

2008-2011 Strategic Plan



Richland Community College

COMMITMENT

RESPECT

EXCELLENCE

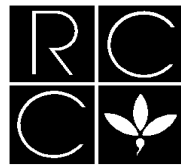
ACCOUNTABILITY

DIVERSITY



Celebrating Over 35 Years of Educational Excellence

Richland Community College Strategic Plan 2008-2011



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Richland Community College Vision

To be the premier source for education, workforce training, partnerships, and economic development

Mission

To offer educational programs that enable students to achieve their potential by obtaining the abilities, attitudes, and skills needed for personal and professional growth.

The College's Mission is partially prescribed by the State of Illinois, and it responds to the purposes of a comprehensive community college. The College achieves its mission and purpose by offering the following programs and services:

- The first two years of a baccalaureate, transfer education;
- Occupational/Technical courses, certificates and degrees leading directly to work;
- Basic educational courses and programs designed to prepare students to engage in college study;
- Continuing and community education courses and programs to encourage lifelong learning;
- Student development programs to assist in developing educational and career goals;
- Academic support programs which are supplemental to teaching and learning;
- Community education activities which contribute to the growth and enrichment of the students in the community; and
- Community service programs that establish linkages with business, industry, and government for the purpose of promoting economic growth and well being in Central Illinois.

Core Values

Commitment * Respect * Excellence * Accountability * Diversity

Introduction to the Richland Community College 2008-2011 Strategic Plan

The Strategic Planning Team is pleased to present the Richland Community College 2008-2011 Strategic Plan. The planning process involved both internal and external stakeholders and utilized information gathered from a number of sources.

The first step of the Plan was the completion of an Environmental Scan, a snapshot of Richland Community College and internal and external influences. In January 2007, Dr. Gayle Saunders, President, convened the Environmental Scan Team, comprised of stakeholders representing Human Resources, faculty, Business Services, and other key areas of the College. The Scan is composed of three sections: an external scan of national, state, and District demographics; an internal scan of fiscal and human resource issues, governance, and other general areas of the College; and a section on teaching and learning, which includes student demographics and an examination of programs and services related to teaching and learning. The Team examined trends over the past ten years and identified opportunities and challenges that might affect RCC's future.

In September 2007, Dr. Saunders convened a team of College stakeholders to serve on the Strategic Planning Team. The charge for the Team was to create a strategic plan to guide the College's actions and initiatives in meeting the vision and mission of Richland Community College and reflecting the core values of *commitment, respect, excellence, accountability, and diversity*. The Team included stakeholders from across the College: faculty, deans, Campus Life, Technical Services, Marketing, Financial Aid, Student and Academic Services, and Finance and Administration.

The Strategic Planning Team used the Environmental Scan as a primary source of information, and compiled additional information, including the results of visioning activities completed by the Board of Trustees at two retreats, one in January 2007 and one in July 2007. At both retreats the Trustees identified College priorities supporting the vision and mission. Documents such as the 2005, 2006, and 2007 Strategic Plan Priorities, the REACH public engagement recommendations, and planning activities done by internal stakeholders all served as resources for the Team.

The Team initially determined that the three goals of the previous Strategic Plan were still viable. Through several meetings and activities, the Team created strategies, actions, and measures/deliverables that would support the three goals and the vision and mission of the College. In addition, the Team used the concept of sustainability as a guiding principle for the inclusion of strategies and actions.

The completed 2008-2011 Strategic Plan addresses the importance of teaching and learning, collaborative relationships, and College operations, with attention to human resources, fiscal responsibility, and partnerships in the District and beyond. The next step is to identify priorities for 2008; the strategies and actions allow College staff to be flexible in the development of work plans that relate to their areas and in meeting the needs of the District as new opportunities arise.

The Board of Trustees and the College community will receive regular updates on progress. At the end of each year, new priorities related to the strategies will be identified and addressed, allowing the Plan to serve as a living document that will reflect the dynamics of the District and the citizens served by Richland Community College.

Environmental Scan Team

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Ex-Officio Members

Greg Florian, Vice President, Finance and Administration
Jane Johnson, Vice President, Student and Academic Services
Dr. Gayle Saunders, President

2008-2011 Strategic Plan Goals and Strategies at a Glance

Goal 1: To enhance, strengthen, and advance TEACHING AND LEARNING.

Strategy A: Improve the effectiveness of programs and services that support and/or enhance student success.

Strategy B: Improve the effectiveness of programs and services that support and/or enhance college preparedness.

Strategy C: Enhance and expand a global perspective within the curriculum.

Strategy D: Align curriculum with local, regional, and global stakeholders' needs.

Strategy E: Enhance alternative methods of curriculum delivery to meet student needs.

Goal 2: To enhance, strengthen, and advance COLLABORATIVE RELATIONSHIPS.

Strategy A: Cultivate and enhance external partnerships that support teaching and learning and that promote a seamless transition to College.

Strategy B: Cultivate and enhance external partnerships for workforce training and economic development that promote employment opportunities.

