staff report to the Director of Admissions and Recruitment.

Students apply online to the College by going to the Richland website. This process has allowed staff doing the admission function to operate more efficiently. It has reduced student documents that need to be scanned and indexed, as well as, duplication of effort.

The Director of Admissions & Recruitment, the Admissions & Recruitment Specialist, and entire staff work collaboratively to support all students on and off campus, including dual credit students. Multiple high school recruitment visits are made to 16 high schools. Examples of events Richland is involved with include Decatur (DPS61) Parent Night, Parent University (DPS61), visits to Heartland Technical Academy classrooms, Cerro Gordo High School and Argenta-Oreana High School senior day (at RCC), Webster-Cantrell Hall, careers class visits to 3 high schools, college and career fairs at Clinton, Mt. Zion, Taylorville, Millikin University/Partners in Education. College nights at many high schools with financial aid and Foundation personnel collaborate to promote everything Richland has to offer its students and
parents. Annual events consist of Articulation Breakfast, Dual Credit Night, and College 101. More student groups doing campus tours are planned for the coming year.

A new initiative is the “Dual Credit Workshop,” designed to acquaint the new high school student with how college technology is used in their class even if they are not enrolled in the online class. The majority of high school students are familiar with social technology. However, academic technology is much different, thus the reason for this workshop. The workshop is offered frequently, May-August and January, for high school students who are enrolled in credit classes. 172 students participated by mid-August 2013. A brief overview is given of myRichland, students print off their class schedules, and learn how to set up their Net ID. Students are also reminded their next homework assignment prior to the first day of class is to complete their CANVAS online orientation. During the spring 2013, a total of 339 placement tests were administered to students at area high schools.

For fiscal year 2012, over 5,300 credit hours were generated by dual credit students. By December 2, 2013, dual credit students made up approximately 25% of the student enrollment at Richland. In addition to dual credit students, assigned advising also includes any student who comes through the door who needs to see an advisor. But, also part of this teams advising assignment is to serve the employees of IBEW, Caterpillar, and Ameren students.

**Student Engagement**

**Campus Life**

The Campus Life Program celebrates the unique talents of all students and enhances their educational experience through engagement in social, cultural, intellectual, wellness, leadership, service and governance programs. These experiences include regularly scheduled student activities, leadership development programs and conference opportunities, student clubs and organizations including Student Senate, student awards and recognition and support for service-learning. Campus Life is planning to increase student input in the selection and implementation of campus activities and align more activities with the curriculum. Campus Life staff work closely with the Foundation and Honors Program to identify academically talented students and connect them with leadership opportunities on campus.

The Campus Life office oversees New Student Orientation and is currently in the process of revising the orientation registration procedures to automate the process for students resulting in maximum participation. Content is also being revised to focus on the transition to college, academic success skills and proficiency in technology relevant to Richland Community College students.

Campus Life also provides support for student success through Success.net, a computerized system that allows the instructor to identify and advise the student who may be having academic difficulties, as well as the Pathways to Achieving Student Success (PASSport) Program. The PASSport program uses the Learning and Study Strategies Inventory (LASSI) assessment instrument as a tool to assist students in determining which workshop(s) will be most beneficial to them. Staff are working to create natural connections between New Student Orientation, Success.net and PASSport workshops to support student success, particularly in the first year, which is critical to future success and completion.
Career Services
Career Services can assist students and district residents in exploring career options, networking with area employers, identifying internship opportunities, conducting a job search and preparing for the world of work.

Career Cruising is a web-based tool available to district residents through Career Services. This program provides opportunities to explore personal interests, career fields, transfer programs and financial planning for college. Richland Community College students are also able to take the Myers Briggs Type Inventory or the Strong Interest Inventory and discuss their results with an academic advisor.

Career Services will be kicking off an awareness campaign for an additional web-based tool, College Central Network (CCN), in Spring 2014. CCN is a database that connects students and employers. In FY13, a total of 611 jobs through 85 employers were posted. Eighty-three new student registrations were entered in that time period. CCN also features a résumé building tool, staff members will be encouraging students to utilize this tool and offering individualized assistance as necessary. Staff members are also exploring the use of the CCN Job Fair coordination tool to support future Job Fair events. The 2013 Annual Job Fair included 39 vendors and approximately 400 job seekers. A separate Health Professions Employment and Education Fair was held in Fall 2013.

