Richland Community College
2019 Environmental Scan

Richland Community College
Board of Trustees
June 2019

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Introduction

One component of Richland Community College’s Strategic Plan process is to create an **Environmental Scan** as a snapshot of the District. The **Environmental Scan** continues the examination of the College and the Richland District conducted in five previous **Scans** (1996, 2003, 2007, 2010, and 2013) to understand the national, state, and local environment in which Richland exists and to provide a foundation for planning.

The 2019 **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 **External Scanning** Section includes research articles to inform educational, technical, and employment trends to consider in planning
5) The **Trends and Opportunities** Section summarizes key trends and challenges revealed in the **Scan**.

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. Information in the 2019 **Environmental Scan** is based on the College’s organizational structure and operations as of July 1, 2019. External and internal changes after that date are not reflected.

The following people contributed to the 2019 **Environmental Scan**:

- Sally Anselmo, Director, Database Systems
- Alex Berry, Director, Student Development
- Shannice Berry, Director, Student Enrollment
- Robin Bollhorst, Director, Human Resources
- Dr. Leanne Brooks, Director, Academic Success Center
- Jody Burtnett, Director, Financial Aid and Veterans Affairs
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- Greg Florian, Vice President, Finance and Administration
- Louise Greene, Director, Kitty Lindsay Learning Resource Center
- Andrew Hynds, Dean, Mathematics, Science, and Business Division
- Meredith Johnson-Palmer, Registrar
- Kona Jones, Director, Online Learning
- Lisa Manalisay, Transition Coordinator, Adult Education
- Julie Melton, Executive Director, Foundation
- Megan Moore, Controller
- John Oliver, Director, Workforce Development
- Jessica Pickel, Dean, Liberal Arts Division
- Dr. Clarice Thomas, Director, Career Services
- Teena Zindel-McWilliams, Director, Institutional and Academic Planning
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

Recent reports from the U.S. Census Bureau reveal that Macon County has experienced a population decline of 821 (0.8%) people from 2017 to 2018 and approximately 5% since 2019. Population losses also occurred in Christian County (0.1%), DeWitt County (0.1%), and Piatt County (0.1%). Illinois has lost population for the fifth year in a row. The 2020 census will impact the availability of Federal funding and the possible adjustment in the number of congressional seats. 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 evidence in preceding Environmental Scans.


Richland District Population

The Illinois Community College Board reports that the Richland District, which covers 1,114 square miles, has a population of 127,090 as of 2017. Of this number 102,104 people are 16 years or older. (ICCB District Census Data, 2018 (https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2018.pdf))

Decatur Public School District #61 is the largest school district with a population of 68,998 in 2017, a loss of 4,600 since 2008. Since 2008, five school districts have experienced population increases, one maintained population (a 15-person difference), and five districts decreased. The top 3 school districts account for nearly 75% of Richland’s population base.

Table E1 lists the 10 public school districts with their populations in 2008 and 2017, including the net percentage change in population from 2008 to 2017.

<table>
<thead>
<tr>
<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>68,998</td>
<td>-6.4</td>
</tr>
<tr>
<td>2.</td>
<td>Clinton (C#15)</td>
<td>12,020</td>
<td>12,035</td>
<td>-0.0</td>
</tr>
<tr>
<td>3.</td>
<td>Mt. Zion (MZ#3)</td>
<td>10,824</td>
<td>12,421</td>
<td>+14.7</td>
</tr>
<tr>
<td>4.</td>
<td>Warrensburg-Latham (WL#11)</td>
<td>6,314</td>
<td>7,278</td>
<td>+15.2</td>
</tr>
<tr>
<td>5.</td>
<td>Meridian (M#15)</td>
<td>5,975</td>
<td>6,497</td>
<td>+8.7</td>
</tr>
<tr>
<td>6.</td>
<td>Maroa-Forsyth (MF#2)</td>
<td>5,043</td>
<td>6,004</td>
<td>+19.0</td>
</tr>
<tr>
<td>7.</td>
<td>Central A&amp;M (A&amp;M#21)</td>
<td>4,816</td>
<td>4,792</td>
<td>-0.49</td>
</tr>
<tr>
<td>8.</td>
<td>Argenta-Oreana (AO#1)</td>
<td>3,860</td>
<td>4,149</td>
<td>+7.4</td>
</tr>
<tr>
<td>9.</td>
<td>Sangamon Valley (SV#9)</td>
<td>4,116</td>
<td>3,687</td>
<td>-10.4</td>
</tr>
<tr>
<td>10.</td>
<td>Cerro Gordo (CG#100)</td>
<td>3,291</td>
<td>3,072</td>
<td>-6.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>130,426</td>
<td>128,888</td>
<td></td>
</tr>
</tbody>
</table>


The Illinois State Board of Education recently released its report on kindergarten readiness, the 2018-2019 Kindergarten Individual Development Survey (KiDS). Kindergarten teachers use observation to collect information on “fourteen measures in three areas – social and emotional development, language and literacy, and math. . . . Children are able to demonstrate skills and abilities in a variety of ways” not just through paper/pencil testing. While skills of course are impacted by learning and development throughout the K-12 education years, they may ultimately impact student college readiness. Statewide results on 115,920 students in fall 2018 include the following:

- 26% demonstrated readiness in all three developmental areas
- 17% demonstrated readiness in two developmental areas
- 18% demonstrated readiness in one developmental area
- 39% did not demonstrate readiness in any developmental area

Source: “State Board Releases report on Kindergarten Readiness.”
https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1275

Race/Ethnicity

Table E2 provides the U.S., Illinois and Macon County population percentages by race/ethnicity for intervals between 2012 and 2017. Richland enrollment for 2017 Fall Semester (76.2% White) nearly matches the White population of Macon County (78.2%) overall. The evolving race/ethnic citizenship 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 16% of 2017 Fall Semester enrollment and Hispanic-identifying students account for 1.7%.
Changes in how the “Some Other/Two or More Races” population is measured make comparisons difficult.

**Table E2. Race/Ethnicity by Location and Percent of Population, 2012-2017.**

<table>
<thead>
<tr>
<th>Location/Year</th>
<th>% White</th>
<th>% Black/African American</th>
<th>% AIAN a</th>
<th>% Asian b</th>
<th>% Some Other/Two or More Races</th>
<th>% Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<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>U.S. 2015</td>
<td>73.6</td>
<td>12.6</td>
<td>0.8</td>
<td>5.1</td>
<td>7.7</td>
<td>17.1</td>
</tr>
<tr>
<td>U.S. 2017</td>
<td>73.0</td>
<td>12.6</td>
<td>0.8</td>
<td>5.4</td>
<td>7.9</td>
<td>17.6</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>IL 2015</td>
<td>72.3</td>
<td>14.3</td>
<td>0.2</td>
<td>5.0</td>
<td>8.0</td>
<td>16.5</td>
</tr>
<tr>
<td>IL 2017</td>
<td>71.9</td>
<td>14.3</td>
<td>0.2</td>
<td>5.2</td>
<td>8.4</td>
<td>16.8</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>
<tr>
<td>Macon County 2015</td>
<td>78.6</td>
<td>14.7</td>
<td>0.2</td>
<td>1.2</td>
<td>5.3</td>
<td>2.1</td>
</tr>
<tr>
<td>Macon County 2017</td>
<td>78.2</td>
<td>14.0</td>
<td>0.3</td>
<td>1.1</td>
<td>6.4</td>
<td>2.2</td>
</tr>
</tbody>
</table>

a American Indian and Alaska Native.
b Includes Asian, Native Hawaiian and Other Pacific Islander.

**Source:** U.S. Census Bureau, American Fact Finder: ACS Demographic and Housing Estimates, 2011-2015 ACS 5-Year Estimates

https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_17_5YR_DP05&prodType=table

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**Aging**

**Table E3** demonstrates the changing age demographic of Macon County compared 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>
<thead>
<tr>
<th>Location/Year</th>
<th>% Under 5</th>
<th>% 18 - older</th>
<th>% 65 - older</th>
<th>Median Age</th>
</tr>
</thead>
<tbody>
<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>U.S. 2015</td>
<td>6.3</td>
<td>76.7</td>
<td>14.1</td>
<td>37.8</td>
</tr>
<tr>
<td>U.S. 2017</td>
<td>6.2</td>
<td>77.1</td>
<td>14.9</td>
<td>38.0</td>
</tr>
<tr>
<td>IL 2012</td>
<td>6.3</td>
<td>76.2</td>
<td>13.2</td>
<td>37</td>
</tr>
<tr>
<td>IL 2015</td>
<td>6.0</td>
<td>76.9</td>
<td>15.1</td>
<td>37.6</td>
</tr>
<tr>
<td>IL 2017</td>
<td>6.0</td>
<td>77.3</td>
<td>15.1</td>
<td>38.0</td>
</tr>
<tr>
<td>Macon Co. 2012</td>
<td>6.2</td>
<td>77.5</td>
<td>17.0</td>
<td>40.5</td>
</tr>
<tr>
<td>Macon Co. 2015</td>
<td>6.0</td>
<td>78</td>
<td>18</td>
<td>40.9</td>
</tr>
<tr>
<td>Macon Co. 2017</td>
<td>6.0</td>
<td>78</td>
<td>19</td>
<td>41.1</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 E4 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>
<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. 2012</td>
<td>15.9</td>
<td>22.3</td>
<td>9.5</td>
</tr>
<tr>
<td>U.S. 2015</td>
<td>15.5</td>
<td>21.7</td>
<td>9.4</td>
</tr>
<tr>
<td>U.S. 2017</td>
<td>14.6</td>
<td>20.3</td>
<td>9.3</td>
</tr>
<tr>
<td>IL 2012</td>
<td>14.7</td>
<td>20.7</td>
<td>8.8</td>
</tr>
<tr>
<td>IL 2015</td>
<td>14.3</td>
<td>20.3</td>
<td>8.6</td>
</tr>
<tr>
<td>IL 2017</td>
<td>13.5</td>
<td>18.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Macon Co. 2012</td>
<td>23.3</td>
<td>39.3</td>
<td>4.9</td>
</tr>
<tr>
<td>Macon Co. 2015</td>
<td>18.4</td>
<td>28.4</td>
<td>7.0</td>
</tr>
<tr>
<td>Macon Co. 2017</td>
<td>25.8</td>
<td>25.8</td>
<td>7.9</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 Graph E1).


Graph E3. Decatur, IL Metropolitan Statistical Area Labor Force, January 2012-January 2019*  

*Not seasonally adjusted  
Source: U.S. Bureau of Labor Statistics, Databases, Tables, & Calculators by Subject  
https://data.bls.gov/pdq/SurveyOutputServlet

Unemployment

Graph E4 outlines unemployment data for the United States, State of Illinois, and Macon County for time periods between 2012 and 2018. Labor Force numbers are also outlined for both the State and Macon County. Unemployment rates have dropped from the 2009-2010 peak. This change could be a result of the declining available labor force and not an indication of employment opportunities.
Educational Attainment

Table E5 provides educational attainment data for the population 25 years of age and older. 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 E5. Highest Level of Educational Attainment for the Population 25 Years and Older by Location, 2010 and 2012, 2017.

<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>U.S. 2017</td>
<td>13.6</td>
<td>26.0</td>
<td>26.7</td>
<td>34.2</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>IL 2017</td>
<td>11.5</td>
<td>26.3</td>
<td>28.8</td>
<td>33.5</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>Macon County 2017</td>
<td>10.0</td>
<td>34.3</td>
<td>33.0</td>
<td>22.7</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>8.5a</td>
<td>43.3</td>
<td>31.1</td>
<td>17.1</td>
</tr>
<tr>
<td>DeWitt County 2017</td>
<td>8.3a</td>
<td>37.2</td>
<td>34.1</td>
<td>18.3</td>
</tr>
</tbody>
</table>

*aDeWitt 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;  
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 E6 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 E6. 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>

Public School Enrollment

Ten public school districts and one former school district are included in Richland District #537. Utilizing the Illinois State Board of Education’s *Fall Enrollment Counts*, enrollment data was collected in three categories: total K-12th grade enrollments, K-8th grade enrollments and 9th-12th grade enrollments. 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 E5* 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 E5*. Public School Districts' K-8th Grade Enrollments, 9th through 12th Grade Enrollments, and K-12 Enrollments, 2014-2019

![Graph showing enrollment trends](https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx)

*Source*: Illinois State Board of Education, Data Analysis, Fall Enrollment Counts [https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx](https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx) Retrieved June 2019.

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 2018, Decatur was named by Global Trade as a “top city to watch,” cities that deserve attention for their economic climate and the efforts that leaders and citizens are putting in to make their cities great places in which to live and do business.” Decatur was designated again in the “Top 25 Cities for Global Trade,” identified as the “25 metro areas that posted the largest export volume increase in 2017.” 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 E7 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 E7. Richland Land Area and Percent of Total Land Area by County.

<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>Total</td>
<td></td>
<td>1,213.23</td>
<td></td>
</tr>
</tbody>
</table>


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 2017 Equalized Assessed Valuation (EAV) for Fiscal Year 2019 for Richland’s District is $2.3 billion, an increase of 3.3% compared to Fiscal Year 2014. Of the total EAV in 2017, Macon County accounts for 69.7% of the total, followed by DeWitt County at 20.1%. Overall, 89.8% of the District’s tax base is located in Macon and DeWitt Counties.

As shown in **Graph E6**, the District had steady growth in EAV until 2013 and then decreased in 2014 and 2015. Currently the District’s EAV is remaining stable with little change.

**Graph E6.** Richland District Equalized Assessed Values.

![Graph E6](image)

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

**Public Infrastructure**

**Education**

As the largest K-12 school district in Richland’s district, Decatur Unit School District #61 continues to be a focus for partnerships. A new superintendent introduced a level of collaboration not experienced in several years. With renovation complete for both high schools, the District School Board is currently using the sales tax revenue to address current and future building needs based on the declining population. At the end of the project, the District will have only one junior high school, a larger Montessori program, and magnet grade schools and will have made significant programmatic changes. The opening of the Andreas Ag Academy, with an initial enrollment of almost 200 students, has offered a new emphasis on agriculture and
agribusiness careers. This new emphasis is actually permeating other K-12 Districts in the area, leading to a natural partnership with Richland and its new Agronomy program. The 2010 tax increase has also benefitted other Macon County schools, with new buildings, additions, and program changes.

**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 (IAI) 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. Information on articulation agreements and other initiatives is included later in the Scan.

Richland and Millikin University, the closest geographic partner, 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. Several Richland employees have taken advantage of the MBA program at Millikin.

**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 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.

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. A recently completed connection between Route 48 and Brush College Road is the first phase of the beltway. Additional planning, including identification of funds to upgrade bridges east of the College on Rea’s Bridge Road, is underway.

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, with only a
small section to complete from Assumption to Pana. 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. While, the lack of a state budget for two years halted progress, the current Governor has included infrastructure spending as a priority for his term in office.

A component of the Decatur Urbanized Area Transportation Study is the 2011-2014 Transportation Improvement Plan (TIP), which was amended with the FY 2018-2020 TIP Amendment #1. The TIP includes projects for Decatur and communities in Macon 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. Additional bus service is provided for the Farm Progress Show, held at Richland every two years.

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.

The Show Bus operates in Macon County to provide 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.

After a duration without taxi service, Decatur currently has two cab services operating 24 hours a day. These companies offer service to the College. In addition, since 2017 both Uber and Lyft services are available in the city.

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 four 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. This facility may increase employment opportunities for completers of the CDL program. https://www.midwestinlandport.com/overview/
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. Cape Air currently provides service to Chicago and St. Louis; ridership continues to be a challenge for any air service provider in Decatur. 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 continues to operate several Express Care facilities throughout Decatur and in other communities and has remodeled its campus footprint. In addition, in May 2019 DMH has reached an affiliation agreement with Springfield-based Memorial Health System, with four hospital partners. DMH is the third largest employer in Decatur and Macon County. St. Mary’s Hospital, a member of the Hospital Sisters Health Systems, continues to remodel and expand its main facility as well as its outreach with Health Care Centers throughout the region. 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. The Hospital has maintained its status as a Critical Access Hospital (CAH). Hospital services also include a Rural Health Center. With 150 employees, it is one of the major employers in DeWitt County.

Crossing Healthcare

As described on its website, “Crossing Healthcare is a federally qualified health center that provides primary outpatient medical care to Macon and surrounding Counties. Formerly known as Community Health Improvement Center (CHIC), the organization operates as a non-profit organization comprised of medical professionals who are driven to provide quality care and service to the community.”

Programs and services offered through Crossing Healthcare will be enhanced with the development of the Community Care Campus, a 27-acre site located near Wabash Crossing in central Decatur. The Campus will include new facilities funded through the Howard G. Buffett Foundation including transitional housing and a residential rehabilitation center, long-term housing, and an outpatient treatment center, along with Baby Talk and DMCOC to relocate in
Commercial Development

The Decatur City Council and the Macon County Board are implementing a plan to expand water availability in the County. The dredging project to remove silt from Lake Decatur will be completed at the end of 2019. 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, seven (7) Tax Increment Financing (TIF) Districts are located in Decatur, and Forsyth approved a TIF District in late 2017. Several businesses are located in the Decatur Macon County Enterprise Zone, an initiative managed by the Economic Development Corporation of Decatur and Macon County (EDC).

The EDC is a non-profit, public-private partnership responsible for non-retail business attraction, expansion, and retention efforts in Decatur and Macon County. The EDC has increased its visibility in the community through the City Limitless/Limitless Decatur & Macon County program. Limitless Decatur is designed to promote the community and the county through a variety of initiatives. Richland has ongoing representation on the EDC Board of Directors.

The City has also completed its 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 improved 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. This project is designed to increase pedestrian traffic, sales, and interest by retail businesses to locate or relocate downtown.

Throughout the city directional signage has been improved to showcase locations for visitors.

In Clinton, downtown redevelopment has also occurred, along with participation in the Looking for Lincoln regional project. Clinton has four (4) TIF Districts. The Nuclear Power Plant still supports the fiscal health of the City and County, although in 2017 the owner of the Plant began the investigation of a plant closure.

The Decatur Park District has also been instrumental in changing the image of Decatur. The Park District manages the Decatur Airport, nearly 10 miles of paved trails (designated as a Runner Friendly Community in 2017), and 2000 acres of park land, with 26 neighborhood parks and 20 community parks/nature areas. Significant changes have occurred at Scovill Zoo, which received Association of Zoos and Aquariums accreditation in September 2018, with the expansion of the Scovill Train to reach the Children’s Museum of Central Illinois. A Sculpture Park connects the Zoo and the Museum. In May 2019, the Devon Lakeshore Amphitheater
opened as a next step in the enhancement of the Decatur Lakefront. The Park District continues to seek partnership opportunities throughout the community. A significant part of the expansion of the Park District facilities has been the generosity of the Howard G. Buffett Foundation.

Retail

Nationally, “bricks and mortar” stores and shopping malls are facing challenges from online retailers, and Decatur and other communities in the District are no different. With the departure of chain retailers like Sears, JC Penney’s, and Bergner’s, the Forsyth Mall struggles to attract large companies. It was successful in securing Hobby Lobby to fill one open area, but that was a relocation from a building in Decatur.

Downtown Decatur continues to be a focal point for development, with small business owners finding appropriate locations for retail. A remodeled Central Park and the completion of the streetscape project add to the attractiveness of downtown.

The City of Decatur continues to address retail needs and to attract small and large businesses, such as Chipotle’s and an Ashley Furniture Store Outlet located in the closed K-Mart store on Decatur’s north side. The City and business leaders understand that to market Decatur and Macon County to business and industry, employers and employees must find places for shopping and entertainment, affordable housing, and education opportunities.

Residential Development

New homes continue to be constructed throughout the District, with new subdivisions in Mt. Zion, Forsyth, and Decatur. Using Federal funds, the Decatur Housing Authority constructed new homes in an established neighborhood on the west side of Decatur, but these homes are still for sale.

The City of Decatur is focusing on neighborhood revitalization, increasing funds to demolish uninhabitable homes and addressing how to manage current vacant lots. The City held a series of open sessions for interested citizens to offer suggestions; the departures of the City Manager and the Assistant City Manager slowed this project.

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.

Employers

Macon County’s Largest Employers

*Table E8* lists the 19 major employers in Macon County in 2019, as reported by the Economic Development Corporation of Decatur and Macon County. The Economic Development
Corporation, the City of Decatur, and the Greater Decatur Chamber of Commerce continuously collaborate to attract businesses and industries to the area.

