2014 Federal Compliance Report

Community College District 537
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Telephone: 217.875.7200

www.richland.edu
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Section A.

Assignment of Credits, Program Length, and Tuition

Assignment of Credit Hours
Richland Community College is accredited by the Illinois Community College Board (ICCB) and assigns all of its credit hours according to the following rules, found at Administrative Rules of the ICCB (page 40). See Appendix A for details on the assignment of credit hours.

Section 1501.309 Course Classification and Applicability

a) Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB on forms provided by ICCB in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.

b) Course Credit Hour Determination.

1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.

2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15-classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

3) Courses in which students participate in laboratory/clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.

In addition, the ICCB has established standard requirements for associate’s degrees. As stated in Administrative Rules of the ICCB (page 18), an Associate Degree is an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

Each new program and course and any program/course revisions are submitted to ICCB for approval, assuring that the programs/courses meet the requirements outlined in the Administrative Rules. Additional program approval must be submitted to the Illinois Board of Higher Education (IBHE) for review and action. No course or program can be offered until approved by ICCB/IBHE. Approval information is archived for reference in the ICCB Program and Course Master Files, in Curricunet (the ICCB database) and in Feith, a Richland internal database.

The Richland Community College Catalog 2013-2014 (pages 46-171) states requirements needed for each degree awarded by the College. Descriptions of each degree as well as information regarding basic and advanced certificates are below.
**Associate Degree Programs**

**Associate in Science (AS) Degree**
The Associate in Science (AS) degree is designed to provide two academic years of college study for transfer to a four-year university or upper-division college toward a Bachelor of Science degree. See the Student Transfer Handbook, available in the Student Services Center, Room C129, for additional advice.

1. **Group Requirements (Area of concentration courses may be counted toward satisfaction of group requirements.):**
   a. Communications 9 semester hours
   b. Fine Arts/Humanities (at least one course selected from each area) 9-10 semester hours
   c. Social Science (selected from 2 or more disciplines) 9-10 semester hours
   d. Life/Physical Science (at least one course selected from each area) 7-8 semester hours
   e. Mathematics 7-8 semester hours

2. **Area of Concentration:**
   a. Two (2) or more courses completing one or more sequences in a specified subject area such as accounting, geography, psychology, physical education, physics, or any other specific subject area except those listed in “b” and “c” below; OR
   b. Four (4) or more courses, completing one or more sequences, in the specific subject areas of biology, chemistry, or mathematics; OR
   c. Four (4) or more courses in a broad field, other than those listed in “b” above, such as business, general science, or social science for the student who does not desire to pursue a specific subject area.

3. **General Education – 41-45 semester hours (Courses in the student’s area of concentration do not count toward those requirements.)**

4. **Total Credits Required – 60 semester hours in courses numbered 100 and above (Students transferring credit to Richland should see regulations concerning transfer students.)**

5. **Cumulative Grade Point Average – 2.00 (“C”) or better for all work applicable toward the degree that was completed at Richland.**

**Associate in Arts (AA) Degree**
The Associate in Arts (AA) degree is designed to provide two academic years of college study for transfer to a four-year university or upper-division college toward a Bachelor of Arts degree. See the Student Transfer Handbook, available in the Student Services Center, Room C129, for additional advice.

1. **Group Requirements (Area of concentration courses may be counted toward satisfaction of group requirements.):**
   a. Communications 9 semester hours
   b. Fine Arts/Humanities (at least one course selected from each area) 11-12 semester hours
   c. Social Science (selected from 2 or more disciplines) 9-10 semester hours
   d. Life/Physical Science (at least one course selected from each area) 7-8 semester hours
   e. Mathematics 3-4 semester hours

2. **Area of Concentration:**
   a. Two (2) or more courses completing one or more sequences in a specified subject area such as accounting, English, French, history, psychology, physical education, OR
   b. Four (4) or more courses in a broad field such as business, humanities, or social science for the student who does not desire to pursue a specific subject area.

3. **General Education – 39-43 semester hours (Courses in the student’s area of concentration do not count toward those requirements.)**

4. **Total Credits Required – 60 semester hours in courses numbered 100 and above (Students transferring credit to Richland should see regulations concerning transfer students.)**

5. **Cumulative Grade Point Average – 2.00 (“C”) or better for all work applicable toward the degree that was completed at Richland.**

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Associate in Fine Arts (AFA) Degree

The Associate in Fine Arts (AFA) is designed to provide two academic years of college study for transfer to a four-year university or upper-division college toward a Bachelor of Fine Arts degree. See the Student Transfer Handbook, available in the Student Services Center, Room C129, for additional advice.

1. Group Requirements (Area of concentration courses may be counted toward satisfaction of group requirements.):
   a. Communications 9 semester hours
   b. Fine Arts/Humanities 6 semester hours
   c. Social Science (selected from 2 or more disciplines) 6 semester hours
   d. Life/Physical Science 7-8 semester hours
   e. Mathematics 3-4 semester hours


3. General Education – 40-42 semester hours (Courses in the student’s area of concentration do not count toward those requirements.)

4. Total Credits Required – 64-66 semester hours in courses numbered 100 and above (Students transferring credit to Richland should see regulations concerning transfer students.)

5. Cumulative Grade Point Average – 2.00 (“C”) or better for all work applicable toward the degree that was completed at Richland.

Associate in Liberal Studies (ALS) Degree

The ALS curriculum is designed for students who desire up to two years of college study for their personal development. It is also designed to provide students an initial opportunity to pursue various areas of interest and subsequently to select a more specific educational objective, such as a particular career and technical education program or a baccalaureate-oriented associate degree. Both baccalaureate-oriented and career and technical education-oriented courses may be taken as a part of this program. Not all courses may transfer. Graduation requirements for the Associate in Liberal Studies (ALS) degree are completion of the following:

1. Group requirements:
   a. Communication Skills 9 semester hours
   b. Humanities 10 semester hours
   c. Social Sciences 10 semester hours
   d. Natural Science and Mathematics 10 semester hours

2. General Electives - 10 semester hours (May include career and technical education-oriented courses)

3. Total Credits Required – 60 semester hours in courses numbered 100 and above (Students transferring credit to Richland should see regulations concerning transfer students.)

4. Cumulative Grade Point Average – 2.00 (“C”) or better for all work applicable toward the degree that was pursued at the College.

Associate in Engineering Science (AES) Degree

The Associate in Engineering Science degree is designed to provide the student with the general education, math, science and engineering courses required by the College of Engineering (COE) at the University of Illinois Champaign (UIUC) campus. Students who complete this sequence and are transferring to the COE at UIUC will be able to transfer as juniors. While the general education requirements listed will satisfy the requirements of most senior institutions, students should identify as early as possible the institutions to which they will be applying for transfer to determine the specific requirements of those institutions for the freshman and sophomore years. The sequence of courses should be carefully planned with assistance from an advisor with a specific four-year institution in mind.
**Note:** The general education requirements listed below do not include all the courses prescribed by the IAI Core General Education Curriculum. Be aware that completing the AES Degree requirements will not automatically meet the general education requirements of most public and private colleges and universities in Illinois. The courses in this degree will lead to junior status in a major field, but students may need to complete additional general education requirements to achieve official junior status at the senior institution of their choice.

**Additional Program Information:**
Students who begin in Spring may not finish in a two-year time frame. A grade of “C” or better in ENGL 101 is required for the AES degree.

**Associate of Arts in Teaching (AAT) Degree**
The Associates of Arts in Teaching (AAT) program is designed to prepare students in high need discipline areas for preparation to transfer into a four-year college/university education program. The program will be guided by the Illinois Professional Teaching Standards, Core Language Arts, and Core Technology Standards, as well as by the College’s core values (Commitment, Respect, Excellence, Accountability and Diversity). The AAT student will spend a minimum of fifteen (15) hours of field experience in a variety of school settings with a minimum of eight (8) hours in a concentration area. A criminal background check may be required in order to participate in field experiences.

Additional graduation requirements for completion of AAT degree programs include a “C” or better in all program courses, a cumulative grade point average of 2.5, passing score on the Illinois Basic Skills Test, completion of documented field experience hours, and completion of standards-based portfolio artifacts. It is recommended that students take the Illinois Basic Skills Test prior to the accumulation of 45 semester hours of credit.

In addition to the College’s general admission application, students must submit an AAT degree application for admission to the Teacher Education office/advisor. Admission to courses will be based upon having met the prerequisite for each course in the program sequence. AAT students will be advised by the Teacher Education program advisor and/or designated academic advising staff members and will not be permitted to self-register. Students must meet admission requirements prior to applying to the AAT program.

While enrolled in Introduction to Public Education and Introduction to Early Childhood Education, students will be required to complete fifteen (15) clock hours of field experience in a variety of environments in the P-12 school system. Other education courses may also require students to complete field experiences for a total of up to thirty hours of documented experiences upon graduation. Students will complete artifacts that demonstrate teaching standards addressed. Students granted credit for education courses have met all requirements of documented field experience hours.

**Associate of Arts in Teaching – Early Childhood Education Program**
The Associate of Arts in Teaching – Early Childhood Education provides students with the program equivalent of the first two years of most four-year college teacher education programs in Early Childhood Education. Students should check individual school requirements before completing the curriculum as outlined. The degree consists of the following components: general education courses, professional education courses, and courses in the Early Childhood Education major area. These courses include the eleven (11) Illinois Professional Teaching Standards, the Core Technology Standards for All Teachers, and the Core Language Arts Standards for All Teachers. Students must also pass the Illinois Test of Basic Skills test to earn the AAT – Early Childhood Education. AAT students are advised to complete the degree prior to transfer. Transfer students obtaining the Early Childhood Education (AAT) degree will be on “equal footing” with native four-year institution students when seeking admission to an upper-division Early Childhood Education Degree program. Admission into baccalaureate degree programs is competitive, and most senior institutions require a cumulated GPA of 2.5 or higher; completion of these courses alone does not guarantee admission.

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1. Group Requirements (Area of concentration courses may be counted toward satisfaction of group requirements.) Students should follow the Early Childhood Education (AAT) degree curriculum plan when selecting courses:
   a. Communications 9 semester hours
   b. Fine Arts/Humanities 9 semester hours
   c. Life/Physical Sciences 7 semester hours
   d. Mathematics 8 semester hours
   e. Social/Behavioral Sciences 21 semester hours

2. Professional and Special Education Core - ECE 101, 110, 112, 203, 210; ED 100; PSYCH 150

3. Total Credits Required - 64 semester hours

4. Cumulative Grade Point Average - 2.5 or better for all work applicable toward the degree that was completed at Richland.

**Associate of Arts in Teaching – Secondary Mathematics Program**

The AAT – Secondary Mathematics program is designed to attract students who plan a concentration in secondary mathematics and teacher certification. In order to graduate from the AAT program, students must complete the curriculum outlined for the AAT Secondary Mathematics Program. Students will spend a minimum of fifteen (15) hours of field experience in a variety of school settings with a minimum of eight (8) hours in the secondary mathematics environment. The program will be guided by the Illinois Professional Teaching Standards, Core Language Arts Standards, and Core Technology Standards, as well as by the College’s core values (Commitment, Respect, Excellence, Accountability, and Diversity). Admission into baccalaureate degree programs is competitive, and most senior institutions require a GPA of 2.5 or higher; completion of these courses alone does not guarantee admission. (See AAT Degree Program description for additional graduation requirements.)

1. Group Requirements (Area of concentration courses may be counted toward satisfaction of group requirements.) Students should follow the AAT degree curriculum plan when selecting courses:
   a. Communications 9 semester hours
   b. Fine Arts/Humanities 8-9 semester hours
   c. Social/Behavioral Sciences 9 semester hours
   d. Life/Physical Science (At least one course selected from each area) 7-8 semester hours
   e. Mathematics 17 semester hours (see AAT – Math academic plan)

2. Professional and Special Education Core - ED 100, 105, 200; PSYCH 145

3. Total Credits Required - 64 semester hours

4. Cumulative Grade Point Average - 2.5 or better for all work applicable toward the degree that was completed at Richland.

