Richland Community College Institutional Overview

Distinctive features
Richland Community College District 537, established in 1972, is a two-year public institution located in Central Illinois about 3½ hours from Chicago and 2½ hours from St. Louis and is geographically one of the smallest downstate community college districts.

Since acceptance as an AQIP institution in 2001, the College community, including the seven-person Board of Trustees, has examined the mission, vision, and core values to ensure that they truly reflect the College’s role in the District. First, over a period of a year and involving the entire College at various stages, Richland’s first Continuous Improvement Process (CIP) Team identified and defined five core values and affirmation statements adopted by the Board of Trustees in Spring 2003:

**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 contributions.

**Excellence:** We strive to develop and pursue higher standards.

**Accountability:** We assume and demonstrate responsibility for our actions.

**Diversity:** We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

These core values appear at all entrances and on most printed College documents. The core values, mission, and vision statements are also read at the beginning of the monthly Board of Trustees meetings and at other committee meetings on campus.

Also in 2003, the Strategic Planning Team and the Board of Trustees examined the College vision, which had been in place for several years. To reflect Richland’s growth and potential, the Board of Trustees in November 2003 adopted the following vision: To be the premier source for education, workforce training, partnerships, and economic development.

The final step in the review of key institutional statements was the examination and revision of Richland’s mission statement in 2008. The Board of Trustees approved the new mission statement in February 2009: To offer innovative educational experiences, opportunities, and environments that enable individuals, communities, and the region to grow, thrive, and prosper.

The Vision, Mission, and Core Values are the core of decision-making at all levels of the institution.

Scope of educational offerings
As a public comprehensive community college with an “open door” admissions policy, Richland is governed by the Illinois Community College Act to provide transfer/baccalaureate courses and programs, adult education courses, occupational and technical courses and programs, and developmental education courses. Business training and community education initiatives complement College efforts to serve all residents of the District. The following list outlines the range of offerings as of April 2009:

- Associate degrees in Arts, Science, Fine Arts, Teaching, and Engineering Science (34 areas of concentration)
- Associate in Applied Science (47 degrees and 85 basic and advanced certificates)
- Community Education and Business Training courses (personal and professional growth, offered in a variety of locations throughout the District)

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Richland Community College May 2009

- Adult Education (including Adult Basic Education, GED, and English as a Second Language)
- Developmental education (5 mathematics, 2 writing, and 2 reading courses)
- Online courses (total of 181 sections for Summer and Fall 2009 to be offered; increase from 64 in Fall 2004’s Systems Portfolio)
- Dual Credit—courses offered to high school students both at Richland and at some of the area high schools to earn high school and college credit simultaneously. Currently, 11 high schools offer dual credit courses on site and students are also able to come to Richland’s campus. In Fall 2007, 476 students were enrolled in Dual Credit courses, up from 138 students in Fall 2003.
- Credit in escrow—students may enroll in courses to receive college credit, which is held for them until they graduate from high school. In Spring 2007 39 students were enrolled in credit in escrow courses, a decrease from Spring 2006 due to the increased opportunities for dual credit enrollment.
- Distance education—Richland is connected for real-time course delivery at one local high school and with another community college for a cooperative respiratory therapy program.

Student base, needs, and requirements
The following chart details information on Richland’s student population in FY08:

<table>
<thead>
<tr>
<th></th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Students</td>
<td>7280</td>
<td></td>
</tr>
<tr>
<td>Non-credit Students</td>
<td></td>
<td>5045</td>
</tr>
<tr>
<td>AA/AS</td>
<td>53.3%</td>
<td></td>
</tr>
<tr>
<td>Occupational</td>
<td>34.3%</td>
<td></td>
</tr>
<tr>
<td>Voc. Skills</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Adult Basic</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>Adult Secondary</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed.</td>
<td>10.7%</td>
<td></td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>1.2%</td>
<td></td>
</tr>
</tbody>
</table>

Of the 1,373 Spring 2007 graduating high school seniors, 335 enrolled in Richland courses in Fall 2007.

Financial aid support for students comes from federal and state funding such as PELL, MAP, and SEOG, scholarships from local civic organizations, and scholarships from the Richland Foundation, a non-profit fundraising and friend-raising entity for the College. With the current economic conditions in the nation and in the District, the need for financial assistance has increased dramatically.

<table>
<thead>
<tr>
<th>Number of students receiving financial aid</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3792</td>
</tr>
<tr>
<td>Amount Received</td>
<td>$4,039,359</td>
<td>$4,192,873</td>
</tr>
</tbody>
</table>

Costs for higher education have risen, and Richland has increased tuition and course fees annually for the last three years. The Board of Trustees reviews and approves necessary tuition
and fee changes in February each year; any changes are publicized for students to use in calculating financial need.

<table>
<thead>
<tr>
<th>FY10 Charges</th>
<th>Rate</th>
<th>FY10 Charges</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (Resident)</td>
<td>$69.50 per credit</td>
<td>Tuition (out of district/in state)</td>
<td>$376.48 per credit</td>
</tr>
<tr>
<td>Auxiliary Fee</td>
<td>$4.50 per credit</td>
<td>Tuition (out-of-state/international)</td>
<td>$491.94 per credit</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$10.00</td>
<td>Graduation Fee</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

As a result of another CIP team’s efforts in Fall 2002, the College offers an installment payment option, and the date of final payment of tuition now occurs approximately one week before classes begin. This deadline allows Deans to monitor and adjust section offerings to increase enrollment prior to the beginning of the semester.

Richland’s current students have many of the typical needs of college students. They need courses and programs that will transfer and programs that will lead to employment. They need reliable information for registration and graduation. They need excellent teaching and learning opportunities in the classroom and a variety of extracurricular activities to support the whole person. They need career guidance and job information. They need reliable transportation, either personal or public, neither of which the College can control. Currently the city bus service only runs to the College until 5:45 p.m., but Saturday service is available. Many students also need reliable, convenient, and affordable childcare. The Child Development Center admits children ages 2 (potty-trained) through 12; students, Richland employees, and District residents may enroll their children in a full-time or part-time program, and it offers after-school and summer care for school-aged children.

**Collaborations with other organizations (businesses, foundations, agencies, etc.) and/or institutions**

Richland is proud of the ongoing collaborative efforts in the District and the region with a variety of educational institutions, businesses, and service providers. Following is a partial list of collaborative projects and agreements, which will be expanded in other sections of the Portfolio:

- Partners in Education—facilitates business and education partnerships that provide experiences to expose diverse students to the world of work. Partners in Education relocated to the Richland campus in Summer 2008.
- Articulated 2 + 2 Degree Programs—designed for Richland students who intend to transfer to another institution to complete a four-year degree after earning an associate’s degree at Richland. Currently, the College has 39 formal agreements with 12 colleges and universities.
- Cooperative Educational Programs—Richland has agreements with 27 other community colleges that allow students to enroll in a career/technical degree and/or certificate program not available at the home institution. Students are able to enroll in these programs at the cooperating college’s in-district tuition rate.
- Illinois Articulation Initiative—a statewide agreement, initiated in 1998, that allows transfer of completed Illinois General Education Core Curriculum between participating institutions.
• Richland Community College Foundation—established in 1985 to encourage and receive monetary and in-kind contributions and support for the College. The Foundation awarded over $175,000 in scholarships to 346 students for Fall 2008, and it has shepherded donations and bequests to expand the physical campus, along with technology purchases and professional development opportunities for faculty and staff.

• The Full-time Faculty Collective Bargaining Unit and the Part-Time Faculty Union—work with the College to support teaching and learning and professional growth and development. Interest-based bargaining was used to reach a five-year contract approved by the Board of Trustees in May 2009, the second contract negotiated using an interest-based bargaining model.

• Community Agencies—over 90 District non-profit, civic, and service organizations have benefited from the volunteer efforts of College staff over the past few years.

• Farm Progress Show—the College has worked with a large contingent of community, county, and state entities to bring the Farm Progress Show to the area for a period of 20 years. Richland will host the third Farm Progress Show in September 2009.

Faculty and staff base
Like many other community colleges in Illinois, Richland experienced a large retirement wave from 2002 through 2005. From May 2002 through June 2004, 12 full-time faculty and 11 administration and staff have retired. In addition, Richland is the contracted education provider for 5 Illinois Department of Corrections facilities. The total number of full-time faculty, including the DOC, is 96, the largest number in the history of the College.

The following is an analysis of full-time faculty at the College as of Fall 2008:

<table>
<thead>
<tr>
<th>Length of Service</th>
<th>0-5 years</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>21+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>6.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Distribution</th>
<th>Male</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Doctorate</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MA/MS/MFA</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>BA/BS</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AA/AS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

| Average Age | 48.2 | 49.5 |

Richland also relies on a strong pool of adjunct faculty, many of whom have devoted many years to the College and its students. In FY 07, 146 adjunct faculty were employed, a typical number in any fall or spring semester. The following is an analysis of adjunct faculty at the College:

<table>
<thead>
<tr>
<th>Average Age</th>
<th>49.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Distribution</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Doctorate</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MA/MS/MFA</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>BA/BS</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>AA/AS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>21</td>
</tr>
</tbody>
</table>
Critical and distinctive facilities, equipment, and technologies and regulatory environment

Facilities and College sites include the following:

- Main campus--one main building (154,071 square feet) and a shared building for the horticulture program and College maintenance (12,000 square feet), located on the southwest edge of 117 acres on the northeast side of Decatur. Since the permanent campus opened in Fall 1988, construction has added new classrooms, labs, and office facilities to meet student and District needs. The main campus includes a fully functional surgical technology lab, 6-bed hospital room simulation, a Human Patient Simulator Lab with an adult and pediatric simulator, 2 greenhouses, integrated robotics, HVARC, electronics and drafting and design labs, 44 general classrooms (including 32 “smart” classrooms equipped with audiovisual equipment), and 25 computer and 8 science labs. The Culinary Arts Institute opened in August 2008 to accommodate the new Culinary Arts degree and certificate programs. A 325-seat auditorium is located in the Shilling Community Education Center along with a banquet room for 300, conference rooms, and several classrooms available for students and for rental by community groups. Opened in April 2009, the Adele P. Glenn Academy for Early Childhood Education offers pre-kindergarten training; it joins the Child Development Center for care for children of students, Richland employees, and District citizens.

- Also located on the campus is a building with rental office space for the Macon County Soil and Water Conservation District.

- Construction of Richland’s Center for Sustainability and Innovation began in fall 2008. This facility, the first “green” building in Macon County, is designed to showcase sustainable environmental practices and to serve as a center for community activities. The Center will open in Summer 2009, and the University of Illinois Extension Office will relocate to share that facility with the College.

- Clinton Extension Center is located in Clinton High School, about 20 miles north of Decatur, with a computer lab, classroom, and office space for the College Extension Office. Clinton, the second largest community in the District, has had an extension site since 1980.

- The RCC Hope Academy Center opened in Fall 2005 at the Decatur District 61’s Hope Academy. The Hope Academy Center offers admissions advising and other services. Credit and non-credit courses are also offered at this location, which has a computer lab and two classrooms. Also housed there is Decatur Community Partnership, a coalition of local service providers, educators, law enforcement, youth, parents, media and health organizations. The purpose of DCP is to collaborate with community organization leaders to effectively reduce substance abuse among youth and adults and to address the improvement of the overall health and quality of life factors of Macon County Residents. Richland serves as the fiscal agent for this initiative.

- The Fairview Park Plaza Center opened in January 2009. Credit classes and non-credit workshops are offered, as well as general College admissions services.

- Fire Science Training Center and separate “burn building” are available through collaboration with local fire departments for off-site training in two communities.

- Project Read, located at the Decatur Public Library, is a community literacy initiative directed by the College’s Adult Education Program.

- Other classes, both credit and non-credit, are scheduled in churches, high schools, and libraries to increase access by District citizens.
The following programs are accredited by national agencies: Surgical Technology, Radiography, Practical Nursing, Associate Degree Nursing, Automotive Technology, Emergency Medical Technician, and Medical Transcription.

**Competition**

As Richland looks for ways to expand its services and programs, the staff constantly examine not only District needs but also what entities would vie for the same shrinking population. Several competitors have surfaced in this examination. Consistently, public and private four-year colleges and universities draw students to get the “real” college experience with residence life, sports, and other extracurricular activities. Other local technical training agencies offer competition for occupational training and certificates. Sometimes displaced workers are sent to these agencies through the local Workforce Investment Solutions (WIS) office; the local WIS sometimes perceives that other entities are able to respond more quickly than Richland to training needs. On-line universities also are drawing students, although the number of actual attendees from the District is difficult to track. This option will only increase in popularity in the future; however, not all students have the technical skills to maneuver on-line, nor does everyone have the hardware to handle some of the more sophisticated software. An increase in the number of high school Advanced Placement (AP) courses, where students may test for college credit, may reduce the population available for dual credit and credit in escrow courses on campus. Financial competition is enhanced by the change in economics. Individual and corporate donations to the Richland Foundation will be affected by the national economy, but District residents and businesses have been and continue to be generous with their donations.

**Key opportunities and vulnerabilities**

Often the opportunities and vulnerabilities are tied together. Although Decatur, the major urban center in the District, is the home of Archer Daniels Midland Co. and Tate and Lyle, two international food processing plants, the perception is that Decatur has been for generations a blue collar community. Until the early 1990s international companies including Caterpillar, Bridgestone/Firestone, ADM, and Tate & Lyle were prime employers of high school graduates who did not choose college immediately after graduation. However, since then, the area has lost manufacturing jobs in many companies due to downsizing, the closure of major employers, and increased technological efficiency that does not require the same number of workers. In fact, perception is one of the area’s biggest vulnerabilities. People in the District do not often see the career opportunities available; the perception is, “If we don’t have factory jobs, we don’t have employment.” With the recent economic trends and layoffs at the major manufacturing plants, people are realizing that their basic skills will not be enough for the technical jobs that remain.

Other challenges affect planning at Richland. The District faces a declining birthrate and an egress of people due to job losses. For those who stay, maintaining state-of-the-art training facilities and equipment is critical. The College also faces competition for dual credit students, limited alternative scheduling opportunities (weekend college, accelerated courses, late-start courses, hybrid online/on-ground classes), tying the educational cycle to the traditional semester, and the high drop out rate, particularly of African American males (57%), in the Decatur public schools, the largest K-12 feeder to Richland. Even the high school completers are often not prepared for college-level studies, as evidenced by the number of students required to enroll in developmental reading, writing, and mathematics classes. The College also faces decreased funding through property taxes and state funding, thereby reducing faculty and staff development.
opportunities and affecting staff morale. Educationally, Richland cannot rest on past successes; the College community must strive to maintain the positive attitude that has been a trademark of the College and one of the “selling points” in hiring new faculty and staff.

Opportunities, though, may also be found in these challenges. New faculty and staff bring new ideas. The low tuition rate makes Richland attractive in a time of economic stress for citizens choosing colleges for their children and for themselves. The high caliber of instruction, small classes, and student support often make Richland more attractive than larger institutions. Richland strengthens existing partnerships and continues to build new collaborations with businesses and agencies in the District, focusing on health professions and biofuels. Finally, the College’s opportunities to change and grow through the established decision-making system, the Continuous Improvement Process, and AQIP will allow the staff and faculty to examine and adjust as needed to make Richland more attractive to District citizens, regardless of their needs.
Criterion 1: Helping Students Learn
Core Values: Commitment, Respect, Excellence, Accountability, Diversity
Strategic Plan Goal 1: To Enhance, Strengthen, and Advance Teaching and Learning

1C1 Common student learning objectives

From the establishment of the College in 1972, Richland Community College faculty and administration have stressed the importance of helping students achieve their personal and professional goals, regardless of what they are. Programs, courses, and support services have been designed to strengthen skills and abilities of all enrollees, regardless of their beginning competencies. Richland has students at the center of its organizational chart and has placed primary emphasis on student learning in its first Strategic Plan goal, to enhance, strengthen, and advance teaching and learning.

While the College works to graduate successful students, recently it has turned its attention to College-wide student learning objectives and outcomes assessment. Various plans over the years have been created, but the commitment from the faculty and administration has been sporadic and limited except in the occupational programs. The AAS degree programs have delineated outcomes based on the SCANS competencies or mandated requirements by licensing boards in the health professions. For other degrees, including the AA and AS degrees, no formal efforts have been made.

When Richland adopted the AQIP accreditation model in 2001 and began examining the nine Criteria, administrators realized that assessment was one of the College’s least developed criteria, particularly as it directly related to programs and student success. In Fall 2003, a Continuous Improvement Process (CIP) Team (#26) also took up the task of learning outcomes assessment. The Team used the recommendations of a previous 2001 Taskforce as a springboard for its work and in fact incorporated some of its previous recommendations into its final report in December 2003. At the same time, two CIP Teams worked on reorganizing the committee structure; one critical area was to continue the work of Team 26 to address outcomes assessment at the course, program, and institutional level. The Outcomes Assessment Taskforce was created with faculty representation from all teaching divisions as well as other stakeholders and began its work in February 2004. This Taskforce has taken the lead in activities to move the College community into a mindset of learning outcomes across the campus.

The Outcomes Assessment Taskforce has coordinated the following activities:

- A faculty survey was administered in October 2003 to gather information perceptions and understanding of the concept of student learning outcomes and course and program outcomes.
- National experts on assessment spoke at the Staff Development Day in February 2004 and during the week prior to the beginning of the Fall 2004 semester.
- Forums have been held to determine what the College is calling cross-disciplinary outcomes, those common outcomes for all degree seeking students at RCC.
- Subgroups met to define cross-disciplinary outcomes.
- The Taskforce created operational definitions used throughout the College.
- An online template was created and piloted to identify classroom assessment tools. The results of the pilot are being analyzed for the next steps.
The Taskforce and the administration recognize that this process will be an extensive one, but the progress in educating faculty and staff has been significant.

**IC2 Aligning student learning expectations, practices, and development objectives with mission, vision, and philosophy**

The administration works to assure that course and program objectives support Richland’s mission, vision, and core values. New program recommendations or revisions of existing programs are aligned with the Strategic Plan and its goals, and academic and institutional support initiatives are also linked to the Strategic Plan.

As the Outcomes Assessment Taskforce works on cross-disciplinary outcomes and then broader institutional outcomes, connecting these to the mission, vision, and core values will be a primary component. In addition, the administration will make sure that student and institutional outcomes activities are included in the Strategic Plan and other short- and long-term planning for the College.

**IC3 Key instructional programs, delivery methods, and technology use**

Deans of key instructional programs report to the Vice President of Student and Academic Services and to the Vice President of Economic Development and Innovative Workforce Solutions. Specific program areas are listed on the Organizational Chart IC3. They fall into the following categories:

- Career and Technical Education (AAS degrees and certificates)
- Transfer/baccalaureate (AA, AS, AES, AAT, and AFA degrees)
- Adult Education (Adult Basic Education, GED preparation, Project READ/literacy)
- Continuing and Professional Education (occupational training and professional and personal development)
- Developmental Education (integrated into academic divisions depending on discipline)

Faculty in these areas use a variety of technology methods for content delivery. Richland has upgraded 32 classrooms to the level of “smart classrooms,” where faculty have access to AV equipment and Internet without having to take equipment with them. The College has offered online classes since Fall 1998; with changing technology and interest more faculty are offering sections in an online or hybrid format (with only some class sessions held on campus). Although Richland’s distance education agreements with some area high schools expired because of high school finances, an Internet-based delivery option has been connected with one high school and with one partner community college to deliver courses in a respiratory therapy program.

Faculty are encouraged to use technology in their classes, including the learning management system Angel, online delivery of lectures, tests, quizzes, or other class materials, and/or Powerpoint presentations. Students are also expected to use technology in a variety of ways, from class presentations to assignment delivery to instructors, and registration for classes and access of semester grades and complete transcripts. The College knows that reliance on computers and the Internet will grow, and to compete in the job market and at transfer colleges and universities, students must be trained in appropriate uses of technology.
In addition, faculty and staff do not ignore the traditional methods of instruction that allow students to learn in a variety of ways. Pedagogical approaches to classroom teaching and learning include

- Lecture and discussion (both in person and online)
- Small group work and collaborative presentations
- Laboratory assignments
- Written work, including tests, quizzes, journals, research papers
- Internships and practicums
- Field observation and research
- Internet research and content delivery
- Portfolios

Syllabi generally include the methods of delivery as well as objectives that address mastery of technology, and course delivery options are clearly explained in the Class Schedule and online.

**IC4 Preparing students to live in a diverse world**

Richland strives to expose students to as many “real world” options and situations as possible in its courses, programs, and extracurricular opportunities. All degrees and many certificates include requirements for humanities or business courses, and students are encouraged to enroll in courses that include a non-Western perspective in the curriculum. The *2008-2011 Strategic Plan* includes strategies to increase and track cross-cultural assignments in general education classes. Other opportunities for exposure are incorporated into classes and extracurricular activities:

- General education credits included in programs
- Collaborative activities in the classroom
- Readings and research on global issues
- Service learning opportunities in clubs and organizations
- Membership in a state program with study abroad options
- Opportunities to join clubs and organizations offering perspectives on diverse topics
- Input from advisory boards to assure exposure to different perspectives
- Opportunities to interact with faculty and staff outside the classroom
- Annual Walking the Walk of Diversity conference—students in TRiO and student leaders participate in this conference.

In Spring 2009 a faculty member is on sabbatical in Kenya working in an orphanage. When she returns, she will take the lead role in assisting faculty to infuse international awareness into curriculum.

**IC5 Creating and maintaining a positive academic climate**

Richland promotes for all members of the College community, including students, faculty, and staff, a climate of intellectual freedom while respecting differing and diverse opinions. Two of the College’s five core values and their definitions, adopted in 2003, are *respect* and *diversity*.

- **Respect**: We recognize the expertise of all members of the College community and encourage individual contribution.
• **Diversity**: We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

These and the other Core Values are emphasized in Personal Performance Plans, the annual appraisal system used by non-faculty employees, and are a part of meeting agendas throughout the College.

*The Students’ Rights and Responsibilities Handbook* outlines for students both their rights as students in an academic setting and their responsibilities to be productive, contributing members of an educational community. These rights and responsibilities, addressed in Section 4.15 of the Board Policies, are available in the *Student Handbook* and *College Catalog* printed each year. The *Student Handbook* also includes other policies related to graduation, honors, and transfer information, as well as confidentiality and privacy rights. A grievance process with both informal and formal methods of settling issues in the areas of academic concerns, FERPA, ADA, sexual harassment, student employment, student conduct, financial aid and student refunds is also available in a number of written documents and on the College website. Additional activities that encourage inquiry, academic investigation, and sharing include

- Classroom discussion and assignments
- Open forums, workshops, and Student Senate meetings
- Luncheon for Student Club Representatives and Administrators (spring and fall)
- Participation in clubs and organizations that reflect a variety of viewpoints (i.e. College Republicans and College Democrats), with faculty and staff advisors
- Program Board—a student group responsible for planning extracurricular and service activities for students

Section 3 of the Board Policy Manual outlines various rights and privileges for all employees, including evaluation and grievance processes. This section was reviewed in 2005 under the direction of the Employee Relations and Development Committee. Previously, CIP Team 19 developed and the College implemented a new Personal Performance Plan that allows non-teaching employees to develop action plans for professional growth with their supervisors. These plans are reviewed on a yearly basis. A revision of the plan has occurred for implementation with the 2009 review cycle. Faculty’s rights to academic freedom are addressed by Board Policy as well as in the *Faculty Handbook*. Faculty have access to a variety of research tools through the Learning Resources Center as well as Internet access. Conference and travel funds are included in the annual budget for professional development, and the RCC Foundation offers professional development funds as well. The Faculty of the Year Award has been given since 1979, with a cash stipend awarded by the RCC Foundation. An Adjunct Faculty of the Year Award was reinstated in 2005. Both the Faculty and Adjunct Faculty of the Year participate in commencement ceremonies and are recognized at a number of events throughout the year.

Additional methods of academic inquiry and discussion include

- Faculty Forums and town meetings
- Open Division Meetings
- Open committee and taskforce meetings, with agendas and minutes posted on the College Intranet
- All-College meetings and Convocations

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• Ad hoc taskforces on topics such as the academic calendar, Faculty of the Year, Professor Emeritus, and Graduation

The Employee Appreciation Taskforce, under the direction of the Office of Human Resources, coordinates the annual Employee Recognition Awards and other events to celebrate the dedication of Richland employees. Other awards are detailed in Criterion 4, Valuing People.

**IP1 Determining common student learning objectives and specific program learning objectives**

The Outcomes Assessment Taskforce, created in January 2004, is comprised of faculty from all academic divisions as well as representatives from other stakeholder groups. After series of faculty forums and other activities, the Taskforce identified four cross-disciplinary outcomes for all degree-seeking students.

<table>
<thead>
<tr>
<th>Outcome 1—Communication</th>
<th>Students will demonstrate the ability to read, write, listen, and speak (or use other modes of communication) effectively in a variety of contexts and formats, in order to show required levels of comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2—Critical and Creative Thinking</td>
<td>Critical Thinking: Students will gather appropriate information from multiple sources, evaluate information and distinguish between proper and fallacious inferences and connections. Creative Thinking: Students will formulate alternative solutions, processes, or decisions and identify potential consequences</td>
</tr>
<tr>
<td>Outcome 3—Professionalism and Diversity</td>
<td>Students will demonstrate appropriate professional behaviors in a variety of modalities and roles, including leaderships, ethics, conflict resolution, self-awareness, feedback, time and stress management skills, and global awareness/diversity.</td>
</tr>
<tr>
<td>Outcome 4—Technology Literacy</td>
<td>Students will use technology and other resources efficiently and legally/ethically to effectively gather, organize, manage, evaluate, and create information, solve problems, and communicate.</td>
</tr>
</tbody>
</table>

A pilot was conducted in Fall 2008 and Spring 2009 to test a matrix for assessment. Faculty training will be conducted in Fall 2009 for institutional implementation. A subcommittee is also working on a system of artifact collection and storage and on the evaluation process.

Program objectives have been established by faculty and Deans as the programs are developed. These objectives are reviewed and adjusted if the program is revamped. Objectives are determined by input from Advisory Groups (where applicable), graduates, faculty, and staff, as well as from standards established by national certification agencies and/or other oversight groups. Evaluation of objectives is also done as a part of the Program review process, developed by a Continuous Improvement Process Team to meet the requirements of the Illinois Community College Program Review requirements. Richland also participates in the Illinois Articulation Initiative, assuring that courses taken at Richland meet standards set at a state level and that these courses will be accepted at participating transfer colleges and universities.