As described on its website, the Midwest Inland Port “is a multi-modal transportation hub located in Decatur, Illinois, that delivers both domestic and international flexibility for companies through a well-positioned transportation corridor, connecting the Midwest to the East, West, and Gulf Coasts of North America.” [https://www.midwestinlandport.com/overview/](https://www.midwestinlandport.com/overview/)

**Table E8** Major Employers in Macon County in 2019

<table>
<thead>
<tr>
<th>Employer</th>
<th>Employees</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM</td>
<td>4159</td>
<td></td>
</tr>
<tr>
<td>Decatur Memorial Hospital</td>
<td>2141</td>
<td></td>
</tr>
<tr>
<td>Caterpillar</td>
<td>1985</td>
<td></td>
</tr>
<tr>
<td>Decatur Public Schools</td>
<td>1625</td>
<td></td>
</tr>
<tr>
<td>St. Mary’s Hospital</td>
<td>1025</td>
<td></td>
</tr>
<tr>
<td>Millikin University</td>
<td>615</td>
<td></td>
</tr>
<tr>
<td>Kelly Group</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Akorn Incorporated</td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>Tate and Lyle</td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>Ameren Illinois</td>
<td>561</td>
<td></td>
</tr>
<tr>
<td>Macon County</td>
<td>533</td>
<td>Sheriff’s office, health Dept., Highway Dept., County Clerk, and more</td>
</tr>
<tr>
<td>City of Decatur</td>
<td>506</td>
<td>Police, fire, public works, water service, and more</td>
</tr>
<tr>
<td>Norfolk Southern</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Mueller Corporation</td>
<td>481</td>
<td></td>
</tr>
<tr>
<td>Bodine Electric</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>A-Lert Construction Services</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>McLeod Express</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Fuyao Glass</td>
<td>186</td>
<td></td>
</tr>
<tr>
<td>T/CCI Manufacturing</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>


Employers such as ADM and Caterpillar are constantly seeking skilled workers from through the District. Company training programs have varied based on economic conditions, leadership, and other factors. Challenges in hiring employees stem from candidates with limited skills and training, limited soft skills, and who fail to pass employment drug tests.

**Technology**

Citizens of the Richland District, as well as employers and visitors, are faced with technology needs changes that impact their quality of life, employment, and social interaction. To meet these needs, the area must have the appropriate, adaptive technology infrastructure. 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. This project, which has resulted in the creation of a statewide fiber-optic network owned and maintained by the Illinois Century Network, provides 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 system for local cities, school districts, and
other organizations. These local entities are able to connect to the Richland POP site and take advantage of reduced-cost internet access services optimized for high-capacity information transfer. Additionally, unused fiber optic cabling is available for lease statewide, allowing local businesses to connect to other remote facilities inside Illinois. This partnership allows Decatur and the surrounding area to market itself more effectively to large businesses looking to establish facilities within the College District. The Richland Information Technology Department assists the Illinois Century Network by providing limited onsite support for the POP site equipment.

Section 2 – Internal Scan of Richland Community College

Richland Community College celebrated its 45th anniversary by continuing its goal to meet 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 July 1, 2019, 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. With the College’s nondiscrimination policy, the institution pledges 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. This statement was revised to reflect new categories in the Title IX legislation.

The 2017 Alliance for Innovation and Transformation (AFIT) Team directed an initiative to review the College’s Vision and Mission. Gathering input from employees and the Board of Trustees, the team presented and the Board approved in March 2019 a new Vision Statement that focuses on the District’s needs and momentum: to be the best and first choice for education.

At the same time, the Board of Trustees approved a new Mission: to empower individuals through learning and to forge partnerships that grow communities.

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.

The need for clear vision and mission statements is emphasized in the HLC’s Criteria for Accreditation (Criterion 1: Mission).

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, approving and enforcing College policies, and acting on financial recommendations from College administrators. The current Board has a combined 79 years of service to Richland Community College.

The Trustees meet the third Tuesday of every month in the main campus Board Room or at 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.”

Administrative Changes
Since the last Environmental Scan, significant organizational changes have occurred, beginning with the retirement of President Gayle Saunders (2002-2016). The Board of Trustees appointed Dr. Charles Novak as Interim President while a national search was conducted. In August 2016, Dr. Cristobal Valdez began his tenure as President. Over the next year, he conducted interviews with all full-time employees, examined division goals and responsibilities, reviewed financial history and the impact of a missing State budget, and the status of partnerships in the District. One of the first results of his information gathering was to initiate efforts to address budget issues. In spring 2017, the College developed and implemented a voluntary separation initiative for employees. With the departure of employees through official retirement, voluntary departure, and separation through divisional reorganization, Richland now has three general divisions: Finance and Administration, Academic Services, and Student Success. Each of these divisions has its own Vice President reporting directly to the President. In addition, the Director of Marketing and Public Information, the Chief Information Technology Officer, the Executive Director of the Richland Foundation, the Executive Director of Institution Effectiveness and Planning, the Commander of the Macon County Law Enforcement Training Center, and the Director of Community Relations and Essential Skills report to the President and are part of the President’s Cabinet.

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 reaffirmation 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 allowed colleges to self-assess and identify opportunities for comprehensive improvement.
In 2015, the HLC announced a shift in its accreditation program through the retirement of AQIP as an option. Richland is now a participant in the Standard Pathway, which utilizes many of the continuous improvement concepts of AQIP. **Table R1** includes recent reaffirmation activities as Richland completes its transition to the Standard Pathway.

**Table R1.** Recent Richland HLC Reaffirmation Activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy Forum</td>
<td>SP2010, SP2014</td>
<td>To receive AQIP training and establish Action Projects</td>
</tr>
<tr>
<td>Action Projects</td>
<td>Final Projects ended 2015</td>
<td>To examine opportunities for improvements within the institution through Continuous Improvement</td>
</tr>
<tr>
<td>Systems Portfolio</td>
<td>6/13, 6/18</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>3/14</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>

As a result of the 2018 *Systems Portfolio*, appraisers identified three areas for focused attention. Interim Reports are due in June 2020 on Assessment, Strategic Planning, and Retention. The Student Learning Outcomes Assessment Committee, the College Council, and the Retention Committee are leading the work to address these areas and create the Reports.

The next scheduled Reaffirmation of Accreditation will occur in 2021/2022 with an onsite visit.

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)
- National Council for State Authorization Reciprocity Agreements (NC-SARA) (Midwestern Higher Education Compact)

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

**Mathematics, Science, and Business**

- Automotive Technology Program—National Automotive Technicians Education Foundation (Automotive Service Excellence—ASE)

**Health Professions Division**

- EMT-Intermediate—Illinois Department of Public Health
- EMT-Paramedic—Illinois Department of Public Health
Governance
The Committee structure is undergoing review. This restructuring should be complete by fall 2019. The following information outlines the current structure and charges:

**College Council:** Oversees governance, policies and procedures, and general operations of Richland. This committee will complete its transition from the Institutional Effectiveness Group in January 2020.

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

**Student Learning Outcomes Assessment Committee (SLOA):** Oversees planning and implementation of Student and Institutional Outcomes Assessment. This committee was created as the result of the recommendations of CIP Team 2-14 to increase the emphasis on program and cross-disciplinary outcomes. 

http://www.learningoutcomesassessment.org/documents/ABfaculty.pdf

**Employee Appreciation, Relations, and Development Committee:** Oversees policies and procedures that relate to staff and faculty development training and activities. The Employee Appreciation Taskforce merged with the ERDC in spring 2016).

Three additional groups address special issues:
- The **Retention Committee** focuses on student retention and persistence. This Committee was created as two work groups in 2017, merged in 2018, and reformed in 2019.
- The **Diversity Committee** focuses on diversity issues including employment, minority internships, and campus climate.
- 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 comprised of key stakeholders from around the College. The Peer Review Team examines syllabi and related teaching strategies of faculty teaching online courses.
Accountability

Richland continues 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) Although work on a Balanced Scorecard halted during the reorganization, since fall 2018 a team assigned by the President has revitalized the work to display publically general areas of interest using Tableau software.

2) Richland utilizes ARGOS, a data system that interfaces with JENZABAR, to create reports including data submitted to ICCB, IPEDS, and others. These reports are designed so that stakeholders can replicate the reports over time and reduce the number of duplicative requests to Administrative Information Systems (AIS) staff.

3) The Institutional Researcher position was vacant between summer 2016 and June 2019 when an interim Institutional Researcher was employed. Staff have relied on Argos reports for collection of data.

4) Richland has resumed its participation in the Benchmark Project, currently including over 210 community colleges nationwide. The College submits data each spring; reports are issued in the fall and offer benchmark data for peer institutions. In 2019, Richland joined the Cost & Productivity Project, also managed by the Benchmark Project. The benefits of these projects are the ability to access data from peer institutions for comparisons and consistent presentation of information to set reasonable targets.

5) In 2018 Richland implemented a Program/Discipline Viability process for programs and disciplines. Deans and faculty for each program and discipline review commonly identified data and compare to a rubric to measure success and challenges. The President then makes decisions on program/discipline changes based on information reported.

6) The Illinois Community College Board requires a regular Program Review for programs and services following a five-year schedule. Deans, Faculty, and stakeholders utilize a template provided by the ICCB to address key areas of need, cost, and quality. The internal process was adjusted through the work of a Continuous Improvement Process Team in 2015, and the ICCB significantly revised the Program Review template in 2017.

7) Every two years Richland administers the Noel Levitz Student Satisfaction Survey, with results used by Student Success to determine areas of strengths and opportunities.

8) In 2017, Richland contracted with Partners in Leadership for a three-year project on Accountability and Key Results. This initiative is described elsewhere in the Scan.

Committees, work teams, 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.

Human Resources

Richland Community College employs approximately 283 full-time and part-time professionals who provide the academic, financial, and support services required to meet the needs of our students and community partners. 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.

Faculty and Staff

Full-time Richland employees currently number approximately 159. As shown in Graph R1, the number of full-time employees has declined from the total of 199 in fall 2014.


Note: Faculty shows full-time Faculty. 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 124 part-time associates. The trend reflects a decline in the number of adjunct instructors, shown in Graph R2.


Source: ICCB C1 Data.
Gender and Ethnic Populations

Women make up approximately 59% of the Richland employment population. Distribution by category of full-time and part-time employees is shown below in Graph R3.

**Graph R3** Richland Employment Gender and Ethnic Populations, Fall 2018.

Source: ICCB C1 Records.

Ethnic distribution of faculty and staff is shown in **Graph R4**.
Graph R4. Ethnic Distribution of Faculty and Staff, Fall 2014-Fall 2018.

Education

The information in Table R1 presents the highest education level attained by Faculty and Staff category. Forty four of 59 faculty members have earned a degree at the master’s level or above. Thirty five of 37 Administration personnel possess a Bachelor’s degree or above.

Table R1 Education Attainment for Employees, Fall 2018.

<table>
<thead>
<tr>
<th></th>
<th>Academic Support</th>
<th>Administrative</th>
<th>Clerical</th>
<th>Custodial / Maintenance</th>
<th>Faculty</th>
<th>Other</th>
<th>Professional / Technical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Bachelor</td>
<td>4</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>3</td>
<td>15</td>
<td>6</td>
<td>3</td>
<td>38</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>15</td>
<td></td>
<td>3</td>
<td>38</td>
<td>5</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>37</td>
<td>24</td>
<td>5</td>
<td>59</td>
<td>2</td>
<td>23</td>
<td>159</td>
</tr>
</tbody>
</table>

Source: ICCB C1 Record.

Applicant Data

Richland Community College 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 30% to 45% over the past five years. The 2018 response rate was 32%.

**Graph R5** Application Data for Minority and Female Applicants 2014-2018.

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**Employment**

Richland Community College Human Resources Department leads and coordinates the hiring and re-hiring process for approximately 75-100 positions annually. **Graph R6** shows the hiring activity for all full-time and part-time positions that are tracked annually.

**Graph R6** Hiring Activity, 2014-2018.
Professional Development

Richland Community College offers and supports a variety of professional development opportunities for faculty and staff.

Professional development discussions are woven into the Performance Evaluation process for full-time faculty. Faculty evaluations include a Professional Growth category, where the Dean and instructor highlight jointly developed professional development goals.

The performance appraisal process for full-time staff (non-faculty) also includes a step for supervisors and employees to discuss and agree on annual professional development goals. In addition to the support of off-site trainings and conferences, informational sessions, and professional association gatherings, Richland continues to use webinar technology to keep current with changes in the various disciplines. During 2019 the College has implemented online trainings with SafeColleges, with modules integrated into the Leadership/Supervisor Training Program described below.

The development goals identified through the Performance Appraisal process for full-time faculty and staff in some cases can be achieved through funding from a variety of sources:

- budget allocations for professional development.
- online training.
- Schwandt-Albert Professional Developmental Fund, administered through the Richland Foundation, can provide up to $2500 in funding resources for approved training and development goals. For 2014-2018, a total of 57 employees used funds to travel to conferences or to develop innovative classroom activities.
- 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.

With the recent implementation of a comprehensive leadership training for all employees, Richland is offering two tracks, one for all employees and one for those in supervisor roles. Trainings are both online (via SafeColleges) and in person. The College plans to provide the training on an annual basis to serve as refreshers for important topics such as FERPA, Title IX, and Campus Safety and Security. Employees attend training sessions and then complete a training evaluation form to assess whether the sessions were effective and to provide an opportunity for employees to suggest improvements or additional training sessions. A training track has also been developed for adjunct faculty, with mandatory Safe Colleges units required prior to the beginning of a semester. Examples of recent or upcoming offerings are shown in Table R2.

Table R2. Examples of Training Offerings in 2019.

<table>
<thead>
<tr>
<th>Office Technology</th>
<th>Compliance Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Systems Overview</td>
<td>Campus Safety and Security; Active Shooter</td>
</tr>
<tr>
<td>Tips and Tricks in Outlook</td>
<td>FERPA Student Protections</td>
</tr>
<tr>
<td>How to Use a Smart Tech Classroom</td>
<td>Preventing Harassment in the Workplace</td>
</tr>
<tr>
<td>Navigating the Shared Drive</td>
<td>Title IX</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Workplace Ethics</td>
</tr>
<tr>
<td>Motivating Yourself and Others</td>
<td>Job Skills</td>
</tr>
<tr>
<td>Promotion from Co-worker to Supervisor</td>
<td>Budget Series: Travel/Online and Visa Requests</td>
</tr>
<tr>
<td></td>
<td>How to Request Funds from the Foundation</td>
</tr>
</tbody>
</table>

Source: Office of Human Resources.
Employee Wellness

Each semester, a new wellness competition is introduced to motivate employees to become more physically active and eat healthier. In 2018, College-wide wellness initiatives were amped up to increase the health and well-being of employees and to reduce overall healthcare expenses to the College. In the winter of 2018, a new challenge, “Aim to Maintain,” was introduced to try to combat weight gain during the holiday season. Twenty-four (24) participants enrolled in this challenge. In March 2019, employees were invited to participate in the “Route 66 Team Walking Challenge,” with teams of 5 or 6 worked collaboratively to amass steps to reach California. Additional initiatives have included re-occurring wellness competitions, various health information sessions, a weekly walking group bi-annual benefits fair, an annual flu shot clinic, a designated Spring into Fitness event for employees and students, and a Health Fair for students and employees.

Employee benefit fairs occur twice a year, typically one in the fall and one in the winter, to explain available community resources and College-provided benefits such as health/dental plans, Leadwell (a wellness clinic dedicated to providing care to Richland-insured employees), EAP, SURS, and life and LTD insurance.

Various health information sessions are offered throughout the year. Recent examples of these include Join the Journey with the second place Biggest Loser Sonya Jones discussing her weight loss journey. In addition to offering information sessions, the College has offered sample fitness classes during the Spring into Fitness event, including Zumba and CardioJam.

Local businesses and agencies that support the Spring into Fitness event set up tables and share information with students and employees. In addition, the Fitness Center staff is also present to answer any questions about weight loss, exercise plans, and other Fitness Center services. An opportunity for the future will be to continue to hold events like Spring into Fitness and increase attendance.

Under-represented Groups

Employment data, including minority employment statistics, are compiled for the Illinois Community College Board each year. Data from June 2018 compiled for the ICCB March 2019 report are shown in Tables R3 & R4. 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 13.4% and the general population of Hispanic residents over age 16 is 1.8%. These figures are as of 2017.


<table>
<thead>
<tr>
<th>Faculty/Admin</th>
<th>Adjunct Faculty</th>
<th>Tech</th>
<th>Professional</th>
<th>Office/Clerical</th>
<th>Food Service</th>
<th>Service/ Mntce</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afr Am</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total Emp</td>
<td>95</td>
<td>86</td>
<td>0</td>
<td>42</td>
<td>31</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

Table R4. Richland Hispanic Employment, 2017.

<table>
<thead>
<tr>
<th>Faculty/Admin</th>
<th>Adjunct Faculty</th>
<th>Tech</th>
<th>Professional</th>
<th>Office/Clerical</th>
<th>Food Service</th>
<th>Service/ Mntce</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Total Emp</td>
<td>95</td>
<td>86</td>
<td>0</td>
<td>42</td>
<td>31</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
Data from the report shows the following representations:

- African American Percent: 8.1%
- Hispanic Percent: 3.2%

Using these ICCB comparators, Richland shows African American underutilization in the Professional, Office and Clerical, and Service/Maintenance categories. Richland shows Hispanic underutilization in the Faculty and Administrative, Professional Staff, and Service/Maintenance categories.

Identifying a group as under-represented 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 Compease consultants to administer pay plans for non-faculty employees. To help ensure internal equity, Richland uses a Point Factor job evaluation system, using ten work dimensions found in every job. This system is applied to the administrative jobs at the College to help ensure sound internal comparisons. To help ensure external competitiveness, the consultants applied their extensive regional and national wage and salary database to the Richland pay structure.

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 and currently is at 89.2%. Competitiveness relative to market rates has improved slightly since the implementation of the Compease system.

Partners in Leadership

The concepts of accountability, trust, and feedback had been identified in Employee Engagement Surveys as opportunities for improvement. The decision was made to “initiate a college-wide effort to shape culture, introduce accountability, and enhance empowerment,” as described in an introductory e-mail sent by the President on July 19, 2017, through the work of Partners in Leadership. College employees had been introduced to Partners in Leadership through the Continuous Quality Improvement Network (CQIN) 2012 Summer Institute, also attended by the President with another community college.

In October 2017 the first group, including members of the Institutional Effectiveness Group and other leaders, completed a day-long training. This training led to the identification of three Key Results—Trust, Grow, and Thrive—and benchmarks for these Key Results to be able to identify strategies for improvement. Participants are directed to complete a series of steps toward certification. After positive feedback from the first cohort, four employees were trained to serve as in-house trainers and coordinators for future training and activities. Richland has contracted with Partners in Leadership through fall 2020 for access to training materials.
Since the first cohort, an additional five four cohorts have been held. *Graph R7* shows the training rates for Partners in Leadership.

**Graph R7** Partners in Leadership Cohorts, October 2017 through July 2019.

![Graph R7 Partners in Leadership Cohorts, October 2017 through July 2019.](image)


Note: Cohort 6 completed the training in late July; no cohort participants have completed certification.

**Infrastructure & Facilities**

**Main Campus**

Richland Community College’s main campus, located at One College Park, Decatur, is comprised of several facilities. *Table R5* shows Assigned acreage, or the land on which the College sits. The Richland Foundation owns 40 acres adjacent to existing College property.

**Table R5.** Assigned Acreage, Richland Community College Main Campus, 2017.

<table>
<thead>
<tr>
<th>ASSIGNED ACREAGE</th>
<th>AY2013</th>
<th>AY2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Grounds</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Parking</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Athletic Fields</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Building and Attached Structures</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Other Instructional Areas</td>
<td>47</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: Argos, Tables/ICCB/Facilities Room (R3); ICCB, Data and Characteristics Report.*

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>AY13 GROSS SQ/FT</th>
<th>FY19 GROSS SQ/FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus Building</td>
<td>157,861</td>
<td>167,425</td>
</tr>
<tr>
<td>Shilling Center</td>
<td>44,607</td>
<td>51,707</td>
</tr>
<tr>
<td>Agricultural/Maintenance</td>
<td>12,876</td>
<td>13,862</td>
</tr>
<tr>
<td>Schrodt 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>15,531</td>
<td>16,184</td>
</tr>
<tr>
<td>Soil and Water Building</td>
<td>7,815</td>
<td>7,815</td>
</tr>
<tr>
<td>Workforce Development Institute</td>
<td>--</td>
<td>47,772</td>
</tr>
<tr>
<td><strong>Total Square Feet</strong></td>
<td>317,532</td>
<td>387,002</td>
</tr>
</tbody>
</table>

1 Includes Fitness/Childhood Education Addition
2 Includes 576 sq. ft. storage
3 Includes 900 sq. ft. storage
4 Not in assignable Table
5 Includes the Culinary Arts Institute addition.
6 Includes the Student Success Center and the Adele P. Glenn Child Development Center.

Source: Argos. Tables. Facilities Room (R3).Dashboard.

Table R7 shows assignable square footage in the positioning of classrooms, instructional spaces, and offices. The construction of the Workforce Development Institute and the National Sequestration Education Center increased assignable square footage from the previous Environmental Scan.

Table R7. Assignable Square Footage, College Buildings.