**Associate of Arts in Teaching – Special Education Program**

The Associate of Arts in Teaching – Special Education provides students with the program equivalent of the first two years of most four-year college teacher education programs in special education. Students should check individual school requirements before completing the curriculum as outlined. The degree consists of the following components: general education courses, professional education courses, and courses in the special education major area. These courses include the eleven Illinois Professional Teaching Standards, the Core Technology Standards for All Teachers, and the Core Language Arts Standards for All Teachers. Students must also pass the Illinois Basic Skills test to earn the AAT – Special Education. AAT students are advised to complete the degree prior to transfer. Transfer students obtaining the AAT – Special Education Degree will be on “equal footing” with native four-year institution students when seeking admission to an upper division Special Education Degree program. Admission into baccalaureate degree programs is competitive, and most senior institutions require a GPA of 2.5 or higher; completion of these courses alone does not guarantee admission.
1. Group Requirements (Area of concentration courses may be counted toward satisfaction of group requirements.) Students should follow the AAT Degree-Special Education curriculum plan when selecting courses:
   a. Communications 9 semester hours
   b. Fine Arts/Humanities 9 semester hours
   c. Life/Physical Sciences 7 semester hours
   d. Mathematics 8 semester hours
   e. Social/Behavioral Sciences 9 semester hours

2. Professional and Special Education Core - ED 100, 105, 200, 220, PSYCH 1505
   Select 2 of the following: ECE 111, ED 108, 109

3. Total Credits Required - 63 semester hours

4. Cumulative Grade Point Average - 2.5 or better for all work applicable toward the degree that was completed at Richland.

Career and Technical Education Programs
Richland Community College strives to provide educational opportunities to enable individuals to become contributing members of the workforce. The workplace has changed with new work hours and work patterns due to improved telecommunications and computer technologies. Over 65% of new jobs will require post-secondary education and training below the baccalaureate level, and 75% of the current workforce needs training. The information supply available doubles every five years.

The mission of the career and technical education programs at Richland is to provide students the opportunities to choose, prepare for, and advance in their careers and vocations. This mission is accomplished by integrating technical education and academic education to provide the skills and education needed for living in a global society, competing in the workforce, and being receptive to lifelong learning.

A number of the career and technical education programs are articulated with four-year institutions to allow for the completion of a four-year degree in an additional two years if desired. To meet the broad range of student objectives, Richland Community College offers several types of instructional programs:

Basic Certificate
A Basic Certificate is an award for satisfactory completion of a series of courses totaling 30 semester credit hours or less. Those programs that have only a basic certificate are designed to provide the necessary skills to obtain an entry-level position. For programs that have a basic certificate as part of a degree, the certificate is an award for satisfactorily completing a series of courses.

Advanced Certificate
An Advanced Certificate is awarded for satisfactory completion of a series of courses or curriculum totaling 50 semester credit hours or less. This certificate is designed to provide the technical skills that would prepare an individual for initial employment in the job setting or for those currently employed and in need of advanced study.

Associate in Applied Science
An Associate in Applied Science (AAS) degree is an award for the satisfactory completion of a prescribed curriculum of 60 semester credit hours or more intended to prepare individuals for employment in a specific field. It also serves those persons already employed in the field who desire to improve their competencies and achieve an associate’s degree. A number of the AAS degrees have been articulated (see page 63) and/or capstoned (see below) with four-year institutions for completion of a Bachelor’s degree.
Credit Evaluation Programs

College Credit for Experience Outside the Classroom

Richland realizes that many people who attend school have knowledge gained through work, military service, independent study, and other learning experiences. Richland may grant credit for this knowledge through the programs listed below. Credit earned in this way will be recorded on the student’s transcript without a grade and will not be used in computing the student’s grade point average. The programs include the following:

1. Advanced Placement Program (APP)

   The APP is an organized instructional and/or testing program offered in high school in cooperation with the College Entrance Examination Board. High school courses may be offered through the program for college credit, or credit may be given for course areas not offered by the APP if the student passes an AP examination given by the College Board. College credit granted through an APP examination will be recorded as “AP” and will not be used in computing a grade point average. Approved credit will be posted to the student’s record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at Richland. High school students interested in the Advanced Placement Program should contact their high school counselor.

2. College Level Examination Program (CLEP) and DSST Prometrics Exam

   Richland participates in the College Level Examination Program (CLEP) and the DSST Prometrics Examination Program, which allow students to obtain college credit based on their learning outside the classroom. CLEP examinations are available in over 30 areas, including Social Science, Natural Science, Humanities, and Mathematics. DSST Prometrics exams are available in areas such as education, criminal justice, finance, business, and world religions. Credit through a CLEP or DSST Prometrics examination may be applied to a degree or certificate as general education or elective(s). No credit will be awarded for ENGL 102 or COMM 101 at Richland through either the CLEP or the DSST Prometrics Exam. Credit granted through a CLEP or DSST Prometrics examination will be recorded as credit and will not be used in computing a grade point average. Credit will be recorded after completion of eight (8) semester hours toward an associate’s degree or certificate program. Students should check with the Registrar, registrar@richland.edu, to verify how CLEP will be applied. Students who have enrolled in college study before attempting a CLEP or DSST Prometrics examination will not be granted credit if they attempt an examination after they have received a grade for that specific course or for prior college study that is directly related to an exam taken. For more information or to register to take a CLEP or DSST Prometrics examination, contact the Testing Center, 217.875.7211, Ext. 238, or the Academic Success Center, 217.875.7211, Ext. 419.

3. Proficiency Examination

   Students with wide varieties of educational experience may convert this experience into college credit on the basis of evaluations by designated Richland Community College personnel and standards set by the College in those areas and courses deemed appropriate. To take an exam, students must be currently enrolled at Richland and not enrolled in the course in which they are requesting to be tested. They should obtain the appropriate form and obtain permission from the division involved, pay the required fee, and successfully pass the examination. A proficiency examination for a given course may be taken only once. A fee of one-half the in-district or out-of-district tuition normally charged for the course must be paid before the exam. The fee is not refundable. The student must receive a score of 80% or better to earn credit by proficiency. Credit hours earned through proficiency examination are posted on the student’s permanent record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at the College. The credit is not included in the calculation of the grade point average and may not be used to establish enrollment status (i.e., full-time, part-time).

4. Proficiency by Advanced Course

   Some courses are organized in sequence so that completion of an advanced course depends on knowledge gained from a previous course. Students who satisfactorily complete the advanced course at Richland without taking the previous course may be eligible for college credit for the previous course.
Course sequences in which students may apply for proficiency by advanced course are listed below, along with the minimum grade required in the advanced course to earn credit for the lower course:

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<th>Proficiency Credit</th>
<th>Required Grade</th>
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<td>CS 105</td>
<td>CIS 101</td>
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<td>CS 281</td>
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<td>CIS 110</td>
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<td>NURS112, 152, 155</td>
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<td>B</td>
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</tbody>
</table>

Students desiring credit by advanced course must apply officially for such credit within four years following completion of the advanced course. Exceptions to this policy must be approved by the Dean of the appropriate division. To apply for proficiency credit, students must obtain a “Required for Proficiency Credit by Advanced Course” form from the Student Services Center. A fee of $1.00 per semester hour will be charged for consideration of the student’s request and may be refunded only if the student is not eligible to receive such college credit. Contact the Registrar, registrar@richland.edu, for additional information.

5. **Armed Forces Health and Physical Education**

Any veteran who has completed a minimum of six (6) months’ active duty in the armed forces and presents evidence of an honorable or general “under honorable conditions” discharge from the service is eligible for a maximum of four (4) semester hours of physical education activity course credit. Approved credit will not be used to compute a grade point average. Approved credit will be posted to the student’s record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at the College. Veterans may apply for credit by submitting a copy of their DD-214 or military transcript to the Student Records Office in the Student Services center.

6. **Credit for Military Service & Training**

A student who has been officially accepted as a Richland Community College student may apply for and receive college credit for courses taken while serving in the military, if the courses meet the objectives of his/her academic program as required for graduation from Richland Community College. Consideration for the awarding of credit for military experience and training will be guided by the college credit recommendations developed by the American Council on Education. Approved credit will be posted to the student’s record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at the College. Contact the Registrar, registrar@richland.edu, for further information.

7. **Credit Equivalency for Professional Training**

Academic course credit for professional training events in some disciplines and technical fields may be
granted if the event is offered by Richland Community College and/or one or more of the College’s training partners. A training partner is a professional organization or other authorized training provider recognized by the College. This partner ensures that the training meets predetermined standards. In some instances, training must be delivered by certified instructors as dictated by program/curricular requirements. The training must meet all objectives of the relevant course(s) in order to receive credit, as determined by faculty responsible for the content area. Approved credit will be posted to the student’s record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at Richland.

8. **Credit Equivalency for Professional Experience**

Students with wide varieties of experience may develop a portfolio of these experiences and apply for course credit. A portfolio is a collection of documentation of learning, which may include samples of actual work, and is submitted for evaluation in consideration of course credit. The portfolio must meet all objectives of the course in order to receive credit, as determined by faculty responsible for the course. Approved credit will be posted to the student’s record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at the College. There is a fee associated with this option. A student interested in this credit should contact the Dean of the division responsible for the course.

**Graduation**

**Applying for Graduation**

When a student feels that he/she is nearing completion of the requirements for graduation from a program of study, the student should follow the procedure outlined below to apply for graduation:

1. The student should review the requirements for graduation through myRichland for the program of study, including courses taken or in progress, grade point average, and other requirements. The student may contact their assigned academic advisor to assist with the review.
2. The student must complete an Application for Graduation, which may be obtained on myRichland (My Student Info → Degree Information → Apply for Graduation). The form is to be completed during the term immediately preceding the term in which the student expects to graduate.
3. A review of the student’s graduation application will be provided to the student 2-4 weeks after submission.
4. The student is encouraged to review the returned copy with his/her assigned academic advisor to discuss completion of any unmet requirements.
5. If the student is unable to complete the requirements before the anticipated graduation date, contact graduation@richland.edu to update the graduation record.

The Registrar, assigned academic advisor, or Dean of Enrollment Services can answer questions regarding the application for graduation process.

**Graduating With Multiple Certificates or Degrees**

Richland students may work toward completion of more than one program of study. Students may receive all certificates and AAS degrees for which they have completed the requirements. Only the highest award will be announced at the commencement ceremony. In areas where there are multiple concentrations or specialties (e.g. Business, Engineering Technology), only one AAS degree may be earned. In order to receive a second transfer/baccalaureate associate’s degree, a student must:

1. Complete all graduation requirements for the second degree; and
2. Complete at least an additional ten (10) hours of applicable credit beyond the first degree.

A student may earn only one AA degree, one AS degree, one AFA degree, and one AES degree.

**Graduating Transfer Students**

Many students enter Richland after completing courses at other institutions. In order to give these students credit for previous college work and, at the same time, maintain Richland’s standards for graduation, students must complete a total of 15 semester hours of an associate’s degree or half of the credit for a certificate program.
(up to 15 hours) at Richland. If a transfer student completes a course at Richland that is substantially the same as a course for which the student received transfer credit, the hours of transfer credit will be replaced by the hours earned at Richland. Transfer credit will be posted to the student’s transcript upon evaluation.

Richland students completing occupational certificate programs only offered within the Division of Correctional Education are exempt from this 15-semester-hour requirement.

**Earning Graduation Honors**

When a student applies for graduation, all 100-level course work and above will be evaluated for graduation academic honors. Students must have earned at least one-half of the credits needed for their degree or certificate at Richland Community College. In addition, students must have met Richland’s residency requirement, which means completing no fewer than 15 hours for a degree or half of the certificate requirements at Richland.

Graduation academic honors are based on the student’s cumulative grade point average, as follows:

- 3.50-3.74 Honors
- 3.75-3.99 High Honors
- 4.00 Highest Honors

**Effect of Changes in Program on Graduation**

Up to the end of the summer session 1977, Richland used a quarter system and awarded quarter hours of credit instead of the current method of semesters and semester hours of credit. Students who attended class at Richland before the Fall Semester 1977 should contact the Student Records Office (transcripts@richland.edu) for an evaluation of the quarter hours earned.

Because of licensing criteria, legal requirements, or other conditions, graduation from certain programs (including selective admissions programs), such as those in the Health Professions Division, may fall under different guidelines as determined by the Registrar in consultation with the appropriate Dean. In such cases, the student must follow the program in existence at the time of admission to or re-entry into the program.

If a student wished to graduate under program provisions other than those above, the Registrar will review the student’s Application for Graduation and will consult with the appropriate Dean regarding clearance for graduation.

**Tuition, Fees, and Charges**

Tuition-Credit hour costs are applied consistently across the institution, depending on students' residency status, and are reviewed annually and approved by the Board of Trustees. The Board assures that the tuition charges meet the qualification standards for State equalization funding—tuition must be 85% of the state average for all community colleges. In spring 2012 the Board of Trustees established a separate tuition structure for online courses to attempt to be more regionally competitive with other higher education institutions. Also at that time, the Board of Trustees approved a variable tuition rate for AAS Nursing classes to address the significant costs associated with this program.

