Richland College

DALLAS COUNTY COMMUNITY COLLEGES

2005 MALCOLM BALDRIGE
NATIONAL QUALITY AWARD APPLICATION

*Teaching, Learning,
Community Building*

Table of Contents

A	
AABS	African American/Black Studies
AAC&U	Association of American Colleges and Universities
AACC	American Association of Community Colleges
AAMA	American Association of Medical Assistants
AC	Academic Council, headed by VPSL
ACGM	THECB's Academic Course Guide Manual
AD	Academic Deans
ADA	Americans with Disabilities Act of 1990
ADEA	Age Discrimination in Employment Act of 1967
ADELANTE	Spanish word for onward or forward, referring to specialized recruitment and retention services for RLC's targeted Hispanic/Latino student market
ADSSS	Associate Dean of Student Support Services
AECI	American English and Culture Institute
AFC	Adjunct Faculty Council, representing adjuncts (part-time faculty)
AIR	Association of Institutional Research
ALCA	American Landscape Contractors Association
APQC	American Productivity and Quality Center
Appreciative Inquiry	A process involving the cooperative search for the best people, their organizations, and the world around them
AS	Administrative Services, specifically those provided by work groups headed by deans and directors reporting directly to CEO
ASHP	American Society of Health System Pharmacists
AWT	Administrators Who Teach up to 49% of their workload

B	
BHC	Brookhaven College/DCCCD
Board	Seven-member elected DCCCD Board of Trustees

C	
CARVER MODEL	Carver Policy Governance® Model in Nonprofit Organizations, a conceptual set of principles followed by the DCCCD Board of Trustees to achieve effective governance of the District
CCB	Council for Community Building
CCCCD	Collin County Community College District
CCSSE	Community College Survey of Student Engagement
CE	Continuing Education
CEDC	Community and Economic Development Council

CEO	Chief Executive Officer, such as the Richland College President and the DCCCD Chancellor
CEU	Continuing Education Units (awarded and transcripted for successful completion of designated and State-approved/reimbursed Continuing Education courses)
CFO	Chief Financial Officer, Dean of Business Services
CIP	Capital Improvement Plan -- facilities master plan
CMS	Complaint Management System
COLLEAGUE	Datatel Automated Information System used by DCCCD
CORE CURRICULUM	RLC/DCCCD colleges' 48 credit hour curriculum, transferable to all Texas public colleges and universities
CQI	Continuous Quality Improvement
CQIN	Continuous Quality Improvement Network
CQS	Campus Quality Survey
CREDIT	Courses for which college credit is awarded toward degree completion
CTL	Council for Teaching and Learning
CTLC	Center for Tutoring and Learning Connections
CVC	Cedar Valley College/DCCCD

	D
DART	Dallas Area Rapid Transit
DCCCD	Dallas County Community College District
DFSCA	Drug-Free Schools and Communities Act
DFW	Dallas-Fort Worth
DIR	Dean of Institutional Research
DISD	Dallas Independent School District
DMHA	Dallas Metroplex Homeless Alliance
DO	District Office
DOE	Department of Education
DPS	Department of Public Safety
DSC	District Service Center
DTPF	Dallas Trees and Parks Foundation
Dual-Credit	A program in which high school juniors and seniors and home schooled students complete RLC credit courses, many at their own school, tuition free, while enrolled in high school

	E
ECC	El Centro College/DCCCD
EDSES	Executive Dean of Student and Enrollment Services

EFC	Eastfield College/DCCCD
EMERITUS	RLC programs for seniors ages 55+
EPA	Environmental Protection Agency
ES	Employee Services and Professional Development Department
ESOL	English for Speakers of Other Languages
ETT	Extended ThunderTeam senior leadership group includes the President, Vice Presidents, Dean of Financial Services, Assistant to the President, QEP Coordinator, Employee Services Director, and the Institutional Research Dean and staff

F

FA	Faculty Association, comprised of dues-paying RLC faculty
FAFSA	Free Application for Federal Student Assistance
FC	Faculty Council, elected by FA members to represent faculty welfare and issues including instruction
FERPA	Family Educational Rights and Privacy Act
FMLA	Family Medical Leave Act

G

GIPWE	Guidelines for Instructional Programs in Workforce Education
GISD	Garland Independent School District

H

HEART	Holistic Economics and Accounting Retention Team
HIPPA	Health Insurance Portability and Accountability Act
HR	Human Resources/human resources
HS	High School
HWSW	Computer hardware and software

I

IAP	Individual Action Plan
ID	Instructional Development
IDI	Intercultural Development Inventory
IOS	Improvement Opportunity System
IR	Institutional Research
IS	Instructional Specialists
ISD	Independent School District
IT	Information Technology

J

JCCC	Johnson County Community College

JTPA   Job Training Partnership Act

	K

KPI   Key Performance Indicators

KSA   Knowledge, Skills, and Abilities

kWh SF   Kilowatt Hours per Square Foot

	L

LEED   Leadership in Energy & Environmental Design

LENS   Learning Exchange Networks – modules and workshops derived from teaching and learning materials, developed by teachers for teachers, at Humber College, Toronto, Ontario

LFT   Limited Full Time

LICC   League for Innovation in the Community College

LOS PATOS LISTOS   RLC's community outreach/recruitment team comprised of employee volunteers, who perform a supportive role in a college strategic initiative to maximize Hispanic/Latino student recruitment: Spanish for "Smart Ducks" or "Ducks at the Ready"

	M

MALS   Mexican American/Latino Studies

MBSH   Mind, Body, Spirit Health Studies

Mobius   Derived from the early 19th century mathematician August Ferdinand Mobius, who formulated the continuous one-sided surface formed by twisting one end of a rectangular strip through 180 degrees and attaching it to the other end such that its inner side is indistinguishable from its outer side in continuous movement, the Mobius Strip symbolizes for all Thunderducks the vital connection between their inner lives of mind and spirit and the outer reality of their lives of service to one another, family, community, and our planet and universe.

MVC   Mountain View College/DCCCD

MWB   Minority and Women-Owned Business

	N

NACUBO   National Association of College and University Business Officers

NADE   National Association for Developmental Education

NCAA   National Collegiate Athletic Association

NCCBP   National Community College Benchmark Project

NCDE   National Council of Developmental Education

NHM   North Harris Montgomery Community College, Conroe, Texas

NILD   National Institute for Leadership Development

NISOD   National Institute for Staff and Organizational Development

NJCAA   National Junior College Athletic Association

NLC   North Lake College/DCCCD

NLSSI   Noel Levitz Student Satisfaction Inventory

| NSF | National Science Foundation |
| NTCCC | North Texas Community College Consortium |

O

OFI	Opportunity for Improvement
OJT	On-the-job training
OM	RLC Operational Memoranda (with policies and procedures)
OSHA	Occupational Safety & Health Administration
OWT	Others Who Teach

P

P-BID	Performance-Based Instructional Design
PCAB	President's Cabinet
PCAL	Performance Criteria Analysis
PD	Progress Discussion
PDCA/ADLI	Plan-Do-Check-Act. Our institutional effectiveness cycle refined to encompass Approach, Deployment, Learning, and Integration.
PIIP	Process Implementation/Improvement Plan
PIN	Personal Identification Number
PSS	Professional Support Staff; employees not under contractual classifications
PSSA	Professional Support Staff Association, comprised of dues-paying RLC PSS employees

Q

| QAC | Quality Assurance Committee |
| QEP | Quality Enhancement Plan |

R

RCHS	Richland Collegiate High School, a proposed Texas charter school for high school juniors and seniors eligible to take all their high school credits as simultaneous college credit, so that high school graduates simultaneously receive an associates degree
RD	Resource Development
RISD	Richardson Independent School District
RLC	Richland College/DCCCD
RMO	Risk Management Officer
RRT	Rapid Response Team
RSTC	Richland Skills Training Center

S

| SACS | Southern Association of Colleges and Schools |

SCANS	Secretary's Commission on Achievement of Necessary Skills
SDC	Student Development Council
SECC	State Employee Charitable Campaign
SEI	Student Evaluation of Instruction
SERVICE AREA	Each of the DCCCD colleges provides programs focused toward a geographical segment of Dallas County designated as its "service area." While the colleges may serve students from outside their service area, the college cannot operate programs outside that service area without specific permission from the college that primarily serves that particular area, unless a program is not offered in that college's service area.
SGA	Student Government Association, officers elected annually by Richland students to serve as a formal communications link between RLC students and administration
SIIC	Summer Institute for Intercultural Communications
SMU	Southern Methodist University
SOAR	Student Opportunity for Academic Reward, a TRIO program
SOP	Standing Operating Procedure
SPAR	RLC Student Programs and Resources Department
SPP	Strategic Planning Priority

T

TAIR	Texas Association of Institutional Research
TAMU	Texas A&M University
TAPE	Texas Award for Performance Excellence
TASP	Texas Academic Skills Program
TBR	Texas Board of Realtors
TCC	Tarrant County College
TCLOS	Texas Commission on Law Enforcement Officers Standards
TD	Thunderdocuments - comprised of RLC Statements of Mission, Vision, Purpose, Values, and Strategic Planning Priorities
TDH	Texas Department of Health
T-Ducks in a Row	Ad hoc RLC e-mail announcements of organizational-wide impact, such as reorganization, construction disruption, policy change, etc. (All TDR's are archived on the employee website.)
THECB	Texas Higher Education Coordinating Board
THUNDERBRIDGE	Employee newsletter issued three times per month
THUNDERDUCK®	Official trademarked mascot of Richland College; all students (current and former) and employees (current and former) are referred to as Thunderducks
THUNION	See TR below
TLC	Teaching, Learning, Community Building (The RLC Mission)
TOLI	Thunderwater Organizational Learning Institute

TR	Thunion Report ("Thunder Onion"), monthly KPI update report, peeled back "like an onion" by extended TT and other councils
TRIO	Refers to a number of U.S. federal programs (Upward Bound; SOAR) to increase access to higher education for economically disadvantaged students
TT	ThunderTeam
TXU	Texas Utilities Company

U

UNCOMMITTEE	A monthly gathering of some 100 faculty and staff in groups of 25 each, to discuss a book, selected to enhance personal and professional growth and relationships with colleagues. RLC's "Uncommittee" has been in existence for seventeen years.
UNT	University of North Texas
USDH	United States Department of Health
UT	The University of Texas at Austin
UTA	The University of Texas at Arlington
UTD	The University of Texas at Dallas

V

VANGUARD	Vanguard Learning Project, a League for Innovation initiative to develop institution-wide learning models of best practices. RLC was one of 12 community colleges selected to participate in this five-year consortium (1998-2003).
VCBA	Vice Chancellor for Business Affairs
VOE	Visions of Excellence – a 48-hour orientation program for new full-time faculty, consisting of a three-day retreat and seven workshops throughout the first year, and augmented by eight additional sessions at RLC.
VP	Vice President
VPIA	Vice President for Institutional Advancement
VPIEED	Vice President for Institutional Effectiveness and Economic Development
VPRDWT	Vice President for Resource Development and Workforce Training
VPSD	Vice President for Student Development
VPSL	Vice President for Student Learning

W, X, Y, Z

WECM	Workforce Education Course Manual
WIA	Workforce Investment Act
WRDC	Workforce and Resource Development Council
XROP	Colleague System Roster Profile (Student Academic History Screen)

P.1 Organizational Description

RLC, one of seven publicly funded two-year community colleges in the DCCCD, meets the educational needs of adults, primarily in our geographic service area. We also provide specialized programs that serve Dallas County and beyond. SACS accredits RLC. In 1972 we enrolled 3,500 credit and 4,000 non-credit (CE) students; in spring 2005, we enrolled more than 14,300 credit and almost 6,000 CE students (*Figure 7.2H*).

P.1a Organizational Environment
P.1a(1) Main education programs and services

Our key student segment is the transfer student, whose primary goal is further education at a four-year college. Other student segments seek a technical associate's degree or skills for job preparation, upgrade, or currency (*Figure 7.2H)*. Our main educational offerings include:

- CORE transfer courses/programs
- Transfer associate's degrees (freshman/sophomore credit for transfer or personal enrichment)
- Technical associate's degrees and one- and two-year certificates
- Workforce development/corporate training (credit/CE)

We serve students where they are developmentally and prepare them for success in four-year colleges, careers, or in life skills. When students come to us unprepared for college-level courses, we offer programs to help prepare them. These include:

- Compensatory developmental (reading, writing, mathematics) education (credit)
- ESOL/ESL (credit/CE)

We offer additional programs on a non-credit/CE basis for career or cultural enhancement, literacy, and basic skills.

To help students succeed in our primary programs, we offer:

- Advising and assessment of prior learning
- Study skills and tutoring
- Financial aid
- Career placement services
- Other services described in 6.1a(1)

We deliver these credit/CE programs to students through classroom instruction; distance learning (telecourses, interactive live, video-based, and Internet courses); computer-based/assisted instruction; learning labs; learning communities; service learning; and study abroad. In addition to traditional semester-length courses, we offer intensive fast-track, weekend, and self-paced options. We offer student services face-to-face, in group settings, and web-based.

P.1a(2) Organizational culture

RLC's culture supports our learning environment for the development of individuals socially and educationally through our mission to develop lifelong learners, community builders, and global citizens. Our unique "Thunderduck®" culture reflects our belief that it is the whole person who best

learns, teaches, serves, and leads. Consequently, our programs and services nurture the mind-spirit-body connection and value both emotional and intellectual intelligence. Our mascot, R. Mobius Thunderduck ("Moby Duck"), originates from RLC's agrarian campus history and, like the Mobius strip, connects its inner life of mindful reflection to its active life of service to others.

The Thunderduck culture permeates student and employee life. Thunderduck Hall is the front door to the campus, providing all student intake services in one convenient location. New employees (ThunderSTARS) learn about T-duck culture on their first day on campus in a lively, full-day orientation, followed by a *Lakeside Chat* with TT, held three times annually. New employees receive mentors to support this culture transfer. TOLI assists employees in meeting their annual professional development expectations, including training in ThunderWellness activities for whole-person development.

The *ThunderBridge* employee newsletter reinforces our culture with "Thunder Values in Action" and "Thanks, Thunderducks," letters of appreciation from students, community members, and employees. A daily computer pop-up screen features one of RLC's ten organizational values. To identify root cause for and close performance gaps, TT reviews institutional KPIs monthly in the Thunion Report [4.1a(1)], peeled like an onion in layers to measure performance.

Our organizational Purpose, Vision, Mission, and Values define and support our culture. The lengthy official ***Purpose Statement*** (wording required by the THECB), reflects all functions outlined by the Texas legislature for community colleges. The following abbreviated statements, posted throughout the campus, on our website, and in community and stakeholder student publications, guide Richlanders in common directions.

> *Vision*
> *Richland College will provide learning experiences that enable all students to lead meaningful, rewarding lives in a diverse, global community.*
> *Mission*
> *Teaching, learning, community building* (TLC).
> *Organizational values*
> *Richland College affirms these values for our work together: Mutual trust; wholeness; honesty; fairness; mindfulness; considerate, open communications; cooperation; diversity; responsible risk taking; and joy.*

In the complete statements, posted on our website and in key documents, readers learn:

- The primary reasons why students/stakeholders choose RLC, the quality learning RLC students/stakeholders experience at the college, and the value-added

"Moby Duck"

attainment of RLC graduates/completers (Vision)
- The primary college service area, programs, and services (Mission)
- Ethical behavioral standards for Richland employees and students (Values)

The easily remembered TLC mission statement appears on our 275 exterior doors. Our Values support attainment of our vision, keeping employees' focus on our mission with consistent behaviors and expectations. These documents, along with our strategic planning priorities (SPPs), comprise the ThunderDocuments (TDs), the foundation for our operations and directions. We review these TDs, available on our website and in multiple publications to stakeholders, with new employees throughout their first year at RLC.

P.1a(3) Faculty and staff profile
Our 558 full-time employees include: 144 full-time instructional personnel who teach students and perform related teaching-learning functions; 312 full-time PSS who provide services for employees, students, and community; and 102 administrators who lead academic and student/ community programs and services. Part-time employees include 639 credit faculty, 172 CE faculty, and seasonal staff.

Approximating the demographics of our service area and student enrollment, 37% of our employees are ethnic minorities (17% African American, 11% Hispanic, 7% Asian, 2% other), with 34% of leaders minority and 56% female.

Faculty teaching transfer classes hold at least a master's degree and 18 graduate hours in their teaching fields (121 full-time and adjuncts hold doctorate degrees). Technical faculty hold at least a bachelor's degree or equivalent experience in their fields. All PSS meet appropriate educational requirements for job responsibilities. Administrators have at least a master's degree and/or extensive field experience. (See Item 5.2a for educational requirements for CE faculty.)

No bargaining units exist. We use contractors for bookstore, food, and custodial services. Employee safety requirements appear in 5.3a, including special health and safety procedures relative to ergonomic and accessible facility issues.

P.1a(4) Major technologies, equipment, facilities
The 243-acre RLC non-residential campus has 14 permanent buildings (615,584 gross square feet) and four temporary buildings to accommodate enrollment growth. We have construction funds for more than 200,000 sq. ft. of permanent facility expansion through 2010.

Our primary technology usage is in information systems. We have 80 computer labs providing access for students in-class and for study out of class. Campus computers network locally and throughout DCCCD using wireless networks. We update other specialized instructional lab and facilities' support equipment through master plans and routine maintenance. A small number of other technology uses exist, such as special labs that require sophisticated equipment to support science and technology curricula.

P.1a(5) Regulatory environment
We operate under a wide variety of rules and guidelines (*Figure P.1A*). The THECB monitors state reimbursement for programs and financial regulations. Titles VI, VII, and IX of the Civil Rights Act also provide specifications for how we operate. SACS sets standards for administration/faculty certification and financial regulations. In 2002 our accreditation was fully affirmed with no recommendations and extended for ten years. As one of only eight higher education institutions piloting new accreditation standards, we helped shape new standards, implemented in 2004, for all SACS higher education institutions.

P.1b Organizational Relationships
P.1b(1) Structure and governance system
In the structure/governance system depicted in our organization chart, our governing body (DCCCD Board of Trustees) oversees compliance with state, federal, and THECB regulations. It also determines local tax rate, sets tuition, and authorizes bond elections and expenditures for facilities. In addition, it sets policies/parameters in categories such as Ends, Executive Limitations, Board-Staff Relations, and Board Process, thereby empowering both Board and Staff (District and its colleges) to perform the duties outlined therein. The Board's Ends reflect expected results that respond to questions of what human needs are to be met, for whom, and at what cost. The Board sets limitations only on staff means–limits that reflect principles of prudence and ethics (staff practices, activities, circumstances, and methods). In turn, this empowers the DCCCD CEO, RLC CEO, and RLC staff to use their full creative abilities in safeguarding against potential abuses. They do this as they satisfy stakeholder needs, improve organizational effectiveness, and ensure the larger community's trust.

The Carver Policy Governance® Model guides the Board, DCCCD/RLC CEO, faculty, and staff. Governance processes delineate organizational responsibilities at Board, District, and RLC in these areas: strategic decision planning; monitoring, and evaluating performances of senior leaders and others; financial auditing; establishing compensation and benefits; managing risks; and completing daily operations.

P.1b(2) Key student, stakeholder, and market segments
Our key student segments are described in P.1a(1) and *Figure P.1B*. Of RLC's credit enrollment, 69% seek transfer to a university; and as part of that group 21% need developmental education to become college ready; and 10% seek career and job readiness. Characteristics of our credit enrollments include: average age, 28; 55% female; 20% African American; 18% Hispanic; 13% Asian. CE enrollments include 70% workforce training and 30% personal enrichment: average age, 39; 58% female; 26% Hispanic; 12% African American; 11% Asian.

Process Areas	Authority	Practices	Measures	Expectations
Zoning and Codes	- City	Building safety procedures, internal audits	Findings	Zero findings
Safety & Legal	- OSHA - USDH - RLC internal standards	Safety audits; Emergency Response Training; College-wide Drills	Campus/Legal Safety/ Security indicators; Perf in actual situations; Respon. time (*Fig.7.6E*)	Continuous improvement in each measure per defined goal
*Regulatory**	- THECB - EPA	Appropriate tracking systems Agency Audits	Compliance. (*Fig. 7.6I and 7.6J*)	Zero findings/exceed standards
*Employee Related***	- Federal Agencies such as OSHA	Human Resource practices, Safety training, audits	Workers Comp claims filed & premiums paid. (*Fig. 7.4I*) Compliance to reqmnts (*Fig.7.4G* and *7.6H*)	Improvement to defined goal
Accreditation	- SACS	SACS/Program Accreditation	Audit Criteria/QEP (*Fig. 7.6I*)	10-year, max accreditation
Ethics & Equity	- DCCCD - External / Internal Auditors - EEOC	Acctg and reporting practices Financial Audits Ethics Policy Affirmative Action Student Rights and Responsibilities Supplier score card	Non-conformance items; Non-conformance issues; % of under-represented groups (students & employees) (*Fig. 7.6C, 7.6F, 7.6G, 7.6H, and 7.5 K*)	Zero findings; Zero occurrences; Mirror community (students); & student body (employees)
Federal & State Regulations	- Courts	Adherence to District policies and practices	Legal actions (*Fig. 7.4G and 7.6F*)	Zero legal actions

*Governance, Titles VI, VII, and IX, EPA, Copyrights   **FMLA, FERPA, HIPPA, ERISA, ADA, OSHA, etc.*

Figure P.1A – Public Responsibility Key Practices, Measures, and Expectations

Requirements/Expectations	Transfer	Technical/ Job Skills
Competitive, affordable tuition	✓	✓
Flexible class scheduling	✓	✓
Accessible offerings on-site/at-a-distance	✓	✓
Course/program transferability	✓	
College preparedness	✓	
Job training currency/quality		✓
Job placement		✓
Lifelong learning skills	✓	✓

Figure P.1B – Key Student Segment Expectations/Requirements

We recruit these students primarily from four key market segments, identified as: 1) recent HS graduates; 2) still in High School/dual-credit; 3) age (adults returning to education after K-12/college gap); and 4) underserved ethnicity (Hispanic/Latino) (*Figure P.1C*).

Four key stakeholder groups expect us to use our resources effectively to meet community educational needs through student success: 1) those that represent our taxpayers and/or govern or accredit us (DCCCD Board, THECB, SACS); 2) other schools (K-12, universities); 3) employers; and 3) RLC faculty/staff (*Figure P.1D*). Selected key school and employer stakeholders become formal partners and suppliers.

P.1b(3) Supplier/partner roles in learning processes
Formal partners (key high schools, universities, and businesses) and our most important suppliers (copiers, bookstore, computer HW/SW) have roles in our learning-centered processes, ranging from preparing college-ready high school students, accepting our transfers, hiring our graduates/completers, providing internships, supplying competitively priced texts, to providing learning-friendly HW/SW. Other key suppliers provide such support processes as cost-effective custodial and food service.

Partners assist us in organizational innovation processes; e.g., one business assists us with environmental sustainability processes, high schools assist us with our dual-credit and AP/dual-credit processes, and university partners assist us with such processes as "co-enrollment" in university-level engineering programs.

The most important requirements for our suppliers include timeliness and reliability for orders and services placed/ scheduled and received, as well as competitive pricing and high quality products and services.

P.1b(4) Key relationship/communications mechanisms
Figures P.1B, P.1C, and P.1D and P.1b(2) and P.1b(3) describe the relationships between RLC and its key suppliers, partners, students, and stakeholder groups. We describe our key communications systems with each of these groups in 3.1a(2) and *Figure 3.1A*.

Requirements/Expectations	HSG	HS	A	L
Timely/accurate enrollment information	✔	✔	✔	✔
Bi-lingual/Spanish information				✔
Life transition assistance			✔	
Collaboration with high school faculty		✔		
Class schedules that accommodate high school calendar	✔	✔		
Information to parents	✔	✔		
First-generation-to-college information and case management approaches	✔	✔		✔
Legal documentation information				✔
Child care referrals			✔	
Specialized co-curricula activities	✔			✔

KEY:
HSG – recent high school graduates
HS – current high school students ready for college
A – older adults (21+)
L – underserved Hispanic/Latino population

Figure P.1C – Key Market Segment Requirements/Expectations

We specify the key requirements of each partner and supplier in formal agreements and assess the effectiveness of the relationships in informal, in-process feedback sessions, as well as through formal, summative EOY score cards for each, which include *their* formal feedback about *our* performance (*Figure 7.5K*).

P.2 Organizational Challenges
P.2a Competitive Environment
P.2a(1) Competitive position
We have the largest combined credit/CE enrollment of any higher education institution in Dallas County. Our enrollment has grown steadily despite the need for facility expansion,

Requirements/Expectations	G	S	E	F
Student success	✔	✔	✔	✔
Accreditation compliance	✔	✔		✔
Efficient systems/processes	✔			✔
Facilities maintenance	✔			✔
Instructional equipment currency		✔	✔	✔
Cost-effectiveness	✔			
Articulation agreements		✔		
# of transfer-ready students	✔	✔		
# of job-ready completers	✔		✔	
Competitive salaries/benefits/work conditions	✔			✔
Professional growth				✔
High ethical standards	✔	✔	✔	✔

KEY:
G – governing/accrediting groups representing taxpayers
S – other schools (K-12, universities)
E – employers (of student completers)
F – faculty/staff

Figure P.1D – Key Stakeholder Group Requirements/Expectations

now underway. Local competitors include BHC, EFC, NLC, and UTD. Outside our immediate service area, our competition for freshman and sophomore transfer students includes CCCCD, UNT, UTA, TAMU-Commerce, Texas Tech, UT-Austin, and TAMU-College Station. We have articulation agreements with our key universities, collaborating with them for joint marketing, smooth student transition, shared student success data, offerings on site, and specialized scholarships for RLC transfer students. We also offer mini-terms to attract competitors' students when home for school breaks. For corporate workforce-related programs, key local competitors are BHC, EFC, NLC, and CCCCD.

P.2a(2) Principal success factors
We address our principal competitive success factors directly through our strategic planning approach described in 2.1a. *Figure P.2A* shows these factors and their associated SPPs.

Key changes in the competitive environment include competitors' tuition increases while we maintain significantly lower tuition costs *(Figure 7.2K)*. Although essentially full facilities have limited our ability for program/enrollment growth and market penetration, voters approved a $54 million facilities expansion plan in May 2004 to remove this growth/responsiveness barrier.

P.2a(3) Sources of comparative and competitive data
Since 2000, significant cycles of improvement in collecting and using comparative and competitive data have occurred. We now use benchmarking data within and outside higher education. Within higher education, we use:

- Comparative results from surveys for students and employees
- Comparative data with our sister colleges and with the neighboring college district (CCCCD) that influences the DCCCD Board's decisions concerning policies and funding
- Comparative data from state agencies on state norms, average performance, and best school performance
- Comparative data from receiving schools on success rates of our students compared to their native students
- Comparisons of performance to other best-in-class performing schools through peer groups and participation in best-in-class sharing groups such as NCCBP
- Financial comparative performance ratings such as from Moody and Fitch

For our benchmarking data outside higher education, *see Figure P.2B*.