<table>
<thead>
<tr>
<th>SPACE</th>
<th>2013</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>43,544</td>
<td>47,024</td>
</tr>
<tr>
<td>Laboratories</td>
<td>44,406</td>
<td>66,739</td>
</tr>
<tr>
<td>Office</td>
<td>32,432</td>
<td>44,496</td>
</tr>
<tr>
<td>Study</td>
<td>14,481</td>
<td>15,885</td>
</tr>
<tr>
<td>Special Use</td>
<td>18,493</td>
<td>15,748</td>
</tr>
<tr>
<td>General Use</td>
<td>41,543</td>
<td>44,106</td>
</tr>
<tr>
<td>Supporting Facilities</td>
<td>27,412</td>
<td>15,391</td>
</tr>
<tr>
<td><strong>Total Assignable Square Footage:</strong></td>
<td>222,311</td>
<td>249,389</td>
</tr>
</tbody>
</table>

Source: Argos. Tables. Facility.

1 Includes Fitness/Childhood Education Addition
2 Includes 576 sq. ft. storage
3 Includes 900 sq. ft. storage
4 Not in assignable Table
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.

Although the Macon County Law Enforcement Training Center located U.S. 51 South is not owned by Richland Community College, the College provides services including custodians, food service, maintenance, and exterior care.

**Brush College LLC and Progress City USA**

In September 2004, Decatur was designated as the semi-permanent home of the Farm Progress Show. The Farm Progress Show is the nation’s largest farm show and held on alternate years between Boone, Iowa, and a 300-acre site adjacent to the Richland main campus. The Show annually hosts 600 exhibitors displaying the latest technology and trends in the agriculture industry with over 150,000 attendees during the 3-day event. The event draws attendees from around the world and manufacturers and supplies from North America.

Progress City USA is a multi-purpose facility providing the community and College with social, economic, and sustainable development benefits through numerous events. The fenced-in 90 acres of the site provides the infrastructure necessary for an all-weather exhibit field including permanent streets, restrooms, and electrical power. To showcase their products at the Show, many exhibitors have constructed semi-permanent buildings, available to the College for other activities during the non-show years. This includes a wide range of activities from music festivals to automobile sales events to educational training activities to police tactical training. This unique community asset is supported by the College through its Brush College Limited Liability Company.

On August 27-29, 2019, the Farm Progress Company will hold its 66th annual event on the Richland Community College campus.

**Off-Campus Facilities**

College credit and non-credit classes are conducted at various community sites throughout the District. Several adult education courses meet off campus in locations throughout the District. After several years of declining use, the *Fairview Park Plaza Center* was closed in November 2018.

**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.

Currently, the Clinton Higher Education Center (CHEC) offers a variety of general education courses in the dual credit modality in partnership with Clinton High School. While some courses are offered at CHEC, the Extension Site Coordinator and the Director of Enrollment
Management have identified areas of opportunity. They are working and will continue to work diligently to increase facility usage and visibility from the Clinton and local communities.

Financial Profile

Tuition and Fees

Tuition has increased from $74.00 in 2009 to $133.00 in 2019, representing a 79.7% increase over the 10-year period (Graph R8). On an annual basis, tuition has averaged 6% increase per year. Richland charges fees in addition to tuition. The Academic and Technology Fee includes the use of College computers and technology services, participation in student activities (student clubs and organizations, entertainment, and events), and use of the College’s fitness center. The Academic/Technology fee has increased from $4.50 in 2009 to $12.00 in 2019. 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.


Expenditures

The General Fund consists of the Education Fund and the Operations & Maintenance Fund. These funds are used to account for all revenues and expenditures related to the educational and operational functions of the College. Graph R9 shows a breakdown of general fund expenditures by object.
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 support occupational program students.

Graph R10 provides Richland grant revenue from FY10 through FY19. As shown, grant revenue has increased from 2014. In fiscal year 2019, Richland was the recipient of a new State of Illinois Workforce Development Grant of $1.5 million. Over the 10-year period, Richland has received $14.4 million in grants.
Graph R10. Richland Grant Revenue for Fiscal Years 2010-2019.

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

Information Technology (IT)

In 2017, a new Chief Information Technology Officer position was created, and the Technical Services and Administrative Information Systems groups were brought together into a common Information Technology (IT) group. Previously, the Technical Services group was part of Operations and Technical Services. The IT group is responsible for the implementation and management of all computing and audio-visual hardware and software throughout the College. The Chief IT Officer is responsible for defining Richland’s overall strategic technology roadmap and for working with all College personnel to ensure that technological solutions are available to meet the academic and business needs of the institution. Specific IT strategies and actionable items are listed in the College’s 2019-2022 multi-year Information Technology Master Plan.

Technical Services

The Technical Services group is responsible for the network infrastructure comprised of approximately 480 devices. Staff provide hardware and desktop software maintenance and support for 1,550 end-user computers used for student instruction and staff. Since 2017, Technical Services has made several upgrades to College systems:

- Replacement of 30% of classroom audio visual systems
- Replacement of over 20% of campus classroom and office computers, as the College shifts to a seven-year refresh cycle.
- Replacement of all main campus wireless infrastructure to support the evolving wireless technologies.
- Upgrade and replacement of the core network infrastructure with load-balanced systems to provide increased performance, stability, and redundancy.

In addition to regular maintenance and upgrade tasks, Technical Services provides support for the Richland website, Canvas Learning Management System, and projects such as the implementation of the Carroll Center for Innovative Learning classroom technology.
Computer Availability Provided by Richland

On campus, students may use one of 126 computers located in the Learning Resources Center, the Academic Success Center, and Open Computer Labs in campus and satellite locations. Wi-fi access throughout campus allows students who bring personal devices to access information without using a campus computer.


<table>
<thead>
<tr>
<th>Location</th>
<th># of Computers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success Center</td>
<td>6</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>LRC Public Laptops</td>
<td>2</td>
</tr>
<tr>
<td>LRC Public Terminals</td>
<td>24</td>
</tr>
<tr>
<td>N132 Career Center</td>
<td>3</td>
</tr>
<tr>
<td>E156 Engineering Open Lab</td>
<td>16</td>
</tr>
<tr>
<td>Project Read Plus Public Terminals</td>
<td>8</td>
</tr>
<tr>
<td>S163 Health Professions &quot;Bubble&quot;</td>
<td>10</td>
</tr>
<tr>
<td>TRIO Lab/laptops</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

Source: Richland Community College Technical Services Staff.

Administrative Information Systems

The Administrative Information Systems (AIS) group supports the Jenzabar enterprise resource planning system (ERP) and myRichland, the College’s intranet site utilized by students, faculty, and staff. The Jenzabar system includes a common database that support Academic Records, Student Financials, Financial Aid, Finance, Human Resources and Payroll functions. The database stores data as far back as 1987. AIS also supports FEITH (implemented in 2008), an online document management system, and SecureCheck (implemented in 2006), check printing software for accounts payable and payroll checks.

The AIS team is responsible for internal and external institutional reporting such as the Voluntary Framework for Accountability, ICCB, IPEDS, National Community College Benchmark Project, and IRS reporting. Additionally, AIS supports data imports and exports with 3rd party entities, such as Bank Mobile, Follett’s Bookstore, Richland Thrive (Hobson’s Starfish) and Blackbaud Raiser’s Edge. AIS uses a reporting writing tool called Argos (purchased in 2012) to provide most of the College’s data reporting and import/export needs.

Facilities (formerly Operations and Technical Services)

In 2017, the Technical Services group, from the department previously known as Operations and Technical Services, was moved to a newly established Information Technology (IT) group. Operations was renamed Facilities. The Facilities group supports the physical infrastructure and purchase ordering and receiving needs of the College. The functional areas in this department are Operations and Maintenance and Central Receiving and Supplies.
Operations and Maintenance

All but one of the operations and maintenance staff retired in mid-2017. A reduced number of full-time staff members were hired and are supplemented by part-time seasonal staff. The Operations and Maintenance group is responsible for the physical infrastructure including regular maintenance tasks for all campus facilities. They handle remodeling and outfitting of some campus spaces. This group provides coordination or may serve as Richland’s interface for major projects such as the North Wing construction project and the remodeling project for the Carroll Center. Janitorial and custodial services are provided through a contract with Jan Master. The contract ends in fall 2019, so bidding will occur at that time.

Central Receiving and Supplies

The Central Receiving and Supplies group is responsible for ordering and receiving materials and supplies for the institution. Richland uses an online requisition system along with document management and workflow to ensure adherence to purchasing policy. The workflow routes purchase requisitions following final approval to the Central and Receiving group for ordering and receiving.

Department of Public Safety (formerly Campus Safety and Security)

In September 2018, the office of Campus Safety and Security was transformed to the Department of Public Safety. Prior to September 2018, Richland utilized contract security officers only. Under the new model, the campus is served during day hours by uniformed/sworn police officers and a Chief of Public Safety. Currently, the RCCPD has one marked police vehicle that is used for service and protection. The City of Decatur’s Police Department has concurrent jurisdiction for the Richland campus, and the two departments cooperate fully with each other.

After hours, the campus is served by uniformed contract security officers. One marked security vehicle is used to provide security services. Currently, the security contract is held by Per-Mar Security.

The Department of Public Safety adheres to and implements all guidelines and requirements set forth by both federal and state governing bodies. Examples of these 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 surveillance system is maintained with cameras at the main campus facilities as well as the Clinton facility so that the security/police officers can be more effective in monitoring activities in and around these facilities. Emergency (or blue light) call boxes are also located on the main campus.

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 Department of Public Safety continue to evolve as State and Federal regulations change and campus facilities expand.

Marketing and Creative Department

The overarching charge of the Marketing and Creative Department is to develop and cultivate positive awareness of Richland Community College externally, while upholding the branding
standards outlined in the College’s Style Guide (which can be found on its website). External communications are vital to the advancement of the positive reputation of the institution. Richland has an extensive portfolio of offerings available to diverse populations within an eight-county 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.

The advancement of Richland’s positive image externally is realized through proactive engagement on social media, the College website, three local television stations, two local radio groups that manage 12 individual stations, and one daily and six weekly newspapers, as well as two local print publications. This work includes the coordination of an average of three monthly radio Spotlights on Education and one monthly Culinary Arts Institute morning cooking television segment on WAND-TV.

As the power of social media continues to grow, so does Richland’s presence in this area. Richland’s official social media platforms include Facebook, LinkedIn, Instagram, YouTube, Snapchat, and Twitter. The Marketing and Creative Department monitors and creates content for 23 Facebook pages in addition to the official College page. These pages include student clubs and organizations, department and academic pages, and the Culinary Institute pages for the College’s restaurant and coffeehouse. In addition, Richland also has partnerships with Project Read Plus and The Macon County Law Enforcement Training Center, requiring that the department maintain and create content for those Facebook pages as well. All other social media platforms include a single account for the College. To support these platforms the College has adopted a policy to govern the use of these platforms. Policy 5.17, Official College Sponsored Social Media, was adopted by the Board of Trustees in 2012. The procedures to support this policy can be found on the College’s Marketing web page in the Usage and Style Guide.

The Department is expressly tasked with the responsibility of marketing and College branding, which includes all publications and activities of the College; therefore, all printed publications, advertising, electronic media, and press releases are developed and printed in coordination with the Marketing and Creative Department. In order to accomplish these assignments, the Marketing and Creative Department staff includes the Marketing and Public Relations Director, two full-time graphic specialists and one part-time assistant.

The Marketing and Creative Department has experienced significant staff reduction since 2017 and is currently in its second year of responsibility for the College’s color printing needs, due to the closure of the College’s Duplication Center. During the transition, the department adopted a new process for submitting and managing the over 500 marketing requests that come from both internal and external sources, such as Project Read Plus, Progress City USA, and The Macon County Law Enforcement Center. By working with the Chief Information Technology Officer, the Office was able to implement Microsoft Forms and Trello to assist in the tracking of project deadlines and the time required to complete projects. The Marketing Director ensures that each submitted project aligns with the College’s Strategic Plan by working with the requestor to identify the area of the Strategic Plan that aligns with the request.

In addition, the Department is working with an outside firm to facilitate and direct a complete redesign of the College’s website. All content and digital media input for the new website is the responsibility of the Marketing and Creative Department. The new website is expected to go live in fall 2019.
The Marketing and Creative Department faces distinctive challenges on a limited budget. The College’s brand must be consistent, and the Department works diligently with other offices to maintain this consistency. Messages must be tailored to individual target markets and conveyed regularly to both current and prospective 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.

Richland Foundation
The Richland Community College Foundation was created in February 1980 by the Richland Board of Trustees who realized that private monies could do what public funds could not. They saw a need to seek and invest gifts that were designated for scholarships and other needs the College might have as it grew into a larger institution.

In 1986, the Foundation became a leader in the state when board members and volunteers raised an initial $2 million through charitable gifts. Today, the Foundation manages over $17,500,000 in assets.

In 2007, the Foundation launched a major gift campaign known as “Investing in Our Future” to raise funds for the future of Richland Community College. During the campaign, the Foundation received a $6.8 million bequest from the estate of long-time supporters Walter and Alice Scherer of Decatur. This contribution is the largest given by an individual to an Illinois Community College. Because of this gift and the generosity of the community, the campaign exceeded its goal of $17 million in 2010, well ahead of schedule.

Along with the “Investing in Our Future” Campaign, the Richland Foundation has led several capital campaigns that helped complete additions on the College's campus. These buildings include the Schodrt Health Education Center, the Industrial Technology Center, the Dwayne O. Andreas Agribusiness Education Center, the Center for Sustainability and Innovation, and the Carroll Center for Innovative Learning, which opened in January 2018.

Each year the Foundation awards scholarships to over 500 students attending Richland Community College. Several endowed scholarships also provide funds for transfer students to complete degrees at four-year state institutions in the State of Illinois.

In addition to scholarships, the Foundation provides funding support for
- The Richland Fund for Student Success – funding to support programs and services that are critical to student success, such as awarding scholarships, upgrading technology, providing faculty and program support, and creating student leadership experiences.
- Scholarships and Awards in accordance with donor intent and institutional need.
- Special Projects as identified by the College and approved by the Foundation.

In FY18, the Foundation received $1,386,401 in donations including restricted gifts for scholarships, capital projects, and programs. The Foundation has assets totaling nearly $17.5 million. In FY19, the Foundation awarded scholarships totaling $857,000 from 116 funds.

In October 2018, the Foundation coordinated the establishment of The Pantry at Richland, an extension of the Good Samaritan Inn. The Pantry provides a readily accessible source of food assistance to low-income students and their family, free of charge, on an ongoing basis. In FY19, The Pantry served an average of 26 families per week.
Graph R11 Richland Foundation Funding, FY14 through FY18.
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 and fees. The State reimbursement has declined, and for two budget cycles the State had no budget for reimbursement. As outlined elsewhere in the Environmental Scan, Richland has adjusted budget strategies to base its budget on the assumption of no State funds. As such, trends in enrollment are important to analyze.

Graph TL1 provides 10th-day student credit-hour enrollment from 2014 Fall Semester through 2018 Fall Semester. The 7% decline in fall enrollment mirrors the general enrollment in community colleges across the state. It also correlates to the increase in employment in the District; traditionally, when employment increases, College enrollment decreases. Monitoring local employment and layoff projections can assist the College in determining innovative ways to attract the underemployed and unemployed.

Graph TL1. Richland Student Enrollment by Number of Credit Hours, Fall 2014 - Fall 2018.
**Source:** Argos, Balanced Scorecard Enrollment

**Graph T2** illustrates annual enrollment of unduplicated students from 2015 through 2019. Finally in FY19 Richland experienced a leveling of enrollment, with a decline of only 10 students.

**Graph T2 Enrollment Trends** Unduplicated number of students enrolled in credit courses based on 10th day data (A1) Annual

**Source:** Argos, Balanced Scorecard Enrollment Trends (ICCB A1 Annual Enrollment Report).

**Source:** Argos, Balanced Scorecard Enrollment Trends (ICCB E1).
Graph TL3 Enrollment by Gender, FY15 – FY19.

Source: Argos, Balanced Scorecard Enrollment Trends (ICCB E1).

Dual Credit

The dual credit program allows high school students to take college-level classes for college and high school credit at the same time. 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 fourteen 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 Degree.
- **Self-directed**—students attend Richland during high school hours or after school. The instructor is a Richland faculty member.
- **At 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 who follows the course structure and syllabus designed by Richland.
- **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 who follows the Richland syllabus and class structure. Classes are part of an Associate in Applied Science Degree.

Dual credit classes can enhance and extend the high school curriculum and avoid duplication in coursework for students transitioning from high school to college. Courses are taught at different locations, but the course content, quality, and academic rigor are the same as those 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.

All of the Heartland Technical Academy classes are offered at the Richland campus. Students who attend the Heartland Technical Academy are from 14 feeder schools in the Richland District, as well as several high schools not in the Richland District that bus students to the Heartland Technical Academy.

Dual credit course offerings have changed based on demand for new content and the availability of new programs at Richland. Dual credit has also brought more educational opportunities to area high school students. *Graph TL4* represents the number of dual credit hours generated from FY14 through FY18. In June 2015 the Higher Learning Commission made revisions to its Criteria for Accreditation and Assumed Practices, which impacted many dual credit programs, especially those in rural areas. The revisions addressed the minimum qualifications of dual credit instructors. This change could have affected the number of qualified teachers in the Richland service area who had the necessary credentials to teach dual credit and resulted in a decrease in the number of courses offered and supplementary the number of enrollees.

**Graph TL4. Number of Credit Hours Generated by Dual Credit, FY14-FY18.**

![Graph TL4](image)

*Source: ICCB S3 Records.*
Table TL1 shows graduation information from District high schools and subsequent enrollment at Richland. The steady enrollment decline matches overall enrollment decline.

<table>
<thead>
<tr>
<th>High School</th>
<th>2016 Graduates</th>
<th>RCC Enroll*</th>
<th>2017 Graduates</th>
<th>RCC Enroll*</th>
<th>2018 Graduates</th>
<th>RCC Enroll*</th>
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</thead>
<tbody>
<tr>
<td>Argenta-Oreana</td>
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<td>19</td>
<td>64</td>
<td>18</td>
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<td></td>
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<td>(39%)</td>
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<td>(28%)</td>
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<td>(28%)</td>
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<td>Central A&amp;M</td>
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</tr>
<tr>
<td>Cerro Gordo</td>
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<td>(30%)</td>
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<td>Clinton</td>
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<td>118</td>
<td>9</td>
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<tr>
<td>Eisenhower</td>
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<td>(17%)</td>
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<td>Lutheran School Association</td>
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<td>46</td>
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<td></td>
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<td>(39%)</td>
<td></td>
<td>(30%)</td>
<td></td>
<td>(21%)</td>
</tr>
<tr>
<td>MacArthur**</td>
<td>??</td>
<td>38</td>
<td>185</td>
<td>40</td>
<td>232</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20%)</td>
<td></td>
<td>(22%)</td>
<td></td>
<td>(19%)</td>
</tr>
<tr>
<td>Maroa Forsyth</td>
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<td>13</td>
<td>103</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(22%)</td>
<td></td>
<td>(18%)</td>
<td></td>
<td>(17%)</td>
</tr>
<tr>
<td>Meridian</td>
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<td>67</td>
<td>13</td>
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<td>22</td>
</tr>
<tr>
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<td></td>
<td>(19%)</td>
<td></td>
<td>(34%)</td>
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<td></td>
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<td>(25%)</td>
<td></td>
<td>(17%)</td>
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<td>(28%)</td>
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<td>St. Teresa</td>
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<td></td>
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<td>(14%)</td>
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<td>(21%)</td>
<td></td>
<td>(14%)</td>
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<tr>
<td>Sangamon Valley</td>
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<td>14</td>
<td>49</td>
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<td>(23%)</td>
<td></td>
<td>(61%)</td>
<td></td>
<td>(17%)</td>
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<tr>
<td>Taylorville (Stonington residents only)</td>
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<td>156</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

*The number of graduates enrolled at RCC the fall semester following graduation.

**MacArthur numbers include Futures Unlimited graduates.
Home-Schooled Students

Nationally, about three percent of the school-aged population was homeschooled in the 2018-2019 school year (NCES). 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. Parents may use a developed curriculum or may choose to develop their own. Subjects required in any home schooling program include language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development of health. However, since the State of Illinois does not require reporting or registration, no tracking information is available. According to the National Center for Education Statistics, parents cited a “concern about the environment of other schools” as an impetus for homeschooling.

Two groups are listed on the Homeschool Information website for Macon County: Mid-Illinois Cooperative Adventures in Homeschooling (MICAH) and the Decatur Area Homeschool Network. https://homeschoolinformation.com/States/Illinois.html

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 consistent number of GED candidates each year although it is a small percentage of all GED candidates. Home-schooled students are also enrolled in credit classes at Richland.

Because students do not always identify themselves as the product of homeschooling programs, data collection and analysis of success was not completed for this Scan.


Adult Education

The Adult Education Program, part of Academic Services since 2017, offers Adult Basic Education, GED Preparation, and English as a Second Language on campus and at various off-campus sites throughout the community. ICAPS welding, CNA, and Phlebotomy are now being offered to qualified students. The program is funded primarily through a number of grants from the State of Illinois. In 2017 Richland formed a consortium with Workforce Investment Solutions (WIS) to provide adult education services for FY 2018-2020. Richland provides the majority of the educational classes while WIS provides the lower bridge and career classes and support services.

