Introduction to the 2015-2018 Richland Community College Strategic Plan

The Strategic Planning Team is pleased to present the 2015-2018 Strategic Plan for Richland Community College. The Plan provides strategic direction for the College over the next four years.

Initiated in November 2013 by Dr. Gayle Saunders, President, a series of events led to the development of the 2015-2018 Strategic Plan of Richland Community College. First, the trends, opportunities and challenges section completed by the 2014 Richland Community College Environmental Scanning Team provided the backdrop necessary for the Strategic Planning Team to begin its work (Environmental Scan is located at http://www.richland.edu/effectiveness/strategicplan). Then, the Strategic Planning Team, comprised of representative stakeholders throughout the College, started gathering in March 2014 to understand how the SOAR (Strengths, Opportunities, Aspirations and Results) process would allow them to capture needed information to produce the Strategic Plan. Held between June and October 2014, 14 focus groups sessions with over 210 participants were conducted, and the Strategic Planning Team served as facilitators and scribes. Internal and external stakeholders spoke to Richland’s strengths and offered opportunities for improvement. As focus groups were a main source of data collection, the Team also reviewed other data sources that include the AQIP Systems Portfolio and Systems Appraisal, ICCB Economic Impact Study, and the RCC Institutional Year Books. Throughout this entire process, the Team met to debrief the focus groups, discuss data sources, and advise the progression of the Plan. In addition, retreat topics and regular presentations were planned for the Board of Trustees to allow their input into the process and the Plan.

Intended to provide strategic direction for the College, the four goals in the 2015-2018 Strategic Plan are the following: Elevate Teaching and Learning Standards, Foster Student Success and Completion, Advance and Create Workforce Development Partnerships, and Ensure a Sustainable Organization. These goals collectively reflect the mission and vision of the College through emphasis on evidence-based decision-making to support student success, teaching and learning, community relationships and Richland’s Principles of Sustainability. As in past practice, the President’s Cabinet will identify annual priorities to ensure accountability to the Strategic Plan.

The Strategic Planning Team reviewed the mission of Richland Community College as a part of its work. The Team felt that the four goals awaiting adoption will help Richland achieve its current mission. In addition, the Team reviewed the vision approved by the Board of Trustees in 2003. The Team determined that the vision -- To Be the Premier Source for Education, Workforce Training, Partnerships, and Economic Development -- still reflects the forward intentions of Richland Community College.

2015-2018 Strategic Plan can be found here: http://www.richland.edu/effectiveness/strategicplan

This could not have been done without the hard work and strategic visioning of those involved in planning and carrying out the process. The members of the Strategic Planning Team as well as the Environmental Scan Team are listed on the next page.
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Richland Community College Strategic Plan 2015 - 2018

Goal 1: Elevate Teaching and Learning Standards
- Strategy B: Demonstrate the assessment of program student learning outcomes.
- Strategy C: Engage faculty and staff in program review using the established process.
- Strategy D: Enhance teaching and learning through faculty development opportunities.
- Strategy E: Deploy innovative instructional delivery and assessment systems.
- Strategy F: Expand project-based and other career-focused learning experiences for students.

Goal 2: Foster Student Success and Completion
- Strategy A: Engage in activities that improve the college and career readiness of Richland students.
- Strategy B: Advance a comprehensive Strategic Enrollment Management process and completion agenda.
- Strategy C: Engage students in the holistic development of educational pathways.
- Strategy D: Implement student success strategies to address progress expectations and identified momentum points.
- Strategy E: Establish robust student support systems including proactive advising and work-based career-focused experiences.

Goal 3: Create and Advance Workforce Development Partnerships
- Strategy A: Discover common workforce needs and opportunities to strengthen community relationships.
- Strategy B: Identify and implement new career and technical education programs of study and workforce development programs reflecting community economic development initiatives.
- Strategy C: Actively engage in legislative and government relations that serve to further Richland’s mission.
- Strategy D: Proactively secure opportunities for media to highlight the vast portfolio of offerings available to District residents.
- Strategy E: Facilitate workforce and economic development opportunities through business incubator and other entrepreneurial training.
- Strategy F: Successfully fulfill the design, development and delivery of a new school of business integrated curriculum.