Priorities	Principle Success Factor	Strategic Challenges
Identify and meet community educational needs	• Geographic proximity and visibility • Serve the underserved	• Population demographic shifts increasing those without English proficiency • Technology jobs decreasing in our employer base with students shifting to transfer courses
Enable all students to succeed	• Student success in transfer school and work • Support students wherever they come from in life	• Under-prepared student needs increasing • Students more under-prepared, with fewer resources in K-12 institutions
Enable all employees to succeed	• Faculty committed to student success and the RLC culture	• Increasing faculty and leadership retirements, with many new hires needed
Improve efficiency and effectiveness of college programs and operations Meet community educational needs	• Do more with less • Continuous improvement culture • Ethical, compliant, socially concerned	• Minimizing disruptions as facilities are constructed to expand capacity • Closing enrollment/student success gaps, especially for Latino populations/students

Figure P.2A – Principal Success Factors and Priorities

P.2b Strategic Challenges
We address our strategic challenges directly through the strategic planning approach described in 2.1a. We align these challenges to our success factors [P.2a(2)] and address them through the Priorities as shown *Figure P.2A* and in *Figure 2.2A*. Also, as the Dallas Metroplex struggles to create a more sustainable environment, we are challenged to model sustainable practices in retrofitting and designing new buildings and grounds; updating curriculum; and encouraging community, students, and employees to use more environmentally sustainable transportation.

P.2c Performance Improvement System
Our approach to performance improvement is through strategic and operational deployment of our PDCA/ADLI cycle throughout the organization. We embed this approach in our PIIP process, which guides systematic evaluation and key-process improvements (see *Figure 6.1D*). *Figure 2.1A* depicts how we conduct improvements through our Strategic/ Operational Planning processes, including our monthly KPI progress review. We use key approaches that ensure PDCA/ ADLI focuses us on continuous improvement. These approaches include our responses to improvement opportunities in 1) annual feedback reports from TAPE, Baldrige, and various accreditation reviews, and 2) timely reports from

environmental scanning, strategic planning, benchmarking, and sharing groups.

We imbed organizational learning in our culture at the deepest levels, consistent with our Mission of *teaching, learning, community building*. This passion for learning leads us to participate in many benchmarking and sharing groups, and continued involvement in both the TAPE and Baldrige programs. Quality Texas named us a recipient of the TAPE award this year (2005). We also participate in continuous learning through seminars and community involvement. We have an interconnected two-pronged approach to sharing knowledge assets within the organization: 1) We imbed organizational learning/ knowledge asset-sharing mechanisms into our interrelated multi-year, college-wide QEP strategy; our program review; and our benchmarking efforts; and 2) TOLI provides related professional development series and follow-up support groups where we share knowledge regularly throughout the organization.

Organization	Nature of Benchmark Activity
Texas Instruments, City of Dallas	Sustainable architectural design
Texas Nameplate	Electronic dashboard, Senior Leaders Performance Eval.
Bank One	Customer service "Front Counter" approaches
Disney	Employee interview/screening, New empl. orientation
Starbucks, "Experience Music Project"	Experience Engineering for T-duck Hall & new bldgs.
Southwest Airlines, Container Store	Employee culture
Branch-Smith Printing	Supplier/Partner Score Card
Presbyterian Hospital of Dallas	Employee professional development
Medrad, Inc.	Diversity in management
St. Luke's Hospital	Employee retention/turnover/satisfaction
Robert Wood Johnson University Hosp.	Employee retention/turnover

Figure P.2B – Outside Higher Education Benchmarks

1.1 Senior Leadership

Senior leaders create a leaderful environment focusing on individual and collaborative empowerment and responsibility. Our leadership culture and growth opportunities have launched 22 former Richlanders into higher education positions as CEOs.

Our president, one of 27 remaining 1972 RLC founders, has served as CEO for 26 years. TT, our senior leadership team, consists of the CEO, five VPs, CFO, and Assistant to the President. They ensure broad stakeholder input and collaboration in updating, communicating, and implementing the TDs, our guiding principles and strategies, and they review organizational performance and system effectiveness. To this end, they interact formally and informally with learning-centered and stakeholder-focused councils, committees, teams, and individuals.

Figure 1.1A illustrates our robust leadership system,
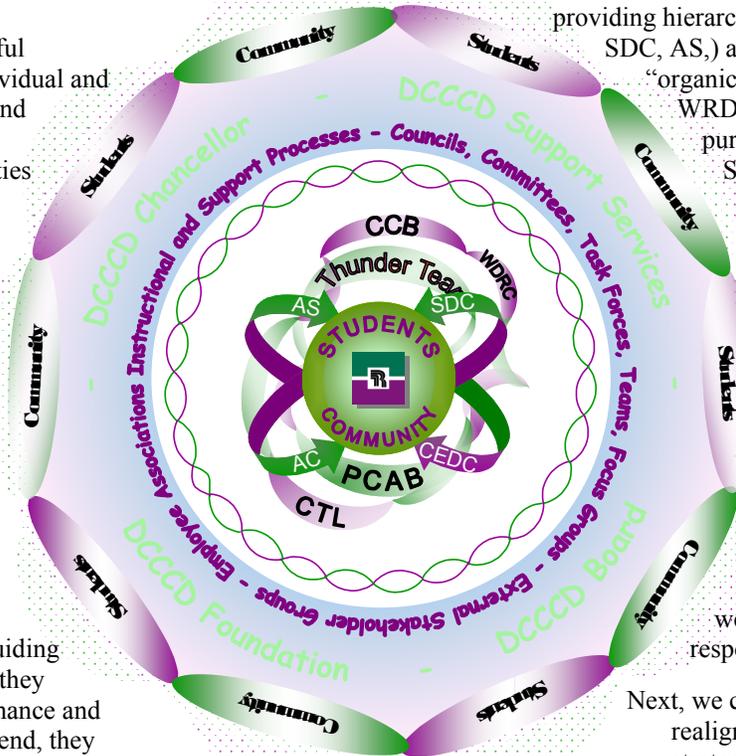
Figure 1.1A – RLC's Leadership System

providing hierarchical clarity (TT, PCAB, AC, SDC, AS,) and fluid cross-cutting "organic" agility (CCB, CTL, CEDC, WRDC, and groups noted in the purple concentric ring of 1.1A). See *Figure 1.1B* for membership and chairs of these groups. Most broadly, the DCCCD Board and District Office provide policy and governance parameters and certain support services for RLC.

Cycles of improvement have enhanced this system since 1997 when it consisted only of PCAB, AC, SDC, and AS. To create value for students and other stakeholders, we added the CEDC in 1998 for responsive environmental scanning. Next, we created the TT with streamlined/ realigned VP areas in 1999 to enhance strategic planning and organizational performance review. Then, we added the CCB and CTL in 2001 to help deploy cross-cutting organizational learning, and most recently, we created the WRDC in 2004 to ensure program currency and agility.

Council/Association	Membership	Chaired by
TT – Thunder Team	President/CEO, 5 VPs, Asst. to President, CFO, (DES, DIR advisory)	President
PCAB – Presidents Cabinet	ThunderTeam, President's direct reports, key deans/directors from VP councils, presidents of the SGA, FC and PSSC	President
AC – Academic Council	Academic Deans, presidents of FC and AFC	VPSL
SDC – Student Devel Council	Student Services deans/directors	VPSD
AS – Administrative Services	Directors of Business Services including Facilities, ES	Dean, Bus. Services
CEDC – Community and Economic Development Council	Leaders working with feeder schools, upstream universities, corporate clients, community advisory councils, environmental scanners, IR staff, RD staff, and program developers	VPIEED
WRDC – Workforce and Resource Devel Council	Representatives from Resource Development, Program Development and Workforce Training	VPIA & VPRDWT, co-chairs
CTL – Council for Teaching and Learning	Representatives from three student groups & eight groups of full- and part-time credit/non-credit teaching personnel	Rotates, w/ VPSL & President ex officio
CCB – Council for Community Building	Representatives from three student/stakeholder groups & twelve major services and community organizations	Rotates, w/ VPSD & President ex officio
FA/FC – Faculty Association/Council	RLC dues-paying full time faculty; FC = faculty officers	Self-governed Stakeholder Assoc.
AFC – Adjunct Faculty Council	Elected to represent part-time adjunct faculty	Self-governed Stakeholder Assoc.
PSSA – Professional Support Staff Association	RLC dues-paying Professional Support Staff	Self-governed Stakeholder Assoc.
SGA – Student Government Association	Elected representatives of the student population	Self-governed Stakeholder Assoc.

Figure 1.1B – RLC's Leadership Councils/Groups

1.1a Vision and Values
1.1a (1) Senior leaders set/deploy values and directions
TT, with broad stakeholder input, sets and deploys RLC vision and values [P.1a(2)], directions, and performance expectations through its college-wide strategic-operational planning and budgeting systems (2.1a). PCAB, CCB, CTL, CEDC, WRDC meetings, and ongoing data from IR provide input for TT to set directions. Cycles of improvement to the leadership system have increased stakeholder input and propelled response to spontaneous OFIs. This fluid, comprehensive approach has improved participation in creating and balancing value for students and other stakeholders. Related performance expectations cascade from organizational measures to departmental measures to individual action plans.

TT communicates and deploys organizational values throughout the organization and to students and key stakeholders through the methods shown in *Figure 1.1C*. The annual Fall Convocation explains updated values, directions, and expectations for all faculty and staff.

Following Convocation, TT deploys direction through councils, work groups, and individuals via related expectations for their action plans [2.2a(1)]. Ongoing deployment and two-way communication continue year-round through the methods shown in *Figure 1.1C*. Senior leaders model organizational values which TT discusses three times annually with new employees in *Lakeside Chat* sessions with the CEO. Items on the Campus Quality Survey allow all employees to rate senior leaders on organizational values *(Figure 7.6D)*.

1.1a(2) Senior leaders create ethical environment
We promote high standards for legal and ethical behavior, as well as equity for all students and employees. To this end, we establish, deploy, and enforce TDs that stress honesty, fairness, equity, and valuing diversity. We further support these values as described in 1.2b. They enable leaders to focus on ethical behavior and equity and empower employees to make effective decisions. Enforcement includes serious policy-consistent consequences for any violation. We also offer programs to focus on ethical

How	What	With Whom	Freq
Convocation*	Vision, Values, Directions, org review and analysis results	All employees	Annual
Committee and council meetings*	Values, Directions, Updates, new initiatives, review and analysis results	Committee members	Varies
ThunderBridge newsletter	Values, Strategic Planning Priority Actions, Shared learnings, improvements, practices; Review results	All employees	3x monthly
ThunderValues in Action	*ThunderBridge* employee reports	All employees	Monthly
Thanks Thunderducks	*ThunderBridge* acknowledgements	All employees	3x monthly
T-ducks in a Row	Sharing learnings and improvements, announcement of needed information and reports	All employees	Ad hoc
Focus groups	Student/Market segment input	Stdnt/Mrkt segs	Ad hoc
ThunderSTARS*	Vision, Values, Mission, SPPs, directions	New employees	On entry
Listening Outposts*	Drop-in, one-on-one employees/students	All employees	Weekly
Underground e-mail*	Informal, frank, two-way water cooler-type conversations	All employees	Daily
Website comm. including reports & executive summaries	Values, Directions, results of reviews and analysis	All employees	Ongoing
College library holds reports	Needed information and reports	All Employees	As needed
Computer screen pop-ups*	One of 10 organizational ThunderValues (*invites employee discussion and reflection)	All employees	Weekly change
QEP website	Sharing learnings	All employees	Ongoing
PIIP website	Organizational Learning for process improvement sharing	All Employees	Ongoing
Surveys	Upward communication	All employees	Annual
One-on-one discussions*	Expectations, directions, requirements, satisfaction	All employees	Impromptu
IAPs and Performance Evals	Expectations, directions, requirements, needs	All employees	Annually
Thunion Report	Organizational Performance reviewed by TT	All employees	Monthly
End of Year KPI Report	Organizational performance review and analysis	All employees	Annually
Dept. performance reviews*	Organizational performance review and analysis	All employees	Monthly
Student publications/website	Vision, Mission, Values, Directions	Students/stkhldrs	Semesterly
Supplier/Partner agreements*	Values, Directions, Expectations	Supplier/Partners	Annually
194 framed posters posted throughout college	Vision, Mission, Values, SPPs, PIIP Process	All employees/ students	Updated Annually

2-way communication   **Figure 1.1C – TT Communication Methods with Employees and Partners**

behaviors, such as campus wildlife and nature preservation, the Peace Pole trail, conflict prevention and resolution training, annual Intercultural Competence training for all employees, TLC mindfulness labyrinth, Institute for Peace, Global Studies, Mind-Body-Spirit Institute, and relevant employee retreats.

1.1a(3) Senior leaders create a sustainable organization
TT creates a sustainable organization that systematically moves toward its vision through cycles of improvement to its strategic planning approach. We deploy our strategic planning approach pervasively and measure it regularly through leading and trailing KPI measurements *(Figure 2.2A)*. Emergency preparedness plans and fiscal stability as measured by fund balances (College and District), financial audits, and bond ratings by both Moody and Fitch *(Figure 7.6G)* further ensure organizational sustainability.

Through multi-year TAPE/Baldrige annual feedback with responsive improvements, TT leaders create a performance improvement environment throughout the organization. Leaders review our consistently improving results monthly at organization and department levels and annually through the EOY Report (posted on intranet website). Monthly PIIP and QEP reviews by all employees assure that performance improvement is continuous and deployed to all employees.

Our culture strongly supports innovation and agility to address unforeseen circumstances. We are founding and contributing members of a variety of organizations such as the LICC and CQIN. Our reputation for openness to ideas and innovative approaches invites us to participate in consortia and pilots that recognize and promote innovation. These include the Vanguard Consortium for Student Learning Outcomes, AAC&U Consortium for Liberal Arts in the 21st Century, SACS accreditation pilot, SIIC pilot, and various benchmarking studies on innovation. Employees likewise infuse their work with innovation. Our ThunderSTARS program was selected as the DCCCD "Innovation of the Year" in the 2002 LICC national competition. Our innovative proposal for a dual-credit charter high school is the first in Texas and will expedite the K-12 to bachelor's degree pipeline by two years.

We have various mechanisms to ensure an environment able to respond to community needs. CEDC works directly with feeder schools, upstream universities, corporate clients, community advisory council liaisons, environmental scanners, IR staff, RD staff, and program developers to keep up with stakeholder needs. Environmental scanning includes information from advisory committees, neighborhood associations, chambers and civic organizations, and area/state/federal business and governmental agencies. We design our workgroups for agility in effecting change and developing new programs as described in 5.1a.

To support an environment of ongoing organizational and employee learning, TT established annual professional development requirements for all employees. QEP discipline and workgroup teams foster ongoing learning in monthly meetings that address college-wide improvements and share ongoing organizational learning. We use systems to encourage sharing successes such as those in *Figure 1.1C*.

For succession planning at all levels of the organization, TT members utilize an annual survey to determine employee aspirations for advancement. HR/TT can match survey results against anticipated openings in order to cross-train employees and to offer professional development, understudies, and internships. At the senior level, for emergency succession planning and interim needs, TT members are cross-trained to "cover" for one another. Therefore, they fill in for the CEO when he is out. TT members also mentor internal, graduate school, and national organization interns as well as teach in leadership graduate programs to enhance succession planning for future leaders.

1.1b Communication and Organizational Performance
1.1b(1) Senior leaders communicate, empower, motivate
TT communicates with, empowers, and motivates RLC faculty and staff, encouraging open communications throughout the organization (*Figure 1.1C*).

To empower employees, TT deploys the Carver principle of "freeing those closest to the work to make responsible decisions." Employees analyze information, determine course corrections, and quickly respond to changes in the environment through formal and informal decision-making. PCAB formally reviews effectiveness of written policies and procedures in providing balanced freedom and parameters to employees, sharpening organizational and employee clarity, and minimizing redundancy.

TT members publicly present faculty and staff a variety of rewards and recognition in various ceremonies, honors, banquets, and receptions (noted in 5.1b and *Figure 5.1A*). This reinforces high performance focused on the organization, students, and stakeholders *(Figure 7.4K)*.

1.1b(2) Focus on objectives, performance, and vision
TT uses systematic strategy deployment (see 2.2) to focus on actions that accomplish RLC's objectives for student, stakeholder, and organizational success. Leaders and employees review progress to the action plans linked to objectives/KPIs. TT deploys the employee-driven, eight-step PIIP to focus on productivity action plans *(Figure 6.1D)*. This enables RLC to 1) update our 33 year-old facilities with user experience and accountability to taxpayers; 2) keep technology infrastructure current and affordable [see 4.2a(3)]; 3) update curricula effectively, 4) address specific needs of target market segments; 5) deploy professional development to refine teaching methodologies; and 6) achieve its strategic objectives/KPIs.

1.2 Governance and Social Responsibility
We focus on social responsibility through the *community-building* aspect of our mission. Our vision is to help students "lead meaningful, rewarding lives in a diverse, global community." We model community-building strategies in our processes with cooperative learning approaches and faculty helping students develop successful community-building life skills for home, society, and work.

1.2a Organizational Governance
1.2a(1) Governance system
The DCCCD Board and CEO hold our CEO responsible for ethical, risk, legal, regulatory, and social responsibilities. To ensure management accountability for the organization's actions, TT members enforce clear policies governing employee and student behavior that identify consequences for violations. TT calls on the DCCCD Legal Counsel, RMO, and Internal Auditors to provide policy-compliance professional development and to conduct audits/reviews if TT questions accountability-compliance behavior.

To ensure fiscal accountability, TT deploys actionable behavior policies governing those with fiduciary responsibilities. TT ensures cost center accountability through COLLEAGUE budget training and performance evaluations. Systematically, TT receives 1) bi-annual fiscal and program audits from the THECB (*Figure 7.6I*); 2) annual audits from the DCCCD Board-approved external audit firm (*Figure 7.6G);* 3) annual audits from the Board's internal auditor (*Figure 7.6F);* and 4) audits as requested by TT, such as when personnel vacate key fiduciary positions. In addition, various accrediting agencies hold periodic audits to protect the interests of their stakeholder groups. All these audit approaches are hierarchically independent of TT.

Published operations, selection, and disclosure policies for Board members maintain transparency for stakeholders. Adherence to various federal, state, and DCCCD Board EEO and Affirmative Action regulations and RLC guidelines and policies ensure we protect the interests of our stakeholder groups.

Reviews of organizational performance at all levels provide transparency to employees. RLC procedures require transparency by division of responsibility among multiple people to ensure controls (such as signature authorization being separated from system review responsibility).

1.2a(2) Performance of senior leaders
Given DCCCD Board governance structure, RLC is not directly involved in Board evaluation; however, our CEO provides formal feedback to the Chancellor regarding relative effectiveness of Board actions/behaviors as they affect RLC. In addition, our CEO provides formative evaluation of Board actions from RLC's perspective in

monthly sessions with the Chancellor, who uses this feedback to improve Board effectiveness.

To improve their own performance and the performance of the college as a whole, TT members use the results of organization reviews, including internal and external stakeholder feedback surveys, focus groups, and other communications. Employees bi-annually evaluate senior leaders and supervisors via the Organizational Climate Survey. Leaders meet with appropriate individuals and groups to understand issues and opportunities. Identifying root causes, they begin improvements to approaches, processes, structures, and behaviors, and engage in relevant professional development. Cycles of improvement include actions taken during the establishment of the SACS pilot, QEP processes that required iterations with internal stakeholders and resulted in changed leadership approaches, organizational processes, and roles of TT members. Another example stems from findings of a seven-year experiment of approaches to instructional staffing using administration, faculty, and PSS that also resulted in establishing the CTL and CCB as part of the leadership system.

Our CEO aided Datatel, CQIN, and a THECB consortium in developing leadership development curricula in quality improvement. He engaged RLC leaders in these new materials as methods for improving our leadership system.

1.2b Legal and Ethical behavior
1.2b(1) Address impacts on society
We endeavor to exceed expectations of stakeholders that hold RLC accountable (local, state, federal, accrediting, legal, and regulatory agencies) to ensure high ethical practices and the short- and long-term health and safety of students and employees. Key personnel monitor impacts on society that result from our operations. *Figure P.1A* shows our identified impacts, the practices to address them, the measures, and our expectations for each. We set targets for each area through our KPI review system that exceed external expectations and promote continuous improvement.

TT and RLC Police, Health Center, Financial Services, Facilities Services, ES, and Safety Office consult with the DCCCD legal counsel and RMO. They are primarily responsible for leading safety, regulatory, and legal programs that lessen risks associated with our operations and follow DCCCD policies that ensure legal compliance.

After each review/audit, TT ensures corrective actions are addressed through PDCA/ADLI process action plans and they are subsequently reevaluated. We investigate safety and security violations extensively to determine root cause and to design and communicate prevention strategies.

TT members work closely with external groups that remain abreast of public concerns, such as Chambers of Commerce,

MBTC, TACC, TSTA, and AACC. They share these inputs with the CEDC that performs ongoing environmental scanning, including information focus groups, surveys, advisory committees, and community hearings. This alerts us to such public concerns as technological risks, public safety education, and environmental sustainability.

Systematic CEDC scans began in 1998 as a cycle of improvement over prior random efforts. To prepare proactively for these concerns, we have implemented new/revised facilities/program planning, such as that launched by the CIP (2002) and the WRDC (2004). Our active involvement with SACS in shaping new accreditation standards helps us prepare proactively for their concerns.

We use resource-sustaining processes to find new revenue streams (such as from the proposed charter high school). We also use them to maintain adequate fund balances and operational reserves at District and RLC levels in annual operational/strategic planning/budgeting cycles. This enables us to hedge against sudden declines in existing revenues or unanticipated major expenses.

1.2b(2) Ethical behavior

As described in 1.1a (2), our very culture is built on a strong sense of ethics and care for the individual, shown in our Values. Ethical practices in all student/stakeholder interactions, including those with partners/suppliers, are accomplished through proactive education and corrective enforcement of our policies. These policies include the Student Code of Conduct and Academic Honesty Statement, the Code of Ethical Conduct, Affirmative Action, and vendor selection processes. They are facilitated through professional development and monitoring systems related to 1) standards/risk management, 2) ethical handling of public funds, 3) public disclosure, conflict of interest, sexual harassment prevention and reporting, 4) intercultural competence, 5) copyright law compliance, and 6) use of technology. *Figure P.1A* shows key practices, measures, and expectations for ethics and equity that allow us to monitor ethical behavior. Regular internal audits provide further support, and our policies clearly define consequences for breaching ethical behaviors.

Processes to monitor ethical behavior have resulted in such improvements as development of the Control Self-assessment Inventory (2001-03) (*Figure 7.6C*) to evaluate and educate employees on key governance issues and monitoring/developing training related to results. Similarly, we developed on-line FERPA training for all employees in 2003 *(Figure 7.4G)*. RLC defines partner/supplier ethical behavior expectations and monitors and assesses compliance in its annual "report card" process.

1.2c Support of Key Communities

TT has charged the CEDC with identifying "community-building" mission-appropriate areas of community concern.

RLC focuses its community support efforts on two key communities: 1) under-prepared students (especially Hispanic and other English language-deficient groups), and 2) environmentally challenged communities (especially transportation and sustainable public spaces and facilities).

To address the first key community, RLC has joined with such agencies as LULAC, the Dallas Adult Literacy Council, the Dallas Metroplex Homeless Alliance (DMHA), The Family Place, and the Dallas Peace Center to provide community education services. RLC faculty, staff, and students volunteer their services through Service Learning and Conversation Partners. We also offer ESOL proficiency and adult literacy/GED training, and basic job skills assessment and training. In addition, we strive to obtain related grant funds, such as 1) a multi-college FIPSE planning grant for Hispanic family education (obtained 2003) and 2) preparation for an RLC-DMHA multi-agency, five-year grant proposal to address homeless needs with HUD (for 2005).

To address the second key community, RLC has worked with DART to encourage public transit with three campus DART stops and two special needs pick-up/drop-off points, and with discounted DART pass rates for students and employees (2002). Our partnership with TXU and DTPF created the nation's largest volunteer urban tree farm on RLC's campus (2001). This helps to re-"green" the Metroplex and provides community/K-12 sustainability education, further augmented by RLC's hosting the Sustainable Dallas Conference (2001, 2002, 2003). RLC developed its state-recognized xeriscaping community demonstration garden (2000) and its water conservation demonstration site for recycling creek water run-off into grounds irrigation (2001). In addition, RLC's men's rooms retrofit with "water-free" urinals (2004-2007) will save an estimated 14 million gallons of water per year. Its newest 70,000 square foot building was designed with "green" principles. We are selecting architects to design "green" renovations to older buildings and design our new 120,000 sq. ft. science building. This new building will accommodate additional sustainable environment components in its science and horticulture curricula, available both to its students and the community-at-large.

RLC's across-the-curriculum Service Learning program sends students into 68 community organizations that support these and related communities as part of their "community-building" learning. Senior leaders participate on eleven chamber of commerce boards (four ethnic, two international). TT and other faculty and staff serve on boards or committees and volunteer service hours with various agencies, including Dallas Peace Center, Sustainable Dallas, Dallas Metroplex Homeless Alliance, and The Family Place.
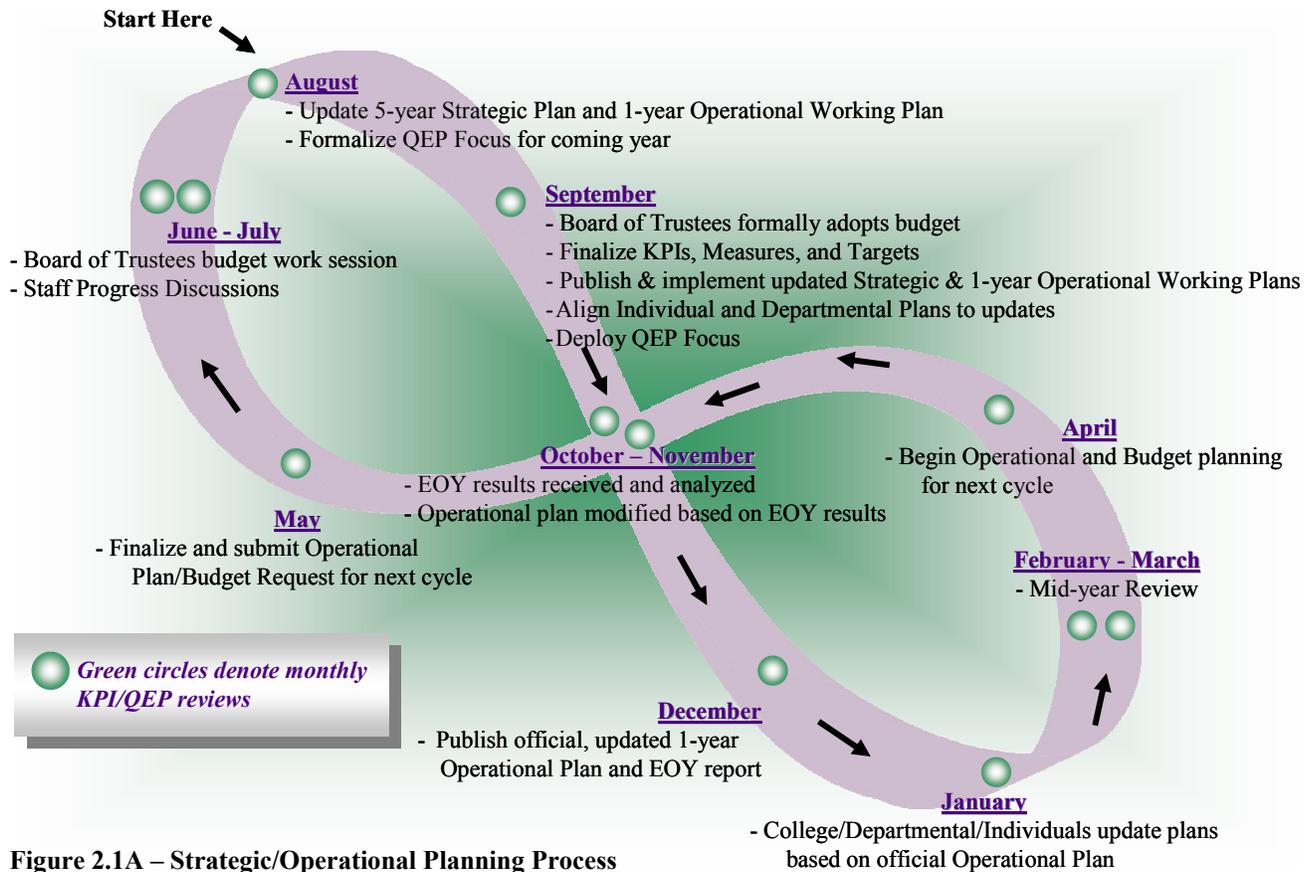
Start Here

August
- Update 5-year Strategic Plan and 1-year Operational Working Plan
- Formalize QEP Focus for coming year

September
- Board of Trustees formally adopts budget
- Finalize KPIs, Measures, and Targets
- Publish & implement updated Strategic & 1-year Operational Working Plans
- Align Individual and Departmental Plans to updates
- Deploy QEP Focus

June - July
- Board of Trustees budget work session
- Staff Progress Discussions

October – November
- EOY results received and analyzed
- Operational plan modified based on EOY results

April
- Begin Operational and Budget planning for next cycle

May
- Finalize and submit Operational Plan/Budget Request for next cycle

February - March
- Mid-year Review

Green circles denote monthly KPI/QEP reviews

December
- Publish official, updated 1-year Operational Plan and EOY report

January
- College/Departmental/Individuals update plans based on official Operational Plan

Figure 2.1A – Strategic/Operational Planning Process

2.1 Strategy Development

Our strategic planning approach identifies our focus and direction for the future. *Figure 2.1A* represents the process and timeline of this planning process. We use the Mobius strip, portrayed in this figure, to illustrate the seamless connection between our inner organizational work of monitoring progress in monthly KPI/QEP reviews and our outward achievement of strategic planning milestones. We continue to improve our planning process through multiple cycles of improvement. We call these cycles of improvement PDCA/ADLI. Before 1998, we had no consistent mechanism for linking budgeting to action planning, and our key findings were not always our priorities. However, with the advent of SPPs in 1999, KPIs in 2000, annual strategic planning retreats and monthly KPI reviews in 2001, senior leaders continue to improve the approach in annual PDCA/ADLI reviews.