Rationale for instructional course fees are developed annually by the respective academic department and any changes are presented for approval to the Board of Trustees. A list of instructional course fees is available in the Business Services Office. The fee chart for the 2014-15 Academic Year can be found here: [http://www.richland.edu/tuition](http://www.richland.edu/tuition).

Tuition, fees, and other charges paid by a student to Richland Community College cover a portion of the actual expenses of a student’s education. The balance of the cost is paid by the public through local property taxes assessed within District 537 (or, in some cases, the student’s own community), state financial support, and federal financial assistance. Tuition, fees, and other charges are due and payable at designated times each
registration session. The College reserves the right to change the rate of tuition, any fees, or any charge without notice.

Residents of Richland Community College District (and Out-of-District Students with Charge-Back Authorization)

<table>
<thead>
<tr>
<th>Per Credit Hour Tuition</th>
<th>$101.00*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Technology Fee</td>
<td>$6.00*</td>
</tr>
<tr>
<td>Total</td>
<td>$107.00</td>
</tr>
</tbody>
</table>

Tuition and Fees for Online Courses

<table>
<thead>
<tr>
<th>Per Credit Hour Tuition</th>
<th>$145.00*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Technology Fee</td>
<td>$6.00*</td>
</tr>
<tr>
<td>Total</td>
<td>$151.00</td>
</tr>
</tbody>
</table>

Students enrolling in courses offered via the Internet will pay $145.00 per credit hour. This charge applies to all students; out-of-district and out-of-state tuition charges will be waived.

Tuition and Fees for Associate Degree Nursing (In-District Students)

<table>
<thead>
<tr>
<th>Per Credit Hour Tuition</th>
<th>$121.00*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Technology Fee</td>
<td>$6.00*</td>
</tr>
<tr>
<td>Total</td>
<td>$127.00</td>
</tr>
</tbody>
</table>

Out-of-District Students of Richland Community College pay $227.00* per credit hour plus fees.

Out-of-State and International Students pay $363.33* per credit hour plus fees.

* Subject to change with Board approval.

Fees

Registration Fee (payable with tuition & fees) $12.00

Course Fees may be required for certain course and programs to offset the costs of consumable supplies. The amount of the fee is listed on the College website, or a listing is available in the Business Services Offices, Room C129. The Academic/Technology Fee includes the following services and privileges: use of the computer labs, both for computer-based classes and for open lab use; updated technology for students; and student enrichment programs, including student clubs and organizations, student handbooks, entertainment, and events.

Health Professions Associate Degree Nursing Fees

Due to the cost of medical and surgical supplies and outcome testing used in some health professions courses, additional fees are required. All program fees are estimates subject to change. Program specific fees are available on the Health Profession’s web pages, which can be accessed at www.richland.edu/health.

Payment Information

Full payment (100%) of tuition and fees is due approximately one week before the start of classes. Payment dates for each semester are published online and are also available at the cashier’s window, Room C129. Students are not required to pay at the time of registration unless the date of registration is less than one week before the start of classes. A student payment plan is available. All students are encouraged to apply for financial aid and should apply as early as possible. Failure to pay for classes by the due date may result in the student being dropped from class but NOT from his or her obligation to pay. NON-attendance or NEVER attending also does not release a student from the obligation to pay tuition charges. Refunds or adjustments are only made when classes are officially dropped within the refund period. Official drops are processed by the Student Services Center and must be initiated by the student.

www.richland.edu  2014 Richland Community College Federal Compliance Report
Section B.

Institutional Records of Student Complaints

Richland Community College is concerned about the rights and responsibilities of students, faculty, and other employees and as such takes seriously any complaints received. The College has established policies and related procedures to record and respond to these complaints and determine improvements for concerns identified by multiple individuals.

Student Grievance Policy

When a student believes that a condition exists which is in violation of his or her rights, College policies, rules, standards, and procedures, he or she has the right to file a grievance. Refer to the student resolution chart in the Student Handbook and/or the “Student Rights and Responsibilities Guide” located in the Student Services Center, Room C129, and in Division offices. A grievance may be categorized as follows:

1. Academic Concerns
   a. Academic Dishonesty
   b. Academic Suspension
   c. Educational Guarantee
   d. Grade Appeals
   e. Graduation Requirements
   f. Other Academic Concerns
2. Americans With Disabilities Act (accommodations)
3. Discrimination (age, disability, gender, race, color, sexual orientation, religion)
4. Financial Aid Suspension
5. Family Educational Rights and Privacy Act (confidentiality)
6. Sexual Harassment (by students, staff, or faculty)
7. Student Conduct
8. Student Employment
9. Tuition Refunds
10. Others not represented above

A grievance may be resolved through either an informal or formal process. Informal or formal hearings and resolution of complaints will be conducted in a prompt and fair manner without fear of retribution. Formal hearings are conducted by the College’s Judicial Board or by a Special Committee appointed by the President.

The College student grievance process, although encouraged in resolving grievance issues, is not mandatory. Students may seek alternatives in resolving grievances. Procedures for filing a grievance are available in the Student Services Center, Room C129, the “Student Rights & Responsibilities and Grievance & Disciplinary Proceedings Guide,” Student Handbook, and the College Catalog.

Student Complaint Process

Initiation of Grievance or Disciplinary Proceedings

If a student, faculty, or staff member feels that a condition exists in which a student’s behavior is unsatisfactory or is in violation of College policies, rules, standards, or procedures, he or she may file a grievance against a student. Every attempt will be made to resolve grievances or problems at the point of origin. With the exception of a complaint of discrimination or harassment, including sexual harassment, the following process should be followed. Complaints alleging discrimination and/or harassment, including sexual harassment, must be filed with the Human Resources Office. The process for investigating a complaint of discrimination or sexual harassment may be obtained from the Student Services Center, Room C129, or the Human Resources Office, Room E111.

2014 Richland Community College Federal Compliance Report
Informal Resolution Process

*Table 1* is a visual representation of the process depending on the type of complaint/concern. In the informal resolution process, the first point of contact is the faculty or staff member involved at the point of origin or the appropriate administrator to resolve the matter. The second contact is the coordinator, director, dean or other appropriate administrator responsible for the area to resolve the matter. The third point of contact is the Vice President over the area. In all cases where appropriate, grievances/complaints will be investigated by the appropriate administrators or third party.

**Table 1. Complaint Categories Addressed through Student Grievance Processes.**

<table>
<thead>
<tr>
<th>Complaint/Concern</th>
<th>Contact/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>General student concerns, complaints concerning quality of instruction, College service complaints, grade appeals</td>
<td>1st Faculty</td>
</tr>
<tr>
<td></td>
<td>2nd Division Deans</td>
</tr>
<tr>
<td></td>
<td>3rd Appropriate Vice President</td>
</tr>
<tr>
<td>Incidents of discrimination or harassment</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Accommodations for disabilities</td>
<td>1st Director of Academic Success Center</td>
</tr>
<tr>
<td></td>
<td>2nd Vice President, Student Success</td>
</tr>
<tr>
<td>Academic suspension, financial aid concerns or suspensions, FERPA concerns, graduation requirements, student employment</td>
<td>1st Director in appropriate department within Student Success</td>
</tr>
<tr>
<td></td>
<td>2nd Vice President, Student Success</td>
</tr>
<tr>
<td>Tuition refunds</td>
<td>1st Director, Accounting</td>
</tr>
<tr>
<td></td>
<td>2nd Vice President of Finance and Administration</td>
</tr>
<tr>
<td></td>
<td>3rd Judicial Board</td>
</tr>
<tr>
<td>Others not listed</td>
<td>Staff member responsible for area involved</td>
</tr>
</tbody>
</table>

If resolution of the grievance or disciplinary charge is reached informally, a written agreement (if deemed appropriate) must be signed by the student. The agreement shall outline the provisions of the resolution and indicate that the student was aware of, but waived the right to, a formal hearing.

In cases of sexual harassment or discrimination, a student has the right to bypass the informal process and request a formal hearing. In cases of academic dishonesty and academic suspension, the College has the right to bypass the informal process.

If a student grievance or disciplinary problem cannot be resolved at the informal level, a formal hearing of the Judicial Board or Special Committee appointed by the President may be convened.

**Formal Resolution Process**

A formal hearing before the Judicial Board or Special Committee appointed by the President may occur at the request of a student, faculty, or staff member. Formal hearings must be coordinated through a Vice President or Director of Human Resources. The Vice President of Academic Services will convene the Judicial Board. The President or designee will convene the Special Committee. Students are encouraged to meet with the campus Ombudsperson in Campus Life, Room C133, in preparation of requesting a formal hearing.

**Student Conduct Policy**

Students enrolled at Richland Community College are considered by the College to have reached the age of responsible citizenship and are expected to conduct themselves in a responsible manner while on campus.

By the act of registration for classes at the College, students obligate themselves to adhere to the rules and regulations which the institution formulates and publishes in the College Catalog, Student Handbook, and other published materials. Accordingly, students are expected to assume primary responsibility for their own conduct.

Disciplinary action may be imposed upon a student by an instructor or an administrator of the College for gross misconduct that would tend to interfere with educational process, disrupt the normal activities of the institution, or infringe upon the rights of others while the student is on the College premises (owned, leased or rented) or at
functions under the sponsorship of the College. In addition, the College reserves the right to remove any individual from the campus who is physically or verbally disrupting a class or disturbing the peace.

Students charged with misconduct or with violation of law and/or College rules and policies may be subject to written reprimand, required restitution, temporary expulsion, disciplinary probation, suspension, or expulsion. Individuals who are not students and who violate these regulations will be considered trespassers and will be treated accordingly. In addition, charges of a disciplinary nature may be filed against a student by a fellow student.

When an action is taken against a student by a faculty member or other College personnel, the student has a right to a formal hearing. Prior to imposing an expulsion or a suspension of a semester or longer, the College’s Judicial Board must conduct a formal hearing unless the student waives this right. Procedures for conducting a hearing will be published and made available to students. Students removed from the College must apply for readmission through the Vice President of Student Success.

Richland Community College reserves the right to require a psychological or psychiatric examination from any student at any time that such course of action would seem to be in the best interest of the student and/or the College District. Expenses incident to such an examination will be paid by the College.

Students, as citizens, remain subject to the Federal, State and local laws; therefore, the Judicial Board is not intended to replace or modify existing law. The College and its students recognize that violation of these laws may lead to prosecution by agencies or persons in addition to the College.

**Academic Integrity Policy**

Each student is expected to be honest in his/her class work or in the submission of information to the College. The College regards dishonesty in classroom and laboratories and on assignments and examinations and the submission of false and misleading information to the College as a serious offense.

A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.

**Removal from a Class or the College**

The College reserves the right to remove any individual from a class or the College for the following reasons:

1. For physically or verbally disrupting a class or disturbing the peace.
2. For unsatisfactory academic progress.
3. For gross misconduct or any other actions or unlawful conduct which would tend to interfere with the educational process, disrupt the normal activities of the institution, or infringe upon the rights of others while the individual is on the College premises (owned, leased, or rented) or at functions under the sponsorship of the College.

**Summary of Student Complaints and Student Appeals**

Richland routinely analyzes information received during the complaint process to ensure that improvements that can be made are made. For example, one of the issues that came out of a complaint about an individual course was review of course syllabi. In addition, the master syllabus template was updated to reflect the changes. In order to ensure that faculty, particularly adjunct faculty, received this information, it was incorporated into adjunct training conducted at the beginning of every semester. Complaints of an academic nature are directed up through the Vice President of Academic Services, who ensures that concerns are addressed comprehensively.

The Office of the Vice President of Academic Services maintains the student complaint log. The following tables summarize the number and type of student complaints and student appeals for the last seven academic
years. Appendices B and C list all student complaints and student appeals recorded from academic year 2007 through 2013. Resolutions of student appeals are noted in Appendix C.


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Complaints</th>
<th>Types of Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2</td>
<td>Grade appeal – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accommodations - 1</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>Grade complaint -1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade appeal - 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration process – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of service animal - 1</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>Tuition refund – 3</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>Course complaint - 1</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>Plagiarism – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal abuse – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper content – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade complaint – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuition refund – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test grade - 1</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>Grade appeal – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Threatening behavior – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accommodations – 1</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>Grade appeal and instructor behavior – 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor behavior – 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade appeal – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor dissatisfaction – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student misconduct – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course complaint - 1</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Appeals</th>
<th>Grievance Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4</td>
<td>Grade appeal – 4</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>Graduation requirement - 1</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>Academic dismissal – 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade appeal – 1</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>Grade appeal – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuition refund - 1</td>
</tr>
<tr>
<td>2011</td>
<td>2</td>
<td>Grade appeal - 2</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>Grade appeal – 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic dishonesty/grade appeal/discrimination – 1</td>
</tr>
</tbody>
</table>

Complaints of non-academic student conduct are directed up through the Vice President of Student Success. Because the Director of Campus Safety and the Director of Operations receives the student complaints as well, resolutions to issues of security and public safety are resolved in an expedient manner. The Director of Campus Safety also brings concerns of general campus safety and immediate reported concerns of threats to the Threat Assessment Team, which evaluates the potential threat and makes recommendations for resolutions. The Vice President of Student Success co-chairs the Threat Assessment Team and ensures that concerns can be addressed holistically.
Section C.
Publication of Transfer Policies

As indicated below, the Transfer Policy is listed in the Richland Community College Catalog 2013-2014 (both online and in print) and is included in the Richland Community College Student Handbook 2013. Transfer information including transfer guides, transfer course equivalencies, and articulation agreements are posted on the RCC website at http://www.richland.edu/transfer.

