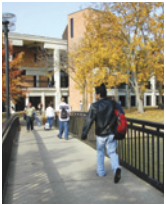




"Moby Duck"
R. Mobius Thunderduck



VISION

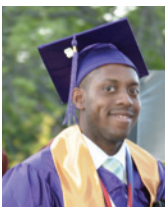
Richland College will be the best place we can be to learn, teach, and build sustainable local and world community.



MISSION

The mission of Richland College is teaching, learning, community building.

Richland College identifies and meets the educational needs, primarily of adults, in our principal geographic service area of northeast Dallas, Richardson, and Garland, Texas. To this end, Richland College offers courses, programs, and services to enable students to achieve their educational goals and become lifelong learners and global citizens, building sustainable local/world community. We empower employees to model excellence in their service to students, colleagues, and community.



CORE COMPETENCIES

- Seamless transitions for lifelong learning
- Leader-full, values-inspired agility and innovation
- Development and engagement of faculty and staff
- Sustainable community building – The triple bottom line
 - Social equity and justice
 - Economic viability
 - Environmental vitality

Richland College's Core Competencies are our areas of greatest expertise. Core competencies are strategically important capabilities in our educational market, providing a sustainable advantage for our organization.



THUNDER VALUES

Richland College affirms these values for our learning and work together:

Integrity: We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

Mutual Trust: We value students and employees as whole persons—sharing perspectives, valuing and accommodating both differences and commonalities, assuming our motives are trustworthy.

Wholeness: We believe whole people best learn, teach, serve, lead, and build community. Thus, our programs, services, and facilities nurture our unified mind-spirit-body and the emotional and intellectual intelligence requisite for meaningful lives.

Fairness: We treat students and employees justly and expect the same in return—applying rules with equity, giving all the benefit of the doubt, and providing both compassionate support and challenge for individual success.

Considerate, Meaningful Communications: We share information, ideas, and feelings—listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We welcome paradox and ambiguity as we move toward consensus.

Mindfulness: We respect silence, using it for reflection and deeper understanding—not immediately filling silence with words after someone has spoken. We rush not to judgment but turn to wonder what was intended or being felt. Next, for clarity, we ask honest, open questions of ourselves and others.

Cooperation: We work with students and employees to achieve common goals—looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives.

Diversity: We value and encourage diversity in its many dimensions, intercultural competence, originality, and vision—inspiring students and employees to innovate, expecting follow-through, with creative ideas that work.

Responsible Risk-Taking: We respond passionately to challenges—considering our actions carefully. Although uncertainties remain, we move forward despite possible criticism.

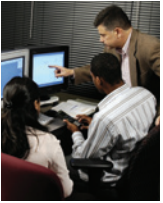
Joy: We value laughter, play, love, kindness, celebration, and joy in our learning and work—taking our learning and work seriously and ourselves lightly.



ORGANIZATIONAL PRACTICES

In the context of our organizational values, we provide the highest quality learning environment by practicing these behaviors:

- Identifying the learning needs of the communities, students, and employees we serve, using that information to guide our teaching, programs, and services
- Welcoming new opportunities for learning and professional growth
- Identifying and using benchmarks and best practices to improve our work as we focus on institutional purpose, vision, mission, and values
- Holding and communicating high standards for ourselves, our students, and our colleagues
- Practicing inclusive, learning-centered planning and decision-making, informed by data and our best judgment
- Recognizing problems, collaborating to seek root causes, and implementing effective solutions
- Empowering and freeing those closest to the work to make responsible decisions
- Assuming personal and collective stewardship of college systems, processes, programs, facilities, and resources to keep them vital
- Celebrating individual and group initiatives and achievements
- Promoting, both individually and collectively, a positive image of the college and its collegiate high schools to all segments of the communities we serve



STRATEGIC PLANNING PRIORITY GOALS FOR STUDENT LEARNING

Identify and meet community educational needs

We respond to the learning needs of the diverse communities we serve by providing:

- needs-based programs and curricula
- student- and customer-based scheduling of classes and services
- highly competent and compassionate faculty and staff
- quality service

Empower all students to succeed

We provide a learning climate, including core and specialized curricula with identified learning outcomes, so students can:

- meet their stated educational goals
- complete courses successfully
- gain college-level skills through remediation
- gain lifelong learning skills
- collaborate with others
- function in technological environments
- lead purposeful, meaningful lives in a diverse world community
- build sustainable local and world community

Empower all employees to succeed

We provide an organizational culture conducive to high performance, employee engagement, and satisfaction by encouraging employees to:

- use diversity to enrich student learning and organizational success
- work in collaboration with others
- maximize technology for student/employee learning and organizational effectiveness
- be life-long learners
- be whole persons