Adult Education will continue to make programs and process changes to increase student outcomes. A full-time Transition Coordinator was hired to assist students in making the move from Adult Education to college classes or employment. In 2017 6 students entered college classes directly from the Adult Ed program. In 2018 12 students entered college from the AE program. In 2019 17 students entered college directly from AE.

The TABE 11/12 became the new assessment for FY 19, replacing the TABE 9/10. The new TABE is a more rigorous test and is aligned to the common core for CCRS. Richland started testing on the new TABE in January 2019. With the implementation, staff saw a drop in beginning standardized scores in January. The program still met the State’s target of 45%
eligible students with a NRS level gain through this new test implementation. Table TL2 shows the number of students served FY16 through FY19, along with target goals and Richland Consortium results.

**Table TL2** Adult Education Results, FY16 – FY19.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Combined ICCB Rate Goal Target for NRS gains</th>
<th>Richland Workforce Consortium Rate for students with NRS Level gain</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>42%</td>
<td>49%</td>
<td>184</td>
</tr>
<tr>
<td>2017</td>
<td>43%</td>
<td>47%</td>
<td>232</td>
</tr>
<tr>
<td>2018</td>
<td>44%</td>
<td>56%</td>
<td>287</td>
</tr>
<tr>
<td>2019</td>
<td>45%</td>
<td>45.5%</td>
<td>326</td>
</tr>
</tbody>
</table>

**Source:** ICCB Daisi NRS Core Performance Reports.

Adult Education staff continue to evaluate the effectiveness of enrollment procedures, instructional strategies, and curriculum through on-going data tracking/evaluation by the Administrative Assistant and Curriculum Coordinator and through quarterly evaluations of each individual class’ ability to reach targets. Level completion rate data based on TABE and CASAS test data is collected regularly to monitor the success of all programmatic changes. The Adult Education Program serves 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.

Challenges include continued funding, since the program is primarily financed by State grants; maintaining technology, since testing is done primarily online and students must gain proficiency in using a computer; and identifying appropriate bridge courses, a growing interest of and emphasis by the State for programming.

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**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

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 2019, Richland offered transfer degrees in 32 areas of concentration (majors). A complete list of concentrations can be found on pages 56-57 of the 2019-2020 *Course Catalog*.

Richland’s opening 2018 Fall Semester headcount in baccalaureate/transfer programs was 762, representing 55% of total headcount. Of the 457 spring 2019 Richland graduates, 57 students were awarded AA degrees, 27 students AS degrees, 27 students ALS degrees, 6 students AES degrees, and no students an AFA degree. Richland’s 5-year average of baccalaureate/transfer graduates is 190. Table TL3 shows the number of graduates by program from 2014 to 2018, 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 easy 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 Success Coaching, Richland should be able to increase the number of transfer degrees awarded and assist students in meeting their academic goals.

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate in Arts</strong></td>
</tr>
<tr>
<td>83</td>
</tr>
<tr>
<td><strong>Associate In Engineering Science</strong></td>
</tr>
<tr>
<td><strong>Associate in Fine Arts</strong></td>
</tr>
<tr>
<td><strong>Associate In Liberal Studies</strong></td>
</tr>
<tr>
<td><strong>Associate In Science</strong></td>
</tr>
<tr>
<td><strong>Total Transfer Degrees</strong></td>
</tr>
</tbody>
</table>

*Source: Argos Report, Annual Completions (A2).*

Richland has access to National Student Clearinghouse (NSC) data, 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. Student Success staff plan to analyze NSC reports to identify possible activities for improvement of the transfer process for students.

Although staff do not have immediate access to transfer information from NSC, according to information gathered from Parchment, the transcripting agency used by Richland, the top five schools to which students in the past year have requested Richland transcripts be sent include Millikin University, Illinois State University, Southern Illinois University–Edwardsville, Southern Illinois University–Carbondale, and Eastern Illinois University.
Transfer Programs

Although research reveals 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. Over the past few years, however, policy makers and others have increased their examination of community colleges as an option for education and training of skilled workers as well as a source of quality, affordable education for transfer students. 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.

Richland Community College is a participant in the Illinois Articulation Initiative (IAI), a statewide transfer agreement that focuses on two areas: 1) it allows transfer of the completed Illinois General Education Core Curriculum between participating institutions, and 2) it offers an agreed-upon model curriculum in selected majors at the lower division level so that students will have clear information about what courses to take in their freshman and sophomore years in these majors. Completion of the General Education Core Curriculum Credential at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate’s or bachelor’s degree have been satisfied. Richland’s Credential was approved by ICCB in spring 2019.

The Mathematics and Sciences Division and the Liberal Arts Division offer 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 and are also attractive to high school students for dual credit opportunities. With the College’s overall enrollment decline, transfer courses have also suffered enrollment declines. The positions of STEM Coordinator and Coordinator of Engineering, along with other coordinator positions, were eliminated during the budget reductions and have not been restored.

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 established or reinforced strong relationships among high schools and Richland and has led to other initiatives described in the Environmental Scan.
Statewide, the challenge is to keep students in Illinois for the college experience. Students are finding that tuition is often lower and the financial aid offers are higher at out-of-state schools. A recent article from WNIU radio visually displays enrollment trends replicated in Graph TL5.

**Graph TL5** Illinois College Enrollment Based on Institutional Type 2010-2017.

Developmental Education

Developmental education is designed to assist students in improving their academic skill level to enter college-level courses; nationally, however, developmental education continues to be a major obstacle that prevents colleges from improving graduation rates and meeting the completion agenda. Since the previous **Environmental Scan**, several states have implemented options such as co-requisite courses, where students can enroll in developmental courses that are linked to regular credit courses. Richland implemented a co-requisite option for students meeting certain criteria to enroll in linked sections of ENGL 097 and ENGL 101. Other steps have been taken to assist students to prepare for college-level courses and bypass placement in developmental education.

In 2018, the Illinois Community College Board presented to community colleges a “Multiple Measures” placement initiative that expands the options to place students in credit-bearing courses. Following a model developed in California, colleges can offer a broad list for students...
and advisors to review and select. In March 2019 the Richland Board of Trustees approved Board Policy 4.1.2, including options that Richland students may use.

Also, 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. Through an ICCB grant initiative on college readiness, seniors at select high schools have the option to bypass Richland's developmental math sequence by successfully completing the equivalent of MATH 098. The aligned course (officially called MAPL 098 in Richland's system) uses the same textbook, syllabus, and final exam as MATH 098. It is offered to high school seniors in a two-semester format taught by high school faculty. This course is designed for seniors who intend to attend classes at Richland upon graduation but prefer not to continue in an advanced high school math sequence. Students who pass the class with at least a “C” are allowed to move directly to MATH 110, 111, 113, 116, or 117 at Richland.

MAPL 098 was piloted at Cerro Gordo High School in 2014-2015, and the opportunity has since expanded to a total of eleven high schools—Cerro Gordo, Argenta-Oreana, St. Teresa, Lutheran School Association, Maroa-Forsyth, MacArthur, Eisenhower, Sangamon Valley, Clinton, Meridian, and Warrensburg-Latham. Some high schools have had to skip years of offering the course (in smaller schools in some years not enough students are interested to justify staffing), but those eleven schools have all participated at some point.

In the five academic years of MAPL 098 the overall success rates have been consistent with similar Richland courses, both in the developmental course itself and subsequent college-level course.

Until these “multiple measures” have been in place long enough to impact developmental education enrollment, Richland will continue its current structure. 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 TL4 offers a list of developmental education courses offered at Richland.

Table TL4. Developmental Courses Taught at Richland.

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

<table>
<thead>
<tr>
<th>Reading (ENGL) (3 credits each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>088</td>
</tr>
<tr>
<td>090</td>
</tr>
</tbody>
</table>
## Mathematics (MATH) (4 credits each)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>090</td>
<td>Pre-Algebra</td>
</tr>
<tr>
<td>091</td>
<td>Basic Algebra</td>
</tr>
<tr>
<td>095</td>
<td>Basic Geometry</td>
</tr>
<tr>
<td>098</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>099</td>
<td>Preparatory Math for Gen Ed (5 credits)</td>
</tr>
</tbody>
</table>

Success Coaches and students review the student’s high school or other college transcript to identify appropriate placement in college-level courses or developmental courses. Students who do not meet any of the placement options outlined in the multiple measures may choose one of the following paths: 1) Students may self-elect to enroll in developmental courses; with this option, students must enroll in Math 090, English 095 (writing) or English 088 (reading). 2) Students complete the College Board’s Next-Generation 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 developmental English and Mathematics courses and enrolled in other Richland courses at the same time, as long as appropriate prerequisites are met.

*Graphs TL6 and TL7* show 5-year retention rates in Developmental English and Developmental Mathematics courses.

**Graph TL6.** Developmental English 5-Year Course Retention.

### Course Retention by Department

![Course Retention Graph](image)

**Source:** Argos Report, Program Review Retention, Fill & Cancel Rates Course Retention tab
Richland continues to explore ways to reduce the need for remediation for incoming students. The addition of placement by ACT scores into college-level math classes in 2011 was the start of alternative methods of placement outside of the standard Accuplacer exam. Placement by SAT scores were added in 2017 in response to the State switching to the SAT as its standard test administration for high school juniors. An SAT math subscore of 560 allowed placement into college-level math. After researching developmental math success rates of students scoring below 560, the standard was changed to 530 starting in 2019. The ACT math subscore of 22 is still in place.

Alternative math placement has now extended outside of recent high school graduates. A three-year pilot is taking place from 2017-2020 to allow students who finish the GED and also score at least 165 on the math portion to move directly to college-level math. The score of 165 is higher than the threshold to earn the GED. In 2019, the College adopted Multiple Measures standards recommended by a statewide panel. Starting in summer 2019, students who earn a cumulative high school GPA of at least 2.75 on a 4.0 scale and also complete a 4th year of high school math move directly to college-level math. This recommendation is based on research showing that students with a high GPA, regardless of math level, show the aptitude to succeed.

A new course, MATH 099, created in 2016, takes the main concepts of the entire developmental algebra and geometry sequence and condenses them into one developmental course. MATH 099 is designed for students who only need one general education math course (MATH 110 or MATH 113). It is heavy on mathematical reasoning and light on algebra. Students who only need MATH 110 or MATH 113 can complete MATH 099 in place of the traditional developmental math sequence. The Accuplacer exam itself was changed in January 2019, branching in three distinct areas (Arithmetic, Quantitative Reasoning, and Advanced Functions). Each test is designed to fit a specific math pathway based on the student’s major. Success Coaches ensure that students take the test that works for their plans. This change avoids the “one size fits all” approach to math placement that can place students into excessive developmental math courses if their degree plan does not fit the STEM, Education, or Business pathway.

As of 2019, ongoing legislation will impact future plans. Separate bills will both mandate a MAPL 098 model across all Illinois high schools and mandate co-requisite interventions for the majority of college students. The Dean and faculty will research both options as they potentially become
law. Moving forward, the College will continue to monitor success rates of students using alternative math placement, as well as to identify other ways to capture special populations who may be able to avoid remediation through intervention.

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 TL5. Career and Technical Education Enrollment, FY16-FY19.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Headcount by Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td>0011 AAS Early Childhood Education</td>
<td>60</td>
</tr>
<tr>
<td>0020 AAS Criminal Justice</td>
<td>46</td>
</tr>
<tr>
<td>0028 AAS Criminal Justice: Corrections</td>
<td>4</td>
</tr>
<tr>
<td>0032 AAS Welding</td>
<td>89</td>
</tr>
<tr>
<td>0040 AAS Accounting</td>
<td>33</td>
</tr>
<tr>
<td>0044 AAS Administrative Assistant</td>
<td>27</td>
</tr>
<tr>
<td>0050 AAS Nursing</td>
<td>126</td>
</tr>
<tr>
<td>0051 BC Homemaking</td>
<td>1</td>
</tr>
<tr>
<td>0052 BC Personal Development</td>
<td>15</td>
</tr>
<tr>
<td>0053 C Nurse Assistant</td>
<td>18</td>
</tr>
<tr>
<td>0056 AAS Surgical Technology</td>
<td>13</td>
</tr>
<tr>
<td>0071 AAS Automotive Technology</td>
<td>48</td>
</tr>
<tr>
<td>0098 AAS Programmer/Analyst</td>
<td>21</td>
</tr>
<tr>
<td>0108 AAS Horticulture</td>
<td>26</td>
</tr>
<tr>
<td>0111 AAS Desktop Support Tech</td>
<td>14</td>
</tr>
<tr>
<td>0113 AAS Drafting &amp; Design Engineering</td>
<td>21</td>
</tr>
<tr>
<td>0121 AAS Hospitality Management</td>
<td>5</td>
</tr>
<tr>
<td>0122 AAS Graphic Arts</td>
<td>18</td>
</tr>
<tr>
<td>0123 C Transportation</td>
<td>18</td>
</tr>
<tr>
<td>038C AAS Business</td>
<td>76</td>
</tr>
<tr>
<td>045D AAS Medical Office Specialist</td>
<td>27</td>
</tr>
<tr>
<td>050A C Practical Nursing</td>
<td>16</td>
</tr>
<tr>
<td>050B AAS Radiography</td>
<td>33</td>
</tr>
<tr>
<td>058A AAS Heating, Vent, Air, Refrigeration</td>
<td>38</td>
</tr>
<tr>
<td>0799 Voc Bus &amp; Office Course</td>
<td>7</td>
</tr>
</tbody>
</table>
The Liberal Arts Division offers general education courses in various areas, including African American Studies, Art, Communications, English, Foreign Language, Music, Philosophy, Education, History, Political Science, Psychology, Sociology, and Theatre. Within each of these disciplines, students will find courses that meet Illinois Articulation Initiative (IAI) requirements for both the General Education Core Curriculum and Majors. Completion of IAI-designated courses assists students to transition seamlessly from the community college to more than 100 colleges and universities that participate in the transfer agreement.

In addition to general education coursework, the Liberal Arts Division also offers Career and Technical Education programs in American Sign Language, Culinary Arts, and Early Childhood Education. Within these degree programs, students have the opportunity to earn stackable certificates that can lead directly to employment. Employers serve on program advisory committees and provide feedback to the faculty and administration regarding curriculum and industry trends and needs. Based on advisory committee and faculty feedback, state recommendations, and administrator input the following changes were made to degrees and programs within the Division during the last several years:

- Curriculum changes to the Culinary Arts degree and certificates
- Curriculum changes to the Hospitality Management degree and certificates
- Withdrawal of the Associate of Arts in Teaching in Secondary Math, Early Childhood Education, and Special Education
- Withdrawal of basic certificates in Early Childhood Education and American Sign Language
- Withdrawal of the Associate of Applied Science in Graphic Arts

Source: Argos Report, Program Review Enrollment.
Reflective of college enrollment trends, enrollment in Liberal Arts’ coursework and programs has declined in recent years. The number of duplicated students enrolled declined from 8,041 in fiscal year 2014 to 5,929 in fiscal year 2018. This contributes to a decreased number of credit hours and decreased tuition and fees; however, the college and Division continue to see positive signs of improvement.

Richland serves students with a wide range of academic abilities. Many students may place into developmental education based on test scores; however, to ensure more students enrolled in the developmental courses are also accessing college-level coursework, the Division has worked to refine a co-requisite English composition model. This model allows eligible students to enroll in the college-level ENGL 101 Composition I while concurrently enrolled in a supporting ENGL 097 developmental writing course. In 2017, ENGL 097 Developmental Writing 2 was changed to a variable credit course and was scheduled in conjunction with a specific ENGL 101 section. Both courses were taught by one faculty member for continuity and reinforcement of lessons learned. Preliminary outcomes are positive. Although small numbers, eighteen of the nineteen students who enrolled in the co-requisite courses in Academic Year 17/18 successfully completed with a “C” or better. Similar positive outcomes were attained in Academic Year 18/19. Proposed legislation is advocating that by 2023-2024 75% of all developmental education students are enrolled in a co-requisite model. While proven to be effective, the co-requisite model will require significant schedule coordination and professional development of those faculty expected to teach in order to increase the offerings.

To ensure more students have an opportunity to enroll in college-level coursework, Richland is expanding its placement measures to include a cumulative high school GPA. Students who previously might have placed into developmental education based on placement test scores will now be eligible to enroll in college-level coursework that requires eligibility for English 101 based on a recent high school cumulative GPA of 2.75 or higher. The Division will need to monitor both developmental education and general education sections to ensure that both faculty workload and student demands are met. Additionally, the Division faculty can expect to work more closely with Student Success staff through Richland Thrive and other outreach efforts to ensure that students are supported in their academic pursuits.

Students who do not have the cumulative 2.75 high school GPA or who are returning adult learners may still need to complete the ACCUPLACER test to determine course placement. In January 2019, the college adopted the Next Generation ACCUPLACER, which aligns more closely to the SAT. To ensure that high school faculty are aware of the skills expected both in the college classroom and for the Next Generation ACCUPLACER, Division faculty will need to continue curriculum alignment conversations. These meetings will require planning and funding.

As enrollment continues to increase, the Division may need to consider whether additional faculty are needed to meet the course demand. If not approved, adjunct faculty will be relied upon to instruct courses at partnering high schools, on campus, and online. To ensure that adjunct faculty are effective in the classroom, the Division will need to plan how to incorporate regular meetings and trainings that address curriculum, pedagogy, learning and outcomes assessment, and classroom management. An investment in professional development will require funds not previously budgeted.

Developing all faculty members’ effective and innovative use of technology in the classroom will ensure that students’ experiences in online and enhanced courses result in positive student learning outcomes. Currently, Division faculty make use of Canvas to deliver course content, communicate with students, collect assignments, and assess student learning. Within the platform, faculty use Arc/Studio to create and embed videos within Canvas, to caption videos,
and to assess student learning. The Division and College are fortunate to have knowledgeable, dedicated Online Learning staff who can provide training for these and other tools to ensure a positive classroom experience. In the future, more training and education will be needed on the use of Open Education Resources and social media as a repository of student work, projects, and documentation of skills that can be used with potential employers.

As more course content, student communication, learning activities, and learning assessment are transferred to Canvas, equitable outcomes will depend on students’ digital literacy and access to reliable Internet connections and computer technologies. While the Division and the College may not be able to impact students’ home life, the College recognizes that students must have the resources needed while on campus. For those students who struggle with technology or any other facet of the College experience, Student Success and faculty will depend on student retention software like Richland Thrive to connect students to the resources at their disposal.

Programs and Courses
Career and Technical Education programs in the Liberal Arts Division include Early Childhood Education, Culinary Arts, Hospitality Management, and American Sign Language/Interpreting.

Early Childhood Education
The AAS in Early Childhood Education (ECE) is composed of 60-61 credit hours in Early Childhood and General Education coursework. The degree also includes stackable credentials, which provide students an opportunity to build their knowledge in ECE and the flexibility to enter and exit at multiple points with an employer-recognized credential.

In 2018, the program was approved by the Illinois Network of Child Care Resource and Referral Agencies (INCCRA) as a Gateways to Opportunities Entitled Institution for the ECE Levels 2, 3, and 4 credentials. The application process to be approved by INCCRA required that the program demonstrate where specific competencies related to Early Childhood Education were introduced, developed, and assessed. Entitlement provides access to a number of professional development resources including webinars, online toolboxes with assessment and rubric examples, and an annual conference.

Although Gateways to Opportunities credentials are recognized by the Department of Human Services Bureau of Child Care Development and by childcare providers, local employers state that it is not a priority for new employees. Local employers are in need of candidates who meet the DCFS qualifications for Early Childhood Teachers. This qualification may be met through a combination of child development experience, college credit hours, and/or an Early Childhood Teacher Credentialing Program. Unfortunately, Richland’s Early Childhood Education program has not graduated a sufficient number of students to meet the growing need for qualified Early Childhood Teachers. As a response, a local organization is now offering the Child Development Associate Credential, which omits the need for college credit hours in Early Childhood Education.

According to the Bureau of Labor Statistics, the need for qualified Early Childhood educators is predicted to increase faster than average across the nation. In the greater Richland area, currently 979 openings for Preschool Teachers have been identified (www.richland.emsicc.com). If Richland is to help the community meet this need, greater emphasis must be placed on recruitment and retention of and completion by individuals who will thrive in the ECE environment. Also, faculty and Success Coaches must demonstrate the advantages for early childhood teachers to earn the college credential(s) versus the alternative
Child Development Associate Credential. Collaboration with the Heartland Technical Academy and area employers will help build prospective students’ awareness of the career and the pathway at Richland, while also streamlining students’ transition to the College and the profession.

The career pathway would also attract prospective students if the average salary were higher. Preschool teachers in the Richland district start their careers earning an average of $19,563 annually. As the State moves to a higher minimum wage, the College will need to monitor whether this change will negatively affect the need for more preschool teachers or if the Early Childhood Education Program will appeal to more students seeking a career that offers a salary respective of their training.

**Culinary Arts and Hospitality**

Now entering its eleventh year of operation, the Culinary Arts Program is a point of pride for Richland Community College.