Richland Community College Postsecondary Transcript Review Process

Accreditation Status
Richland Community College accepts college-level transfer course work from regionally accredited postsecondary institutions. Credit from non-regionally accredited institutions is evaluated on a case-by-case basis. Generally, colleges in the latter group will only be considered if they are accredited by a national faith-related, career-related or programmatic organization that meets the Council for Higher Education (CHEA) eligibility standards and/or standards set by the United States Department of Education (USDE) for participation in financial aid or other federal programs.

Transfer Course Equivalencies by Institution
Once the proper accreditation status of the institution has been established, official postsecondary transcripts are then reviewed by the Richland Community College Records Office (unofficial transcripts are not reviewed). In order to ensure consistency, the Records Office maintains the “Transfer Course Equivalencies by Institution” table. The table, organized by transferring college/university, includes a list of all courses previously reviewed and indicates the equivalent RCC course code/number and the applicable catalog year the determination was made. When a student presents an official transcript with courses that appear on the table, they are automatically added to the student’s Richland transcript.

For students wishing to take a class for self-improvement, etc., and not working toward a program of study, transcripts do not have to be submitted. However, once a student has met 15 credit hours at Richland Community College, he or she must meet with a counselor to determine academic goals. If they determine that the student is indeed working toward a degree, the student must then submit all required transcripts.

Courses Lacking an Established Equivalency
The Registrar evaluates all courses that have not been previously reviewed. In order to make a determination, the Registrar reviews the relevant catalog entry and/or other course materials (when necessary) and seeks the recommendation of the appropriate Dean and/or department faculty, as needed.

Course Transfer Options
In order to best serve Richland students, every attempt is made to facilitate a course-to-course transfer. However, sometimes this transfer is not possible due to significant differences in course content, delivery, and/or topics. However, Richland can still bring in courses that do not have a specific equivalency by using an “Elective Code” option. The College has established fourteen elective codes, such as HUMELEC (Humanities Elective) and PSCIELEC (Physical Science Elective). The Elective Code allows the non-equivalent transfer course to fulfill a specific group or degree requirement necessary for a student’s specified degree or certificate program. When even a group equivalency is not possible to define, the course can be brought in as GENELEC, for general elective credit.

Transfer Course Transcription
Once a determination has been made as to the equivalency of the transfer course, the transfer work is added to the student’s Richland Community College transcript. The transferred course title, code and number are recorded, along with the credit hours earned and the established equivalency. For prerequisite purposes, the
grade is included in the record. However, transfer courses do not impact the Richland Community College grade point average.

The Vice President of Student Success, the Vice President of Academic Services, and the Registrar manage the review of policies related to transfer credit; the Student and Academic Services section of the Board Policy Manual is also included in the regular review cycle of all Board policy sections completed every 4 years.

Demonstration of using the disclosed transfer policies can be found within a student’s educational records. Students have access to their educational records and transcripts through myRichland.edu, Richland’s student portal, in which they are able to see Richland credit received from courses at other institutions. Moreover, students are able to see how credit from Richland and other transfer schools apply to their academic plan by running a degree audit available in their student portal. This audit allows them to see their selected program as well as an option to see how their credit might apply to other programs that Richland offers. If a student feels that there is other credit that should be applied to their program, they may ask the Registrar to review their transcripts again for additional applicable credit. All questions concerning applicable transfer credit may also be directed to their assigned advisor within the portal.

**Transfer Students**

Students transferring from another college to Richland must submit a FAFSA and an academic transcript(s) from all colleges previously attended. Transfer students who have not submitted a copy of their transcript from a prior school or were not meeting Satisfactory Progress at the last school attended may be placed on financial aid warning or financial aid suspension according to the Standards of Academic Progress. After a successful appeal, transfer students may be taken off financial aid suspension. Appeal forms are available in the Financial Aid Office, Room C129.

**Minimum Subject Admission of High School Requirements for Transfer Programs**

The Illinois Board of Higher Education has established minimum subject requirements for baccalaureate degree programs. These subject requirements, which will be in addition to the admissions requirements and procedures currently in place at Richland, became effective in the 1993 Fall Semester.

Students entering a transfer program with subject deficiencies will be admitted provisionally and will be required to make up these deficiencies by graduation. The minimum subject requirements are listed below:

Units/Subjects

<table>
<thead>
<tr>
<th>Units</th>
<th>Subject</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>Science (laboratory sciences)</td>
</tr>
<tr>
<td>2</td>
<td>Foreign language, music, art, or vocational education</td>
</tr>
</tbody>
</table>

**Transfer of College Credit to Richland**

A student who has been officially accepted as a Richland Community College student may apply for and receive college credit for courses taken at a regionally accredited postsecondary institution, as recognized by the Higher Education Directory, and which meet the course objectives of his or her academic program required for graduation at Richland Community College.

Students who wish to transfer credit earned at another accredited college or university must request an official transcript from the college attended. The transcript should be sent directly from the college or university to Richland’s Student Records Office. Transcripts hand-delivered to the Student Services Center will only be accepted in a sealed, tamper-free envelope from the institution. The student requesting a transfer of credit must pay any applicable transcript fees.
Approved credit hours will be applied toward the total number of hours needed for the degree or certificate, provided the average grade for all such work is “C” or better. Transfer credit will not be included in computing the student’s grade point average at Richland. Approved credit hours will be recorded on the student’s academic record after a formal evaluation of the transfer work.

**Admission of High School Students and “Gifted” High School Students**
High school students may attend classes at Richland for either application toward a high school diploma or college credit. Eligibility for enrollment as a high school student is decided as follows:
- The student is a high school student.
- The student’s high school principal submits the appropriate form stating the student is taking the course(s) for high school, dual credit or college credit and has the principal’s approval.
- A high school transcript is submitted to Richland.
- High school students must pay course tuition to Richland.
- Both student and parent must complete the appropriate form.

Final approval for enrollment is then determined by Richland. College credit for classes taken by high school students will be held in escrow and awarded to the student upon completion of high school (as verified by an official high school transcript). “Gifted” students are students with exceptionally high academic ability as determined by the student’s high school and the College.

**Dual Credit**
High school students who rank above average in academic achievement and who meet all College course prerequisites may enroll in selected college classes at Richland Community College and receive both high school and college credit simultaneously. Students enrolling for dual credit must have appropriate academic qualifications and approval from their high school principal and parent or guardian. Upon the request of school officials, a dual credit information session will be offered.

Students enrolling for dual credit should follow the application procedures previously listed for the admission of high school students. Students are encouraged to contact the Admissions Office of the university or college they are interested in to ensure that dual credit courses will be accepted.

**Transfer of Credits to Other Colleges**
Many Richland students continue their education at a senior college or university. In fact, the academic records of Richland transfer students at other institutions are often as good as the academic records of students who began at the senior school. Illinois senior colleges and universities have cooperated with Richland in transferring Richland students and credit hours earned.

Many Illinois institutions (with the exception of the University of Illinois) have made a “General Education Compact,” which states that community college students who have earned an Associate in Arts (AA) or Associate in Science (AS) Degree will meet all lower-division (freshman-sophomore) general education requirements. Thus, Richland students are guaranteed that their AA or AS Degree will receive full recognition from the schools that have subscribed to the agreement. (Some “compacts” are under review, and departmental requirements at the senior college or university level may affect some courses that the student transfers in.)

For those colleges without such an agreement, Richland students should follow the guidelines for transfer credits listed in that senior college’s transfer guide or handbook. Richland recommends that students planning to transfer meet with his/her assigned advisor for up-to-date information on transferring Richland credits. Students who plan to transfer to out-of-state schools or schools not covered by the General Education Compact should also contact an advisor at the transfer school.

2014 Richland Community College Federal Compliance Report
Illinois Articulation Initiative
Richland Community College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate’s or bachelor’s degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in summer 1998 or thereafter.

The following codes are used to identify the general education requirement a qualifying course satisfies: IAI C (Communications), IAI F (Fine Arts), IAI H (Humanities), IAI L (Life Science), IAI M (Mathematics), IAI P (Physical Science), IAI S (Social Sciences). Check the Course Description section of this Catalog (beginning on page 172) as to whether a specific Richland course qualifies. IAI information may also be found online at www.itransfer.org. The following codes are used to identify the courses that transfer into specific baccalaureate majors:

- AG – Agriculture
- BIO – Biological Sciences
- BUS – Business
- CHM – Chemistry
- CS – Computer Science
- CRJ – Criminal Justice
- EGL – English
- EGR – Engineering
- HST- History
- IND – Industrial Technology
- MC – Mass Communication
- MTH – Mathematics
- PHY – Physics
- PLS – Political Science
- PSY – Psychology
- SOC – Sociology
- TA – Theatre Arts

Guarantee of Transfer of Credit
Richland Community College guarantees to those earning an appropriate transfer degree beginning May 1993 that their courses will transfer to Illinois state colleges or universities as identified in the most currently published transfer information or equivalency guide. The graduate, under the agreement to enact this guarantee, will still be responsible for all costs other than the tuition specified. Qualifying Conditions for the Guarantee include:

1. Transfer of a course means the acceptance of credits for entrance at a senior institution.
2. Classes must have been taken at Richland Community College no earlier than two (2) years before the attempt to transfer.
3. Any refund request must be made no later than two (2) years after Richland Community College graduation.

Credit Equivalency by Licensure or Certification
If a student has already obtained a recognized license or certification for which the College offers a technical curriculum, that student may be granted credit for specific courses in the program of study that he/she is pursuing. Approved credit will be posted to the student’s record after a minimum of eight (8) semester hours of 100-level or above credit has been earned at the College and after any additional program requirements have been fulfilled.

Cooperative Educational Programs with Other Community Colleges
Richland Community College has Cooperative Educational Program agreements with other Illinois community colleges that allow Richland District residents to enroll in a vocational/technical degree and/or certificate not available at Richland. Students are able to enroll in such a program at the cooperating college’s in-district tuition rate. The colleges and programs offered are listed below. Individuals with questions about a particular program should call Richland’s Student Services Center at 217.875.7211, Ext. 267.
Students may take all specialized courses at the cooperating college. Related technical and general education courses required in the programs may be taken either at Richland or at the cooperating college. The cooperating college issues all degrees or certificates for successful completion of the programs. Additional information is available from the Director of Admissions at the college offering the program.