Ensure institutional effectiveness

We continuously improve our systems and processes through:

- assessment of performance excellence
- financial stewardship
- productivity measures, such as:
 - energy efficiency and
 - optimal facilities usage
- optimal quality-cost balance in educational programs and services



STATEMENT OF PURPOSE

The purpose of Richland College, one of the seven separately accredited Dallas County Community College District colleges, is to prepare students for successful living and responsible citizenship in a rapidly changing local, national, and world community. The College does this by providing accessible, accredited, affordable, cost-effective, quality learning opportunities for development of intellectual skills, job skills, personal growth, and/or transfer to a baccalaureate program. In fulfilling the purpose, the College furthers cultural, economic, and workforce development in the communities served. In all its efforts, the College strives to meet the needs and exceed the expectations of those the College serves.

Specifically, Richland College's purpose is to provide:

- technical programs up to two years in length leading to associate degrees or certificates
- vocational programs leading directly to employment in semi-skilled and skilled occupations
- freshman and sophomore courses in arts and sciences
- continuing adult education programs for maintaining needed workplace skills and competencies
- workforce development programs to meet local and statewide needs
- compensatory education programs to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students
- continuing program of counseling and guidance to assist students in achieving their individual educational and career goals
- adult literacy and other basic skills programs for adults
- other programs and courses as may be prescribed by the Texas Higher Education Coordinating Board or the DCCCD Board of Trustees in the best interest of post-secondary education in Texas.



PROFILE

From Farmland to 21st Century

When they arrived for classes in fall 1972, 3,500 Richland College (RLC) credit students shared their campus lawn with sheep grazing on the farmland and ducks on the lakes that separate the campus buildings. Architects, winners of numerous awards for RLC's design, had carefully protected the trees, the lakes—even the animals—as they planned the campus. The sheep graze elsewhere now, but students and staff still enjoy and protect those first campus ducks' descendants. Those original ducks inspired the name of our mascot—R. Mobius Thunderduck. "Moby Duck," in student parlance, symbolizes the linkages, in Mobius-strip fashion, between one's inner life of contemplation and mindful reflection and one's outer life of service with sustaining others, community, planet, and universe.

Today RLC serves, in partnership with community entities, more than 17,000 college credit students and some 4,800 continuing education students each semester. These students come from over 130 countries and speak 79 first languages. Nearly 25% take advantage of Richland's distance learning course offerings. In 2003, Thunderduck Hall opened as the college's one-stop student-enrollment "front door." Funds from the 2004 bond election added \$54 million in new construction, including a science building (2009), designed as a "LEED Platinum" green building, as well as a "LEED Gold"-designed Richland College Garland Campus (2009), in one of our primary service-area communities.

Our Diverse Profile

RLC's student body includes 55% women, 45% men; 28% full-time, 72% part-time; 38% Anglo-American, 19% African-American, 21% Hispanic, 16% Asian-American, 2% international, and 4% undeclared. Almost seventy percent of RLC's enrollment is in courses for university transfer, 9% enrollment in courses for technical-occupational training, and 22%

in developmental coursework. The average student is 27 years old. RLC works closely with local ISDs, private schools, home schools, and universities in a "seamless P-16 student success pipeline" into the workforce. In 2005, RLC added the innovative Richland Collegiate High School (RCHS) of Mathematics, Science, and Engineering, the first public charter high school awarded to a Texas community college, enrolling up to 900 students, RCHS helps college-ready juniors and seniors simultaneously earn dual credit toward their RCHS diploma and their RLC associate degree.

RLC's baccalaureate-track programs are comprehensive of what students usually find at the first two years of all Texas public universities. Richland transfers nearly 55% of its students to Texas' four-year colleges and universities.

Our academic programs include "learning community" clusters, thematically linked with special emphases, such as Global Studies, Honors, Mind-Body Health, Studies Abroad, the Richland Institute for Peace, Mexican-American/Latino Studies, African-American/Black Studies, and Asian-American/Middle Eastern-American Studies. In addition, Richland's International Studies programs link with global partners in Russia, Estonia, Mexico, Mozambique, Vietnam, and Senegal.

Career programs meet urgent training needs for skilled workers to stay current in today's economy. Richland's Corporate Services, in partnership with local chambers and other economic development partners, tailors contract training to the specific needs of local businesses. The Emeritus Program for seniors aged 50 and above continues to grow with the recent addition of a new Baby Boomer program.

Richland serves as the host location for the national Center for Renewal and Wholeness in Higher Education (CRWHE), whose mission is "the renewal of whole people who form the heart of whole organizations that are vital to sustaining whole communities."