In 2004, to create more relevant target recommendations for KPIs, TT assigned pre-work to the annual retreat participants. We also modified a number of measures to include more refined data segmentation and actions for key target subgroups. Based on widespread college input, TT completed a substantive update of the college vision, mission, and values statements in the 2004 cycle. This year, our improvements focus on benchmarking initiatives.

2.1a Strategy Development Process
2.1a(1) Overall strategic planning process

Throughout the year, senior leaders review information about internal and external environmental issues [2.1a(2)]. This ensures all key stakeholders provide input we use in strategic planning. From this information, the TT frames their perceptions of the "future state" of the college, which then drives annual strategic planning.

Prior to strategic planning, senior leaders review contextual information to understand key issues associated with their assigned KPI measures. Part of their pre-work is to review the DCCCD plan and strategic priority areas and verify alignment to this governing plan. The first step of the planning activity occurs in August when the TT updates our five-year strategic plan. This leads to development of the coming year's Operational Plan. The longer-term planning horizon is a five-year plan that chronicles sustained activity on major initiatives. It also coincides with the capital funding plan, the DCCCD planning cycle, and development of institutional priorities. The short-term planning time horizon is one year. Our input includes preliminary results from the previous year's measures, internal and external scans, gap analyses, and our recommended operational budget. TT also formalizes the QEP focus for the coming year, based upon its alignment to organizational strategy.

TT reviews each KPI annually and revises as necessary. We clarify each KPI's definition, assure the data are accessible, and verify that our measures reflect organizational performance. TT finalizes the KPIs and measures in September and sets short-term one-, three-, and longer-term five-year targets. TT considers all measures as "Operational," that is, useful to determine the performance level of the organization. TT designates certain KPI measures as "strategic" in that they support organizational strategies. First we update the KPI measures and then review our performance in these areas. We also compare our performance to similar organizations (see 2.2b). This is how we set goals for continuous and breakthrough improvement.

We deploy our directions, strategic priorities, and institutional KPIs and QEP focus at our August Convocation. These are the key drivers for college-wide planning and resource allocation. In September, after the DCCCD Board of Trustees formally adopts our annual budget, the TT incorporates any budget modifications and publishes the updated Strategic Plan and the current Operational Plan. Also during September, the TT launches the QEP focus to employees. During the first quarter of the academic year, employees develop IAPs and PD plans to support these directions.

During October and November, we receive and analyze the official EOY results. From this, the TT adjusts the Operational Plan as appropriate to reflect the official EOY findings. During December, we publish the official EOY report and any modified Operational Plans for college-wide use and implementation. During January, the college, departments, and individuals adjust their plans, based on EOY results and any anticipated changes to year-end.

In February and March, TT conducts a mid-year review of FY05-06 Operational Plan implementation and reviews environmental scan results. Based on those findings, they issue the Operational Planning/Budgeting Guidelines to department leaders who begin next year's action plan and budget requests. The VP councils review these requests during April. In May, the expanded TT reviews the VPs' areas and college-wide proposals and requests. Then, they finalize the Operational Plan/Budget Request. The CEO submits the budget to the Board during summer planning and budgeting sessions. In June and July, the CEO and the Board finalize funding and operational plan approaches. The budgeting and planning cycles are Sept. 1 thru Aug 31.

We work with the DCCCD to plan for longer-term capital expenditures for facilities and infrastructure. DCCCD maintains a comprehensive ten-year facilities plan (as approved by the Board of Trustees) for building and renovating facilities. As we prepare for the annual spring planning sessions with the Chancellor's Cabinet, we identify our future facility needs. Our requests and those from our

six sister colleges comprise the composite proposal for the Board's budget planning sessions.

2.1a(2) Planning addresses key factors
Strategic planning is an institution-wide behavior, using the SPPs and KPIs to guide action planning at all levels. A key organizational strength is gathering and using information from students, stakeholders, and internal and external scans to identify strengths, weaknesses, opportunities, and threats. TT uses these planning inputs, shown in *Figure 2.1B,* to understand the environment through a SWOT analysis. We use this knowledge to design programs, plan strategies to balance stakeholder and taxpayer demands, and understand changing needs and abilities of faculty, staff, students, and stakeholders. We balance these needs with the traditions of academic freedom, intellectual exploration, and our commitment to giving students various opportunities so they can develop their own beliefs and values. *Figure 2.1B* indicates current and proactive recognition of important factors, including educational reform, shifts in technology, student/community demographics, markets, competition, and regulatory issues. This information allows us to identify emerging opportunities and challenges that support two of our principal success factors: flexibility and responsiveness.

Through the DCCCD Business Continuity Program, we address organizational sustainability and continuity relative to emergencies. We have guidelines for recovering time-sensitive functions in the event of a disruption, such as damage to the campus, a major computer system failure, or a significant area disruption. These guidelines include procedures for communications and back-up of vital documents and PC hard drives. We review the plan annually. In addition, our Emergency Response Plan, described in 6.2b(2), includes regular drills and training to ensure organizational continuity in the event of a disaster.

In executing our strategic plan, we consider allocation of required resources by using a systematically defined budgeting process [6.2b(1)] and prioritizing actions that evolve from planning for funding. We derive these actions from our four SPP goals and the measures and targets that comprise our KPIs. We monitor the plan monthly in KPI/QEP reviews. This enables us to respond with agility to any needed shifts or mid-course corrections.

2.1b Strategic Objectives
2.1b(1) Short- and longer-term objectives
Our strategic objectives or SPP goals are:
- *Identify and meet community educational needs*
- *Enable all students to succeed*
- *Enable all employees to succeed*
- *Improve efficiency and effectiveness of college programs and operations*

Figure 2.2A shows the timetable for accomplishing these SPP goals and the KPIs, measures, and targets for each.

Key Factor	Sources
Educational Reform	– SACS, THECB, Consortia such as LICC
Student & Stakeholder needs	– Sources identified in *Figure 3.1A* – Info from CEDC/WRDC review*
Student & Community Demographics	– Census and industry information – Info from CEDC/WRDC review*
Competitive and Market Environments	– Survey comparative results (e.g., NLSSI) – Enrollment and Market share – Competitive rankings in academics and athletics – DCCCD and industry publications and meetings – Info from CEDC/WRDC review*
Technology and Innovations	– CS identified from companies to prepare programs – Info from vendors and industry publications – Info from CEDC/WRDC review*
HR and other needs	– HR KPI indicator results (*Figure 2.2A*)
Regulatory environment	– Measures of risk compliance (*Figure 1.2A*) – CEDC scanning described in 1.2b(1) - various inputs
Capability to assess student learning	– KPI performance for student performance (*Figure 2.2A*) – QEP assessments of student learning outcomes – Past student testimonials (informal) – Info from CEDC/WRDC review*
Financial and other risks and changes in the Economy	– Risks reviewed through committees including depts, CEDC, WRDC, TT, adv. committees, DCCCD, and other councils – Info from CEDC/WRDC review*
Partners and suppliers	– Info from CEDC/WRDC review* – Supplier and partner report cards

CEDC and WRDC review programs and opportunities monthly. They review and track input from employees and employers; chambers; community groups; vendors; local workforce development board; state and federal agencies; partners in local schools; and other colleges and universities.

Figure 2.1B – Types and Sources of Input into Strategic Planning

2.1b(2) Objectives address challenges
As part of the strategic planning process, we align our SPP goals to address our key strategic challenges, as described in P.2b. TT also evaluates SPPs to ensure we address all key stakeholders' needs (*Figure 2.2A*).

Our strategic objectives balance both short- and longer-term challenges and opportunities. To this end, we incorporate this information into our planning: student and stakeholder needs, changing service area demography, economic factors, etc. This information helps TT make decisions based on importance and impact. Because we are better focused on high importance, high impact areas, our decision matrix yields fewer strategic objectives as our cycles mature.

Our strategic objectives honor students' and stakeholders' needs. We accomplish this through our extensive listening-and-learning approaches [3.1a(2)] and through segmentation of performance results by target groups. This, in turn, lets us better focus our improvement efforts *(*7.1, 7.2, 7.4, and 7.6).

2.2 Strategy Deployment
Organizational, departmental, individual action plans, and QEPs cascade from the SPPs, organizational objectives/

KPIs, and measures throughout the entire workforce to ensure college-wide alignment.

2.2a Action Plan development and deployment
2.2a(1) Develop and deploy action plans
TT deploys directions starting with Convocation held the week before classes begin [1.1a(1)]. On Thursday evening, full- and part-time faculty attend a faculty-oriented professional development meeting to receive directions. Then they attend departmental meetings to develop a common understanding of how to support 1) student success and 2) assessment of student-learning outcomes (QEPs). On Friday morning, all full-time employees attend a session led by our CEO to present the college's annual priorities and emphases. After this large group session, departments meet to discuss implementing plans for the academic year and begin planning for the next year.

Planning timelines differ among workgroups. Instructional personnel plan on a semester-based calendar and focus on teaching and learning responsibilities directed by institutional priorities. Under the SACS criteria, faculty develop assessment plans to advance our emphasis: assessment of student-learning outcomes. For QEP, faculty teams identify three to five key student-learning outcomes and then determine assessment means and success criteria for each of those outcomes. Faculty assessed these outcomes in spring 2005 and will analyze the results and implement improvements in curriculum or instructional approaches in fall 2005. For QEP, educational and administrative support staffs assess at least two of the services they offer with a goal of promoting student success. In addition, administrators, president's support staff, and the academic divisions' secretarial QEP team implement or improve two processes, using the PIIP to document their activities. QEP teams meet regularly to review progress and discuss strategies for assessing student success. Their goal is to collect data that informs them as they strive to improve student learning or the services they offer.

In November, QEP teams submitted their plans for review to the Quality Assurance Committee (QAC), a group of 12 employees (nine faculty, two administrators, and one staff).

The QAC considered the completeness of the plans and raised any questions their colleagues might need to consider to ensure success with this project. QEP teams developed the means of assessment during spring semester 2005. Faculty assessed their selected students near or at the end of the semester. Administrative and educational support services QEP teams completed their assessments in March.

At the end of the spring semester, employees determined what they will assess next year (2005-06). By October, faculty will have completed assessment of current student learning outcomes, analyzed the results, and implemented improvements. We will post the completed reports to the QEP website, available to other team members and teams.

QEP and departmental action plans may include human, financial, and other resource requirements and professional development, which are transmitted to the reporting VP. Faculty incorporate these plans into IAPs to align them to the strategic plan of the organization. The QEPs and these plans are the basis for annual budgeting in each area.

Student and institutional support services plan on an annual calendar, starting in fall, to have goals and objectives with resource requirements completed by May for the annual budgeting process. These personnel meet regularly to focus on customer service and review pertinent KPI data.

Departments update activities throughout the fall, setting and reviewing their own KPIs and QEPs, building plans for the next year, and linking with other workgroups. All full-time employees create plans keyed to strategic priorities: IAPs (faculty) and PD goals/ priorities (administrators and support staff). These plans support departmental action plans aligned to organizational actions and KPIs. In spring, the faculty propose plans for the following academic year. By early May, action plans move up from departments to VPs. TT members present their resource requirements for review and approval. Simultaneously, Financial Services and budget managers build a base budget reflecting needs. During budget sessions, the Budget and Planning Team identifies available resources, weighed against priority budget requests, and determines which requests to approve in finalizing the next cycle budget to propose to the Board.

To ensure sustainability of key changes that result from our action plans, we include in the plan a request for resources for a defined follow-up period. TT reviews action plans regularly until sustainability is assured. We systematically incorporate the new processes into institutional operational memoranda to ensure we sustain the change.

2.2a(2) Modified Action Plans
Using our monthly KPI reviews and environmental scanning feedback, TT can recognize circumstances that may require a shift in current plans or rapid execution of new plans. Action plan reviews and real-time class-schedule analysis involve key owners, who can rapidly deploy changes. If we need a new action plan, the respective VP communicates with the appropriate department(s) to initiate one. The VP reports the status at the next TT/KPI meeting.

2.2a(3) Key action plans
Our strategies are long-term (5-year) organizational action plans, supported by descriptions that provide direction and measures that provide scope. We incorporate the strategies in our action plans, which outline specific activities related to changes in 1) offerings for target student segments and stakeholders, and 2) operations. *Figure 2.2A* describes these key action plans by SPP, organizational objectives (i.e., Strategies), and associated measures and targets. A subset of these plans focuses on assessment of student learning outcomes and assessment of services through systematic activities. In addition, these activities support our institutional QEP priority for our accreditation process.

2.2a(4) Key human resource plans
We identify human resources requirements in completing action plans that address the "Enable all employees to succeed" priority. We want to assure alignment of human resource activities with our SPP. These plans address issues of recruitment, technological competency, professional development, safety and health, diversity, and satisfaction.

2.2a(5) Key performance measures
Departments identify key performance measures through the cascading KPI process. Institutional KPIs measure progress to the SPPs and organizational strategies (*Figure 2.2A*). Departments establish and track KPIs to support these institution-level measures. Our focus on SPPs, strategies, and measures ensures we address stakeholders' needs. RLC holds leadership and employees accountable to the tiered achievement of these strategically identified objectives through regular performance reviews, as in *Figure 4.1B*.

2.2b Performance Projection
Figure 2.2A shows performance projections for Strategic KPIs for one-, three- and five-year timeframes, i.e., our targets. We base them on prior performance, projection of performance, environmental scans, and comparisons to similar DCCCD and other "best in class" U.S. colleges. Comparisons are primarily available in financial measures, retention, employee satisfaction, and student and employer/ receiving institution satisfaction. We show these measures, trends, comparisons, and goals in Category 7 references.

When we identify gaps in our performance relative to competitors or comparable institutions, we conduct further analysis to learn what other institutions do that may adapt to our setting. We implement improvements through PIIP (*Figure 6.1D*). When need for a program area changes and enrollment cannot be sustained, we discontinue offerings and redeploy those resources to high demand areas. *Figure 7.3A* illustrates our abilities to reinvent ourselves to meet the needs of our service area.

SPP	Strategic Organizational Objectives/Key Actions	Strategic KPI Measures	2004/05	2007/08	2009/10	Figure
Identify and meet community educational needs	**Initiate proactive community relationship building**					
	3 APs – Contact hours from dual credit and tech prep	1.1.1	95,000	325,000	500,000	7.2F
	Conduct open, regular comm. with service area stakeholders					
	2 APs – % service area HS grads within 1 year enrolled as credit students	1.2.1	25.00%	26.00%	27.00%	7.3I, 7.3J
	% service area market enrolled as students	1.2.2	5.50%	5.75%	6.00%	
	Increase enrollment in service area of underserved populations					
	2 APs - % service area underserved population enrolled (African American, Hispanic, and Asian segments)	1.3.1	7.00%	7.30%	7.60%	7.2I 7.3J
Enable all students to succeed	**Monitor and improve student success**					
	12 APs – %"C" or better in all credit classes	2.1.1	70.00%	73.00%	75.00%	7.1A,B
	% students in cohort who meet intended goal or are still enrolled	2.1.5	48.00%	50.00%	52.00%	7.1A,C,D,G
	cumulative # students completing core curriculum	2.1.8	1,645	2,395	3,395	7.1D
	Monitor and improve success for target student groups					
	11 APs - %"C" or better in all credit classes by target segments	2.2.1	66.00%	68.00%	70.00%	7.1A,C,D
	% students in cohort who met intended goal or are still enrolled	2.2.5	45.00%	47.00%	50.00%	7.1A,C,D,G
	cumulative # students completing core curriculum (segments)	2.2.8	500	800	1,000	7.1D
	Provide proactive student services to address student learning needs					
	4 APs – Overall satisfaction with student services to support learning	2.3.1	5.60	5.65	5.70	7.5C,D
Enable all employees to succeed	**Provide comprehensive prof development for all employee groups**					
	4 APs – % new ft instructors completing VOE program	3.3.2	100 %	100%	100%	7.4F
	Cumulative % ft instructors & OWT completing Cooperative Learning Strategies	3.2.3	85.00%	90.00%	95.00%	7.4F
	Cumulative % adjuncts participating in VOE, Cooperative Learning, or QEP	3.3.4	30.00%	35.00%	40.00%	7.4F
	Proactively manage turnover and diversify the workforce					
	2 APs – % employee turnover rate (segments)	3.4.1	8.00%	10.00%	12.00%	7.4A,B
	Employee diversity matches Dallas County as % of target (sub-measures)	3.4.2	90.00%	90%	90%	7.6A
Improve efficiency and effectiveness of college programs and operations	**Remain fiscally responsible and sound**					
	7 APs – New grant dollars received in current year	4.1.1	$3M	$4M	$6M	7.3G
	$ amount of grants submitted in current year	4.1.2	$4M	$5.3M	$8M	New
	# reimbursable contact hours (sub-measures)	4.1.6	6,283K	6,615K	6,848K	7.3A,B
	Meet and exceed internal and external standards/requirements					
	6 APs – % compliance with external requirements (sub-measures)	4.2.1	100%	100%	100%	7.6C,F,G,J
	% compliance with internal requirements (sub-measures)	4.2.4	100%	100%	100%	7.5I

Figure 2.2A – Summary of Key Long-Term (5 year) Strategies and Short-Term (1 year) Action Plans

3.1 Student, Stakeholder, and Market Knowledge
To ensure focus on our student and stakeholder needs, we target two strategic planning priorities. First, "Identify and meet community educational needs" assures a balance between varying stakeholders' needs and our targeted interactions. Second, "Enable all students to succeed" focuses on our primary mission of offering programs and services that enable students to achieve their educational goals, become life-long learners, community builders, and global citizens. *Figure 1.1A* shows our organizational structure and alignment to stakeholder groups. This ensures we have incorporated students and stakeholders into the operations and decision-making of the organization.

3.1a Student, Stakeholder, and Market Knowledge
3.1a(1) Determination of target segments/markets
Guidelines established by the state of Texas and the DCCCD determine our broad market base. Next, we use data and information from various student and stakeholder groups to identify our specific student and market segments. Hierarchically speaking, the state of Texas outlines our educational goals and responsibilities as a community college. Thus, we assure that any adult can enroll, express educational goals, be assessed, and expect help to reach those goals. Then, within this large direction, the DCCCD Board, who establishes our primary service area, defines our geographic market segment as northeast Dallas, Richardson, and Garland, Texas. To receive federal money from the DOE for providing financial aid to students, we must be accredited. This means we must meet the requirements of the state and SACS for providing core curriculum and degrees that transfer to other Texas colleges and universities.

To further define student and market segments, we have various ways of exploring and analyzing our communities' needs and shifts as described in 2.1a(2). Through this analysis, we determine our focus to be two broad student segments defined by programmatic areas that provide the greatest service to our community: 1) transfer education and 2) technical programs/job skills for workforce development. The decline in the Telecom Corridor® following the technology bubble burst and the associated economic recession further reinforced our focus on transfer education (*Figure 7.3A*).

We further segment students we serve with these programs for purposes of identifying common needs for programmatic design and services. To this end, we perform targeted marketing to create awareness within selected markets and evaluate satisfaction between segments. *Figures P.1C* and *P.1D* and P.1b(3*)* describe four target market segments, stakeholder groups, suppliers and partners, and the requirements of each group. P.1b(2) describes how leaders use other segmentations, such as age, gender, and ethnic diversity, for analysis, marketing, and program design.

In addition to these two primary student segments, we also segment by other commonalities for focused attention. TT determines and finalizes these segments during the strategic planning process by analyzing inputs from listening and learning processes related to students and stakeholder needs (*Figure 3.1A*). TT uses both formal and informal methods to determine if we need to alter our segmentations. Based upon the strategic planning priority "Enable all students to succeed," we target specific student populations for recruitment and offer unique programs and services to meet their needs. We identify one of these segments, the growing Hispanic/Latino population, as a key strategic challenge (P.2b and *Figure P.2A*). We employ targeted initiatives to recruit and retain these students. *Figure 3.1A* shows the listening-and-learning approaches for each targeted segment.
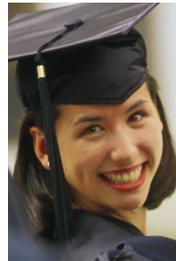
We target potential students through our involvement with high school students in recruitment, special programs, and grants. Program developers include students of other educational providers in our service area or within the DCCCD when they design specific courses through focus groups, special discussions, and formal articulation agreements. By offering programs for our target markets, we succeed in recruiting and retaining the students we can serve best. We target our May term, winter term, and summer offerings to attract reverse transfer students, who are home from four-year institutions during these times. In addition, DCCCD encourages its colleges to create technical-occupational/job skills programs for workforce development to meet community and employer needs for a skilled workforce. To this end, we conduct environmental scanning and create focus groups. After we determine stakeholder needs and requirements, we take steps to have these tech-occ programs approved and established. Once our programs are in place, we learn from the advisory groups that work with us in these areas. They help us stay in touch with student and stakeholder needs and remain current and proactive in our offerings. Our tech-occ programs include horticulture; engineering technology; semiconductor manufacturing; multi-media; travel, exposition, and meeting management; educational personnel; computer information technology; and others *(Figure 7.1H)*.

3.1a(2) Listen and Learn
Figure 3.1A shows the various systematic methods we have for communicating with our students and stakeholders. We listen and learn their key requirements, expectations, and service features, to understand their expectations. For instance, student-satisfaction surveys provide significant information about the relative importance of services and programs (*Figure 7.2A*) and specific student segments *(Figure 7.2B)*. We learn about students' needs in other ways. For example, SPAR and Emeritus both offer various cultural, social, and educational programs. At each event, they survey student satisfaction and ask students about their

Students	Listen and Learn

by program area:
  T — Transfer
  T/JS — Technical/Job Skills
	All:
	• Student Satisfaction Surveys (*Figures 7.2A, B, C*)
	• Student Focus Groups
	• Personal contacts through e-mail, phone or in-person such a degree planning
	• Student Government Assn. and student activities
	• Course evaluations (*Figure 7.5A*)
	• Graduate exit survey
	• Stud. involvement on councils, PCAB, adv. comm.
	• CEDC and other committee scanning [2.1a(2)]
	• TT Listening Outpost
	• Complaints (*Figure 7.2L*)
	• KPI data analysis for course and facility utilization, persistence, complaints, and grade success

by target market segments:
  HSG — Recent high school graduates
  HS — Current high school students
  A — Older Adults
  L — Underserved Hispanic/ Latino Population
	Recent HS graduates - College Fairs and Job Fairs
	Current high school students – Open house activities, dual-credit and high school programs (*7.2F*)
	Older Adults - Community senior programs
	Underserved students – Targeted community outreach, *Adelante, Los Patos Listos,* and Rising Star scholarship activities

Stakeholders / Partners	Listen and Learn
G – Governing/Accrediting groups representing taxpayers (DCCCD Board, THECB, SACS)	• Board of Trustee meetings and work sessions, published policies and directives • Stated guidelines, web pages, informative documents and seminars • Community forums, hearings, events, elections
S – Other Schools (K-12, universities)	• Partnership activities, specified meetings between our dual-credit staff and HS guidance counselors and teachers (and local home school orgs.), two annual meetings with assistant superintendents to review Upward Bound program progress • Articulation agreements, college fairs, interpersonal contacts, review of success in transfer
E - Employers (of student completers)	• Advisory committees, surveys, personal contacts • CE and CE division contacts identify future needs • Partnerships with workforce agencies • Job fairs • Chambers of Commerce, boards, committees • Leadership Garland and Leadership Richardson
F - Faculty/Staff	See *Figure 1.1C*

Suppliers	Listen and Learn
SU - Bookstore, copier supplies, computer hw/sw, custodial, food service	• Supplier agreements/contracts • Meetings, e-mail, interpersonal contacts • Scorecard

Figure 3.1A – Key Listening and Learning by Segment

services. We validate relative importance informally through feedback from other listening-and-learning methods.

In addition to these college-wide approaches to listening and learning, many student support areas provide point-of-service surveys to gather actionable information to improve their approaches (*Figure 7.5D*). These groups use results to modify services, develop programs, and provide input during the budget process.

We seek to understand current and future student needs by regularly evaluating the changing demographics of our service area [2.1a(1)]. This information helps us understand learning needs, time availability, and special challenges. Other information shown in *Figure 3.1A*, such as utilization, persistence, and complaints, supports the assessment and priority of student needs. We help prepare students for the future because we understand the changing environment they will enter. One vital source of feedback comes from the focus groups we conduct with former students. We rely on their comments about their RLC experience, and we also use them as another source of information concerning the needs of future students. Our understanding results from our strong involvement with citizens, community groups, and educational organizations in tracking and influencing regulatory requirements.

We regularly share information and data gathered from these

interest and needs. In addition, our Career Placement Center tracks student employment success and shares this information with the appropriate groups. This enables faculty to make meaningful changes in curriculum or approaches. We use program-development surveys to identify student interest in new programs, offerings, and various approaches with leadership, councils, divisions, faculty, and academic advisors. Leaders use the results to become more student and stakeholder focused and to better satisfy student and stakeholder needs. We use these inputs to set direction, improve programs and services, and develop initiatives, including the processes in 6.1 and 6.2.

The CEDC, comprised of representative VPs and key technical program staff, concentrates on information about emerging program needs. From this group and the WRDC, staff develop technical programs that anticipate future student-learning needs and expectations. RSTC, CE, and CS staffs gather information to 1) identify employment skills local employers demand and 2) balance this information with the special learning needs of the unemployed and under-employed student and potential student base.