The following community colleges have cooperative educational program agreements for Richland District residents for all Career and Technical Education Certificates and Degrees not offered by Richland Community College:

- Black Hawk College, Moline
- Carl Sandburg College, Galesburg
- Danville Area Community College, Danville
- Elgin Community College, Elgin
- Heartland Community College, Bloomington
- Highland Community College, Freeport
- Illinois Central College, East Peoria
- Illinois Valley Community College, Oglesby
- John Wood Community College, Quincy
- Joliet Junior College, Joliet
- Kankakee Community College, Kankakee
- Kaskaskia Community College, Centralia
- Kishwaukee College, Malta
- Lake Land College, Mattoon
- Lewis and Clark Community College, Godfrey
- Lincoln Land Community College, Springfield
- McHenry County College, Crystal Lake
- Moraine Valley Community College, Palos Hills
- Morton College, Cicero
- Parkland College, Champaign (See Below)
- Prairie State College, Chicago Heights
- Rock Valley College, Rockford
- Sauk Valley College, Dixon
- South Suburban College of Cook County, South Holland
- Spoon River College, Canton
- Southwestern Illinois College, Belleville
- Waubonsee Community College, Sugar Grove

The following community colleges have cooperative educational program agreements for Richland District residents for the programs listed:

- Parkland College, Champaign: Certificates:
  - Automotive Collision Repair:
    - Custom Auto Design
    - Estimate
    - Refinishing
  - Automotive Collision Repair:
    - Welding
  - Building & Construction Repair
  - Computed Tomography
  - Construction: Bricklayer
  - Construction: Carpentry
  - Construction: Floor Coverer
  - Construction: Glazier
  - Construction: Iron Workers
  - Construction: Laborer
  - Construction: Millwright
  - Construction: Painting & Decorating
  - Construction: Plumbers & Pipefitters
  - Construction: Sheet Metal
  - Magnetic Resonance Imaging

- Parkland College, Champaign: AAS Degrees:
  - Automotive Collision Repair
  - Construction Trade Technology
  - Construction Design & Management
  - Construction Design & Management: Building & Materials
  - Construction Design & Management: Surveying Technology
  - Dental Hygiene
  - Diesel Power Equipment Technology
  - Equine Management
  - Mass Communications:
    - Radio/TV/Video
  - Occupational Therapy Assistant
  - Respiratory Care

2014 Richland Community College Federal Compliance Report
Richland Community College has cooperative educational program agreements with the following community colleges for students in their districts for Career and Technical Education Certificates and Degrees offered by Richland Community College but not offered at their respective community college:

- Black Hawk College, Moline
- Danville Area Community College, Danville
- Heartland Community College, Bloomington
- Highland Community College, Freeport
- Illinois Central College, East Peoria
- Illinois Valley Community College, Oglesby
- John Wood Community College, Quincy
- Joliet Junior College, Joliet
- Kankakee Community College, Kankakee
- Kishwaukee College, Malta
- Lake Land College, Mattoon
- Lincoln Land Community College, Springfield
- McHenry County College, Crystal Lake
- Moraine Valley Community College, Palos Hills
- Morton College, Cicero
- Prairie State College, Chicago Heights
- Rock Valley College, Rockford
- Sauk Valley College, Dixon
- South Suburban College of Cook County, South Holland
- Spoon River College, Canton
- Waubonsee Community College, Sugar Grove

Richland Community College has cooperative educational program agreements with the following community colleges for students in their districts for the programs listed offered by Richland Community College but not offered at their respective community college:

- Kaskaskia College, Centralia:
  - AAS in Heating, Ventilation, Air Conditioning & Refrigeration
- Parkland College, Champaign:
  - Certificate and AAS in Heating, Ventilation, Air Conditioning & Refrigeration

Charge-Back Authorization

In-District Students Planning to Attend Another Community College

- Residents of Richland Community College’s District who choose to pursue a program of study not offered by Richland but offered at another Illinois public community college may be eligible for a charge-back. If a charge-back is approved by the Richland Board of Trustees, the student will pay the other district’s in-district tuition only. Charge-backs will not be approved for individual courses.
- Applications for charge-back must be completed and submitted to the Vice President of Academic Services, Room W141, no later than 30 days prior to the beginning of each academic year the student is attending the other community college, regardless of any prior year’s approval. All charge-back applications must be approved by the Board of Trustees. Charge-backs will not be approved retroactive to the time of application.
- Students are encouraged to contact the Office of Student and Academic Services, Room W141, 217.875.7211, Ext. 292, for further information.

Out-of-District or Out-of-State Students Planning to Attend Richland

- A resident of another community college district who plans to attend Richland Community College and wants to avoid out-of-district fees should request an application for charge-back from the community college located in the district in which he/she resides. It must be completed and returned to that college no later than 30 days prior to the beginning of the term for which application for charge-back is being made.
- Applicants who reside in another community college district may be granted an out-of-district or out-of-state tuition waiver if they are employed at least 35 hours per week by an entity located in Richland’s
District or if they are enrolled in a course that is being provided under the terms of an agreement between the employing entity and Richland. If employed for less than 35 hours per week, the course must be work-related.

- Applicants who are attending an educational institution located within the College district will be charged in-district tuition. Verification of attendance will be required.

**Articulated 2+2 Degree Programs**

Articulated 2+2 programs are 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. The Transfer Center and counselors in the Student Services Center provide extensive transfer information on Richland’s associate degree transfer curriculum (2+2) articulated agreements with various baccalaureate institutions.

**Benedictine University**
- Business
- Psychology

**DeVry University**
- Technical Management

**Eastern Illinois University**
- Communications Studies
- Foreign Language
- History
- Industrial Technology and Surgical Technology
- Journalism
- RN to BSN

**Franklin University, Columbus, Ohio**
- Business Administration
- Computer Science
- Health Services Administration
- Public Safety Management
- Management Information Systems
- Technical Management

**Greenville College, Greenville, Illinois**
- Organizational Leadership

**Guaranteed Transfer Agreement**

Richland Community College and the University of Illinois, Urbana-Champaign have formed a cooperative relationship through a guaranteed transfer agreement. Any student who has completed the prescribed Guaranteed Transfer Agreement at Richland (with the required 2.50 GPA and foreign language requirement) and submits required application and supporting documentation will automatically be admitted to UIUC at the junior level in the prescribed field of study in the College of Agricultural, Consumer, and Environmental Sciences (ACES).

**University of Illinois, Urbana-Champaign fields of study include:**

- Agriculture
- Agribusiness
- Animal Science
- Communication and Education
- Crop Science
- Food Science
- Forest Science
- Horticulture
- Human Development
- Natural Resource and Environmental Sciences
- Technical Systems Management
Section D.  

Verification of Student Identity

Practices for Richland Community College verify the identity of students using a secure login and passcode. At the time of admission, students receive a Welcome letter and information sheet containing their student ID number. Students use their ID number and birthday to log into the College’s portal, myRichland. After students register for classes, they are instructed to go to myRichland, verify their identity using three distinct pieces of information (birthdate, ID number, and last four digits of Social Security Number) and activate their account, creating a secure password that only the student would know. Out-of-state students are required to provide the same identifying details mentioned above as traditional on-campus students. There are no additional steps in the registration process to validate the identity of these students.

When students register for a course, an account is automatically created for each student in Canvas, the online course management system, and the student is registered for the mandatory Online Student Orientation to Canvas. If the student is also enrolled in a course that uses Canvas, then the student is also automatically enrolled in that course in Canvas. Students must complete the Orientation in Canvas before they are allowed access to their courses in Canvas. Each time students attempt to access course information in Canvas, the student must use their secure login and passcode.

Completion of proctored examinations also requires verification of student identity for all courses. Although the number of proctored examinations given in online courses varies from semester to semester, approximately 8 to 10% of the courses include some type of proctored examination requiring photo identification. By creating this system of access requiring that students access classes through the portal and encouraging and supporting the use of proctored examinations, the College is in compliance with the verification of student identity policy.

Student IDs

Photo student identification cards are required and available at no cost to registered students. Students must show a photo ID to access services such as the computer lab or Testing Center and for students to receive student discounts where applicable. There is a fee for replacement of a lost ID card. ID cards should be kept from year to year. Photo IDs are taken throughout the semester in the College’s Switchboard Office, Room C130.

Student Policies and Procedures

Student Records and Confidential Information

The Family Educational Rights and Privacy Act of 1974 and its accompanying regulations establish the rights of students, including rights pertaining to their educational records. All information received by the College becomes a part of the student’s education record except for information specifically exempted under FERPA.

Student education records are classified as follows:

1. **Directory Information** – Name, address, telephone listing; electronic mail address; photograph and video; date and place of birth; major field of study; enrollment status; participation in officially recognized activities; dates of attendance; degrees, honors, and awards received; most recent educational institution or agency attended; Student ID Number, user ID, or other unique personal Identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A Social Security Number in whole or in part cannot be used for this purpose). Directory information may be released by the College to any person or organization without the student’s consent. If a student does not want directory information released, a form must be filed with the Student Records Office.

2. **Confidential Information** – All information other than directory information is considered confidential. Examples of confidential items include class schedule, daily attendance, academic record, grade reports,

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progress reports, high school and college transcripts, and test results; correspondence, including letters of recommendation and comments from counselors and faculty; and application information for financial aid, Illinois Veterans Scholarship, and G.I. Bill benefits.

Access to Confidential Information by Students
Students may have access to the confidential information in their own educational records by submitting a written request to the Student Records Office, subject to exceptions under the law. The College will comply with the request within 45 days. On request, the College will provide students with a list of the types of education records kept, including directory and confidential information.

Richland may provide copies of education records to students at the students’ expense and will respond to reasonable requests for explanations and interpretations of their records. Copies of transcripts from high schools or other colleges that are on file cannot be provided. Students also have the right to a hearing to challenge any portion of their education records. Requests for a hearing should be directed to the Vice President of Academic Services.

Access to Confidential Information by Others
Confidential information contained in a student’s records will not be released to other parties without the student’s written consent. Written requests must specify the records to be released, state the purpose of the disclosure, identify the party or class of parties to whom disclosure may be made, and be signed and dated by the student. Exceptions are listed, and information is given only with the understanding that such information may not be passed on to a third party without the student’s written consent.

The College will maintain a record of all persons other than College personnel who have obtained access to a student’s records. The College record will include the legitimate reason that the outside party has for reviewing the student’s education record.

An education institution may disclose personally identifying information from an education record of a student, without the consent required, if the disclosure meets one or more of the following conditions:

1. School officials with legitimate educational interest (may include a contractor or other party to whom an institution has outsourced institutional services or functions);
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Withholding Student Information
The College has the right to withhold grade reports, transcripts, certificates and degrees, and other student information if the student has unmet obligations, including financial obligations, to the College.
Section E.

Title IV Program Responsibilities

General Program Responsibilities
Richland Community College is eligible and certified to participate in Title IV programs. The following items document the College’s qualification to participate:

- Approval Letter from U.S. Department of Education – see Appendix D.1
- Eligibility and Certification Report (ECAR) – see Appendix D.2
- Program Participation Agreement (PPA) – see Appendix D.3

Richland Community College currently has no limitation, suspension, or termination actions from the U.S. Department of Education. No fines, letters of credit, or heightened monitoring are in place.

In the A-133 portion of the audited financial statements for the year ended June 30, 2013, there were no material weaknesses or significant deficiencies found.

The audit findings that require disclosure in accordance with section 510(a) of OMB Circular A-133 include the following:

1. The College incorrectly reported items on the Fiscal Operations Report and Application to Participate (FISAP) filed for the year ended June 30, 2012. The independent auditors found that amounts submitted by category for Distribution of Program Recipients and Expenditures by Type of Student were incorrect and unsupported as a result of a manual entry process which lacked necessary documentation to support the amounts submitted by category. The auditors recommended that the College establish a review process for the FISAP. The process should include a review of the FISAP prior to the submission of the report to the Department of Education. The review should be conducted by someone other than the person or office that prepared the report. The auditors also recommended that the College utilize its financial aid reporting software to eliminate errors caused by a manual reporting process.

   **Resolution:** The Director of Financial Aid & Veterans’ Affairs made the identified corrections to the FISAP by November 2013 as stated in the Corrective Action Plan. The Director was assigned the responsibility of comparing information provided by the report for expected outcomes and discrepancies. The FISAP data was then reviewed and confirmed by a Financial Aid Specialist prior to submission. Software reporting systems were reviewed and revised to provide accurate data. A revised review procedure was implemented that shows the separation of duties and accuracy of reporting.

2. Out of a sample of twenty-five students, it was found that a Return of Title IV funds calculation was not completed on one student that had received all “F’s” and ceased attendance prior to the 60% mark. The College’s policy at the time required attendance to be taken at its semester mid-term (as required by the Illinois Community College Board) and the College assumed any student who received a grade of all “F’s” and was attending at mid-term completed 60% of the semester. A student stopped attending shortly before mid-term and the instructor recorded the student as still attending when attendance was taken at mid-term. The student did not attend through the 60% threshold and did not earn all of his Title IV aid but no Return of Title IV funds calculation was completed.

   The auditors recommended that the College take attendance at the 60% threshold of the semester in addition to taking attendance at the 50% threshold.

   **Resolution:** On October 1, 2013, the College rescinded the policy assuming that any student attending at mid-term but receiving all “F’s” completed 60% of the semester. The College will use existing processes to identify students who receive all “F’s” in a semester. The student’s last date of attendance will be
obtained and the Return of Title IV funds calculation will be completed. The Director of Financial Aid will oversee these changes, and the Financial Aid department will work with Academic Services, Student Records, and Business Services to determine whether implementing an attendance requirement for the College after the 60% threshold is feasible.

**Financial Responsibility Requirements**

The Business Services Department is responsible for financial aid disbursements. The US Department of Education Blue Book is followed to meet Federal regulations and requirements. The Blue Book provides guidance for managing, keeping records of, accounting for, and reporting on the use of Federal funds. Annually, the Financial Aid department undergoes a study and evaluation of internal accounting controls used in administering federal financial assistance programs. This evaluation is performed as a part of the college’s annual audit completed by an external public accounting firm. Audit findings are provided in Appendix E.