AWARDS AND RECOGNITIONS

Malcolm Baldrige National Quality Award (2005)—Richland College is the first community college ever to receive the Malcolm Baldrige National Quality Award, presented jointly by the President of the United States and the Secretary of Commerce. This award is considered the nation's highest honor for performance excellence.

Texas Award for Performance Excellence (2005)—Richland College is the first accredited institution of higher education in Texas to receive the Texas Award for Performance Excellence, presented by the Governor of Texas and the Quality Texas Foundation. This award is considered Texas' highest honor for performance excellence.

Tech Titan of the Future Award (2005 and 2008)—in 2005, Richland's articulated AS engineering degree received the first Metroplex Technology Business Council's Tech Titan of the Future Award. This award recognizes one DFW educational institution for its innovative approaches to promote tech-related knowledge transfer and to provide support for students choosing engineering and technology-related disciplines. In 2008, the Richland Collegiate High School of Mathematics, Science, and Engineering (RCHS) at Richland College received the Tech Titan of the Future Award in recognition of its innovative approach to "closing gaps in the K-16 Science, Technology, Engineering, and Math (STEM) student pipeline into our region's engineering technology-related workforce."

Earl W. Eames Award (2008)—United Nations Association Dallas Chapter in partnership with Richland College and the LeCroy Center for Educational Telecommunications received the United Nations Association of the United States of America's national Earl Eames Award for its progress and contributions in the use of electronic communication technology. Richland College's "Going Global with the UN" project consists of 52 half-hour videos covering the work of the UN toward accomplishing the Millennium Development Goals and addressing issues of health and environment education, poverty and development, war and peace, and gender and aging.

The National Association of Community College Teacher Education Programs and Phi Theta Kappa Honor Society (2007)—Richland College is the recipient of the Exemplary Teacher Preparation Program Award for three decades of curricular leadership.

Achieving the Dream (2009)—Richland was selected as one of 20 community colleges in seven states to join a national Lumina Foundation initiative to help more community college students succeed, particularly those students who traditionally face the most significant barriers to success, including students of color and low income students.

Association of American Colleges and Universities (2007-Present)—Richland College is one of only two community colleges featured in the AAC&U report, *College Learning for the New Global Century*. As a leading example of incorporating four "Essential Learning Outcomes" that form the core of a 21st century education, this recognition builds on Richland's AAC&U "Greater Expectations" Consortium experience and its role in AAC&U's "Liberal Education for America's Promise" initiative.

The Carnegie Foundation for the Advancement of Teaching (2006)—Richland College is one of only four community colleges selected among 62 U.S. colleges and universities for the new elective Carnegie Foundation Curricular Engagement and Outreach & Partnerships Classification, demonstrating institutionalized practices of community engagement that show alignment among mission, culture, leadership, resources, and practices.

Vanguard Learning College Project (2000-2005)—Richland College was one of 12 American and Canadian community colleges selected by the international League for Innovation in the Community College to develop institution-wide Learning College models during a five-year project.

National Service-Learning Project (1997)—Richland College was one of seven mentor colleges for the American Association of Community Colleges' National Service Learning Project, "Broadening Horizons."

American Productivity and Quality Center (APQC)—in 2000, Richland College was awarded one of five "Best Practice" U.S. institutions based on a national benchmarking study to identify best practices in developmental and ESOL education.

National Conference Athletic Championships—Richland's five non-scholarship athletic teams are the first in NJCAA or NCAA history to hold simultaneously three national titles (in men's soccer, women's soccer, and baseball) and have won more than a dozen national championships.



Richland College

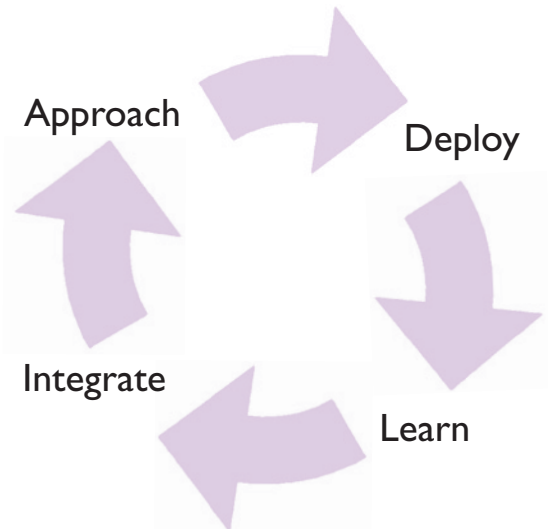
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

An Equal Opportunity Institution.