As appropriate, we also use the results from these listening mechanisms to develop relevant KPIs and action plans. We evaluate these action plans at mid-year and year-end. The TT reviews student survey results to identify areas needing attention. We assign a leader to work with a team to create action plans for improvement and to track issues through to completion. Student involvement on councils and advisory groups allows us to identify needs and issues so we can adapt rapidly to their changing expectations. The leaders responsible for those councils and advisory groups present these issues to TT. For example, student leaders meet with TT on a scheduled basis, and the SGA shares their needs and concerns monthly with the VPSD who then reports to the TT. Students are also represented on the CTL, CCB, and PCAB. These varied listening-and-learning approaches provide information for us to become more student and stakeholder focused and to better satisfy their needs.

3.1a(3) Keep listening and learning methods current
To ensure we determine student and stakeholder needs and expectations accurately amidst changing times and technologies, we involve college employees with all segments of those populations. We have a diverse faculty and staff that more nearly represents the demographics of our service area. We want our diverse student population to feel included and have easy rapport with our employees. This encourages open communications and helps build meaningful relationships between students and staff. We regularly evaluate our strategic plan and make improvements as identified by benchmarking and by learning from our stakeholders' suggestions. As part of the annual strategic planning activity, the TT reviews listening and learning instruments and methods for currency, relevancy, and clarity. Participation in the TAPE and Baldrige programs provides regular assessment of approaches. Evaluation of KPIs also measures the effectiveness of our listening and learning approaches through accuracy in accomplishing our goals. Our participation in benchmarking groups like CCSSE, Vanguard, and NCCBP ensures our methods are current. In turn, this allows us to learn new techniques and approaches for listening and learning. Then, as we identify areas for improvement, we make adjustments through action plans or PIIP efforts.

Examples of cycles of improvement in listening-and-learning methods include 1) implementation of the Communications Management System to communicate electronically with students; 2) development of a complaint management tracking system; and 3) targeted recruitment initiatives (*Adelante* and *Los Patos Listos*) for key under-served markets such as Hispanic/Latinos.

3.2 Student & Stakeholder Relationships & Satisfaction
Developing student and stakeholder relationships is a core competency for Richland employees. We develop meaningful, caring relationships consistent with our core values because this approach best accomplishes our mission and our work.

3.2a Student and Stakeholder Relationships
3.2a(1) Build relationships
We build relationships with students and stakeholders through four general approaches: 1) ongoing meetings or interactions (*Figure 3.1A*); 2) special programs and services; 3) e-mail, newsletters, and correspondence; and 4) joint activities. We designed these approaches to attract students, retain them, enhance their performance, meet their expectations for learning, and satisfy their needs. As we meet their needs, they, in turn, provide positive referrals by word of mouth and through their community participation.

Feeder, Potential Students, University Transfer Schools: Through partnerships and targeted activities with our ISDs, home schoolers, and upstream universities, we meet and inform students and their parents and school and university personnel about opportunities RLC offers. We strive to develop lifelong relationships with these groups.

Special programs and services:
- College staff outreach programs for high schools, such as financial aid workshops and application assistance
- Various programs for students, such as Upward Bound, Rising Star, *Adelante*, and others
- Annual RISD College Fair hosted for the past seven years by RLC with more than 120 US colleges and attendance by more than 6,000 high school students

Joint activities:
- CEO and VPs participate on local school district teams and task forces
    - College leaders serve on advisory committees of universities

Employers, Businesses, & Community: Our relationships, visibility, and leadership in serving area employers, businesses, and the community enable us to contribute to our constituents' success and growth as we maintain a strong reputation as an active, ethical, engaged organization.

Special programs and services:
- Success in partnering with workforce agencies to provide grants for employee training to businesses

- CS and CE customize training to business needs and offer courses onsite
- Leaders' participate in local civic organizations, such as Rotary, Kiwanis, and Altrusa
- Annual SECC campaign providing scholarships to Richland students with limited funds
- Volunteer service to community agencies through our extensive Service Learning Program reinforces the importance of volunteerism and community building among our students

Joint activities:
- Development of culturally sensitive programs, such as "Understanding Islam" and MA/LS
- Leaders' service on chamber of commerce boards, committees, and leadership programs in the community provide specialized expertise, such as in Appreciative Inquiry and performance excellence

Students: Our strong concentration on enhancing student success and assessing student-learning outcomes involves extensive relationship building among the various departments as well as between employees and students. Our successful Science Corner exemplifies our faculty's response to student feedback. Because of high withdrawal rates in one course, the science faculty created a way to reach students in a less intimidating setting so as to enhance learning and success. Their most successful approach has been adopted by others at RLC. With student success as the thrust of our QEP, all employees focus on delivering services at the highest performance level, engaging students on many levels for success, and assessing their learning.

Special programs and services:
- Flexibility to meet special needs through flexible scheduling; distance learning; developmental education; day, evening, and weekend classes; and dual-credit for high school students
- Guarantee to students who earn a degree and follow the appropriate transfer plan that public Texas colleges and universities in the Transfer Guarantee Program will accept all their courses. If this fails, they take requisite courses at no cost.
- Employers guarantee that their employees-students who earn a degree or certificate have the requisite competencies. If not, the student can take additional skills training at no cost
- Guarantee to students who complete the 48-hour core curriculum at RLC that the core will transfer to any other Texas public college or university

Joint activities:
- Joint participation in councils, advisory groups, focus sessions, and other communications methods as previously described

THECB, SACS, and DCCCD Board of Trustees: Our proactive involvement in pilot projects and activities toward shaping future accreditation criteria ensures that we remain at the forefront of accreditation matters. Our adherence to all DCCCD Board of Trustees policies and directives ensures alignment to the district's goals for student success, public trust, and community building.

Special programs and services:
- Public forums for bond elections and community issues

Joint activities:
- Joint participation in designing innovative programs and services with THECB and other colleges, such as participation on the Mexican American/Latino Field of Studies state-wide committee
- Assisting other SACS-accredited institutions in initiating their quality enhancement planning as a requirement for future SACS accreditation
- Leading many of the DCCCD system-wide committees and councils on special projects, such as the COLLEAGUE Communications Management Committee to develop electronic methods to better communicate with students

3.2a(2) Determine contact requirements
We provide students and stakeholders a myriad of contact and access methods to acquire information, identify and follow additional common purposes, and make complaints. Each method of contact shown in *Figure 3.1A* provides stakeholders the opportunity to have contact with RLC and to build relationships. In addition, various one-way methods of communication proactively provide input to stakeholders. These methods include:

- RLC College Catalog
- Web page
- News releases
- Focused mass e-mails and mailings
- Bounce back cards
- Course schedules
- Entrance marquees
- Student and employee publications and newspapers

We use student and stakeholder feedback to determine reaction to these contact methods. In these interactions, students and stakeholders tell us what is important to them. They tell us how we are doing in those areas and the best methods for contacting them (e.g., surveys, focus groups, councils). Our Organizational Values are the contact requirements for communicating and interacting with students and stakeholders. We fully deploy these values within the organization. They are clearly visible in daily interactions across the college, and we further reinforce them as a Featured Value of the Week in a computer pop-up screen daily.

To supplement these practices, frontline student and stakeholder service groups set additional standards for student contact. For example, Student Services, as a primary

student contact area, establishes measurable goals for service and provides customer service training to increase employee awareness and skills. Starting with the annual Fall Convocation (for Mission, Vision, Values, and SPPs as described in 2.2a), the CEO deploys these requirements. Leaders reinforce this during departmental meetings to ensure all employees understand them. KPIs at all levels include measures related to monitoring key relationship effectiveness. Areas serving target groups, such as the Multicultural Center and CTLC, have protocols for customer contact and records documentation.

3.2a(3) Complaint management

We continue to refine the complaint management system through cycles of improvement. Recently, we realigned input sources and aggregation methods to enable us to monitor complaint trends better at the institutional level. Our CMS allows us to aggregate complaints for a more complete look at improvements we need to implement. We are also building this feature into our institutional complaint management system. These systems promote effective and prompt intervention and resolution.

Our Student Code of Conduct outlines our formal grievance procedure for students to lodge complaints against faculty, staff, or other students. Similar policies govern employee complaints.

We also identify complaints through other means, such as surveys, individual contact with employees, e-mail, letters, and phone calls. Based upon the type of issue, the person receiving the complaint is responsible for the issue and reports it to the appropriate department or the TT for action.

This system allows any student or stakeholder receiving unsatisfactory service to identify the issue and, in turn, offer improvement suggestions. We then forward the complaint to the office(s) closest to the problem. The group responsible, whether internal operations or external partners, reviews the issue and recommends steps to be taken, including process improvement actions as outlined in the PIIP. We communicate improvements resulting from complaints through one of several mechanisms, shown in *Figure 1.1C*, related to communicating improvements. These include the *ThunderBridge* employee newsletter, e-mail, *T-Ducks in a Row*, or PIIPs posted on the intranet. We minimize student or stakeholder dissatisfaction through tuition refund and prompt complaint resolution processes.

When appropriate, the PCAB or TT reviews complaints to identify trends. Leaders closest to the problem take actions to work with the groups investigating these issues to assist in improving services. The TT reviews status to closure of each of these issues in the monthly KPI/QEP review where they track PIIP progress. We communicate directly with our partners (receiving and sending schools, community,

employers, etc.) when complaints involve our relationships or communications with these groups so we can promptly resolve the issue. Our annual partner report card provides a two-way mechanism for assessing the ongoing relationship.

3.2a(4) Keep relationship building approaches current

TT evaluates relationships with students and stakeholders monthly as they review performance to KPI measures designed to help us track relationships. This KPI review allows everyone responsible to consider strategies for maintaining relationships with stakeholder groups. If a KPI reflective of student/stakeholder access is below tolerance (90% of target), we create an action plan and then track and review it until it improves. For ongoing stakeholder relationships built through organizational memberships, we formally review activities annually through the budget process and make changes as needed.

Because they provide direct, actionable feedback on relationship building, we consider the listening and learning approaches shown in *Figure 3.1A* to be key approaches, particularly the student and stakeholder surveys and the focus groups. Our annual assessment using the Baldrige criteria also evaluates the effectiveness of our relationship building approaches. Participation in various best practice groups provides new ideas and opportunities to improve our approaches as well.

3.2b Student & Stakeholder Satisfaction Determination
3.2b(1) Determine satisfaction

We use the listening and learning methods shown in *Figure 3.1A* formally or informally to determine satisfaction of students and stakeholders. Our primary formal methods for determining student satisfaction are normalized surveys and focus groups. We use two major surveys: 1) the NLSSI and 2) the CCSSE *(Figures 7.2A, B, C,* and *7.5A, B, C*). The NLSSI is a nationally normed survey delivered annually to several thousand students. Colleges and universities across the country use it to determine student satisfaction with student services, with a few questions directly related to instruction. This survey collects information about the perceived importance of each item as well as satisfaction.

We use these data to develop organizational and departmental action plans to improve service areas that rate below target results. The CCSSE has only recently expanded from the university setting to community colleges. We participated in the fall 2001 national pilot of this survey and again in spring 2004. This survey focuses on student engagement in the classroom. Students receive a set of questions, and faculty members receive a similar set of questions. In the analysis, we learn how vested students are in their own learning. The IR office compares student and faculty responses to identify congruencies and gaps. IR also identifies student trends in their ranking of various services and features. TT uses this information in strategic planning (2.1a) as part of environmental scanning.

For each survey, the IR office compares results longitudinally to track 1) performance gaps and how they have changed, 2) changes in the actual ratings that services have received, 3) trends in the importance students attach to various services, and 4) differences in perception between students and faculty. These trends help leadership identify more systemic changes to improve student satisfaction.

In all surveys, we target the service items showing the largest gaps between expectations and results for improvement. The designated VP leads a cross-functional process improvement team that uses focus groups, process review, and other strategies to strengthen the service. After we implement improvements, students and other customers evaluate it to validate improvement.

We use student focus groups to drill down on feedback received through the survey processes. A market research expert from the DCCCD Research Office works with staff to develop key focus questions and conduct each session. The NLSSI and CCSSE results are the basis for the questions. We use community focus groups to provide feedback on perceptions in the community. Recent examples include the DCCCD's branding initiative and our proposed charter high school.

Other surveys conducted throughout the year with students and stakeholders include those for events, such as college recruitment activities, department-level satisfaction with our services, and exit surveys at graduation. We regularly administer point-of-service surveys in the Advising Center, Health Center, and Career Services, among others (*Figure 7.5D*). Departments use these results for implementing improvements. NLSSI and other surveys include questions directed toward evaluating our learning and developmental climate. We also have questions about the intent of students or stakeholders, such as their interest in continuing our relationship and whether they would refer us to others.

Regular review of complaints at the departmental level enables leaders to identify issues for systemic improvement. We use various measures to analyze student and stakeholder satisfaction through direct measures of performance, such as retention and growth of services and programs. Monthly review of KPIs lets us monitor our stakeholders' satisfaction. As we identify issues, the leadership team acts upon and tracks them to resolution.

3.2b(2) Follow up on interactions
The student satisfaction survey, employer survey, and complaints let us follow up with students and stakeholders. In addition, departments and workgroups individually evaluate student and stakeholder concerns and contact those involved. We use anonymous in-course evaluations to determine satisfaction with the instructor and course. We provide course results to the instructor and deans for review and improvement at the end of the course.

More than 200 faculty who have participated in Cooperative Learning workshops use formative, in-process, "Plus-Delta," and three-minute student feedback writings to respond immediately to indications that students are not learning in a given class session. CE and contract training courses also administer post-course surveys to determine training satisfaction. Student service groups conduct surveys immediately after service delivery to determine satisfaction and improvement opportunities.

3.2b(3) Comparative satisfaction
In addition to providing data about the satisfaction of our NLSSI students, we receive a report showing the national norm for all community college students participating in the survey. In reviewing results, leadership can see how each service rates compared to the national norm and the national expectations for that service. When we identify services that are not rated at the level of the national norm or higher, we flag the item for further review and corrective action.

The nationally normalized CCSSE (including individual institution data sub-sets for benchmarking with similar institutions) surveys both students and faculty to determine perception differences regarding student engagement in their own learning. We also use various objective measurements in our KPIs, such as enrollment compared to other institutions and market share, to help us understand comparative student and stakeholder satisfaction.

3.2b(4) Keep satisfaction determination current
We keep satisfaction determination systems current through the use of third parties, benchmarking, and proactive management. Third-party, nationally normalized student satisfaction surveys assure us results are current with national trends, and as their processes and questions improve, we benefit. The TT reviews the satisfaction determination system annually as part of the KPI review to identify revisions for improving its usefulness. As a result of such review, we joined the NCCBP in 2003, a community college benchmarking consortium of 91 institutions, to increase our opportunities for benchmarked information.

Participation in groups like CCSSE and Vanguard and research of best practices from Baldrige and other award recipients allow us to improve our approaches to student and stakeholder satisfaction determination. Our annual Baldrige-based self-assessment also evaluates the effectiveness of our satisfaction determination methods and helps us improve.

We use focus groups as qualitative data to support or refute our quantitative data. We use community focus groups and forums to gain broad stakeholder input on future directions and critical initiatives (i.e. the capital bond election in 2004 and "Closing the Gaps" in 2002).

4.1 Measurement and Analysis of Performance
Our TLC mission and our four strategic planning priorities (SPP) are the basis for our information management system. Each priority has associated measures and objectives called Key Performance Indicators (KPI).

4.1a Performance Measurement
4.1a(1) Select, collect, align, and integrate
At the organizational level, we identify our SPPs to represent key areas of student learning and success for the college [2.1a (1)]. Each priority has associated measures for success called KPIs. We set one-, three-, and five-year targets for each measure as we analyze trends and benchmarks from within and outside the DCCCD and conduct environmental scans. *Figure 2.2A* shows our Strategic KPIs with short- and longer-term goals. We weight KPIs based on the relative significance of each measure to the SPPs. Our focus areas have the heaviest weight. While we track more measures at sub-set levels, our institutional KPIs best indicate our organizational health.

The ETT meets monthly to review and discuss the TR. Layer 1 provides an overall score for the college and a score for each SPP. A score of "10" represents perfection, and "9" or better is our acceptable scoring range. If any priority score drops below 9.0, the leaders turn to the more detailed layer linked to that priority (Layer 2) to see detailed performance scores for each KPI. Another drill-down, Layer 3 represents the most in-depth look at each measure with targets and performance. From Layer 3, TT identifies the possible root cause of the variance and, after analysis and discussion, assigns the issue to the appropriate VP for in-depth workgroup analyses and action plans to address the issue. We keep detailed notes and generate action items at the end of the meeting. Next, we report on these action items at subsequent meetings until resolution.

We align daily operational measures for all areas to the institutional KPIs. Leadership deploys KPIs across the organization and each department sets corresponding measures and goals to support their targets. Departments then monitor actions to improve their own performance; they may make mid-course corrections. IR works with each group to assure linkage of departmental KPIs to organizational KPIs and thus to the SPPs. Examples of this level of measures appear in *Figure P.1A* for regulatory issues or in *Figures 6.1A* and *6.2A* for measurement of process performance.

The breadth and depth of information readily available through the KPI process supports agility and innovation through fact-based decision-making. We easily integrate these data and may include mainframe data from the District COLLEAGUE system for segmented analysis and correlations. We gather and integrate data and information internally and throughout the organization to support daily operations. COLLEAGUE contains six primary components

seamlessly integrated to facilitate collection, reporting, and integration of data internally and throughout DCCCD. These six components are 1) Human Resources, 2) Student Records, 3) Accounting, 4) Curriculum Management, 5) Financial Aid, and 6) Communications.

Users across the college employ the system to gather data particular to their responsibilities. IR processes, prioritizes, and manages requests for research studies and other data outside normal functions. IR follows up with requestors to determine use of the data. *Figure 4.1A* shows examples of locally stored data collection and use.

Database	Owner	What is Tracked
Degree Plan	Enrollment Mgmt	Students with degree plans
CARLOS	MCC	Students who use MCC
DSO	DSO	Students who use the DSO
Suspension	Advising Center	Student program success
HS Recruit.	HS&CR	Success of recruitment efforts
Crime Ind.	Police Department	Criminal incidents
Library Skills	Library	Student program success
Complaints	All Depts.	Student complaints
Emeritus	Emeritus Office	Students use Emeritus program
Dual-credit	Dual-credit Office	Student program success
Work Orders	Facilities Dept	Work orders to completion

Figure 4.1A – Local and Departmental Information

4.1a(2) Comparative data and information
We select key comparative data and information related to our SPPs and KPIs useful in identifying best practices. We look for appropriate comparative information or key benchmark practices from within and outside the academic community based on proximity (competitors), similar student types, similar programs and services, and the data reliability. A key selection criterion is that the data reflect our position in our specific market and/or show our position relative to the best performers in our "class." We describe sources of comparative and competitive data in P.2a(3).

College-wide surveys and participation in the NCCBP are our greatest opportunities for comparing performance against like institutions. We use the national norms (and institutional sub-sets) from NLSSI, CCSSE, and the CQS for comparison with two-year colleges, some four-year institutions, and sister DCCCD colleges. Other comparisons come from NTCCC, the League for Innovation, THECB data, and Baldrige award-winning organizations. To ensure our effective use of key comparative data, we make data systematically available in easily understood report formats for users. We also supply analysis regarding validity and limitations. Through the TT review and the KPI process, effective use of data and their ready availability support an environment of decision-making and innovation.

4.1a(3) Keep measurement system current
To keep our performance measurement system current with needs and directions, we review and revise our KPIs annually. While we formally evaluate the KPIs each August,

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we evaluate KPIs monthly so we can respond to unexpected and rapid changes. As we identify improvements to KPI measures, team members document the issues for discussion at the annual meeting. In August, the IR staff translates these notes into KPI modifications for the coming year.

After the first two years of using KPIs, ETT eliminated, added, and revised many measures. More recently, we have fewer revisions; this reflects the maturing of our process. Annual review of department-level KPIs similarly lets us improve our measurement system throughout the organization. To ensure RLC remains agile in addressing key challenges, we track other data elements throughout the year in addition to those required for the KPI report. We conduct environmental scanning continually to detect unexpected organizational or external changes.

At a more global level, our involvement with various organizations and consortia lets us identify and implement best practices relative to data and information management systems. We benchmarked our KPI approach from Northwestern Missouri State University, a Baldrige site-visited educational organization.

4.1b Performance Analysis and Review
4.1b(1) Performance review
Prior to the beginning of regular TT executive sessions (1999), PCAB's formal organizational performance and capabilities review was mostly annual lagging indicators. In 1999, TT developed SPPs; in 2000, we added KPIs, leading/trailing indicators, and organizational performance scorecard reviews in our monthly Thunion Report. In 2004, leadership revamped the PCAB-TT structure: TT meets weekly on strategic/KPI matters and PCAB monthly (with weekly conference calls) on operational matters.

Figure 4.1B shows our regular organizational performance reviews. TT meets weekly to discuss college operations,

strategic organizational capabilities, performance, and issues. Monthly, TT reviews KPI performance with our strategic plan, improvement opportunities, unexpected opportunities, and challenges. They review data analyses on such items as survey results with comparative data. TT uses other reviews to manage operations and make decisions.

TT determines whether KPI findings indicate a need for immediate action or more study and review. When performance scores fall outside tolerance levels or we lack comparative data, TT assigns its members to "drill down" in the organization through hierarchical councils, peeling back performance layers to find the root cause of the performance scores and determine corrective action. TT members report monthly on these items until the scores reach the range of tolerance.

Performance to KPIs is the basis of our analyses that support 1) senior leaders' assessment of overall organizational performance (*Figure 4.1B*) and 2) strategic planning (described in 2.1a). We regularly conduct a host of studies and analyses to aid leaders' decision-making. These include:

1) Enrollment projections to assist in creating funding plans that accommodate an expanding student population.
2) Daily registration comparative updates.
3) Facility use reports showing class scheduling effectiveness.
4) Discipline and program review analysis.
5) Market share analysis reports for decision-making in budget allocations, staffing, and recruitment activities.
6) Trended grade distribution reports indicating overall student success and in-class retention.
7) Survey results, analyzed and presented as formal reports with executive summaries that describe themes,

Meeting	Frequency	Purpose/Measures Reviewed	Participants
TT Executive Session	Weekly	Respond to KPI opportunities and challenges. Confidential sounding board on sensitive issues, including personnel.	TT
KPI Monthly Review	Monthly	Thunion Report (KPI/QEP measures). Review progress toward strategic plan, systems, and processes.	Expanded TT
PCAB Meeting	Weekly (call) Monthly	Guide college operations. Review periodic inputs such as survey results.	PCAB
CEDC Meeting	Monthly	Environmental scanning and community input.	CEDC
WRDC meeting	Monthly (Wkly by brief conf. call)	Create interaction among program, resource, and workforce development personnel for coherent responses to community workforce needs.	WRDC
CTL Meeting	Monthly	Instructional issues including professional development, methodologies, and student success.	CTL
CCB Meeting	Monthly	Issues related to student learning, data, professional development, and cross-dept. team building.	CCB
Strategic Planning Retreat	Annual	Conduct annual strategic planning update.	Expanded TT
Fall Convocation	Annual	Deploy strategic directions, values, and expectations.	All employees

Figure 4.1B - Periodic Reviews

strengths, OFIs, "Next Steps," and action plans.
8) Monthly employee diversity reports by employee type.

To support these reviews, IR has tracked and trended comparable data from NACUBO benchmarks (for financial management planning), and from three of our peer colleges since 1998, CCCCD since 1999, Vanguard benchmark programs since 2000, CCSSE benchmarks since 2002, and NCCBP since 2004. We analyze these comparative findings strategically to ensure we spend our resources, both human and financial, in the most needed areas. A recent cycle of improvement is the formalization of the benchmarking process, including TT's review and approval and the appropriate RLC department's documentation of each step.

Monthly review of KPI progress lets us project continuous and breakthrough improvements by analyzing performance compared to planned levels. Where gaps exist, we perform root cause analysis and make mid-course corrections.

We use reviews to assess our success and progress to the strategic plan by setting targets and comparing progress in KPIs to that target. We set timelines for each Organizational and Departmental Action Plan and monitor those plans three times annually to determine progress on the action (*Figure 2.1A*). With monthly monitoring of performance to KPIs (*Figure 2.2A*), action plans three times per year, and continual environmental scanning, we can detect and respond to changing needs and then implement new or modified plans quickly. Once identif0ying a need, TT then determines whether to reallocate resources or to modify action plans.

4.1b(2) Findings translated into priorities
Prior to 1998, key findings did not always translate into priorities, as we had no formal mechanism for determining funding or acting on priorities. With the changes in the review systems previously described, use of findings, such as environmental scanning data, now leads to action for accessing priorities. In regular organizational performance reviews, TT prioritizes OFIs for action based on: 1) alignment to our mission, 2) KPIs, 3) significance of gaps between current and targeted performance, 4) number of people affected, 5) cost to benefit, 6) ability to reuse or disseminate the opportunity, and 7) connections to existing programs and services. TT recommends these priorities for further study, additional development, or allocation of additional resources. TT members responsible for each priority communicate to appropriate organizational units or external entities, track progress, and report to TT at subsequent monthly reviews. When priorities require action from feeder schools, upstream universities, suppliers, partners, or other external stakeholders, we include these groups in the action plan and solution.

We use one of three (or a combination of) approaches to address priorities: 1) continuous improvement, 2) breakthrough approaches, and 3) innovative actions. For most areas with a history of satisfactory performance trends,

we address OFIs in our PDCA/ADLI approach (*Figure 6.1D*). If an issue is static for a chronic period, if a program seems to have stagnated, or if some major external challenge occurs, TT commissions breakthrough or innovative approaches (usually with cross-functional teams to gather fresh insights and sometimes including external partners/stakeholders) to help players get "out of the box." Recent breakthrough and innovative approaches include:

- Our innovative pilot model for stakeholder SACS accreditation has now significantly influenced SACS new 2004 accreditation standards.
- A breakthrough approach to offering more high school/college dual-credit to accommodate an increasing number of area home schoolers and others is RLC's proposed RCHS dual-credit charter high school (the first in Texas, and apparently the nation, to offer only dual-credit).
- Incorporation of a self-paced Developmental Math option using Academic Systems both as primary delivery and supplemental instruction in the CTLC has been a multi-year phase-in innovation.
- Creating multi-level instructional teams of lead faculty, teaching administrators, and PSS has been a breakthrough approach in the classroom.

We share results of reviews and analysis through the large number of methods shown in *Figure 1.1C*. Leadership communicates organizational information to employees and stakeholders to support their decision-making. Upward communication of information occurs through departmental reviews. For instance, faculty members have a set schedule for their discipline meetings and workgroup QEPs to review initiatives and action plans for student success. We share results of the meetings with TT in preparation for the monthly KPI/QEP review. These meetings build Layers 2 and 3 of the Thunion Report. This system communicates the results of both the leadership review of organizational performance and the reviews by divisions and workgroups of their monthly performance.

4.2 Information and Knowledge Management
To ensure all employees and stakeholders know how to find and access information when they need it, we integrate our information and knowledge management approach into our approaches for communications and relationships.

4.2a Data and Information Availability
4.2a(1) Data and information availability
Our distribution method to make information and data available and accessible to faculty and staff is primarily through the same methods we use for organizational communications seen in *Figure 1.1C*. Employees have access to data and information readily available at any time.

Our computer network offers access to the Internet, intranet, and the COLLEAGUE databases. Access to the network is available in all administrative offices, faculty offices, and classrooms. Staff and students communicate via e-mail from

work and home. All faculty have immediate, real-time access to student rosters via eConnect. Those who have attended training have access that identifies at-risk students and other special populations, enabling them to delve further to address at-risk students proactively.