Strategy C: Increase activities that build a positive sense of community for current students, alumni and friends, and the District.

GOAL 3: To enhance, strengthen, and advance COLLEGE OPERATIONS.

Strategy A: Ensure sustainability of the College's human resources.

Strategy B: Enhance processes that promote financial sustainability.

Strategy C: Increase effectiveness of institutional infrastructure.

Strategy D: Promote awareness of RCC programs and services.

Strategy E: Enhance processes that measure the effectiveness of Richland Community College.

Richland Community College 2008-2011 Strategic Plan

Goal 1: To enhance, strengthen, and advance TEACHING AND LEARNING.

Strategy A: Improve the effectiveness of programs and services that support and/or enhance student success.

Action	Measures/Deliverables
a. Implement an institutional Outcomes Assessment plan, including cross-disciplinary, program, and course outcomes.	Course, program, and cross-disciplinary outcomes verified; baseline data defined. KPI's for outcomes determined.
b. Implement a comprehensive retention plan to reduce attrition.	Student support initiatives that decrease attrition rate implemented.
c. Increase the effectiveness of student services on campus.	Access, traffic, enrollment, and satisfaction increased.
d. Expand opportunities that provide basic student technology training.	Opportunities for training and implementation of those opportunities increased.

Strategy B: Improve the effectiveness of programs and services that support and/or enhance college preparedness.

Action	Measures/Deliverables
a. Implement activities designed to increase retention in developmental education courses.	Target retention rate determined. Retention rate increased.
b. Offer placement testing opportunities for high school students to ensure early academic intervention.	Baseline data defined. Appropriate intervention strategies developed and implemented. Number of recent high school graduates who place in RCC college-level courses increased.

Strategy C: Enhance and expand a global perspective within the curriculum.

Action	Measures/Deliverables
a. Offer international educational exchange opportunities for students, faculty, and staff.	Participation in international opportunities by students, faculty, and staff increased. Integration into classroom activities increased.
b. Implement plan to increase international student enrollment and involvement.	International student population and involvement increased. International student support programs in place.
c. Infuse a cross-cultural perspective into the curriculum and extracurricular student opportunities.	Baseline of activities and awareness determined. Faculty/staff training for cultural infusion activities held. Number of new and revised cross-cultural courses and activities increased.

Strategy D: Align curriculum with local, regional, and global stakeholders' needs.

Action	Measures/Deliverables
a. Assess existing curriculum to determine curriculum alignment with stakeholder needs.	Regular assessment conducted. Programs revised as needed to align curriculum.
b. Develop new programs and courses to meet regional and global workforce needs.	Programs and courses developed and offered.
c. Develop and offer additional courses and programs that support personal and professional needs.	Community education needs identified. Programs and courses developed and delivered.

Strategy E: Enhance alternative methods of curriculum delivery to meet student needs.

Action	Measures/Deliverables
a. Review current class/program scheduling to determine alignment with student needs.	Review completed and schedule adjusted as needed.
b. Expand opportunities for co-curricular or service learning experiences.	Co-curricular and service learning opportunities increased.

Goal 2: To enhance, strengthen, and advance COLLABORATIVE RELATIONSHIPS.

Strategy A: Cultivate and enhance external partnerships that support teaching and learning and that promote a seamless transition to College.

Action	Measures/Deliverables
a. Offer activities with K-12 teachers and staff that will aid in student transition from high school to college.	Activities identified and offered. Teacher/staff participation increased.
b. Increase the number of dual credit courses and programs and the number of dual credit students.	Number of dual credit agreements and number of dual credit students increased.
c. Develop partnerships for technology acquisition and training to increase technology literacy.	Technology partnerships developed. Training program (credit/noncredit) developed and implemented.
d. Increase the number of articulation agreements and completion opportunities for students.	Articulation agreements and completion agreements increased.

Strategy B: Cultivate and enhance external partnerships for workforce training and economic development that promote employment opportunities.

Action	Measures/Deliverables
a. Create and foster partnerships for new or expanded educational and training opportunities for employment.	Employer partnerships established and activities implemented.
b. Identify and create new government, public, and private partnerships for funding resources and other support.	New partnerships created with additional funding and support obtained.

Strategy C: Increase activities that build a positive sense of community for current students, alumni and friends, and the District.

Action	Measures/Deliverables
a. Conduct REACH activities in outlying communities and with target audiences.	REACH held in external locations each year, with new extended REACH activity in 2009.
b. Create delivery system for services in the northern and southern communities of the District.	System created and implemented.
c. Hold annual alumni events.	Annual alumni events held.

GOAL 3: To enhance, strengthen, and advance COLLEGE OPERATIONS.

Strategy A: Ensure sustainability of the College's human resources.

Action	Measures/Deliverables
a. Assess employee training needs and implement professional development activities.	Assessment completed and training needs identified. Professional development activities implemented.
b. Increase recruitment of diverse faculty and staff.	Number of diverse employee applicants and number of diverse employees increased. Minority internship program implemented.
c. Develop a long-range staffing plan.	Plan implemented.
d. Implement compensation system to assure equitable and competitive salaries.	System implemented. Salaries aligned to reflect market.
e. Complete collective bargaining agreements.	Agreements with all collective bargaining units completed.