**IP2 Design new programs and courses to facilitate student learning**

New programs and courses may be initiated through a number of avenues at the College. Through Student and Academic Services and the Economic Development and Innovative
Workforce Solutions Divisions, Deans and Vice Presidents may undertake an investigation on the feasibility of new programs based on input from:

- Advisory Committees
- Needs Assessments conducted in the District
- Occupational Outlook information through Federal or State reports, the ICCB, or IBHE
- Local businesses and/or industries
- The Local Workforce Investment Board, the Macon County Economic Development Corporation, and the DeWitt County Economic Development Corporation
- Internal assessment of student interest
- National trend information
- Critical Skills Shortages information

As a part of program development, Deans are responsible for determining needs for faculty, equipment and supplies, space, and other special program needs. Program prerequisites, course schedule options, and other special student support requirements such as testing must also be outlined. New programs are reviewed and approved through the process charted below to assure that support services, space, equipment, and other issues have been considered by stakeholders. Developers must present research on transfer articulation through the Illinois Community College Board and the Illinois Articulation Initiative. Finally, they must consider how the program fits with the College’s mission, vision, and core values.

The following flow chart shows how new programs move through the current system:

<table>
<thead>
<tr>
<th>New Programs</th>
<th>Deans and Faculty Initiators</th>
<th>VP, SAS/VP Team</th>
<th>Academic Standards Committee</th>
<th>IEG</th>
<th>Board and/or ICCB</th>
</tr>
</thead>
</table>

Faculty in any discipline may develop new courses to support existing programs and may alter existing courses to meet changing demands in course content and delivery. New courses are reviewed and approved by the VP Team and Academic Standards prior to ICCB submission. Faculty and Deans must determine any new prerequisites, course articulation, and additional equipment and space needs.

**IP3 Determine the preparation required of students**

Richland’s “open door” policy allows all students with a high school diploma, GED, or equivalent admission to the College. However, students must meet prerequisites for entry into certain courses, and some programs, particularly those in the health professions division, have a clearly outlined admissions process.

Richland follows the IBHE’s minimum subject requirements established in 1993 for transfer programs:

<table>
<thead>
<tr>
<th>Units</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (emphasizing written and oral communications and literature)</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies (emphasizing history and government)</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming)</td>
</tr>
<tr>
<td>3</td>
<td>Sciences (laboratory sciences)</td>
</tr>
<tr>
<td>2</td>
<td>Foreign language, music, art, or vocational education</td>
</tr>
</tbody>
</table>
Students who do not meet these requirements are required to make up any deficiencies by graduation.

In order to be admitted to most credit courses and programs, students must evidence academic preparation through one of five methods:
- Accuplacer placement testing in mathematics, sentence skills, and reading comprehension with scores established by the Placement Standards Taskforce
- ACT or SAT scores established by the Placement Standards Taskforce
- Evidence of prior knowledge through proficiency tests
- CLEP or DANTES testing (in certain subjects only)
- Transfer work from another college or university

In addition, students may receive academic course credit through a number of additional options (recently approved by the Board of Trustees as policy):
- Credit Equivalency by Licensure of Certification
- Credit Equivalency for Professional Training
- Credit Equivalency for Professional Experience
- Credit for Military Service and Training

Certain health professions programs require additional placement testing and/or completion of certain courses in order to be for students to be admitted into the program, according to national or state mandates.

The Board of Trustees approved a mandatory placement testing policy in Fall 2003. The placement test policy allows certain exceptions for individuals who have not earned over 15 hours of college credit, including enrollment in courses with no prerequisites.

**1P4 Communicating expectations regarding student preparation and student learning objectives**

Interested individuals may access program, course, and general enrollment information through a number of sources:
- College Catalog
- College website
- Class schedule (for prerequisites, testing information, and admission process)
- Visits to high schools by the Director of Recruitment and Outreach Services and other College employees
- Program sheets (also available on the College Intranet for all employees to use when advising)
- New Student Orientation (SOAR)
- Information Sessions (online and on campus) for health professions programs
- Course Syllabi available in division office
- Workshops
- Program brochures and other printed materials
- Contact with program faculty
Helping students select programs of study to match needs, interests, and abilities

Since not all individuals who want to attend Richland have a clear picture of career goals and expectations, the College offers a number of aids through the Career Center. For example, District citizens, regardless of enrollment status, may complete a number of career interest inventories, some at no cost. A counselor or Career Services staff person will then review the results and discuss possible programs of study. In addition, students are encouraged to meet with faculty in their programs of interest. Richland participates in a number of career and college fairs in the District, and Career Services also coordinates internships with a number of local businesses.

Career information is also available to K-12 students through outreach activities such as “I’m Going to College,” a summer program for grade and middle school children, the 8th Grade Career Fair co-sponsored by Partners in Education, Richland, and the Heartland Region Education for Employment System, and other job awareness activities organized by Partners in Education.

Academically, students complete placement tests or show evidence of competencies based on the instruments listed in 1P3. Students may enroll in the courses designated by these tests, including placement directly into college-level courses or into developmental reading (2 levels), writing (2 levels), and/or mathematics courses (4 levels plus geometry). Students are encouraged to review prior to completing the placement exams; websites and tutoring are available for any interested individuals. A retesting process is also in place for those who want to attempt the test a second time.

Other academic support services are available for students. Students with disabilities may seek assistance through the Office of Learning Accommodations Services for a variety of support services for any courses. Diagnostic screening is also available through this office for individuals who may not have had access to testing while in high school. All students may access the Student Learning Center, offering faculty and peer tutoring in many academic areas; any individual in the College District who is 16 years or older and at least a junior in high school may also use these services.

Determining and documenting effective teaching and learning

The foundation of Richland in the community is the strength of its faculty. Alumni of the College comment on the connections with faculty who have made positive impressions on them both professionally and personally. The College tracks effective teaching and learning through the following means:

- Course evaluations by students (full-time and adjunct faculty)
- Evaluations by supervisors (full-time and adjunct faculty)
- Informal student feedback
- Student success/retention data, persistence data, and anecdotal information
- Licensure statistics and graduation rates
- Occupational Follow-up Surveys
- Faculty awards, publications, and other external achievements
- Tenure and promotion, both of which require assessment of teaching and college activities
Faculty learn about institutional expectations during the hiring process, new employee orientation, the tenure process, and other presentations. The Outcomes Assessment Taskforce have involved faculty in the development of cross-disciplinary outcomes; faculty will also be involved in the development of scoring rubrics, thus encouraging understanding of the process and the expectations. Deans are also conducting meetings for discipline-specific faculty to determine learning outcomes, and faculty in career and technical education programs have utilized WIDS software to assist in outcomes/objectives development.

**IP7 Building an effective and efficient course delivery system**

Although Richland builds its schedule around the traditional 16-week pattern for fall and spring semesters and an 8-week summer session, schedule builders also develop course patterns to accommodate student needs. Evening courses offered one time a week, Saturday sections, 5-week summer courses, late-start sections in both fall and spring (generally 12-week sessions) as well as special short-term offerings for specific business and industrial training have been offered over the last few years. For example, the Illinois Brotherhood of Electrical Workers (IBEW) worked with the Mathematics and Sciences Division to offer a 3-credit-hour political science class over 4 weekends. In Spring 2008, pilot sections of Speech 101, Oral Communication, were offered in a new format called Interterm. These three-week courses were offered online except for the presentation of three speeches, for which students had to come to campus (based on requirements by the Illinois Community College Board). Since then, Interterm courses in English and Speech have been offered during all breaks between regular semesters; while enrollment is low, retention and completion have been at 75%. Another project, the Workforce Readiness Program, is described in the Portfolio Overview.

Online delivery is increasing in popularity. Two 2008 Continuous Improvement Process teams focused on online education—one reviewed and outlined the steps needed to increase the number of online programs and offered recommendations on bolstering the online program process. The second team reviewed and recommended the steps needed to offer student support services online, including registration, financial aid, and advisement. Faculty and Deans continue to investigate additional courses that can be offered online, and hybrid courses, with some on-campus meetings, are also gaining popularity. Meeting dates for hybrid courses are generally published in the class schedule so that students will be aware of this requirement prior to registration.

A recent CIP team also recommended additional alternatives to the traditional schedule, particularly targeting part-time students; the academic deans are currently studying these recommendations to determine course combinations that may be offered efficiently and cost-effectively.

**IP8 Monitor the currency and effectiveness of curriculum and process for change**

Richland reviews curriculum on a regular basis. Program reviews are prescribed by the ICCB every 5 years for all programs; the program review process involves deans, faculty, and advisory committees, with input from the Business Services Office and through student evaluations. Programs are discontinued or undergo substantive changes following a process that includes data collection, trend analysis, input from advisory boards, discussions with transfer colleges and
universities, and extensive faculty input. Faculty, deans, and administrators also monitor curriculum needs through

- Input from advisory boards
- Current professional literature
- Conferences, workshops, and professional memberships
- Certification and licensure reviews
- College teams attending national conferences including Continuous Quality Improvement Network (CQIN) Summer Institutes, HLC/NCA Annual Meetings, and League of Innovations conferences

The ICCB also outlines procedures for discontinuation or substantial changes in programs or courses, and the College follows a process similar to the one outlined in IP2.

**IP9 Determining student and faculty needs relative to learning support**

Richland’s commitment to student success is evidenced in a number of free support services on campus. Student needs are determined through placement testing, referrals by faculty to support services, student requests for services, surveys such as the Noel Levitz Student Satisfaction Inventory and the ACT Faces of the Future, and requests to programs such as the Student Support Services/TRIO program and the Perkins Program. Richland has also supported tutoring through the Student Learning Center (open since 1978). New programs developed through the Student Success Office include the PASSport series (workshops in a number of activities) and targeted counseling activities for students on probation, students enrolled in several developmental education courses, and adult students returning to school.

Faculty and staff learning support needs are determined through surveys, including the Employee Satisfaction Survey administered biannually, through division meetings, through faculty and staff requests for training in technology, the College data collection software, and online course delivery, and through requests to committees and taskforces such as the Employee Relations and Development Committee. Surveys are also conducted by the Human Resources Office after Professional Development activities and by CIP Teams when researching particular topics.

Financial support for faculty and staff training needs is given through the RCC Foundation, division budgets, and special grants; facilitation assistance and other training comes through the Learning Resources Center, the Student Learning Center, and the Office of Student and Academic Services.

**IP10 Aligning co-curricular development goals with curricular learning objectives**

The Campus Life Office, which oversees co-curricular activities, supports classroom activities through availability of funds from the Program Board so that faculty may bring speakers to individual classes; sometimes, these programs are open to other classes or to the entire College community. In addition, clubs and organizations may work with faculty or staff to offer workshops or activities that support classroom work. Several clubs, including the Culinary Arts Club, the Early Childhood Professionals Club, Visions of Design (graphic arts), and the Student Nursing Club, all were recently developed as a result of requests from students in particular
majors. Faculty and staff advisors work with the Campus Life Director in planning activities to benefit students in those programs and the College community in general.

Service Learning courses have also been developed to encourage growth in student leadership and community service. Specific section topics are developed by faculty and include both academic and service components.

**IP11 Determining the processes for student assessment**

According to Board Policy 4.1.2.1 (approved December 2005), students are required to complete placement tests in mathematics, sentence skills, and reading to determine a student’s eligibility for courses with prerequisites and/or placement in developmental courses (numbered 099 or below). Students who have completed the ACT may use the Reading and English scores for placement in courses with prerequisites and not take those two components of the Accuplacer, the current placement instrument. A testing process has been established and includes steps for retesting; students must retest if 1) more than two calendar years have passed since the student tested the first time and 2) the student has not begun a sequence of courses that uses the placement test results. Testing for entry into specific programs, such as the Certified Nurse Assistant Program, Associate Degree Nursing Program, and the Surgical Technology Program, is also available at any time for students to take. Most placement tests are available at the off-campus centers so that prospective students do not have to travel to campus to register.

The Placement Standards Committee was established in 1987 to examine the student placement processes for the College. Since then, the Committee has undergone several transformations, but its primary purpose has always been to set the standards for placement testing and other necessary assessments for individuals entering the College. With the committee restructure in January 2004, the current Placement Standards Taskforce is charged with examining placement score ranges, reviewing the current placement instrument, Accuplacer, and assuring that other placement issues are resolved by stakeholders. Currently, the Taskforce is studying how to evaluate computer fluency, including researching available testing and best practices at other community colleges.

Faculty and deans have determined appropriate processes for assessment in courses and programs. Faculty use typical assessments including course tests and quizzes, final projects, team projects, speeches, and other assignments. AAS degree-seeking students are assessed through capstone courses, portfolios, projects, and internships as well as tests, quizzes, and class projects.

The Outcomes Assessment Taskforce will coordinate efforts on student outcomes in courses, programs, and across the curriculum and will develop an outcomes assessment plan for the institution. The College recognizes that this process will be slow, but the work done by the Taskforce so far has helped the process move forward.

**IP12 Discovering student preparation for further education or employment**

Richland relies on a number of methods to gather information on student preparation:

- Transfer information from colleges and universities (when available)
- Anecdotal information from students reporting to faculty and staff
- Graduation surveys
Richland Community College May 2009

- Feedback from advisory groups and employee surveys
- Licensure and certification information
- Contacts by the Career Center
- Internship results
- Number of students receiving degrees and certificates
- Pass rates from certification tests such as the NCLEX (health professions)

In addition, Richland tracks the number of students receiving academic awards and those with honors status at graduation.

1P13 Measures of student performance

Measures of student performance collected and analyzed regularly are
- Licensure and certification data
- Institutional data such as persistence, retention, and graduation rates
- Program data including completion, placement, and transfer information
- Course information such as completion rates and success in subsequent courses (where applicable)

The Retention Study completed in Spring 2009 and the Persistence Study currently in progress will offer data to Richland administrators to establish benchmarks and to implement activities that maintain or increase retention rates in high-risk courses and for at-risk student populations.

1R1 Results for common student learning objectives and specific program learning objectives

The Outcomes Assessment Taskforce is developing the next components of the cross-disciplinary outcomes process. Data will be collected as baseline in the next year.

In addition, the Retention Study identifies classifications of students and their retention rates along with grade distributions. This information will be used by appropriate stakeholders to implement strategies for target classifications. Based on the Retention Study, the All Students classification retention rate, which will serve as one of the College’s benchmarks, is 79.8%. The current Program Review process has been used for three years and is under review for the next year. The next step is to identify benchmarks for program deans and faculty to use in determining program success and viability.

The ICCB also identifies cohorts of students that can be used as baseline data for comparison. This information is used in examining dual credit and online education, for example, and is also available for comparisons in areas such as race/ethnic, age, and gender.

Another critical area of student achievement for the College is the GED pass rate. Information from the last 4 years for Richland indicates a relatively flat number. The College continues to work with these graduates to encourage them to enroll in college courses upon completion of their GED work.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86</td>
<td>70</td>
<td>68</td>
<td>64</td>
</tr>
</tbody>
</table>

Richland Community College Overview 20
The College transfer/graduation/still enrolled rate as reported to the ICCB has maintained a steady rate for the last several years. The Table in 3R2 offers additional information.

Many Richland students earn credits with only the intention to transfer, such as through Dual Credit or Credit in Escrow.

1R2 Evidence that students have acquired the knowledge and skills base for degrees and certificates

Richland constantly reviews available information for student success including employment, transfer, and licensure and accreditation. According to the 2008 Institutional Data Book, for example, 80% of nursing students who graduated in 2006 passed the NCLEX on the first attempt, down slightly from the 100% in 2005 and the 92% in Spring 2006. Practical Nursing graduates in Summer 2006 passed the NCLEX at 100%, and in Summer 2007 88% of graduates passed the NCLEX.

The 3-year average for degree/certification recipients who are either employed or enrolled in further education within one year of graduation from Richland is 98.7%, based on a follow-up survey mailed to all graduates. The College would like to increase the number of surveys returned and will be investigating other avenues for gathering this information, perhaps through the revitalized Alumni Association.

1R3 Results for processes associated with Helping Students Learn

Richland regularly reviews processes related to teaching and learning. The faculty of the Academic Standards Committee participate in curriculum review and related processes as well as other academic areas such as the master syllabus, academic integrity, and placement. The Office of Student and Academic Services also involves Deans and Directors in reviewing processes for program review, course and program development, and support services delivery. Changes have been made in processes related to

- New student orientation and registration
- Tuition and fees payment
- New employee orientation
- Approval of curriculum changes, deletions, and additions
- Application for RCC Foundation scholarships
- Placement testing for new students
- Program review

In addition, the faculty and Deans have developed new online course delivery methods including hybrid courses, have increased the number of sections offered online, and have developed new courses and programs to meet student and employer needs. The Director of Online Learning has overseen the transition to a new learning management system and conducted extensive training during Professional Development Day; additional levels of training are being developed as faculty expand their use of the system. The Director is also working with faculty to incorporate online technology into existing classes, thus not only increasing the number of sections but also enhancing the course content as faculty make the transition to online teaching methods. Mandatory Angel training is required for all students enrolled in online courses. This training must be completed before a student can access course materials on the first day of class.
Comparing results

Richland is able to compare results in some areas, such as enrollment, persistence, and finances, through the ICCB and other state agencies. When possible, the College participates in national surveys conducted by the National Community College Council of Research and Planning, ACT, and others to gather comparative information. Comparisons of results, however, are often difficult because of the varied nature of student demographics and goals as well as varied processes for determining outcomes, developing courses and programs, and conducting other activities that support teaching and learning. Richland staff use results from the Noel Levitz and the Faces of the Future to compare to other institutions, but this information is general in nature and does not allow easy comparison to what could be considered “cohort” institutions.

Improving current processes and systems for helping students learn and develop

Richland is examining the following processes and systems to determine improvement needs:
- Program review process
- Training for new learning management system for students and faculty
- Data collection and availability to reduce repetition
- Student advisement issues as indicated in the Noel Levitz Inventory and Faces of the Future
- Training for new portal, my.richland, for prospective and current students
- Replacement plan for classrooms and lab technology
- Identification of students who should enroll in support courses such as Personal Development, Career Development, and The Community of Higher Education.
- Screening for computer fluency and next steps
- New Student Orientation enrollment and delivery (including online options)

Setting targets and priorities and communicating results

A clear process for evaluating the cross-disciplinary outcomes listed in 1R1 will be established in the next year. Benchmarks will be determined and targets will be set at that time. In addition, the College will review new performance reports required by the State and make any necessary changes in the data requirements for those reports as well as for other reports required for grants or for federal programs.

Communication of information will continue through mechanisms described elsewhere in the Portfolio. In addition, the balanced scorecard being developed will serve as a communication device on the College website for external stakeholders and posted on the College Intranet for internal stakeholders. Developing strategies for improved communication are also among the charges of the Policy and Communications Committee and the Employee Relations and Development Committee. The REACH public engagement process described in 3P3 also assisted Richland administrators in identifying citizens who might be interested in future focus groups or taskforces to address specific College issues.
Criterion 2: Accomplishing Other Distinctive Objectives
Core Values: Commitment, Respect, Excellence, Accountability, Diversity
Strategic Plan Goals 2 & 3: Enhance, Strengthen, and Advance Collaborative Relationships and College Operations

2C1 Explicit institutional objectives

Richland has maintained the word “community” in its name because of its strong commitment to the citizens and communities within the District. Since its founding in 1972, the College has worked to establish and maintain a positive presence through public service activities and connections with business and industry. In addition, Richland works to create “community” internally, helping employees to grow both personally and professionally. In fact, along with the first goal in the Strategic Plan, to enhance strengthen and advance teaching and learning, the other two primary goals are to enhance, strengthen, and advance collaborative relationships and to enhance, strengthen, and advance college operations.

As outlined in other sections of the Systems Portfolio, Richland has participated in a broad array of community activities and encourages all employees to become involved in projects in their local communities and neighborhoods. This link has served to strengthen the role of the College in the District.

2C2 Aligning distinctive objectives with mission, vision, and philosophy

In the development of the Strategic Plan in 2003, the Strategic Planning Taskforce also worked in collaboration with the Board of Trustees to create a new vision. This vision statement, to be the premier source for education, workforce training, partnerships, and economic development, was adopted in 2003, along with the Core Values of commitment, respect, excellence, accountability, and diversity.

In 2009, the Board of Trustees adopted a new mission statement: To offer innovative educational experiences, opportunities, and environments that enable individuals, communities, and the region to grow, thrive, and prosper.

While education, workforce training, and partnerships are typical components of the work of any community college, Richland has expanded its vision and enhanced its mission with the incorporation of economic development. The mission statement and the vision both emphasize growth in the District, and Richland has taken significant steps in the last few years to connect with key partners in economic development.

The most significant recent event to promote economic development not only in the Richland District but throughout Central Illinois has been the partnership among government, businesses, and Richland to bring the Farm Progress Show to Richland’s campus with a permanent venue, rather than a show that moved throughout the state. This event, which occurs every other year, showcases agriculture, research, and agribusiness industries on a national scale. The idea for a permanent location was generated by two local businessmen who knew that Richland should be a key partner. As that idea was “pitched” to local and state government officials as well as national agriculture businesses and universities such as Purdue University and the University of Illinois, Richland administrators realized that this event could be an economic catalyst for the area, known as the “crossroads of agriculture.” With the partnerships in place, the Decatur community
and Richland were notified in September 2004 that the Farm Progress Show would come to Decatur beginning in 2005. A site north of the Main Campus was leased to the College for 10 years, and Progress City USA has become the location for a number of other activities, including erosion management training and private company training. The results of this partnership are outlined later in the Portfolio.

In addition to the Farm Progress Show, Richland has made internal changes to increase emphasis on the economic development portion of the vision. In 2008, the College developed a new position, the Vice President of Economic Development and Innovative Workforce Solutions. This Vice President oversees the Community Education and Engineering Technologies Division (business and industry training, non-credit courses, and the Engineering Technologies, Drafting and Design Engineering, Horticulture, and Welding Technologies academic programs), the Business and Technology Division (Business, Accounting, Office technology, Information Technology, and Culinary Arts), Partners in Education, and the Perkins Program. The Vice President works with his staff to create and promote partnerships that “grow” the District and emphasize the education needed for a strong workforce.

2C3 Support or complement processes and systems for Helping Students Learn

Richland’s Organizational Chart 2C3 shows students in the center of the plan, and this philosophy is integral in the College’s work. Collaborative relationships and College operations have at their heart connections to the primary mission of student learning. Fiscal decisions are based on their support of the educational mission, and the core of the continuous improvement training has been to examine processes that directly or indirectly support student success or employee development, both of which eventually lead to student success.

With a new vision and mission statement comes an additional emphasis on how student learning connects with the economic needs of the District—what training and education are required for students to gain employment and then stay in their communities, for current employers to expand the number of employees, and for businesses seeking a new home to come to the District and hire Richland graduates. New academic programs and non-credit courses have been developed to meet changes in employment and economic concerns in the District. For example, in 2008 a biofuels specialty was developed as an option for the Engineering Technology degree to meet the demand of a local international employer. Students may complete a Medical Transcription degree completely online. A CIP Team identified other degrees that could be offered totally online, and a CIP Team identified support services that online students may need; with the new student portal my.richland, students will be able to access these services more easily than before.

Partnerships for training opportunities have also been significant. In 2008, Richland partnered with one of the District’s largest employers, Archer Daniels Midland, and Workforce Investment Solutions to establish a Workforce Readiness Program, where 20 individuals received training through Richland and were mentored by ADM employees. All 20 individuals completed the program and were interviewed for positions at ADM. While not all 20 were employed by ADM, 16 of the 20 are either employed or continued academic coursework at Richland.
Chart 2C3
2P1 Determining other distinctive objectives

The 2008-2011 Strategic Plan was developed by a Taskforce of stakeholders representing a cross section of the College. The three goals and supporting strategies outlined in 8C2 were developed as the results of external and internal scans, focus groups, demographic research, and examination of previously created plans and reports. Stakeholders from throughout the College, including the Board of Trustees, were included in developing the Plan. With the creation of annual priorities based on the Strategic Plan, stakeholders continue to offer suggestions to direct work on the mission and to reach the vision.

Also incorporated into the Strategic Plan were some of the recommendations from the REACH public engagement initiative. The original year-long project in 2004 brought community members onto campus for a series of meetings related to key issues including job training and retraining, K-16 educational connections, serving diverse populations, and financial stability. Participants at each session generated ideas that were ultimately combined into a series of 6 main recommendations:

- Expand transfer and occupational programs to meet demands for contemporary and future career and job needs.
- Strengthen positive relations and connections with K-12 systems in the District.
- Develop program and continuing education initiatives to serve the District’s diverse populations.
- Enhance job training and retraining initiatives to continue the College’s flexible model of service.
- Develop initiatives to serve the District’s undereducated citizens, those who lack a high school diploma or GED.
- Increase activities that build a positive sense of community for current students, alumni and friends, and the District.

Since that initial process, Board of Trustees meetings held in District communities once or twice a year are preceded by presentations on the results of REACH and conversations about how Richland can serve those particular communities. Some suggestions have received immediate response, such as scheduling dual credit classes or sending counselors to campus, and others have been integrated into the Strategic Plan, such as establishing community liaisons for outlying communities.

2P2 Communicating expectations

Richland connects with its District communities in a number of ways to learn with what initiatives the College can assist. Through representation on the local Chambers of Commerce and the Local Workforce Investment Board, meetings with K-12 administrators, and meetings with local businesses, the College exchanges ideas and creates partnership plans. External communications options include the College website, press releases and feature stories in the local media, and Annual Reports to the District. One new external publication is a quarterly Alumni Newsletter, established to enhance connections with Richland graduates.

Internal communications are also important; formats include broadcast e-mails, posted minutes for College committees and taskforces, and information at All-College meetings and division meetings. A newly developed monthly newsletter, I-Mail, contains contributions from
throughout the College, including awards, welcome of new employees, and information on Division initiatives. Deans and supervisors outline expectations in meetings, and divisions report regularly to their Vice Presidents and in other meetings on their support of the Strategic Plan and Annual Priorities.

Participation in community activities is included in the tenure process, and non-teaching faculty may include participation as a part of their Personal Performance Plan. The PPP has been revised so that employees clearly connect their essential functions to the Strategic Plan and the Core Values. College employees also are encouraged to participate in community activities such as the Race for the Cure, American Cancer Society Relay for Life (held on the Richland campus), the annual Decatur Celebration, and the United Way campaign. Membership on boards for non-profit organizations and service clubs is also encouraged.

2P3 Determine faculty and staff needs

As a part of any new initiative, a tentative budget must be developed that meets both human and equipment resource needs. When the College budget is developed in the spring, all divisions must present priorities for funding and relate them to the Strategic Plan goals and strategies. Special attention is paid to support for continuous improvement projects that cross division lines as well as initiatives related to AQIP criteria, process reviews, and AQIP Action Projects. Faculty and staff funding is considered as a part of the “big picture” of the budget, and requests to fill openings that occur during the budget year are also weighed by program needs, relationship to Strategic Plan, and job responsibilities. The flexibility of non-credit programming also requires constant review of staffing needs based on training requests.