We provide just-in-time on-campus training to all staff to address new computer application development in COLLEAGUE or when we hire new staff members. Employees can influence the design of new applications or customize current applications to their needs through involvement in District IT teams.

We use the publication and distribution of reports, articles in the *Richland Chronicle* student newspaper, suburban and ethnic newspapers, the RLC website, and *eCampus/ Blackboard* to make data and information available and accessible to students and community stakeholders. When appropriate, IR distributes hard copies of reports and executive summaries throughout the college. IR distributes executive summaries of reports college-wide. Students use our e-Connect technology to register or withdraw from classes (if eligible), and all students can apply to Richland via the Internet (*Figure 7.5G*). Students can communicate with instructors or other students in class using *eCampus*. In addition, 305 faculty use *eCampus* as a teaching tool by providing discussions, assignments, and grades online (*Figure 7.5E)*.

Suppliers and partners access data and information via the Internet and intranet, GroupWise e-mail, and *Excel* spreadsheets. To enhance communications, we give suppliers and partners, such as the college bookstore, the cafeteria, and custodial staff, access to e-mail. Our networks provide them ready access to information and data. Periodically, IR generates ad hoc electronic reports to meet specific needs.

4.2a(2) Hardware and software reliable, secure
Following standards set by RLC and DCCCD IT committees, we ensure our hardware and software systems are reliable, secure, and user friendly. Our IT Center supports both educational computing systems for 1) student use in classrooms and the library and 2) employee use of our administrative computer system in their offices. To ensure hardware and software reliability, we require the IT Center to approve and coordinate all purchases. We have selected a single computer vendor to assure compatibility, facilitate set-up and repairs, and receive special discounts. IT office employees are Dell-certified technicians; this allows our employees to make warranty repairs at Dell's expense.

To avoid technical obsolescence, we maintain the standards recommended by the District IT Strategic Planning Team. We use a cascading process whereby IT places the most powerful computers where most needed. Replaced models move to the next level of need, either in classrooms or in offices, assuring that students and employees with the highest technical needs have leading edge equipment, while

those whose demands are not as high get equipment that meets their needs. Leadership provides desktop computer access for every permanent employee to the college's e-mail system and the Internet. They also provide technology that allows any student to have e-mail and Internet access in computer labs and the library. We host 80 computer labs for students and more than 2,000 computers for students and employees.

The IT Center tracks all software purchases and maintains licenses to protect the college from software misuse or copyright violation. The Center uses *BindView* to review the software programs on every computer periodically. IT investigates any unauthorized software and removes it from the machine unless the user provides a license.

IT assures security through various approaches, such as multi-level passwords, isolated lab networks, and intrusion-detection and usage-monitoring software. To assure COLLEAGUE user friendliness, we participate on District implementation teams that pilot major changes at the colleges and test for ease of use. Playing a decision-making role on these teams assures enhancements to software are in the best interest of our staff and students. Enhancements generally address ease of use and reliability.

4.2a(3) Continued availability of systems
Nightly, IT backs up the network system, including COLLEAGUE data and stores it at an offsite location through a vendor contract. District IT maintains a backup Application Server for the COLLEAGUE Emergency Response Plan at the LeCroy Center for Educational Telecommunications, located next to Richland College. Should events occur that eliminate COLLEAGUE availability from the primary application server, we can switch all staff COLLEAGUE access to the backup location.

4.2a(4) Keep systems current
We base most of our information availability approaches on technology. To keep current, we plan for technology needs in our overall strategic planning process. Each year, based on enrollment, the college reserves part of the budget allocation for technology expenditures. The college IT executive dean serves as one of the tri-chairs of the District IT Strategic Planning Team. The college IT Strategic Planning Team and our Departmental Action Plans identify opportunities for improvements for consideration in the annual budget cycle. As previously described, we keep software and hardware current with educational service needs and directions through the District IT Planning Process. To keep abreast of rapidly changing technology, key IT staff participate in environmental scans and attend conferences and summits hosted by nationally recognized organizations. Our IT Center meets/exceeds the adopted minimum standard for all computers on campus, both instructionally and administratively. *(Figure 7.5I)*. Our commitment to meet/exceed minimum hardware and software standards ensures we meet the college's needs. The centralized software system is a more economical method

for providing software for students and employees while allowing them to acquire the most current software needed.

4.2b Organizational Knowledge Management
4.2b(1) Manage organizational knowledge
The primary method of collecting and transferring knowledge among faculty and staff is through workgroup meetings, process documentation [PIIP depicted in 6.1a(5)], and our QEP process. All RLC full-time employees participate in QEP each year. Currently, QEP involves faculty and workgroup teams working on assessment plans. Faculty teams are assessing student-learning outcomes, and workgroup teams are assessing their services.

Administrators, the president's office support team, and the academic division secretaries are improving a minimum of two processes as their QEP participation. The QEP process requires a minimum of six meetings throughout the year for employees to discuss assessment or process improvement and learn from one another. QEP teams periodically report their best practices for publication in the *ThunderBridge*. Because assessment produces empirical data, the QEP teams analyze their results carefully and determine the best improvements for their situations. The QEP teams submit their completed plans to the college's institutional report, which we share across the institution.

We use various means to manage organizational knowledge and transfer relevant knowledge to appropriate groups. Our primary method of transferring information from students is through surveys and focus groups. The two major surveys we administer to students are the NLSSI and the CCSSE. We analyze and cross-reference results to determine gaps and congruencies. We use student focus groups to drill down on issues that result from survey analysis. We share survey results with faculty and staff through executive summaries and reports published on our intranet. Many departments conduct additional point-of-service surveys (e.g., advising center, health center, financial aid, CE, and disability services) to identify training opportunities.

We communicate knowledge from stakeholders, suppliers, and partners primarily through advisory group meetings, surveys, and report cards. Community partners typically meet semesterly in advisory groups to review current course offerings and provide feedback for future programming. We report information and concerns raised at these meetings to the CEDC. Communication with local ISDs is generally through the EDSES and her staff. The ADSSS keeps technical-occupational coordinators abreast of student program interest through bounce-back cards. The EDSES meets regularly with ISD administrators and communicates needs and concerns back to the college VPs and division deans.

We communicate with universities that receive the majority of our transfer students using two methods: 1) We communicate articulation and transfer issues at the District

level through the office of the Assistant Vice Chancellor of Student and Academic Programs, 2) Less formally, the RLC advising-center staff contacts liaisons at the universities that receive the majority of our student transfers. We communicate concerns and issues with articulation and transfer through the liaison to our staff members who, in turn, communicate these issues to departments and District.

We identify and share best practices both formally and informally. The formal methods include participation in groups, such as CCSSE, the LICC, Vanguard, and the NCCBP, and include documentation of these efforts using our Benchmarking Process form. We communicate external best practices to pertinent groups through QEP and divisional meetings. Internally, we identify and communicate best practices via QEP website postings, departmental QEP meetings, publications in the *ThunderBridge*, and formal meetings convened for sharing best practices. Informally, we identify best practices through faculty and staff participation in national and state professional organizations, and through CTL awards for distinguished teaching strategies. Professional readings also contribute to the informal identification and sharing of best practices.

4.2b(2) Data and information integrity
We ensure data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through features built into COLLEAGUE and at the individual user level. Features include firewalls, passwords, restricted access levels, system double-checks, local database restrictions, and assignment of data ownership for data integrity purposes. We require user IDs and passwords for all faculty and staff, and students must use PINs for class registration and withdrawal. We grant update access sparingly based on job responsibility. Only IR, EDSES, and central college accounting have access permitting unrestricted queries and the ability to upload and download data; however, IR cannot alter database records.

We train employees on various system components immediately prior to their using them. In fact, we prohibit system access without the completion of a series of training sessions. We grant access depending on the need to access various data. Access that requires training and skill in system use is the greatest guarantor of integrity, reliability, and accuracy. Training also includes timeliness of data-entry standards.

Data security and confidentiality are serious matters across the college. We record all update transactions with the account number executing the activity, making the account owner responsible for all activity. While KPI data are not sensitive, the resulting data elements in those measures, such as individual grades, withdrawals, employee use of sick leave, etc., are confidential; some are protected by law, as taught in mandatory TOLI FERPA sessions.

5.1 Work Systems
Our Organizational Values and our SPP "Enable all employees to succeed" reflect the value we place on faculty and staff. Our very purpose–student learning–can occur only through our employees.

5.1a Organization and Management of Work
5.1a(1) Promote cooperation, initiative, innovation, etc.
Our organizational structure supports our interlocking council structure and shared leadership approach (*Figures 1.1A and 1.1B*). The system emanates from five student-centered areas and three institutional support areas:

- The Office of Student Learning includes seven academic divisions, academic enrichment services, administrative and educational computing and technology, library services, and adjunct faculty support services.
- The Office of Student Development includes enrollment management, student programs, financial aid, student support services, and services for special students.
- The Office of Institutional Effectiveness and Economic Development includes IR, institutional planning and effectiveness, QEP, health professions, emeritus, information services, high school programs and relations, recruitment and initiatives for target groups, and community relations.
- The Office of Resource Development and Workforce Training includes corporate services and relations, RSTC, RD, placement services, CE, and workforce education and curriculum development.
- The Office of Institutional Advancement includes charter-school exploration, resource development for institutional priorities, Title III grant management, teacher preparation, and new-program development.
- The three institutional support areas are Financial Services, Facilities Services, and Employee Services and Professional Development.

Our five student-centered areas are distinct entities, designed to balance employees' skill levels across the organization. This enables employees to collaborate effectively across functional lines, and, in turn, promote student learning. Cross-functional teams are an institutional standard for addressing improvements. These teams may include members of TT, PCAB, and employees who are closest to the work at hand.

Two additional college-wide groups exist to facilitate cooperation to improve student learning. The CTL has representatives from the TT, students, and all groups of employees who teach. They identify exemplary internal practices for advancing student learning, and as a cycle of improvement, they sponsor the sharing of these practices at adjunct faculty workshops, faculty association meetings, and Richland's Fourth Friday VOE sessions for new faculty. In addition, the CTL identifies and recommends professional-development needs related to teaching and learning. The CCB also has representatives from each of the student services, the TT, and students. However, the CCB identifies issues about supporting students and stakeholders outside the classroom.

To provide structure and flexibility that foster initiative and innovation, we write and document accurate job descriptions. Leaders support creativity and innovation through recognition approaches (5.1b). In addition, our sabbatical leave program encourages innovation within the parameters of our SPPs. Through the Career and Succession Planning Questionnaire, administered annually, TOLI determines interest in career and leadership development. TOLI then provides TT with focused results used in making strategic decisions that 1) address future retirements, 2) identify teams for future conferences, 3) develop new programs, 4) select individuals for leadership development and cross-training programs, or 5) initiate special projects. ES also maintains a faculty credentials log as part of our SACS compliance documentation. This log shows all areas of credentialing for each faculty member, allowing rapid redeployment of instructional staff when environmental scanning and strategic planning indicate the need for new programs–academic, student support, or community.

Because we had gaps in our work systems for teaching, we designed an innovative approach to supplement the traditional balance of faculty and adjunct faculty. We created new 12-month, full-time positions called Instructional Specialists (IS) and Administrators Who Teach (AWT) to provide year-round coverage and address special needs. ISs teach in areas where students need extensive personalized services, such as in ESOL and developmental math.

The AWTs help meet the need for greater flexibility and year-round program management, particularly in the summer when nine-month contractual faculty may be unavailable. The AWTs balance teaching and administrative functions, such as budgeting, managing faculty schedules, recruiting students, designing and improving programs, and performing other duties. These positions assure faculty that administrative and oversight needs are met year-round. This successful RLC innovation has led the DCCCD to offer 10-, 11-, and 12-month faculty contracts that began January 2005.

5.1a(2) Capitalize on diversity
For our work systems to capitalize on the richly diverse environment we enjoy in our employee base, our student body, and our community, we require training of all employees in Intercultural Competence (*Figure 7.4E*). This annual training exceeds traditional diversity training because it helps people identify diversity at many levels. Employees learn to capitalize on and celebrate these differences in their jobs and in work teams to gain more effective use of the diversity of cross-functional teams. To improve cooperation and communication among students, many faculty members have adapted these training tools for use in their classes. To further capitalize on the strength of our culture, we require multi-dimensional diversity on hiring teams. This provides multiple perspectives as we select new employees—one of our most important decisions.

5.1a(3) Effective communication and skill sharing
Various teams and employee organizations promote communication, knowledge, and skill-sharing across the organization through many approaches (*Figure 1.1C*). *Figure 1.1B* identifies these teams, including the PCAB and various councils and stakeholder groups. The five VPs operate their organizations as teams through regular reviews, shared decision making, joint action plans, and QEPs. The faculty association convenes monthly, and its officers meet regularly with leadership to exchange information and discuss activities to support student learning. The PSSA encourages and supports professional development activities to improve members' skills and bring together employees from across the college to share knowledge and discuss common issues. QEP teams share skills and best practices among faculty and staff. The CTL and CCB promote collaborative communication and skill sharing among groups.

5.1b Faculty and Staff Performance Management
Our employee evaluation system emphasizes the value of feedback to employee achievement. Evaluation focuses on performance enhancement to improve student learning and aligns with organizational directions and attainment of organizational action plans. New faculty receive an annual contract for their first three years, during which they participate in a formal program designed to strengthen their classroom skills that support student learning. During this time, new faculty undergo annual evaluations, including classroom observations by the dean or a supervisor. Upon successful completion of their first three years, they are eligible for a three-year contract with renewals. We evaluate three-year contracted faculty biennially, but they develop an annual IAP for improving their performance.

Administrators receive one-year contracts. We evaluate them and non-contractual PSS annually. Both the employee and the supervisor evaluate overall performance. Evaluations include a review of the employee's action plan that identifies specific professional development goals. They identify opportunities for improvement and incorporate them into their PD. All employees must participate on a workgroup QEP team as part of professional development. Currently, faculty QEP teams are assessing student-learning outcomes, and administrative and support services QEP teams are assessing their services and processes (see *Figure 6.2A*). Administrators and those who support them complete two PIIPs as their QEP obligation.

DCCCD salary schedules for faculty, administrators, and PSS dictate compensation rates. Responsibilities and qualification requirements determine salary schedules for administrator and PSS positions. Bilingual employees who pass a verbal language test receive an additional stipend. Administrators and professional support staff may advance through promotions and reorganizations that increase their job responsibilities. We base advancements on demonstrated performance in supporting RLC's success in fulfilling its

mission. The full-time faculty schedule includes various levels based on academic degrees and on teaching the equivalent of 30 credit hours over two full semesters. Faculty can receive additional compensation for advanced degree attainment, teaching additional courses, or performing administrative duties at other times of the year.

We sustain a strong award-and-recognition system to salute individuals and teams at all levels. In addition to a large number of informal, immediate feedback approaches, we have various formal recognition programs (*Figure 5.1A*). Many of these recognitions include an additional monetary award.

Award/Recognition	Staff Members Eligible
Employee of the Month	All employees
Excellence in Teaching	Full-time faculty members
Excellence in Adjunct Teaching	Adjunct faculty members
Excellence in Teaching - Others Who Teach	Other full-time employees who teach
PSS Employee of the Year	All PSS employees
Jean Sharon Griffith Student Development Award	All Student Development employees
Leadership Award	All administrators
Innovation of the Year	All employees and teams
5-, 10-, 15-, 20-, 25-, 30-, 35- Years of Service Awards	All employees w/designated years of employment

Figure 5.1A - Primary Award and Recognition Events

A staple of our awards approach is the "employee parade" for recognitions, such as Employee of the Month and Innovation of the Year. Employees parade across campus in ceremonial regalia, gathering additional employees and students along the way, to the recipient's location. The honoree is joyfully declared and receives gifts such as movie passes, a plant, a parking pass, and a coveted Thunderduck mug. These recognitions are reported in the *ThunderBridge* to employees, former employees, and friends.

Many honors (*Figure 5.1A*) have formal requirements that include demonstrated performance in pursuing student success. The Excellence in Teaching awards are made at Convocation. To honor the nominees, the RLC Instructional Television crew makes a full video production featuring each nominee. We show this video at Convocation to honor and recognize our beloved colleagues. The Excellence in Teaching Award winner is nominated for the DCCCD Teacher of the Year Award and the Minnie Piper Stevens statewide award.

5.1c Hiring and Career Progression
5.1c(1) Identify needed characteristics and skills
Job descriptions define all positions, including our behavioral requirement to support Organizational Values. As vacancies occur, the supervisor and TT make any necessary revisions to the job descriptions. This process allows us to consolidate and revise other college functions consistent with our organizational action plans for employee hiring.

5.1c(2) Recruitment, hiring and retention
DCCCD employs a full-time Recruitment Officer who has primary responsibility for recruiting nationwide for minority applicants. In addition, we hold an annual Adjunct Faculty Recruitment Fair to reach qualified community members for DCCCD positions. Our Visiting Scholar program is another important recruiting tool for potential leaders. It also allows us to increase diversity *(Figures 7.6A* and *7.4D)*.

We advertise positions in targeted media. We advertise full-time faculty and administrative positions in national minority-oriented media to improve diversity of the applicant pool. ES collects applications and analyzes them to assure a diverse pool and eliminate unqualified applicants.

Teams comprised of individuals across the campus are responsible for interviewing and hiring recommendations. These teams are diverse in terms of gender, ethnicity, and employee classification. They develop a uniform set of questions, review all qualified applications, select those to be interviewed, and conduct the first set of interviews. They recommend their top candidates to the supervisor who interviews the finalists and makes a recommendation to the VP/CEO, who also interviews all contractual applicants. Hiring teams and supervisors verify necessary credentials for all positions prior to the interview process.

Retaining employees begins the first day. Our extensive orientation program makes transition easier through 1) introduction to our culture and priorities, 2) training, 3) mentoring, and 4) recognition. We design practices for development, benefits, inclusion in decision-making, and relationship with the organization to engage people and focus on retention of our greatest asset—our employees *(Figure 7.4A)*.

5.1c(3) Succession planning and career progression
To address the impending retirement of many faculty and staff within the next 5 - 10 years *(Figure 7.4C)*, including senior leaders, we have defined development plans for employees with clear career track opportunities. As described in 1.1a(3), senior leaders and other leadership positions actively engage employees in ongoing development for leadership roles *(Figures 7.4G* and *7.6C)*. We have a strong track record as a "leadership training ground." Development methods include mentoring; leadership and supervisory seminars; District-wide leadership training programs (Leadership DCCCD); community-based courses, such as Leadership Richardson and Leadership Garland; Learning Exchange Networks (LENS) for new and adjunct faculty; and training for adjunct faculty to learn about resources available for professional growth.

We identify future leaders from supervisors' recommendations and employees' self-identification through TOLI's Career and Succession Planning Questionnaire. TT/PCAB selects faculty and staff to attend training programs, such as the CQIN Summer Institute, the SIIC, the NILD, and the NISOD. TOLI provides year-round access to conferences, seminars, and publications on student learning. Faculty and those in 12-

month teaching positions desiring leadership opportunities take on special assignments for increased responsibility.

When employees occupy positions that require certification or licensure, supervisors use TOLI transcripts and the PD/IAP system to monitor completion of their necessary training.

5.2 Faculty & Staff Learning and Motivation
Appreciation of our employees and ongoing development of their careers are keys to our SPP "Enable all employees to succeed." Training and education needs arise from this SPP to support the success of the institution, including training to support student learning and service to students.

5.2a Faculty & Staff Education, Training, Development
5.2a(1) Training contributes to action plans
Professional development requirements (36-hour minimum/year for both full-and limited full-time employees) ensure that lifelong learning remains central to our work *(Figure 7.4F)*. Competencies support our short- and longer-term directions based on alignment to our Mission, Values, SPPs, and action plans. With their supervisors, employees assess their skills in each of these competencies as the basis for their professional development activities; then, they coordinate their training needs through TOLI. Professional development includes: Convocation, District Conference Day, Intercultural Competence Training, QEP participation, and electives.

TOLI serves as a central repository for data on employees' professional-development activities and for tools to identify employee education and training needs. TOLI coordinates activities to meet those needs. A cross-functional team of 20 employees created TOLI in 1999 after benchmarking external professional development programs, including several Baldrige Award recipients. Cycles of improvement include automated COLLEAGUE-generated professional development transcripts in 2002 and creation of the TOLI Professional Development Center in spring 2004.

Our performance excellence approach begins as a segment in our new employee orientation program. We provide further development through professional seminars, attendance at Baldrige self-assessment workshops, and informal training in using measurements and analysis, offered by our IR staff. We offer employees a variety of technological training to support effective technology use, and they attend training sessions on specific software applications used in their jobs. As a regional training center for Microsoft, Sun, and Cisco, RLC faculty provide high quality technical training for all employees. We offer various workshops for improving employee skills in integrating technology in the classroom, preparing and conducting distance-learning courses, and teaching technology courses through effective methodologies *(Figure 7.5E)*.

Because they link employees' goals to organizational directions and their own individual growth needs, our professional-development plans provide balance. Positions with certification and licensure requirements also include training to maintain those requirements.

5.2a(2) Key organizational training needs
We encourage eligible employees to take courses toward an associate's degree from any DCCCD college at no cost. Employees also take job-related courses, such as emerging computer specialties or business courses. After ten years of service, all full-time employees become eligible for the professional enhancement augmentation fund of $800 every third year to support additional professional development.

We offer sabbaticals for full-time faculty and administrators after every seven years of full-time service. The sabbatical typically involves an approved proposal for a learning experience, either completion of a higher degree or a project to benefit RLC. Full-time faculty may also "bank" credit hours taught beyond those required, forgoing compensation at that time to build credit equal to a full semester of teaching. They may use this "banked" time to either extend a sabbatical or as a separate learning opportunity.

Our orientation program allows new employees to learn about RLC, employee benefits, and ethical expectations to support one of our key values. It also assures they complete all forms on their first workday. ThunderSTARs view videos introducing them to the Richland culture. New employees get ThunderSTARs nametags to wear for the first month, so all employees will know to welcome them. New employees' mentors escort them to their work areas to meet colleagues. The mentor is an experienced person available to answer questions and help orient ThunderSTARs to our culture.

The program exemplifies our value of "joy" in the workplace. Based on employee feedback, we redesigned the ThunderSTARs orientation program in 2003. Now, on their first day, we introduce new employees to many RLC traditions with emphasis on our mission and values. We invite all new employees to attend one of three annual *Lakeside Chats*, where the CEO and TT reinforce our traditions with emphasis on the Mission, Vision, and Values.

The development of intercultural competence of all employees is a key organizational focus. As the student and employee populations diversify, a critical need is to develop skills to work amicably and effectively in these diverse groups. Based upon the experiences of more than 50 employees who have attended the SIIC, the college has developed an 18-hour Intercultural Competence program that all employees complete over a six-year or shorter period (*Figure 7.4E*).

To prepare for the anticipated retirement of a number of long-term employees, we have focused on leadership development training for many years. TOLI's leadership development series provides skills in leading, empowerment, and communications behaviors. In addition, leadership development plans usually include professional readings, seminars, participation in community and professional associations, civic work, and work with professional consultants and speakers. We are currently involved in projects with Datatel, CQIN, and a THECB consortium to develop a multi-level leadership-development curriculum for institutions pursuing quality improvement. We are a pilot for some of these new materials and are considering them for inclusion in TOLI offerings for leadership development.

We require safety/risk management training for employees as part of our overall safety program. In addition, our chief of police leads a seminar addressing campus safety for adjunct faculty. Employees who work with chemicals or power equipment receive safety training prior to performing their tasks. Likewise, all students who may encounter hazardous materials during the course of instruction receive training on the labeling program and using personal protective equipment.

5.2a(3) Input on training needs
The most important source of input from employees and supervisors regarding education and training needs occurs during development of employees' PDs/IAPs. We transmit this information to TOLI staff members. They also conduct regular needs-assessment interviews, surveys, and employee focus groups to identify education, training program, and other development opportunity needs. Using these inputs, the staff works with training experts to develop responsive programs. The experts also notify us of external learning opportunities that meet our training needs. TOLI incorporates knowledge assets and organizational learning into learning sessions conducted within our cross-functional teams or through publications for learning in any of our best practice communication mechanisms.

5.2a(4) Deliver education and training
We deliver training through various formal and informal approaches, based upon the content, intent, and learning needs of the class. We conduct formal training activities through classroom-style approaches, seminars and workshops, distance learning, and STARLINK satellite broadcasts. Informal training includes structured OJT and mentoring.

To determine training needs, we gather input from faculty and staff through surveys and input from PD/IAP sessions to determine the most appropriate delivery vehicles.

TOLI relies on the expertise available in RLC and across DCCCD to provide most of our training. We have developed much of this expertise, based on employee participation in training offered by groups like the SIIC and CQIN. When internal expertise is unavailable, DCCCD provides high-quality external trainers to meet employee needs.

5.2a(5) Reinforce knowledge and skills on the job
Supervisors work with faculty and staff to schedule training so employees develop required skills as needed and reinforce them through immediate use. Supervisors approve employees' professional development activities through the PD/IAP and special participation requests for opportunities that assure awareness of learning activities. Supervisors are then responsible for reinforcing knowledge and skills because the training becomes part of the performance evaluation record. The annual evaluation reflects assessment of learning and

transfer of skills. Through focus groups and interviews with supervisors, TOLI staff help identify skill upgrades that employees need. As they develop training that responds to those needs, the TOLI staff prepares supervisors to reinforce behaviors and skills once employees return to work. TT selects teams for key national and international conferences, based upon the efficacy of proposals for transferring the learning across the institution. Through the Career and Succession Planning Questionnaire, TOLI identifies potential teams and helps them develop strategies for disseminating information to specific groups upon their return.

As long-time employees prepare to retire, we take advantage of two DCCCD programs to retain their knowledge and experience: 1) the Visiting Scholar Program gives us two years to train a potential understudy and 2) the Phased Faculty Retirement Program places faculty eligible for retirement on a 49% contract for three years, during which time they can be assigned to special projects aimed at updating processes and transferring their acquired knowledge and skills to others.

5.2a(6) Evaluate education and training effectiveness
Attendees evaluate training primarily through assessments, tabulated by TOLI staff and shared with supervisors, to assure that training accomplishes its intent. Either the TOLI staff or the presenters implement required improvements based on these results. The value of professional-development opportunities is assessed in the annual employee/supervisor PD review and in interviews with supervisors and focus groups. The TOLI staff receives this feedback for inclusion in their training decisions. To evaluate the effectiveness of the sessions, our Intercultural Competence program uses the "IDI" assessment tool to measure intercultural competence at the beginning and end of the training.

Our employee satisfaction survey determines employees' perception of the value and quality of training provided. TT uses this and the results of KPI measures to evaluate accessibility and deployment of training throughout the college. In various areas, supervisors use trends in performance to evaluate training effectiveness. As a PDCA/ADLI process improvement, TOLI uses an online tool, implemented in spring 2004, for evaluating training.

5.2b Motivation and Career Development
Beginning on their first day on campus, we use our ThunderSTARS orientation to introduce new employees to our strong institutional culture of performance excellence and ongoing learning. We encourage employees to continue their formal education through advancement requirements, easy access to programs, and motivation strategies. Faculty receive added compensation based upon their educational level, so they have a financial incentive to earn another advanced degree. Although administrators and professional support staff receive no additional compensation for additional degrees, they often need degrees to advance their careers. The PD/IAP process and the Career and Succession Planning

Questionnaire motivate employees to focus on continued career development.

To demonstrate our commitment to learning, we maintain specific goals for professional development; currently 36 hours yearly for both full-time and limited full-time employees. This is in addition to the augmented professional development expected during employees' first three years. TT reviews performance to this goal as part of KPI review and performance reviews; thus, this goal receives strong focus and support from senior leaders. We allocate funds for employee travel so they can attend workshops, conferences, seminars, and symposia that enhance student learning *(Figure 7.3F)*. The process for requesting funds to attend these activities requires employees to identify anticipated benefits and state how they plan to implement and share what they learn [5.2a(5)].