Goal 4: Ensure a Sustainable Organization
- Strategy A: Align and empower employee strengths that benefit the institution in meeting strategic goals.
- Strategy B: Optimize human, economic, and environmental expenses with available revenue.
- Strategy C: Balance the physical environment to connect to the College principles of sustainability.
- Strategy D: Identify and secure alternative revenue streams.
- Strategy E: Align facility utilization with established program needs.

http://www.richland.edu/effectiveness/strategicplan
### RICHLAND COMMUNITY COLLEGE 2015-2018 STRATEGIC PLAN

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
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<tbody>
<tr>
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<td>Foster Student Success and Completion</td>
<td>Create and Advance Workforce Development Partnerships</td>
<td>Ensure a Sustainable Organization</td>
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<tr>
<td>Sustain and improve instruction through the assessment of student learning outcomes.</td>
<td>Sustain an environment that embraces students and advances them toward goal clarity and completion of their identified goal[s].</td>
<td>Enhance and cultivate partnerships in business, education, government, and the community to meet current needs of students and emerging trends of the region.</td>
<td>Prioritize and align Richland’s sustainability principles (people, economics, environment) to support long-term growth and viability.</td>
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<tr>
<td>Key Result</td>
<td>Key Result</td>
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<tr>
<td>Multiple measures that demonstrate student learning</td>
<td>End of program success</td>
<td>Collective impact on workforce and partnership development</td>
<td>Richland’s Principles of Sustainability are maximized for long-term College viability.</td>
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<td>Implementation Strategies</td>
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<tr>
<td>A. Utilize Richland’s Cross Disciplinary Outcomes process to assess student learning.</td>
<td>A. Engage in activities that improve the college and career readiness of Richland students.</td>
<td>A. Discover common workforce needs and opportunities to strengthen community relationships.</td>
<td>A. Align and empower employee strengths that benefit the institution in meeting strategic goals.</td>
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<td>B. Demonstrate the assessment of program student learning outcomes.</td>
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<td>C. Engage faculty and staff in program review using the established process.</td>
<td>C. Engage students in the holistic development of educational pathways.</td>
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<td>D. Enhance teaching and learning through faculty development opportunities.</td>
<td>D. Implement student success strategies to address progress expectations and identified momentum points.</td>
<td>D. Proactively secure opportunities for media to highlight the vast portfolio of offerings available to District residents.</td>
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<td>E. Deploy innovative instructional delivery and assessment systems.</td>
<td>E. Establish robust student support systems including proactive advising and work-based career-focused experiences.</td>
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<td>F. Expand project-based and other career-focused learning experiences for students.</td>
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Office of Institutional Effectiveness & Planning - April 2015
2015-2018 Strategic Plan Glossary

Advisory Committee—Created for each Career and Technical Education Program (AAS). The committee, comprised of community professionals and College faculty and staff, meets to discuss industry and employment trends, proposed curriculum changes, and program adjustments. An advisory committee must meet at least annually for the program to be eligible for funding support from the Carl D. Perkins Vocational and Technical Education Grant. (Source: IL Community College Board--ICCB)

Apprenticeship—Combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer association. (Source: U.S. Department of Labor)

Career and Technical Education—Programs designed to lead students directly to employment or advanced education and training for employment. CTE programs are designed to match Programs of Study (POS) and Career Pathways as outlined by deferral guidelines. (Source: National Research Center for Career and Technical Education)

Co-curricular—Intentional, meaningful activities outside the classroom that provide opportunities for learning that may not be possible in traditional classroom settings. Co-curricular experiences bridge in- and out-of-classroom learning, frame holistic learning, and illustrate value for students. (Source: RCC)

Composite Financial Index (CFI)—Overall picture of an institution’s fiscal health. Four core ratios primary reserve, viability, return on net assets, and net operating revenues are used to calculate the CFI. (Source: KPMG)

Co-requisite Education—Places students into remedial and college-level courses in the same subject at the same time, which allows students to receive targeted support to help boost their understanding and learning of the college-level course material. Gateway courses (mathematics and English) would be the default placement for most students, allowing students who require academic support to receive it through the co-requisite model. (Source: Illinois Community College Board)

Cross Disciplinary Outcomes—Outcomes comprised of transferable skills, attitudes, and abilities to be mastered by all learners completing a degree or certificate at Richland. Cross-disciplinary outcomes go beyond a specific program, major, or discipline thread, are integrated throughout the learning experience, and are often set as learning goals. (Source: RCC Outcomes Assessment Taskforce)
**Developmental Education**—Any level of remediation; i.e., instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Developmental courses are also known as remedial courses, basic skills courses, preparatory courses, or compensatory courses. (Source: *Voluntary Framework of Accountability*)

**Dual Credit**—A program that allows high school students who demonstrate college readiness to enroll in selected college classes and receive both high school and college credit. (Source: *RCC Knowledge Management Team--KMT*)

**Internships**—Designed for students to gain relevant work experience while they are attending school. Students enroll in the appropriate work experience and practicum seminar or internship course, which lasts eight to sixteen weeks. Most CTE programs include an internship course designated with course number 290 or 295. (Source: *College Catalog*)