2P4 Assessing & reviewing objectives

Stakeholders throughout the College are involved in assessing and reviewing objectives. Regular Strategic Plan reports to the Board of Trustees and to the College community include progress made and goals achieved. The Institutional Effectiveness Group receives regular committee and taskforce reports to learn about progress on internal initiatives. Staff meetings such as the Vice Presidents’ Teams offer regular venues on progress in academic and support areas and encourage discussion on cross-divisional initiatives. The Quality Council receives regular updates on the progress of Continuous Improvement Process Teams, and each team “reports out” at the end of its project with research and recommendations. Approved recommendations are piloted and/or implemented, with results tracked and reported by the institutional manager for integration into the appropriate divisions. Information is also disseminated through division meetings, I-Mail, broadcast e-mails, or other appropriate venues. In the fall, the IEG, Quality Council, and other stakeholders meet to review Action Projects and determine what new projects should be implemented through CIP teams. The Board of Trustees meets in a retreat setting three times per year to discuss institutional issues, to offer suggestions on the Strategic Plan, and to conduct visioning exercises for the future.

2P5 Measures of accomplishing other distinctive objectives

Measuring the “success” of the vision and mission is done through a variety of ways:

- Number of local, state, and federal grant applications submitted
- Number of training sessions held on and off campus and the number of participants in these events
• Number of events held at Progress City (the location of the Farm Progress Shows)
• Contributions to scholarships to and establishment of endowments for the RCC Foundation (external contributions)
• Number of presentations to off-campus organizations by College staff (Speakers Bureau)
• Utilization of the three off-campus centers

In addition, in 2007 Richland participated in a study conducted by Northern Illinois University’s Center for Governmental Studies and sponsored by the Illinois Community College Board to examine the economic impact of Illinois community colleges. This study utilized employment information to show the contributions of Illinois community colleges to the vitality of their regions and the state; a segment of this study specifically analyzed Richland’s contribution to the local and state economy. This study shows that in 2005 68.4% of all working students who had attended Richland over the past 10 years were employed within the area served by the District. Another measure was of student-generated tax revenues. Between 1996 and 2005 over $120 million in federal tax dollars was generated by students who attended Richland Community College in 1995.

2R1 Results in accomplishing other distinctive objectives

The Farm Progress Show has clearly impacted the local region, and Richland has benefitted through its strong presence at the Show. With local, regional, and state partners, both public and private, Richland has increased partner opportunities with educational institutions such as the University of Illinois, the University of Illinois Extension, and Purdue University.

Richland has also become involved in a number of new partnerships in the last year, including
• The Decatur Area Education Coalition, focusing on kindergarten readiness, student achievement, and young scholars and workers.
• Three Workforce Readiness Programs based on the ADM model.
• Off-campus Center at a shopping mall; offering a full range of non-credit and credit programs.

Additional accomplishments over the last year that relate to collaborative relationships include
• Increase in the number of scholarships awarded to RCC students by Foundation
• Increased communication with local and state legislators
• Increased positive media exposure of activities occurring at the College
• Renewal of partnerships with area hospitals and clinics for 21 clinical sites for health professions students
• $11.8 million pledged to the Richland Foundation “Investing in Our Future” Campaign.
• Offered the 9th Annual Walking the Walk of Diversity Conference, with business and education participants from 5 states
• Opening the Fairview Park Plaza Center at the invitation of the shopping center owner
• Partnership with the University of Illinois Extension Office to move to Richland’s campus in the Center for Sustainability and Innovation

New “friends” join the relationships with Project READ, the Decatur Community Foundation, the local Chambers of Commerce, and many others to strengthen the District and impact its citizens.
2R2  Comparisons with peer institutions

Because of the nature of these collaborations, comparisons with other institutions are difficult. However, the willingness of external agencies to partner with Richland is a sign of acceptance in the District and of recognition of the positive contributions that the College makes to the District. With the development of a Balanced Scorecard, additional research will be done in the next year to determine how other institutions are measuring their collaborations.

2R3  Strengthening overall institution and enhancing relationships

With a 38-year history in Central Illinois, Richland has contributed much to the lives of District citizens. A 2005 referendum for the College passed with a 69% of the votes, in a time when the District was recovering from the loss of several major manufacturers. Citizens recognize the role of the College as a source of employment (the 5th largest non-manufacturing employer), a source of affordable education, and a partner in the advancement of the economic development of Central Illinois.

2II  Improving systems and processes for accomplishing other distinctive objectives

With the addition of the Vice President of Economic Development and Innovative Solutions, the creation of Progress City for the International Farm Progress Shows, and emphasis on sustainability, Richland continues to identify ways to accomplish other distinctive objectives. The emphasis on partnerships and economic development in the Strategic Plan means that these will be priorities in the next few years. Priorities will be set for tracking connections to the District communities, including benefits from the Farm Progress Show in September 2009. This work will be completed following the processes outlined in 2P2. Additionally, surveys and discussions with stakeholders will continue so that improvements can be identified. Training for Richland Ambassadors, a program to promote Richland programs and services, will include mechanisms for identifying improvement needs.

2I2  Setting targets and priorities and communicating results and priorities

Richland will focus in the coming year on projects identified in 2R1 and measure their effectiveness. If these are continued, the data collected will be used as a baseline for next year to establish new measures and outcomes.

Additionally, the College will explore expanding delivery of courses through distance learning, equipping a mobile computer training center, and determining the feasibility of identifying community representatives in the K-12 systems in the RCC Districts. All of these concepts were identified as priorities through REACH.
### Criterion 3: Understanding Students’ and Other Stakeholders’ Needs

Core Values: Commitment, Respect, Excellence, Accountability, Diversity

Strategic Plan Goals 1 & 2: Enhance, Strengthen, and Advance Teaching and Learning and Collaborative Relationships

**3C1 Key students and stakeholders groups and short and long-term requirements and expectations**

Richland supports several internal and external stakeholder groups through its mission and vision:

<table>
<thead>
<tr>
<th>Key Groups</th>
<th>Short-Term</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>Timely information and communications</td>
<td>Fiscal accountability</td>
</tr>
<tr>
<td></td>
<td>Fiscal responsibility</td>
<td>Academic excellence</td>
</tr>
<tr>
<td></td>
<td>Retreats for planning and communicating</td>
<td>Programmatic reviews/ modifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive College image--District and state</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate services &amp; opportunities for students</td>
</tr>
<tr>
<td>RCC Foundation</td>
<td>Timely information and communications</td>
<td>Positive College image in the District and state</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fiscal responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic excellence</td>
</tr>
<tr>
<td>Businesses &amp; Industry Employers</td>
<td>Response to training needs of incumbent employees</td>
<td>Qualified workers</td>
</tr>
<tr>
<td></td>
<td>Qualified new employees</td>
<td>Monitoring economic development</td>
</tr>
<tr>
<td>Transfer Institutions</td>
<td>Articulation of courses and programs</td>
<td>Articulation of courses and programs</td>
</tr>
<tr>
<td></td>
<td>Education-ready students</td>
<td>Education-ready students</td>
</tr>
<tr>
<td>Collaborative Partners</td>
<td>Responsiveness to current needs</td>
<td>Long-term planning for growth in District and in Central Illinois</td>
</tr>
<tr>
<td>District Citizens</td>
<td>Fiscal accountability</td>
<td>Fiscal accountability</td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
<td>Commitment to long-term educational “health” of the District</td>
</tr>
<tr>
<td></td>
<td>Quality, affordable educational opportunities</td>
<td>Quality, affordable educational opportunities</td>
</tr>
<tr>
<td></td>
<td>Participation in the learning continuum</td>
<td></td>
</tr>
<tr>
<td>Students:</td>
<td>Quality, affordable educational opportunities</td>
<td>Quality, affordable educational opportunities</td>
</tr>
<tr>
<td>Baccalaureate/Transfer</td>
<td>Appropriate training for current jobs</td>
<td>Appropriate training for current jobs</td>
</tr>
<tr>
<td>Career/Technical</td>
<td>Transferable courses/programs</td>
<td>Transferable courses and programs</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>Developmental/transition courses to college-level work, including workshops and short-term courses</td>
<td></td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Adult education opportunities in various locations</td>
<td>Developmental/transition courses to college-level work</td>
</tr>
<tr>
<td>Non-credit</td>
<td>Community education opportunities in various locations</td>
<td>Adult education opportunities</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Dual credit opportunities for high school students</td>
<td>Lifelong learning for personal growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strengthen relationships with K-12 Districts; increase opportunities to complete higher education in shortened time.</td>
</tr>
</tbody>
</table>
**3PI Identifying needs of student groups**

Richland uses a variety of methods to identify student needs. Surveys are administered at various times in students’ academic careers at the College, and these surveys offer students the opportunity to articulate their perceptions and preferences. Primary data gathering tools include:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Noel Levitz Student Satisfaction Inventory</td>
<td>Spring, even-numbered years</td>
</tr>
<tr>
<td>Faces of the Future Survey</td>
<td>Fall, even-numbered years</td>
</tr>
<tr>
<td>Graduation Survey</td>
<td>Annual</td>
</tr>
<tr>
<td>Course Evaluations (credit and non-credit)</td>
<td>End of every course</td>
</tr>
<tr>
<td>Satisfaction surveys in various student services offices, including orientation</td>
<td>Throughout the year</td>
</tr>
<tr>
<td>High School Inventory</td>
<td>Every two years to juniors</td>
</tr>
<tr>
<td>Admission Information Form</td>
<td>Admission to the College</td>
</tr>
<tr>
<td>RCC Help (online and phone help)</td>
<td>As needed</td>
</tr>
</tbody>
</table>

Student input is gathered through other venues, as well:

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Senate meetings</td>
<td>weekly</td>
</tr>
<tr>
<td>Student Senate reports</td>
<td>Monthly to IEG</td>
</tr>
<tr>
<td>Input of students in participative College committee structure</td>
<td>Regular meetings</td>
</tr>
<tr>
<td>Student Senate/Administrative Lunches</td>
<td>Once a semester</td>
</tr>
<tr>
<td>Student Senate/Board of Trustees Breakfast</td>
<td>Once a year</td>
</tr>
<tr>
<td>Student Trustee input to Board of Trustees</td>
<td>Monthly</td>
</tr>
<tr>
<td>Student Senate minutes</td>
<td>Weekly (posted on bulletin board)</td>
</tr>
<tr>
<td>Student Focus Groups</td>
<td>As needed based on identified issue</td>
</tr>
<tr>
<td>Underrepresented Groups Report</td>
<td>Annual</td>
</tr>
<tr>
<td>Diversity Climate Surveys</td>
<td>Every two years</td>
</tr>
<tr>
<td>Food Service Menu Tasting</td>
<td>Annual</td>
</tr>
</tbody>
</table>

College departments and stakeholders review the information in order to plan campus life activities, address student services issues, and monitor faculty issues. Deans receive summaries of course evaluations, and all information is shared with the appropriate Vice President. Program reviews also offer a regular venue for departmental feedback through integration of student responses.

In addition, the 2007 *Environmental Scan*, the *Institutional Data Book*, and a demographic study of the District by zip code that examines population, education, and economics are available for staff to examine trends. Reports from external agencies such as the Illinois Community College Board help Richland staff track employment, workforce, and demographic trends, and enrollment trends in the K-12 Districts are used to determine potential enrollment by high school students in dual credit and high school graduates in Richland courses. The advisory groups for Career and Technical Education Programs also assist in monitoring training needs for current jobs and potential changes in business and industry.
Building and maintaining relationships with students

Richland faculty and staff strive to maintain strong relationships with current and prospective students. Opportunities for contact may be as informal as having lunch in the cafeteria or talking in the library or Mueller Student Center to as formal as participation in committees or student and staff forums held throughout the year. The common student area and cafeteria also promote additional opportunities for informal gatherings and increased communications among faculty, students, and staff. Opportunities for interaction include:

- Student Clubs and organizations with faculty/staff advisor
- Student Club Days and Service Fairs held on campus each semester
- Student-Administrators Luncheon (representatives from clubs and organizations meet each semester with administrators)
- Student membership on Academic Standards Committee and Policy and Communications Committee
- Faculty advising
- Faculty and student interaction in and out of class
- Student Mentor Ambassadors, recommended by faculty and staff, who participate in a number of student activities
- Social gatherings, including the Spring Pancake Breakfast and the Fall Welcome Back Cookout
- Presence at Community activities such as the Decatur Celebration
- College Fair participation and regular visits to District high schools
- College 101, held in the spring for prospective students and parents
- Visits to District high schools by the Director of Admissions and Recruitment, staff, and faculty
- One-stop Student Services Center to facilitate obtaining services
- Monthly entertainers and novelty acts that provide an opportunity for fun interaction among students, faculty, and staff
- Multicultural and multiethnic programs and events such as the Cultural Fair, Kwanzaa, and the Black History Fair (all annual events)
- Health Professions Advisory Committee (student representation)
- Meetings with special education staff at high schools to discuss student transition to Richland
- Meetings of high school students and Learning Accommodation Services staff

Identifying changing needs of key stakeholder groups and selecting a course of action

Richland continues to gather information on District concerns through REACH, an initiative begun in Fall 2003. The Board of Trustees approved a series of public meetings under the auspices of REACH—the Richland Educational Advisory Committee for Higher Education. This project enlisted the services of six volunteer Community Chairs and representatives from the College faculty and staff on a Facilitating Team to conduct information sessions and work activities on a variety of topics; these topics included serving diverse populations, job training and retraining, continuing education and partnerships, finances and funding, and the College’s programs and services. The meetings were held from November 2003 through July 2004, and in August 2004 the Facilitating Team presented recommendations to the Board of Trustees for
incorporation into the Strategic Plan for implementation. Since then, the Board of Trustees has held one or two Board meetings a year in District communities and invited community/school district members to participate in a mini-REACH, with a presentation by College staff on meeting the recommendations from 2004 and then an opportunity for participants to ask questions and offer suggestions on how the College can meet the particular needs of that community. Since College stakeholders attend these Board meetings, they are often able to respond with information on the spot or with follow-up correspondence. These meetings have been well-received in the communities.

Creating a long-term facilities plan also requires input from key internal and external stakeholders. Prior to the creation of the 2007 Facilities Master Plan, several focus groups met to discuss the physical vision of the College and potential educational and community needs. Faculty, staff, and community partners participated in the forums, and the 2007 Master Facilities Plan reflects input from all groups.

In addition, the College uses other methods to identify potential needs of students and other stakeholders:
- Reports by local Chambers of Commerce and Economic Development Councils
- Reports from State and National agencies outlining career trends and economic issues
- Membership on various Boards throughout the District
- Attendance at and participation in forums conducted by community organizations such as the area Chambers of Commerce
- Program Needs Assessments

Career and Technical Education Advisory Committees are also integral in identifying needs for students and business and industry stakeholders. Advisory groups meet at least annually for the following disciplines:

<table>
<thead>
<tr>
<th>Communication, Education, Humanities, and Fine Arts</th>
<th>Mathematics and Sciences</th>
<th>Health Professions</th>
<th>Business &amp; Technology</th>
<th>CPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>Criminal Justice</td>
<td>Emergency Med. Services</td>
<td>Automotive</td>
<td>Agriculture/Horticulture</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>Fire Science</td>
<td>Nurse Assistant</td>
<td>Business</td>
<td>Drafting &amp; Design Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADN and PN</td>
<td>Culinary Arts</td>
<td>Engineering Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radiography</td>
<td>HACR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surgical Technology</td>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pharmacy Technology</td>
<td>Office Technology</td>
<td></td>
</tr>
</tbody>
</table>

The configuration of these advisory committees is also responsive to area needs, adding new members as needed to assure broad representation of large and small businesses.
Building and maintaining relationships with key stakeholders

Visibility is key for maintaining relationships with the citizens of the Richland District. With over 35 years of community connections, the faculty and staff work together to take the message of Richland into the District and beyond. The College community has connections with over 90 local organizations, either serving on Boards or volunteering in other capacities outside of work time. Through the Speakers’ Bureau, College representatives speak to local organizations on a variety of professional or leisure topics. Through REACH, Richland has been able to gather ideas and identify areas of concern to District residents. Contacts at area high schools include participation in College Fairs, regular visits by the Director of Admissions and Recruitment, and since 2004, attendance at high school awards ceremonies to present scholarships from the Richland Foundation. The President has spoken at over 15 Awareness Gatherings in the last year, hosted by College friends who invite others who may or may not be familiar with Richland. Organizations are also invited to hold meetings on campus, and College administrators and faculty conduct tours and present programs to those groups. College faculty, staff, and administrators continue to investigate methods to reach various populations in the District.

Determining new student and stakeholder groups’ needs

Richland works constantly to recognize new student and stakeholder groups and their needs. Methods include needs assessments of area businesses and industries, focus groups, advisory committees, and collaboration with external groups such as the local Workforce Investment Board, Chambers of Commerce, and the Economic Development Council.

For students, Campus Life and Student Senate support the formation of clubs and organizations related to specific majors or other special interest groups. Students and faculty interested in new clubs must complete an application and receive approval from the Student Senate in order to be a recognized club and receive supporting funds from student activities fees. For example, a Culinary Arts Club was formed in Spring 2009 after establishment of the Culinary Arts Institute and the two-year Culinary Arts program. Currently, 25 clubs and organizations offer social and academic connections for students. Club advisors (volunteer faculty or staff) meet with the Director of Campus Life to determine co-curricular and service learning opportunities and to encourage collaboration to maximize resources.

Collecting and analyzing complaint information

Issues raised by students, employees, or groups are collected in a number of ways. Surveys including the Noel Levitz Student Satisfaction Survey and Faces of the Future show gaps in student satisfaction. Graduation surveys also offer information about student perceptions of programs and services. The Student Grievance Policy (Policy 4.15.3) includes both an informal and a formal process for grievances about academic concerns, accommodations, discrimination, financial aid suspension, FERPA, sexual harassment, conduct, employment and refunds; this information is available in the Student Handbook and the Student Rights and Responsibilities Handbook. The process encourages addressing the issue at the lowest level possible. The Student Senate, representatives of clubs and organizations, and administrators meet each semester at a luncheon where concerns and ideas are shared, and a follow-up is presented either at a subsequent Student Senate meeting or at the next luncheon.
Concerns or grievances for staff are handled by the appropriate Dean or Supervisor, and a grievance process for full-time faculty is outlined in the Collective Bargaining Agreement. The Human Resources Office also handles personnel complaints. The President’s Cabinet discusses grievances and issues of a broader nature. Communications regarding actions occur through the appropriate venues to maintain confidentiality. If actions impact the entire institution, information is disseminated at the Institutional Effectiveness Group meetings held twice a month or through communications venues like broadcast e-mail, I-Mail, or memos from the President.

3P7 Determining student and other stakeholder satisfaction

Satisfaction is tracked through the Noel Levitz Surveys, Faces of the Future, Employee Satisfaction Surveys, and other surveying done by various committees, taskforces, and CIP Teams, many of which are identified in 3P1. Campus Life also works with the Program Board to assess the types of performers and activities that students might want for the next school year. Employee surveys and graduations surveys assist in tracking those students who leave the institution, and reasons for withdrawal from the College are also tracked to determine any patterns causing students to withdraw.

3R1 Results for student satisfaction

According to the Faces of the Future Survey administered in 2007, students expressed overall satisfaction with Richland. Of the credit students, 80.6% were very satisfied to satisfied with Richland overall, an increase from 75% in the 2005 administration. For both test administrations, less than 5% of the students were dissatisfied, with the remaining either neutral or leaving the item blank. Students also feel safe and secure on campus (4.11 average) and identify their academic experiences as positive (3.98 average), both with higher ratings than the national average. The Noel Levitz Student Satisfaction Inventory administered in 2007 offers more specific comparative information about importance and satisfaction. Two critical questions focus on satisfaction and expectations:

<table>
<thead>
<tr>
<th>Noel Levitz</th>
<th>2007 Local/National</th>
<th>2004 Local/National</th>
</tr>
</thead>
<tbody>
<tr>
<td>“So far, how has your college experience met your expectations?”</td>
<td>4.57/4.76</td>
<td>4.57/4.67</td>
</tr>
<tr>
<td>“Rate your overall satisfaction with your experience here thus far.”</td>
<td>5.29/5.43</td>
<td>5.14/5.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noel Levitz</th>
<th>RCC Importance/Satisfaction</th>
<th>Satisfaction RCC/Other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Security</td>
<td>5.99/5.36</td>
<td>5.36/4.94</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>5.96/5.35</td>
<td>5.35/5.32</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.39/4.96</td>
<td>4.96/4.93</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.95/5.26</td>
<td>5.26/5.25</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.18/5.35</td>
<td>5.35/5.36</td>
</tr>
</tbody>
</table>

These results indicate that Richland is close to or exceeds national figures; areas to continue to work on include Campus Support Services and Instructional Effectiveness.

Another gauge of student satisfaction can be seen in the number of students who have sought resolution through the resolution/grievance procedure, which has two options: formal and informal. Since Fall 2005, 29 students have chosen the formal appeal process, presenting their
cases to a Judicial Board comprised of students, faculty and staff. The distribution of these cases by year appears in the following table:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Formal Appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>8</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
</tr>
</tbody>
</table>

**3R2 Results for building relationships with students**

Richland has worked to establish a positive relationship with students, and these positive results are reflected in a number of surveys. Graduates are surveyed each year regarding their overall satisfaction with the College programs, staff, and services. These results are reported to the Illinois Community College Board annually and are included in the College’s *Institutional Data Book*. The following information comes from the survey administered to graduates from 2007:

- Course Scheduling & Availability: 74% Very Satisfied or Satisfied
- Quality of Academic Advising: 63% Very Satisfied or Satisfied
- Comfortable facilities, conducive to learning: 91% Very Satisfied or Satisfied
- Overall Academic Experience at Richland: 89% Very Satisfied or Satisfied

Enrollment Services and Career Services staff continue to investigate ways to increase the response rate for all surveys mailed to current or former students.

A report from the Illinois Community College Board included the following information on the percent of first-time full-time Richland students who graduated, transferred, or were still enrolled after 150% of program length:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Entering Cohort</td>
<td>220</td>
<td>265</td>
<td>180</td>
<td>207</td>
<td>217</td>
</tr>
<tr>
<td>Number/% Graduated, Transferred, or Still Enrolled after 150% of Program Length</td>
<td>139/63.2%</td>
<td>181/68.3%</td>
<td>111/61.7%</td>
<td>130/62.8%</td>
<td>141/64.7%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>70.6%</td>
<td>71.1%</td>
<td>70.8%</td>
<td>70.3%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

Additional Noel Levitz Student Satisfaction Inventory results may be found in *3R1*.

Previous student survey results have led to the reorganization of Student Services, development of a series of workshops dealing with academic skills such as time management, research, and study skills, increased training for academic advisors and faculty advisors, and increased visibility in area high schools. A two-part customer service training, “Lighten UP!” Customer Service, has been presented at least twice a year for employees in all divisions; evaluations show that the information was useful in meeting student and visitor needs. In 2005 this training received the third place Shared Journey Award from the National Council on Student Development.
3R3  Results for stakeholder satisfaction with performance

The results of a recent Employee Satisfaction Survey indicated that, overall, Richland’s employees felt they are a part of a culture that promotes learning, offers a variety of courses and programs, has good facilities, and fulfills its mission. 81% of employees very strongly or strongly agree that they are “committed to helping students reach their academic goals.” 71% of employees very strongly or strongly agreed that the College has a good reputation within the community and makes a valuable contribution to the local economy. Employees see the need to improve response time to creating programs and services and to capitalize on ways to improve teaching and learning. Attention to these two areas has increased through additional professional development activities, emphasis on faculty participation in advisory boards with community members, and training in technology for curriculum enhancement.

3R4  Results for building relationships with key stakeholders

In a Fall 2003 telephone survey of District residents, 89.6% recognized that Richland plays an important role in the community and was a “source of pride.” More than nine in ten (91.5%) respondents said that the phrase “provided quality education at an affordable cost to our community” is descriptive of the College.

Richland works to maintain existing partnerships and builds new collaborations. One prime example of the growth of support is the increase in donations to the Richland Foundation, including scholarship endowments. In 2003, for example, 40 scholarship funds were distributed to 199 students; in 2007, the number of funds had increased to 71, with 346 students benefitting. These increases were possible in part due to the positive perception of Richland.

3R5  Comparing results with other institutions

As explained in 3R1, Richland compares well with other institutions participating in the Faces of the Future study and in the Noel Levitz Student Satisfaction Survey. While the College is slightly below the national figures on overall satisfaction, the difference between 5.29 and 5.43 is minor. In the future, additional comparisons with other AQIP colleges and universities will be possible, particularly in creating cohorts both in Illinois and nation-wide.

3I1  Improving processes and systems for understanding needs of student/stakeholders

Two critical elements for improvement will be communication of intended projects and their results and collaboration by stakeholder groups and/or their representatives. With the implementation of AQIP and continuous improvement strategies, the College has experienced a change in attitude about sharing research across the College. More information is available on the College Intranet, including the Institutional Data Book, and the College Strategic Plan is now available on the College Website. Individuals may access all CIP Team reports in the Library Archives, and some reports are also available on the Intranet. In fact, the Archives houses a wide range of information to use in comparisons and reports and is accessible by all College faculty, staff, and administrators. The Institutional Effectiveness Group and the other committees and taskforces, as well as divisions throughout the College, continue to examine processes and systems as they consider topics for CIP Teams, Action Projects, and annual Priorities for the Strategic Plan.
In addition, the committee structure offers increased internal communication throughout the College. Minutes are available on the Intranet, and paper copies are also archived in the Adjunct Faculty Office, the Staff Lounge, and the Archives. All meetings are open, and agendas are posted several days before the meetings occur.

The Director of Campus Life is emphasizing student involvement in planning activities through the Program Board; information gathered here is shared with the Dean and others through the Director’s membership on the Institutional Effectiveness Group.

### Setting targets and communicating results

Targets are set as a part of CIP Team recommendations, Strategic Plan goals, committee activities, and division work plans. In addition, the results of surveys conducted throughout the College serve as drivers for additional projects and identify baseline data.

Administrators review the Strategic Plan, the recommendations from the REACH public engagement initiative, and surveys to outline institutional tactics to support the Strategic Plan goals and subgoals. In addition, the Vice Presidents of Student and Academic Services and Economic Development and Innovative Workforce Solutions and the academic deans will work on academic tactics, and the Institutional Effectiveness Group will set goals for committees and taskforces using CIP team recommendations and information from other external groups.

Richland disseminates information on goals and tactics by broadcast e-mail, paper memos, Intranet postings, open committee and taskforce meetings with minutes also posted on the Intranet, All-College meetings and Convocations, and division meetings. Externally, information is disseminated by presentations through the Speakers’ Bureau to groups in the District, an Annual Report to the Community, and press releases through the Marketing Department. The 2008-2011 Strategic Plan is also available on the College website.
Criterion 4: Valuing People
Core Values: Commitment, Respect, Excellence, Accountability, Diversity
Strategic Plan Goals 1, 2, & 3: Enhance, Strengthen, and Advance, Teaching and Learning, Collaborative Relationships, and College Operations

4C1 Organization

Richland Community College has organized its work environment around student success. Academic divisions and support services are joined through reporting to three Vice Presidents (the Vice President of Student and Academic Services, the Vice President of Finance and Administration, and the Vice President of Economic Development and Innovative Workforce Solutions) and to the President as represented in Chart 1C4. The reporting structure and connection to student success is outlined below:

Student and Academic Services:
- Academic Divisions: Communications, Education, Humanities and Fine Arts; Health Professions; Mathematics and Sciences
- Enrollment Services: Advising and Counseling; Campus Life; Financial Aid; Outreach and Recruitment; Student Records; Career Services; Student Success
- Teaching and Learning Support Services: Student Support Services/TRIO; Learning Resources Center; Student Learning Center; Testing Center; Learning Accommodation Services; Child Development Center; The Adele P. Glenn Academy for Early Childhood Education
- Online Education
- International Studies
- Decatur Community Partnership
- Institutional Improvement (Coordinated by the Assistant to the Vice President—Strategic Planning, Program Review, State reporting, and other related assignments)

Finance and Administration:
- Operations and Technical Services—Maintenance; Networking and Technical Services (classroom technical support)
- Business Services—Cashier; Budget; Accounting
- Human Resources—Insurance; hiring process; staff training

Economic Development and Innovative Workforce Solutions:
- Academic Divisions: Business and Technology; Community Education and Engineering Technologies Division
- Adult Education (GED, ESL, Adult Basic Education, Adult Secondary Education)
- Center for Business Training and Community Education (non-credit)
- Partners in Education
- Fitness Center

President’s Office:
- RCC Foundation
- Public Information—Marketing
In addition, Richland has three off-campus centers where classes and other academic services are provided:

- RCC Hope Academy Center, in Decatur District 61 K-8 building
- Fairview Park Plaza Center, in shopping center on west side of Decatur
- Clinton Center, in Clinton District High School at north end of District

Activities at these sites are coordinated by the Director of Recruitment and Admissions; courses are determined by Deans and other service providers. Being constructed on the Richland campus as a stand-alone facility, the Center for Sustainability and Innovation will open in July 2009; the Vice President of Economic Development and Innovative Workforce Solutions will coordinate activities at this LEED-certified building. The University of Illinois Extension Service will relocate to share this space.

The Human Resources Office is responsible for maintaining job descriptions and managing the hiring process. In 2008 Richland contracted with an external agency to review job classifications and related salaries, excluding full-time and adjunct faculty covered by the Collective Bargaining Agreements. The agency recommended new descriptors in order to standardize classifications of employment; the Board of Trustees adopted a new policy to include these classifications:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Divisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Staff</td>
<td>Officers and senior managers of the College who direct and oversee the programs, staff, and operations of the Board of Trustees. Such positions include but are not limited to the following: President, Vice Presidents, and Deans.</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>Individuals who manage, administer, and support the operations of the College. Such positions include but are not limited to the following: Directors, Supervisors, Professional, Technical, Maintenance, Custodial, and Clerical Staff.</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>Professor, Associate Professor, Assistant Professor, Instructor</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>3 pay grade levels depending on length of service</td>
</tr>
<tr>
<td>Student Workers</td>
<td>Federal Work Study, College Student Worker</td>
</tr>
</tbody>
</table>

4C2  Key institutional and geographic factors and part-time employees

Several internal and external factors affect the work environment. Richland has enjoyed a reputation of longevity for its employees, but that situation has changed in recent years due to the retirement of veteran faculty and staff as part of a Voluntary Retirement Program from 2000 through 2006.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time Staff Average</th>
<th>Full-time Faculty Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>9.2 years</td>
<td>12.4 years (Full-time counselors 14.7 years)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>9.6 years</td>
<td>8.5 years</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>8.2 years</td>
<td>6.8 years</td>
</tr>
</tbody>
</table>

In addition, Richland’s location in the heart of Illinois provides unique opportunities for recruiting staff and faculty. Richland is within a one-hour drive of three other urban centers, each with at least one four-year university and another community college district, from which to recruit employees. Richland is also located within four hours of Chicago, Indianapolis, and St. Louis, allowing access to major metropolitan areas. However, this location also offers challenges
with “outsiders” seeing the area as primarily a manufacturing center with limited opportunities, and individuals wishing to relocate to Central Illinois often go to one of these other urban areas.

Richland relies on adjunct faculty in all academic divisions; in Fall 2007, 146 adjunct faculty were employed. Additional categories for part-time employment include Academic Support (1), Professional/Technical (8), Clerical (16), and Other (69), including staff in the Child Development Center, Associate Advisors, and faculty tutors.

4C3 Demographic trends

In looking at Richland’s potential student market in 2014, as outlined in the 2007 Environmental Scan, planning must reflect an understanding of the recent changes in District population and in particular the changes in K-12-aged residents. The 2000 U.S. Census showed decreases in 7 of the counties from which Richland gets its students; the 2005 American County Survey showed a 3.2% decrease. Figures from the Illinois State Board of Education show a decline of 11.4% in Public K-12 School Districts in the Richland District. While enrollment in 9-12th grades is relatively flat, the K-8 enrollment decreased by 12.5%. Administrators and staff must consider these projections when planning programs and services over the next ten years unless major changes occur in the job market to bring more people and their school-aged families into the Richland District. The College will have to increase efforts for training and retraining adult learners, some of whom already have college degrees.

Additional demographic trends included in the 2007 Environmental Scan that will be compared in future Scans include the following areas:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>General population; Aging; Race/Ethnicity; District Population Projections</td>
</tr>
<tr>
<td>Education</td>
<td>Level of Educational Attainment; RCC Student Population by Postal Zip Codes; Public School Districts</td>
</tr>
<tr>
<td>Economics</td>
<td>Median Household Income; Poverty Level; Major Employers and Employment Figures; Top 20 Industries with expected increase/decrease in jobs; Unemployment Rates; Equalized Assessed Valuation</td>
</tr>
<tr>
<td>Other</td>
<td>Infrastructure—local and regional, including roads, airports, parks, and government</td>
</tr>
</tbody>
</table>

4C4 Key faculty, staff, and administrative training initiatives

Based on the recommendations from several CIP teams and from department supervisors, several training programs have been implemented or are being planned:

- New Employee Orientation (described below)
- Academic Advising (semester-long)
- FERPA training
- My.richland (new management system for registration, rosters, grade recording, degree audit; available for students and faculty; migration to this system began in March 2009)
- Resource 25 (online room allocation system)
- Learning Management System for online courses and technology-enhanced courses and programs (Angel, a new learning management system, is being piloted in Spring 2009 with complete integration in Summer 2009)
- “Lighten Up” Customer Service Training, Parts 1 and 2 (open to all Richland employees)
- Continuous Improvement Process Training (held each semester)
• Personal Performance Appraisal (annual performance appraisal instrument for employees other than faculty)
• Technology (Word, Excel, Access, PowerPoint)
• Discrimination and Harassment
• Sexual Harassment (mandatory training at April 2009 Professional Development Day)
• Diversity (required for Search Committee service)
• Supervisory Skills training
• Safety (ergonomics, OSHA)
• Fourth Friday Supervisors Training (held monthly on topics suggested by supervisors; coordinated by Human Resources)
• Ethics training (mandatory)

These sessions range from one hour to a full day and may last over a period of several weeks or a semester. In addition to these in-house offerings, the RCC Foundation makes available funds from an endowment to support faculty and staff professional development activities, including conferences and workshops (registration and travel). Each division also has funds available for faculty and staff to use throughout the year.

4P1 Identifying credentials, skills, and values and hiring processes

Job descriptions, available for all positions at Richland and posted on the Richland website, have been developed by supervisors and the Human Resources Office using criteria established by regulatory/accrediting bodies and standard requirements in the field.

Search Committees are generally comprised of the supervisor of the area, peers, and other stakeholders, all of whom have completed diversity training and training on the hiring process at Richland. Search Committees develop a matrix of important traits and skills to use in ranking candidates. The Human Resources Office screens all applications for those who meet the pre-established criteria, and the members of the Search Committee then review the applications, determine the candidates to interview using the matrix, and finalize the interview questions asked of each candidate. HR sets the schedule for interviews. All members of the Search Committee are required to attend all interviews, and during the interviews the Search Committee asks questions that reflect skills and values required for the positions. Once the candidates have been interviewed, a second interview might be scheduled or a candidate chosen. The Committee then makes its recommendation to the area supervisor, who makes the recommendation to the appropriate Vice President and to the President, HR checks references, and a formal offer is tendered to the candidate. A recent change allows employees in the Administrative Staff level to be hired without Board of Trustees approval, thus streamlining the process. If the position is in the Executive Staff category, the candidate’s name is presented to the Board of Trustees at its regular monthly meeting for approval. Following is a mapping summary for this process:

Supervisor → Vice President/President’s Cabinet → Human Resources/Advertising → Supervisors/Search Committee → Vice President/President’s Cabinet → Board of President’s Cabinet

(Rationale/Justification) (Recommendation)
4P2  Recruiting, hiring, and retaining employees; orientation

The Office of Human Resources recruits applicants using the following methods:

- Advertisement in local and regional newspapers and the *Chronicle of Higher Education*
- Broadcast e-mail for in-house announcement for interested current employees
- Posting on state and national job websites
- Targeted websites
- College & University Placement Offices & Departments
- IBHE network
- Posting on the College Website, with printable application and job description
- Personal contacts by College staff and faculty
- Participation in Job/Career Fairs

A CIP Team, Diversity on Faculty Hiring, made recommendations on recruitment strategies for minority faculty; these strategies have also been implemented in the recruitment process.

Orientation to Richland also was the focus of a Continuous Process Improvement Team. A New Employee Orientation was piloted in August 2003 and revised in August 2004 based on recommendations from the first “class.” Minor adjustments have been made to the schedule since then, but evaluations of the sessions show that the information brings the new employees into the College family. This 15-hour orientation, open to full-time and part-time staff and faculty, includes the following components:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: College History, AQIP, Strategic Plan, Core values, mission &amp; vision, communication, organizational structure</td>
<td>Business Services; Operations and Technical Support</td>
<td>Counseling and Advising; RCC Foundation</td>
<td>Student Services: Learning Accommodations, Career Services, Library, Tutoring and Testing Center</td>
<td>FERPA, Registrar, Marketing, Campus Life, Child Development Center, Diversity in Hiring Practices</td>
</tr>
</tbody>
</table>

Additional sessions are held throughout the semester on other topics, including advising, records, and other support services available as well as opportunities to ask questions. A clearly delineated tenure process also allows new full-time faculty to interact with veteran faculty serving on tenure committees and to develop plans for integrating themselves into the College.

4P3  Communications, cooperation, high performance, innovation, empowerment, organizational learning, skill sharing, and ethical practices

The emphasis on continuous improvement permeated throughout Richland. Organizational Development was one of the original AQIP Action Projects, and examination of job responsibilities and reporting lines was a part of the project. Greater interest in presenting data for decision making as well as gathering input of stakeholders is strengthening the need to analyze a process, not just to make decisions based on the desires of a few. More information is being posted on the Intranet system for access by the entire College, and the e-mail system is used for broadcasting of information. *I-Mail*, a monthly publication distributed by e-mail,
includes information on activities of each division, personnel updates, awards received, and general announcements. Major College documents including the Strategic Plan, the Environmental Scan, and the Institutional Data Book are also available on the website. The College Archives, located in the Learning Resources Center, is open to employees and is the repository for historical information, including all College Catalogs, Schedules, grants, newspaper clippings, and all Board of Trustees agendas and information. With a template designed by a CIP team for meeting agendas and minutes, committees, taskforces, and divisions are using a more consistent reporting format, including actions, so that people can more easily track the work done and decisions made.

CIP training, the Fourth Friday Supervisors meetings initiated two years ago, and CIP Teams also bring together employees who may not frequently work together, offering an additional opportunity for cooperation and education about the College in general and individual and division responsibilities. Stakeholders are increasingly involved in decision-making. In the committees and taskforces, for example, representatives from academic divisions discuss common interests with input from counselors, other academic support staff, and students in some situations. Cross-training of support staff is also increasing the knowledge of responsibilities in various divisions, even among people who work in the same office but who are not “responsible” for the same duties.

Fall and Spring Convocations are also opportunities for learning. Agendas include introduction of new employees (with a reception), presentations on initiatives, the Strategic Plan, CIP Teams, or other news. The President, Vice Presidents, faculty, and others contribute to Convocation so that it is an institutional event.

One of the key components of Convocation is a reminder of Richland’s Core Values, reflecting the emphasis on ethics throughout the institution. The following policies outline ethical conduct parameters for all employees and the Board of Trustees:

- Sexual Harassment (5.3)
- Statement of Economic Interest (5.1)
- Freedom of Information (5.2)
- Solicitation on Campus (5.6)
- Responsible Use of Information Technology (5.8)
- Copyright (5.19)
- Statement of Nondiscrimination and Equal Opportunity (5.12)
- Academic Freedom (5.13)
- Leadership, Values, and Tenets of Community College Trusteeship (1.18)
- Values and Tenets for Richland Community College Employees (1.19)
- Contract (External) Approval (2.3.3)

In addition, confidentiality is a key component of the work in Human Resources and Student Services and is emphasized in training for faculty and staff. The Registrar sends out frequent reminders regarding release of information, and Human Resources is committed to preserving the confidentiality of information for faculty and staff.
**4P4  Train and develop faculty, staff, and administrators**

As mentioned in Section 4C4, a variety of training programs are regularly offered. In addition, the following training opportunities continue to be available for faculty, staff, and administrators:

- **Diversity training**—in addition to the in-house training, Richland sponsors “Walking the Walk of Diversity,” a day-long regional diversity conference for colleges, universities, and businesses. This program won a NCSD Best Practice Award for 2004, and the 9th Annual Conference is scheduled for June 11 & 12, 2009.
- **Professional Development Days**—held in spring; restored to calendar and coordinated by HR
- **Leadership and Core Values Institute**—offered annually in conjunction with the IL Consortium of Community College Administrators; open to all College employees and students.
- **“Lighten Up!” Customer Service Training, Parts I and II**—offered at least once per year (Received the third place Terry O’Bannon Shared Journey Award in 2005)
- **Quality Improvement**—faculty and administrators form teams to attend the Continuous Quality Improvement Network Summer Institute, designed around themes and learning objectives related to quality and improvement.
- **Other conference attendance**—League of Innovation, NCA/HLC (including presentations at the AQIP Colloquium and the Commission’s Annual Meeting)
- **Decatur Leadership Institute**—sponsored through the Greater Decatur Chamber of Commerce; annually, two Richland employees attend the sixteen-week institute to learn about business, education, and government in the region. Richland staff worked in 2007 and 2008 with the Chamber to revamp the program, emphasizing volunteer opportunities and personal and professional growth.

Funds for registration and travel are available through the College budget, the RCC Foundation and the Schwandt-Albert Fund for Faculty/Staff Development.

**4P5  Training needs**

Training needs are determined in a number of ways. Surveys distributed to staff and faculty have been used to determine professional development activities, and additional topics have surfaced through CIP Team recommendations. Training needs are also recommended to Human Resources by Vice Presidents, Deans, and Directors throughout the year. Some training is initiated because of changes in the institutional software used for College-wide data collection. New Employee Orientation is also a key component of introducing new employees to the College’s mission, vision, values, history, and procedures. Individual divisions also conduct training when processes change or new staff are employed.

The Institutional Effectiveness Group also evaluates training needs based on recommendations from committees and taskforces, and the Employee Relations and Development Committee monitors training needs as it supports the work of the Human Resources Office.

From the Fall 2002 through the Fall 2003 Semesters, a consultant facilitated the training of over 75% of full-time faculty and staff in the philosophy, tools and steps involved in Continuous Improvement Process. Each semester, teams made up of faculty, staff, and administrators worked on topics generated by the AQIP Action Projects, by Title III committees, and by the Steering Committee, the oversight group for CIP. The training required that participants meet...
each week for two hours, with part of the time devoted to individual team projects and part to the consultant’s lesson for the day. At the end of the semester, each team reported on its work and made its recommendations to the Steering Committee. These recommendations were then reviewed and either approved, modified, or rejected, with a rationale given for any changes or rejections.

Continuous Improvement Process training is now offered in a condensed format each semester to new employees; after the Spring 2009 session, over 80% of full-time employees had completed training. Additional training is done with CIP teams as they are formed to remind them of the process of continuous improvement, and the Plan/Do/Study/Act cycle is used as the format for meeting agendas for committees and taskforces.

4P6  Designing and using personnel evaluation system

In Spring 2003, in response to an Employee Survey and to information from a series of interviews with staff, a CIP team developed a new performance appraisal system for classified staff and for administrators to allow each employee to create action plans for the next year. After training sessions in fall 2003 and follow-up sessions in spring 2004, this new system called SATICAP was piloted in spring 2004. Individuals completed a self-appraisal and then met with their supervisors to finalize the action plans for the coming year. In a survey done after the pilot, 74% of the respondents reported that the new system was a better way to look at areas that needed to be strengthened. Since that initial revision, minor changes were made to the document until Fall 2008, when the Employee Relations and Development Committee used the results of an employee survey to adjust the newly-named Personal Performance Plan. The new document was presented to the Institutional Effectiveness Group, and training began at the Fourth Friday Supervisors Meeting. Supervisors worked with staff to complete new components, including essential functions and connections to Strategic Plan and Core Values. This revised format is being used to plan and evaluate 2009 performance. The total personnel evaluation system allows staff to set professional goals that enhance their work performance and relate to the service component of the College’s mission.

The Faculty Evaluation and Development Program includes a 3-year tenure plan as well as classroom evaluation opportunities for students. The process includes the examining the following roles: teaching and creating an environment for learning (faculty), advising and counseling (counselors), public service (librarian), college service (all), professional growth (all), and community service (all). A tenure committee works with each new faculty member through a three-year period, and classroom observations by the Dean and faculty are scheduled annually. Recommendations for tenure come from the Tenure Committee to the appropriate Vice President, then to the President and to the Board of Trustees. Each tenured faculty also completes a self-evaluation form prior to an annual conference with his or her dean. A similar classroom schedule is established for adjunct faculty, with adjunct with two or fewer semesters being observed each semester, and those with more than two semesters evaluated annually.

The promotion process involves meeting tenure goals and developing a portfolio that exemplifies various steps in the process. Faculty apply for promotion to a Promotion Committee led by a senior faculty member, and recommendations then go to the appropriate Vice President, the President, and ultimately to the Board of Trustees. The Academic Affairs Committee recently
reviewed the Tenure Policy and process, and the Promotion Policy and process will undergo review in Summer 2009.

The following instruments are used as part of the evaluation process for faculty:
• Student evaluation of instruction form
• Faculty self-evaluation form
• Administration evaluation of faculty form
• Administration of academic support form (counselors)
• Administration evaluation of academic support form (librarians)

This process connects clearly with Richland’s mission, vision, and core values through commitment, respect, excellence, accountability, and diversity. Regular evaluation of faculty performance in the classroom offers students an opportunity for input, and the Tenure Committee, Dean, and appropriate Vice President also monitor the new faculty’s connection to Richland’s focus on students.

4P7 Recognition, reward, compensation, and benefits systems

The Faculty Promotion in Rank Policy outlines the promotion process for all full-time faculty. Four academic ranks have been established, and a faculty member may not move in rank until he or she has achieved tenure. The promotion process connects with the mission and vision of the College as well as with the core values. Full-time faculty are also eligible for nomination for the Faculty of the Year Award sponsored by the Illinois Community College Trustees Association. Nominations come from College employees or students and reflect contributions in the classroom, College and community. The recipient is recognized at a reception in the spring.

Recommended during the 2004 collective bargaining negotiations and established as Board Policy in 2005, the rank of Professor Emeritus is bestowed on those retiring or retired faculty who “have demonstrated exemplary service over the course of their careers.” Faculty are nominated by their peers according to criteria established by the College. The Human Resources Office manages the process each spring. Shortly after this policy was established, the Employee Relations and Development Committee created and the Board of Trustees approved the designation of Staff Emeritus. The process mirrors that of Faculty Emeritus. Both policies recognize the contributions of long-time employees to the College community and to students.

Annually, full-time employees who have reached 10, 15, 20, 25, 30, and 35 years of service are recognized at the Fall Convocation, with 25–year employees receiving a special chair. Richland is pleased that employees stay with the College to be able to receive these honors. Retirees are honored at a reception and receive a mantle clock. Students nominate faculty and staff for Club Advisor of the Year and Faculty Speaker at graduation, and graduates are recognized at a graduation reception hosted by the RCC Foundation and the Student Senate.

At the annual Student Awards and Recognition Program hosted by the Program Board, the Graduation Student Speaker is honored and the Student Leadership Award is given. Both of these winners are selected by a team of students, faculty, and staff. In addition, top students in various academic programs and in clubs and organizations are honored at this event. Throughout the year, notification of other awards may be done at the Institutional Effectiveness Group
meetings, in I-Mail (the monthly newsletter), through media notices, and at Board of Trustees meetings.

Another more personal relationship-building tool is the President’s Breakfast, held once or twice a month. Through a lottery, ten people are invited to have breakfast with the President and at least one Vice President. Participants have the opportunity to interact with other employees whom they may not see on a regular basis and with the President. With no agenda for the breakfast, people share their perceptions of Richland, both the opportunities and challenges. Since this activity began two years ago, the President is now starting the second cycle of breakfasts.

Celebrations occur throughout the year through the efforts of the Employee Appreciation Taskforce, working under the direction of Human Resources. New employees are greeted in Human Resources with a welcome gift and a special song. A holiday potluck is accompanied by a food drive to create baskets for students who have been nominated by faculty and staff. An annual Veterans Day observance recognizes veterans in the community as well as students and employees who are veterans; area 6th graders are invited to write essays, and some are selected for reading at the Observance. While the Taskforce coordinates other events, the most significant activity is the annual Employee Recognition Awards at the Spring Convocation. Developed by a Continuous Improvement Process Team, employees may be nominated for one of seven awards by other employees or students. The criteria for the awards are posted on the College website, and the selection is done by an ad hoc committee of previous winners, retirees, and Human Resources. All nominees are recognized at Spring Convocation, and winners are announced and honored at a reception; their names are posted on the College website. Categories for Employee Recognition Awards include the following:

<table>
<thead>
<tr>
<th>Above &amp; Beyond</th>
<th>Core Values</th>
<th>Diversity</th>
<th>Employee Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in Motion</td>
<td>Helping Hand</td>
<td>Lighten-Up</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

http://www.richland.edu/eat/awards

Richland also offers personal and professional benefits for employees:

- Vacation, personal, and sick days (may be accumulated based on ICCB regulations and Richland Board Policy)
- Health and life insurance (full-time employee free, packages available for spouse and family)
- Tuition for RCC credit and non-credit courses (based on full- or part-time employment, includes adjunct faculty, spouses, and some Foundation donors and spouses)
- Fitness Center membership
- Paid holidays
- Support for participation in community activities and non-profit groups (release time)
- Employee Assistance Program (for counseling needs)
- Contributions to the State University Retirement System
- Access to services of Child Development Center

Compensation for full-time faculty is based on placement on the salary schedule included in the Collective Bargaining Agreement, reflecting educational attainment and years of teaching experience. A result of the 2004 Collective Bargaining Agreement was the creation and implementation of Policy 3.1.3.1, Academic Rank—Initial Placement, which allows a new faculty member to be placed in any of the four ranks based on criteria established for placement.
Adjunct faculty are also given pay increases after teaching for a specified number of semesters, outlined in the Adjunct Faculty Collective Bargaining Agreement. Pay adjustments for staff and administrators are tied to the budget and generally are made in July with the new budget year.

As outlined in 4C1, an external review of job descriptions and salary ranges was completed in 2008, and adjustments were made with the FY09 budget. The consultant conferred with supervisors regarding job descriptions and salary ranges, assuring a clear understanding of responsibilities and essential functions. Also provided in this first review and available in the future are additional job evaluation and survey resources to use as tools to aid in attracting and retaining staff.

**4P8 Key issues related to motivation**

An All-College Survey is administered regularly by Human Resources to examine key areas of the College, including participation, motivation, challenges, and strengths. In the past, this survey has led to changes in the College calendar, participation in the Continuous Improvement Process, and changes in communication systems.

A key motivating factor identified in the survey was the level of formal and informal recognition that occurs throughout the College. With the work of the Employee Appreciation Taskforce, small celebrations are held throughout the year; in addition, cards are sent in recognition of service, birthdays, and external awards. Potlucks, receptions, and invitations to ribbon cuttings are open to all employees. The President’s Breakfasts, described elsewhere, also have increased communication and motivation. Efforts are made to somehow touch all employees throughout the year.

Each division uses meetings and communications to determine areas that need attention. E-mail communications support an ongoing flow of discussion and information without having to set meetings. The Institutional Effectiveness Group, committees, and taskforces also monitor participation in activities as a way to monitor motivation of employees. Open meetings with access to agendas, minutes, and members also promote sharing key issues of concern to the College community. Regular meetings of the Faculty-Administration Committee facilitate conversations about important issues, and the “open door” policy of the Vice Presidents and the President encourage conversations to occur at any time.

Depending on the topic, the appropriate Vice President or supervisor examines the concerns and takes appropriate actions. Some of these issues may also be covered in staff training, department meetings, committees or taskforces, or the President’s Cabinet.

**4P9 Evaluating employee satisfaction, health and safety, and well-being**

Richland prides itself on providing a positive, safe work environment for all employees, students, and guests to the campus. Well-lit parking lots accessible from all areas of the campus, attractive landscaping that encourages external use for campus gatherings, clean restrooms and other public areas, and constant vigilance by the maintenance and custodial staff allow people to do their jobs without concern about personal safety. A Director of Campus Safety was employed in 2007 to oversee the security staff, available 24 hours a day, seven days a week, and accessible by telephone or pager. In response to events on campuses across the country, new emergency procedure signage was recently posted in each office and classroom. This information is more
detailed than postings in the past; safety training was also a part of the Professional Development Day in Spring 2009 and will continue on a regular basis. Safety in emergency weather situations is also a priority, with drills occurring in the spring, and a review of procedures occurs annually. A clear procedure is in place for College closings due to inclement weather, including contact of local media and information on the College website.

A recently remodeled office for adjunct faculty provides private space to work and store materials and access to computers, the Internet, and telephones, along with secretarial support. A staff lounge holds a microwave, refrigerator, and other amenities. Many offices have coffee pots, microwaves, and small refrigerators for staff and faculty convenience.

Throughout the year, wellness events include blood pressure and cholesterol screening, flu and pneumonia shots, and presentations on other health issues. Richland participates in the Employee Assistance Program, offering confidential mental health counseling. Workmen’s compensation information is available on the College website, and additional crime reports are available as mandated by the State of Illinois. Campus Life sponsors a Health Fair and Alcohol Awareness Week (during the week before Spring Break). The College also sponsors two blood drives per year in cooperation with the American Red Cross.

**4P10 Measures of valuing people collected and analyzed**

As described earlier, the Employee Satisfaction Survey is one of the primary tools used to gather data on employee satisfaction. In addition, the Human Resources Office conducts exit interviews with all employees leaving the College whether for other employment or for retirement. Information about work conditions, training, and other issues are collected and reviewed regularly by top administrators. Additional key measures of employee satisfaction include

- Longevity at the College
- Participation in training initiatives
- Number and type of complaints to Human Resources or through the Faculty Grievance Process outlined in the Collective Bargaining Agreement
- Employee turnover rate

**4R1 Results in valuing people**

The results of the most recent All-College Survey show that the College staff expressed satisfaction in several areas related to valuing people and that additional work must be done in others.