Reflecting Richland’s mission, the Culinary Arts Program strives to provide a strong culinary foundation that empowers graduates with the resources necessary to grow, thrive, and prosper in the culinary industry. Students learn from trained, experienced chefs who teach students both classical and innovative culinary techniques to ensure that students have the skills needed to be competitive in a constantly changing culinary industry. The Culinary Arts Program is accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) and is required to teach and assess students’ competencies in specific standards. The 70-credit-hour Culinary Arts degree encompasses all the ACFEFAC standards and includes four certificates ranging in credit hours of 13, 25, 36, and 45. These stackable credentials allow students to continue developing their culinary skills as they make progress toward the degree and the flexibility to enter and exit at multiple points with an employer-recognized credential.

The Culinary Arts Program is supported by Richland’s Board of Trustees, the College, the community, and local culinary industry leaders. While on campus, students participate in a number of hands-on learning experiences at the Bistro Five Thirty Seven, the Café, and the Coffeehouse and contribute to the overall success of special events at the College. Local chefs often serve as guest speakers and invite students to their respective facilities so that students have a broader understanding of the culinary industry. Students also benefit from travel opportunities that expose them to the culinary industry on national and international levels.

Although the popularity of the Culinary Arts program has negatively affected enrollment in the Hospitality Management program at Richland, students seeking leadership positions in the restaurant, catering, and institutional food service industries have the option to complete an Associate of Applied Science in Hospitality Management. The 61-credit-hour degree includes three stackable certificates ranging in credit hours of 15, 19, and 31.

The enrollment figures in the Hospitality Management program do not accurately capture all students intending to complete the degree. Many Culinary Arts students are completing coursework for the Hospitality Management degree but cannot be concurrently enrolled in both programs. Upon graduation from the Culinary Arts program, students must change their program of study and complete six additional courses to earn the Associate of Applied Science in Hospitality Management.

According to the Bureau of Labor Statistics, demand in both Culinary Arts and Hospitality Management is expected to grow nationwide. Graduates of both programs are finding
immediate employment in areas such local restaurants, country clubs, and banquet facilities. If Richland is to continue to meet the growing demand, recruitment and partnerships must be prioritized. The Culinary Arts Program Director works with the Heartland Technical Academy to ensure enrolled students see Richland as a viable option to continue their education. The Program Director’s involvement with the Good Samaritan Inn also provides the Culinary Arts Program with a market of students who may want to continue developing their job skills at the college level.

The ACFEFAC Accreditation Standards require that a program coordinator be in place to coordinate ongoing assessment, planning, implementation, and evaluation of the program. Currently, the Program Director’s time to perform these functions is limited due to other conflicting instructional and College demands. A second full-time instructor will be hired in August ensure that the course load is evenly distributed and that the Program Director has the time needed to enhance and grow the Culinary Arts and Hospitality Management programs.

**American Sign Language/Interpreting**

The American Sign Language/Interpreting (ASL/I) program was approved in June 2015. The 61-credit-hour degree includes three certificates of 17, 31, and 43 credit hours. These stackable credentials allow students to develop their language and interpreting skills and awareness of American Deaf Culture as they make progress toward the degree. Upon completion of the program, students are prepared to take the licensing and certification tests at the state, regional, and national levels. Most graduates find employment in the education field, serving as interpreters for individuals who are deaf or hard of hearing. Since the degree’s inception, 8 certificates and 5 degrees have been awarded.

Enrollment in introductory courses indicates a strong interest in the ASL/I field; however, those numbers do not translate into certificate or degree completers. Possible reasons for the high program attrition include students enrolling with the intent to transfer before completion, limited scheduling of courses, and restricted course delivery model. The program courses are aligned with several other Illinois Interpreter programs so students may begin the program and transfer before earning a credential. Formal articulation agreements with the four-year institutions may provide stronger incentives for students to remain at Richland. However, the current scheduling of classes and course delivery model do not appeal to all students. Because the courses are taught by adjunct instructors, courses are generally offered in the evenings due to the instructors’ availability. While this scheduling may be convenient for working adult students, students may have difficulty completing the degree if their Internship/Practicum hours must be fulfilled during daytime hours. Higher-level courses are often stacked as a cost savings measure and require concurrent enrollment of students with varied skill levels. While beginning students can practice language and interpreting skills with more advanced students, the differentiated instruction must be well managed to provide a positive learning experience for all students.

Previously, two adjunct instructors taught the program’s core courses; however, one adjunct chose not to return in spring 2019. Because of the program’s unique curriculum and the shortage of qualified, master’s-prepared Sign Language interpreters in the region, the remaining adjunct was made temporary full-time to ensure that all students in program were able to progress to the next sequence of courses.

According to the Bureau of Labor Statistics, demand for interpreters is expected to grow by 4.2%. Anecdotally, representatives of the Illinois School for the Deaf identify a regional need for interpreters in Central Illinois. As the only ASL/I AAS degree within an 80-mile radius, Richland’s program could serve many communities in Central Illinois; however, without a full-time
instructor, growing the program will be difficult. In addition to aiding in recruitment, a full-time instructor would be able to mentor and support enrolled students, teach daytime and/or dual credit classes, monitor program student learning outcomes, implement needed curriculum changes, and build partnerships within the community.

Health Professions Division

Overview
The Health Professions Division offers a wide-range of courses ranging from single day to 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, and special topics in healthcare. Some single-semester courses leading to employment are phlebotomy, nurse assistant, and emergency medical technology. Certificate programs include Coding Specialist, Emergency Medical Technology (EMT), Emergency Medical Services (Paramedic), Forensic Phlebotomy, Healthcare Documentation Specialist, Medical Assisting, Phlebotomy, and Practical Nursing (PN). The Division offers the following AAS degrees: Emergency Medical Services, Healthcare Documentation, Health Information Technology, Nursing, Radiography, and Surgical Technology. Since the 2013 Environmental Scan, Medical Assisting and Phlebotomy certificates have been created at the request of area employers. As part of the Richland Workforce Consortium housed at the Decatur Public Library, the Nurse Assistant Program Coordinator and the Dean worked to create a new program designed to serve adult education students.

Technology
All programs within the Division require extensive use of high tech medical devices to prepare students for the clinical settings. Keeping up with the requirements for equipment used in the hospitals is almost impossible, but program directors, faculty, and lab facilitators annually include requests in their budgets. The Perkins Grant and the Richland Foundation continue to provide funding to update equipment. In the current fiscal year, Workforce Grant funds purchased updated equipment for Emergency Medical Services (EMS) and Basic Nurse Assistant programs.

Regarding nonmedical technology, all faculty use Canvas, Richland’s learning management system, to post their syllabi and maintain gradebooks. More faculty are utilizing Arc/Studio to record presentations or other information in their Canvas courses as well as submitting assignments, having discussions, and taking all quizzes and tests. Faculty who utilize computer testing on campus continue to report issues with accessing online tests. IT staff attribute the issues to the age of the computers within the Division as well as limitations of the campus Wi-Fi.

Professional Development
The 19 full-time faculty within the Division must all maintain certification/licensure in their various professions, and completing continuing education is a one requirement. In addition to faculty, the Dean and Assistant to the Dean maintain their national and state professional credentials. Insufficient College professional development funds are budgeted for each person in the Division to participate in a national conference each year or to pursue advanced degrees.

Opportunities
The Nursing Program Director and Dean actively participate in the quarterly meeting of the state-wide organization of Deans and Directors of Illinois Community Colleges Nursing Programs. The offering of a BSN at the community college continues to be an important topic
with the group. As of May 2019, legislation to allow a pilot at select community colleges is pending. Richland supports the need in some areas of the state but locally chooses to partner with existing RN-BSN completion programs. Administrators recognize the opportunity to expand the number of universities with which Richland has formal articulation agreements as well as dual admission opportunities such as the one with Millikin University.

As noted above, all faculty and two of the three staff within the Division require continuing education to maintain their licensure/certifications. The College has an opportunity to offer or collaborate with other organizations within the District to provide professional development at a reasonable cost.

**Challenges**

Hiring and retaining qualified faculty in all Health Professions disciplines is a challenge. Competing with salaries and retirement plans in the private sector is difficult. For nursing, this issue is especially true since the Associate Degree program requires that faculty have a Master’s of Science in Nursing. The state’s requirements for basic nurse assistant also restrict the number of RNs qualified to teach. To be approved, RNs must complete a Train the Trainer course. This requirement is restrictive due to time and costs.

For adjunct faculty, the limit on the number of hours they can teach requires more than one instructor for a course with a clinical component such as basic nurse assistant. All programs have difficulty for a variety of reasons including clinical sites’ inability to provide an adjunct faculty the same day off each week during a semester. Without this commitment from clinical sites, hiring professionals as adjuncts is almost impossible. The very low pay for lab facilitation is also an issue for Surgical Technology and Radiography.

The number of students qualified for application to programs offered within the Health Professions Division is declining. One reason is the lack of success in gateway courses such as biology, which provides important foundational knowledge for health programs. Richland needs to address how to support faculty and students to increase students’ success. Withdrawing, failing, and/or repeating those courses increases the time and costs for students.

**Mathematics, Science, and Business Division**

Reviews of the programs/disciplines of the Mathematics, Science and Business Division are below:

**Mathematics**

The math faculty have continued to work on ways to improve overall success and to reduce the need for remediation. Much of the work of reducing remediation has centered on recent high school graduates. This population is most convenient to work with since parameters are already in place. The College Readiness Alliance brings K-12 and Richland educators together to discuss challenges and opportunities in the transition from high school to college. Their research found a significant number of students graduating from high school without a senior year math class. An immediate success of the initiative is the rollout of transitional math courses for high school seniors. Nine district high schools now offer an aligned version of MATH 098 (Intermediate Algebra) for seniors. Students who complete the course successfully move directly to credit-bearing math courses without the need for a placement exam. The success rates of the aligned course have been in line with Richland’s MATH 098 success rates.
Alternate placement opportunities now include placement into credit-bearing courses based on SAT and GED subscores, expanding on previous ACT score placement. The math faculty also approved placement directly into the Calculus sequence and upper-level business-based math courses for students who successfully complete an AP Calculus course in high school. The overall goal is to reduce the reliance on one placement exam to determine college readiness, relying instead on student performance over a longer period of time.

The developmental math sequence was tweaked several times to reduce inefficiencies. The lowest math course, MATH 087 (General Arithmetic), was withdrawn, aligning with best practices statewide. The order of MATH 095 (Basic Geometry) and MATH 098 (Intermediate Algebra) was made less rigid to help with scheduling and student retention of algebra. A new course, MATH 099 (Preparatory Math for Gen Ed), was created in 2016 as an alternative developmental math course for students not in STEM, Business, or Education fields. It covers the main ideas of the developmental algebra sequence at a more applied level, with less algebraic rigor.

The results of the aforementioned efforts have been positive. Credit-bearing math course success rates have steadily grown.

Future considerations will be to look at the impact of new and proposed state laws impacting placement and retention. Richland is implementing Multiple Measures, in which students can earn placement in credit-bearing math courses through other means such as overall high school GPA. In the future, state law will require high schools to have a transitional math class that is different than the aligned MATH 098. Another proposed law would mandate co-requisite instruction, which is not yet implemented in Richland’s math curricula. The math faculty are prepared to adapt to these future challenges.

**Life Science**

The biology curricula have remained relatively unchanged since the last *Environmental Scan*. Coursework options are available for students in a pre-Health Professions program, along with coursework for biology-based majors, a non-lab online course for non-science majors, and a lab course dedicated to environmental efforts.

BIOL 210 (Environmental Biology) has seen an increase in enrollment. Additional sections of BIOL 210 were added in 2018-2019 and were near capacity in enrollment. Students are seeing the value of learning more about environmental practices, and the National Sequestration Education Center is a perfect setting to learn more. Environmental sustainability is a controversial topic in public affairs right now, pushing Richland to provide curricula that teach the current generation to be informed and make a positive difference. Despite the success of BIOL 210 enrollment, the majority of students in non-science fields still enroll in BIOL 101 even though it is not their best option. Strategies to achieve this culture change in students are needed.

Four biology courses (BIOL 101, BIOL 201, BIOL 202, and BIOL 220 - Introduction to Biology plus the Anatomy and Physiology and Microbiology courses) are the building blocks to the Health Professions, but student completion of this sequence continues to be a concern. Faculty have led workshops for pre-Health Professions students, and Divisions work together to identify and address completion problems. The A/B/C success rates for biology courses were 65.9% from FY14-FY18, nearly 10% below the College average. Biology faculty are diligent to complete learning outcomes data, and walk-in tutoring in the Academic Success Center is
available. Developing new and creative interventions to help students be more successful continues to be a high priority.

Physical Science
The physical sciences serve a variety of students. Two general science courses that launched in 2013 (SCI 101 and SCI 102) have shown to be unsuccessful. Despite many attempts at promotion, the courses never achieved healthy enrollment and will be retired following FY20. Students seem to prefer more traditional science courses.

The Physics curricula have been refined to better communicate which courses belong to each set of students. PHYS 101 (Introduction to Physics 1) is designed for students in physics-based majors, yet it seemed to be chosen frequently by students in less physics-based programs. The prerequisite was increased to be more in line with peer institutions and to direct non-physics students toward the non-lab PHYS 100 (Physics of the Modern World).

A recent success is the increase of enrollment in PHYS 100 and ASTRO 105 (Introduction to Astronomy), each of which can be explained by the conversion to an online format. Both courses are helpful for students who need a physical science course but not necessarily a lab course to finish their program.

Ongoing concerns for the future include continued monitoring of success rates and ensuring a variety of options for students.

Horticulture
The Horticulture program has benefitted from the publicity of the Mother’s Day Plant Sale and the Saturday Market. Curricular changes became necessary due to program offerings that did not lead to realistic, sustainable employment. A specialty dedicated to floriculture was withdrawn.

A significant drop in enrollment coincided with personnel issues that were resolved in early 2018. Richland’s Farm Coordinator assumed a greater role throughout 2018. During that time, the Saturday Market shifted to emphasize a “locally grown” theme, requiring vendors to show that they grow their own products and reducing re-selling. The Plant Sale and overall planting of the facilities were reduced to more realistic and manageable levels in line with current enrollment. With the hiring of the Director of Agricultural Programs in August 2018, the 2019 Saturday Market season is expanding further, using its budget to bring more attractions to get people out to market in the summer.

The Director of Agricultural Programs worked with the Farm Coordinator to streamline schedules by removing unnecessary prerequisites and ensuring that fewer students would be stuck in their degree progress due to scheduling issues. The Director of Agricultural Programs introduced a revised degree and certificate structure starting in summer 2019. The new structure includes more elective options, ensuring that students can stay on track and learn a greater variety of topics in the field. The elective options borrow from the new Agronomy and revised Agribusiness degrees.

The Horticulture Program should have an ancillary benefit from the increase in K-12 enrollment in agriculture in the area. The rebirth of secondary agriculture education, started with the opening of the Andreas Ag Academy in the Decatur Public Schools, should lead to increased interest and enrollment in the program.
Looking ahead, a priority is to examine the agriculture facilities, which have largely become outdated. Some new equipment is scheduled for FY19 and FY20, but Richland needs to identify a more holistic approach to the whole facility. The Horticulture program is also actively working with the Culinary Arts program to develop a farm-to-table initiative. Progress is delayed right now due to some credit hour logistics to work out, but staff in both programs hope to offer a certificate option for more people to learn about this growing field.

**Agriculture (Transfer Ag, Agribusiness, Agronomy)**

A number of issues, including personnel issues, contributed to a sharp decline in enrollment in Agribusiness over the years. Even the promise of guaranteed admission to UIUC’s College of ACES was not enough to prevent the program from slipping to single-digit enrollment. The few students who registered often had to settle for Horticulture coursework in the absence of true Agriculture course offerings.

The rebirth of agriculture education was a high priority with the arrival of the current executive administration in 2016. The President interviewed members of the agricultural community throughout 2017 and early 2018 to identify components of a quality agriculture program at Richland. An Agriculture Exploratory Committee, consisting of members of the agriculture and educational communities, met a few times in 2018 to provide further input. The Director of Agricultural Programs was hired in August 2018 and immediately continued those conversations. The result of this work was the creation of a new two-year degree in Agronomy (commonly known as Precision Agriculture), which was approved by the Board in December 2018, by the ICCB in March 2019, and by the IBHE in June. As of this writing it is waiting for HLC approval and rollout in August 2019 for the fall semester. Highlights of the new degree include coursework built around the growing season (eight-week classroom-based courses in winter months, eight-week field-based courses in spring and fall), three courses dedicated to field experience, and 11 new courses connected to the latest agriculture technology.

The Agribusiness degree has also been modified starting in fall 2019. It now has two clear pathways (specialties): Agricultural Sales and Sustainable Agriculture (formerly part of the Horticulture degree). Both options have laddered certificates and include elective options that are pulled from the new Agronomy degree.

In 2016, Richland joined the Community College Alliance for Agriculture Advancement (C2A3), a consortium of nine community colleges throughout the Midwest and Plains dedicated to agricultural research. This membership has given Richland access to funds that enable agricultural research on campus. So far, students have conducted cover crop research using federal funds. The nine colleges are working on another grant dedicated to wetland research. Richland was the host institution for the consortium’s annual meeting in 2018.

The Agriculture programs currently benefit from a significant growth in secondary agriculture education. This growth is led by the Decatur Public Schools, which launched the Andreas Ag Academy in fall 2018 with 200 students and anticipates higher enrollment in 2019-2020. Smaller school districts have also revived ag education. Richland serves as the host for the annual Women Changing the Face of Agriculture Conference in 2019 and 2020 and continues to host the Farm Progress Show every two years.

Moving forward, Richland needs to prepare for the influx of students from area high school agriculture programs. The Director of Agricultural Programs has successfully recruited new students for the 2019 Fall semester. The variety of options in Agriculture positions the College
to receive students to be ready for a variety of careers in the field. The staffing, facilities, and professional development opportunities need to be robust in order to handle this influx of students.

**Sequestration**

The Sequestration program remains a unique niche for Richland. The College still enjoys a healthy relationship with ADM and the U.S. Department of Energy, using the NSEC to store carbon beneath the earth’s surface. The growth in enrollment in BIOL 210 has led to growth in enrollment in the two courses dedicated to Carbon Capture and Storage (CCS).

BIOL 210, CCS 115 (Intro to Carbon Capture and Storage), and CCS 275 (Advanced Sequestration Applications), make up a certificate in Environmental Sustainability, popular for students pursuing a transfer degree with an emphasis in Environmental Studies.

The degree option in Sequestration (which is under the Engineering Technology umbrella) has not been as popular. The Environmental Sustainability certificate is being used to run transfer agreements with both Millikin and the University of Illinois Urbana-Champaign in Environmental Studies.

Degree options in Renewable Energy, BioFuels, BioProcess, and Wind Energy (also under the umbrella of Engineering Technology) did not experience enrollment and growth and were subsequently withdrawn.

Looking ahead, the three courses of the Environmental Sustainability certificate should remain a viable option for students, and the work of the Associate Professor of Biology and Sequestration and community efforts in the NSEC should remain a positive part of the College’s research and outreach.

**Power Generation - Nuclear**

Corporate interest in this degree disappeared in the past few years. The last enrollment in the program was in 2013. It was withdrawn in 2018.

**Engineering Technology**

As the local economy has changed, Richland has experienced a significant increase in interest and enrollment in Engineering Technology, particularly CNC Technology (Manufacturing) and Electrical Systems. Richland has hosted Manufacturing Month activities for area high school students each October, resulting in increased interest through the Heartland Technical Academy (HTA). HTA enrollment grew large enough to necessitate additional sections of coursework in FY19, and FY20 enrollment is expected to be higher.

Richland benefited from a $1.5M Workforce Development Grant from the Illinois Department of Commerce and Economic Opportunity, running from July 2018 through June 2020. The Engineering Technology program benefits in the following ways:

- 15 employees from Caterpillar have begun a cohort in the CNC degree specialty, taking courses two days a week from May 2019 - December 2021. Their tuition, fees, and materials are paid by Caterpillar and partially supplemented by the grant.
- Over $300,000 in grant funds are devoted to replacing aging equipment and purchasing the latest equipment for the labs.
Graduates of the Industrial Job Skills Training Program have the potential to join an Engineering Technology program to further upgrade their skills.

On the academic side, the full-time faculty have worked with the Dean of Math, Science, and Business and the Director of Skilled Trades to refine the curricula. They agreed that too many options (specialties) existed, and faculty and staff have collaborated to provide more realistic options.

The two largest concerns in the coming years are the lack of a dedicated faculty member to the Maintenance side of Engineering Technology, as well as a lack of space for existing programs and new initiatives. The enrollment successes of both the Engineering Technology degree programs and the short-term programs under Workforce Development have left the College with a creative problem to solve in terms of space. This situation will need to be addressed in the short term and in the long term with the Facilities Master Plan.

**Welding**
The Welding program also benefits from the recent Workforce Development Grant to replace supplies.

A full-time Welding instructor left Richland in September 2017 and was not replaced. Now, classes are managed by one full-time instructor and one adjunct instructor, fitting current enrollment levels. Finding quality adjunct instructors is difficult due to the low pay relative to the industry.

The Richland and Heartland Tech Welding programs share a common lab, which so far has been a good working relationship.

The Welding program historically is cited as a program in which good students leave before graduating because they find employment. The full-time instructor confirmed this narrative by tracking certificate earners to find that they usually are employed in the field. Certificate options have been customized to ensure completions before this jump to employment happens.

**HVAC**
The HVAC program received industry accreditation through HVAC Excellence in 2016. It is a five-year certification, with faculty plans to renew in 2021. This certification ensures that students are learning industry-certified techniques and gives confidence to local employers that they are hiring quality graduates. The faculty have worked with administration to ensure that students are working on modern equipment.

**Drafting**
Enrollment in the Drafting program has dipped in recent years. The full-time instructor has made connections with local employers to try to revive interest. Richland is exploring ways to dedicate funds to VR technology, the new wave in drafting, to try to grow the program and keep it current.

**Automotive Programs (Automotive Technology, Collision Repair Technology, Diesel Medium/Heavy Truck Technology)**
All three programs are working on strategies to improve enrollment. The programs benefited from the publicity of the opening of the Workforce Development Institute (WDI) building in 2014. The WDI facility is still modern and is being highlighted again in marketing efforts in 2019. More marketing should help revive the initial excitement about the facility. The full-time faculty are working with Cabinet to develop other incentives for enrollment, such as the possibility of earning a set of tools upon completion of the program.
The Automotive program currently holds NATEF industry accreditation, and the Collision Repair and DMHT programs are on their way to receiving NATEF accreditation. The Collision Repair program also has a relationship with I-CAR (Inter-Industry Conference on Collision Auto Repair), serving as a host site for anyone to complete specific I-CAR classes.

The DMHT program suffered a loss of enrollment following a personnel issue in early 2017. All coursework was cancelled in the 2017 Spring Semester and 2017 Summer Term. A temporary full-time instructor was hired in August 2017 who brought six students back to the program. He was then hired as a tenure-track instructor in August 2018 to further grow the program. Highlights from FY19 include the donation of a diesel engine and access to purchase a new Diesel truck.

Future goals include a better pipeline for Heartland Tech graduates to move to the program, along with receiving NATEF accreditation for all three programs.

Information Technology (Programmer/Analyst, Desktop Support, Network Technology, Cybersecurity)
The next growth opportunity for Richland enrollment is in Cybersecurity. A new Cybersecurity degree was created in fall 2018. It was approved by the Board in December 2018 and ICCB in June 2019. As of this writing, it is scheduled for IBHE and HLC actions by fall 2019. The Cybersecurity Program features six new IT courses tied to preventing cybercrime, along with existing IT courses from the current Programmer/Analyst and Network Technology degrees. The program draws from popular Cybersecurity programs at two other Illinois community colleges (Moraine Valley and John A. Logan). The Cybersecurity Program is also a beneficiary of the current Workforce Development Grant. Richland is renovating two classrooms to be Cyber labs for the launch of the program, and a full-time Cybersecurity Program Director was hired in August. Students will have access to a dedicated remote server, separate from the College’s main server, for practicing cybercrime-fighting. Future plans include a competitive cyber team and industry accreditation.

The Cybersecurity Program will ultimately replace the Network Technology Program. The Desktop Support Technician Program is being phased out in FY20 due to a lack of enrollment.

The Cybersecurity Program Director will need ongoing training to learn new technologies and tactics in the field. In this constantly evolving field, students must learn the latest trends. Based on what Richland has already heard of student interest, growth potential exists.

Business/Accounting/Administrative Assistant
All three programs reduced specialties down to one degree each since the last Environmental Scan. Certificate options were laddered to improve completion rates. Articulation agreements were renewed with both UIS and Millikin in both Business and Accounting. Business and Accounting coursework are part of the Supply Chain Management option, which is a transfer Associate in Arts degree with dedicated coursework for WIU’s Supply Chain Management four-year degree.

One of the full-time Business instructors is currently teaching Economics courses, bridging both disciplines.

The main goal is just to stay the course. All three programs have monitored success rates and developed improvement plans.
Criminal Justice
The development of the Macon County Law Enforcement Training Center (MCLETC) benefits the Criminal Justice Program. An agreement is in place allowing cadets to receive proficiency credit for 12 hours of the 60-hour AAS in Criminal Justice upon completion of their MCLETC training. The facility has also brought greater publicity to the program.

On the academic side, the AAS in Corrections was suspended in FY19 and will be phased out by the end of FY20. A two-year degree is not necessary to work in a prison, so no students completed the degree. The Corrections certificates have been laddered to the Criminal Justice AAS. The Criminal Justice AAS now includes CRJ 128 (Corrections Fundamentals) so that students entering the field know more about restorative justice.

A two-year transfer agreement with WIU was approved by both schools in 2016. It is an Associate in Arts degree with focused coursework in Criminal Justice. Graduates of this degree automatically earn a spot in WIU’s program upon transfer.

The Criminal Justice Coordinator has streamlined future schedules to minimize academic disruptions for students.

The program currently does not have full-time faculty. The program does benefit from having a variety of adjunct faculty, as they bring a diverse set of experiences. However, having a Criminal Justice Coordinator remains a high priority. Otherwise, the program would not have a champion.

A major hurdle for the program is the negative image of law enforcement. The general public sees the ugly side of the field when an officer gets in legal trouble for mistreating a suspect or exhibiting other misconduct. An overall negative perception makes recruitment more difficult. Both the Decatur Police Department and Illinois State Police report having a difficult time recruiting enough quality applicants for job openings. In 2019, the Illinois State Police have experienced officer loss of life due to distracted or hazardous driving by motorists.

Richland offers a quality program in Criminal Justice. The next step is to use this program to show people that they can have a satisfying career in law enforcement and justice.

Summary
The Math, Science, and Business Division covers a wide variety of programs and disciplines. Its increased size is due to multiple consolidations of Divisions since the last Environmental Scan. As the College digs out of the financial strain of the past few years and looks ahead, the Division is prepared to prioritize programs and resources and maximize results.

Workforce Development Division
Richland’s mission is to serve all citizens of the District. Through the Workforce Development Division (WD), 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. The College’s 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 descriptions of programs offered through this Division:
Continuing Education: Workforce Development coordinates all the open-enrollment, 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 education classes provide opportunities for everyone—tots through senior citizens. In 2019, WD began offering more courses aligned with training or upskilling individuals with classes focused more in line with workforce training, i.e., computer programs, forklift and safety, customer service, or supervisory. WD is working with Student Success to offer more non-credit courses along with future training opportunities at the Clinton Higher Education Center.

As technologies have changed and more individuals are utilizing smartphones and computers, the Division began using ActiveWorks in January 2019 that enables online registration for non-credit, open-enrollment courses. The division also contracts with ED2Go, one of the leaders in online training programs, to deliver online non-credit trainings. Many individuals are seeking short, quick trainings that allow them to enter the workforce; the online trainings provide timely, convenient opportunities to the community.

Opportunities and challenges in this area include providing creative, timely offerings that are affordable for both the consumer and the College. The Decatur Park District and Decatur Area Arts Council have increased their class offerings in hobby and leisure learning, so the College has reduced the number of classes that compete with other community agencies. Technology is a vital part of WD 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. As technologies change and progress, there is a need in continuing to educate the community in those changes.

Even as technology and social media advertising are increasing, most individuals still enjoy receiving mailed advertisings of Richland’s open-enrollment courses. The cost of printing and postage increases yearly, which puts a strain on WD in delivering a print catalog each term. The Director of Workforce Development is a member the Learning Resources Network (LERN), the largest association in continuing education and lifelong learning, and is utilizing best practices for offering and promoting continuing education classes.

Partnerships are key to expansion in this area and include the Illinois Central College Motorcycle Safety Program offered on campus. The Illinois Manufacturers Association and Community Foundation supported a month-long technology camp for youth, and the TS Institute along with SCORE offers Entrepreneurship Camps to local high school students. Partnerships such as ED2Go provide Richland an opportunity to supply online trainings to the community without putting a financial or instructor burden on Workforce Development.

Safety and Contract Training: Richland Community College is a host training organization 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. In addition, Richland conducts OSHA “train-the-trainer” classes for potential trainers to become authorized by OSHA to teach outreach classes.

Richland is also 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 holds classes for eligible providers to become AHA instructors.

Richland provides a variety of customized short-term and long-term training courses through its Workforce Development Division. Topics range from customer service and conflict training 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, Mueller Corporation, Decatur Housing Authority, City of Decatur, Decatur Foundry, and Fuyao Glass of Illinois.

Richland has established 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 offers industry certifications in manufacturing and logistics through the Manufacturing Skills Standards Council (MSSC), the Certified Production Technician (CPT), and the Certified Logistics Technician (CLT). Richland recently began partnering with the Illinois Manufacturing Extension Center (IMEC) to offer more advanced manufacturing leadership and quality training to local employers.

Opportunities and challenges remain in finding qualified instructors with manufacturing experience and skills and identifying 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. Sharing career and technical education labs between programs and Heartland Technical Academy makes scheduling customized training and new programs for employers difficult. Technology is a vital component of training in this area, and Richland faces the challenges of providing training on up-to-date equipment and affording the materials to accomplish the training.

**Workforce Training:** In fall 2018, Richland was awarded a $1.5M Illinois DCEO grant focusing on workforce training. Richland received approximately $345,000 to update and purchase equipment in Welding and CNC and to enhance curriculum. Another $412,000 of the grant was utilized in offsetting the cost of incumbent worker training in the manufacturing sector with an emphasis on apprenticeships. The College began partnering with the Illinois Consortium for Advanced Technical Training (ICATT) to offer local employers registered apprenticeship programs in CNC machining and maintenance that is fully benchmarked on the German Dual Education System.

Workforce training is at an all-time high and will only increase as entry-level jobs are becoming more automated. CBInsights states, “10 million service and warehouse jobs are at a high risk of displacement within the next 5-10 years in the US alone,” and an increase in the state of Illinois minimum wage over the next 6 years will impact the need for advanced training for the workforce. Southern Region Education Board, “Unprepared and Unaware,” states, “Middle-skill jobs, demanding more than a high school credential but less than a college degree, will continue to emerge as low-skill jobs go away.”

Matt Krupnick writes, “More than half of tradespeople were over the age of 45 in 2012—meaning looming retirements could result in big shortages.” To counter the looming retirements Richland Community College partnered with the Illinois Department of Transportation in 2015 to offer the *Highway Construction Careers Training Program* (HCCTP), a 450-hour pre-apprenticeship program that transitions students into union apprenticeship
programs. The program has been developed to address needs identified by local union representatives. The HCCTP has partnered with the building and trade unions to encourage and facilitate the entry of minorities, women, and disadvantaged individuals into the trades. The students experience no costs, and they receive a $10 per hour stipend to assist in removing barriers to education and training.

The Workforce Development Division has a long-standing partnership with the local workforce agency. The Director of Workforce Development and the College President both serve on the local Workforce Investment Board. The College’s most recent training initiative with WIB was the Welding, Warehouse, and Job Skills (2018) – Workforce Development created a 248-hour welding and warehouse training program that incorporated the essential skills to meet the welding needs in Decatur. Workforce Investment Solutions enrolled 10 of their out-of-school youth participants focusing on technical math, blueprint reading, safety, welding, and warehouse power equipment.

Utilizing approximately $460,000 of the $1.5M DCEO and noting success of the HCCTP, Richland developed a similar program focused on entry-level manufacturing jobs. The Industrial Job Skills Training (IJST) is a 360-hour training program focused on manufacturing hand skills, CNC, welding, blueprint reading, and an essential skills component. The essential skills or soft skills is a challenge faced across the country as mentioned by Gary J. Beach, “Forty-nine percent of all terminations are attributed to deficient soft skills, which by a factor of 2x, is the number one reason workers are fired,” and Decatur faces its own challenges regarding those skills. Richland hired a Director of Essential Skills to deliver a trauma-informed essential skills curriculum, and this component of the IJST course is utilized within the HCCTP and as a stand-alone training for community organizations in the District.

Both the IJST and HCCTP programs utilize drug testing within the training and have seen numerous individuals not accepted into a program or removed during the program for failing the drug screening process. Alan Kruger’s report states that, “The increase in opioid prescriptions from 1999 to 2015 could account for about 43 percent of the observed decline in men’s labor force participation during that same period;” this further supports the opioid epidemic across the country and the trouble training a qualified workforce. Richland will be partnering with Crossings Healthcare and its new, state-of-the-art drug rehabilitation facility to provide training to patients within the facility prior to their completion of rehabilitation in hopes of having fewer individuals relapse after obtaining secure employment.

Opportunities and challenges remain in meeting the training needs of workers and employers. Securing the needed funds to provide training for unemployed or underemployed workers and developing curriculum in a timely manner are challenges. Other challenges, similar to those in contract training, are finding qualified instructors and available training spaces. The newest challenge is recruiting and securing qualified students who are trainable and who can pass basic entry level exams as well as a drug screen before employment. As technology progresses and automation increases, the cost to train on the newest technology will only rise.

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 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 weeks, Monday through Friday, 5:00 p.m. to 9:00 p.m. The College currently offers two day class sections each month and one night class section every other month. Class “B” trainings are completed on a more “as-needed” basis since the Class “B” training is shorter and in less demand. The Class “B” program is a 60-hour training; the 40-hour classroom portion will be completed with the Class “A” students with the additional 20 hours completed behind the wheel utilizing either the College’s truck or in some instances an employer’s truck that the trainee will be driving.

Other options in the Truck Driver Training program include refresher programs for individuals who have had or still have a CDL and need training to get back to work. The individual skill level determines one of three refresher options: an eight-hour course, 16-hour course, and a 40-hour course. Richland began working with Clinton High School in 2017 to offer a CDL permit class once a year to the high school students selected by Clinton High School.

The Program partners closely with Decatur Macon County Opportunities Corporation, Workforce Investment Solutions, and the Richland Foundation to offset costs to individuals who qualify for their programs. For 2018-2019, the College used $288,000 of the DCEO Workforce Grant for the CDL Program. The program trained 24 individuals with no charge to the student and provided a stipend allowing an individual to quit current employment to pursue the month-long training. The grant allowed the College to lease another truck and purchase another trailer for the additional training.

An opportunity on the horizon and supported by American Association of Community Colleges (AACC) is the use of Pell funds for short-term certificate programs. Richland’s CDL Training Program is 7 credit hours, so students do not qualify for Pell grants under the current guidelines. However, the AACC is proposing that Pell grant funds could be used for this “high-quality, short-term certificate program”.

Another opportunity the program is working on is partnering with Heartland Technical Academy (HTA) and Archer Daniels Midland to provide CDL training to HTA students who are in their last semester and will be turning 18 years of age before the training concludes.

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. As with all CTE programs, drivers can earn more money in the actual career than they can providing the training. With employment demands for Class “A” drivers expected to continue to climb over the next 7 years, finding qualified instructors is difficult and will increase the challenge of meeting employer demand. A challenge that is difficult to forecast is the development of autonomous trucks and how the new technology will affect the CDL Program. Rachel Premack writes, “Most tech leaders are confident self-driving trucking will be here within the next decade” but indicates that truck driving positions are safe in the near future. The program will definitely be changing, so the challenge is to forecast what the program will look like as the technology changes.

Another challenge will be getting the program in compliance with the new Entry-Level Driver Training rules and being listed on the FMCSA’s Training Provider Registry. Part of the problem is that State and Federal laws can differ and that the state of Illinois has not finalized the rules. The rules could change the program hours needed to complete, so a tuition increase could result. Students funded by agencies far outnumber self-pay students, and the new rules’ impact on fees may require additional funding sources. The opportunity in this challenge is that every
individual seeking employment that requires a Class “A” CDL will be required to obtain training thought an entity listed on the registry.

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.

Richland maintains rental agreements with many of the previous partners and in 2018 secured a new customer in Kenco Group as it utilizes the facilities for conducting safety trainings for new employees. In March 2019, the College was the host site for “Women Changing the Face of Agriculture” annual conference, with over 600 high school women from across Illinois and an additional 400 ag-related business representatives attending the event: Richland will host again in 2020. Recently the Shilling Auditorium has served as the venue for Eisenhower Elite Show Choir, the Macon County Law Enforcement Training graduations, and Adult Education graduations. Students are utilizing the facility more often by hosting “Richland’s Got Talent” for students and the community.

Center for Sustainability and Innovation (CSI): 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, and Growmark. Richland is a host training organization in central Illinois for the National Safety Education Center, and the College utilizes CSI as the venue for these trainings. The CSI also houses the University of Illinois Macon County Extension Office, which has utilized the space since the building opened.

The National Sequestration Education Center (NSEC): NSEC hosts trainings and meetings for many community partners, but every summer NSEC is home to several College-hosted summer camps. The largest is the Tech Go Camp, where 60-90 area middle school students enroll in a hands-on interactive camp utilizing STEAM equipment. These camps are a collaboration among Decatur Public Schools instructors, the Illinois Manufacturers’ Association, the Richland Foundation, Heartland Technical Academy, and the Community Foundation of Macon County.

Challenges and opportunities that Workforce Development 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 and affordable prices are advantages as is the proximity to several large local companies and the interstate. One of the largest financial challenges is to keep the facilities outfitted with the latest technology in order to remain relevant and continue receiving community rentals.

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 and 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. Special Events also assists in planning for the Saturday Produce Market and Mother’s Day Plant Sale.
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.

8. https://www.jjkeller.com/learn/entry-level-driver-compliance

Student Success Division

The Student Success Division is headed by the Vice President of Student Success who serves as the Chief Student Services Officer with the supervising responsibilities for the following six areas: Enrollment Management, Financial Aid and Veteran Affairs, Fitness Center, Student Development, Academic Success Center, and Student Support Services/TRIO.

The Student Services Division Organizational Chart as of May 2019 is shown below:
Admissions and Recruitment

The Solution Center’s goal is to provide excellent customer service to every student in an efficient, accurate manner. The Solution Center is staffed by three Solution Specialists, who greet students, determine what the student wants to accomplish and the appropriate staff (College application, register or drop classes, placement testing, advising, financial aid, career services), assist with directions, and address any other questions or services. Solution Specialists use Visitor Tracking to assign and monitor which Success Coach or financial aid staff member the student meets. The Enrollment Success Coach is involved in recruitment activities. This person also registers students on campus and off campus at area high schools, administers placement testing at area high schools, and completes advising on campus. All these staff report to the Director of Enrollment Management.

Students apply online to the College by going to the Richland website. This process has improved efficiency and reduced the number of student documents that need to be scanned and indexed, as well as a reduction of duplication of effort.

The Director of Enrollment Management, Solution Specialists, and Enrollment Success Coach work collaboratively to support all students regardless of modality. Regular visits are made to high schools within the Richland service area. The Enrollment Management Team participates
in and plans a plethora of programs and activities that support area secondary partners. These activities include but are not limited to

- Articulation Breakfast
- Campus Preview
- Campus Tours
- Counselor Academy
- College and Career Fairs
- Decatur (DPS61) Parent Night
- Heartland Technical Academy classroom visits
- DPS61 Career Fair (Eisenhower and MacArthur High School)
- Richland Launch

The Enrollment Management Team works collaboratively with all internal and external stakeholders to drive enrollment. Richland supports their efforts as every student, staff, and faculty member plays a crucial role in growing enrollment.

**Academic Success Center (ASC)**

The Academic Success Center (ASC) offers testing, tutoring, and accommodations services, as well as the Mathematics Enrichment Center. 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, and a full-time Mathematics and Academic Specialist. Approximately 13 faculty tutors and 1 peer tutor work 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 are retired teachers. 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 S118, with computers and work tables available for student use. The MEC is located in room S118, with computers and work tables 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 making appointments in English and other subjects by request or on a walk-in basis in Math, Physics, Biology/Chemistry, and Nursing. 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. Students may also receive help in basic tech literacy. Instructors are notified via e-mail when their students have met with a tutor, and comments regarding the session are recorded online. The ASC continues to receive above-average ratings from students who complete surveys. Two new summer bridge programs, College Readiness Math (2015) and College Readiness English (2018), are comprehensive college readiness programs designed to capture graduating seniors and young adults who have placed or anticipate placing into pre-college level or developmental Math or English.

One challenge that tutoring has faced is the implementation of online tutoring. There was an unsuccessful implementation of in-house virtual tutoring in spring and fall 2018. The Academic Success Center investigated outside vendors to purchase online tutoring services, with a pilot of NetTutor currently in progress. Another challenge is the lack of space especially for Biology and
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 Mondays through Fridays for a total of 53 hours in the fall and spring semesters. Testing is also available the second Saturday of each month; 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 do not meet testing score requirements have the opportunity to receive tutoring from ASC faculty tutors prior to retesting. The Testing Center proctors various tests for the Adult Education program such as the Constitution exam and the TABE test, which is the GED class placement test.