**Learning Outcomes Assessment**—The process by which faculty are engaged in working with other faculty, staff, and external stakeholders to identify, document, and evaluate what students are learning and how well they are learning it, making appropriate adjustments to the curriculum based on the data obtained in order to improve instruction effectiveness and student learning. (Source: *Student Learning Outcomes Assessment Committee*)

**Persistence**—A measure of student enrollment generally applied to the number or percent of students who continuously enroll in a subsequent semester or sequential academic year. (Fall to Spring; Spring to Fall) (Source: *2011-2014 Strategic Plan*)

**Proactive Advising**—Advising structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising. (Source: *National Academic Advising Association--NACADA*)

**Professional Development**—Enhancement of personal capacity and growth through formal or informal learning. Professional development enhances job satisfaction and extends capabilities for performance. Training, a subset of professional development, links learning and continuous improvement directly to job performance. (Source: *2011-2014 Strategic Plan*)

**Program Review**—Review of instructional programs and services required by the Illinois Community College Board on a five-year cycle. The Program Review includes data collection, analysis, and improvement plans of Career and Technical Education (CTE) programs, Academic Disciplines, Cross-Disciplinary Programs, and Student and Academic Support Programs. (Source: *ICCB/RCC*)

**Program Student Learning Outcomes**—Knowledge, skills, and attitudes achieved by students in a program, including CTE programs and Academic Disciplines defined by ICCB. These outcomes are developed and measured by program faculty. (Source: *Student Learning Outcomes Assessment Committee*)
Retention—Measure of student enrollment, generally applied to the number of percent of students who complete a course in any given semester. A common measure used to report Fall-to-Fall student enrollment. (Source: RCC Knowledge Management Team–KMT)

Strategic Enrollment Management (SEM) – A process that focuses on what is best for students’ success while increasing enrollment numbers and stabilizing institutional revenues; a strong SEM approach looks at the entire student cycle from entry thought graduation. It is a data-informed process that aligns an institution’s fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution’s mission and to ensure the institution’s long-term enrollment success and fiscal health. (Source: American Association of Collegiate Registrars and Admissions Officers; Noel Levitz)

Sustainability—The effort to meet the needs of the present without compromising the needs of future generations, taking into consideration the financial, social, and environmental effects (Triple Bottom Line) when creating policies and taking actions. (Source: 2011-2014 Strategic Plan)

Sustainability Tracking and Rating System (STARS)—A transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. Sustainability framework scored on 3 categories: education and research; operations; planning, administration and engagement (Silver - 45-64.99; Gold - 65-84.99; Platinum - 85+) (Source: Association for the Advancement of Sustainability in Higher Education--AASHE)
Connecting the Richland Community College 2015-2018 Strategic Plan to the Revised Academic Quality Improvement Program (AQIP) Categories

<table>
<thead>
<tr>
<th>AQIP Categories</th>
<th>Strategic Plan Goal 1: Elevate Teaching and Learning Standards</th>
<th>Strategic Plan Goal 2: Foster Student Success and Completion</th>
<th>Strategic Plan Goal 3: Create and Advance Workforce Development Partnerships</th>
<th>Strategic Goal Plan 4: Ensure a Sustainable Organization</th>
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<td>A  B  C  D  E  F</td>
<td>A  B  C  D  E  F</td>
<td>A  B  C  D  E  F</td>
<td>A  B  C  D  E  F</td>
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<tr>
<td>Helping Students Learn</td>
<td>X  X  X  X  X</td>
<td>X  X  X  X  X</td>
<td>X  X  X  X  X  X</td>
<td>X  X  X  X</td>
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<tr>
<td>Meeting Student and Other Key Stakeholder Needs</td>
<td>X  X  X  X  X  X  X  X</td>
<td>X  X  X  X  X  X  X</td>
<td>X  X  X  X  X  X  X</td>
<td>X  X  X  X  X  X</td>
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<td>Valuing Employees</td>
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<td>X  X  X  X  X</td>
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<td>Planning and Leading</td>
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<td>X  X  X  X  X  X</td>
<td>X  X  X  X  X  X</td>
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<td>Knowledge Management and Resource Stewardship</td>
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<td>Quality Overview</td>
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*Helping Students Learn* focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution’s credit and non-credit programs and courses.

*Meeting Student and Other Key Stakeholder Needs* focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders such as alumni and community partners.

*Valuing Employees* explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

*Planning and Leading* focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

*Knowledge Management and Resource Stewardship* addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

*Quality Overview* focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.