The Comprehensive Annual Financial Report (CAFR) for the fiscal year ended June 30, 2012, can be found on the RCC website: [www.richland.edu/cafr](http://www.richland.edu/cafr)

Additional financial information is publicized and made available to the public on the RCC website at Budget & Annual Report: [www.richland.edu/budget](http://www.richland.edu/budget)

According to the Total Composite Financial Indicator Score for Richland Community College, the college has, for the past ten years, performed in the “Above” zone with no review required.

**Default Rates**

Richland Community College’s default rates for 2006 – 2013 are noted below. While a Default Rate Management/Corrective Plan has not been required of Richland, the Financial Aid Department has begun to explore methods to help in reducing default rates. Richland does not participate in private loan programs and does not have any preferred lenders.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rate Type</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>3 year official</td>
<td>18.0%</td>
</tr>
<tr>
<td>2010</td>
<td>3 year official</td>
<td>23.8%</td>
</tr>
<tr>
<td>2009</td>
<td>3 year official</td>
<td>25.9%</td>
</tr>
</tbody>
</table>

The College utilizes the National Student Loan Database System (NSLDS) Delinquent Borrower report to send delinquent borrower letters twice per semester. Different letters are sent to address students in early, mid, and late delinquent statuses. The Financial Aid Office also utilizes the Illinois Student Assistance Commission’s (ISAC) monthly default aversion assistance roster to send notifications to delinquent borrowers. The Financial Aid Department requires students to complete a Master Promissory Note and Entrance Counseling on the [https://studentloans.gov/myDirectLoan/index.action](https://studentloans.gov/myDirectLoan/index.action) website and submit a Federal Direct Loan Request Form to the office before processing a student loan. On the Loan Request Form, students are asked to provide answers to questions asked in the Entrance Counseling session including listing ways defaulting on a student loan can have a negative impact on the student, the current and remaining loan amount the student plans to borrow, and the projected debt the student will have upon completion of the degree.
Loans
Richland participates in the Direct Loan Program, which includes the Direct Subsidized Loan, the Direct Unsubsidized Loan, and Direct PLUS. These are low-interest loans to students made by the Department of Education. In order to receive a loan, students must apply for financial aid by filling out the Free Application for Federal Student Aid and completing their financial aid file prior to submitting a loan request. Students must be enrolled in 6 or more credit hours and not be on financial aid suspension to receive a loan. Loan counseling is required for all applicants. Eligibility for a Direct Subsidized loan is calculated prior to calculating the Direct Unsubsidized and/or Direct PLUS eligibility. For more information, contact the Financial Aid Office, Room C129.

Appendix F contains information on additional federal programs at Richland.

Campus Crime Information, Financial Aid, and Related Disclosures

Campus Crime Statistics
Pursuant to the Jeanne Clery Security Act, Richland Community College provides information relating to crime statistics and security measures on our website (http://www.richland.edu/info/stats) of the previous year’s crime statistics for current and potential students and employees.

A log of daily crime incidents is also kept by the Director of Safety & Security. The daily crime incident report is updated biweekly on Safety and Security’s website. Appendix G lists daily crimes pursuant to the Clery Act.

Student Right to Know
Consumer Information for Richland Community College can be found here:
http://www.richland.edu/info/consumerinfo

Consumer Information includes the following information:
- Graduation/completion by gender, ethnicity
- Receipt of Pell Grants
- Process of Student Withdrawal
- Cost of attendance
- Refund and return of Title IV policies
- Current academic programs and faculty
- Names of applicable accrediting agencies
- Description of facilities for disabled students

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Satisfactory Academic Progress and Attendance Policies

Financial Aid
All students seeking state or federal financial assistance are required to complete the Free Application for Federal Student Aid (FAFSA) for each academic year unless otherwise instructed. This application may be obtained from the Financial Aid Office in the Student Services Center, Room C129, from high school counselors, or at www.fafsa.gov. Early application is important. The FAFSA is accepted until June 30 in the academic year.

Standards of Academic Progress for Financial Aid Recipients
The Richland Community College Financial Aid Office is required by federal regulations to monitor academic progress toward a degree or certificate for all financial aid recipients.

In order to receive financial aid at Richland, a student’s total academic record, including transfer work, must be evaluated. The following three (3) conditions must be met each semester in order to receive financial aid in good standing:

Condition I. Cumulative Grade Point Average Standard
The following overall grade point average must be maintained:

<table>
<thead>
<tr>
<th>Cumulative hours attempted</th>
<th>GPA required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 15 hours</td>
<td>1.70</td>
</tr>
<tr>
<td>16 – 30 hours</td>
<td>1.85</td>
</tr>
<tr>
<td>31+ hours</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students who do not earn the above overall grade point averages will be placed on warning. Students who have attempted 48 credit hours and do not have a 2.0 GPA will be suspended from financial aid.

Condition II. Completion of Hours
Based on the student’s enrollment status at the end of the add/drop period, the student must complete 67% of credit hours attempted for the semester and for the academic career. Grades of A, B, C, and D are considered successful completion for the Credit Hour Completion Standard. Grades of F, W, or I do not count as passing grades; however, they will be reviewed for successful completion for financial aid purposes. A student with an incomplete class at the end of the term that prevents him/her from complying with the above conditions will be placed on warning or suspension until the class is completed and a grade is posted. The completion rate requirement also applies to developmental classes. While developmental hours are not counted in the cumulative grade point average calculation, they are reviewed for successful completion for financial aid purposes. All credits are counted as credits attempted even though financial aid may not have been received.

Condition III. Maximum Credit Hour Standard
Maximum time allowed for program completion is 150% of the current program requirements. The 150% limit includes all hours attempted, not just hours for which a student received financial aid. It includes grades of F, W, and I. A student requiring developmental education courses will be allowed an additional 30 credit hours attempted for developmental course work.

Students may appeal the 150% maximum time rule by filling out a Financial Aid Appeal available in the Financial Aid Office, Room C129.

Failure to meet Satisfactory Academic Progress Conditions I, II, or III listed above will result in Financial Aid Warning or Suspension. Progress will be checked at the end of each semester. Financial aid warning is not the same as academic probation.

2014 Richland Community College Federal Compliance Report
**Financial Aid Warning**
Students who do not meet the grade point average requirements and/or the completion of hours requirements must be placed on Financial Aid Warning. A student on warning may continue to receive state and federal grants, loans, scholarships, and work-study. If the conditions of warning are met and all other conditions for Satisfactory Progress are met, the student returns to good standing. Subsequent failure to meet the conditions for Satisfactory Academic Progress results in Financial Aid Suspension.

**Financial Aid Suspension**
Financial Aid Suspension will result in the loss of all state, federal, and veterans’ financial aid including loans, grants, and work study. Both of the following conditions must be accomplished during one semester in order to be reinstated:

1. Complete at least six (6) credit hours with no drops or withdrawals, at the student’s expense, and earn a 2.0 GPA for those six (6) hours. The cumulative GPA should follow Condition I.
2. The students should have at least a cumulative 67% course completion rate.

After fulfilling the above requirements, a student must notify the Financial Aid Office. The student will be placed on probation and must complete the terms on the Probation Contract in order to return to good standing.

Maximum credit hour limits for financial aid follow the U.S. Department of Education and the Illinois Student Assistance Commission regulations. Students will be terminated from financial aid once they have attempted 150% of the time frame needed to complete their degree program. The 150% limit counts all hours attempted, not just hours for which a student received financial aid. Students will be allowed to complete a Financial Aid Appeal if they feel unusual circumstances should be considered. Students who have attempted 120 credit hours and do not have a certificate or degree will not be eligible for financial aid at Richland Community College.

**Appeals**
A student may appeal financial aid suspension and the 150% limit by completing a Request for Consideration and submitting appropriate documents to the Director of Financial Aid. A student may appeal financial aid suspension and the 150% limit by completing a Financial Aid Appeal and submitting appropriate documents to the Director of Financial Aid. Appeals to be placed on financial aid warning from suspension must demonstrate circumstances beyond the reasonable control of the student, such as illness, accident or death in the family, and must include supporting documentation. If the student is not satisfied with the resolution, then a request for a formal hearing can be filed. A form to request a formal hearing can be obtained in the Student Services Center. Financial Aid appeals follow the College’s Student Resolution Process Chart. (See the Student Handbook.)

Students should submit a Special Circumstances form for a possible adjustment to the Expected Family Contribution for unusual financial circumstances such as loss of employment.

**Other Financial Aid Policies**
Federal financial aid applicants must have a high school diploma or GED or pass a U.S. Department of Education-approved test to determine the ability to benefit from post-secondary education. A student must be attending classes on a regular basis. Any student reported as not attending classes will have his/her financial aid adjusted accordingly. A student must be enrolled in an eligible program as approved by the U.S. Department of Education, leading to a certificate or degree. All courses taken must be applicable to that certificate or degree.

Financial aid will not cover audited courses.

**Disbursement**
The dates for disbursing Pell and/or loan checks are published prior to the beginning of each academic year. An enrolled student’s award will be determined by his/her hours of enrollment and attendance. For more information, check with the Financial Aid Office, Room C129.

[www.richland.edu](http://www.richland.edu)  
2014 Richland Community College Federal Compliance Report
Bills/Refunds to Pell Recipients

Bills or refunds to students attending Richland who receive federal financial assistance and who withdraw before completion of 61% of the semester will be calculated on a pro rata basis on the federal government’s Return of Title IV Funds rules. These rules calculate student federal awards based on the period of time he or she remained enrolled. The pro-rated calculation may affect the balance of tuition and fees that the student owes the College. It may also result in the student owing a repayment to the federal government of federal funds previously disbursed to the student.

Verification

All federal and state financial aid students are required to sign a Policies and Procedures Statement. Students selected for verification by the Department of Education Central Processing System are required to submit certain financial documents that verify the financial information reported on the Free Application for Federal Student Aid (FAFSA) and a Verification Worksheet.

Veterans’ Affairs

Veterans may be eligible for federal and/or state benefits to assist them in completing a certificate or associate’s degree or for transportation courses. Information is available in the Financial Aid and Veterans’ Affairs Office, Room C129, at www.richland.edu/veterans or on the web at www.gibill.va.gov and www.collegeillinois.org. Richland offers the following veterans’ programs:

- Chapter 30 – Montgomery GI Bill – Active Duty Educational Assistance Program
- Chapter 31 – Disabled Veterans – Vocational Rehabilitation
- Chapter 32 – Veterans’ Educational Assistance Program (VEAP)
- Chapter 33 – Post 9/11 GI Bill
- Chapter 35 – Survivors and Dependents’ Educational Assistance Program
- Chapter 1606 – Montgomery GI Bill – Selected Reserve Educational Assistance Program
- Chapter 1607 – Reserve Educational Assistance Program (REAP)
- Illinois Veteran Grant – www.collegeillinois.org
- Illinois National Guard Grant – www.collegeillinois.org
- MIA/POW Scholarship – www.collegeillinois.org

Veterans must first apply for VA benefits using the VONAPP at www.gibill.va.gov.

Veterans requesting benefits from the US Department of Veterans’ Affairs are expected to inform the Richland Financial Aid and Veterans’ Affairs Office of their enrollment each semester. When applying for benefits, a veteran must submit a certified Member 4 copy of the DD214 or a Notice of Basic Eligibility (NOBE). An official academic transcript from all colleges or universities previously attended must be submitted to the Student Records Office for evaluation of transfer credits. If all transcripts are not evaluated, benefits may be suspended.

Veterans receiving benefits from the VA must inform the Financial Aid Office each semester that they want to be certified for benefits. Only courses needed for the educational program will be certified. Veterans receiving benefits from the VA are encouraged to complete all credit hours certified each semester. If a veteran stops attending any course, even though he or she may not have withdrawn from the course, the veteran is responsible to report the last date of attendance to the Financial Aid and Veterans’ Affairs Office.

“Accelerated” courses or independent study courses may affect monthly benefits, so veterans are advised to see the Director of Financial Aid and Veterans’ Affairs before enrolling in these courses.

Veterans who receive benefits from the Department of Veteran Affairs must meet the same Satisfactory Academic Progress guidelines for financial aid recipients. Each type of military benefit has its own limit.
Student receiving military benefits will be placed on warning and suspension in the same manner as other financial aid students.

Students who receive the Illinois Veteran Grant, Illinois National Guard Grant, or the MIA/POW Scholarship must meet the College’s GPA standard. Veterans receiving these benefits should inform the Financial Aid and Veterans’ Affairs Office each semester.

Veteran Tutorial Assistance
The Academic Success Center, Room S118, offers tutoring for students who need extra help in courses.