Preferential class scheduling and stipends encourage adjunct faculty to participate in more than the three-hour/semester minimum professional-development expectation.

5.3 Faculty and Staff Well-Being and Satisfaction
We align our culture, values, and policies to maintain a safe and supportive environment so employees enjoy their work and are motivated and valued. Our employees truly are the service we offer to students and the community and are, therefore, our most valuable resource.

5.3a Work Environment
5.3a(1) Improve workplace health, safety, and security
Our ThunderWellness Program (*Figure 7.4H*) improves the mind-body-spirit health of every employee. Employees have a free, annual, full blood-chemistry analysis. The college nurse reviews test results and addresses potential risks. Participants develop a wellness plan, which may include physical exercise, mind-body health techniques, relaxation strategies, or other wellness activities. Employees can leave work for up to 1.5 hours each week for wellness activities if they also participate for 1.5 hours on their own time. We support a well-equipped Fitness Center that our students, employees, and community members can use. The Center's staff designs comprehensive exercise profiles for users. As part of the Mind-Body Health program, the library has a mind-body-spirit wellness reference collection. We also hold seminars and discussions there to encourage employees to seek improved health. The outdoor TLC mindfulness labyrinth is a contemplative space dedicated to whole-person health. In addition, we have set aside other indoor space on campus for employee and student reflection.

We maintain a strong focus on student and employee safety and security (*Figure 7.6E*). Our Campus Safety Officer works with the RLC Police, emergency RRT, DPS monitors, RMO, Facilities Services, Mail Room, Health Center, and the TT to conduct employee training, coordinate services, lead safety audits, and draft safety procedures.

RLC Police protect the campus with licensed Texas peace officers. They patrol the campus seven days a week, 24 hours a day. The department has strong liaisons with the local

police, who respond to calls from our officers. Our police department was a pioneer in the use of bicycle patrols, an especially effective strategy on a college campus. The officers who developed the bike patrol helped develop similar programs in many police departments and at other colleges.

The Facilities Services staff participates in regular health and safety training (in English and Spanish) to help employees recognize and mitigate dangerous situations. State and federal occupational safety and health agencies, working through the Safety Officer, regulate the college to assure full compliance with requirements. We require all employees to complete risk management and FERPA training on-line. Facilities Services provides ergonomically supportive settings for all employees, who may meet with them to get appropriate furniture and aids to improve their ergonomic situation.

5.3a(2) Disaster and emergency preparedness
To prepare employees for implementing our disaster and emergency preparedness plan (6.2b(2)), representatives from every building on campus comprise our RRT. Team members receive regular training and emergency preparedness kits. They rehearse to learn responses to potential emergencies. Safety procedures include suspension of activities due to inclement weather or other natural emergencies, including level-red terror alerts. We regularly conduct safety audits and emergency responses for students and employees.

The police department also sponsors a "Campus Watch" program that involves a representative from every building. This group meets regularly with police officers to review campus crime issues and learn strategies for protection. Police officers publish "Crime Watch Tips" in the *ThunderBridge*.

Our Department of Public Safety is responsible for emergency preparedness, risk management, campus safety, and hazardous materials management. It addresses internal and external regulatory requirements and compliance from insurance, federal, and state agencies. It covers safety inspections, investigations, and lawful disposal of hazardous materials used in the course of instruction and operation of the facility.

5.3b Faculty and Staff Support and Satisfaction
5.3b(1) Determine key well-being factors
We conduct the Campus Quality Survey every two years to identify satisfaction with many aspects of the college and the importance the employee attaches to those factors. The resulting analysis helps us focus available resources on the most important concerns and well-being factors for each segment. We benchmark results against similar institutions.

5.3b(2) Services, benefits, and policies
District offers cafeteria-style benefits for all full-time and limited full-time employees. They include health, prescription, life, dental, and disability insurance. Other benefits include contribution to a retirement program, vacation and sick leave, 14 paid holidays, two days for "extenuating circumstances," and an Employee/Dependent Assistance Program that offers confidential counseling services to full-time employees, their

dependents, and household members. Employees may also contribute a portion of their sick leave for use by employees facing catastrophic situations with insufficient sick leave.

We offer various policies to help employees balance work, family, intellectual, and community obligations in a caring atmosphere. When they have special schedule needs, employees work with supervisors to meet those needs without affecting services to students, colleagues, or the community. Through "developmental leave" policies, supervisors may approve participation in opportunities requiring off-site involvement if the results benefit the college. If our employees in the armed forces are called for active duty, we assure them of employment on their return.

5.3b(3) Satisfaction determination methods
Our Campus Quality Survey (*Figure 7.4J*) is our primary formal strategy for determining faculty and staff well-being and satisfaction. This nationally normalized survey provides comparative data with like institutions. It is similar to the NLSSI, allowing us to compare results for analysis and identification of trends. We conduct this survey anonymously every two years, and selected demographic data enable us to analyze needs and satisfaction among employee groups.

TT designs our KPIs to provide supporting information about employee satisfaction and well-being. In strategic KPI review, we track professional development (*Figure 7.4F*), diversity (*Figure 7.6A*), satisfaction with recognition (*Figure 7.4K*), leadership advancement, and injuries. Operational measures include additional specific professional development (*Figure 7.4F*), turnover (*Figures 7.4A and 7.4B*), lost vacation days, and overall satisfaction [text of 7.4a(3)] (*Note: Due to space limitations, not all measures appear in Category 7*). TT reviews these measures monthly, and when possible, they benchmark measures against other DCCCD colleges and sources outside education. In its focus on employee satisfaction, leadership strives to act effectively and send strong messages about our care and concern for employees.

We use focus groups to delve deeper into issues identified through surveys and measures. These information-gathering settings provide actionable information to address issues. We conduct focus groups, discussion circles, the "Listening Outpost," and informal meetings to maintain the current positive climate of employee well-being and motivation.

5.3b(4) Relate to key organizational performance
Evaluations allow us to capture actionable information about the effect of employee satisfaction on key organizational results. Our Campus Quality Survey somewhat mirrors the student satisfaction survey, and both student and faculty participate in the student engagement survey. These surveys show the impact of employee satisfaction on student satisfaction.

Through regular analysis of our KPIs that link our measures together, we analyze the effect of organizational learning on the college's performance in meeting our stated goals.

6.1 Learning-Centered Processes
Our broad range of educational programs and services prepares students for successful living and responsible citizenship in a rapidly changing world. Our "Enable all students to succeed" SPP guides and focuses our decisions.

6.1a Learning-Centered Processes
6.1a(1) Learning-centered processes
We identify learning-centered processes as those that directly interface with students and accomplish our Mission and Purpose. We have identified four key student-learning processes and 13 well-defined student service processes; a list of six appears in *Figure 6.1A*. The seven service functions omitted due to space constraints are 1) Health Services, 2) Testing Center, 3) CTLC, 4) High School/ Community Relations, 5) Disability Services, 6) TRIO Programs, and 7) SPAR. Defining and focusing on these key processes enables us to prioritize resources for use in areas of greatest impact.

These processes create value for the college because we 1) focus them on performance in areas important to student and organizational success and 2) align them to our KPIs.

Because they enable us to meet and exceed requirements and expectations, these processes create value for students and other stakeholders (*Figure P.1A*). For example, a key student, regulatory, and community requirement is that education be accessible. To create strong value for these stakeholders, we have a convenient location, affordable course offerings, effective advising, and appropriate developmental education. We exceed the requirements by making quality education available to our diverse community [3.2a(1)] through off-peak hours; self-paced options; and a variety of courses and delivery methods, including classroom instruction, learning labs, learning communities, Service Learning, academic enrichment, study abroad, distance learning, fast-track scheduling, and transferability *(Figure 7.2M)*. To accommodate students' diverse lifestyles, we offer services, such as eConnect, *eCampus*, and Internet access, which even further maximize student success *(Figures 7.5E and 7.5G)*.

We describe in 3.1a(2) how our learning-centered processes address student educational, developmental, and well-being needs by our listening to students and stakeholders (*Figure 3.1A*). We balance those varying needs during strategic

Key Processes	Process Requirements	Key Measures
Student Learning		
Curriculum design approach – separate processes for Credit or Tech-Occ and CE programs	- Appropriate use of learning techniques and technology - Meeting student/stakeholder requirements - Inclusion of regulatory requirements	-Student success for all student groups in credit/CE/Workforce courses (E) - Compliance to requirements (I) - Compliance to requirements (I)
Education delivery to curriculum design	- Meet requirements outlined in curriculum design	- Student success for all student grps (E) - Stakeholder satisfaction (E)
Education effectiveness evaluation and improvement (QEP process)	- Continuously improve success of students - Assess student-learning outcomes	- Student success for all student grps (E) - Stakeholder satisfaction (E)
Student Services		
Advising and Assessment	- Correct course placement - Formal articulation agreements	- Point of service survey (I) - # transfers (E) - # articulation agrmts (E) - NLSSI results (I)
Financial Aid	- Government Regulations - High ethical standards & confidentiality - Control measures	- Annual $ disbursed & # served (E) - Sources, e.g., PELL (E) - NLSSI results (I)
Career Placement Services	- Accurate career information - Career counseling & exploration - Placement	- Demographic data (E) - Point of service surveys (I) - NLSSI results (I)
Admissions / Student Records	- Effective data mgmt system - High ethical standards - Accuracy & timely access - Compliance with guidelines & policies	- FERPA requirements (E) - Comprehensive college catalog (E) - # Degree plans (I) - NLSSI results (I)
Library	- Timely information access - Responsiveness - Infrastructure currency - Operational efficiency	- # volumes (E) - $/year (E) - NLSSI results (I)
College Police	- Safe environment - Responsiveness - Helpful	- NLSSI results (I) - # campus crimes (I) - # requests for assistance (I)

(I) = in-process measure, (E)= end-process measure

Figure 6.1A – Sample Key Learning-Centered Processes, Requirements, and Key Measures
(Due to space constraints, a limited number of key measures appear in Category 7. Others are available on site.)

planning for programs and offerings (2.1a). We design processes to incorporate requirements into programs by directly linking program elements to specific program requirements. Curriculum committees annually review new and revised programs to ensure they are educationally sound and comply with applicable District, state, and accreditation guidelines as described in 6.1a(3). Upon completion of program development, the VPSL/CEO validate that the program meets all student and operational requirements.

6.1a(2) Determine requirements

We identify key learning-centered process requirements through the listening and learning approaches (*Figure 3.1A*) for students and for each stakeholder group. These include federal requirements for access, safety, and other needs.

Operational Institutional KPIs (shown in *Figure 6.1A*) represent the key performance requirements for our learning-centered processes. Under the external compliance KPI, specific requirements include workforce development programs that must meet THECB requirements. These include a minimum of 15 graduates/completers and at least 90% successful placement of graduates in jobs, military, or follow-on education over a three-year period (*Figure 7.1H*).

For Student Services, the SDC identifies and publishes requirements for each process in the *Student Development Standards and Guidelines for Student Development Programs and Services.* As an example, we show some requirements in *Figure 6.1A* along with key measures that ensure we meet those requirements.

As they prepare to implement programs, services, and offerings, faculty and staff participate in the design of the course/program/process and receive any training necessary to improve their skills. One step in the design process specifically identifies training needs for faculty [6.1a(3)].

To anticipate and address individual differences in learning rates and styles, the "Curriculum Materials Development" phase of design uses learning styles as a basis for development. One activity in this phase involves determining learning-teaching methods and strategies. It includes input from earlier phases to determine any special differences in potential students and then applies learning theories to address those differences. For most programs, however, because our student base represents a wide range of learning styles, we design programs and offerings to include a variety of active learning techniques for engaging students of all learning styles. As they implement a program, faculty determine additional delivery approaches based on information gained through analysis of student COLLEAGUE data and needs identified in-course. For example, faculty view the XROP class roster screen to identify students' at-risk indicators, such as course withdrawals, repeats, and academic probation.

Faculty receive ongoing training to identify and address learning styles. New faculty enter a three-year training program on principles of cooperative learning, teacher formation, learning styles, and classroom application. Faculty continue learning via professional development provided by TOLI and the Technical Education Division. They also participate in professional development conferences related to innovative methods of instruction and changing student requirements. Incentives encourage adjunct faculty to participate in professional development activities as described in 5.2b. In addition, full-time faculty and staff complete annual Intercultural Competence training to enhance their skills in delivering educational programs and services across cultures, which supports our vision.

Student-support services also consider the varying learning rates and styles of students as they design their services. From the beginning, academic and career advisors in Enrollment Management 1) assist students in designing schedules to accommodate their unique needs and 2) refer them to specific services to promote their success.

We incorporate information about students and student segments into our design of programs and classes. We want to engage them in active learning and to develop techniques, such as practicum, analytical projects, focus groups, labs, and Internet research during the "Curriculum Materials Development" phase or as part of the "Implementation" phase. An advisory committee of industry members, faculty, staff, and other stakeholders supports each of our technical-occupational/workforce programs and meets at least twice annually to address learning needs and directions. As we identify changing student needs through environmental scanning, target market analysis, student segmentation, and student feedback processes, curriculum review committees identify modifications to courses/programs.

6.1a(3) Design processes

Figure 6.1B shows our design-and-development process for new academic credit courses. The process identifies key student requirements early in the process and incorporates these into our program design. Our cycles of improvement include feedback from designers and from those listed in our listening and learning approaches (see *Figure 3.1A)*. For example, we lead the District in making process improvements in streamlining curriculum approval and compliance timelines at the college and the District Office.

We identify the need for new courses in a number of ways (*Figure 6.1B*). We receive approval to develop and teach general credit courses through either identification of the pre-existing course in the THECB Academic Course Guide Manual (ACGM) or through approval from THECB. The ACGM is an inventory of all courses Texas community colleges may offer without prior approval. This enhances agility when we identify the need for a new course. Lead faculty design the course, including desired outcomes tied to the ACGM, delivery modes, objectives, learning materials, and evaluation. Faculty develop a syllabus incorporating the course outline, calendar, class policies, contact information,
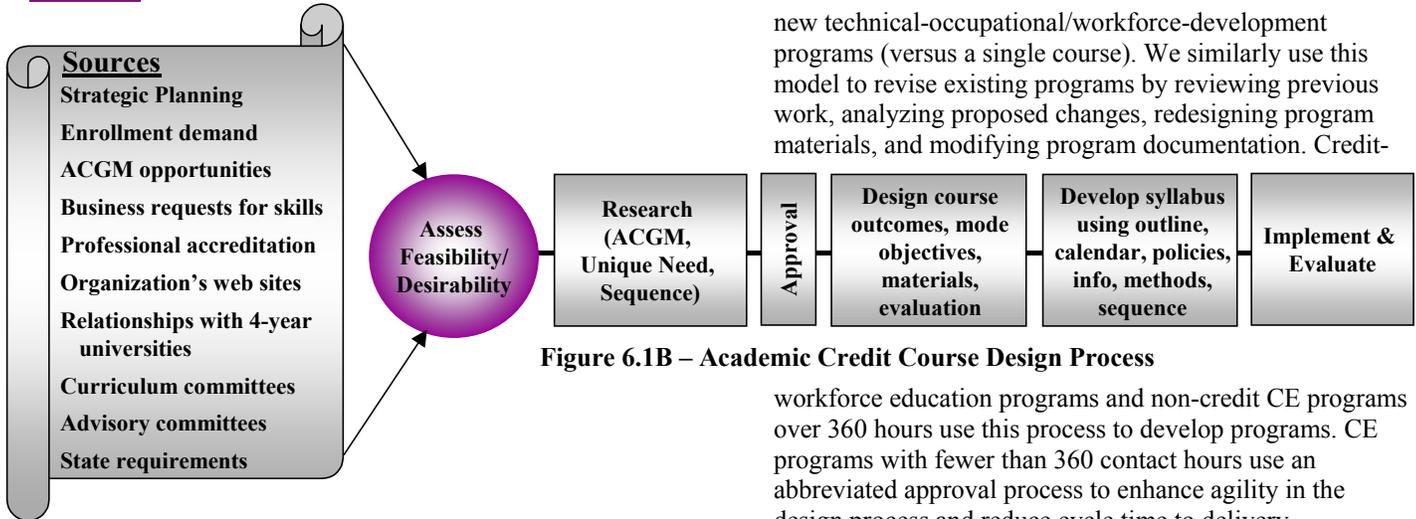
Sources

Strategic Planning

Enrollment demand

ACGM opportunities

Business requests for skills

Professional accreditation

Organization's web sites

Relationships with 4-year universities

Curriculum committees

Advisory committees

State requirements

Assess Feasibility/ Desirability → **Research (ACGM, Unique Need, Sequence)** → **Approval** → **Design course outcomes, mode objectives, materials, evaluation** → **Develop syllabus using outline, calendar, policies, info, methods, sequence** → **Implement & Evaluate**

new technical-occupational/workforce-development programs (versus a single course). We similarly use this model to revise existing programs by reviewing previous work, analyzing proposed changes, redesigning program materials, and modifying program documentation. Credit-

Figure 6.1B – Academic Credit Course Design Process

workforce education programs and non-credit CE programs over 360 hours use this process to develop programs. CE programs with fewer than 360 contact hours use an abbreviated approval process to enhance agility in the design process and reduce cycle time to delivery.

Figure 6.1C identifies student and stakeholder needs during the "Identifying Workforce Needs" phase through various inputs. A complementary Performance-Based Instructional Design (P-Bid) Model, also in *Figure 6.1C*, determines the

and evaluation methods. Departments maintain a syllabus guideline that faculty use to ensure they address all key course requirements, including ACGM and core curriculum.

Figure 6.1C shows our design and development process for

Process Steps | **Activities** | **Performance-Based Instructional Design (P-BID) Model**

Identify Workforce Needs
- •Scan other colleges
- •Review Census Data
- •Review Student Input
- •Review Faculty, Staff, Admin, & Advisory Input
- •Review Government Docs
- •Research Internet & Pubs.
- •Research Ind. & Prof Orgs

DCCCD Explore

Needs Assessment (*Magnitude* of training requirement)
- •Identify potential employers & student target population
- •Determine potential number of students/graduates

Assess Feasibility/ Desirability
- •Determine Enrollment
- •Survey Industry Needs
- •Benchmark
- •Cost Analysis

Research & Design
- •Determine KSAs
- •Internet Research
- •Facilities/Equipment
- •Research Existing Curricula
- •Specify Lead Faculty
- •Develop Curriculum Pattern

Performance Criteria Analysis (PCAL) (*Nature* of training requirement)
- •Validate functional skills required
- •Validate workforce competencies/learning outcomes required

Approval
- •Curriculum Com. Appr.
- •Dean's Approval
- •College Approval
- •Develop Application
- •Tech Ed Review
- •VP Review
- •CCAB Board Approval
- •THECB Review & Approval

Development (*Curriculum Documentation* for training requirement)
- •Validate skills/courses crosswalk
- •Submit approval documentation

Curriculum Materials Development
- •Review Outcomes
- •Enhance WECM Outcomes
- •Input to Course Master
- •Create Syllabi
- •Develop Course/Method
- •Determ Resource Needs
- •Course Assessments
- •Update College Forms

Implementation
- •Market Course
- •Set up Facility
- •Books, Equipment, Software
- •Assign Faculty
- •Build Schedule
- •Evaluate Course

magnitude and nature of training required. We design foundation skills and workplace competencies into workforce education curricula to ensure balanced development of students. We identify workplace competencies through PCAL. Industry subject matter experts validate these competencies; then we list them in a matrix identifying the course that addresses each competency/outcome.

Curriculum Evaluation/Review
- • Mandatory Reviews
- • Other Reviews
- • Class Evaluation Visits
- • Student Evaluations
- • Mandatory External Rev.
- • Survey Employers
- • Cost Effective Analysis

We identify further feasibility requirements in the next phase. Then we translate these into required knowledge, skills, and abilities in the "Research &

**Figure 6.1C – New Program Development Process
Technical-Occupational/Workforce Development**

Design" phase through the PCAL process, which guides development of learning objectives based on required outcomes. From this, we develop the curriculum pattern, which specifies sequencing and approaches to learning. In the "Curriculum Materials Development" phase, we translate outcomes into syllabi and learning-teaching methods and strategies. We develop assessments that ensure we meet all requirements as we implement the program.

During the "Implementation" phase, we provide students with services, such as tutoring through the CTLC, that further support their needs. CTLC workshops include Learning Styles, Time Management, Test Anxiety, Test Preparation, Problem Solving Skills, and other vital topics. Through a QEP improvement, faculty developed the Science Corner to improve in-course retention by making content-specific help readily accessible to students.

Our rigorous design model includes standards, required research, and review by college and District curriculum and industry advisory committees. With the THECB, we monitor high standards and performance through indicators such as grades, learning outcomes, persistence, enrollments, graduation and placement rates, student and employer satisfaction, and faculty credentials.

We design student service processes that include activities to meet stakeholder needs. These processes perform the activities included in the PIIP process for design (*Figure 6.1D)* by identifying and tracking requirements during the step called "Identify Root Cause." By using this common model of design throughout the college, we assure standardization and replicability of design. We document our actions through the PIIP process and in work-process mechanisms, such as automated screens, forms, procedures, flow charts, and checklists. Because our design approaches direct our service delivery, we have control over the process flow to ensure we meet our requirements.

We build consideration of new technology into design early in the process. We investigate technologies through internal and external inputs and build new technology acquisition into the annual budget-building process. The CEDC reviews monthly environmental data to 1) identify emerging trends for technology programs and 2) determine feasibility. In program design, cost analysis includes technology needs. Faculty infuse technology into courses during implementation. To facilitate incorporation of e-technology into educational programs and offerings, we maintain 80 computer labs and over 2,000 computers. Our ratio for student-accessible computers is 13:1. This accessibility to technology offers education designers a larger array of options for developing courses and programs that engage students in active learning. Thirty-six percent of classes (305 faculty) use *eCampus* technology (*Fig. 7.5B*) in teaching their courses.

We incorporate organizational knowledge into our designs by reviewing lessons learned in previous design or PIIP efforts. Our employees share this knowledge on the intranet, and the subject matter experts on our design teams capture and integrate it into our programs.

We sequence our design process and stipulate prerequisite knowledge and skills required for success. We address linkages through research of other related courses and curriculum in the "Research & Design" phase, which has many sequencing and linkage requirements. WECM provides a state inventory of workforce education courses and potential prerequisites for public two-year colleges. Thus, WECM adds consistency and quality to workforce courses, as does the ACGM for general academic courses.

We use our PCAL methodology in needs analysis to define prerequisite skills. We use input and knowledge of feeder and receiving schools to create linkages. Stakeholder universities and ISDs serve on our advisory committees to facilitate linkages. We develop curriculum patterns to define the required sequence of objective mastery. We balance THECB requirements with an analysis of progressive skills. In the "Curriculum Materials Development" phase, we specify the program's entrance competencies, performance objectives, workforce competencies, learning activities, capstone experiences, and evaluation methods.

We address program design efficiency and effectiveness by including research findings in existing programs that might be adaptable first. Because we have examples of skills-analysis data and curricula available, we often establish joint curriculum-development projects with other colleges. This consortium approach reduces our cycle time, our development costs, and our learning curve.

Programs must meet a minimum number of credit and contact hours with stipulated learning outcomes to comply with design requirements of SACS, THECB, GIPWE, and industry requirements for skill proficiency. The program-development process directs our approach to formative and summative assessments of learning, our primary methods for ensuring ongoing programs and offerings meet requirements. We use other approaches to verify results, such as analysis of complaints and student withdrawals, as well as the faculty's observations. Faculty groups informally analyze program quality and implementation effectiveness during their QEP reviews on assessment of student-learning outcomes. Annual program/discipline reviews provide summative assessments of programs, including performance data provided in THECB Annual Data Profile, which is an external summative measure of success. Faculty, program coordinators, and deans use these data to determine needs.

6.1a(4) Key performance measures
Key performance measures for learning-centered processes are in *Figure 6.1A*. We use both qualitative and quantitative measures and assign in-process formative and end-process summative measures. As we continue to improve key measurement systems, our measures evolve from informal

measurements that identify performance issues to systematically selected, reviewed, and evaluated methods that we use for analysis and proactive decision-making. We developed KPI measures in 2000 and improved our Program Review in 2004. As we matured, we added in-process and leading indicators *(Figure 2.2A)*.

We manage our daily operations using defined curriculum for learning processes or standardized process drivers in student services (i.e., forms automation, checklists, audits, etc.). This ensures we meet key performance requirements by providing a repeatable system to meet requirements. By monitoring the associated key measures, we manage our performance to stakeholder requirements and ensure alignment of the system, as shown in *Figure 6.1A*.

As we design new courses/programs, we develop assessment requirements during the "Curriculum Development" phase. Elements of formative assessment include assignments, exams, presentations, projects, grades, and portfolios. Each course syllabus defines assessment activities and grading criteria. Faculty may augment assignments to meet real-time needs of target students.

The Technical Education Division conducts formative assessment during each phase of program development. To this end, we use a process checklist based on defined elements from the needs assessment, performance criteria analysis, and application development. New-program applications receive rigorous summative assessments, emphasizing student success indicators, such as in-class retention and grade distribution. We report other data by course and instructor type; as part of their QEPs, discipline groups may link these to specific outcome assessments.

In education offerings, we receive real-time input from all stakeholders and partners through advisory committees, class participation, e-mail, and surveys. At the individual course level, faculty make real-time adjustments in instructional strategies and time-on-subject to increase student success. In student services, we gather regular input from students and stakeholders about each process to provide direction and improvement opportunities. These come in the form of in-process measures, such as solicitation of feedback in face-to-face encounters, e-mails, and periodic surveys. Employees use this information to make immediate adjustments or for department dialogue.

6.1a(5) Improve learning-centered processes
Our learning-centered programs/offerings undergo ongoing evaluation through the annual Program/Discipline Review to improve credit programs and maximize student success. Workforce/CE evaluates course offerings quarterly using indicators of enrollment and cost. When programs score below preset ranges, we develop corrective action plans.

Faculty and discipline workgroups test new curricular approaches and measure results. Monthly KPI reviews provide executive-level evaluation of program effectiveness and efficiency. At various layers of the Thunion Report, TT

conducts root cause analysis of performance variances and assigns a VP to work and track the issue through action plans. IR disseminates results through KPI minutes and follow-up reports. We participate in surveys and QEP to assess classroom learning and increase understanding of student needs. Surveys provide 1) information about student satisfaction with instruction and 2) specific feedback to faculty. Focus groups provide insights into survey findings. TT continues to refine these processes through PDCA/ADLI cycles to enhance our learning-centered processes. College and District committees also assess curriculum redesign.

The CEDC evaluates new programs and offerings through environmental scanning and comparison to other colleges offering similar programs. ACGM and WECM processes also provide opportunities to evaluate courses and programs. This ensures compliance, improves efficiency, cuts costs of redesign, and reduces cycle time through course reuse.