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training opportunities promote employee success.</td>
<td>74%--“very often,” “often,” “sometimes”</td>
<td>Weeklong faculty development scheduled prior to the beginning of each semester. Changes in Professional Development activities implemented in Spring 2009</td>
</tr>
<tr>
<td>Every effort is made to hire a diverse staff.</td>
<td>81%--“very often,” “often,” and “sometimes”</td>
<td>Diversity training for all staff; Diversity Committee undertaking additional initiatives; Human Resources has adjusted recruitment marketing.</td>
</tr>
</tbody>
</table>
### Adequate guidance/mentoring is available for employees.

- 56%—“very often,” “often,” “sometimes”

### Changes in Tenure Committee work for faculty; Employee Mentoring Program developed by CIP Team

<table>
<thead>
<tr>
<th>Employees have opportunities to be involved in planning for the future.</th>
<th>69%—“very often,” “often,” “sometimes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in committees, taskforces, and strategic planning has increased.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There is a friendly atmosphere at Richland Community College.</th>
<th>86%—“very often,” “often,” “sometimes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College continues to work on communication and employee relations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Input from faculty, staff, and students is used to improve the College.</th>
<th>69%—“very often,” “often,” “sometimes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College continues to work on this area, including revamped committee structure and improved employee recognition. Input available at various levels.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employees are able to exercise leadership and be innovative.</th>
<th>55%—“very often,” “often,” “sometimes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in organizational structure mandate faculty chairs for certain committees; Schwandt-Albert Professional Development Funds available for innovation activities in and out of the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There is a climate of trust at Richland.</th>
<th>52%—“very often,” “often,” “sometimes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College continues to work on communication and employee relations.</td>
<td></td>
</tr>
</tbody>
</table>

### 4R2 Results in processes associated with valuing people

With the new emphasis on flattening the organizational structure and a broader inclusion of stakeholders in the new committee structure, Richland has enhanced the ability for decisions to be made and implemented at the lowest possible level. Committees and taskforces now also have the responsibility of carrying out recommendations and documenting clear procedures for systems and policies. CIP teams have been responsible for developing a new student orientation, new employee orientation, and a professional development program for adjunct faculty. These initiatives are described elsewhere in this document, but they all have two elements in common—their development involved stakeholders at all levels, and information about these processes is readily available either through the Intranet system or in division offices. Communication is still an issue, but in general the information is more easily accessible.

Questions regarding the committee structure and communication of related information will be included in the next Employee Satisfaction Survey.

### 4R3 Evidence of productivity and effectiveness

The primary goal at Richland is helping students learn and be successful, regardless of major area of study or long-term goals. Richland’s Core Values also are guides for activities by faculty, staff, and administrators. College efforts related to this primary goal are recognized by state and national organizations, and all planning, including Facilities Master Planning and Strategic Planning, must be related to Core Values and mission and vision, as well.

Additional evidence of productivity and effectiveness include

- Longevity of faculty and staff
• GPAs of transfer students compared to native students at colleges and universities
• Awards from local, state, and national organizations
• Local reputation of the College reflected in a Fall 2003 community survey and the results of a 2005 Tax referendum
• Collaboration with local and regional agencies on projects throughout the District
• Presence of College faculty, staff, and administrators on local Boards of Directors
• Hiring of adjunct faculty into full-time positions
• Hiring RCC graduates as employees
• Community Good Neighbor Award (2008)
• Increase in donations to the Richland Foundation
• Budget awards for multiple years
• Conclusion of Collective Bargaining using interest-based bargaining process—5-year agreement completed by March 2009 for implementation in Fall 2009 (second 5-year contract)

4R4 Comparing results

The College attempts to monitor areas related to salaries and benefits accorded at other cohort community colleges in Illinois to assure equity, but because of changing economic conditions, these comparisons are not always appropriate. The College does offer comparable salaries to full-time faculty, and the Human Resources Office completed the study of salary ranges for job classifications. The College also monitors unit administrative costs, and it has maintained consistency with other community colleges of similar size based on reports from the Illinois Community College Board.

The Noel Levitz Student Satisfaction Inventory results indicate that the College faculty are caring individuals who support learning in and out of the classroom. Individual classroom assessments also indicate a positive classroom climate, and Deans or supervisors address any deficiencies.

The College will continue to investigate ways to compare performance in this area with other colleges.

4I1 Improve current processes and systems for valuing people

With the implementation of the new committee structure, the emphasis on the Strategic Plan as a “living document,” and the reorganization of job responsibilities and reporting structure, Richland has established several avenues for process improvement and focus on valuing people. The Employee Relations and Development Committee is charged with examining current policies and procedures for employees, and its accountability to the Institutional Effectiveness Group is ongoing. Morale building activities of the Employee Appreciation Taskforce, the Human Resources Office, and the President’s Office are ongoing, and the Human Resources Office is dedicated to planning and implementing training activities for all employees. As mentioned previously, the recent examination of job classifications and salary ranges was a positive step in maintaining parity with employment opportunities at businesses in the area.

Areas of concern still remain. As is typical of any institution, communication remains a challenge. People throughout the College must know what is going on to be able to serve
prospective and current students effectively and to maintain a high standard of accountability and respect for one another.

4I2 Setting targets and priorities and communicating results and priorities

The College administration and the Human Resources Office use the Employee Satisfaction Survey to identify specific areas of concern and determine the priorities to be addressed through Strategic Planning, division activities, or committee or taskforce actions.

Specific areas related to valuing people are incorporated into the Strategic Plan and Committee charges:

- Identify new collaborative relationship opportunities internally and in the District.
- Promote the practice of Core Values in all College activities.
- Enhance internal communications system to assure that all employees have equal access to information.
- Implement professional development activities, including training for new information portal and new learning management system.
- Increase recruitment efforts of diverse faculty and staff.
- Train employees in use of revised personal performance appraisal.
- Utilize additional resources from the compensation firm used to examine job descriptions and pay levels.

Stakeholders have been and will continue to be involved in planning and implementing actions to reach these goals.
Criterion 5: Leading and Communicating
Core Values: Respect and Accountability
Strategic Plan Goal 3: Advance, Strengthen, and Enhance College Operations

5C1 Leadership and communication systems

Richland Community College follows a “traditional” organizational model with 3 vice presidents, deans and directors, with the President reporting to the Richland Board of Trustees. Chart 5C1 shows the committee, responsibility, and reporting model adopted by the Board of Trustees in Fall 2003 and implemented in January 2004. Monthly Board of Trustees meetings are open to the public, and follow-up press releases are sent to the College community and to local media.

RCC faculty and staff learn about College activities and the planning and implementation of the College vision, mission, and Strategic Plan through a number of systems and mechanisms:

<table>
<thead>
<tr>
<th>COMMUNICATION METHOD &amp; FREQUENCY</th>
<th>INVOLVEMENT AND ACCESSIBLE BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan (3-year)</td>
<td>Staff and faculty—printed copies, website</td>
</tr>
<tr>
<td>Strategic Plan Priorities (annual)</td>
<td>Staff and faculty—printed copies, website</td>
</tr>
<tr>
<td>Annual Report to Community</td>
<td>Anyone—printed copies, website</td>
</tr>
<tr>
<td>Intranet (Q Drive)</td>
<td>Staff and faculty</td>
</tr>
<tr>
<td>Broadcast e-mail (as needed)</td>
<td>Staff and faculty, including off-campus access by employees through Internet</td>
</tr>
<tr>
<td>CampusVision (announcements, weather, and news)</td>
<td>Anyone on campus—8 television monitors</td>
</tr>
<tr>
<td>Richland Website</td>
<td>Anyone with Internet access</td>
</tr>
<tr>
<td>Institutional Data Book &amp; High School Follow-up Report (annual)</td>
<td>Staff and faculty—printed copies, Intranet, Internet</td>
</tr>
<tr>
<td>College Archives (historical records, including grant applications, news articles, minutes, and other documents)</td>
<td>Employees, students, community—Located in the Learning Resources Center</td>
</tr>
<tr>
<td>Board of Trustees Updates (weekly)</td>
<td>To Board of Trustees from the President</td>
</tr>
<tr>
<td>College Spotlight (monthly)</td>
<td>Board of Trustees and attendees—Presentation by College personnel highlighting a recent event or program</td>
</tr>
<tr>
<td>All-College Meetings &amp; Convocation</td>
<td>College community—held in August and January and on Professional Development Days</td>
</tr>
<tr>
<td>Press releases</td>
<td>Anyone—posted on broadcast e-mail and sent to local media</td>
</tr>
<tr>
<td>Committee Meetings</td>
<td>College community—agendas posted on Intranet, in staff lounges and in Archives</td>
</tr>
<tr>
<td>Division Meetings</td>
<td>Division employees, full- and part-time</td>
</tr>
<tr>
<td>VP Team Presentations by Area Supervisors (information on programs and services)</td>
<td>Deans and VPs</td>
</tr>
<tr>
<td>Angel (Learning Management System)</td>
<td>Faculty and students in class—Communication of course information and discussion</td>
</tr>
<tr>
<td>my.richland (online portal) (online in April 2009)</td>
<td>Students and employees. Will have capability of establishing groups for stakeholder communication and for target e-mails to students.</td>
</tr>
<tr>
<td>College Catalog (annual)</td>
<td>Anyone—print and online</td>
</tr>
</tbody>
</table>
Through the Strategic Plan, the Annual Report to the Community, REACH activities, and regular press releases to the media, RCC communicates activities and accomplishments to District residents and internal and external stakeholders. In addition, *I-Mail*, a monthly in-house publication with contributions by deans, directors, and others, and broadcast e-mail offer regular information sources to employees, and divisions and individuals use this method to distribution information on a regular basis. Bulletin boards and Campus Vision allow offices, clubs, and organizations to post information for a wider audience including students and visitors to the campus. The Richland website continues to undergo changes and to expand access to information and online forms for both the College community and to the public.

The Intranet system or “Q” drive allows offices to post forms or other materials that need to be accessed and reviewed without unnecessary duplication. For example, the *College Catalog* is posted and available to secretaries and administrative assistants to edit throughout the year rather than waiting until publication time to make textual changes. With a heightened focus on sustainability, more forms are available on the Q Drive to reduce paper and printing costs and to reduce the time spent in gathering these forms.

Two major reports published annually and presented to the Board of Trustees include important demographic and research information. The *Institutional Data Book*, available on the website and the Q drive and in hard copy, contains data collected on a variety of topics, including employee and student demographics, financial information, and division statistics. The *High School Follow-up Report* contains specific information about RCC enrollment of graduates from District high schools. These documents include comparative data that allow administration and staff to monitor trends and plan accordingly.

In addition, reports from Continuous Improvement Process Teams are available on the Q Drive for review and for use in planning and implementing new strategies. Work is being done to make these reports available on the website as well. The 2007 *Environmental Scan*, described elsewhere in this Portfolio, is a key tool for planning and is available on the website.

The Kitty Lindsay Learning Resources Center (LRC) also houses Richland’s archives, accessible by staff and students to conduct research on the College. The Archives house copies of reports, news articles, and meeting minutes for reference, and a complete collection of class schedules and catalogs from the beginning of the College is frequently used for research into the development of the College. Wireless Internet access is available for students and faculty, and laptops may also be checked out and used in the LRC.

At the monthly Board meetings, a College Spotlight allows individuals and departments to highlight a special activity or accomplishment for the Board of Trustees; CIP Teams have also reported to the Board. The President’s Report, construction updates, Foundation reports, and other presentations offer information to the community through media presence.

Students also have access to a number of open computer kiosks in the Mueller Student Center to access e-mail, the Internet, and their academic information. The kiosks are available at any time.
that Richland is open, so community members have access on the weekends and times when classes are not in session.

5C2 Aligning practices and 5C3 Institutional values and expectations

Several projects have been completed in the last three years to emphasize the importance of the mission, vision, and core values.

The Board of Trustees adopted the Tenets of Community College Trusteeship in 1990 and reaffirmed the Tenets in 2007; in 2008, the Board amended the Tenets by adding “Creating a Culture of Sustainability.” Also the Administrator’s Creed, adopted in 1990 to establish a viewpoint, framework and tone from which the College’s leaders would lead, was reviewed in 2008; at that time, the Values and Tenets for Richland Community College Employees, utilizing the College’s Core Values, definitions, and affirmation statements, replaced the Administrator’s Creed. The core values, definitions, and affirmation statements were the results of guidance by a CIP Team in Fall 2002, and the College community was involved in town meetings at all stages of the process.

Richland’s mission, vision, and core values align with the Illinois Community College Board’s Illinois Promise as well as the guiding principles of other external agencies such as the Higher Learning Commission, the American Association of Community Colleges, and the League of Innovation.

A recent revision of the Personal Performance Plan, the annual performance appraisal instrument, incorporates the Strategic Plan, mission, vision, and core values as one component for individuals to report their successes and to determine professional plans for the coming year.

Community connections and collaborations are an expectation of administration and faculty at RCC. One of the full-time faculty tenure requirements is to evidence community service, and administrators are expected to participate in community activities as well. This commitment connects one of the goals of the Strategic Plan, to enhance, strengthen, and advance collaborative relationships, as well as one of the major recommendations of the Richland Educational Advisory Committee on Higher Education (REACH), an initiative explained in 3P3.

5P1 Setting directions in alignment with mission, vision, and values

The Strategic Plan and Annual Priorities are primary components in Richland’s planning. However, as in most college situations, planning also occurs in response to student surveys such as the Noel Levitz Student Satisfaction Inventory and Faces of the Future, recommendations by divisions, committees, taskforces, and advisory committees, and work conducted by Continuous Improvement Process teams. As part of being a responsive community college, the administration and staff monitor District and regional changes and trends that could affect enrollment and programs. Drivers from the community include recommendations from REACH, needs assessments related to potential program development and training needs, and economic changes in the District. With College personnel serving on Boards throughout the District and the state, information can be gathered and shared with administrators to assure that District needs are being met. Additional projects must relate to the Strategic Plan, the vision, and the mission. The College community through division meetings, all-College meetings and forums, and committee and taskforce meetings can be involved in all stages of planning.
5P2 Guiding institution in seeking opportunities and building and sustaining a learning environment

With the adoption of the new Vision in Fall 2003, Richland expanded its focus from the three more traditional components of education, workforce training, and partnerships to include economic development. Since then, several personnel changes occurred to emphasize this new component, and in Spring 2008 a new position was created, the Vice President of Economic Development and Innovative Workforce Solutions. This Vice President is responsible for coordinating business/industry training, continuing and professional education, and other initiatives as well as assuming responsibility for some of the industry-related Career and Technical Education programs. This additional executive position strengthens the leadership team and increases community connections, offering a new voice in seeking opportunities for partnerships, education, and training.

Involvement of stakeholders is a primary component in guiding the College. The President, Vice Presidents, Deans, and Directors discuss opportunities in a number of venues, including regular staff and division meetings, and the President’s Cabinet explores potential College initiatives. Quarterly faculty/administrator meetings include discussion of academic issues to support teaching and learning. Student/administrator lunches each semester offer students the opportunity to learn about College plans and to share club and organization concerns; these meetings are chaired by the Student Trustee and the President of the Student Senate.

Connection to the Strategic Plan and budget support are critical in approving new projects, and short-term and long-term effects on student learning and faculty instruction are also key issues. The College leadership’s open door policy promotes sharing and evaluation of prospective projects, using data to make final decisions for implementation.

With participation in local, regional, and state academic organizations, administrators are also able to bring to Richland potential partnership opportunities as well as contribute in leadership roles in these organizations. For example, a dean is the current president of the IL Consortium of Community College Administrators, another dean is on a State Taskforce for Continuing and Professional Education, and the President is in line to serve as the Chairperson of the Illinois Community College Presidents’ Council.

Using the sustainability principles of people, environment, and economics, the Board of Trustees and administrators are mindful of the need to be fiscally and socially responsible for sustaining growth and supporting the needs of employees and citizens of the District. When the Board reaffirmed its tenets in 2008, sustainability was added and is a part of discussions when planning occurs at Board retreats.

5P3 Making and implementing decisions through teams, task forces, groups, or committees

With the adoption of a new committee and participatory decision-making system in January 2004, the College has adjusted its paradigms for decisions. The key component continues to be involving stakeholders as much as possible in the process, which means that students are involved in planning and consideration. While sometimes perceived as slow, using consensus to reach decisions allows for greater understanding and participation; voting “yes” or “no” does not promote buy-in by all parties.
Decisions at the committee or taskforce level may be implemented by the group or may need to
move to another set of stakeholders for approval. Stakeholders within divisions also make and
implement decisions that impact their areas by conferring with the Dean and/or Vice President; if
these issues involve other areas of the College, stakeholders are also included in the process. For
example, meetings of counselors and deans occur prior to the creation of class schedules to share
student needs for courses on particular days or times or interest in a new course delivery format.

Current Board of Trustees policies are another guiding factor for decision-making at all levels. A
flow chart outlining the steps for policy approval is posted on the College Intranet system.
Stakeholders such as the Registrar may recommend policy changes or deletions as internal, state
or federal guidelines change. Any policy changes or new policies move through appropriate
committees and then through the Policy and Communications Committee and finally through the
Institutional Effectiveness Group before going to the Board of Trustees for adoption after three
readings. An announcement is then made through one of the communication venues, and the
Board Policy Manual available on the College website is updated. Again, this process ensures
that stakeholders are aware of recommendations and decisions, with input possibilities at various
stages.

**5P4 Using information and results in the decision-making process**

With the emphasis on continuous improvement and quantitative and qualitative support for
decision-making, recommendations generally are accompanied by pertinent information in order
for the appropriate stakeholder group to make an informed decision. Program creation or changes
that go through the Academic Standards Committee, for example, are generally supported by
needs assessment information, a trend analysis, and information from appropriate advisory
committees. These changes have also been reviewed by the Deans to determine any impact on
other courses or programs. Information from the Noel Levitz Student Satisfaction Survey or from
the Graduation Survey may be used to initiate discussions on areas related to advising and
counseling or admissions and records. The *Institutional Data Book*, the *Environmental Scan*, and
reports submitted to the Illinois Community College Board are also used to support decisions.
CIP Teams are expected to have researched best practices, budget and personnel implications,
and long-term impact in order to make recommendations. This research is incorporated into the
team’s written and oral reports and is available for others employees to review.

**5P5 Communication between and among institutional levels**

In general, communications work through the College in the following ways:

<table>
<thead>
<tr>
<th></th>
<th>Down</th>
<th>Up</th>
<th>Two-Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees’ Communications</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All-College Meetings &amp; Convocation</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Report of the President</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcast E-mail</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Alumni &amp; Friends Newsletter</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Senate Report to Board of Trustees</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Committee Minutes</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Committee Policy Recommendations</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Advisory Boards</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Faculty Forums</td>
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</tr>
</tbody>
</table>
According to the most recent Employee Survey, limited or inconsistent communication is still a primary concern for all Richland employees. Two CIP teams made recommendations regarding improving communications, and some of these have been instituted, including broadcast of minutes and agendas of committee and taskforce meetings and increased distribution of information about honors and awards of individual employees. I-Mail has also been received favorably since this venue is used to announce upcoming events as well as results of events in the previous month. In general, communication opportunities have increased, but the College will continue to work in this area.

**SP6 Communicating mission, vision, values, and high performance expectations**

The focus on Richland’s mission, vision, and core values permeates both internal and external publications and communications. At the beginning of each monthly Board of Trustees’ meetings, for example, the Board Chair reads the vision, mission, and Core Values. The core values are visible at the main entrance of the College, and displays with the core values and their definitions are posted at each entrance. College publications, both internal and external and including course syllabi, include the core values. The President includes the core values in her Convocation presentations, and the Spring 2009 Convocation included skits on how the core values connect to everyday actions at the College. Employees see the emphasis on performance expectations in the Faculty and Adjunct Faculty of the Year Awards, recognition of length of service, receptions and other recognition for retirees, Employee Appreciation Awards (based on the Core Values), and recognition of the employees receiving external awards.

At the annual Student Awards and Recognition Program, student clubs and organizations are recognized for their commitment to the Core Values through their involvement in community service projects; club advisors also receive awards for promoting co-curricular activities. Students select an Advisor of the Year, who receives a stipend from the Richland Foundation, and a Core Values Award is presented to a student who exemplifies the Core Values.

In addition, the movement to AQIP and the continuous improvement model reinforces Richland’s shift in thinking in the last few years. With monies spent previously on a training consultant and the ongoing Continuous Improvement Process training for new employees, the College has made a commitment to this change and attempts to incorporate the philosophy of stakeholder involvement in decision-making and implementation at the lowest possible level in all of its work.

The College recognizes the need to assure that the core values are practiced in daily activities. At the Institutional Effectiveness Group meetings, for example, members are asked to share activities that support the Core Values in action. As professional development activities are

| Faculty/Administration Committee | √ |
| Interest-based Bargaining | ✓ |
| Student/Administrator Luncheon | √ | √ |
| Division Meetings | √ | √ | √ |
| Committee & Taskforce Meetings | √ | √ | √ |
| Institutional Effectiveness Group | √ | √ | √ |
| Vice Presidents’ Teams Meetings | √ | √ |
| College Website | √ |
| I-Mail | ✓ |
planned, the vision, mission, and core values are used to ensure that professional development activities meet Richland’s high academic expectations.

Community involvement continues to be a part of faculty tenure requirements, and staff and administrators are encouraged to participate in activities during the work day if schedules permit. Community involvement is also a component of performance appraisals for all employees.

5P7 Encouraging, developing and strengthening leadership abilities

Through Richland’s history, examples of leaders developed from within the institution are apparent. In recent reorganizations, individuals moved into other positions based on their talents and on the changing requirements for the jobs. Employees are encouraged to continue their education and training to be eligible to apply for supervisory positions or for positions in other divisions. The Richland Foundation supports this effort by paying part of the tuition for an employee working on a bachelor’s degree. Flexing a work schedule is also possible so that an individual can take a credit course during the normal working day.

Richland leaders and Board members are proud to talk about the College’s mission and vision to prospective and current employees, to District citizens, and to other more far-reaching audiences. The New Employee Orientation includes a discussion of all of these items, and constant institutional reminders include printed materials, website information, and reference at various meetings. When the current president was hired in 2001, the Search Committee included information about the recent adoption of AQIP, and the previous president was retained for one semester on a consulting basis. Included in the search process for other positions is information about core values and the vision of the College.

Professional development workshops and training are offered regularly, and supervisors encourage staff to participate. Fourth Friday Supervisors meetings, established in Spring 2007, offer supervisors training in common areas such as harassment, performance appraisal, and strategic planning. This is also an opportunity to discuss upcoming events and plan collaborative activities. Even though these could be viewed as “another meeting,” supervisors have expressed appreciation for this new opportunity to learn about initiative and develop leadership skills. Participation in off-campus workshops and conferences is also encouraged when funds are available, and faculty and staff are expected to share their experiences when they return. Richland has sent participants to the Decatur Leadership Institute for the last 12 years, and Deans have participated in the Chair Academy as well. When conference content would benefit from a team of participants, efforts are made to include faculty and administrators, who then bring ideas back to the College. This approach has been used for the Continuous Quality Improvement Network’s Summer Institute, the Higher Learning Commission’s Annual Meeting, AQIP Strategy Forums, and other training.

The Human Resources Office, the Deans, and the Vice Presidents continually review topics to meet training needs. In addition, as retirements and job changes cause the loss of long-time employees, greater attention is being paid to how to replace these individuals with qualified faculty and staff who will also embrace continuous improvement concepts.
5P8  Leadership succession plans

While Richland has no “formal” succession plans in place, the College’s history shows that employees are encouraged to apply for positions when their credentials meet application requirements and that they are considered in reorganization plans. Many adjunct faculty have been hired as full-time faculty throughout the history of the College, and Richland graduates have also been hired as full-time faculty and staff.

5P9  Measures of leading and communicating

Annual performance appraisals occur for every non-faculty employee of the College, including the review of the President by the Board of Trustees. As described in 4P6, the Personal Performance Plan includes achievements for the previous year and goals for the coming year.

The faculty appraisal process depends on whether the faculty member has been granted tenure. Non-tenured faculty follow a three-year structured process monitored by a Tenure Committee including faculty in the discipline and from another division, classroom visits by the Dean and members of the Tenure Committee, and a portfolio of work. For tenured faculty, classroom visits and a meeting with the Dean along with a self-evaluation are a part of their process.

In addition, items on the Employee Survey relate to leadership and communications issues.

5R1  Results for leading and communicating processes and systems

The committee structure and representation of stakeholders for decision-making has received positive feedback. Annually, committees and taskforces review the charges and stakeholder membership to assure representation, and adjustments are made to meet organizational changes.

As at many other institutions, communication continues to be an opportunity for growth. In the most recent Employee Survey, for example, 74% of respondents indicated that “Two-way communication in divisions/departments is maintained” very often,” “often,” or “sometimes,” but only 62% indicated that “Two-way communication between divisions/departments is maintained” “very often,” “often,” or “sometimes.” These questions will be repeated on the next survey to determine if the increased supervisor training and communications tools have impacted employee perception.

Increased access to the Intranet has allowed divisions to post procedural information and committees and taskforces to post minutes and agendas. As a part of the next Employee Survey, information will be gathered about individuals’ access of this information. The Employee Relations and Development Committee and the Policy and Communications Committee also are continuing their work to implement recommendations by the CIP Team on communications and recognition.

Through REACH, the District public engagement endeavor conducted November through July 2004 and ongoing at Board of Trustees meetings throughout the District, participants indicated satisfaction with communication of RCC’s programs and services, although more can always be done.
**5R2 Comparing results**

Historically, this type of information has not been available for comparison with other cohort community colleges in the state. While Richland does compare data on topics like tuition, enrollment, and faculty and staff salaries, communication efforts are more difficult to compare. With the increase in communication among AQIP institutions in Illinois, communication strategies will be one of the topics of conversation.

**5I1 Improving current processes and systems for leading and communicating**

Improvement to processes and systems for leading and communicating will continue to be explored and implemented. With the President’s Breakfasts in their second cycle, questions have been developed to ask at each breakfast. Responses will be compiled to determine trends and challenges discusses. With the new portal and changes to the Richland website, administrators are determining what to include in order to facilitate two-way communication among employees and with the District.

In addition, the Marketing Director continues to examine the methods for gathering information for media press releases and appearances of College employees at various meetings and venues. The Marketing Director is also looking at how information is communicated to the District’s residents, and changes in the class schedules and in the RCC website will assist in improving communication.

Training for new committee and taskforce members will continue in order to assure that all stakeholders understand the processes for introducing possible policy changes and additions.

In addition, the flow of communication is being monitored to see if all employees have access to the same general information, even if they choose not to access it. The Employee Relations and Development Committee and the Policy and Communications Committee are examining their roles in communication of information.

**5I2 Setting targets and improvement priorities and communicating results**

College administrators, division heads, and the Institutional Effectiveness Group will use recommendations from CIP Teams, from committees and taskforces, and from other initiatives to establish priorities for the next year of the College’s Strategic Plan. Targets for communications improvement will be incorporated into Goals 2 and 3, to enhance, strengthen and advance collaborative relationships and College operations. Some of the areas already targeted include

- Increasing the submission of information to *I-Mail*, the monthly internal newsletter
- Increasing training workshops related to leadership issues
- Maintaining the 80% participation in CIP training by new employees
- Continuing the publication of the Annual Reports from the President
- Maintaining the visibility of Richland in the media through press releases and feature stories

With the emphasis on data collection and assessment of results, RCC hopes to improve its reaction to issues and concerns determined from surveys, town meetings, focus groups, committee and taskforce meetings, and other venues. Communication will continue to be a focus of the *Strategic Plan* and other College initiatives.
Criterion 6: Supporting Institutional Operations
Core Values: Commitment, Excellence, Accountability
Strategic Plan Goal 3: Enhance, Strengthen, and Advance College Operations

6C1 Key student and administrative support service processes

Services to students are the primary motivation of Richland Community College’s key processes. The Student and Academic Services Division is responsible for the majority of primary student services functions. Other related functions are under the leadership of the Vice President of Finance and Administration and the Vice President of Economic Development and Innovative Workforce Solutions. The organizational chart included in IC4 shows the responsibility flow for divisions of the College. Enrollment Services has been designed as the conduit for prospective and current students; Teaching and Learning Support Services focuses on support for current students both in and out of the classroom. The Student Services Center, located just inside the main entrance of the College, is a “one-stop” location for many of the services available in the College. The primary functions housed in Student Services or nearby are outlined below:

### Enrollment Services

<table>
<thead>
<tr>
<th>Area</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling and Advisement Services</td>
<td>Academic advisors &amp; counselors (Personal &amp; career counseling; registration; advisor training)</td>
</tr>
<tr>
<td>Student Success</td>
<td>PASSport academic workshops in study strategies and student skills; Success Net; support programs for at-risk students</td>
</tr>
<tr>
<td>Financial Aid &amp; Veterans’ Affairs</td>
<td>Financial aid (PELL and MAP); coordinates with RCC Foundation and with external scholarship donors; Veterans’ Affairs</td>
</tr>
<tr>
<td>Registrar &amp; Student Records</td>
<td>Student information, registration, academic files &amp; transcripts, graduation &amp; degree audits, transfer transcript evaluation</td>
</tr>
<tr>
<td>Campus Life</td>
<td>Student clubs and organizations; Student Senate; Program Board</td>
</tr>
<tr>
<td>Admissions &amp; Recruitment</td>
<td>Admissions, off-campus recruitment, registration at high schools</td>
</tr>
<tr>
<td>Career Center</td>
<td>Student job placement on campus; internships; career exploration</td>
</tr>
</tbody>
</table>

### Teaching and Learning Support Services

<table>
<thead>
<tr>
<th>Area</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Accommodations Services</td>
<td>Adaptive equipment, tutoring, other services for students with disabilities</td>
</tr>
<tr>
<td>Learning Resources Center</td>
<td>Bibliographic instruction, research; College Archives (Historical information for the College), AudioVisual (classroom technical support), accessible equipment for students with disabilities</td>
</tr>
<tr>
<td>Student Learning Center</td>
<td>Peer tutoring, faculty tutoring, accessible equipment for students with disabilities</td>
</tr>
<tr>
<td>Testing Center</td>
<td>Placement testing, make-up testing, testing for other universities, CLEP and DANTES, testing for online courses</td>
</tr>
<tr>
<td>Student Support Services/TRiO</td>
<td>Targets transfer students and offers academic support, intrusive advising, and cultural opportunities</td>
</tr>
</tbody>
</table>

The 6-step admissions and registration process is outlined each semester for students in the Class Schedule distributed to District residences and also through the Richland website. This process includes admission information, placement testing, orientation options, advisement, and payment.
of tuition and fees. The student orientation program (SOAR) was recommended by a CIP team in Fall 2002 and piloted in Spring 2004, including presentations on student support services, a tour, and registration information. Over the last three months, the Director of Campus Life and the Director of Admissions and Recruitment have been reviewing Orientation and making plans to offer this general orientation online to accompany the orientation for online classes. Academic advising, career advising, and financial aid information are available year-round from full-time counselors, part-time Associate Advisors, faculty, and Financial Aid Specialists. In addition, a previous Early Alert program to assist students who may be in academic jeopardy in their courses has been replaced by a new student support program, Success Net; this program will be coordinated electronically through the new College portal, my.richland.

Student services processes were reviewed in a process mapping activity that occurred in 2007 and 2008. As a result, a tracking system was implemented to log why individuals were visiting Student Services, how long each student had to wait, and how long visits with staff lasted. This information is reviewed regularly to adjust staffing at peak times and to address other concerns.

Contracted services that directly impact students include custodial services, 24-hour security (including security for special campus events), bookstore, and food services (including cafeteria services, vending machines, and catering special events). These services must go through a bidding process as directed by Board Policy. The Vice President of Finance and Administration conducts focus groups of students and staff on a regular basis to determine special concerns in these areas, and the results are shared with the appropriate vendors.

Procedures are also in place for hiring personnel, including student workers, purchasing, and conducting other non-academic processes. Some purchases must have Board approval.

In the past two years, CIP teams have examined the processes related to student recruitment, front door service, adjunct faculty training, target market identification, and online education. Approved recommendations are being piloted or implemented, depending on budget availability and connections to the Strategic Plan priorities.

Through its participation in the Continuous Quality Improvement Network (CQIN), Richland has also become involved in the testing of a sustainability tool developed and piloted by the Association for the Advancement of Sustainability in Higher Education (AASHE). A Sustainability Committee comprised of faculty and staff have used the instrument to examine campus sustainability practices; a CIP Team will then use the results to map a plan to improve sustainability efforts.

6C2 Key student and administrative support services reinforcing processes and systems

All of the processes described above connect directly to student support. Following students from initial interest to attending classes through career interest to coursework, to graduation and beyond, academic and administrative support systems are coordinated to allow individuals a smooth passage through the academic process at Richland. Other important systems have been developed for program and curriculum development, program review, professional development for all employees, faculty teaching schedules, and human resources processes. While bumps sometimes occur as they will when personalities are involved, faculty, staff, and administrators work to identify stumbling blocks and change the processes, whether those changes involve
training, technology, or revising the system. The rights and responsibilities of students are used as guiding principles, as well as the College core values, mission, and vision.

In addition, processes related to institutional operations and collaborative relationships connect to student progress, making the campus a safe, secure place for academic success. The technology framework encourages access to information by all stakeholders, and public input has been encouraged through recent public engagement activities, including REACH.

Beginning in 2005, committees and stakeholder groups have reviewed all Board Policies and made appropriate adjustments, including updating titles, making technical changes, and assuring that procedures were clear. This review not only helped to assure that policies and processes match but educated employees on the importance of understanding policies that drive their work lives. With the final section revisions approved by the Board in May 2009, the Policy and Communications Committee is establishing a regular cycle for policy review and revision, and the process will enter another cycle.

One underlying support service is provided by the Administrative Information Systems office. The staff oversee the data management system, Jenzabar, provide data mining support, and coordinate state information submissions. The current data management system is currently undergoing revisions, so stakeholders have been meeting over the past several months to review processes for data input and retrieval and to examine the display of information for students and staff. Utilizing technology to reduce paper and other consumable use supports the push for sustainability, efficiency, and information access. This upgrading will continue and involve the website staff and others to assure consistency of information and to reflect the quality image of Richland.

6P1 Identifying support services needs of students

Information about support service needs of students is gathered from the following sources:

- Noel Levitz Student Satisfaction Survey
- Faces of the Future Survey
- Directed background questions on the Placement Tests
- Student Senate meetings, open forums, and surveys
- State Reports, including Program Reviews and Performance Reports
- In-house surveys including Occupational Follow-up Survey, Student Services Satisfaction Surveys, Graduation Survey
- Vice Presidents’ Teams, including Deans and Directors
- Division meetings
- Focus groups
- Student Mentors
- Judicial Board
- Continuous Improvement Process Team research
- Information from high school personnel
- Meetings with transfer personnel from four-year colleges and universities

Qualitative and quantitative data, including the 2007 Environmental Scan and the Institutional Data Book, and the 2008 Retention Study, are shared through committees and taskforces,
division meetings, President’s Cabinet, Institutional Effectiveness Group, and other meetings where stakeholders are present.

**6P2 Identifying the administrative support service needs**

Administrative support services are identified through forums, meetings, and materials gathered from

- Division meetings
- Vice Presidents’ Teams meetings
- President’s Cabinet
- Graduation Survey
- Employee Relations and Development Committee
- Institutional Effectiveness Group
- Quality Council
- Board of Trustees

The REACH public engagement initiative, described in 3P3, and the Strategic Planning initiative also identified support service needs for students, employees, and District residents. These and other initiatives will help the College plan for the future.

**6P3 Managing key student and administrative support service processes day-to-day**

With the shift to continuous improvement and adjustments to staff reporting lines, greater responsibility has been given to front-line supervisors and staff to manage and monitor day-to-day operations and customer service. Staff are able to discuss procedural concerns as they occur, and often changes can be made without discussion at a number of levels. With the concerted effort to remove procedure from Board policies in the just-completed review cycle, procedures may be adjusted without extensive review by non-related personnel. If the issue is one that affects multiple divisions, conversations occur with the appropriate Dean or Vice President, or at the Vice Presidents’ Team meetings. For issues that affect the entire College, discussions occur at the Institutional Effectiveness Group meetings, at the Vice Presidents’ Team Meetings, or at the President’s Cabinet, all held twice a month. In addition, information sharing and training occur at the Fourth Friday Supervisors’ meetings among Deans, Directors, and Vice Presidents. These regular meetings allow timely conversations about issues of the day and how to coordinate activities or address challenges.

Ultimate responsibility for monitoring day-to-day activities rests with the Vice President of Finance and Administration, the Vice President of Student and Academic Services, and the Vice President of Economic Development and Innovative Workforce Solutions, who report to the President. Issues related to policies are taken to the appropriate committee or taskforce, and CIP Teams have also been developed if the issue needs broad study across stakeholder groups. Information is disseminated through meeting minutes posted on the College Intranet and through meetings of divisions and support areas. In addition, the College community receives information through broadcast e-mail, I-Mail, memos from various divisions, and division meetings. General planning information is also presented at Convocations and All-College meetings held at least twice per year.
Using information and results

With the adoption of AQIP and continuous improvement, the College community has shifted in its attitudes about using data to help make informed decisions. While some divisions have consistently made data-driven decisions, all areas are expected to utilize data and stakeholder input to support recommendations. Participating in extensive continuous improvement training has helped more individuals understand what is required in making an “informed decision” and that making a recommendation must be supported by information beyond past practice or anecdotal information.

Using the instruments and methods for data collection outlined in 6P1 and 6P2, divisions, committees, taskforces, and other planners determine appropriate support services changes. For example, based on the results of three CIP teams, a new tuition payment plan option was instituted, and new student and employee orientation programs were implemented. The new processes have matured since institutionalization and have undergone review and adjustment, supporting the last step in the Continuous Improvement model.

The College also strives to connect changes and improvements to the Strategic Plan, monitoring both short-term and long-term results. Through a process involving the Board of Trustees and stakeholders and coordinated by the President’s Cabinet, Annual Priorities are established based on trends as well as current events in the District and economic issues including local taxes, state funding and federal initiatives. Quarterly Priorities updates are made to the Board of Trustees and are available to the College community.

Measures of students and administrative support services processes

As described earlier, the College uses a number of instruments to collect information on support services and satisfaction. In addition to the All-College Employee Survey, the Noel Levitz Student Satisfaction Inventory, and the Faces of the Future Survey, Graduate Surveys, Occupational Follow-up Surveys, and other satisfaction information are gathered by individual divisions and shared in the planning process.

Results for student support service processes

Over the last few years, information from the Strategic Plan process, the Continuous Improvement Process training, and other initiatives has led to several changes in processes for student services. The reorganization of Student and Academic Services allows for clearer lines of communications and operation for students to enroll, to take courses, and to graduate and throughout their academic career at RCC to receive academic support services. Recent initiatives include:

- Revision of New Student Orientation (called SOAR)
- Increased training in academic advising for staff and faculty (occurs each semester and includes program updates from Deans and Directors)
- Increased access to career exploration activities and interest inventories, with extensive training for advisors and financial aid staff
- Early Alert, offering support to students in academic difficulty in classes (transitioning to Success Net in summer 2009 based on faculty and staff input)
• Expanded services for students with disabilities, including increased academic support services like tutoring and self-paced classes (recently moved to new location to handle increased traffic and to expand services)
• Remodeled Student Services Center with added access to computer terminals and WIFI capabilities (entire campus now with Wi-Fi access, addition of laptops and tablet PC’s for student use in the Learning Resources Center)
• Increased technology training for students in online and technology-enhanced courses (new learning management system implemented in Summer 2009; new training program implemented as students enroll in summer and fall online courses)

Analysis of the Noel Levitz Student Satisfaction Inventory and the Faces of the Future data will lead to additional areas to include in the Strategic Plan for the coming years. In general, the College already recognizes challenges in academic advising, student engagement in extracurricular activities, and online education opportunities and access.

6R2  Results for administrative support service processes

As with student support processes, academic support services have also been affected by the reorganization and with the implementation of continuous improvement. Cross-training for support staff in the one-stop concept implemented in the Student Services Center has increased knowledge of paperwork requirements for admission, registration, and graduation, and customer service training has also led to greater employee satisfaction with knowledge about the College. The personal performance plan for non-faculty has been revised by the Employee Relations and Development Committee (ERDC) to incorporate essential job functions, job connection to Strategic Plan and Core Values, and training goals; ERDC will evaluate this revision after the first cycle ends in 2010.

The work of two recent CIP teams also connect to administrative support services. One team has been developed to use the results of the STARS evaluation developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) to streamline procedures with an emphasis on sustainability. A second team has developed a usage and marketing template for one of the off-campus sites, addressing procedures to assure that services offered at that and other locations meet the high standards of the institution.

Finally, long-range facilities planning will continue in order to meet program needs. The 2007 Facilities Master Plan shows a change in focus with the growth of the physical footprint of the College to the north to incorporate Progress City, the site of the biannual International Farm Progress Show, and the Resource Allocation Management Plan submitted annually to the ICCB is regularly adjusted based on changing demands. Information from REACH, from the Strategic Plan, from conversations with Richland’s partners, and from internal discussions at all levels will help in shaping Richland’s physical vision.

6R3  Comparing results

Comparisons to other AQIP institutions occur through a number of venues. Participation in the AQIP Colloquium, attendance at sessions at other conferences, and discussions at the CQIN Summer Institutes allow Richland staff to determine progress and set new goals. Having over 80% of the full-time faculty and staff trained in continuous improvement is at least anecdotally
higher than other community colleges, and the methods for examining and altering the
committee structure seems to be a “best practice” directly related to this change in College
culture. Monitoring of the integration of continuous improvement practices will continue.

Richland is also involved in establishing a consortium of Illinois AQIP institutions; the
participants have already discussed how to utilize this collaboration to establish benchmarks for
comparisons. A listserve has been created and housed at Richland to facilitate conversations
throughout the year.

6I1 Improving current processes and systems for supporting institutional operations

With the new system in place for participation and decision-making and with the recent
reorganization, individual divisions are more easily able to collect information and address
concerns and challenges as they occur. Decision-making at the lowest possible levels is new to
many people, and learning when they can make changes and when they need to seek approval
continues. In the annual planning done by the Institutional Effectiveness Group and the Quality
Council, discussions include the formation of Continuous Improvement Teams Work related to
institutional operations. The creation of Annual Priorities based on the Strategic Plan allows
flexibility in what the divisions deem important.

Accomplishments include

<table>
<thead>
<tr>
<th>Planning</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>Adoption of AQIP and continuous improvement</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Training of over 80% of full-time faculty and staff</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Board approved Spring 2008</td>
</tr>
<tr>
<td>AQIP Action Projects</td>
<td>New Action Projects created Spring 2009</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>REACH initiative ongoing at locations throughout the District</td>
</tr>
<tr>
<td>Facilities</td>
<td>Master Facilities Plan adopted by the Board in 2007</td>
</tr>
<tr>
<td>ICCB Reports</td>
<td>Consolidating responsibility for reports and data collection with Student and Academic Services Office</td>
</tr>
</tbody>
</table>

6I2 Setting targets and priorities and communicating results

Priorities for each year are established based on the Strategic Plan. The current Plan and
Priorities, along with results from previous years, are available on the College website at
http://www.richland.edu/system/files/improvement/strategic_plan_08.pdf. Regular updates are
made to the Board of Trustees and included in I-Mail. Following are strategies from the 2008-
2011 Strategic Plan that relate to Supporting Institutional Operations:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Areas Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>Expand opportunities that provide basic student technology training.</td>
<td>Deans, Director of Online Learning, Operations and Technical Support</td>
</tr>
<tr>
<td></td>
<td>Implement a comprehensive retention plan to reduce attrition.</td>
<td>Enrollment Services, Teaching and Learning Support Services</td>
</tr>
<tr>
<td></td>
<td>Develop and offer new programs and courses to meet regional and global workforce needs.</td>
<td>Deans, faculty, Operations and Technical Services (space and equipment)</td>
</tr>
<tr>
<td></td>
<td>Alternative scheduling</td>
<td>Deans, Director of Online Learning, faculty, CIP Team</td>
</tr>
<tr>
<td><strong>Collaborative Relationships</strong></td>
<td>Create and foster partnerships for new or expanded educational and training opportunities for employment.</td>
<td>Vice Presidents, President, Deans</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td></td>
<td>Conduct REACH activities in outlying communities and with target audiences.</td>
<td>Marketing; College community; Board of Trustees</td>
</tr>
<tr>
<td><strong>College Operations</strong></td>
<td>Develop a long-range staffing plan.</td>
<td>Human Resources, Deans, Vice Presidents, President</td>
</tr>
<tr>
<td></td>
<td>Strengthen grant-writing efforts to support strategic initiatives.</td>
<td>Deans, Vice Presidents</td>
</tr>
<tr>
<td></td>
<td>Increase recruitment of diverse faculty and staff.</td>
<td>Human Resources, Deans, Vice Presidents</td>
</tr>
<tr>
<td></td>
<td>Conduct a Major gifts campaign.</td>
<td>Foundation, President, College community</td>
</tr>
</tbody>
</table>
Criterion 7: Measuring Effectiveness
Core Values: Excellence, Accountability
Strategic Plan Goals 1 and 3: Enhance, Strengthen, and Advance Teaching and Learning and College Operations

7C1 Collecting and storing information and data

The Administrative Information System (AIS) at Richland allows comprehensive collection of data and information accessible by everyone on campus. Each division has its own specialized menu, and individuals also have access to areas of the system that directly relate to his or her work situation. Student Services staff and counselors, for example, have access to student records and registration, while division secretaries may access course information for creation of the class schedule each semester but only have limited access to student information. Customizing the current system has allowed individuals and divisions to conduct basic research without the assistance of the staff in AIS, who can then concentrate on more specific and detailed research needs across the campus.

The Director of Data Processing is responsible for submitting various required MIS state reports directly from the system, along with IPEDS reports and other federally required information. The Assistant to the Vice President of Student and Academic Services is responsible for submission of many state reports including program reviews and performance reports as well as AQIP Annual Updates and the Systems Portfolio.

Individuals may also access components of this system through the Internet, allowing registration, grade submission, and access to other student information. Students access my.richland, an Internet portal for registration and records monitoring. My.richland is part of a technology upgrade currently in progress; both students and employees will have electronic access to more information and be able to complete tasks without having to come to campus.

In addition, all College personnel have access to the Intranet at two levels. Divisions and some individuals have secured file storage capabilities that may be shared only by permission, and some folders are accessible by the larger College community. On this drive the College committees and taskforces, for example, store minutes, agendas, and other materials for view by the entire College, a working version of the College Catalog is available for update, and forms such as travel and budget requests may also be accessed.

Several surveys listed in 7C2 are administered to students and staff throughout the year by various divisions, and the information is shared through meetings and reports. However, currently no clear and consistent method exists for tracking all reports and data collection, so some duplication may occur.

7C2 Key institutional measures for tracking effectiveness

Richland uses several methods to track effectiveness both in the classroom and institutionally. Administrators recognize that these efforts need to be better coordinated so that the information is available to more stakeholders and so that individuals know where to go to obtain this information. Currently, tracking effectiveness is done through the following means:
Course and Program

- Classroom Evaluation (qualitative and quantitative)—cycle established for tenured and non-tenured full-time faculty and for adjunct faculty
  - Instructor preparation and presentation
  - Formal and informal evaluation methods
  - Laboratories and other clinical settings
  - Instructor availability outside of class

All courses have established course objectives, and multiple-section courses use the same objectives from a master syllabus, available to both full-time and adjunct faculty to use as a framework for courses. These syllabi are also available in division offices for students interested in learning about specific course content before registration. Occupational courses have incorporated SCANS competencies as part of course and program development, and some faculty have been trained to use Worldwide Instructional Design System (WIDS) to create syllabi.

- Program Review
  - State Program Review on 5-year cycle established by State (occupational/technical, transfer, support services, developmental)
  - National Board Certification (health professions and automotive technology)
  - New program review (after one year; internal)

The Program Review process conducted for the State was designed by a Continuous Improvement Process Team. Deans and faculty are responsible for gathering and summarizing data, including program objectives and outcomes, enrollment trends, program costs, and other information. In addition, for Career and Technical Education programs, the Advisory Committee completes a survey on the program. The Review is used to determine gaps in the program, the unit cost and program revenues, and what changes should be made. The Assistant to the Vice President of Student and Academic Services coordinates this effort with a retired faculty member who led the CIP team. At the end of this review cycle in Summer 2009, the process will be reviewed and revised if necessary.

Programs with national certification are reviewed on a regular cycle to assure that they are maintaining standards. Faculty in each program and the dean have a process for ongoing data collection and internal review, and faculty participate in completing the application for recertification. In addition, faculty and deans in other areas such as welding and the Director of the Child Development Center are exploring the options for national or state certification as appropriate.

Students

- Noel Levitz Student Satisfaction Inventory (spring of even years)
- Faces of the Future Survey (fall of even years)
- Occupational Follow-up Survey (annual; graduates in occupational fields)
- Graduate Survey (annual)
- Course evaluations including tests, quizzes, written assignments, and lab work
- Student Senate and Program Board surveys on co-curricular programs or activities
• Focus groups on topics of concern for students, including programs for the next academic year, proposed changes in policy, and input on documents such as the class schedule and College Catalog.

Institutional
Richland completes all mandated State performance reports using designated performance indicators, along with the required submission of reports for enrollment, financial aid, occupational outlook information, and other general areas, the AQIP Action Project Update and the Higher Learning Commission Annual Report as required. An Employee Satisfaction Survey is conducted regularly, and Human Resources, CIP Teams, committees, and other stakeholder groups administer various surveys. The Institutional Data Book, a rich source of information on students, faculty and staff, programs, and finances, is published annually in the spring by the Student and Academic Services Office and is also available on the College Website. The results of the Noel Levitz SSI and the Faces of the Future are used in a longitudinal comparison as well as in a national comparison. Comparison problems arise with all of these strategies since data is not all collected in the same way in all institutions.

District
Richland has conducted a telephone survey of District citizens to gauge satisfaction with College programs, services, and fiscal responsibility. This survey was last conducted in the fall of 2003. In addition, the College coordinates REACH, a series of open forums on various topics described in 3P3, to gather ideas on activities to support the Strategic Plan and plan for 2014. The Board of Trustees adopted recommendations created from this initiative in August 2004, and since that time citizens and community groups have been involved in REACH activities as a part of two Board of Trustees meetings annually. REACH recommendations have been incorporated into the Strategic Plan priorities and are used in planning other campus initiatives.

7P1 Selecting, maintaining, and using information and data
Richland staff collects data and information on a routine basis for projects, reports, and analysis. The comprehensive Administrative Information System allows divisions and other units to create and review reports on a variety of topics, ranging from weekly student traffic in the Student Services Center to contacts in the local high schools to budget management. The AIS staff works to offer flexibility and self-control of these regular reports. When special reports or new requests are made, the AIS staff will work to assure that data is compiled and that the process to reconstruct the search is documented in order to repeat the same search for comparisons. As the College continues to improve its processes regarding data collection and use, administrators work to create a clear “path” so that others will be able to access the compiled data without duplication of efforts.

Since some data is useful to the entire College community, certain reports are compiled and distributed annually. For example, the Institutional Data Book and the High School Follow-up Report promote comparisons in areas such as student, faculty, and staff demographics, enrollment, finances, facilities, support organizations, high school enrollment trends, and research. The Institutional Data Book is available on the College Intranet, and both reports are available in paper version and housed in the Archives for access by anyone conducting research. The 2007 Environmental Scan, also available on the website, offers trend data in three sections: 1) an external scan of demographics and comparisons at the national, state, and Richland District
level, 2) an internal scan of financial, human resources, and Foundation trends, and 3) a teaching and learning section that offers trends in program enrollment and student and academic services. Deans and Directors also identify strengths and challenges for the next three years. The 2007 Environmental Scan was used by the Strategic Planning Team in preparing the 2008-2011 Strategic Plan and by CIP Teams and other groups.

With the CIP training and implementation of a continuous improvement model, more College personnel are recognizing the importance of qualitative as well as quantitative research in order to make decisions. While these concepts are not wholeheartedly embraced, dramatic changes in attitude have occurred over the last two years, and data sharing is becoming the rule, not the exception. Continued emphasis in supporting recommendations with clearly analyzed data will move the College even further to a system-wide acceptance of this concept.

7P2 Determining needs of departments and units related to information and data collection, storage, and accessibility

Evaluation of data collection and accessibility needs is ongoing. With the implementation of the new my.richland portal has come extensive review of data collection and access for both employees and students. The AIS staff is working with the webmaster and other technology staff to design a user-friendly system that increases efficiency and offers needed information. The AIS staff also monitors the availability of system upgrades and the need for greater storage capacity, and these needs are addressed in the equipment purchasing calendar, which is a part of the annual budget cycle. A general overview of the new portal was presented to all employees on Professional Development Day in April 2009; division and stakeholder focus sessions are in progress to assure that the portal meets the needs of each group. In addition, requirements for submission of information to federal, state, and other agencies are monitored to assure that local collection and distribution capabilities match these needs.

Requests for data are monitored to determine if divisions or areas might need access to the same information so that common reports can be added to the menus. For example, student contact information in the Student Learning Center mirrored information needed for a grant program, so with slight modifications both areas now use the same screens and some of the same report templates. Also monitored are the submission dates for federal, state, or other agency reports so that information is available to all who need it. Some responsibilities for reports have changed with the last institutional reorganization; a master list of reports is kept in the Office of the Vice President of Student and Academic Services facilitate data and information sharing. Attention is paid to confidentiality in all data collection and distribution; access is restricted to those whose job responsibilities require the information.