Academic Standards

Graduation
A cumulative grade point average (GPA) of 2.00 or higher, depending on the program, is required to receive an Associate’s Degree or certificate. Specific programs may require a higher program GPA for graduation. Courses numbered below 100 are excluded in the cumulative grade point average but will be included in the semester grade report beginning spring 2000.

Probation
A student may be placed on academic probation for failure to achieve the minimum cumulative GPA required for good standing as shown below:

<table>
<thead>
<tr>
<th>Cumulative hours attempted</th>
<th>GPA required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 15 hours</td>
<td>1.70</td>
</tr>
<tr>
<td>16 – 30 hours</td>
<td>1.85</td>
</tr>
<tr>
<td>31+ hours</td>
<td>2.00</td>
</tr>
</tbody>
</table>

A student on academic probation is encouraged to meet with his or her assigned academic advisor in Enrollment Services to discuss career and educational goals. The advisor may suggest a reduced number of courses to improve chances for success, a different program of study, or repeating courses previously taken with a grade of “D” or “F.” The student may wish to utilize the Academic Success Center, Room S117, for tutorial assistance.

The student must achieve at least a 2.00 GPA during the following semesters after being placed on academic probation until being placed on good standing as illustrated in the previous chart.

Suspension
Failure to achieve a 2.00 GPA will result in academic suspension from the College for one or more semesters, excluding the summer term. An appeals procedure is available through the Judicial Board. See the Student Resolution Process Chart in the Student Handbook.

Dropping a Course
Students dropping after the ninth day (or equivalent) of traditional session classes each term will have a grade of W recorded on their permanent academic record. Students are responsible for submitting the withdrawal to Student Services. All withdrawals must be filed no later than 7 days prior to the end of the course (inclusive of finals). Students are advised to contact their instructor and financial aid before dropping.

Administrative Drop
Prior to submitting a final grade roster, an instructor may drop a student who has failed to meet attendance standards or attain sufficient progress in the course but is not required to do so.

Withdrawing from a Course or the College
Students dropping after the ninth day (or equivalent) of traditional session classes each term will have a grade of W recorded on their permanent academic record. Students are responsible for submitting the withdrawal to Student Services. All withdrawals must be filed no later than 7 days prior to the end of the course (inclusive of
finals). Students are advised to contact their instructor and financial aid before dropping a course. A grade of “W” will be given for current courses if the courses are officially withdrawn.

Repeating a Course
Students may repeat any course taken at Richland Community College with the understanding that the earlier grade and credit hours will be replaced by the most recent, even if the most recent grade and credit hours are lower. Students should be cautioned that some colleges include all grades earned in computing grade point averages even if the course has been repeated.

Refund Policy
Richland Community College’s refund policy is based on full payment of tuition, fees, and other charges. Students who register and then officially withdraw from any or all classes at the College will have a portion of their tuition returned according to the schedule determined by the Business Services Office and posted at the Cashier’s window and online.

All withdrawals and drops must be initiated by the student and must be processed through the Student Services Center to be eligible for a refund. Course fees and all other fees are non-refundable after classes begin.

Regular Semester/Summer Term:
- Prior to beginning of semester: 100%
- First nine days of classes: 100%
- After the first nine calendar days of classes: 0%

Non-traditional Session/Course:
Certain courses do not fall within the traditional session periods. See the refund schedule online or in the Business Services Office, Room C129. Students receiving the Federal Pell Grant will receive refunds computed in accordance with Federal regulations.

Residency
A student is considered a resident of Richland Community College District 537 if the student establishes a permanent residence in the District for at least 30 days prior to enrollment. The College is authorized to require such written documents, affidavits, verifications or other evidence as are deemed necessary to determine residency.

Class Attendance
Regular attendance is necessary for satisfactory college work. Richland faculty will take attendance at least through the midterm of the semester.

At midterm, the College may administratively drop students who have failed to meet the attendance standard as certified by the instructor. See Dropping a Course, for more information.

Contractual Relationships
None to report.

Consortial Relationships
None to report.

2014 Richland Community College Federal Compliance Report
Section F.

Required Information for Students and the Public

Richland Community College makes available general academic information on its website and in print documents including the College Catalog and specialized brochures and pamphlets. These print documents are available in the Student Services Center, Business Services, division offices, and other support services offices. Visitors to the main navigation webpage may utilize general links in a blue band at the top of the page, including Home, About Us, Academics, Foundation, and Services; a search tool on the left side of the page; and an index on the bottom of each webpage. Hovering over each of the general links in the blue band will initiate a drop down box with descriptive headings that lead to the desired information, such as Programs and Degrees, College Divisions, Schedules and Catalogs, Online Learning, Special Programs and Opportunities and Academic Resources in the drop down box for Academics.

Richland must also provide information under the Higher Education Act of 1965, as amended, and the Family Education Rights and Privacy Act. Students and the public may access this information on the website at http://www.richland.edu/info/consumerinfo.

The public may access information about the Board of Trustees, including agendas for upcoming Board meetings, agendas and minutes for previous meetings, and the Board Policy Manual, on the website.

The following publications share accurate, timely, and detailed information to both prospective and current students and to the community:

- Richland Community College Catalog (annual print publication and available online)
- Student Handbook (annual print publication and available online)
- Noncredit schedules (published three times per year in print and available online)
- Richland Community College Budget (annual publication)
- Recruitment materials (ongoing and as needed)
- Facilities Master Plan (created in a 5-year cycle and submitted to the Illinois Community College Board)
- College Strategic Plan (created in a four-year cycle and available on the College website and in print)

Richland is also required by the U.S. Department of Education to disclose information for any financial aid eligible program that “prepares students for gainful employment in a recognized occupation.” This information is available on the website at http://www.richland.edu/info/employmentinformation

The Marketing Office and appropriate staff review webpages regularly to assure that information is accurate, hyperlinks are functioning, and content is current. New program/service information is added to the website as needed.
Section G. Advertising and Recruitment Materials and Other Public Information

The Marketing and Public Information Office is responsible for the coordination and creation of marketing, advertising, and promotional materials of all areas of Richland Community College. Under the auspices of the Executive Director of Public Information, the Marketing Department is the primary contact for the media and creates all press releases and news advisories for the College and provides multimedia services. The Marketing Department is also responsible for ensuring that the College’s marketing materials convey a constructive and consistent brand. In an effort to communicate internally as well as with faculty and staff served by the Marketing Department, the Marketing Team has produced process mapping flow charts, available on the website. These maps show the processes, measure process efficiency, and communicate the roles and responsibilities of the department with the College.

To ensure accuracy and timeliness, the Marketing Team works with stakeholders to gather necessary information and to understand the intended results, and this collaboration continues throughout the development of all materials and press releases. The stakeholder receives proofs of materials throughout development and must approve the final product before printing or release to the public. The Marketing Team also collects feedback from stakeholders and the community on efficacy and timeliness of the information and adjusts production timelines and strategies prior to development of materials in subsequent semesters.

One recent example was the Marketing campaign for Spring 2014 Registration as the campus decided to move from print schedules to online schedules (see Appendix H for the campaign promotion). Several stakeholder groups were involved. Additionally, accuracy and timeliness were enhanced by use of the timeline.

Richland Community College communicates with its constituency groups in a variety of ways:

General Public and the Community
Consistent contact has been established in reaching the general public and the District served by the College. Media used include the following:

- Print Media – Newspaper and Magazine – Press releases are distributed regularly to both print and radio in addition to the use of paid advertising. In addition, community calendar items are also submitted.
  - Herald-Review Newspaper
  - The Torch
  - The Business Journal
  - Thrive Entertainment Magazine
  - The Decatur Tribune
  - Blue Mound Leader
  - Clinton Journal
  - Mt. Zion Region News
  - The Sentinel
- Radio Stations located within the District – Press releases are distributed regularly to both print and radio in addition to the use of paid advertising. In addition, community calendar items are also submitted. Guest speakers frequently attend interview shows and talk with local hosts.
  - Cromwell Radio Group: WEJT, WYDS, WZNX, WZUS
  - Neuhoff Radio Group: 1050 The Fan, WSOY, 95Q, Y103
  - WHOW/WESC
  - WXFM/WDKR
- Television – paid advertising that has been placed throughout shows that will reach intended target.
  - Comcast Cable, FOX-TV, CW-TV, WAND-TV
• Bulk Mail – Postcards reminders, Schedules, and the Clinton Higher Education Center’s schedule are distributed to all households in the District.
• Direct Mail – Targeted direct mail pieces are sent to specified target markets and addresses within the District.
• Social Media Sites – Use of Facebook, YouTube, LinkedIn and Twitter.
• College Website – Scrolling features at the top of the main page as well as announcements for events are updated regularly. It will be an ongoing focus to track the College website using Vanity URLs that were created in order to track the traffic (through Google Analytics). News, events, and meeting minutes are updated regularly on the website.
• Mobile Media Advertising – placed through District newspaper – Decatur Herald-Review.
• Electronic Billboards – Digital billboards located in both Decatur and Clinton, Illinois.
• Richland’s Electronic Sign – scrolling messages placed for events, registration, etc.

Prospective Students
The College’s efforts are targeted to reach potential students through targeted advertising and communications methods:

Summer/Fall and Spring Enrollment and Registration campaigns were designed with consistent messages that are delivered a number of ways. Each message points prospective students to a vanity URL that could be measured by Google Analytics. The following communication methods were used:
• Bulk Mail – Postcard Reminder to every household in the District
• Television Commercials
  o Comcast Cable, FOX-TV, CW-TV, WAND-TV
• Radio Commercials
  o Cromwell Radio Group: WEJT, WYDS, WZNX, WZUS
  o Neuhoff Radio Group: 1050 The Fan, WSOY, 95Q, Y103
  o WHOW/WESC
  o WXFM/WDKR
  o Electronic Billboards
  o Richland’s Electronic Sign
• Print Media - advertising
  o Herald-Review Newspaper
  o The Torch
  o The Business Journal
  o Thrive Entertainment Magazine
  o The Decatur Tribune
• Social Media Sites – Facebook and YouTube
• College Website – www.richland.edu
• Direct Mail Campaigns to high school students and parents of high school students
• Campus Tour Days invitations sent to high school students
• Campus Events such as College 101, college fairs, community events, regular high school visits and presentations

Current Students
Regular communication with its students about programs and policies occurs through the following methods:
• Campus Vision – campus television screens located throughout campus
• Email Blasts – directed and bulk emails sent to students concerning important events and information along with instruction if necessary
• Hallway Campaigns – signage located throughout campus promoting a central theme or program, for instance, all the Clubs and Organizations that are active on campus
• Scholarship Opportunities – hosted by Richland’s Foundation
• Social Media – Main Facebook and YouTube pages; various clubs and organizations also maintain Facebook pages – with a marketing representative that regularly checks the pages to ensure they are updated regularly
• myRichland portal – Personalized messages can be updated for students on their home screens. Richland Student Portal for Academic Information, including degree audits, financial aid awards, and schedules, Student Account Maintenance, web-based e-mail, & Learning Resource Center remote databases.
• Canvas – Canvas is the Learning Management System being used at Richland.
• Special events held throughout the year such as career fairs, volunteer fairs, and transfer fairs
• In-house flyers and posters
• Computer log-in screens used to relay information on public computers
• Student Handbook and Planner – This annual print publication is provided to every student and includes facility information resource and service information, College policies, and a planning calendar. It is also available on the College website.

Alumni, Donors, Friends
The Richland Community College Foundation is a not-for-profit corporation seeking private funds that provide distinction in the educational programs and facilities at Richland Community College. They provide information about scholarship, alumni, and donor opportunities in the following ways:
  • Alumni Recognition Programs - Distinguished Alumnus Award, Alumni social events,
  • Direct Email communication
  • Direct Mail pieces
  • myRichland Student Portal
  • Annual Giving Campaigns
  • Special Events - Scholarship Dinners, Scholarship Receptions, Annual Golf Tournament, Retiree Recognition Luncheon
  • Scholarship Distribution to over 500 students annually

Mark of Affiliation
HLC’s Mark of Affiliation can be found on Richland Community College’s website here: http://www.richland.edu/effectiveness.

Another link can be found here: http://www.richland.edu/info/consumerinfo.
Section H.

Review of Student Outcome Data

Student Outcome Data
Richland Community College collects information about student outcomes from various data sources. The Office of Institutional Effectiveness & Planning is in charge of collecting the data systematically to enhance student access, engagement, and success. Specialists within the Administrative Information Systems (AIS) Office assist in making Jenzabar data, Richland’s enterprise system, accessible to Richland employees.