Strategy B: Enhance processes that promote financial sustainability.

Action	Measures/Deliverables
a. Create a multi-year financial plan to address strategic initiatives.	Plan created.
b. Strengthen grant writing efforts to support strategic initiatives.	Grant writing increased, and grant awards increased.
c. Conduct major gifts campaign.	Major gifts campaign completed.
d. Create a long-term spending plan for funds from major gifts campaign.	Plan implemented.
e. Implement a strategic student recruitment plan to increase revenues.	Master recruitment calendar developed and implemented. Enrollment targets set, and enrollment increased.

Strategy C: Increase effectiveness of institutional infrastructure.

Action	Measures/Deliverables
a. Conduct a facilities utilization review.	Space utilization reviewed.
b. Address long-term technology needs.	New technology implemented (document scanning, technology platforms, portal, online education technology, and instructional technology).
c. Participate in activities to support “Green” operations.	Activities initiated.
d. Implement facilities master plan.	Identified projects completed.

Strategy D: Promote awareness of RCC programs and services.

Action	Measures/Deliverables
a. Train a group of RCC employees who will promote Richland programs and services.	Advocates identified, trained, and deployed.
b. Train a group of community advocates who will promote RCC programs and services.	Advocates identified, trained and deployed.

Strategy E: Enhance processes that measure the effectiveness of Richland Community College.

Action	Measures/Deliverables
a. Develop Key Performance Indicators for an Institutional Dashboard.	KPI’s identified. Dashboard created.
b. Review systems identified by CIP Team 5-05 and complete process/procedure mapping to identify gaps.	Mapping completed; gaps identified. Adjustments made.

Operational Definitions

Alternative scheduling—Non-traditional offering of courses and programs utilizing a variety of flexible delivery methods, scheduling parameters, and locations.

College preparedness—Development of adequate academic and social skills for college entry and persistence.

Continuous Quality Improvement Network (CQIN)—A group of organizations, institutions, and companies committed to enhancing the quality of higher education through the sharing of best practices, training in quality processes, and advocacy of results-oriented educational and management practices. Richland has been a member of CQIN since 2002, and teams have participated in Summer Institutes on a variety of topics, including innovation and sustainability.

Cross-disciplinary outcomes—Transferable skills, attitudes, and abilities to be mastered by all learners completing a degree or certificate at Richland. Cross-disciplinary outcomes go beyond a specific program, major, or discipline thread, are integrated through the learning experience, and are often set as learning goals (definition created by Outcomes Assessment Taskforce, 11/04). *Tentative Cross-disciplinary Outcomes:* Communications, Critical and Creative Thinking, Professional Skills, Technological/Information Literacy.

Economic Development—Advancing economic prosperity and quality of life through education, training, employment, and creation of public and private partnerships.

Enrollment Management—Strategies/system used to identify, attract, retain, support, and guide stakeholders through the educational process to complete their goals.

Facilities utilization review—Analysis of space usage to create a sustainable environment that fosters the educational development of students.

Internship—Activity that allows students to practice in their field of study at local businesses or industries. Some internship sponsors pay their interns. Generally, students enroll in a course numbered 290 or 295 (i.e., Criminal Justice 290—Work Experience Practicum and Seminar).

Institutional Dashboard or Scorecard—Visual representation of specific **Key Performance Indicators**, or common institutional effectiveness/performance measures, to show how Richland or specific divisions are performing. Some areas included could be enrollment, retention, student satisfaction, or fiscal health.

Online delivery—Synchronous or asynchronous delivery of programs, courses, workshops, or information; course delivery may be blended, hybrid, or virtual.

Blended—Less than 25% of instruction is online.

Hybrid—25-75% of instruction is online.

Virtual—100% of instruction is online.

Professional Development—Continuous improvement opportunities for faculty and staff relating to job or field to improve effectiveness through a process of innovation, piloting, and integration.

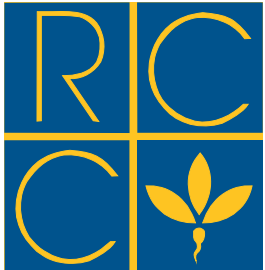
Program Development—Staying current, relevant, and innovative in curriculum, facilities, delivery, service to meet and anticipate workforce demands and personal enrichment needs.

Program Review—A systematic analysis of enrollment, courses, and other components of a program, required by the Illinois Community College Board on a five-year cycle. CIP Team 18 developed a Program Review model that is in its second year of use to coincide with changes in the ICCB Program Review model.

Retention—Measure of student enrollment, generally applied to the number or percent of students who complete a course in any given semester. Sometimes used with **Persistence**—Measure of student enrollment, generally applied to the number or percent of students who enroll in a subsequent semester.

Sustainability—Integration of economic, societal and environmental aspects of education to support long-term development and responsible citizenship.

Workforce Development and Training—Preparing people for an ever-changing labor market.



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