www.richlandcollege.edu/thunderdoc



CYCLES OF IMPROVEMENT: APPROACH, DEPLOY, LEARN, INTEGRATE



Approach

These systematic approaches are key to our performance discipline:

- Review and update vision, mission, values, core competencies
- Review and update Strategic Planning Priority Goals for Student Learning
- Review and update Key Performance Indicators (KPIs) and Targets
- Develop/update Organizational Action Plans
- Develop/update Departmental Action Plans
- Develop/update Employee Action Plans (IAP/PD)
- Develop/update Quality Enhancement Plan (QEP) strategies
- Build/update budget projections

Deploy

We deploy approaches broadly and deeply to relevant work groups throughout the college:

- Deploy Organizational Action Plans
- Deploy Departmental Action Plans
- Deploy Employee Action Plans (IAP/PD)
- Deploy QEP Cycle
- Review KPI Measures-to-Targets monthly
- Take corrective actions to close performance gaps
- Provide employee training and development
- Administer student-employee-community surveys/focus groups

Learn

We analyze and evaluate our success. We learn from:

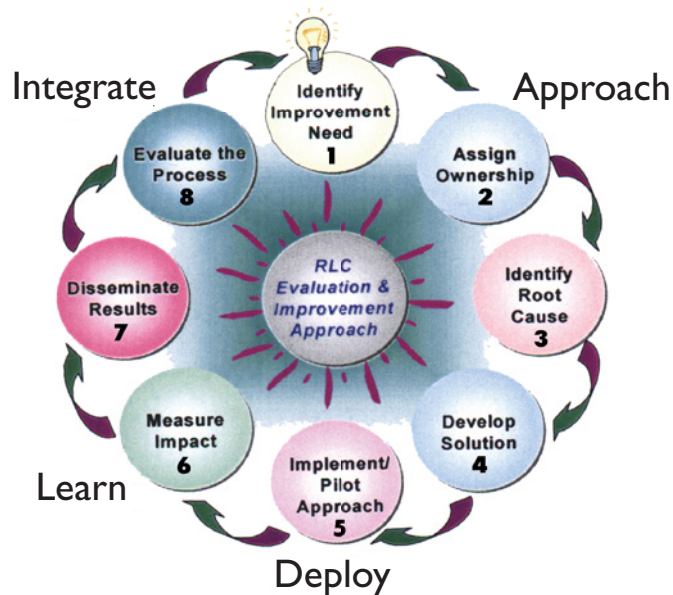
- End-of-year results for KPI Measures
- Revenue- and budget-target results
- Organizational Action Plan outcomes
- Departmental Action Plan outcomes
- Employee Action Plan outcomes (IAP/PD)
- QEP outcomes
- Process Implementation/Improvement Plans (PIIP)
- Benchmarking selective best in-class organizations
- Survey/focus group/blog results

Integrate

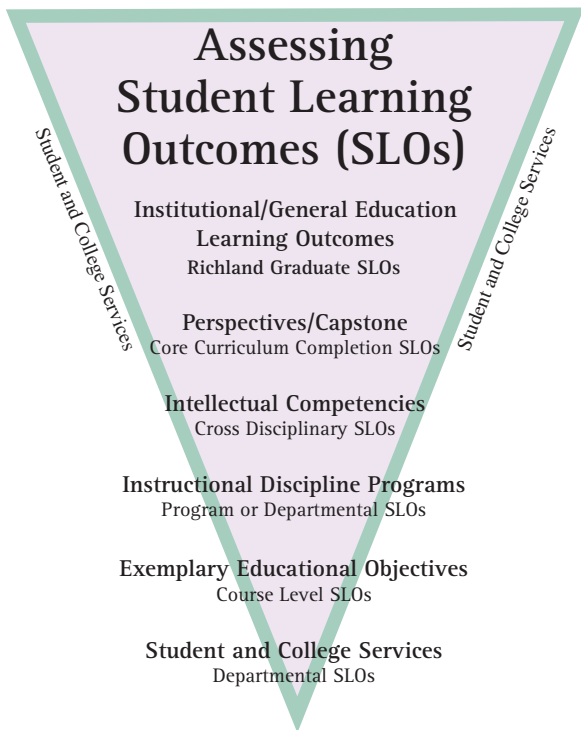
We integrate what we have learned into the next cycle of improvement to:

- Share key learnings across the organization
- Promote continuous quality improvement
- Promote sustainable, innovative breakthroughs for ongoing organizational transformation

PROCESS IMPLEMENTATION/ IMPROVEMENT PLAN STEPS (PIIP)



QUALITY ENHANCEMENT PLAN (QEP)



Satisfies SACS COC, THECB, DCCCD curriculum requirements, and our own intrinsic motivation for improving student success.