The IEP Office compiles an Institutional Year Book annually, which provides access to archival, or historical, information and snapshots of periodic data, including trend data for topics such as enrollment by academic term and dual-credit students. Employee data (i.e., age, educational attainment, race/ethnicity, etc.) is also provided. Its purpose is to aid in decision-making regarding institutional planning, self-study, public relations and communications.

Since Richland’s 2010 Environmental Scan and as a result of the previous Systems Portfolio, Richland has increased its emphasis on standardization of data collection, analysis, and action, the concept of “data-informed decision making.” To Richland’s benefit, the Illinois Community College Board (ICCB) compiles data from Illinois’ 48 community colleges and prepares the data for IPEDS submissions. ICCB’s Management Information Systems (MIS) Manual provides institutional definitions for the data and aids in collecting information regarding student retention, persistence and completion. As of November 2013, Richland Community College is a member of the Voluntary Framework for Accountability (VFA). As the College moves forward, the VFA will assist in defining additional definitions to be used institutionally and enhance current data collection practices.

Richland Graduation Information

Moreover, Richland has been steadily working to develop its Balanced Scorecard. Begun in 2010, a Continuous Improvement Process Team (CIP) furthered the work needed to produce Level 1 of the Balanced Scorecard. Indicators to be measured are mapped to the current Strategic Plan. A Cabinet member has been assigned to monitor each of the indicators. Additionally, careful analysis is a part of setting threshold goals annually. The Level 2 Indicators are currently being explored and analyzed through Richland’s Program Review process. A representative group of deans, vice presidents, and directors have been gathering to revise the current Program Review process. Deans are important to this process as they use program review to strategically plan budgets for the next 5 years. ICCB has changed its requirements for Program Review submission; thus, one of
Richland’s CIP Teams is working to revise, streamline and centralize the process for program review, including Career and Technical Education Programs, Academic Programs, Cross-Disciplinary Programs, and Student and Academic Services. Level 2 Indicators include program and course retention, class fill rate, and completion rates. As a result of initial discussion, common reporting programs have been created and are accessible not only by deans creating the program reviews but also by Program Directors looking for information such as enrollment, retention, and graduation rates. A critical part of the planning has been the acknowledgement that while Program Reviews are completed to meet state requirements, they must also be designed to bring about meaningful changes for programs and services. The team continues to explore how to gather and interpret the data and information and then to create and act on recommendations for program improvement.

Cross-disciplinary outcomes are required on all master syllabi submitted to the Academic Standards Committee. Assessment of course and program outcomes has been on hold as a CIP Team has been working to improve the assessment process. The CIP Team named Assessment of Cross Disciplinary Outcomes, builds on the work of the standing Cross-Disciplinary Outcomes Taskforce which identified four general education learning outcomes for all degree-seeking students, developed an online matrix in which faculty identify which outcomes they address and assess in their courses, and trained faculty in the use of the matrix. The goal of this CIP Team was to expand the current student learning outcome assessment process to document both cross-disciplinary (institutional) and program outcomes, to use the results for improvement, and to provide evidence of metrics in program review and other College reports. The team developed a general framework for Student Learning Outcomes (SLO) Assessment and a specific process with timeline for assessing the existing Cross-Disciplinary Outcomes (CDO) to begin spring 2014. The proposed plan is a continuous improvement process that evaluates student artifacts (chosen from the Cross-Disciplinary Outcomes Matrix) using rubrics created by teams of Richland faculty from across divisions. Results are evaluated, improvement plans created, implemented, and reassessed. Each year, a different outcome undergoes this process, which provides evidence and quantitative data of student learning. It identifies areas of strengths and concerns that lead to improvement plans and reassessment. Analyzing data from the Cross-Disciplinary Outcomes Matrix will identify gaps in assessment and guide in selection of appropriate courses to provide student learning artifacts.

The Student Success Division is evaluating the use of the Council for the Advancement of Standards (CAS) information to improve co-curricular assessment of student learning.

As reorganization has occurred in Career Services, the College is looking at ways to increase participation in tracking the success of graduates. ICCB annually conducts a Career and Technical Education (CTE) Follow-Up Study, and each community college is in charge of contacting its graduates regarding educational status, employment status, salary, state of employment, and job satisfaction. Participation rates have been low in past years, but internal areas are working collaboratively to develop sustainable practices to increase the rates. Lastly, many CTE areas are required to collect licensure and certification pass rates for their students. Much of this information is used in program review for program improvement. A few examples of pass rates are below.

**AD Nursing NCLEX-RN Pass Rates**

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

*Below national pass rate so benchmark not meet*
Surgical Technology Program Effectiveness Data

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

*These not measured until minimum 6 months after graduation. Too soon to have results.

As stated earlier, while the assessment process is being evaluated, course and program improvements have continued. Brief excerpts from improvement plans are provided.

Adult Education Program Improvement

Richland Community College Adult Education continues to address the need for English language, basic literacy, workplace literacy, and college and career readiness skills instruction while working to transition all eligible students into college or the workforce. Adult Education funding is based, in part, on program performance. The National Reporting System (NRS) level completion rate is the primary measure of both program performance and student learning for Adult Education. A student’s NRS level is measured by performance on the TABE or CASAS test. The program NRS level completion rate is then calculated based on the rate of students who make one or more NRS level gains between pre- and post-testing. In FY11-FY12 Richland Adult Education NRS level completion rates were significantly lower than the ICCB target benchmark.

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

In FY13 the following changes were made to improve NRS level completion rates other overall program performance outcomes:

- Administrative services were restructured to allow for increased course offerings.
- The intensity and duration of instructional services was increased.
- Mandatory orientations were implemented to administer assessments, register students, discuss program requirements, and address possible barriers prior to enrollment.
- The enrollment process transitioned from open enrollment (weekly registration) to fixed enrollment for all ABE and ASE on-campus courses.
- Structured case management was developed to address barriers and attendance issues.

The following NRS level completion data, disaggregated by instructional level, demonstrates the program improvement from FY11 to FY13.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>ABE Beg Lit</th>
<th>ABE Beg</th>
<th>ABE Inter Low</th>
<th>ABE Inter High</th>
<th>ASE Low</th>
<th>ASE High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>33.33%</td>
<td>14.29%</td>
<td>20.29%</td>
<td>16.81%</td>
<td>23.60%</td>
<td>30.91%</td>
</tr>
<tr>
<td>2012</td>
<td>33.33%</td>
<td>0.00%</td>
<td>15.07%</td>
<td>13.82%</td>
<td>17.95%</td>
<td>14.71%</td>
</tr>
<tr>
<td>2013</td>
<td>100.00%</td>
<td>65.71%</td>
<td>37.88%</td>
<td>33.33%</td>
<td>55.56%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>
In FY13 Richland’s Adult Education program made significant improvement and exceeded the state NRS performance target of 36% with an NRS level completion rate of 42%.

Adult Education is currently making the following improvements:

- Offering eight week sessions of leveled courses to increase transitions between levels and streamline instruction
- Adding an education and workplace skills class on-site at the Decatur Foundry to expand community reach
- Implementing an Evidence-based Reading Instruction (EBRI) course to meet the needs of readers between the 4 and 8.9 reading levels
- Developing and implementing a basic Math Foundations course

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

MATH 096 Course Improvement

After the first semester of MATH 096 (Fall 2011), it was clear that significant changes needed to be made in order to consider it to be a viable course. A host of changes were made with regards to curriculum, coordination of tasks, student motivation/organization, and overall targeting of students who need the most assistance. These changes helped the pass rates to be consistent with the pass rates of traditional developmental math classes before the creation of the Math Enrichment Center in 2010.

In the end, though, the pass rates plateaued despite the implementation of a second round of changes in fall 2012. After two years of running MATH 096, stakeholders realized that all of the available options to improve pass rates have been exhausted, and the issues of student procrastination and lack of motivation that are common in developmental math classes were too much to overcome in the loosely structured format of MATH 096. The difficult decision was made to end the course after Fall 2013.

In the meantime, the MEC is still being utilized, as it became open to students in all math classes, along with any other classes where math assistance is needed, in Fall 2013. Three hybrid sections of MATH 091, along with one hybrid section of MATH 098, were implemented in Spring 2014, enabling students to continue to use the self-paced features of MyMathLab, only with the inclusion of the defined class time that was missing in
MATH 096. This lack of defined class time was the only issue that could not be changed in MATH 096 due to its structure and format and due to large class sizes prohibiting the use of a classroom. It is too soon to tell if the switch to hybrid sections will be successful, but it is being closely monitored during the Spring 2014 pilot phase.
Section I.
Standing with State and Other Accrediting Agencies

Richland Community College undergoes regular review by the Illinois Community College Board on a 5-year cycle. The most recent Certificate of Recognition was awarded on June 3, 2011, and is effective through July 1, 2015.

In addition, several programs have undergone accreditation reviews by national/state agencies. The table below includes program, agency, original/reaccreditation dates, and benefits to students. Richland continues to investigate opportunities for program accreditation; the table also lists applications in process. Accreditation information is available on the website at http://www.richland.edu/effectiveness/accreditation. Documentation on specific programs is available for internal access in the Accreditation folder on the College Intranet. Accreditation information is included in Appendix I.

Specialized Program Accreditation

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Program</th>
<th>Origination/Reaccreditation Date</th>
<th>Benefits to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Nursing (ADN)</td>
<td>Accreditation Commission for Education in Nursing, Inc. (ACEN)(formerly National League for Nursing Accrediting Commission—NLNAC)</td>
<td>September 1996 - October 2009 - July 2012 Follow Up Report Accepted</td>
<td>A peer review process that determines if academic programs meet public confidence</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>National Automotive Technicians Education Foundation (ASE Certification)</td>
<td>October 2011 (Master Accreditation)</td>
<td>Recommended for employment; students may sit for ASE Certification exams</td>
</tr>
<tr>
<td>Radiology (AAS)</td>
<td>Joint Review Committee on Education in Radiologic Technology (JRCERT)</td>
<td>Applied October 2012</td>
<td>A peer review process that determines if academic programs meet public confidence</td>
</tr>
<tr>
<td>Surgical Technology (AAS)</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>April 22, 1999 - Renewed November 15, 2013 (until 2023)</td>
<td>Required to take National Board of Surgical Technology and Surgical Assisting certification exam</td>
</tr>
<tr>
<td>Medical Transcription (AAS)</td>
<td>Association for Healthcare Documentation Integrity (AHDI)</td>
<td>Sept. 2007 - Renewed June 2013</td>
<td>Recommended for employment</td>
</tr>
<tr>
<td>Information Technology—Network Technology (AAS)</td>
<td>Cisco Certified Network Associate (CCNA) Academy</td>
<td>Fall 1999 - Renewed 2012</td>
<td>Recommended for employment</td>
</tr>
<tr>
<td>Health Information Technology (AAS)</td>
<td>Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)</td>
<td>September 2013</td>
<td>Generally required for Medical Coders</td>
</tr>
<tr>
<td>Culinary Arts (AAS)</td>
<td>American Culinary Federation (ACF)</td>
<td>In Progress—Self-Study in Progress; site visit in April</td>
<td>Credential for certified culinarians.</td>
</tr>
<tr>
<td>Network Technology (AAS)</td>
<td>CompTIA Authorized Academy Program</td>
<td>In Progress</td>
<td>Recommended for Employment</td>
</tr>
</tbody>
</table>

Certified Programs
Business and Technology Division
- National Institute for Automotive Service Excellence (ASE)
- Evaluated by the National Automotive Technicians Education Foundation (NATEF)
- Association for Healthcare Documentation Integrity (AHDI)
Health Professions Division

- EMT-Basic – Illinois Department of Public Health
- EMT-Intermediate – Illinois Department of Public Health
- EMT-Paramedic – Illinois Department of Public Health
- Certified Nurse Aide Program – Illinois Department of Public Health
- AAS Nursing is granted accreditation by the National League for Nursing Accrediting Commission (NLNAC).
- Radiography Program is a recognized educational program by the American Registry of Radiologic Technologists (ARRT).
- Surgical Technology Program is granted accreditation by the Commission on Accreditation of Allied Health Educational Programs
  CAAHEP, 1361 Park Street
  Clearwater, FL 33756
  (727) 210-2350
  www.CAAHEP.org
Section J.

Public Notification of Opportunity to Comment

Richland Community College is in compliance with the Commission’s goals and expectations related to notifying key constituents of its relationship with the Higher Learning Commission and of the solicitations of third-party public comment as part of the accreditation process. To ensure compliance, the College has 1) identified those to be notified of opportunity to comments: general public of District 537, students, potential students, and 2) selected media used for placement of notification: Current students; General Public and Potential Students (website, district newspapers)

Public Notice

The following is an example of the notice placed in District newspapers as well as on the Richland website: