Richland
COMMUNITY COLLEGE

STRATEGIC PLAN
2024-2026

Introduction

The Richland Community College 2024-2026 Strategic Plan in many ways is a traditional strategic plan. The four Goals and related Implementation Strategies are designed to meet Richland's mission: To empower individuals through learning and to forge partnerships that grow communities. The Strategic Plan promotes teaching and learning, student success, partnerships, and operational sustainability with identified results that are measurable and reasonable. Not "traditional" about the development of the Plan, however, was that Richland was also preparing for its Comprehensive Review for the Higher Learning Commission (HLC). While the workload increased for key roles responsible for components in the Strategic Plan and the HLC Assurance Argument, Richland stakeholders were able to identify opportunities for improvements in the Argument and then develop related Strategies in the Strategic Plan.

This Strategic Plan includes Implementation Strategies and metrics for each of the four Goals. A Strategy Manager has been identified for each Implementation Strategy, and Goal Co-Champions have referenced a Data Source for each metric. The Logistics Team recommended both components after personnel changes through the life of the last Strategic Plan meant that new Champions struggled to identify the data source of the original benchmarks.

The Logistics Team thanks the Goal Co-Champions and the Goal Teams for their attention to detail in developing this new plan. The lesson from the last Strategic Plan – that a plan is only as solid as the world in which it was developed – was a guide in this development.

Strategic Plan Key Results – Strategy Managers: Logistics Team

- Address gaps identified in the HLC Comprehensive Review (2024) through Implementation Strategies in appropriate Goals; target completion by end of Strategic Plan to integrate results in next HLC Review
- At least 80% of full-time employees will be engaged in at least one (1) Implementation Strategy in the Strategic Plan.
- At least 75% of full-time faculty will indicate "agree" or "strongly agree" with the statement: "I have a meaningful role in at least one Implementation Strategy in the Plan" measured in the annual Employee Engagement Survey. Baseline information in 2024 administration.

2024-2026 Strategic Planning Process Participants:
Members of College Council (2023) and additional stakeholders

Goal 1:
Teaching & Learning

- **Dr. Kona Jones & Dr. Chris Merli,** Co-Champions

- Brad Curry
- Gavena Dahlman
- Nicole DelMastro-Jeffrey
- Dr. Tasha Jones
- Jacque Manicki
- Michelle Stephens
- Jason Smith
- Gina Taylor
- Clifton Ulbricht

Goal 2:
Student Success

- **Dr. Isaac Zúñiga & Andy Hynds,** Co-Champions

- Sally Anselmo
- Dr. Shelly Baldwin
- Megan Broderick
- Scott Broyles
- Connie Hartman
- Dr. Laurie Hughes
- Meredith Johnson-Palmer
- Tara Mata
- Dan McAlpine
- Katie Raisner
- Chris Schmersahl
- Allison Shuppara
- Krystle Tempel
- Tamika Thomas

Goal 3:
Workforce & Community

- **Rev. Courtney Carson & Julie Melton,** Co-Champions

- Jennifer Bollinger
- Sammie Bright
- William Ditty
- Jim Getz
- Ashley Hall
- Nick Harper
- April Ingram
- Adam Lovell
- Loren McGinnis
- John Oliver
- Julie Pangrac
- Jodi Schoen
- Brian Tucker
- Rebekah Zúñiga

GOAL 4:
Operational Health

- **Joe Feinstein & Kristie Dawson,** Co-Champions

- Madonna Brown
- April Cramer
- Angie Davis-Boehm
- Joy Harvey
- Jacob Hunter
- Sam Morrow
- Sandy Sharf
- Brian Silotto
- Sheree Zalanka

Logistics Team

Jill Feinstein
Jody Hall
Erin Spanberger
Teena Zindel-McWilliams

Goal #1

Transform teaching and learning to improve academic excellence

Goal 1:

Transform teaching and learning to improve academic excellence

By the end of this Strategic Plan, the following key results will be achieved:

- Faculty satisfaction with DEIB professional development rated at 75% or higher.
- Faculty participation in Information Literacy professional development at 80% or higher.
- Twenty (20) Richland courses to include the Canvas information literacy module as part of their course.

Goal Co-Champions –
Director, Teaching and Learning Center, and Richland Senior Faculty

Implementation Strategies	Metrics to Measure Strategies
A. Promote DEIB faculty professional development by offering four DEIB-focused sessions per year. **Strategy Manager:** TLC Staff, Exec. Dir. DEIB	Faculty participating in DEIB Professional Development • 2024 -- 50% of faculty have attended at least one DEIB session. • 2025 -- 65% of faculty have attended at least one DEIB session. • 2026 -- 80% of faculty have attended at least one DEIB session. • Richland faculty will improve their understanding of how DEIB impacts student success by increasing survey metric X% to Y% by 2026. (Baseline established in spring 2024) **Data Source:** Report from Teaching and Learning Center to be developed
B. Promote the importance of student information literacy to faculty by offering a minimum of two faculty development sessions in 2024. **Strategy Managers:** TLC Staff, Library Staff, English Specialist (Academic Success Center)	Offer a minimum of two faculty development sessions in 2024 and in subsequent years as needed for new faculty. Improvement of faculty understanding of information literacy impact on student success as measured by pre- and post-test surveys. **Data Source:** Surveys
C. Revise and offer the student information literacy course (CIS 101) and Canvas module to provide increased student access. **Strategy Managers:** TLC Staff, CIS 101 Instructor, Library Staff, English Specialist (ASC)	Dedicated information literacy course • By 2025, Richland will update and revise the student information literacy course (CIS 101). • By 2026, Richland will offer the Student Information Literacy course twice a year. Faculty use of the Canvas student information literacy module • By 2024, a Canvas student information literacy module will be developed. • By 2025, at least 10 Richland courses will include the information literacy module as part of their course. • By 2025, Richland will raise the percentage of students meeting the information literacy benchmark from the cross disciplinary assessment to 70% from the current 56%. • By 2026, at least 20 Richland courses will include the information literacy module as part of their course. **Data Source:** Argos report of sections offered (annual); Information Literacy Assessment report from SLOA, using previous report as benchmark
D. Develop and implement a strategy to address a recommendation from the Higher Learning Commission's Comprehensive Review.	Specific metrics and timeline will be included by May 2024 for action.

Goal #2

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Bolster and sustain an equitable environment that fosters student success and completion.

Goal 2:

Bolster and sustain an equitable environment that fosters student success and completion.

By the end of this Strategic Plan, the following key results will be achieved:

- Increase in retention and completion by 5%.
- Increase in student satisfaction with campus support as evidenced by the Noel Levitz Student Satisfaction Inventory (baseline from 2024 Administration).
- Increase in number of students transitioning to Richland through identified pathways by 10%.

Goal Co-Champions:
Executive VP, Academic and Student Success, and Executive Dean of Academics

Implementation Strategies	Metrics to Measure Strategies
A. Boost course and program completion and retention. **Strategy Manager:** Executive Dean of Academics	• Implementation of tracking for participation and completion of First Year Experience (FYE) courses. • Annual increases of students participating in New Student Orientation (NSO) by 2% from the previous academic year in Academic Years 2023-2024, 2024-2025, and 2025-2026. • Data Source: Enrollment reports in Argos • Improve course and program completion and retention in metrics consistent with Richland's Retention Plan. **Data Source:** Course and program retention reports in Argos; Retention Plan data
B. Enhance the use of campus resources to support students. **Strategy Managers:** Co-Chairs of the Retention Committee	• 2024 – Identification of current resources and gaps in on-campus and virtual resources to support students and remove barriers, coordinating with Richland's Retention. • 2025 – Development and implement resources to address gaps. • 2026 – Track all services and measure user satisfaction. **Data Source:** Usage report from existing services; Noel Levitz student satisfaction survey; user satisfaction survey
C. Ensure equitable outcomes for students. **Strategy Managers:** Executive Director of Diversity, Equity, Inclusion, and Belonging, and Director, Academic Success Center	• 2024 – Identification of "high non-completion courses" to determine potential equity gaps in completion, coordinating with Richland's Equity Plan. • 2025 – Implementation of academic support services to benefit targeted groups for higher completion. • 2026 – Increase of 10% in the number of completers in "high non-completion courses." **Data Source:** Argos report of sections offered (annual); Information Literacy Assessment report from SLOA, using previous report as benchmark
D. Enhance student engagement in co-curricular activities for greater success. **Strategy Managers:** Co-chairs of the Student Learning Outcomes Assessment Committee	• Development of robust co-curricular calendar for student engagement in 2024, 2025, and 2026. • Annual increases of 2% in the number of students providing follow-up feedback in Student Engagement activities (as measured by the SLOA committee) in Academic Years 2023-2024, 2024-2025, and 2025-2026. **Data Source:** Surveys to be distributed to students at select events, under the direction of a co-curricular subcommittee in SLOA

Goal 2:

Bolster and sustain an equitable environment that fosters student success and completion.

Continued

Implementation Strategies	Metrics to Measure Strategies
E. Grow enrollment through new and updated pathways. **Strategy Managers:** Executive Dean of Academics and Executive Dean of Student Success	· Annual increases of Heartland Technical Academy graduates enrolling in Richland coursework the following fall semester of 2% in Fall 2024, Fall 2025, Fall 2026. **Data Source: Enrollment reports in Argos** · 2026 -- 2 new Adult Ed bridge programs created to link to credit-bearing programs. **Data Source: Adult Ed reports; ICCB approval** · 2026 -- 2 new EnRich bridge programs created to link to credit-bearing programs. **Data Source:** EnRich reports
F. Develop and offer Essential Skills/Trauma Informed Training for students. **Strategy Manager:** Assistant VP of External Affairs and Director of EnRich Essential Skills	· 2026 -- 50% of all Richland students receive ES/TI training by the end of 2026. **Data Source:** EnRich reports
Develop and implement a strategy to address a recommendation from the Higher Learning Commission's Comprehensive Review.	Specific metrics and timeline will be included by May 2024 for action.

Goal #3

Identify and cultivate partnerships to meet the needs of the District communities.

Goal 3:

Identify and cultivate partnerships to meet the needs of the District communities.

By the end of this Strategic Plan, the following key results will be achieved:

- Creation of a systematic process to identify the needs of employers and community-based organizations to enhance job placements and provide student support.
- Implementation of a CRM to track students from contact to job placement/transition to 4-year college/university
- Integration of Essential Skills/Trauma Informed Training for internal & external stakeholders

Goal Co-Champions:
Assistant Vice President, External Affairs, and Assistant Vice President, Institutional Advancement

Implementation Strategies	Metrics to Measure Strategies
A. Connect with local employers to identify skill gaps and provide training opportunities. **Strategy Manager:** Dean, Workforce Development, and Director of Grants & Sponsored Programs	· By 2026, connect with 20 local employers (5-8 annually, from at least four different sectors) to identify needs · By 2026, track job placement for all individuals placed with identified employers (know where 75% of recent graduates are working/attending school) · By 2025, develop Memorandum of Understanding with 10 employers to formalize partnerships and enhance grant applications **Data Source:** Spreadsheets in the Grants Office for tracking partnerships/employers. Salesforce/CRM for placement.
B. Deliver Essential Skills/Trauma Informed Training to internal & external stakeholders. **Strategy Managers:** Assistant VP of External Affairs and Director of EnRich Essential Skills	By end of 2026 · Provide training to 50% of all Richland students. · Provide training to 50% of all Richland employees. · Provide training to 10% of all Grade 5-12 students in the District. · Provide training to 50% of identified partners to ensure better transition for student placement. **Data Source:** Sales Force (currently used by EnRich) and CRM
C. Promote training opportunities with internal and external communities to better connect with and inform the District. **Strategy Managers:** Director of Marketing & Communications	By end of 2024: · Redesign and maintain the Richland website with a distinct focus on workforce training. · Complete Rack Cards for all program areas. · Annually · Run a minimum of 2 targeted workforce campaigns annually. **Data Source:** Spreadsheets & Plan in the Marketing Office
D. Implement a single Customer Relationship Management (CRM) system to track communications and touchpoints with potential students and corporate training customers across all areas of the College. **Strategy Managers:** Vice President of Operations and Technology and Director Enterprise Systems	New CRM software operating in production by January 1, 2026 · 6/25 – EnRich using the new CRM to track 50% of potential leads. · 6/26 – Student Success using the new CRM to track 100% potential leads gathered from local school districts and outreach events. · 6/26 – EnRich using the new CRM to track 50% of post-training job tracking data. · 6/26 – EnRich Healthcare using the new CRM to track 100% of potential leads. **Data Source:** CRM reports

Goal 3:

Identify and cultivate partnerships to meet the needs of the District communities.

Continued

Implementation Strategies	Metrics to Measure Strategies
E. Deliver data-informed, innovative programs and services that align with the rapidly changing workforce. **Strategy Manager:** Assistant VP of External Affairs	Annually • Develop conceptual framework for 2 new programs to present to local employers and other potential training partners each year **Data Source:** Report to be developed by the Assistant VP of External Affairs
F. Expand the impact of the Minority Mentor Protégé Program. **Strategy Managers:** Minority Mentor Protégé Program Coordinator	• By 2026, grow MMPP by 50% to focus on small business owners/owner operators • By 2026, increase partnerships with 10 governmental and local entities that can support MMPP – Chamber, EDC, Dept. Tourism, etc. • By 2026, connect with 10 local employers to create partnerships with MMPP **Data Source:** Salesforce in EnRich and CRM
G. Create partnerships to address students experiencing barrier basic needs resources and support. **Strategy Managers:** CTE Student Navigator, Director of Project Read Plus, Executive Dean of Student Success, Director of TLC	• 2025 – Develop partnerships with 10 community-based organizations to meet identified student barriers. • 2025 – Develop Memoranda of Understanding with five (5) community-based organizations to formalize partnerships • 2025 – Hire a Student Resources Navigator to connect student needs with community resources. • 2026 – Provide quarterly professional development for staff about resources available to students **Data Source:** Spreadsheets, CRM, Report of Professional Development in TLC
H. Develop and implement a strategy to address a recommendation from the Higher Learning Commission's Comprehensive Review.	Specific metrics and timeline will be included by May 2024 for action.

Goal #4

Enhance operational sustainability to meet stakeholder needs

Goal 4:

Enhance operational sustainability to meet stakeholder needs

Goal Co-Champions:
Vice President, Operations and Technology, and Executive Director, Human Resources

A. To improve financial policies and procedures to ensure the continued availability of a long-term funding reserve, by the end of this Strategic Plan, the following key results will be achieved:

- **Creation and Board acknowledgement of a defined strategy to maintain fund balance reserves**
- **Creation and Administration acceptance of a strategy to effectively shield institutional fund balances from grant funding shortfalls**
- **Inclusion of funding for new initiatives, which align with the Mission and Vision of the institution, in the annual budget**

Strategy Manager: Vice President, Operations and Technology, and Vice President, Financial Services

Implementation Strategies	Metrics to Measure Strategies
Create a fund balance reserve procedure.	· Creation of a written fund balance reserve procedure. **Data Source:** Board book / policy-procedure website
Receive Board acknowledgement and approval of a fund balance reserve procedure.	· Results of an affirmative Board motion acknowledging the intent for the institution to adhere by the fund balance reserve procedure. **Data Source:** Board meeting minutes
Ensure staffing levels are safely scoped with the budget.	· Determine the percentage of Fund 01 & Fund 02 budgets that can be allocated to personnel without negatively impacting institutional operations. **Data Source:** Documented percentage of funds allocated to personnel · Develop a procedural rule requiring Cabinet review if any Fund 01 or 02 is budgeted at a higher percentage than what is designated as "safe." **Data Source:** Documented procedure included in the budget process
Enhance spending controls for grant-funded dollars to ensure that grant-funded expenses will consistently be tracked and reporting for reimbursement prior to the end of the grant reporting period.	· Create and implement a tracking procedure to monitor encumbered grant funds to ensure invoices are received and paid within the grant reporting period. **Data Source:** Policy-procedure website · Creation and implementation of procedures to disallow the official or unofficial encumbrance of grant funds within a defined span of time prior to the close of the reporting period. **Data Source:** Policy-procedure website
Integrate robust risk analysis into the grant application process.	· Creation of a written procedure requiring that the Grant Department consults with the Business Office to identify, quantify, and approve of potential long-term financial risks associated with any grant application prior to the College applying to a granting agency. **Data Source:** Policy-procedure website
Train budget managers to include new initiatives in the annual budget.	· Provide annual training on new initiative planning prior to the start of the budget cycle. **Data Source:** Budget calendar, budget manager training presentation
Continually budget a strategic reserve of funds to be utilized for new initiatives that appear mid-year.	· In 2024, 2025, and 2026, allocate a strategic reserve of no less than $30,000 to be applied to new initiatives that appear during the fiscal year. **Data Source:** Annual budget
Review purchasing procedures to ensure compatibility with grant-funded activities.	· Update purchasing procedures **Data Source:** published and, if available, meeting minutes from planning discussions

Goal 4:

Enhance operational sustainability to meet stakeholder needs

Continued

B. To support the evolving needs of the institution, by the end of this Strategic Plan, the following results will be achieved:

- **Implement a modern student Information system and related tools**
- **Enhance cybersecurity systems and controls across the institution**
- **Streamline the storage and delivery of procedure and process information for students, employees, and the public**

Strategy Manager: Executive Director, Human Resources, and Vice President, Operations and Technology

Implementation Strategies	Metrics to Measure Strategies
Identify Board-approved commitment to expend funding for student information system upgrades.	· In 2024 and 2025: Board-approved annual budget which includes specific funding needed for the SIS implementation (specific amount to be determined based on vendors utilized). **Data Source:** Annual budget
Implement Core Student Information System/ Enterprise Resource Planning (SIS/ERP) modules.	· By June 30, 2026, Jenzabar One Student, Finance, Financial Aid, and Human Resources modules operating in production. **Data Source:** Jenzabar implementation confirmations
Analyze and remove ancillary systems that are identified as duplicate functionality in the new ERP/SIS.	· By June 30, 2024, 100% of software ancillary software usage reviewed. **Data Source:** Jenzabar implementation documents · 12/24 – Decisions made on continuing supporting ancillary software packages finalized. **Data Source:** Internal communications & planning documents · End of FY26 – Software upgrades and data conversion for ancillary software completed. **Data Source:** Internal communications & planning documents
Disjoin Foundation financial processes from the College's financial management system.	· End of FY25 – Transition the Foundation's accounts payable, accounts receivable, and general ledger management functionality to a different accounting software system. **Data Source:** Internal communications & planning documents
Engage in a Payment Card Industry (PCI) compliance review every 5 years.	· End of 2025 – Complete a PCI-DSS compliance review. **Data Source:** PCI DSS final review document
Raise the level of cyber-hygiene among students and staff.	· Annually -- Perform 1 artificial phishing campaign to raise cybersecurity awareness. **Data Source:** Artificial phishing campaign results · On an annual basis, provide remedial training to any employees who are duped by the yearly phishing campaign. **Data Source:** Redacted list of employee names & copy of remedial training program documents · Beginning in January 2024, communicate at least 1 cyber-hygiene "best practices" tip to students & employees each month. **Data Source:** Copy of tip messages

Goal 4:

Enhance operational sustainability to meet stakeholder needs

Continued

B. To support the evolving needs of the institution, by the end of this Strategic Plan, the following results will be achieved:

- **Implement a modern student Information system and related tools**
- **Enhance cybersecurity systems and controls across the institution**
- **Streamline the storage and delivery of procedure and process information for students, employees, and the public**

Strategy Manager: Executive Director, Human Resources, and Vice President, Operations and Technology

Implementation Strategies	Metrics to Measure Strategies
Implement structured cybersecurity self-analysis process.	· Annually – Review Richland's cybersecurity process against the NIST cybersecurity framework and take appropriate steps to remediate deviations. **Data Source:** Completed NIST framework review document & related improvement plans · Perform a tabletop exercise to review IT disaster response protocols. **Data Source:** Roster for participation in exercise
Develop a structured handbook for college employees. .	· By 12/25 – Create a digital employee handbook to reference commonly needed information, policies, and procedures for faculty & staff in a centralized location. **Data Source:** Completed handbook
Centralize interdepartmental and public-facing procedure documentation in a centralized location.	· End of FY26 – Migrate the official storage location for 95% of interdepartmental and public-facing procedures to a centralized, internet-accessible location. **Data Source:** Policy/procedure website; list of procedures that were centralized; list of procedures that were not centralized ancillary software packages finalized.

Goal 4:

Enhance operational sustainability to meet stakeholder needs

Continued

C. To formalize or improve upon policies and procedures that guide Richland's operational sustainability initiatives, by the end of this Strategic Plan, the following results will be achieved:

- **Increase the use of energy-saving materials and technologies in campus facilities**
- **Invest in technologies that promote environmental sustainability amongst students, employees, and the community**
- **Maintain policies and procedures that best support the institution's values of Diversity, Equity, Inclusion, and Belonging**

Strategy Manager: Vice President, Operations and Technology, and Director, Technical Services

Implementation Strategies	Metrics to Measure Strategies
Expand the use of energy-saving "smart" lighting across campus.	· Install automatic lighting dimmers and smart sensors in 5% of the campus. **Data Source:** List of spaces containing new dimmers & sensors · Increase the use of natural lighting sources in 5% of the campus **Data Source:** List of spaces with improved natural lighting
Replace legacy lighting systems.	· Replace 10% of remaining fluorescent tube fixtures and bulbs in College buildings each year. **Data Source:** Number of fixtures replaced, number of legacy fixtures remaining on campus
Replace legacy Heating, Ventilation, and Air Conditioning (HVAC) system components.	· Replace pneumatic temperature control hardware in 1 centralized air handling unit. **Data Source:** Certificate of project completion, blueprints and spec books detailing replacement work performed
Enhance campus spaces with environmentally sustainable products.	· Install solar-powered seating in exterior student spaces. **Data Source:** Purchase orders, invoices, product details, and utilization imagery
Encourage the use of sustainable communication methods.	· Install a centralized digital signage system to discourage the use of printer paper flyers **Data Source:** Purchase orders, invoices, product details, and utilization imagery
Discourage the use of "energy hogs" on campus.	· Review all building automation management system setbacks on a biannual basis to minimize HVAC system energy waste. **Data Source:** Meeting notes from biannual reviews; list of outcomes · Review IT system policies on an annual basis to minimize the carbon footprint of computing systems on campus. **Data Source:** Meeting notes from biannual reviews; list of outcomes
Encourage adoption of electric vehicles.	· Install an electric vehicle charging station on campus. **Data Source:** Purchase orders, invoices, product details, and utilization imagery · Integrate curriculum regarding electric vehicles into the automotive program. **Data Source:** Automotive program syllabi, student testimonials and imagery

Goal 4:

Enhance operational sustainability to meet stakeholder needs

Continued

C. To formalize or improve upon policies and procedures that guide Richland's operational sustainability initiatives, by the end of this Strategic Plan, the following results will be achieved:

- **Increase the use of energy-saving materials and technologies in campus facilities**
- **Invest in technologies that promote environmental sustainability amongst students, employees, and the community**
- **Maintain policies and procedures that best support the institution's values of Diversity, Equity, Inclusion, and Belonging**

Strategy Manager: Vice President, Operations and Technology, and Director, Technical Services

Implementation Strategies	Metrics to Measure Strategies
Investigate and potentially implement alternative energy systems on campus.	· Review 1 potential alternative energy source per year (solar, wind, geothermal, etc.) and determine if there is a cost-benefit to be gained by implementing this type of technology on campus. If there is a benefit, investigate and potentially implement the technology to defray traditional energy expenses. **Data Source:** Meeting notes from biannual reviews; list of outcomes
Review Board policies to update as needed to remove bias.	· Review 1 section of the Board policy per year and recommend changes as needed to the Board. **Data Source:** Board books; list of updated policies; report to the Board from the Executive Director of Diversity, Equity, Inclusion, and Belonging
Develop and implement a strategy to address a recommendation from the Higher Learning Commission's Comprehensive Review.	Specific metrics and timeline will be included by May 2024 for action.

Higher Learning Commission Criteria for Accreditation Crosswalk to 2024-2026 Strategic Plan

	Goal 1: Teaching & Learning			Goal 2: Student Success						Goal 3: Partnerships							Goal 4: Operational Sustainability		
	A	B	C	A	B	C	D	E	F	A	B	C	D	E	F	G	A	B	C
Criterion 1:	X	X	X							X	X	X					X	X	X
Criterion 2:											X				X	X	X	X	X
Criterion 3:	X	X	X	X	X	X	X	X				X	X	X	X				
Criterion 4:	X	X	X	X	X	X	X	X	X						X		X		
Criterion 5:				X	X			X		X			X	X	X	X	X	X	X

HLC Criteria for Accreditation "are the standards of quality by which the HLC determines whether an institution merits accreditation or reaffirmation of accreditation." Additional information is available at https://www.hlcommission.org/Policies/criteria-and-core-components.html

Criterion 1. Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.

Criterion 2. Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.

Criterion 3. Teaching and Learning: Quality, Resources, and Support: The institution provides quality education, wherever and however its offerings are delivered.

Criterion 4. Teaching and Learning: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluated their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion 5. Institutional Effectiveness, Resources, and Planning: The institution's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Strategic Plan Glossary

Definitions for key terms in the 2024-2026 Richland Community College Strategic Plan have been extracted from the Richland Community College Institutional Glossary, approved by the College Council in spring 2023.

Term	Definition	Source
Argos	Third-party report-writing tool to create consolidated, consistent reports for use across the institution. Departments have access to operational and trend data and can view the information in a variety of ways. Argos ensures that everyone is looking at the same sources for information, generally data from the Jenzabar System.	Richland Administrative Information Systems
Completion/ Completer	A student who completes all requirements of an approved curriculum and receives a certificate or degree.	ICCB MIS Manual (2022)/Richland
Customer Relationship Management (CRM)	A set of integrated, data-driven software solutions that help manage, track and store information related to current and potential students and customers	Microsoft
Diversity	"The acceptance and continuing reverence for the range of unique abilities, attributes and identities that reflect human existence. Diversity is achieved when such characteristics are not merely representational but are valued and called upon to inspire organizational creativity, innovative thinking and personal growth."	HLC 11/2022
Equity	"The conditions under which every individual has the resources and support needed to be successful. Equity, distinct from equality, is based on the principles of fairness and justice. Equity is achieved when lived experience is honored and there is intentionality in identifying and disrupting systemic, structural barriers as well as implicit biases in policy and practice."	HLC 11/2022
Essential Skills Training	Through multiple restoring and resilient methods, Essential Skills Training contests both adverse and positive experiences of trauma to teach important skills needed for optimal success in work, learning, and life. Programming includes life skills, job readiness, and a trauma-sensitive practice termed Motivational Interviewing.	Richland Essential Skills
Information Literacy	One of the four Cross-Disciplinary Outcomes comprised of transferable skills, attitudes, and abilities to be mastered by all learners completing a degree or certificate at Richland.	Student Learning Outcomes Assessment Committee
Jenzabar	The enterprise system used by all Richland administrative and academic functions to store data in a single database that can be accessed for reporting purposes.	Richland

Strategic Plan Glossary

Term	Definition	Source
Memorandum of Understanding (MOU)	Non-binding agreement that states each party's intentions to take action, conduct a business transaction, or form a new partnership	Federal Communications Commission
Retention	Measure of student enrollment, generally applied to the number or percent of students who complete a course in any given semester.	IPEDS Glossary/Richland
Sustainability	The effort to meet the needs of the present without compromising the needs of future generations, taking into consideration the financial, social, and environmental effects (Triple Bottom Line) when creating policies and taking actions.	Richland
Trauma-Informed	Trauma-informed organizations seek to • Realize the widespread impact of trauma and understand paths for recovery • Recognize the signs and symptoms of trauma in [students], [faculty], and staff • Integrate knowledge about trauma into policies, procedures, and practices • Actively avoid re-traumatization	Implementation Resource Center