Richland has also purchased a data image scanning and storage system to migrate paper documents into electronic format. Student Services and Business Services staff have been trained and are utilizing the system as new documents are received; the next steps include training other office staff and scanning and storing archived information to reduce the amount of paper and to increase access, particularly to necessary student academic files by counselors and advisors.

A CIP Team has addressed the technology needs for online student support services, and changes will be implemented beginning Summer 2009. These changes include offering a new student e-mail system, the ability to submit admission information, and the ability to complete financial aid
online. These and other opportunities are available with the implementation of the new portal system.

**7P3 Determining needs and priorities for comparative information and data**

Decisions regarding comparative data are made dependent upon the requirements for a particular study. Goals for a study or report will set the parameters for data, including the benchmark information required, the length of the study, and the complexity of the issue being studied. Staff responsible for the reports review regularly collected data to determine if changes in parameters are needed and whether additional or new sources for the data should be tapped. Requirements set by external monitoring agencies such as the ICCB, AQIP, or grant sources also determine the scope and criteria for data collection.

External information is accessed when available, including comparative data provided by the ICCB, IBHE, Noel Levitz, and ACT/Faces of the Future.

**7P4 Analyzing information and data regarding overall performance**

Administrators and supervisors use available data and information to determine how programs, projects, and support services address key performance issues and components of the Strategic Plan. Regular reports such as the *Institutional Data Book*, AQIP Annual Updates, ICCB Performance Reports, CIP Team Project Reports, and others mentioned throughout the *Systems Portfolio* are generally available in print or electronic versions, including previous reports to use for comparison. Critical data also reviewed on a regular basis include information for development of and changes in class schedules, enrollment information that might drive immediate marketing adjustments for registration, and responses to surveys of faculty and staff for new training ideas. Employees have two important trend resources, the *Environmental Scan* and the *Institutional Data Book*, to gain a longer view of changes in certain areas of the institution.

Work will begin in June 2009 on the creation of a Balanced Scorecard for Richland. Plans are to have the institution-level Scorecard available for posting by Summer 2010. Identification of key institutional measures will occur first and include input from the Board of Trustees, President’s Cabinet, and appropriate deans.

**7P5 Aligning department and unit analysis of information and data**

Under the direction of the Vice President of Student and Academic Services and the Vice President of Economic Development and Innovative Workforce Solutions, the academic Deans monitor enrollment, persistence, and retention data for all programs and academic services. In addition, the deans responsible for career and technical education programs review occupational follow-up surveys and other exit information to determine whether students are meeting designated outcomes. All course master syllabi include outcomes determined by faculty. The Business and Technology Division has also used WIDS in program development and revision. Deans use enrollment data from previous semesters in planning class schedules each semester, and data is also shared at the VP Team meetings to determine changes. Counselors also meet with Deans in this planning process to share information gathered in student advisement meetings in order to determine additional needs or changes.
In the current project to develop institutional/cross-curricular student outcomes, data and information analysis will also be used to develop rubrics and gather baseline data. Deans and Directors in all areas are responsible for connecting the Strategic Plan goals to the budget; data and information are used for justification of requests for budget increases, and this information is available when final budget decisions are made to ensure that any new monies are spent in areas that support institutional goals and priorities.

The Program Review documents also facilitate analysis of information on a 5-year cycle by including enrollment and unit cost analysis trend data. These documents are available in electronic format for access by appropriate deans and faculty.

**7P6  Ensuring effectiveness of information system(s) and related processes**

The Administrative Information Systems staff and the Technical Services staff work collaboratively to determine necessary institutional upgrades to the current system. The AIS Office works on mainframe requirements and data collection. The College uses Jenzabar/CARS software for institutional data collection, and with the implementation of the my.richland portal adjustments are in progress. Students have access to enrollment information, unofficial transcripts, degree audits, and financial aid information; with the previous access option, WISE-1, some of this information was only accessible by coming to campus. Attention is paid to assure data quality and to assure that the collection parameters can be repeated for comparisons in the future.

The Technical Services Office focuses on the hardware and software needs of the students and staff. This area is responsible for installing and upgrading classroom, lab, and staff computers and peripherals, and the staff works with the division Deans and area supervisors to ensure that staff and faculty have the equipment and software necessary for teaching and learning. With the expansion of wireless capabilities to the entire campus, students and staff may access information anywhere. Deans, faculty, and Technical Services staff monitor technology needs for programs; with the constant change in software used in industry, upgrading or changing software in classrooms has become a budget priority each year.

The College is conscious of the need to maintain confidentiality of information at all levels. All individuals, both employees and students, receive a separate identification number with no connection to social security numbers. Each individual has a log-in and password for his or her office computer, for CARS, and for my.richland. Each person’s menu for CARS is customized to support job requirements for data access. Students also have a single sign-in for e-mail and my.richland accounts. Each semester, students may request that their personal information not be accessible on the College system; their data is protected except when required for collective submission of information without specific social security numbers or other identifying information. FERPA training is presented to all employees, and reminders are sent each semester on what is considered open directory information.

**7P7  Measures of effectiveness of system**

The College uses a number of measures for determining the effectiveness of its systems. The recent review of all Board Policies has led to process mapping and revision of problem areas. Several divisions are also creating procedures/systems manuals to assure consistency in operations. The President’s Cabinet reviews general institutional systems, and appropriate
divisions and areas also review institutional survey results. User surveys have driven previous changes in the data management system, and the AIS staff continue to modify user menus and to conduct needed training as changes occur.

The Vice Presidents of Student and Academic Services and Economic Development and Innovative Workforce Solutions and the academic deans review transfer results when available. External reviews also occur when reports are submitted to ICCB, IBHE, licensure agencies, and grant monitoring agencies; feedback on measurements is disseminated to the appropriate division. When changes in the type of information required for these reports is altered, the data and information collection systems are also adjusted and noted so that trend changes will also reflect changes in these requirements.

7R1 Evidence that system for measuring effectiveness meets institution’s needs

The College has used its data collection system for many years with positive results. The continuity of staff in the AIS Office has ensured that information is collected in the same way and that reports are submitted in a timely manner. The College staff have expressed satisfaction with the availability of data and the response time from the AIS staff, although the demands on this office and on the Technical Services office sometimes require reprioritizing requests. All AIS staff are able to respond to data requests, assuring that if someone is gone others can meet requests requiring fast response.

With availability of the Institutional Data Book, the Environmental Scan, and other data on the Intranet, College personnel is able to use the same data in reports and presentations, giving a clear, consistent message about the College’s effectiveness.

7R2 Comparing results

The College has had a long history of success in student transfer and occupational training. Employer surveys show that graduates have the needed skills for employment. Transfer institutions share that Richland transfers meet or exceed the GPA levels of native students. This information, however, is difficult to obtain because of transfer institution regulations. When appropriate, the College uses external information gathered by the ICCB, IBHE, and IPEDS to compare student success, fiscal soundness, and overall achievement. Again, while this information is available, care is taken to assure that the data parameters match so that the comparisons make sense. In addition, the College uses data provided through national surveying such as the Noel Levitz Student Satisfaction Inventory and the Faces of the Future. Illinois AQIP institutions are discussing ways of sharing data for comparative purposes. This conversation will continue at a fall meeting currently being arranged.

7I1 Improving current processes and systems for measuring effectiveness

Richland continues to address data collection and research challenges and opportunities. With the current organizational alignment, committee structure, and continued emphasis on continuous improvement, the College is identifying new ways to systematize data collection and streamline processes for communication of research results.

- Education on available research must intensify. This training will reduce duplication of efforts and assure that data is consistent—sometimes the numbers seem to contradict when in actuality the parameters for the data collection were not the same. This education will rely on
the use of a central, accessible storage location, such as the College’s Intranet or the Archives.

- While some areas understand the need for quantitative support for recommendations and decisions, others are sporadic in when and how they use data.
- Information from the ICCB and other agencies is available, but many individuals do ask what data has already been collected.
- The parameters for CIP Team research must be clearly defined so that employees will be comfortable using the data, particularly surveys of other institutions and best practices gathered from literature reviews.
- The College needs to clarify student outcomes in all programs as well as institutional/cross-divisional outcomes for all degree-seeking students.
- New employees need training to use the CARS institutional data collection system effectively and efficiently.

712 Setting targets for improvement and priorities and communicating

- **Create an Institutional Balanced Scorecard:** Initial conversations have occurred with the Board of Trustees, and the President’s Cabinet has also worked to lay the framework for the Scorecard. This activity will identify the first “layer” of areas to be measured, determine benchmarks, and communicate this information to the College community.
- **Implement strategies for target groups identified through Retention Study:** The goals will be to maintain the 80% retention rate for All Students and to increase retention rate for four lowest target groups by 5%.
- **Use results of Persistence Study to develop strategies:** When the Persistence Study is completed in the next two months, stakeholders will have four target populations for which to develop strategies to transition students from one semester to the next, particularly from first semester to second semester.
- **Implement the next phase of the Program Review for analysis:** Develop and implement a Program Review Board to analyze data collected in annual Program Reviews.
- **Create a central collection point for data and communicate how to access data:** This step will be facilitated by the new web portal through the creation of a user group.
- **Maintain the levels of training on CIP processes at 80% or higher.**

The College will continue to develop and test its systems to assure that information and data are collected and disseminated effectively. As the College community moves forward in continuous improvement, the area of measuring effectiveness will become more clearly defined and institutionalized.
**Criterion 8: Planning Continuous Improvement**

Core Values: Commitment, Excellence, Accountability

Strategic Plan Goals 1, 2, and 3: Enhance, Strengthen, and Advance Teaching and Learning, Collaborative Relationships, and College Operations

**8C1 Institution’s vision**

With the adoption of AQIP in 2001, Richland Community College has made a concerted effort to shift planning to a continuous improvement process by infusing the nine AQIP Categories into its student-centered work. This trek has been challenging but one that the College administration, faculty, staff, and Board of Trustees have embraced.

As a part of this process, the Board of Trustees adopted a new vision for Richland in Fall 2003: *To be the premier source for education, workforce training, partnerships, and economic development.*

This vision reflects the general mission of an Illinois community college as well as offers specific goals for Richland. It motivates College administrators and faculty to enhance the College’s current high quality credit and noncredit programming and to explore new possibilities for training and education with all categories of stakeholders in the Richland District. Faculty, staff, and administrators can work with advisory groups, community organizations, transfer colleges and universities, and other community colleges to meet the needs of students, businesses and industries. The *Strategic Plan, Facilities Master Plan,* and other activities can be connected to the vision as well as to the mission. Since the “economic development” portion is a new emphasis for Richland, in April 2008 a Vice President of Economic Development and Innovative Workforce Solutions was hired to focus on this critical part of the vision and mission. This Vice President balanced the work of two other Vice Presidents in Finance and Administration and in Student and Academic Services to address all components of education at Richland.

**8C2 Short- and long-term strategies**

The 3 primary goals of the current Strategic Plan are to **enhance, strengthen, and advance teaching and learning, collaborative relationships, and College operations.** These goals were a part of the 2003-2006 Strategic Plan, and the Strategic Planning Team determined that they should be continued into the 2008-2011 Strategic Plan. For each goal, the Team, comprised of stakeholders at all levels, developed strategies and actions that relate to all areas of the College. In order to focus efforts and resources each year, priorities are created and then approved by the Board of Trustees each February. Divisions then identify activities that support these priorities, and quarterly reports are presented to the Board and to the College community to explain progress. All information is posted on the College website for District citizens to view as well. The following table outlines the general strategies for each goal, with the appropriate AQIP categories and RCC Core Values indicated:

<table>
<thead>
<tr>
<th>Goal 1: To Enhance, Strengthen, and Advance Teaching and Learning</th>
<th>AQIP Categories and Richland Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the effectiveness of programs and services that support and/or enhance student success.</td>
<td>Helping Students Learn (1), Understanding Students’ and Other Stakeholders’ Needs (3), Planning Continuous Improvement (8)</td>
</tr>
</tbody>
</table>

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| Improve the effectiveness of programs and services that support and/or enhance college preparedness | 1, 8  
| Commitment, Excellence, Accountability, Diversity |
| Enhance and expand a global perspective within the curriculum. | 1, 3, Valuing People (4), 8  
| Commitment, Excellence, Accountability |
| Align curriculum with local, regional, and global stakeholders’ needs. | 1, 3, Building Collaborative Relationships (9), Accomplishing Other Distinctive Objectives (2)  
| Commitment, Respect, Excellence, Diversity |
| Enhance alternative methods of curriculum delivery to meet student needs. | 1, 3, 6, 8, 9  
| Commitment, Respect, Diversity |

**Goal 2: To Enhance, Strengthen, and Advance Collaborative Relationships**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>AQIP Categories and Richland Core Values</th>
</tr>
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<tbody>
<tr>
<td>Cultivate and enhance external partnerships that support teaching and learning and that promote a seamless transition to college.</td>
<td>3, 8, 9, Valuing People (4), Leading and Communicating (5), Commitment, Respect, Excellence, Accountability, Diversity</td>
</tr>
</tbody>
</table>
| Cultivate and enhance external partnerships for workforce training and economic development that promote employment opportunities. | 2, 3, 9  
| Commitment, Respect, Accountability |
| Increase activities that build a positive sense of community for current students, alumni and friends, and the District. | 2, 3, 4, 5, 9  
| Commitment, Respect, Accountability |

**Goal 3: To Enhance, Strengthen, and Advance College Operations**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>AQIP Categories and Richland Core Values</th>
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</table>
| Ensure sustainability of the College’s human resources. | 2, 4, Supporting Institutional Operations (6), 8  
| Excellence, Accountability |
| Enhance processes that promote financial sustainability. | 3, 5, 6, 8, 9  
| Commitment, Excellence, Accountability |
| Increase effectiveness of institutional infrastructure. | 3, 5, 6, 8, 9  
| Commitment, Excellence, Accountability |
| Promote awareness of RCC programs and services. | 2, 3, 4, 5, 8, 9  
| Commitment, Respect, Excellence, Accountability, Diversity |
| Enhance processes that measure the effectiveness of Richland Community College. | 3, 4, 5, 8, 9  
| Commitment, Respect, Excellence, Accountability, Diversity |

Underlying all of these goals and strategies is AQIP Category 7, Measuring Effectiveness.

**8P1 Planning process**

Planning involves all areas of the College. The President, Vice Presidents, the Institutional Effectiveness Group, and the Quality Council coordinate components of planning depending on the initiatives and stakeholders involved.
The 2008-2011 Strategic Plan was developed in the following stages:

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<tbody>
<tr>
<td>Creation of Environmental Scanning Team; Board discussed new Strategic Plan</td>
<td>Creation of Environmental Scan</td>
<td>Board Retreat to discuss Strategic Planning Team</td>
<td>Creation of Strategic Plan</td>
<td>Strategic Plan Approval by Board of Trustees</td>
<td></td>
</tr>
</tbody>
</table>

The 2007 Environmental Scan was developed using the structure of the two previous Environmental Scans. It is composed of three sections: an external scan of national, state, and District demographics; an internal scan of fiscal and human resource issues, governance, and other general areas of the College; and a section on teaching and learning, which includes student demographics and an examination of programs and services related to teaching and learning. One of the primary changes in the Scan’s structure was to include a ten-year trend line in order to identify external and internal opportunities and challenges that might affect Richland’s future.

The Strategic Planning Team then used the Environmental Scan as a primary source of information and compiled additional information, including the results of visioning activities completed by the Board of Trustees. Documents such as the 2005, 2006, and 2007 Strategic Plan Priorities, the REACH public engagement recommendations, CIP Team research, and planning activities completed by internal stakeholders all were used as Team resources.

The Team determined that the three goals of the previous Strategic Plan were still viable. Through several meetings and activities, the Team created strategies, actions, and measures/deliverables that would support the three goals, the vision, and the mission of the College, while reflecting the five Core Values of Commitment, Respect, Excellence, Accountability, and Diversity. In addition, the Team used the concept of sustainability as a guiding principle for the inclusion of strategies and actions.

The pattern for annual Strategic Planning follows the general timeline below:

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</thead>
<tbody>
<tr>
<td>Results Report for previous year presented to the Board; Board identifies priorities for coming year.</td>
<td>Stakeholders create priorities.</td>
<td>Yearly priorities approved by the Board; budget creation tied to Strategic Plan initiatives.</td>
<td>Update on status of priorities presented to Board of Trustees</td>
<td>Budget approval (reflects SP strategies and priorities)</td>
<td>Update on status of priorities presented to Board of Trustees</td>
<td>Results Report created; carry-over priorities identified for next year.</td>
</tr>
</tbody>
</table>

Board of Trustees approval of the Strategic Plan and the Annual Priorities offers direction for administration in determining focus for the year and also in creating the budget priorities.

Since over 80% of the College community has been trained in Continuous Improvement, the Strategic Planning Team used concepts, tools, and tactics to develop the Strategic Plan;
stakeholders also used the Continuous Improvement Process to change the committee structure to a participative, stakeholder-driven model and to modify, strengthen, and implement other important planning documents. Training workshops are held each semester for new employees, and a review of continuous improvement practices occurs each January when new committee and taskforce members are seated.

**8P2 Selecting short- and long-term strategies**

As a part of the priorities planning process, the following groups participate in sessions to strategize and prioritize initiatives:

- Deans and Vice President of Student and Academic Services and Vice President of Economic Development and Innovative Workforce Solutions
- Quality Council
- Institutional Effectiveness Group
- President’s Cabinet
- Department heads reporting to the Vice President of Finance and Administration
- Divisions and academic disciplines
- Continuous Improvement Process Teams

Each fall, the Institutional Effectiveness Group, Quality Council, and other stakeholders meet to determine the CIP teams for the coming cycle. Using the Strategic Plan, areas of emphasis identified by the Board of Trustees, and processes identified through other activities, the participants identify team topics, leaders and sponsors, and team members. In addition, discussion focuses on Action Project progress and potential new projects. For example, in Fall 2008, three new action projects were identified and teams were created for those projects. Additional teams were formed for other identified areas, with a total of seven teams to report in Spring 2009.

Other planning sessions include examination of enrollment trends, employment needs in the District and in Central Illinois, budgetary concerns including state and federal funds, employee compensation and benefits packages, impending retirements, and other District influences that may be out of Richland’s control. The discussions help administrators determine priorities of various stakeholder groups and develop justification for funding a particular initiative. This discussion also supports the increased collaboration of divisions in program development, marketing, and other indirect support services needs. This collaboration tries to maintain open lines of communication throughout the College by involving stakeholders in multiple phases.

**8P3 Developing key action plans to support institutional strategies**

The work of the Strategic Planning Taskforce described in **8P1** is one component of planning. Plans created by CIP teams follow a similar process. Teams create a project statement, identify operational definitions, conduct research and process mapping (if appropriate), identify recommendations, and present reports to Quality Council. Now the questions in planning are starting to be, “Should this be a CIP Team?” and “What data do we need?”

This plan and other reports are available in Division Offices, on the Intranet system, and in the Library Archives. If appropriate, reports such as the *Strategic Plan* and the recommendations from the REACH public engagement process are also linked to the College website for access by

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the District residents. Regular presentations by stakeholders about planning and key activities are made to the Board of Trustees, and during the College Spotlight on the Board meeting agenda faculty and staff showcase new initiatives and the results of previous initiatives. These Board meetings are open to the public, and the Marketing Office sends press releases to District media both prior to and after each meeting.

8P4 Coordinating and aligning planning processes, strategies, and action plans

Coordination for planning is done through the Institutional Effectiveness Group, the Quality Council and the President’s Cabinet. The College consistently includes stakeholders at all levels in planning. For example, the Strategic Planning Taskforce was comprised of 15 people, including faculty, Deans, and other administrators. The Institutional Effectiveness Group includes representatives from all job classifications, including support staff and professional technical personnel. CIP teams and committees include stakeholders representing all areas of the College, including adjunct faculty and students. Divisions develop annual plans to support the Strategic Plan, and the Deans and Directors report regularly on progress and collaborate on initiatives. This process has matured since the previous Systems Portfolio submission, and conversations lead to initiatives that benefit students, the College community, and the District. The Assistant to the Vice President of Student and Academic Services serves as the facilitator and daily operations overseer of the teams, committees, and taskforces as well as coordinator of updates to the Board of Trustees.

8P5 Selecting measures and setting performance projections

As outlined in previous sections, the Strategic Plan came from collaboration of stakeholders across the College. The Taskforce selects general College measures based on information from reports, surveys, focus groups, and division meetings as well as measures set by external agencies such as grant providers and the State. Measures and performance projections are set for other activities by examining baseline data already collected or by collecting necessary information. Divisions set performance goals also based on data collected, and the College staff identify important measures for financial planning.

Richland is currently in the early stages of creating an institutional Balanced Scorecard. One of the first steps has been the development of a Retention Study, a Withdrawal Study, and a Persistence Study to use in setting targets for student success and completion. These studies offer detailed analyses of trends for general categories of students as well as students enrolled in high-risk courses such as developmental mathematics and developmental English. The Institutional Data Book and the High School Follow-up Report also offer benchmarking data for goal setting and performance projections. In addition, the College uses information from the Illinois Community College Board that is collected from all state community colleges in areas such as enrollment in credit and non-credit courses, unit costs, and financial aid disbursement in setting tuition and fees and other costs for the College.

8P6 Accounting for appropriate resource needs

The budget planning cycle each spring requires that cost center managers include any new staff, equipment, or space requests to accompany new initiatives. Financial trend information related to enrollment, State funding, reimbursement, equalization, and local property taxes are made available for planning as well. The general planning cycle includes the following steps:
<table>
<thead>
<tr>
<th>October-December</th>
<th>Personnel requests for new positions are submitted to the Vice Presidents; equipment needs are also projected and submitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January-February</td>
<td>Budget meeting with managers to review process, including projection of funds available for next fiscal year.</td>
</tr>
<tr>
<td>February-March</td>
<td>Planning at division level with directors, coordinators, faculty, and staff to reflect Strategic Plan, AQIP, and other initiatives</td>
</tr>
<tr>
<td>March</td>
<td>Submission and compilation of all budget requests to Director of Budgeting; this includes prioritization of equipment and staff for new programs and initiatives.</td>
</tr>
<tr>
<td>April</td>
<td>Budget meetings with managers to review areas of overage</td>
</tr>
<tr>
<td>April-May</td>
<td>Creation of tentative budget and review by President’s Cabinet and Directors of Budgeting and Accounting</td>
</tr>
<tr>
<td>May</td>
<td>Presentation of Tentative Budget to Board of Trustees</td>
</tr>
<tr>
<td>June</td>
<td>Approval of Budget</td>
</tr>
</tbody>
</table>

Continuous discussion has improved the budget process by reducing conflict and increasing an understanding of funding options, available resources, and College priorities.

**8P7 Developing and nurturing faculty, staff, and administrator capabilities**

Underlying all three goals of the Strategic Plan is the need to ensure that all individuals at the College are ready to support programs and students as well as to support each other. This need requires ongoing training and continuous communication of goals and outcomes. Training projects for faculty and staff have been described in 4C4. Programs are supported by the Human Resources Office budget, by Division budgets, and by the RCC Foundation’s Schwandt-Albert Professional Development Fund. Faculty and staff are encouraged to participate in both internal and external training opportunities. Special funding priorities are given to programs that “train the trainers” so that individuals can bring their new knowledge to colleagues on campus.

Richland’s participation in the Continuous Quality Improvement Network (CQIN), attendance at the Higher Learning Commission Annual Meeting/AQIP Colloquium, and conference and workshop attendance offered through other associations also help faculty and staff develop continuous improvement skills and emphasize quality at all levels.

The ongoing Continuous Improvement Process training also assists employees in understanding the College’s emphasis on reasonable, measurable outcomes and continuous improvement.

**8P8 Measures of the effectiveness of system(s) for planning continuous improvement**

Information regarding satisfaction and effectiveness is collected through a number of methods:

- Noel Levitz Student Satisfaction Inventory
- Faces of the Future Survey
- Needs Assessment (Business and Industry)
- Employee Satisfaction Survey
- Graduation Survey
- Classroom Survey
- Student satisfaction surveys for Student Services
- Program Review
- Budget Review
Additional methods may be implemented depending on the kind of data needed.

8R1 Results for accomplishing institutional strategies and action plans

The Strategic Plan, organizational restructuring, and committee structure are all results of the cultural changes to systems thinking and long-term planning. With system development has come the ability to analyze progress and processes and make necessary changes. For example, after the creation of the Institutional Effectiveness Group in 2004, reporting and monitoring Continuous Improvement teams was not as efficient as in the previous system, and the teams seemed to struggle with the process. It was determined that the College had contracted its oversight system too much. The Quality Council was created in 2006, with the charges to oversee quality initiatives, including the CIP Teams. Since then, the teams have been functioning more effectively.

With the approval of the 2008-2011 Strategic Plan and development of annual Priorities, results are reported regularly to the Board and to the College community. Following are selected results from the 2008 Priorities:

- Continued REACH, the public engagement initiative, to off-campus groups (Goal 2, Collaborative Relationships)
- Expanded dual credit courses (Goal 1, Teaching and Learning)
- Developed data collection tool for Cross-Disciplinary Outcomes (Goal 1, Teaching and Learning)
- Developed new programs (Goal 1, Teaching and Learning, Goal 2, Collaborative Relationships)
- Completed employee compensation analysis and re-classification (Goal 3, College Operations)
- Applied program review model to assess curriculum (Goal 1, Teaching and Learning)
- Realigned responsibilities and revised job descriptions to meet changing needs of students and community (Goal 1, Teaching and Learning, and Goal 3, College Operations)
- Opened Culinary Arts Institute and offered new biofuels program (Goal 1, Teaching and Learning)
- Developed and piloted Workforce Readiness Program in partnership with major local employer (Goal 2, Collaborative Relationships)

Stakeholders review the goals, strategies, and actions to assure that the College is meeting the District’s needs and maintaining the focus on the Strategic Plan as it connects to the Mission, Vision, and Core Values.

8R2 Projections of performance for strategies and action plans over the next 1-3 years

Over the next 3 years, the College plans the following:

- Continue the Strategic Planning Priorities process and prepare for the 2011-2014 Strategic Plan
- Monitor Action Projects and retire and initiate new ones as needed
- Train new employees on continuous improvement
- Develop a level two continuous improvement training for employees
- Develop an Institutional Balanced Scorecard and begin developing the next levels for divisions and service areas
• Determine the data collection needed not only for the Balanced Scorecard but also for comparison purposes.

One element of performance projections that is uncertain relates to the economic climate in the State and the nation. If state funds are reduced, Richland will also need to cut ancillary services that may affect student success.

8R3 Comparing action plans and results

An analysis of other Strategic Plans posted by AQIP institutions and others shows that Richland’s planning is in line with other institutions. Since goals and actions are particular to local challenges and opportunities, not all results can be compared. However, a three-year plan is typical for community colleges, and Richland’s process is similar to the process of other institutions as outlined in presentations at relevant conferences and workshops such as the Higher Learning Commission Annual Meeting. Richland will continue to compare results when possible by attending relevant conferences and workshops, examining other Systems Portfolios, and continuing collaborations with other AQIP colleges in Illinois.