Figure 6.1D represents the approach used throughout the college to improve student learning, student services, and support processes. It is similar for all groups, but different groups perform it in different ways. When an evaluation identifies opportunities for improving our processes and approaches, we assign ownership to the person/group closest to the issue to investigate root cause and develop an action plan. We track these plans through monthly reviews. We disperse improvements via e-mail and employee newsletters, KPI and QEP action plan review, the year-end report, convocation, council meetings, and the PIIP website.
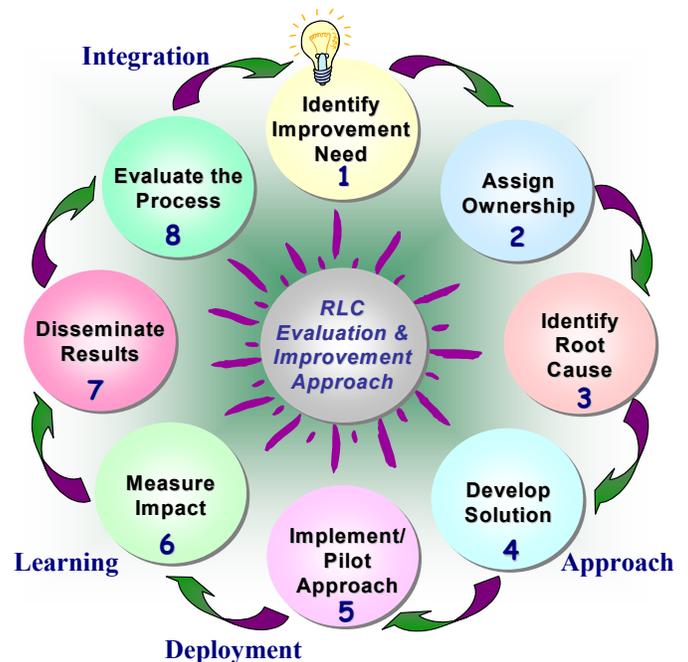
Figure 6.1D – Process Implementation/Improvement Plan

The QEP system offers another approach to improving learning-centered processes. Faculty and staff actively engage in QEP initiatives aimed at enhancing student learning outcomes and improvement of services. Team

leaders summarize QEP meeting discussions, file plans for QAC review, and share results. We share our successes and insights through published reports, such as *QEP Insights*.

6.2 Support Processes and Operational Planning
Support processes ensure efficient and effective operations and provide resources for staff and faculty to support student success. TT provides leadership for support processes with linkages to AS, PCAB, councils, and advisory groups.

6.2a Support Processes and Operational Planning
6.2a(1) Key support processes
We determine our key support processes based on whether or not they benefit our learning-centered processes. We have eight key support processes; we show six in *Figure 6.2A* with inputs, requirements, and key performance measures. The two key processes omitted due to space constraints are 1) Information Services and 2) Resource Development.

6.2a(2) Determine support process requirements
We determine key support process requirements by input from many sources including students, employees, partners, suppliers, and other stakeholders. Our strategic planning and budgeting processes, our monthly KPI review, PCAB/TT and other council discussions, and inputs we show in *Figure 6.2A*, all help determine the listed requirements. In addition, regulatory bodies cite regulations ranging from ADA requirements to permits and building codes and from fiscal accountability to non-discrimination. DCCCD policies and procedures set ranges, hiring policies, purchasing requirements, etc., to ensure we meet these responsibilities.

6.2a(3) Design processes
We design our support processes to meet key requirements, based on SPPs, organizational objectives, and review of relevant internal and external KPIs. We develop action plans for findings below our target ranges and address these plans through PIIPs as we track them to completion. This ensures we create support-process designs to meet identified needs of stakeholders. We build required actions into the workflow via process documentation, which we also use to drive the process. When practical, we document processes through automated screens and procedures, forms, SOPs, flowcharts, and/or checklists.

We consider new technology to support these processes in the annual strategic planning and budget-building cycle through established annual allocations for new technology. We also investigate new or modified technologies during the PIIP "Develop Solution" phase through inputs from various internal and external sources, similar to those described for learning-centered processes. For example, a 2002 support system cycle of improvement involved the conversion of employee professional development tracking to COLLEAGUE. To support these inputs, District now identifies and deploys improved IT at all campuses.

Our designs incorporate organizational knowledge through inclusion of lessons learned in the PIIP process. We also

analyze previous cycle performance to set new annual, three-, and five-year KPI targets. In these, we monitor efficiencies, such as energy conservation, budget, and several internal control measures. The growing use of technology (eConnect) for processes, such as student applications and registration, yields operational efficiencies and reduces cycle time *(Figure 7.5G)*.

The PIIP guides implementation processes to the pre-determined documented requirements, ensuring we achieve design criteria. We often pilot these programs first to ensure we meet requirements and achieve our expected results. We lead several District COLLEAGUE implementation teams and are often the pilot for new technology initiatives.

6.2a(4) Key performance measures
Figure 6.2A shows measures and inputs for support processes. We show key in-process (I) input sources of feedback and end-process (E) summative sources used to manage the processes, requirements, and key performance measures for each area. In addition, we analyze data from KPI and QEP reviews and surveys of students, faculty, suppliers, and partners to evaluate process performance. Other in-process measures include point-of-service surveys, usage, and response time *(Figure 7.5C and 7.5D)*.

We facilitate daily operation of support processes through defined process documentation and tools, such as automated screens, forms, or other approaches. These ensure we consistently achieve key performance requirements and manage variability of processes. We align measures to requirements to ensure we monitor our effectiveness.

6.2a(5) Minimize cost of inspections
We minimize costs associated with inspections, tests, and audits by economies of scale derived from DCCCD, thus eliminating the need for most campus-level audits. Centralized bidding and supplier-selection processes also save costs. Many of our proactive approaches provide cost avoidance, such as our all-inclusive equipment inspection plan for preventive maintenance and replacement.

DCCCD conducts ongoing internal audits of business office transactions and issues findings to the Board and RLC. We also undergo external audits of our accounting practices. We minimize audit costs by ensuring that daily processes include collection and aggregation of data to support audits, whenever they occur. This eliminates the need for concentrated energy directly prior to audits. Our accreditation preparation approach includes completion of an annual self-assessment activity, such as this application, to minimize intensive re-accreditation effort. We also minimize the cost of inspections and rework by 1) conducting root cause analysis of identified deficiencies and 2) ensuring that we systematize error-correction activities into the process improvements.

6.2a(6) Improve support processes
We continually improve our support processes to achieve better performance and relevance to RLC needs and

Process	Input Sources/Feedback	Requirements	Key Measures
Financial Services	- RLC Leaders' directions (I,E) - Students (E) - DCCCD Svcs & Board inputs, requirements, audits (I,E) - Regulatory agencies' reqs. (E)	- Careful planning and monitoring of expenditures - Efficient and effective use of revenues	- # reimbursable contact hours - % budget spent by costs - % budget expended - Total fund balance - NLSSI results
Facilities Services	- Faculty & staff requests (I,E) - Student requests (I,E) - Regulatory inputs (E) - Safety audit (I) - Committee input (I)	- Responsiveness - Student/workforce safety - Meet regulatory requirements - Operational efficiency - Campus aesthetics	- Custodial Advisory Comm. - Energy conservation - Meet regulatory requirements - NLSSI results - Facilities Services Survey
Information Technology	- Committee/leadership input (I) - Students (E) - DCCCD standards (E) - District IT Committee inputs (E)	- Timely information access - Infrastructure currency - Expenditures within budget	- Campus Quality Survey - % computers meeting stds - % budget technology expense - NLSSI results
Supplier/Partner Relationships Bookstore, Food Service ,Custodial, Copying, Computer hw/sw	- DCCCD standards (E) - RLC Leaders' directions (I,E) - Faculty/staff requests (I) - Community requests (I) - Regulatory inputs (I,E) - Supplier/partner score card (I,E)	- Responsiveness - Timely public relations - Healthy & safe students/ workforce - Operational efficiency	- Fund 12 and Fund 13 income - # complaints - Employee health & safety compliance with external stds - Utility costs/sf - kWhs/sf
Employee Services and Professional Dev.	- Employee requirements (I,E) - Leadership direction (I,E) - Regulatory requirements (E)	- Employee diversity - Employee retention - Employee development - Healthy and safe employees	- Employee satisfaction/turnover - Employee diversity - Employee learning - Employee health & safety
Institutional Research and Effectiveness	- Leadership input (I,E) - Faculty/staff (E) - Departmental research requests (I)	- Timely and accurate information and analysis for data-informed decisions	- Campus Quality Survey - Monthly KPI & QEP feedbk - # studies and cycle time

(I) = in-process measure, (E)= end-process measure

Figure 6.2A– Sample Key Support Processes, Inputs, Requirements, and Key Measures

directions through the PIIP approach in *Figure 6.1D*. For example, Facilities Services initiated a number of improvements toward energy conservation including "green" building design as noted in 1.2c. *Figure 6.2A* shows how TT and others identify OFIs through monthly KPI review of measures.

6.2bOperational Planning
6.2b(1) Planning financial resources
We ensure adequate financial resources to support daily operations and financial obligations through careful planning and budget management, both at the college and system levels. In October, we submit income and contact hour projections for the next year to the VCBA. He uses financial modeling approaches to 1) ensure adequate current operational funds, 2) handle capital debt, and 3) support growth. He then prepares a preliminary budget allocation for the system and the colleges, based on revenues from the state, local taxes, tuition, and interest from investments. We adjust programs to support major new education initiatives triggered by environmental scans. We then build our annual college budget proposal with careful alignment to our strategic plan. We adjust for demand for courses and services to ensure our customer focus. We use our financial KPIs, the financial elements of our program review, and

business plans to assess financial risks of current operations and new initiatives. In May, we submit our final budget request to the VCBA to be part of the overall DCCCD budget. The Board of Trustees monitors the system budget through formal reviews, using a rubric for sound fiduciary oversight derived from the Carver Policy Governance Model. *The DCCCD Business Procedures Manual* outlines the timeline and each step of the process.

6.2b(2) Continuity of operations
Our Department of Public Safety (DPS) oversees emergency preparedness approaches, risk management, campus safety, and hazardous materials management. We have all-inclusive policies and procedures for emergencies. These involve not only police, but also the emergency RRT, made up of representatives from every building on campus. The Emergency Response Plan addresses fire, severe weather, bomb threats, hazardous materials, chemical and bio-terrorism incidents, hostage/violent criminal actions, and demonstrations/riots. In addition to this plan, other policies and procedures set expectations of operations in case of weather or national emergencies. Employees participate in drills and training regularly on these procedures. Because it ensures continuity in the event of a disaster, our RRT approach is the model for others.

We serve a richly diverse, vibrant, and ever changing community. We evolve as they evolve through our creative approaches and vigorous determination. *Figure 7.3A* reflects the changing face of our student population as state and national events have triggered economic challenges in our community. An increasing number of students are choosing to begin their college education with us (many for financial reasons) and then transfer to a four-year university. These students (called "Transfers") would have previously started at a university.

Richland responded to the changing needs of students by increasing availability of core curriculum courses, optimizing resources, adjusting scheduling to alternative formats, targeting underserved segments such as the Hispanic/Latino population with increased information and services, and increasing focus on Developmental Education to help under-prepared students become college ready.

Empowered and competent faculty and staff (7.4 results) who use innovative approaches to teaching and learning (7.5 results) forge our success. We see the effectiveness of these approaches in our student learning results (see 7.1 results) and in strong student and stakeholder relationships and satisfaction (7.2 results). This yields steady financial performance (7.3 results). Leadership binds the college together in common goals and directions (7.6 results). Our Strategic and Operational KPIs identified in *Figure 2.2A* inform our decisions and allow us to continue to pursue ever-higher levels of performance.

7.1 Student Learning Results

The Strategic KPIs for SPP "Enable all students to succeed" relate to tracking and improving results of student learning. This item shows our performance in these KPIs and additional Operational KPIs. Throughout this item, we compare RLC to competitors, best-in-class consortium members, and to other similar colleges that have "best-performance" ratings in the DCCCD ("peer" institutions), Texas, and the United States.

7.1a Student Learning Results

Student success in learning is evaluated in two ways: Classroom grade performance (a leading indicator), and attainment of student's educational goals (a lagging indicator). Classroom grade performance for credit/core courses are two Strategic KPIs. Segmentation of these results lets us analyze our success in reaching and promoting success within our target populations (two more Strategic KPIs). *Figure 7.1A* shows the results of 1) grade performance in credit/core courses for all students and 2) credit course grade performance for ethnic target populations. We have improved in student grade performance since 1999.

To validate this success, we compare grade performance to peer colleges. *Figure 7.1B* shows comparative credit grade performance. Since 1999, we have consistently

outperformed two peer colleges. In 2004, we exceeded Peer 3, a best-in-class benchmark performer in this area.
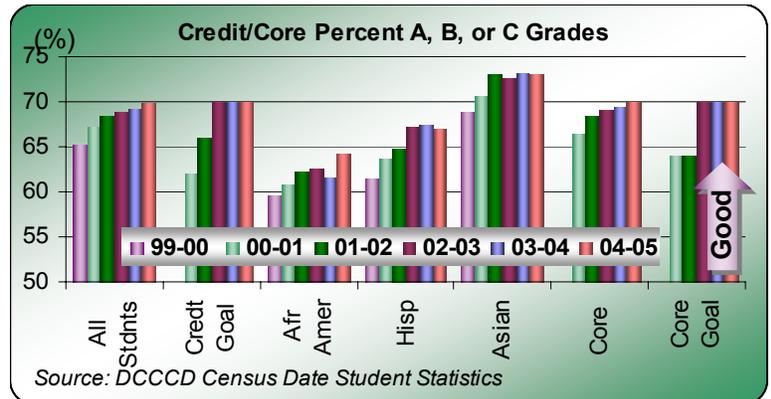
Figure 7.1A – Credit/Core Percent A, B, or C Grades
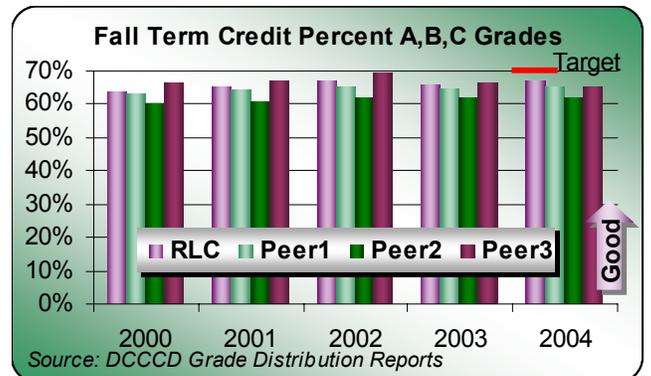
Figure 7.1B – Fall Term Credit Percent A,B,C Grades

Figure 7.1C shows credit grade performance for additional target segments of students. We continue improved performance in transfer courses, our largest student segment. We have rebounded from a temporary decrease in the under-prepared segment (03-04) attributed to a change in state requirements eliminating mandatory remediation.
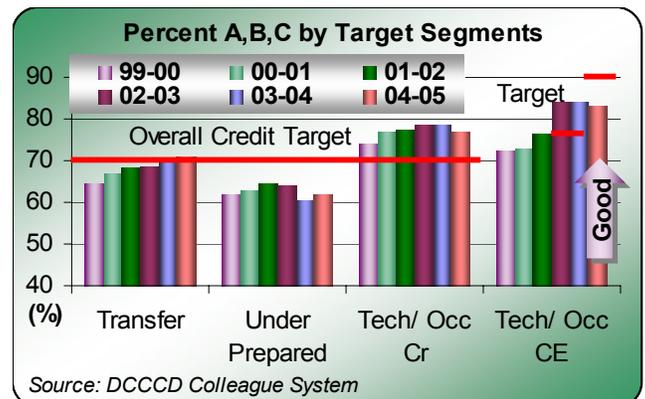
Figure 7.1C – Percent A, B, C by Target Segments

We also measure student success through understanding whether students achieve their stated educational goals. The primary goal for most of our students is to achieve success in gaining the core curriculum requirements so they may transfer to a four-year institution. We demonstrate

outstanding success in the number of students who complete the core curriculum including all target student segments. *Figure 7.1D* documents our success in helping students attain this goal, and shows our different focus from that of our peer colleges who emphasize their technical-occupational programs.
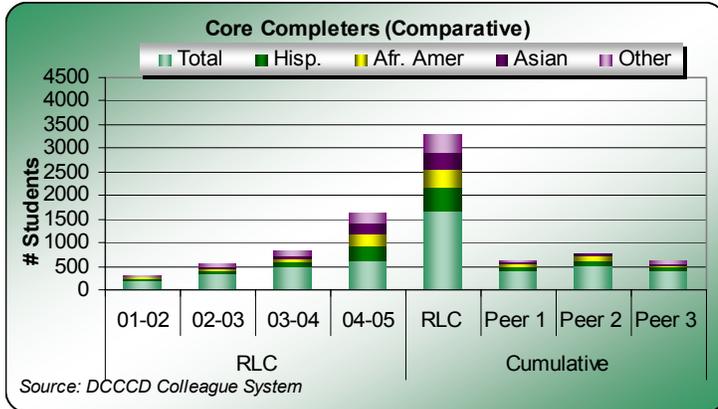

Figure 7.1D – Core Completers (Comparative)

Our Operational KPI to monitor actual performance of transfers is for cohorts of students who transfer to four-year institutions. Results in *Figure 7.1E* show that we outperform peers and continue to improve. Results from THECB lag by two years; therefore, most current results are for 2001-2002.
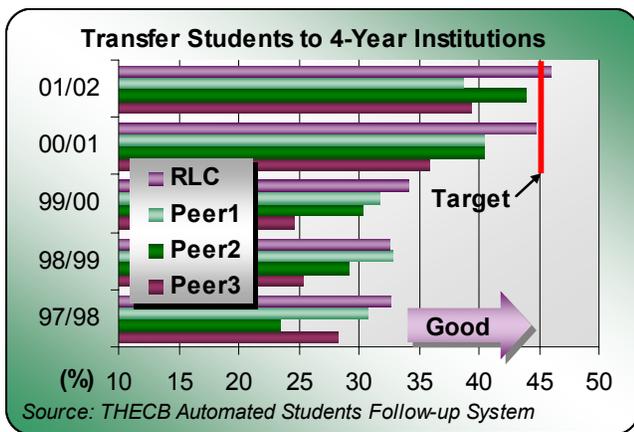
Figure 7.1E –Transfer Students to 4-Year Institutions

Our students frequently transfer to the two closest universities, UNT and UTD. RLC transfer students to these institutions perform comparably in their GPA as compared to transfer students from all other Texas community colleges and native students, those admitted to Texas universities as freshmen under highly competitive admission standards (*Figure 7.1F*).

Another educational goal for some students is to achieve a certificate or associate's degree. *Figure 7.1G* shows success in goal achievement for students seeking a certificate or associate's degree. We exceed our target and our peers in degree completion. Our continuing drop in tech-occ enrollment is beginning to be reflected in lower certificate completion (*Figure 7.3B*).

Semester	School	GPA of RLC Transfers	GPA of All CC Transfers
Fall 00 - Spr 01	UNT	2.81	2.82
Fall 01 - Spr 02	UNT	2.82	2.83
Fall 02 - Spr 03	UNT	2.82	2.83
	UTD	2.85	2.84
Fall 03 - Spr 04	UNT	2.85	2.85
	UTD	2.92	2.94 - Native

Source: Transfer reports from each institution as available

Figure 7.1F – Student Transfer Performance
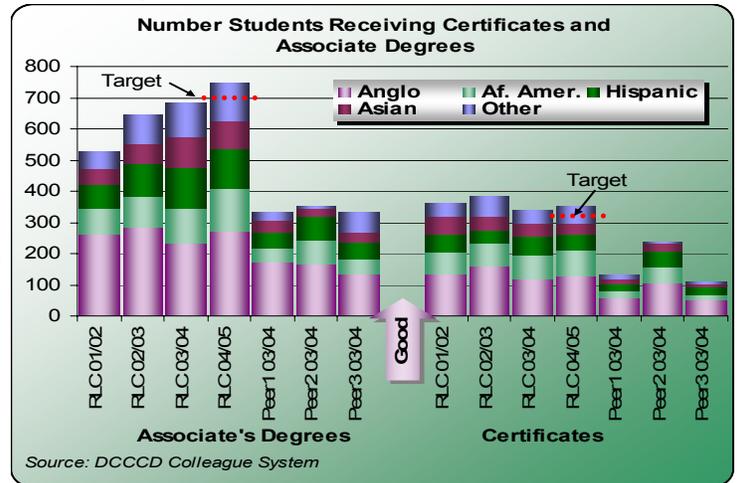
Figure 7.1G – Number Students Receiving Certificates and Associate Degrees

A segment of students has an educational goal of immediate employment through our Technical/Workforce Development programs. *Figure 7.1H* shows employment rates of Technical/Workforce Development graduates compared to DCCCD, state averages, and to CCCCD, our neighbor competitor. These THECB data lag by two years.
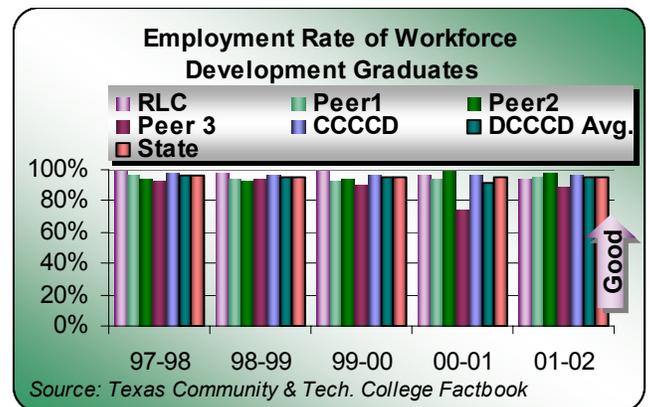
Figure 7.1H – Employment Rate of Workforce Development Graduates

7.2 Student- and Stakeholder-Focused
Satisfaction and good will of students and stakeholders are key elements of our success, and as our student and community needs have changed, so have we. We track performance in this area through our SPP "Enable all students to succeed" (*Figure 2.2A*). We include stakeholder

measures in the priorities for "Identify and meet community and education needs" and "Improve efficiency and effectiveness of college programs and operations" (also 2.2A). As described in Item 3.2, we determine student satisfaction through the national NLSSI and CCSSE surveys (alternating years), various student point-of-service surveys, and student focus groups. In some results of student satisfaction on the NLSSI, there is a slight downward data point. This may be attributable to the increasing university transfer and reverse transfer population whose expectations and demands are higher. *Figure 7.2A* shows that class times and variety have reached the top five most important items for the first time as many students chose to attend RLC for its flexibility as an effective alternative to starting at a four-year university. We have made improvements to address these results including alternative schedules and increased assistance with financial aid in order to improve satisfaction.

7.2a Student- and Stakeholder
7.2a(1) Student/Stakeholder satisfaction
Figure 7.2A shows NLSSI results for the five areas students rate as most important. In this survey, "norm" results signify strong comparative benchmarks, as only high performing colleges typically use the survey. In 2004, RLC was above the national norm on six of the twelve satisfaction scales. Respondents rated RLC's instruction and services above the national norm on 42 of 79 survey items.
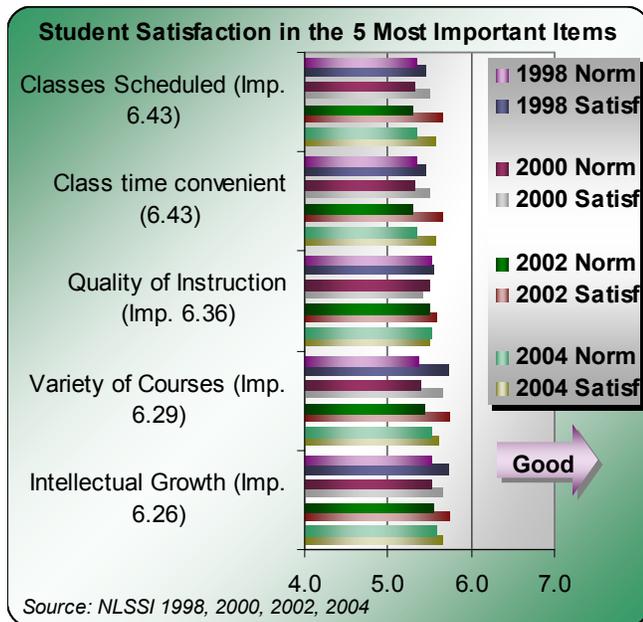
Figure 7.2A – Student Satisfaction in the 5 Most Important Items

Figure 7.2B shows segmented results of the 2004 survey in three NLSSI summary questions. Asian students reported lower levels in all three areas. However, all groups reported 90% or greater that we met their expectations. We conduct focus groups and action plans to address issues as needed. Additional segmented data for both the NLSSI and the CCSSE surveys are available on site.
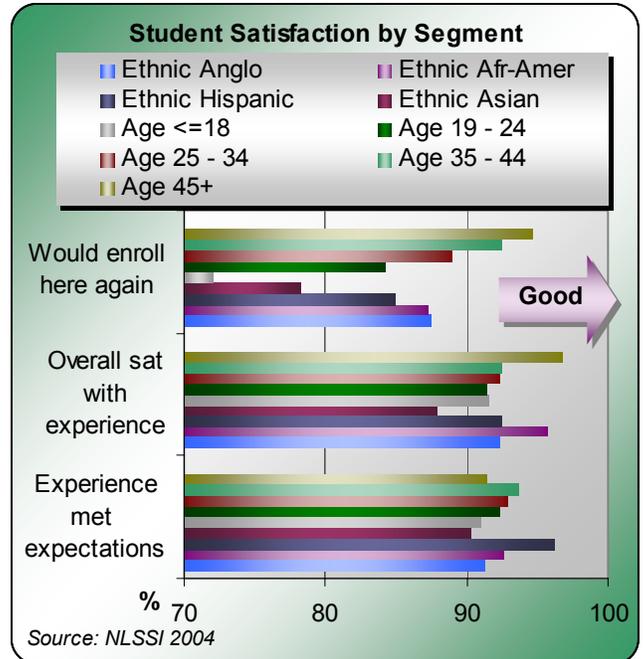
Figure 7.2B – Student Satisfaction by Segment

We show student and stakeholder satisfaction and relationship results in various other charts within this Category. *Figure 7.2C* shows the location and intent of these various other indicators.