One initiative that the College has identified related to this area is the development of a central student placement system for internships/practicums to enhance services offered to students, strengthen student opportunities and expand relationships with local employers. In relation to this initiative, the Illinois Cooperative Work-Study Grant supports student internships with 7 students and 5 employers participating in the 2012-2013 grant program.

With the support of Student Success staff members, Career Services offers workshops and classroom visits on an array of topics related to career development and job searching. In addition, a Career Development course and Personal Development course are offered to students.

Academic Advising and Counseling
Academic Advisors at Richland build and maintain relationships with students that last throughout their educational journey. As one of the first college employees whom students encounter, they play a critical role in the overall success of students. Advisors mentor and guide students and work to ensure that courses are selected carefully and correctly. In addition, they help students with a broad range of issues including academic, career and transfer choices.

The professional staff includes full- and part-time advisors along with one full-time and one part-time counselor. Counselors see students for personal, career, and academic counseling. For long-term assistance, counselors make referrals to community agencies. This entire staff is dedicated to ensuring student success and helping all students attain their goals. In addition to advising duties, the staff offer and facilitate workshops for students and the community, working with groups and/or individuals.

Richland’s tracking system (Visitor Tracking) was developed by Richland Technical Services staff to monitor and track students waiting to be seen by a counselor/advisor or in Financial Aid.
Financial Aid & Veterans Affairs
A new position formed, Coordinator, Veterans’ Affairs & Student Employment, handles both advising Veteran students in their academics as well as certifying their financial aid, and manages all aspects of college and federal work study students. This position is also the state mandated position of Coordinator of Veterans and Military Personnel Student Services, working with state and federal military organizations to assist returning veterans’ transition back to school or with first-time college attendees. (Not sure of the placement of this paragraph)

Richland students continue to receive financial aid and veterans’ benefits, making Richland affordable for most students. In FY13 students received over $6,203,317 in financial aid through federal, state, veterans’, and military funds, scholarships, and tuition waivers. Approximately one-third of Richland students qualify for the Federal Pell grant, which is provided to low-income students. It should be noted that the Year Round Pell initiative implemented during FY10 was eliminated by the Department of Education FY12. The current maximum amount a Pell recipient may receive is $5,645 per academic year.

The U.S. Department of Education largely requires students to apply for federal and state financial aid through FAFSA online (www.fafsa.ed.gov). If needed, students may still access other methods of application.

The number of Pell enrollees continues to grow while the amount of Pell awarded to students decreases (see graph below). In FY11, there were 1,278 Pell awards compared to 1,308 Pell awards in FY13.

![Graph showing financial aid distribution from FY11 to FY13]
The number of students accessing Financial Aid has remained relatively consistent (see graph below). However, the number of MAP (Monetary Award Program) recipients continues to decrease due to the State’s limited funding and increase in applicants.

The Financial Aid Office continues to encourage students to use myRichland for their financial aid needs. Annual mailings were eliminated; students are now notified via email to login to myRichland to view their information.

Richland’s Financial Aid staff speaks at high school financial aid nights, to community groups and other organizations, and at nursing orientations. Financial Aid Staff now hosts “College Goal Sunday” at Richland’s Fairview Plaza location annually. This offers the community the service to apply for financial aid even if the individuals have not selected Richland as their primary choice for post-secondary education.

The Financial Aid Office continues to face challenges in the following areas:

- Both the two-year and three-year cohort default rates. Financial Aid continues to implement procedures to encourage financial literacy and awareness, however, there has been no significant decrease in the number of borrowers or reduction in default rates.
- The tuition payment deadline prior to the beginning of the semester increases the traffic in the Financial Aid Office with prospective students who decide at the last minute to attend Richland. Changing the staffing at this time would benefit both students and staff, reducing wait time for students.

**Student Records Office**

Student Records is responsible for managing and maintain a broad range of records that impact student success. From receiving transcripts, handling registration information, maintaining a student’s academic record, and coordinating graduation activities, the staff manage information while complying with Federal privacy regulations.

On a daily basis staff work with prospective students, current students, returning students, parents, the community, faculty, staff and administration. Since the last Environmental Scan, Student Records has nearly doubled the number of applications processed (2005–2006 academic year: 3,758 applications processed; 2009-10 academic year: 6,772 applications processed). In January 2010, Student Records began promoting the online Admission Information Form instead
of the paper version. A total of 1690 online applications have been processed, with 1468 processed between January 1 and July 31, 2010.

Student Records continues to eliminate many paper processes. In addition to the online application, many of the academic forms and processes housed in Student Records are now completely paperless. This includes Grade Changes, Transcript Evaluation Requests, Incomplete Grade Agreements, prerequisite Waivers (now known as Course Authorization) and Administrative Reinstatement to a class. Having access to a full array of electronic student records allows faculty and staff quick access to the information they need to better serve students.

**Student Support Services/TRiO**

The Student Support Services/TRiO grant from the U.S. Department of Education was awarded to Richland Community College for 2010 - 2015 in the amount of $290,349 for FY10/11 (with across the board adjustments each additional year determined by the Dept. of Ed.). Previous SSS grants were awarded for 2006-2010, 2001-2006 and 1996-2001. The program continues to provide and coordinate a variety of personal and professional educational support services to students who are transfer bound and meets any one or some combination of the following requirements: students who meet federal low-income guidelines at the time of application; students with any type of documented disability and first generation students.

The purpose of the program is to increase college retention, graduation, and transfer rates for eligible participants. The program offers the following support services: academic advising, faculty/peer tutoring, academic mid-term reviews, loaner equipment, college transfer trips, career planning, job shadowing, professional/personal enrichment activities, peer mentoring and a mandatory comprehensive financial literacy workshop each fall and spring semester. The program has the following full-time positions: Director, Education and Learning Specialist, Career and Transfer Specialist and Secretary. The program also has the option of the following part-time positions: technology assistant, mathematics specialist, student peer mentors (to provide peer support for students) and faculty/peer tutors (to provide supplemental academic support in a wide-variety of subjects for students).

**Table T19** includes TRiO graduation rates, transfer rates, retention rates and number served from 2002-2013 (source for FY09/10 – FY12/13 was gathered from information generated by the Dept. of Ed. Annual Performance Reports).
### Table T19. TRiO Student Graduation, Transfer, Retention, and Number Served, 2002-2013.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Graduation Rate</th>
<th>Transfer Rate</th>
<th>Retention Rate</th>
<th>Number Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>82%</td>
<td>75%</td>
<td>76%</td>
<td>153</td>
</tr>
<tr>
<td>2003-2004</td>
<td>83%</td>
<td>74%</td>
<td>81%</td>
<td>151</td>
</tr>
<tr>
<td>2004-2005</td>
<td>85%</td>
<td>71%</td>
<td>94%</td>
<td>153</td>
</tr>
<tr>
<td>2005-2006</td>
<td>79%</td>
<td>68%</td>
<td>60%</td>
<td>150</td>
</tr>
<tr>
<td>2006-2007*</td>
<td>27%</td>
<td>32%</td>
<td>64%</td>
<td>160</td>
</tr>
<tr>
<td>2007-2008</td>
<td>37%</td>
<td>33%</td>
<td>69%</td>
<td>160</td>
</tr>
<tr>
<td>2008-2009</td>
<td>42%</td>
<td>39%</td>
<td>72%</td>
<td>164</td>
</tr>
<tr>
<td>2009-2010</td>
<td>32%</td>
<td>31%</td>
<td>63%</td>
<td>146</td>
</tr>
<tr>
<td>2010-2011**</td>
<td>37%</td>
<td>47%</td>
<td>75%</td>
<td>144</td>
</tr>
<tr>
<td>2011-2012</td>
<td>24%</td>
<td>44%</td>
<td>68%</td>
<td>152</td>
</tr>
<tr>
<td>2012-2013</td>
<td>41%</td>
<td>74%</td>
<td>71%</td>
<td>148</td>
</tr>
</tbody>
</table>

*NEW GRANT CYCLE BEGAN IN 2006 - 2007 eligible to serve up to 160 participants
**NEW GRANT CYCLE BEGAN IN 2010 – 2015 eligible to serve up to 160 participants

Challenges in serving students in these populations vary per circumstance/participant. One particular challenge is to coordinate all on-campus and community resources for TRiO participants. While another challenge is the struggle of participants who are balancing many roles including: student, worker, parent, spouse, etc. Many students have limited amounts of time to attend workshops or other events offered by the program. Therefore, time management tends to present as a complex issue for students, particularly for those who are first-generation students with no prior college experience. As technology advances and the College has moved to “100% of Richland students” using technology, computer literacy and competency are other challenges. The continuous escalating prices of textbooks and transportation for student participants is often daunting, and the program does not support reimbursement for these costs. Nevertheless, students continue to require additional academic support and positive affirmation that the SSS/TRiO program provides.