Richland uses Accuplacer as its placement testing tool and offers a free Accuplacer Online Course and free Accuplacer study apps for mobile devices and computer. 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 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 Testing Specialist also coordinates national testing for the Law School Admissions Center (LSAT) multiple times each year. The Testing Specialist and proctors administer tests for local industries such as ADM, Mueller, and Caterpillar. Other contractual tests include the Crane Institute of America, the National Center for Competency Testing, and the Illinois Licensure Teacher Evaluation System tests (ILTS) (January 2015). The Testing Center is one of several centers in Illinois with a contract with Pearson Vue to test GED students.

In summer 2018, the Testing Center moved into its new location in the Student Success Center. Video monitoring has allowed Richland to better serve students while increasing test integrity. The Testing Center uses an online referral process available to all faculty members.

The Testing Center’s greatest challenge is space to accommodate Richland students and those testing from other companies that produce additional revenue. The original plans for the Student Success Center included two campus testing centers: one for online testing and accommodations and one for teacher tests. However, because of budget constraints, the second testing center was eliminated. Thus, instead of increasing the number of total seats, they were reduced from 27 (tables and computers) to 14 (computers). The Testing Specialist’s office in the new Testing Center was repurposed into two private testing rooms for accommodations students, leaving the office adjacent to the ASC and reducing immediate assistance for the Test Proctors. The file cabinets have been placed in the testing room; therefore, each time the proctors go into the room to file or to remove tests for teachers, it disturbs the testing candidates. In the future, the possibility of expanding the Testing Center
should be explored to accommodate more students, additional online testing, a new student registration process, and a Testing Specialist's office.

**Academic Success Center / Accommodations**

The Academic Success Center / Accommodations offers appropriate, individualized accommodations to students with documented disabilities, including but not limited to adaptive equipment and materials, testing accommodations, note takers, interpreters, and preferential seating. The Accommodations Specialist, in conjunction with the student and faculty, monitors the effectiveness of the accommodations, including offering support to students with flags raised through the Richland Thrive monitoring system. The Accommodations Specialist organizes and facilitates activities for Delta Alpha Pi, an international honor society for high achieving students with disabilities that includes a disability awareness and advocacy component.

The Accommodations Specialist visits high schools in the Richland District, attending Resource Fairs as well as speaking with seniors and their parents about the accommodations process at Richland and the differences between high school and college. The Academic Success Center has implemented the use of a software program to facilitate the Test Reader accommodation when appropriate, increasing student independence and reducing staff intervention as well as expanding the accommodation to include quizzes. The accommodations application and renewal process has been fully integrated online, as well as the testing referral process for faculty and preparing exams to be compatible with the test reader software.

Several challenges face Accommodations Services. 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 Accommodations Specialist provides opportunities for faculty development related to disabilities and accommodations. In addition, many students are coming to college unprepared for independence and the college experience. To that end, the Accommodations Specialist will be implementing a high school to college transition program called College and Career Competencies, including a parent orientation component. The Accommodations Specialist has also expanded the availability of the Learning and Study Strategies Inventory to all students and developed interventions for the 10 scales identified in the assessment. To address the challenge of ensuring that all videos are captioned, the ASC has worked with Online Learning and Tech Services to train faculty in the use of ARC Media/Studio. In addition to captioning all videos to be used in classrooms, the Academic Success Center will be adding a One Button Studio to provide additional accessibility for students; this equipment will be housed in the Library.

**Mathematics Enrichment Center**

The Mathematics Enrichment Center (MEC) provides walk-in tutoring for students in all mathematics classes, as well as in any courses that use mathematics. Richland faculty and faculty tutors are available to help students with concepts, exam preparation, software such as MyMathLab, and study skills. Students may work independently on their assignments with access to assistance when needed. Students who need further support may be recommended for scheduled one-on-one tutoring sessions with a faculty tutor as schedules permit. The MEC uses a unique flagging system that allows students to request help when needed and receive just-in-time assistance. In addition to tutoring, hybrid math courses are scheduled in the MEC. Two hours of traditional instruction are provided in a classroom setting,
and two hours of defined classroom time are provided in the MEC. The MEC provides a staff member or tutor to assist the instructor in a lab-based approach.

In 2015 a full time Mathematics and Academic Specialist was hired to oversee the MEC and ASC tutoring and to serve as the lead math tutor. In spring 2018 Richland’s Fairview Plaza extension site closed; thus, the MEC located there also closed. The Clinton Higher Education Center MEC also closed in spring 2018 and now serves students by request only. In fall 2018 the Math Enrichment Center relocated next to the Academic Success Center. As a part of the move, the computers in the MEC were updated. One challenge is that math tutors are often offered adjunct teaching or other positions, making MEC staffing difficult. The new Virtual Tutoring should address this service availability as well as help support students who live on the fringes of the district and/or take online classes.

Student Development

With the restructuring of the Student Success Division in early 2018, the Student Development unit was formed. Student Development is comprised of three areas—Student Success Coaching, Student Engagement, and Career Services.

Student Success Coaching
Student Success Coaching (formerly known as academic advising) takes a holistic, proactive approach to working with students. Full-time Student Success Coaches work with an assigned group of students based on area of study. Coaching is a co-creative process used to determine what success looks like for each individual student. This holistic approach balances meeting the immediate need of students, helping them solve problems as they arise, and long-term relationships to build personal agency and self-efficacy. Student Success Coaches utilize Richland Thrive, a retention management tool, to manage early alerts and kudos from faculty members to individual students throughout the semester. Currently, Richland utilizes a hybrid, decentralized approach to advising since others serve as academic advisors, such as program faculty and Student Support Services/TRiO staff.

Student Engagement
The Office of Student Engagement, staffed by a full-time coordinator, celebrates the unique talents of all students enhancing their educational experience through engagement in social, cultural, educational, and recreational programs. Leadership opportunities are provided by involvement in student clubs and organizations. Over the past two years, Student Engagement has increased opportunities for students to connect with others outside of class, spending free time at the pool table or the ping pong table or with other games.

Career Services
The Career & Completion Coach is responsible for the oversight of career services functions including working with students individually and conducting workshops that focus on résumé building, career exploration, interviewing techniques, and internship exploration. The Career & Completion Coach also coordinates programming such as the annual Career Fair and Internship Fair. The Coach works with Student Success Coaches to identify students who may face immense barriers to their education and works with staff collaboratively to remove barriers.
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 is strongly encouraging students to apply for financial aid through FAFSA online at www.fafsa.gov rather than through paper applications. The Department of Ed has also launched the myStudent Aid app that allows students and parents to complete the FAFSA on mobile devices.

In 2015, the Department also implements an FSA ID and password for students and parents to sign the FAFSA electronically instead of using a PIN. The FSA ID and password are more secure than the PIN, and students can use that same ID and password to log into the studentloans.gov website and the National Student Loan Data System (NSLDS) website.

Starting with the 2017-2018 FAFSA, the Department moved to collecting prior-prior year tax information on the FAFSA. The FAFSA once became available on January 1 of an academic year and students completing the FAFSA using estimated tax information for a tax return they had often not filed yet and then went back into the FAFSA after filing to make corrections. Now the FAFSA is available on October 1, and students use tax information for a year that they have already filed to complete the FAFSA. For example, the 2019-2020 FAFSA became available on October 1, 2018, and students use 2017 tax information to complete that FAFSA.

The Department also brought back year-round Pell starting in 2017-2018. Year-round Pell allows students who are enrolled full time in fall and spring to use additional Pell grant funds in the summer if they are enrolled at least half-time. Previously, students who were full time in fall and spring would not have any Pell funds remaining for summer.

The number of students accessing Financial Aid has declined along with overall enrollment; however, the percentage of students receiving federal aid has been consistently in the 40-43% range for the last five years. The number of MAP recipients has been steadily increasing since 2015-2016. That can likely be attributed to the prior-prior year FAFSA update.

The Financial Aid Office continues to encourage students to use myRichland to view their financial aid document tracking to find out what items are needed to award their aid and to check on their award amounts. Students are notified via e-mail to login to myRichland once their FAFSA is received and then once again once aid is awarded.

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

Established in 2013, the new Coordinator of Veterans’ Affairs handles both advising students who are Veterans as well as certifying their veterans’ educational benefits. 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 first-time college attendees.

Registrar - Student Records

The Student Records Office is managed by the Registrar, who is responsible for managing and maintaining a broad range of records that impact student success, including processing transcript requests, processing graduation applications, processing degree/certificate audits, conferring degrees, verifying enrollments, generating certificates and diplomas, maintaining
students’ records, academic probation and suspension, commencement, enrollment certification, and FERPA compliance.

In October 2014 the Records Office was temporarily relocated to the Workforce Development Institute due to construction on a new student success wing, scheduled to be completed fall 2017. Since the last Environmental Scan, leadership for the records functions has changed due to a combination of factors including budgetary constraints, declining enrollments, retirements, staff attrition, and reorganizations. Staff work on a daily basis with prospective students, current students, returning students, parents, the community, faculty, staff and administration. Under the reorganization, the student record functions are administered by the Registrar and Solutions Specialists. The staff are dedicated to maintaining the integrity of students’ academic records, clarifying the registration process, and utilizing technology to streamline processes while encouraging a high level of customer service from all staff. The staff serves students, faculty, fellow staff members, the institution, and external stakeholders such as institutions of higher education and governmental agencies. Services are provided in person, online, and through e-mail and fax.

The Student Records Office has nearly doubled the number of applications processed. Student Records continues to eliminate many paper processes. Many of the academic forms and processes previously found in Student Records are now completely paperless: FERPA Waivers, Grade Changes, Transcript Evaluation Requests, Application for Graduation & Review, Diploma Printing, Incomplete Grade Agreements, Prerequisite Waivers (now known as Course Authorization), and Administrative Reinstatement to a class. Students may also request a degree audit to determine their graduation status. In addition, faculty can access rosters, make grade changes, and complete midterm processes. These services are accessed through the MyRichland portal. Having access to a full array of electronic student records allows faculty and staff quick access to the information they need to serve students.

During the past five years, upgrades to Richland’s Information System improved student access to records functions such as requesting a transcript and completing a degree audit. For example, rather than utilizing the former system of processing transcripts internally, the College maintains a partnership with the Parchment Exchange to generate transcript requests to be sent to colleges and universities, employers, or the student in an expedient manner. All of these features are available through the myRichland portal.

The Student Records staff is currently conducting an internal review to identify opportunities for improvement. Some of these opportunities include increasing student utilization of the degree audit through the myRichland portal and increasing the use of student self-registration, currently underused. However, with the new Student Success Coaching model, utilization should increase. Due to high demand of transcripts being sent and increased costs, processing expedited and mailed transcripts will be at the student’s expense. Electronic transcripts will remain free to the student; however, beginning July 1st, 2019, a cap was placed on the number students can request free per year. Another opportunity Student Records is exploring is Digital Diplomas, in continued partnership with Parchment. This feature will allow students the ability to verify and share their degree/certificate credentials with potential employers and through various Social media platforms. Lastly, Records staff plan to develop a leadership transcript to display co-curricular activities on campus.
Student Support Services/TRiO

The Student Support Services/TRiO grant from the U.S. Department of Education was awarded to Richland Community College for 2015 - 2020 in the amount of $280,680 for FY15/16 (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 who meet any one or some combination of the following eligibility requirements: students who meet federal low-income guidelines at the time of application, students with any type of documented disability, and/or 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 adding a number of part-time support positions, which have not been utilized due to low program participation. Table TL6 includes participant numbers from 2013-2018.


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Students Served</th>
</tr>
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<tbody>
<tr>
<td>2013/2014</td>
<td>141</td>
</tr>
<tr>
<td>2014/2015</td>
<td>144</td>
</tr>
<tr>
<td>2015/2016</td>
<td>146</td>
</tr>
<tr>
<td>2016/2017</td>
<td>145</td>
</tr>
<tr>
<td>2017/2018</td>
<td>148* reported</td>
</tr>
</tbody>
</table>

*148 students were served and reported, but the U.S. Dept. of Education officially accepted 125 students because of enforcement of the time limit that students could be served by the Program. Participants who entered the program in the 2014 cohort were automatically dropped from the official Annual Performance Report.

Fitness Center

The Fitness Center serves Richland students, employees, and the general public. The Fitness Center provides multiple fitness programs, staying abreast of the latest trends in the fitness industry, to educate users, provide motivation to exercise, and help users maintain a healthy lifestyle.

In fall 2014, Richland opened its new Fitness Center located in the Workforce Development Institute. The new facility is equipped with Hammer Strength Selectorized strength machines and a selection of Life Fitness Cardiovascular equipment, including an upper body exercise machine that can accommodate people in wheelchairs. The Free Weight area was also expanded with a selection of equipment.
Richland researched other Illinois colleges that charge fitness center fees. Starting in July 2016, students enrolled in Richland credit courses are now able to use the Fitness Center without paying for a membership. A marginal Fitness Center fee per credit hour is included in tuition. Since the fee implementation, the Fitness Center usage has increased. The attendance in 2017 was 10,100 logged sessions, in 2018, 11,376 and 2019 is starting out higher than average at 3,543 logged sessions currently from 01/02 - 05/08/19.

PED 110, Personal Development, uses biometric fitness testing and a structured workout program that focuses on improving the five components of fitness: Muscular Strength, Endurance, Cardiovascular Fitness, Flexibility and Body Composition. Students in the Personal Development class are required to work out three times per week for 60 minutes each session and track their workout progress. Students are also tested at the beginning and end of the 8-week course on the five components of fitness to measure their progress and are graded based on improvements.

The Fitness Center in conjunction with Richland Human Resources provides employee wellness programs/fitness challenges throughout the year. The fitness challenges are structured as competitions for employees to earn points individually or as a team by performing workouts with weekly challenges. The wellness/fitness challenges encourage employees to diversify their exercise habits, work out more frequently, and promote healthier lifestyles, which in return reduces stress, anxiety, health care costs and builds a healthy, productive workforce.

Fitness Center Programs:

World Instructor Training School - Personal Training Course: The WITS Personal Training course provides the education in both the academic and practical applications to prepare students to earn a Personal Training Certification, accredited by NCCA. Students can also receive the advanced certification at no additional cost. The LEVEL 2 Certified Personal Trainer certification is attained by completing the employer-assisted internship at Richland or at other partner community fitness centers. The Fitness Center has a contractual hosting agreement with WITS for the program, which is another source of revenue.

TIVITY HEALTH: Tivity Health is an industry leader in the development and ongoing management of high-quality fitness networks. The Richland Fitness Center has a contractual partnership with Tivity Health, Silver Sneakers and Prime membership programs. Tivity pays Richland each time a Silver Sneakers or Prime member uses the Richland Fitness Center. Tivity Health offers Silver Sneakers®, which promotes greater health engagement and accountability by providing members with regular exercise (strength training, aerobics, flexibility) and social opportunities and also offers Prime Membership, offering a budget-friendly, flexible fitness membership free of gym contracts and designed to help members overcome excuses and get moving toward better health.

HIIT/CROSS TRAINING: The Fitness Center assigns a workout program that changes daily. The workouts improve strength, endurance, core, and cardiovascular efficiency through a High Intensity Interval Training style format. Fitness Center patrons are motivated to do the workouts because they are shorter in duration and effectively work the entire body differently every day.

GROUP FITNESS: In late fall 2018 the Fitness Center expanded into a new Group Fitness Room located in WDI, Room 107. The fitness programs established in fall 2018 and spring 2019
include Yoga, Zumba, Self Defense, Plyometrics and High Intensity Interval Training. The space can accommodate several types of group fitness classes and also has audio/visual equipment to stream online group fitness classes.

**PERSONAL TRAINING:** The Fitness Center offers personal training services at an additional cost for individuals who want fitness programs specifically designed based on their individual goals and needs. The program offers one-on-one training with a Certified Personal Trainer or Fitness Coach and typically has about 10 scheduled personal training sessions per week on an ongoing basis.

**InspirED Futures Internship Program:** The Inspired Futures program is an opportunity for high school students to work in an internship at local businesses and Richland. The students are generally placed in internships in the student’s work field interest. In spring 2019 the Fitness Center hosted one student interested in business and marketing. The student was tasked with completing a Personal Training Manual to learn about anatomy, physiology, biomechanics, kinesiology, and the business of personal training. The student also created a PowerPoint presentation for a high school audience on the benefits of fitness and attending Richland.

**INTRAMURAL SPORTS:** The Intramural Sports program started in the fall of 2016. Since then the following sports have been offered and well attended by Richland students: basketball, ultimate Frisbee, soccer, volleyball, kickball, powerlifting, and badminton. Equipment has been added to offer Flag Football, Washer Toss, and Bean Bag Toss. The 2018 year had 68 total students participate in sports. The spring 2019 semester started in the middle of March and had 54 students engaged in the sports. Volleyball started with 12 players and ended with 22 players. Ultimate Frisbee and soccer had 31 players and basketball with 6-8 on a half court. Volleyball, soccer and ultimate Frisbee would rotate players in and out of the game so that all students could participate. Currently the sports are all outdoors, but staff are investigating the potential to offer indoor sports at an off-campus location. Additional sports are also being considered to diversify and expand Intramurals.

**Challenges:**

1. **Locker Room:** The Locker Room will need to increase in size due to the addition of Intramural Sports and Group Fitness classes. It is currently too small even for the current fitness center users if more than two people are in it at the same time.

2. **Equipment upgrades:**
   - A Software program that will efficiently process payments, categorize memberships, track members and usage, schedule group fitness activities, performs email blasts, website design and automatic updates to stay relevant.
   - Replacement of steel dumbbells with safer rubber coated hex dumbbells that absorb shock when dropped and reduce surface damage.
   - Replacement of bench press stations with multi-adjustable bench press stations that can be adjusted to incline, flat, and decline positions. The adjustable features will diversify the space they are used in and increase user safety.
   - Keeping equipment relevant to the changing industry and offering the latest in technological advancements, design, and function will keep the Fitness Center
competitive. Offering a mixed variety of equipment also makes the facility unique, more marketable and enhances students’ educational experience.

Opportunities:

- Increase marketing to the community and nearby businesses.
- Implement new exercise programs in the Fitness Center and Group Fitness Room.
- Expand Intramural Sports to include indoor sports during the winter and during periods of inclement weather.
- Offer a variety of group fitness classes and certification courses in group fitness.
- Other potential opportunities for community partnerships/Richland course synergies include developing fitness programs targeted for various occupational groups such as law enforcement, nurses, truck drivers, and the military.

**Kitty Lindsay Learning Resources Center**
An academic library provides critical academic support to students, faculty, and staff. It also serves community patrons in smaller numbers. 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 an evolving teaching and learning center. The Library follows the standards, guidelines, and best practices of the Association of College & Research Libraries. Currently staffed by two MLS librarians, a Library Technician, and 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:

- Assessment of Cross-Disciplinary Student Learning Outcomes
- Research assistance in person, via phone, or through e-mail
- Information literacy classes and support for faculty
- Curriculum support across disciplines in library items such as books, DVDs, manipulatives
- 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
- 44 workstations
- Accreditation support for a variety of disciplines
- Campus Reading/Discussion Circles
- Exhibits highlighting resources & inquiry
- Physical and online access to a variety of periodicals, newspapers, and databases

From 2011 until 2015, the Library underwent significant positive changes to its facility, staffing, services, collection and operations. The Library also migrated its holdings to an academic and research consortium (CARLI), allowing Richland patrons to choose books and other items from the collections of 130 libraries across Illinois.
However, since 2015 budget cuts and organizational adjustments have dampened forward progress in the Library. The Richland Community College Library is currently challenged by the following:

- A lack of capacity in professional level staffing, curtailing important initiatives such as Open Educational Resources adoption, advanced cataloging, integration into online courses, and web presence.
- The librarians have little time to learn new skills and work practices in their field.
- Time devoted to institutional recovery and daily operations diminishes professional level work products.
- Access to streaming content within ADA and copyright compliance is an ongoing challenge.
- Wireless printing and print management software that allows independence from cash transactions and library staff is sorely needed.
- An aging facility with adapted spaces impedes best practices in instruction and some services such as relevant programming and displays.

In June 2020, the Library will be migrating to a new, more powerful system through the CARLI library consortium. Patrons will have expanded avenues to access materials if the Library chooses to use the additional enhancements. The Library will also have an opportunity to provide more robust content within the new Richland website. This upgrade will require a rewrite of the current content and a different navigation scheme. Finally, in an effort to boost information literacy instruction, the Library could take advantage of a software package that organizes library information by discipline.

The Library has become an important contributor to Cross Disciplinary Outcomes Assessments. Information Literacy was assessed in 2018 and the results were reported to the Higher Learning Commission. Movement toward more positive results will need to be shown in the 2020 report. Current staffing levels in the Library are not conducive to a robust program of Information Literacy competencies.

Although the Library is included in the Facilities Master Plan upgrades, the lead time on facility refreshment is so long that re-arrangement of Library classroom space is needed as soon as possible.