8R4 Evidence of effectiveness of system for planning continuous improvement

The push to train as many College employees as possible in the Continuous Improvement Process was an effective way to bring the College together in its understanding of the process. Continued training assists new employees in understanding the concepts of continuous improvement and how the processes fit into the operations of Richland. With 80% of current employees trained, that meets the goal set by one of the first CIP teams in 2003.

The College community participates in CIP teams, committees, and taskforces voluntarily and when asked, they are willing to serve as team members and resources. Connections to the Strategic Plan and to the Core Values are now a part of the Personal Performance Plan so that stakeholders can connect their responsibilities and professional development plans with the work of the institution.

8I1 Improving current processes and systems for planning continuous improvement

Each year, committees and taskforces are asked to review their charges and stakeholder membership to assure that the focus of the group is still appropriate and to make sure that the appropriate stakeholders are part of the work of the group. For example, after the changes made with the hiring of the Vice President of Economic Development and Innovative Workforce Solutions, adjustments were made to include faculty representation from all divisions on Academic Standards, and the Placement Standards Taskforce added a faculty member from Information Technology when one of the topics for the year was identified as student computer literacy. As described in 8R1, the Quality Council was added after an evaluation work of the CIP teams. Evaluation will occur each year to assure that quality is maintained, and recommendations for adjustments will be made to the Institutional Effectiveness Group for final approval. This review will allow the College administration, Institutional Effectiveness Group, and other key stakeholders to make additional changes if necessary.

Additionally, with an ongoing emphasis on the links among all the planning done at the College, employees will understand College operations and the integration of all components in the
Strategic Plan, Facilities Master Plan, and the budget. This approach will promote communication, respect, and accountability throughout the College.

8I2 Setting targets and improvement priorities and communicating results

Using the Strategic Plan and with input from stakeholders both internal and external, the Institutional Effectiveness Group, the Quality Council, the President’s Cabinet, committees and taskforces, and the Vice Presidents will continue to establish targets and priorities each year. In addition, decisions related to Action Projects and committee work will be incorporated into the Strategic Plan where appropriate.

Communications will continue through postings on the College Intranet, open committee and taskforce meetings, and open forums, including the Convocations at the beginning of each semester. The Strategic Plan is posted on the College website at http://www.richland.edu/system/files/improvement/strategic_plan_08.pdf.
Criterion 9: Building Collaborative Relationships
Core Values: Commitment, Respect, Excellence, Accountability, Diversity
Strategic Plan Goal 2: Enhance, Strengthen and Advance Collaborative Relationships

9C1 Key collaborative relationships

With a 37-year presence in Central Illinois, RCC has established strong collaborative relationships with a number of organizations through direct College partnerships and individual contacts by faculty and staff. The following list outlines primary College collaborative relationships:

Feeders:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Population</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 local public P-12 school districts</td>
<td>Potential students; adjunct faculty; partners for community initiatives</td>
<td>Number of schools has declined from 16 due to mergers in the last 10 years; 9 dual credit agreements</td>
</tr>
<tr>
<td>5 parochial P-12 school districts</td>
<td>Potential students; adjunct faculty; partners for community initiatives</td>
<td></td>
</tr>
<tr>
<td>Home-schooled students</td>
<td>Potential students</td>
<td>Many home-schooled students attend Richland for enrichment experiences and for foreign language, upper-level mathematics, and science lab classes.</td>
</tr>
<tr>
<td>Other Illinois community colleges</td>
<td>Cooperative Occupational Educational Programs</td>
<td></td>
</tr>
<tr>
<td>Apprenticeship programs</td>
<td>Local trades and labor organizations</td>
<td></td>
</tr>
<tr>
<td>Adult Education/GED program</td>
<td>Partnerships with two other local Adult education programs</td>
<td></td>
</tr>
<tr>
<td>Local business and industry</td>
<td>Short-term training opportunities</td>
<td></td>
</tr>
</tbody>
</table>

Receivers:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Population</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer colleges and universities</td>
<td>Students</td>
<td>Students transfer primarily to 4 area colleges and universities.</td>
</tr>
<tr>
<td>2+2 transfer programs</td>
<td>CTE &amp; Baccalaureate students</td>
<td>13 programs in 5 colleges and universities</td>
</tr>
<tr>
<td>Cooperative Occupational Educational Programs</td>
<td>CTE students</td>
<td>29 community colleges</td>
</tr>
<tr>
<td>Area employers</td>
<td>Graduates and non-credit training recipients; incumbent workers</td>
<td>Some employers also serve on Occupational Advisory Committees.</td>
</tr>
</tbody>
</table>
Major Outsourcing Contracts (required for purchases or contracts over $10,000):

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service &amp; Vending</td>
<td>contract bid every five years</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>contract bid every five years</td>
<td></td>
</tr>
<tr>
<td>Custodial Services</td>
<td>contract bid every five years</td>
<td></td>
</tr>
<tr>
<td>CDL truck lease</td>
<td>contract bid annually</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>contract reviewed annually</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the College participates in FACTS tuition management and employs an auditor and legal counsel, all with Board of Trustees’ approval.

Community Partners and External Agencies:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Investment Board</td>
<td>membership and cooperative program for training</td>
<td>Grant partners&lt;br&gt;Prescribed partner through WIA</td>
</tr>
<tr>
<td>Illinois Department of Corrections</td>
<td>5 sites offering a total of 6 occupational programs</td>
<td>Availability of programs is dictated by the Dept. of Corrections</td>
</tr>
<tr>
<td>Area Hospitals</td>
<td>Clinical Sites for Health Professions; 21 sites in region</td>
<td>Staff serve as preceptors for Richland students</td>
</tr>
<tr>
<td>Macon County Soil and Water Conservation District</td>
<td>located on campus</td>
<td>one of two cooperative relationships like this in the state</td>
</tr>
<tr>
<td>Partners in Education</td>
<td>Facilitates business and education partnerships to provide opportunities for diverse students to interact with the world of work</td>
<td>Recently became a Richland program and re-located on Richland campus</td>
</tr>
<tr>
<td>Greater Decatur Chamber of Commerce, Clinton Chamber of Commerce, Mt. Zion Chamber of Commerce</td>
<td>College membership in each Chamber</td>
<td>Participation in Chamber-sponsored activities</td>
</tr>
<tr>
<td>Advisory Committees for Occupational Programs</td>
<td>Includes employers and College staff (listed in 3P3)</td>
<td></td>
</tr>
<tr>
<td>Illinois Community College Board; Illinois Board of Higher Education; Higher Learning Commission/AQIP</td>
<td>Accreditation and recognition; policies; program approval.</td>
<td></td>
</tr>
<tr>
<td>Farm Progress Companies</td>
<td>Farm Progress Show</td>
<td>Held every other year on the Richland campus, bringing thousands of people to Decatur and Macon County</td>
</tr>
<tr>
<td>Decatur Public Schools District 61 and Other K-12 Schools Districts</td>
<td>Dual credit; Decatur Area Technical Academy; College fairs; scholarships</td>
<td></td>
</tr>
<tr>
<td>University of Illinois Cooperative Extension</td>
<td>Shared training; will lease space in new Center for Sustainability and Innovation</td>
<td></td>
</tr>
<tr>
<td>Richland Foundation partners</td>
<td>Collaboration with groups in community supporting specific initiatives</td>
<td>Ex—local medical group purchased equipment for Human Patient Simulators for health professions students</td>
</tr>
</tbody>
</table>
Many of these collaborations are described in other locations in the Systems Portfolio.

**Program Accreditation and Certification:**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Heart Assoc.</td>
<td>CPR</td>
</tr>
<tr>
<td>IL Dept. of Public Health</td>
<td>Certified Nurse Assistant (CNA)</td>
</tr>
<tr>
<td></td>
<td>EMT– B; EMT – I; EMT - Paramedic</td>
</tr>
<tr>
<td>Pharmacy Technician Certification Board</td>
<td>Pharmacy Technology</td>
</tr>
<tr>
<td>National League for Nursing Accrediting Commission</td>
<td>Registered Nurse Program</td>
</tr>
<tr>
<td>IL Dept. of Professional Regulations</td>
<td>Practical Nurse Program</td>
</tr>
<tr>
<td>Commission of Accreditation of Allied Health Education Programs</td>
<td>Surgical Technology</td>
</tr>
<tr>
<td>American Registry of Radiologic Technologists</td>
<td>Radiography</td>
</tr>
<tr>
<td>National Institute for Automotive Service Excellence (ASE)</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Association for Healthcare Documentation Integrity</td>
<td>Medical Transcription (online)</td>
</tr>
</tbody>
</table>

A recent partnership among educational institutions and other organizations came from a group of educators and community leaders who began meeting in 2005 to form an organized response to the issue of student performance. Studies and assessment projects conducted by the Economic Development Corporation, the United Way, the Community Foundation of Decatur/Macon County, the Greater Decatur Chamber of Commerce, the Decatur District 61 Board of Education, and Richland Community College began to focus attention on improving academic achievement. The complexity of the problem called for a systematic, community-wide, sustained approach to achieve improvement. To facilitate this approach, the group has organized a community support infrastructure called the Decatur Area Education Coalition. Three goals have been identified to make the vision a reality:

- Every child is fully prepared for success when entering Kindergarten.
- Every student masters grade-level work.
- Every student graduates from high school with the skills and resources to enroll in college or join the workforce.

Richland has become a key participant in the Education Coalition. The President serves as the leader of the Young Scholars & Workers Team; other administrators serve on the other two teams, the Kindergarten Readiness Team and the Student Achievement Team. The three goals of the Education Coalition tie not only to Goal 2 of the Strategic Plan (Collaborative Relationships) but also to the Plan’s strategies of encouraging college preparedness and supporting student success.

**9C2 Reinforcing institutional mission**

Goal Two of the Strategic Plan adopted in February 2008 is to **enhance, strengthen, and advance collaborative relationships.** These relationships promote the College’s mission, vision, and core values, focusing on accountability, excellence of programs and services, and commitment to the citizens of the Richland District. Richland designs programs and services to educate students both vertically from admission to graduation and horizontally through
community education, training, and support to the District communities. In addition, connections to the business, industry, and higher education communities assure that students have the required skills and abilities needed for a smooth transition to their next level of achievement. The Strategic Plan Priorities, determined annually, include specific actions that develop collaborative relationships with a variety of stakeholders. For example, the 2009 priorities include the following actions:

- Expand and promote dual credit courses and programs in area high schools.
- Institute 2 events that bring high school students to campus.
- Identify and complete two new university degree completion opportunities for students.
- Offer the Workforce Readiness Program for targeted cohorts.
- Offer customized training for two new partners.
- Deploy an internal “rapid response system” to accommodate displaced workers.
- Hold two REACH activities.
- Hold three alumni events.
- Hold ribbon cutting for Early Childhood Education Academy, Fairview Park Plaza Center, and the Center for Sustainability and Innovation.
- Offer additional student recognition opportunities.

Progress reports on these actions are given to the Board of Trustees and to the College community and are posted on the College website quarterly.

**9P1 Creating, prioritizing, and building relationships**

RCC uses a number of methods to examine current and projected needs:

- The Occupational/Technical Division administers Needs Assessments to local businesses and industries when reviewing current curricula and planning new programs.
- Career and Technical Education Advisory Committees meet at least annually to discuss changes in skills and abilities for new and incumbent workers; faculty and administrators use this information to analyze and adjust program requirements.
- Articulation Agreements with colleges and universities are reviewed on an annual basis, and an Articulation/Transfer Guide is available on the College’s Intranet service for use in advising students.
- Noel Levitz Student Satisfaction Survey is administered in the spring semester, and the ACT Faces of the Future survey is administered in the fall semester, both in even years.
- The *Environmental Scan*, compiled as a part of the Strategic Planning Process, offers trending information in a variety of areas, including regional demographics, employment trends, enrollment patterns, and human resources.
- Regular meetings with personnel from transfer institutions keep staff informed of changes in admissions requirements, new majors, online education opportunities, and success of Richland transfer students.
- Regular meetings with high school personnel and administrators are critical in assessing potential needs of incoming students, including interest in dual credit classes and in specific career and technical education pathways.
- Student and stakeholder focus groups are held to discuss a variety of topics.
- DACUMS and charrettes are held in program planning.
- Regular meetings with partners outlined in 9C1 allow communication and collaboration.
In the fall of 2003, the Board of Trustees authorized a new public engagement opportunity, the Richland Educational Advisory Committee for Higher Education, known as REACH, coordinated by a 15-person Facilitating Team that included 6 Community Chairs. For this initiative, community members were invited to a series of monthly meetings that focused on topics of interest to the community, including job training and retraining, serving diverse populations, lifelong learning, awareness of Richland, and a finance primer on community college funding. In August 2004, the Facilitating Team presented a series of recommendations based on input from these meetings, and the Board adopted the recommendations and authorized RCC personnel to develop a plan to implement these recommendations. This community-driven initiative supported several strategies in the Strategic Plan and will allow planning for the next few years.

Since the initial REACH activities, the Board of Trustees has annually coordinated two public Board meetings to be held at off-campus locations in the Richland District. Prior to the Board meeting, a “mini-REACH” offers citizens in that community the opportunity to meet staff and faculty, hear about recent initiatives that connect to the original recommendations, and offer suggestions to support educational opportunities in their communities. In addition, REACH activities have been conducted with principals and superintendents and with Minority Community Partners, a group that includes educators and others in the District who work with minority populations in the community.

9P2 Meeting varying needs of those involved

Richland uses existing partnerships, new local initiatives, and employee contacts in the community to determine actions and connections. The Strategic Plan is the guide to assure that Richland is connecting to a variety of stakeholders and to assist in prioritizing resources. The following connections are ongoing or have been made as a result of the Strategic Planning process:

P-12 School Districts and Students:
Partners in Education 8th Grade Career Fair brings to campus all 8th graders in the District in January each year. In January 2009, approximately 1600 students listened to practitioners from the District representing 6 occupational clusters.

“I’m Going to College” introduces middle and high school students to college requirements and programs; since 1995, over 300 students have participated in this summer program.

The Director of Admissions and Recruitment makes regular visits to area high schools, coordinates registration in fall and spring, and hosts school tours on the Richland campus.

An annual Articulation Breakfast, planned by College staff and representatives from local school districts, brings together high school counselors, principals, superintendents, and College staff to share ideas on transitions from high school to college and gives the College staff the opportunity to outline program and student support changes.

Math Link and English Link bring together high school and college faculty and counselors to discuss curriculum, placement, and transition concerns.
A English and Mathematics assessment pilot was conducted in District 61 with high school sophomores and juniors for guidance in registration and the need for supplemental instruction.

**Businesses:**
An Annual Job Fair is held on campus each April. Seminars on topics such as resumé writing and interviews are presented to students prior to the Job Fair. Even with the local economic conditions, 35 employers participated, and over 300 people attended. In addition, a seasonal job fair and a health professions job fair have been initiated in the last two years.

Richland participates in annual local Small Business Expos coordinated by area Chambers of Commerce by conducting workshops and seminars and staffing a booth outlining both employment opportunities and programs of study leading to new employment.

With the recent job losses in the region, the College sponsored two Workplace Fairs to address job search needs including resumé building, interviewing, and skills assessment. Another Fair will be conducted in mid-summer.

**Colleges and Universities:**
A College Fair is held on campus each fall, and a special fair for members of the Independent Private Colleges and Universities is also held in the fall. In addition, representatives from local colleges and universities visit campus throughout the year. In 2008-2009, 13 representatives came at least once.

Richland participates in the Illinois Articulation Initiative (IAI) to assure smooth student transfer and aligns new courses and programs to assure compliance with IAI. Deans serve on the Statewide Steering Committee and on the General Education Core Curriculum Panels, and several faculty and deans serve on Major Panels, which have statewide representation.

Richland administrators participate in a number of state-wide community college associations and groups, including the Chief Student Services Officers, the Chief Academic Officers, the Chief Financial Officers, the IL Council of Community College Administrators, the Arts and Sciences Transfer Administrators, Career Deans Organization, the IL Continuing Education and Training Commission, IL Community College Economic/Workforce Development Association, Illinois Correctional Education Association, Illinois Correctional Education Contractors’ Organization, and, for the Board of Trustees, the IL Community College Trustees Association.

Richland is also a member of the Continuous Quality Improvement Network, a coalition of 45 community colleges across the country that meets annually in a Summer Institute to discuss and learn best quality practices from various business and educational learning partners. Recent Institute themes have included innovation, customer service, lean practices, and partnerships. One benefit from this interaction is the broadened network of professionals across the country to share and learn from.

With the hiring of a Director of Alumni Relations and Scholarships in the RCC Foundation, a new emphasis has been placed on reconnecting with Richland graduates. Three Alumni events have been held targeting graduates in specific majors, including Fire Science, Theatre, and Education. A new Alumni Newsletter is published twice a year, and the Richland website includes a page specifically for alumni. There they are able to learn about other alumni, alumni benefits, and opportunities to support the College. Building this base will increase the
opportunities to hear about the College’s strengths and challenges from the perspective of someone who has moved into the world of work. In addition, the Director and representatives of the Richland Foundation attend high school student recognition ceremonies to award Foundation Scholarships, including the Trustees and Valedictorian Scholarships for the students at the top 10% of each class and other endowed scholarships designated for recent high school graduates.

Beyond these collaborations, individual faculty and staff serve on non-profit service boards, school boards and parent-teacher organizations; participate in the Richland Speakers Bureau by presenting personal and professional growth information to area clubs and organizations; and volunteer in community activities. In a recent employee survey, faculty and staff indicated regular contact with over 90 agencies throughout the District. In addition, Richland’s President serves on a number of Boards and represents the College at major functions throughout the District and state.

9P3 Creating and building relationships within the institution

Internal communications and relationship-building activities are ongoing. The committee structure revamped by two Continuous Improvement Process (CIP) Teams in 2003 and implemented in January 2004 promotes involvement through stakeholder representation on committees and taskforces. Agendas and minutes are posted on the College Intranet, and the Strategic Plan, Environmental Scan, and other reports are available on the Intranet and open to the public on Richland’s website. Individuals volunteer for service on these committees and taskforces with approval of their supervisors. Broadcast e-mail to staff and faculty, including adjunct faculty, is the current all-campus method for communication, and e-mail is free. With the introduction of my.richland, a web-based portal, in Spring 2009 comes the opportunity for employees to “subscribe” to specific groups for more personal connections for stakeholder groups. This venue will also allow staff to post information for students and maintain calendars to share additional information. A previous quarterly publication, Inside Richland, was replaced in 2007 with the monthly I-Mail, with contributions by all divisions and published by the Marketing Department. Some divisions and areas publish newsletters, including Student Success/TRIO, Student Services, and Adult Education.

Another more personal relationship-building tool is the President’s Breakfast, held once or twice a month. Through a lottery system, ten people are invited to have breakfast with the President and at least one Vice President. Participants have the opportunity to interact with other employees whom they may not see on a regular basis and with the President. With no agenda for the breakfast, people share their perceptions of Richland, both the opportunities and challenges. Since this activity began two years ago, the President is now starting the second cycle of breakfasts.

While some of these communications methods have been used in the past, clearer and more regular communications from committees and taskforces have helped with information dissemination and clarification of roles and responsibilities of these groups. All employees, full-time and part-time, are encouraged to access and share information, and the new electronic systems will facilitate that sharing. While not all employees read all communications, Richland continues to examine communications methods and offer a variety of opportunities.

The following chart outlines a meeting schedule for committees, taskforces, and other groups:
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Time</th>
<th>Stakeholders</th>
<th>Information Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPs Staff; VP Team of SAS and EDIWS also meet jointly</td>
<td>Bi-monthly</td>
<td>Deans and Directors reporting to three VPs</td>
<td>Done by each Dean and Director</td>
</tr>
<tr>
<td>Full-time Faculty Division Meetings</td>
<td>Regularly scheduled</td>
<td>Open to Full-time and Adjunct Faculty</td>
<td>Done by each Dean and Director</td>
</tr>
<tr>
<td>Adjunct Faculty Division Meetings</td>
<td>Regularly scheduled</td>
<td>Open to Adjunct Faculty</td>
<td>Done by Deans and Directors</td>
</tr>
<tr>
<td>Academic Standards Committee</td>
<td>Monthly</td>
<td>Open to College community</td>
<td>Intranet access for minutes/agendas</td>
</tr>
<tr>
<td>Quality Council</td>
<td>Monthly</td>
<td>Open to College community</td>
<td>Intranet access for minutes/agendas</td>
</tr>
<tr>
<td>Placement Standards Taskforce</td>
<td>At least two per semester</td>
<td>Open to College community</td>
<td>Intranet access for minutes and agendas</td>
</tr>
<tr>
<td>Outcomes Assessment Taskforce</td>
<td>Monthly</td>
<td>Open to College community</td>
<td>Intranet access for minutes and agendas</td>
</tr>
<tr>
<td>Employee Relations and Development Committee</td>
<td>Monthly</td>
<td>Open to College community</td>
<td>Intranet access for minutes and agendas</td>
</tr>
<tr>
<td>Policy and Communications Committee</td>
<td>Monthly</td>
<td>Open to College community</td>
<td>Intranet access for minutes and agendas</td>
</tr>
<tr>
<td>Institutional Effectiveness Group</td>
<td>Bi-monthly</td>
<td>Open to College community</td>
<td>Intranet access for minutes and agendas</td>
</tr>
<tr>
<td>Diversity Committee</td>
<td>Monthly</td>
<td>Open</td>
<td>Minutes available; survey results also distributed to appropriate stakeholders</td>
</tr>
<tr>
<td>President’s Cabinet</td>
<td>Bi-weekly</td>
<td>President’s immediate staff</td>
<td>Minutes to Cabinet members only due to confidential topics</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Monthly</td>
<td>Open</td>
<td>Press releases to District media; Board agenda and materials available for review prior to meetings</td>
</tr>
<tr>
<td>Convocations and All-College meetings</td>
<td>Beginning of each semester and as needed</td>
<td>Open</td>
<td>Meeting dates and times announced in advance</td>
</tr>
</tbody>
</table>

Another opportunity for communication between faculty and administrators occurs during joint meetings of the College administration and the Richland Federation of Teachers. An interest-based bargaining structure has been utilized for the prior two contracts, the most recent one approved by the Board of Trustees in May 2009. A team of 16 people, 8 from the Collective Bargaining Unit and 8 from the Administration, participated in an intensive negotiation process that utilized communications and continuous improvement techniques to reach a 5-year contract without the presence of legal counsel or Illinois Federation of Teachers regional representation. To meet one of the conditions of the contract, faculty union representatives and administration meet quarterly to discuss items of mutual interest and concern. In addition, the Adjunct Faculty Union Contract also includes a provision for meetings between adjunct faculty and administration held when needed.
Joint meetings between the Richland Foundation and the Board of Trustees allow the two groups to share common interests in the College and facilitate planning for fundraising and friend-raising initiatives. A liaison from the Board of Trustees also sits on the Foundation Board, and the Executive Director of the Foundation reports regularly to the Board of Trustees.

9P4  Measures of building collaborative relationships

An All-College Survey is done every two years at the beginning of the Fall Semester to evaluate satisfaction in a number of areas. This information is used in planning, and information from the survey in 2002, for example, led to the examination of the committee structure and the need for additional communication. An external company conducted a community telephone survey in Fall 2003 to elicit responses to questions about satisfaction with RCC and its programs and services. In addition, town meetings and faculty forums are held on a variety of topics each semester. For example, forums have been held on Institutional Outcomes Assessment, Academic Integrity, FERPA, and online education.

The REACH initiative also allowed College staff to gauge community reaction to recent initiatives and to the information available in the District.

Additional analysis is done on the following data:
- Job placement data
- High School Articulation Feedback Survey
- Advisory Committees Surveys
- Student Satisfaction Surveys
- Graduation Follow-up surveys
- Occupational Follow-up surveys
- Number of new and continuing partnerships
- Program review
- Under-represented Groups Report (annual)
- Biennial Diversity Report
- Number of stakeholder opportunities to participate in College activities
- Annual reports to Illinois Community College Board and AQIP

9R1  Results in building key collaborative relationships

Richland has seen positive results from key collaborative relationships as it continues its reputation for service, flexibility, and accountability in the District. In the Fall 2003 survey, 77.6% of the respondents gave the College an “A” or “B” for the “overall quality of education provided to the community” and 88.6% praised the College’s “strong record of public credibility.” The survey results show that Richland District residents understand the contributions of the College to the District and believe that it is a “source of pride for the community” (89.6%).

In 2005, the College proposed a tax transfer referendum for the District. The 69% citizens’ approval of this transfer emphasized that the College supports the communities it serves.

The growth of contributions to the Richland Foundation is another sign of support. From 2000 through 2007, the RCC Foundation has received about $2.4 million. In FY07, the Foundation
received $561,480 in donations including restricted gifts for scholarships, capital projects, and programs, representing a 12% increase over FY06 pledges. The Foundation and the College have undertaken a Major Gifts Campaign; to date, pledges have totaled over $11.8 million. Individuals and businesses see Richland as a logical place for financial gifts.

Through collaborative relationships, Richland has been able to meet the challenges of educating District citizens, supporting business and industry, maintaining fiscal health, and sustaining the quality of programs and services.

9R2  Comparing results

Richland uses a variety of methods to gather information on partnerships, including state reports, AQIP information, and state and national conferences and meetings attended by other community college and university representatives. Through these methods, Richland seems to compare favorably in many areas, including

- Continuous Improvement Process training of faculty and staff
- RCC Foundation funding
- Employer feedback
- Tuition and fee structure
- End-of-course evaluations in Community Education workshops
- Transfer reports from colleges and universities

College staff will continue to monitor existing collaborative relationships and compile data when available on satisfaction in these partnerships and how they fit with the College’s mission and vision.

9II  Improving current processes and systems for building collaborative relationships

Richland continues to explore new partnership and collaborative opportunities. With the College’s reputation for timely, effective responses and for innovative thinking and planning, organizations contact the College to establish relationships. These relationships are tracked by the President’s Cabinet and other administrators to assure that initiatives meet the College’s mission, vision, and Core Values. Generally, requests come through individuals and divisions to the Vice Presidents and the President’s Cabinet, and discussions about connection to Strategic Plan, mission, and vision take place at the appropriate decision-making level. While individual faculty and staff participate in activities, Richland’s institutional participation sometimes occurs because the project has been “sponsored” by someone in the College.

9I2  Setting targets and improvement priorities and communicating results

Based on strategies from Goal 2 of the 2008-2011 Strategic Plan, new and continued activities continue to be planned and implemented:

- Additional friend-raising and fundraising activities, including alumni gatherings connected to College events, and continuation of the Major Gifts Campaign, with a goal of $15 million.
- Initiatives in response to REACH recommendations.
- Expansion of dual credit courses and programs.
- Increase in number of online courses and programs.
- Utilizing the work of a CIP team on student recruitment to identify target markets and implement marketing recruitment campaigns.