**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.

The main technology used and supported by Online Learning is the Canvas learning management system (LMS). Canvas has been Richland's LMS since summer 2013, and as of fall 2018 all courses should have at least a minimal level of presence in Canvas (syllabus, assignments, & gradebook). Before using Canvas with their courses, faculty have to complete the Canvas Instructor Training course and also have the sandbox course they created as part of the training approved by the Director of Online Learning. Currently 273 faculty have completed Canvas training, 70 of which are qualified to teach online. In addition to training, Online Learning provides support to faculty to ensure Canvas is being used appropriately and effectively in the course and oversees online quality assurance as part of the Online Peer Review Process.
The Director of Online Learning also oversees Faculty Academy, a program focused on providing faculty professional development on campus. Faculty Academy was founded in 2011 and helps with the programming and facilitation of general faculty development sessions (from high tech to no tech), as well as the Adjunct Retreat, Great Teacher Retreat, and Technology 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 100 different general Faculty Academy sessions have been offered since 2011.

To help students successfully use Canvas for their courses, all students using Canvas for credit course(s) – including online, hybrid, and enhanced – must complete the Canvas Student Orientation before they can access their course content in Canvas (Board Policy 4.1.2.4 – Technology Orientation). The self-paced Orientation is completely online and includes ten learning modules that students must work through in order complete the orientation. The learning modules cover information about how to effectively use the LMS, how to be a good student, and what support services are available to the student. Between 2012 and April 2019, 11,412 students have completed the Canvas Student Orientation.

Online Learning also provides technical support to students, staff, and faculty, including general technical support, Canvas support, formatting and publishing of questions banks for faculty, video conversions for faculty, and captioning of video for faculty. This support is provided through e-mail, walk-in assistance, appointments, and telephone.

The Help Desk keeps a record of the walk-ins/phone calls from students, faculty and staff assisted.

- Student Walk-ins/Phone Calls: 337 students Spring semester; 227 students Summer term; and 213 students Fall semester.
- Faculty/Staff Walk-ins/Phone Calls: 144 Spring semester; 138 Summer term; and 160 Fall semester.

The Student Help Desk uses the OTRS Ticketing System for students to request technical assistance. In 2018 approximately 2,513 tickets were submitted to Online Learning OTRS Ticket Queue. Although many of these were spam, Online Learning staff had to look at each one and respond to valid requests for assistance.

Some of the challenges faced by Online Learning in the next five years include the following:

- Online course content meeting accessibility guidelines.
- Limited staff to meet the growing needs of the College.
- Rapid changes in technology, especially virtual reality technology, challenging staff to keep at the forefront of online learning innovations.

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

- Overall, online course enrollment has been relatively stable, but the College has room for growth with new online courses and program offerings.
- Arc Media/Studio (integrates into Canvas) supports better integration of video into courses and provides captioning for these videos.
- Online Learning will soon be changing its name to reflect services provided to the College. With this change, more students and faculty will be able to connect the office to the provided services.
Online Credit Hour Enrollment
Enrollment in Richland’s online courses continues to remain steady. *Graph TL7* shows 10th-day online credit-hour enrollment for Fiscal Years 2014 through 2019. 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 Fiscal Year 2018 of unduplicated headcount and credit hour enrollment and generation and has only slightly decreased.

*Graph TL7*. Online 10th-Day Credit Hour Enrollments for Fiscal Years 2015-2019.

Source: ICCB Fall, Spring, Summer S3 Records.
Section 4: External Scanning

Richland personnel have summarized a variety of articles related to educational challenges and opportunities to consider. Thanks to

Prof. Laurie Hughes  Lisa Manalisay
Brooke Oliver  Kathy Lee
Joe Feinstein  Jessica Pickel
Louise Greene  Teena Zindel-McWilliams


The need for adult education programs still exists while funding streams, specifically federal and state funding, have been declining. In response, advocacy has taken on an increased urgency.

Engaging adult education students in creating a deliberate, strategic, intentional network to connect the student to the community of policy makers has resulted in effective relationships between these groups. Long-term relationships that have brought democratic ideals alive to participating students.

Pima County Community College (Arizona) has piloted (and is currently expanding nationally) the Adult Education Ambassador for Lifelong Learning program in defense of their local program when the state legislature eliminated funding in 2003.

Ambassador students now meet regularly with local business leaders and officials, state representatives, and congressmen/women communicating with passion and integrity the importance of adult education programs. Ambassador students gain leadership skills and bring civic involvement to new levels within their families and their communities. Some students continue their educational path to become teachers and activists and work with service-oriented agencies.

C-Span Panel by Aspen Group on Community Colleges


“On-ramp” programs are defined as “short-term training programs designed to help adults without postsecondary credentials obtain in-demand skills needed to achieve educational and economic success . . . combining human and skills training, experiential learning opportunities, intensive assessments and screening and job placement and advancement services.”

- Leading to financially stable careers
- Job enhancement and growth
- Many programs are still in early stages of development
“On-ramp” programs are not the same as apprenticeships, federally funded job training programs, or community/technical training colleges, although community/technical colleges could implement such models.

The majority of funding goes to well-educated or the already educated adult worker:
- 58% of the $170 billion (annual) employer investment for those with a bachelor’s degree and who already work in higher-pay professional/managerial jobs.
- Venture capital disproportionally funds those with a bachelor’s degree.

Approximately 100,000 of the total population of 32 million working-class adults participate in “on-ramp” programs. Community colleges serve approximately one million working adults/year.

Some key opportunities—
- Improve analysis of program economics
- Implement “try-before-you-buy” outsourced apprenticeship models to reduce risk for employers
- Position community colleges as robust talent pipelines for employers
- Extend support services beyond job placement for retention/advancement

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Students with strong digital literacy skills score higher on state assessments administered online than those with lower or marginal digital literacy skills. Strong digital skills build the foundation for academic success and potentially financial stability. Almost 80% of jobs require some level of technology proficiency. This 2017 joint report was compiled by the Consortium of School Networking, the School Superintendents Association, and the National School Board Association. Technology should be embedded into instructional practice and needs to be included in daily instruction.

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Students who struggle academically are not the best candidates for online classes. Reinforcement of material and face-to-face contact with instructors lead to higher completion rates and higher grades. The report notes, “The weakest students are hurt most by the online format.” Several studies, including one conducted by DeVry University, Harvard, and Stanford, reveal that online courses help high-achieving students, particularly those in “small, rural districts that offer few specialized, traditional courses for students working ahead of their grades.” While this statement connects to high school students, it can also be true for community college students. The differences in access and training are challenges for community colleges and to student success.
A report from Georgetown University’s Center on Education and the Workforce reveals that higher education students who are employed, either full- or part-time, have a greater chance of withdrawing from school. The news reports on the results of taking loans for school have scared some students who then rely on employment to support their college costs. Employment may also decrease these students’ opportunities to complete required internships, leading to the inability to complete a degree. The study showed that “about 40 percent of undergraduates work at least 30 hours a week while also taking out loans to pay for college.” New studies on working while going to college can be useful to “reduce borrowing and can teach students to manage their time and excel more at school.” The difference in the students in the studies was the amount of work each week. Students working fewer than 20 hours a week have a better chance for success.


Strauss reviews the work of Fareed Zakaria and relates it to the argument asserted by Gerald Greenberg. In his book In Defense of a Liberal Education, Zakaria cautions readers that the dismissal of a liberal education is dangerous in this society that is arguing for more skilled workers. Greenberg explains that a “liberal” education is the combination of the quadrivium (music, geometry, arithmetic, and astronomy) and the trivium (grammar, rhetoric, and logic). These skills as part of a liberal arts education enable students to function successfully in a free society by helping them build their skills in critical thinking, communication, problem solving, and appreciation and empathy for others. Therefore, a “liberal” education is not opposite a “conservative” education. A passion for lifelong learning is the end result for individuals who access a liberal arts education.


This article summarizes two papers presented at the American Educational Research Association that argue that students’ experiences with adjunct faculty in introductory courses are negatively impacting their outcomes. For community college students taking remedial or introductory courses with an adjunct instructor, they are less likely to progress to the next course or explore more courses within the discipline. Students enrolled in community college are more likely to be first generation or at risk and require faculty who can advise them and help them navigate the structures of higher education. Unfortunately, adjunct faculty are not always well-equipped with the information, resources, or time needed to guide students. The article discusses ways used by community colleges to develop adjunct faculty to address issues of student success. Adjunct faculty members’ transience or lack of teaching experience can also negatively impact students’ experience. If an introductory course is taught poorly by an adjunct, the student may choose not to return. If the student has a positive experience, they may not encounter the adjunct faculty in future semesters. Relating to another article, the author closes
by claiming that the department’s best and most experienced professors need to be teaching introductory and general education courses on a regular basis as a way to recruit students who may not have previous experience with the discipline.


Supiano provides a case study of how Denison University is charging faculty to take a mentoring role with students to that ensure students have a positive experience and persist toward graduation. The evidence of this claim is supported by research. Faculty are not being mandated to mentor students but are strongly encouraged to interact with students early and outside of class. The college is working to create the right structure and culture to make mentorship and relationships the priorities. One effort to increase mentorship is through an “advising circle,” which is compared to homeroom for college. This one-credit, pass/fail class for freshman is co-taught by the academic advisor (faculty) and an upper-level peer advisor to discuss students’ college transitions, challenges, and successes. The informal setting allows students to interact with their professor in a different way and connect with them on a personal level, increasing the chances of a mentorship or the skills to pursue one.


Jones describes a series of courses instructed by senior mentors. The courses focus on college readiness strategies and transfer skills to assist first-generation and international students. The senior mentors also benefit from the opportunity for professional development in a number of areas.


Chan reports on two studies at Berkeley and other universities showing that “staff diversity at the management level was not increasing at the same rate as student diversity.” The studies revealed “blockages” in management levels that keep minorities from advancing. These studies have led to a new training program to help minority staff move in the management levels.

Anft, M. 4/22/2018. No one wants to be your Dean. Here’s how you might fix that. The Chronicle of Higher Education. Retrieved from https://www.chronicle.com/article/No-One-Wants-to-Be-Your-Dean/243166?key=2K4N4HYtD2aA1V-c_T84p4NIktKIvhlHaTsDCP7cMNqHK6e0RBVIc7m-7AWgCvL3RPTnVELXROaGlVmpYdTILV244czRwdjNwUFVVWkrxa3kzcDB3MEp3Zw

Fewer faculty are showing interest in applying for administrative positions within their or other institutions. Colleges may be able to identify internal candidates, but they do not have in place professional development or mentoring programs to develop skills such as strategic planning,
assessment, and communication needed when working with students, faculty, and staff. What is the internal potential for growth and “succession planning”?


This article asserts that colleges need to consider how career preparation can be combined with and developed in a liberal arts education. The author summarizes what several independent colleges are doing to ensure students’ post-graduation career paths are emphasized throughout students’ collegiate experience. One recommendation is to establish the career center in highly trafficked areas on campus so that students and their parents are aware of the resources and can connect it to students’ academics. Another suggestion is to revise curricula to include leadership development combined with faculty-led international study tours and creation of digital portfolios to show future employers. The third recommendation is to build connections with alumni so that students are linked with former students to learn more about possible career paths. Opportunities such as job-shadowing, externships, and structured interviews can be explored in connecting students with alumni.


The authors describe the increase in the number of “readiness” or “transition” courses to help high school seniors make the move to college courses and meet the expectations for being “college ready.” A 2017 review showed that 39 states are offering these courses, an increase from 29 states in 2013. The article describes the content and delivery methods of these courses and emphasizes that these courses should be accompanied by dual credit, dual enrollment, or other similar courses for students. Significantly, the authors refer to a study entitled Recovery 2020 emphasizing that “by 2020, 65 percent of all jobs will require some form of postsecondary education.”


“The National Student Clearinghouse Research Center’s Transfer and Mobility study for 2018 reports that only 5.6% of the fall 2011 cohort of students attending two-year institutions in the U.S. transferred to four-year institutions after receiving either a certificate or an associate degree from their starting institutions. The vast majority of students transferred without a degree.”


Field describes efforts at liberal arts colleges to show the relevance of liberal arts programs to prepare 21st century workers “for lives of meaningful work.” Colleges should be mindful of the
The notion of lifelong learning and the relevance of the skills of creative and critical thinking, communication, and reflection.


Increased adoption of artificial intelligence & robotics by employers in all fields will continue to enable businesses to staff fewer positions in many of the fields that community college focus on. This trend will not only displace existing workers but will also leave colleges offering degrees that do not align to employers’ needs unless educational strategies shift to match.


At a Richland Ag Q&A, Howard Buffet specifically mentioned the need to develop a seed-to-table tracking system that could be used to help monitor sustainable agriculture practices and better guarantee food safety. Blockchain may become a major player in the agriculture market to fill this need in the coming years. Education in the cybersecurity and ag markets will become important in the next decade.


Colleges will need to ensure that all students poses a higher degree of digital literacy, even (possibly especially) those completing degrees and certificates that lead to skilled trades employment.


Open Educational Resources may help to provide cost control for higher education institutions – if the available content ever becomes comprehensive enough for a school to make a serious foray into OER.

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The recent surge of enhanced analytics tools in the higher education market (such as the Starfish/Richland Thrive system) theoretically should help identify at-risk students and close process gaps to enhance the overall student experience. However, enhanced analytics are useless if an institution does not utilize a process to act upon the dataset’s results. Additionally, effective implementation of these systems is typically limited by the “iron triangle” as described in the “project management triangle” on Wikipedia. (https://en.wikipedia.org/wiki/Project_management_triangle)


Burnham, K. 4/17/2018. The impact learning analytics is having on higher education. https://www.northeastern.edu/graduate/blog/learning-analytics-in-higher-education/


Educational institutions are on the cusp of another revolution in online learning – driven by low-cost virtual reality (or augmented reality) systems that will enhance (or replace) physical on-campus laboratory classes. Colleges have seen a massive upswing in online learning within the last decade, partially fueled by mature video communication tools that reduce the “disconnect” between instructors and students. This change, coupled with more mature learning management systems and increases in high-speed internet access, has helped to make online learning a powerful player in the education market. Adding virtual reality to these systems could potentially allow students to complete entire degrees online. Depending on how colleges price courses and what online courses and programs they offers, this development has the dual potential to drive students away or to entice more individuals to enroll. Once academic content becomes commonplace, this trend will become regular practice.

Summary of benefits of Open Education Resources (OER):
- “teacher sharing of best pedagogical approaches and curricular resources
- “customization of content”
- “Content matching”
- “Cross-disciplinary learning”

Educators must be trained to understand how to select materials, to match the materials to the learning goals, and to share resources with colleagues.


Three veteran educators research top businesses to translate the structures and processes into classroom management and student progress. The author points out that “the person in charge is seeking to create a climate that empowers team members (read ‘students’) and maximizes positive results.”


An emphasis on collaboration, stability, security, and relationships will help to shape the 21st Century culture. Administrators can no longer rely on maintaining distance from employees to establish positive working relationships. Booth and Silk write, “...it is humans with emotions that are our greatest organizational asset” and that “emotion . . . drives behavior in organizations, both positive and negative.”


Massy, the former CFO at Stanford University, summarizes five indicators to consider in determine the “academic and financial sustainability” of programs:
- Program Size—logically, a large program is more sustainable because it supports itself, but small programs with graduates in demand should not be discounted.
- Margin/Credit Hour—useful in examining areas for “expansion and contraction.”
- Market Performance and Prospects—consider not only the local/regional demand but also who else is offering the program.
- Contribution to Mission—"delivering on mission should be a primary and articulatable institutional goal, even though the contributions of particular programs are and will remain matters of judgment."
- Sufficiency of Resourcing—is an institution devoting appropriate resources, including personnel, equipment, and space, to assure that the program can grow in line with local need and student interest? "Forcing professors to work beyond their comfort levels or students to work under suboptimal conditions undermines academic sustainability."
Section 5: Trends and Opportunities

Demographics
- Declining District population also means declining K-12 enrollment, impacting dual credit enrollment and Richland enrollment.
- The number of citizens without degrees (post-secondary and high school diploma) is staying flat; however, with the decline in population, the percentage of those without degrees increases.

Personnel
- Human Resources has initiated a structured Leadership/Supervisor training program using face-to-face and online delivery. Participation and outcomes will be reported at the end of year 1 in May. Professional development areas identified through various means include technology, active learning, and classroom pedagogy.
- The Partners in Leadership program is beginning the last year of contracted assistance. New trainers have been identified for the year. How will the implementation of Accountability practices and employee training impact College culture in the long term?
- Human Resources manages applications for between 75 and 100 positions (full- and part-time) each year. The implementation of new software to manage the application process will impact the labor expended by HR staff. Will this software impact the number of applicants through online submissions and process management?
- The minimum wage level will increase over the next few years and may require adjustments of the College budget and employment of student workers.
- Continued adjustments to healthcare requirements by the Federal government may impact Richland’s healthcare and benefits package.

Partners
- Richland continues to work with local and regional partners to develop and deliver programs. The list of partners and collaborations continues to grow. How can College personnel maintain and utilize these relationships to benefit students?
- Grant funding supports skilled trades training for new and incumbent workers. Grants through the State of Illinois promote collaboration with business and industry and other colleges. Recruitment for program from a decreasing population count will continue to be a challenge.
- K-12 school districts work with Richland to maintain and expand dual credit offerings and to explore the career pathways initiative in the state. Administrators continue to determine ways to identify methods to promote college readiness, both for transfer and CTE students.
- Richland employees are members of community organizations and communicate opportunities for personal and professional training as well as for contributions to the Richland Foundation.

Accreditation & Articulation
- Richland is shifting from the Higher Learning Commission Academic Quality Improvement Program (AQIP) to the Standard Pathway, changing the requirements and timeline for reaffirmation activities. The emphasis is still on processes and results; evidence-informed decision-making is a key component of the work of the HLC.
- Program Directors and Deans explore opportunities for program articulation and industry certification, a continuing emphasis by the ICCB and an increasing emphasis by employers. The certification process means that programs are under constant scrutiny to meet state and national requirements.
Transfer articulations and the Illinois Articulation Initiative continue to be an emphasis for academic disciplines. The new General Education Core Curriculum Credential may change placement for recent high school graduates.

**Student Support Systems**

- The shift from advisors to Success Coaches is being monitored for impact on student engagement, retention, persistence, and completion. Other process changes in Student Services in areas such as Financial Aid, the Academic Success Center, and Veterans Affairs are also being monitored to gauge effectiveness.
- The implementation of Richland Thrive achieved a key target of faculty utilization in its early implementation. Processes and communication among students, Success Coaches, and faculty are being refined.
- Online Learning continues to support online courses, faculty utilization of Canvas, and student technology needs. Research continues to reveal the need to financially support the technology used by students and faculty on campus and the need to identify strategies to supply technology for students who cannot afford it.
- Accessibility of the website, College documents, and classroom materials has become an area of training through Faculty Academy. An increased focus on accessibility at the state and national level had led to new regulations for the College to implement.
- The library continues to offer services for students and community members. Faculty utilize the expertise of staff for the development of Open Education Resources and for research on College projects.
- National research highlights challenging areas of student preparation and basic needs that impact college progress and success. The opening of the Pantry at Richland in partnership with the Good Samaritan Inn and the availability of snacks and supplies are efforts to address these needs for student success.

**Financial**

- With the improvement of the State of Illinois finances, grant opportunities have increased, and Richland has been awarded several grants to be used for skilled worker training. Managing these funds requires staff time and effort. Changes at the Federal level related to reporting and documentation have affected internal processes.
- For the past three years, Richland has utilized a zero-based budget development strategy, with representatives from across the campus serving on the Budget Review Committee. This process has led to a more critical evaluation of budget needs for each cost center.
- Richland has been able to meet its budget goals and increase the available surplus as a result of the zero-based budgeting process and the voluntary separation that occurred in 2017-2018. Practices must continue so that this surplus can be maintained.

**Infrastructure**

- Richland has developed a new Facilities Master Plan, utilizing input from stakeholders from various divisions. The Board has acted on financing of the first phase of the plan. Space utilization is a key component of planning for the future, addressing classroom and lab usage at key times throughout the day.
- A Technology Master Plan has been developed and implemented to address aging technology in classrooms and offices.
- The Facilities Master Plan also includes attention to equipment and furnishings in classrooms, public areas, and offices to assure that the campus maintains a welcoming, positive environment for students, employees, and guests.
Academic Programs & Disciplines

- Richland has implemented an annual Program/Discipline Viability process reflecting the need/cost/quality components of the ICCB Program Review. Refinements to the process, now in its third year, continue to make the process and results useful for deans and administrators to determine changes in programs and disciplines.
- Guided Pathways is a national trend to benefit student progress from high school to college to career. Richland is examining components of the Guided Pathways model.
- Deans and faculty continue to investigate the expansion of the Transfer Academy and possible growth in dual credit CTE programs in partnership with the Heartland Technical Academy.
- Changes in the Carl Perkins Act, referred to as Perkins V, will require adjustments in how grant funds are spent on training, programs, and equipment. One of the first steps is the development and delivery of the Comprehensive Local Needs Assessment, the results of which will guide the development of Richland's Perkins application for FY21.
- College faculty and administrators are charged with identifying rapidly changing job responsibilities to assure that programs and courses meet employment needs. The trait of “agility” attached to the community college will continue to be challenged.