Stakeholder	Chart and purpose	Figure
Students	Satisfaction with Instructor	*7.5A*
Students	Satisfaction with complaint channels	*7.2L*
Students	Satisfaction with Student Services	*7.5C & 7.5D*
Community	Committee feedback from scanning	*Text in 1.2c*
Community	Student perception of community relationship	*7.6B*
Regulatory	Compliance audits and performance to regulatory	*Through out 7.6*
Education Partners	Partnership involvement	*7.2G*
Supplier Partners	Satisfaction with RLC performance	*7.5K*
SACS	Accreditation reaffirmation with no recommendations	*7.6L*

Figure 7.2C – Associated Satisfaction Results

7.2a(2) Student/Stakeholder relationships
Student in-class retention rates often indicate students' perception of the value of a course. *Figure 7.2D* shows results for in-class retention for a five-year period compared with our peer colleges, a competing community college district, the Texas Peer Group, and two best-in-class benchmarks of NHM and JCCC. Our 2003 results reflect our successful retention efforts, described in Category 3 and throughout this application. Our QEP activities and action

plans have enabled us to improve our retention rate six percent during a six-year period. Thus, our retention rate now approaches that of the state peer group. Because we trail JCCC's benchmark performance, we have action plans to continue improving our in-course retention rate.
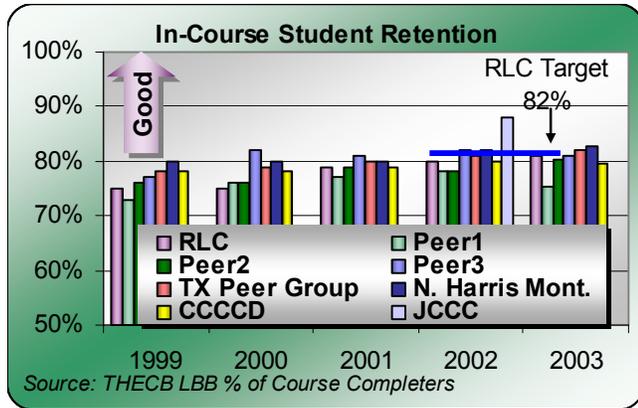

Figure 7.2D –In-Course Student Retention Comparison

We analyze student retention information by student segment to identify methods for improving our retention of specific student groups. *Figure 7.2E* shows the results of this segmented analysis for our key target student populations. It also illustrates our success in obtaining, assisting, and retaining these populations over six years.
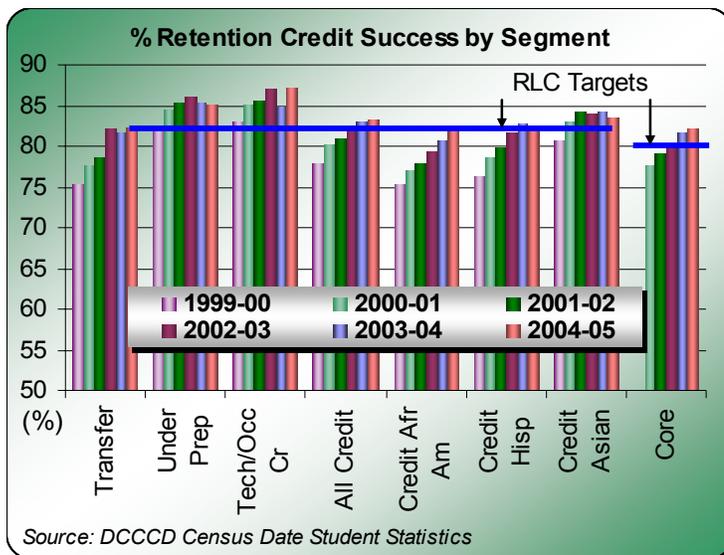
Figure 7.2E – % Retention Credit Success by Segment

Figure 7.2F demonstrates perceived value of our high school dual-credit program (described in 3.1b) through increased participation. High school programs provide a key area of student and stakeholder relationship development. The dual-credit program, initiated in 1989, allows home schooled students across the county and high school students in RISD, HPISD, and Hillcrest High School to take college courses to fulfill high school course requirements and receive credit towards an associate's degree. Dual-credit enrollment has grown and evolved rapidly, partially due to

our partnership with Brighter Horizon's entire HS senior year, now a dual-credit program. Our proposed Richland Charter High School (RCHS) lets us set an aggressive target of 325,000 contact hours by 2007-2008 to exceed Peer 2's leadership in this market and we will offer dual-credit for the first time in GISD in 2005-2006.
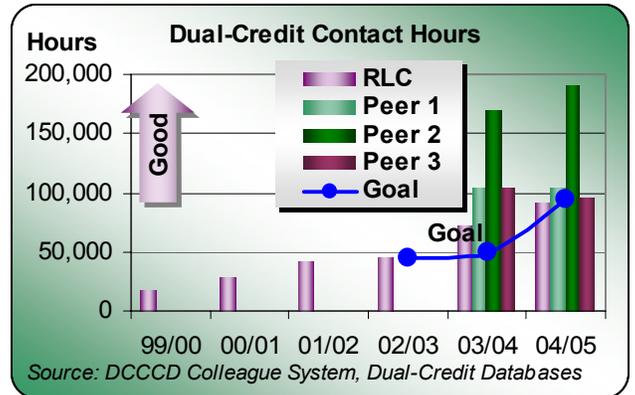
Figure 7.2F – Dual-credit Contact Hours

Innovative and effective involvement in our service area high schools and partnership/grant programs lets us assist under-served populations and help them gain access to higher education. These various programs, described in Category 3, include our TRIO programs, Upward Bound, and the "Van Lang Project" (*Figure 7.2G)*.

KPI Report, August 2004 Innovative Partnerships & Collaborations		
Grant Program	**Cum. Goal**	**Performance**
Van Lang Project		88
GISD Upward Bound		51
RISD Upward Bound		52
Summer Youth Grant		170
Mentoring Program		100
Minority Business Retreat		138
Public School Visits		1,729
Total	**720**	**2328**

Source: KPI Report, August 2004

Figure 7.2G – Innovative Partnerships & Collaborations

Figure 7.2H may best demonstrate our effective relationships with students and stakeholders. Enrollment has grown significantly, partially due to population growth and how we care for students, our external relationships, and innovative programs and services. Fall 2003's enrollment was down slightly due to decreases in international students after 9/11, and decreased technology enrollment after area layoffs. We attribute our continued overall enrollment health to special efforts and programs to attract a diverse student body to enhance "whole person" learning.

Figure 7.2I shows the effectiveness of our continuing efforts to establish this diverse environment. We have experienced increasing success in attracting and retaining a diverse student population (see also *Figure 7.6A)*.
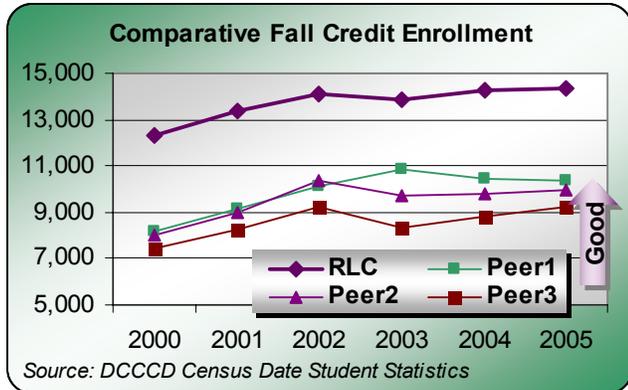
Comparative Fall Credit Enrollment

Source: DCCCD Census Date Student Statistics

Figure 7.2H – Comparative Fall Credit Enrollment

Target Segment Credit Enrollment Growth

Source: DCCCD Census Date Student Statistics

Figure 7.2I – Target Segment Credit Enrollment Growth

We track enrollment levels of our Rising Star students (*Figure 7.2J*), who receive stipends for assistance with tuition and books based upon eligibility factors: 1) graduated in the top 40% of their high school class or have a "B" or better average and 2) match income guidelines. Individuals make private donations to the DCCCD Foundation to fund this program. Enrollment grew from 184 in fall 2001 to our current level of 443, almost matching Peer 2, a founding college for this program.

 # Rising Star Students in Credit Classes

Source: DCCCD Colleague System

Figure 7.2J – # Rising Star Students in Credit Classes

To enhance education access, we maintain low tuition rates compared to other alternatives. *Figure 7.2K* compares our tuition rates to other adjacent community colleges (Tarrant County and Collin County), and local four-year universities (UTD and UNT). Our tuition rates remain the lowest of all community colleges in Texas.

As part of our relationship building approach, we provide multiple formal and informal methods to receive complaints and suggestions [3.2a(3)]. *Figure 7.2L* demonstrates the perceived effectiveness of those mechanisms. Better communication yielded the significant 2002 improvement. Our 2004 performance dropped slightly as did the national norm. We are improving our complaint management system through focused college-wide efforts.

Student needs for course time offerings have changed over time with more of our student population working or with family responsibilities. To address those needs we provide a variety of alternative format offerings such as fast track classes, flex classes, weekend or distance learning classes. We offer 20%-30% of our classes in an alternative format to accommodate these students as shown in *Figure 7.2M*.

Tuition Comparison Fall 2005

Source: College Web Sites

Figure 7.2K – Tuition Comparison Fall 2005

Satisfaction with Complaint Channel Availability

Source: NLSSI 1998, 2000, 2002, 2004

Figure 7.2L – Satisfaction with Complaint Channel Availability

Alternative Format as Percent of Total Classes

Source: DCCCD Colleague System *no Summer 2 term
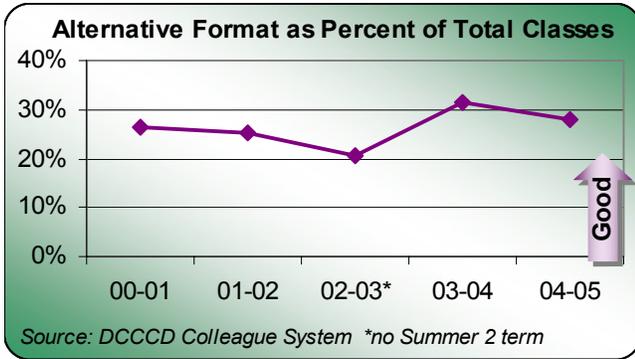
Figure 7.2M – Alternative Format as % of Total Classes

7.3 Budgetary, Financial, & Market

Our strong record of accomplishment demonstrates our fiduciary responsibility and efficient use of resources. We maintain financial results for RLC, and the DCCCD Service Center reports and audits them internally and externally (see *Figures 7.6F* and *7.6G*). We maintain our KPI for Revenues and Expenditures under our SPP "Improve efficiency and effectiveness of College programs and operations."

7.3a Budgetary, Financial & Market
7.3a(1) Budgetary and Financial

A key source of RLC's financial resources is state-reimbursable contact hours. Thus, contact hours are a Strategic KPI for financial success. Our largest percentage of students is transfer students. *Figure 7.3A* demonstrates the significant percentage of these students compared to those who are in technical-occupational, developmental, and continuing education reimbursable courses. This percentage of transfer students continues to grow as the needs of our community changes, driven in part because of three significant events. The September 11th terrorist disaster caused tighter immigration laws and thus decreased enrollments of international and ESOL students. The collapse of the Telecom Corridor® affected computer-technology classes (technical-occupational programs). Changes in legislation temporarily reduced contact hours for remedial classes. We show an increase in state-reimbursable contact hours for credit and transfer courses in *Figure 7.3B*. Our tech-occ courses continue to decline as a result of the external environment (*Figure 7.3A*). We far exceed our peer colleges in reimbursable contact hours.

Within our community-related SPP, we have an Operational KPI for contact hours from Corporate Services. *Figure 7.3C* shows 2004-2005 results are increasing after the dip in 2002-2003 from significant area economic instability.

Figure 7.3D shows our performance using our budget resources effectively. In budget performance, we have decreased our cost to budget while we have improved services, added appropriate employees, and implemented innovative approaches. We monitor investment in percent of budget for instruction to maintain focus on student learning at the forefront. Our cost savings and operational improvements allow us to outperform our budget and

provide greater advantage to our taxpayers. We allocate unspent budget to additional full-time faculty, upgraded classroom equipment, furniture, and reserves.
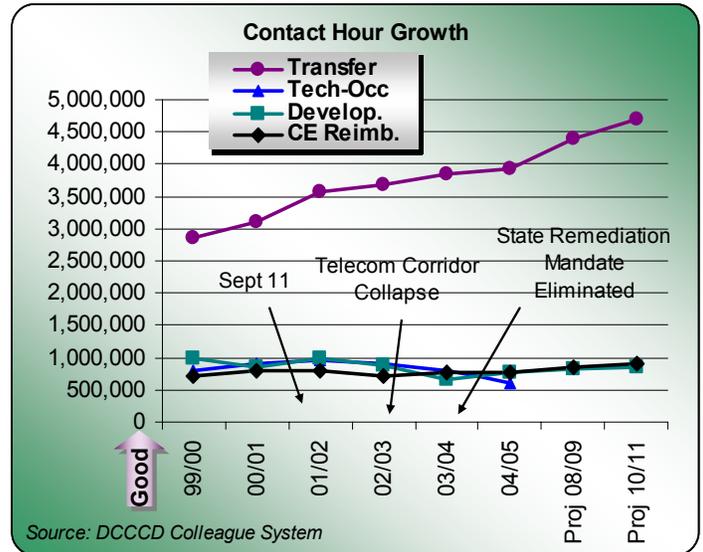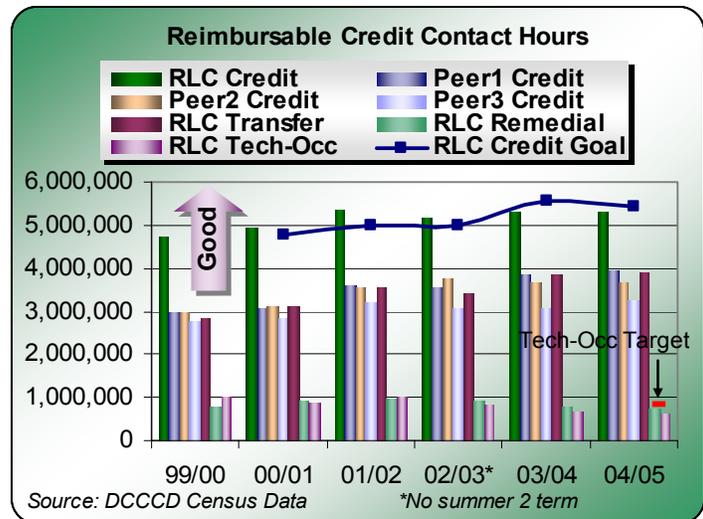
Contact Hour Growth

Source: DCCCD Colleague System

Figure 7.3A –Contact Hour Growth

Reimbursable Credit Contact Hours

Source: DCCCD Census Data   *No summer 2 term

Figure 7.3B – Reimbursable Credit Contact Hours

Corporate Services Contact Hours
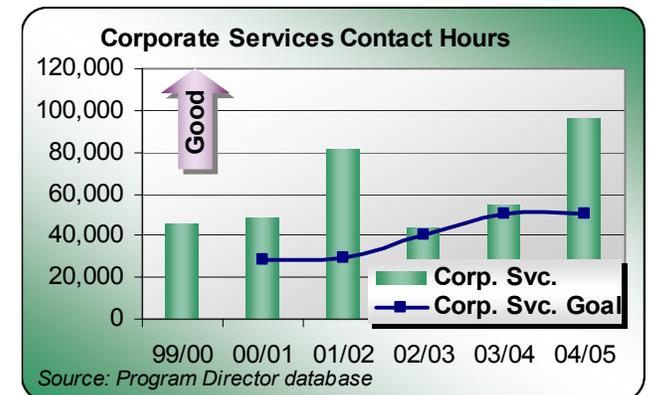

Source: Program Director database

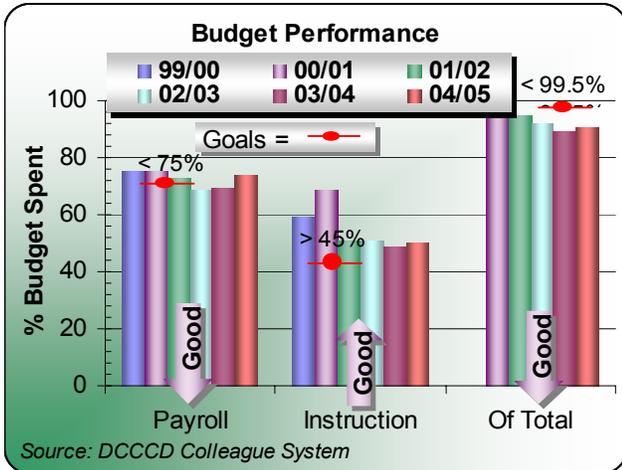**Figure 7.3C – Corporate Services Contact Hours**

Figure 7.3D –Budget Performance

Figure 7.3E and *7.3F* demonstrate performance in cost management and investment in our employees. The NCCBP consists of 91 colleges pursuing performance excellence and represents top performance. We maintain a low cost per credit hour and per FTE student and are within one point of the top 10th percentile of this benchmark group. We invest more in our staff professional development than 91% of this group.
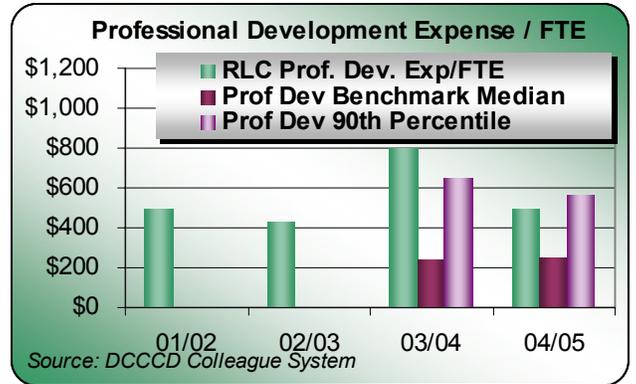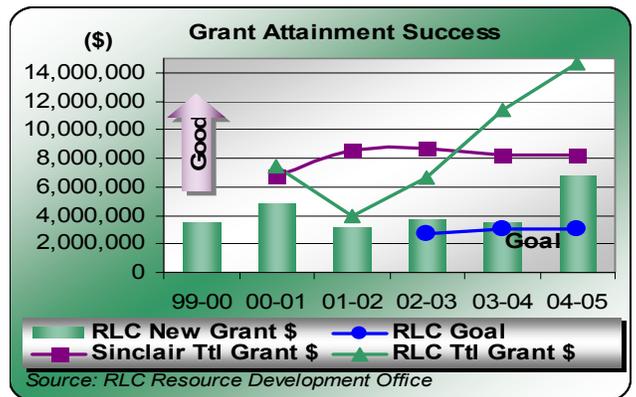

Figure 7.3E – Cost Analysis per Student and Hour

Grant funding is another Strategic KPI measure. *Figure 7.3G* shows the effect of our strategies and shifts in focus. In 2001 our priorities shifted from grant funding toward program growth. In 2002 we refocused on different types of grant funding to align with specific strategies for growth. We benchmark Sinclair Community College, one of the top performers in grant funding success.

Figure 7.3H shows growth in our operating fund balance, which is our financial "safety net" and capital improvement fund. Our goal is a minimum of $1M. We have tagged the current amount over $1M to pay off a loan to DCCCD for an expanded capital project now completed.

Figure 7.3F – Cost Analysis

Figure 7.3G – Grant Attainment Success
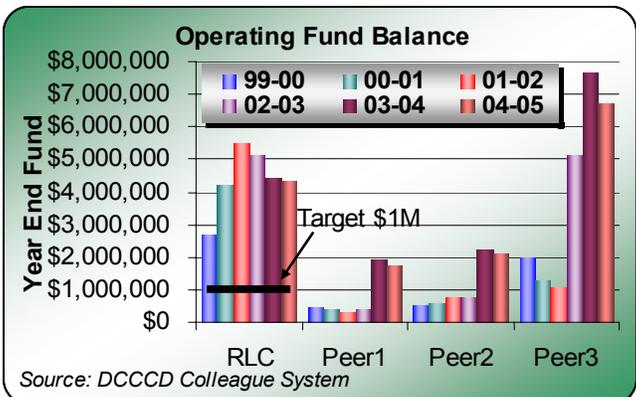
Figure 7.3H –Operating Fund Balance

7.3a(2) Market performance
We track two KPIs to monitor market share under the SPP "Identify and respond to community educational needs." *Figure 7.3I* shows how we have attracted high school graduates from our service area within one year of their graduation from high school. Our market share of graduates remains relatively stable at high levels of performance despite the elimination of the second summer session in 2002. We have implemented an aggressive targeted recruitment plan including the addition of a staff position to market to key segments such as the Hispanic/Latino target segment. We also added a second full-time administrator to coordinate a more aggressive dual-credit program.
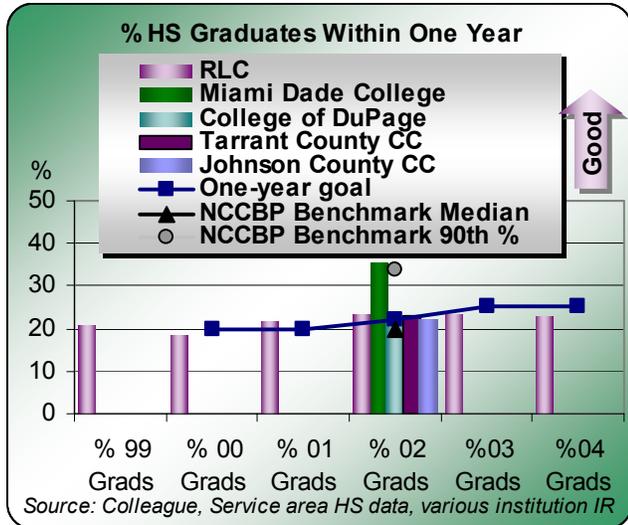
Figure 7.3I – High School Graduates Market Share

Figure 7.3J shows results of our KPI measure for our service area population's market share and market share of our targeted ethnically diverse population. The total market share for our service area has been relatively flat, while our African-American segment has grown. We have aggressively implemented action plans to improve performance in attracting Hispanic and Asian segments.
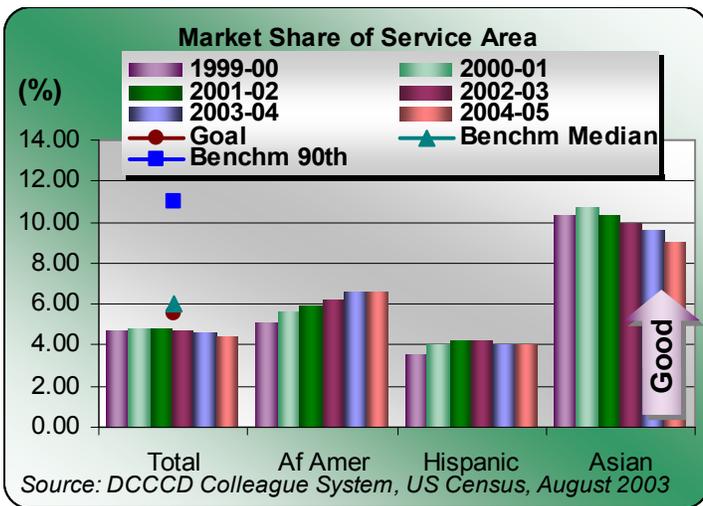

Figure 7.3J –Market Share of Service Area

Another area of market share growth is from students outside our service area (*Figure 7.3K*). Enrollment from outside the area contributes to continued growth. Historical analysis indicates that 35%-40% is our preferred balance of outside service area enrollment to maintain community connectedness. We remain within our range of tolerance.

7.4a Faculty-and Staff-Related Results
7.4a(1) Work system performance
An important measure of organizational and work system effectiveness is the use of multiple approaches to year-
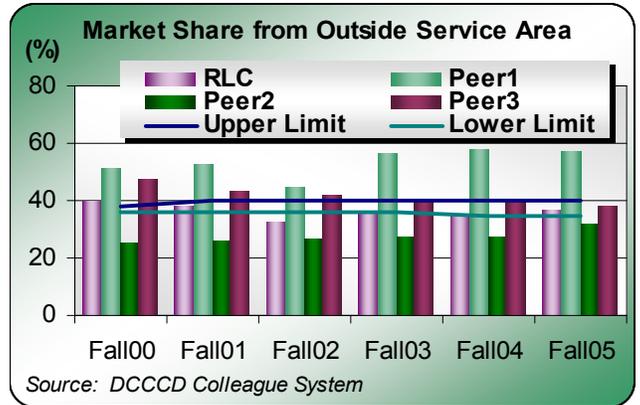

Figure 7.3K – Outside Service Area Market Share

round, full-time instructional staffing. Attendant benefits of increased enrollment, retention, and improved student performance saved an estimated $1M.

Another key measure of work system performance is turnover (*Figure 7.4A*). Turnover remains relatively stable, yet we exceed our peer colleges and outperform turnover rates for two recent Baldrige recipients' published information. Much of our turnover results from retirements and our commitment to ongoing leadership development, which causes us occasionally to lose employees to other colleges. Twenty-two former Richlanders have progressed to positions as higher education CEOs.
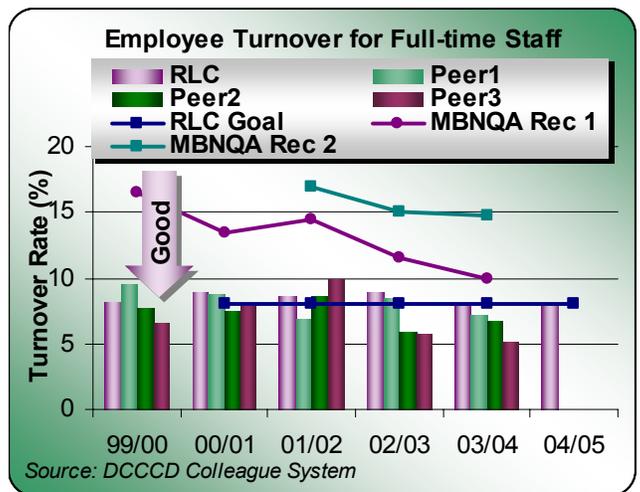

Figure 7.4A – Employee Turnover for Full-time Staff

RLC employee turnover is somewhat higher than our peer colleges due to a higher number of planned retirements for which we are prepared. *Figure 7.4B* shows the analysis of the most current year's turnover by years of service. All four 15+ years service are retirements. Our highest turnover is in PSS positions, many after they receive their associate's degrees and progress beyond entry-level positions.

Turnover Analysis by Years of Service				
	AY03/04		AY04/05	
Length of Service	**#**	**%**	**#**	**%**
< 1 year	2	4.30%	3	6.25%
1 - 4.99	20	42.55%	18	37.50%
5 - 10.99	13	27.66%	19	39.58%
11 - 14.99	3	6.38%	4	8.33%
15+ years	9	19.15%	4	8.33%
Total	47	100%	48	100%

Source: DCCCD Colleague System

Figure 7.4B – Turnover by Service

Figure 7.4C shows these changing demographic shifts with increasing 25.1+ year personnel. This figure also shows our success in addressing this challenge with increasing numbers of new employees and their retention over time. Our proactive planning described in Category 5 allows us to improve our base of 5- to 15-year employees to fill the roles of those who will be leaving.
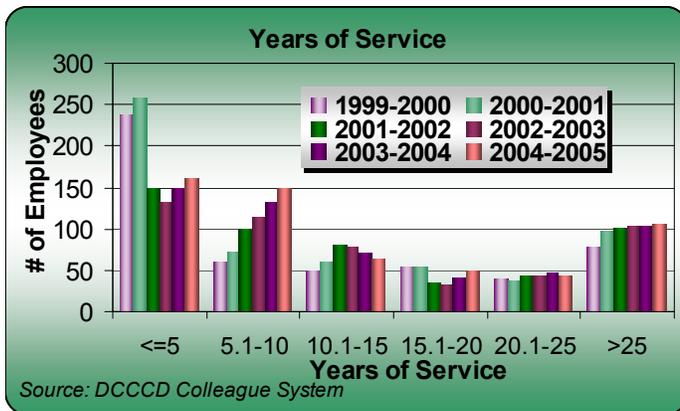

Figure 7.4C – Years of Service

Diversity of students and employees is a key area of importance. We focus significant resources to ensure a diverse culture, helping people learn to work successfully and value diversity. *Figure 7.6A* compares our current diversity in our employee base to the diversity of our student base and service area. This measure demonstrates our success in moving toward our strategic diversity goals.

We also have a very high diversity level in managerial positions demonstrating our commitment to developing minority and women leaders. *Figure 7.4D* shows our increasing levels of diversity in management as compared to a 2003 Baldrige recipient.

We base the effectiveness of our work system upon our ability to work together and value one another. We offer specific training in Intercultural Competence to develop employees in diversity. *Figure 7.4E* shows results from the participant surveys over the four years of training to

	RLC		MBNQA Rec 3
	% Min/Women	**% Min**	**% Min/Women**
AY04-05	72%	34%	N/A
AY03-04	69%	32%	20%
AY02-03	70%	33%	20%

Source: HR Database

Figure 7.4D – Diversity in Management

determine program effectiveness. As the program has settled in, evaluations have decreased slightly after two years of consistent increases. We are conducting a root-cause analysis so we can initiate corrective actions. As revealed, understanding of Intercultural Competence increased significantly after our training sessions that employees viewed as informative, quality programs.
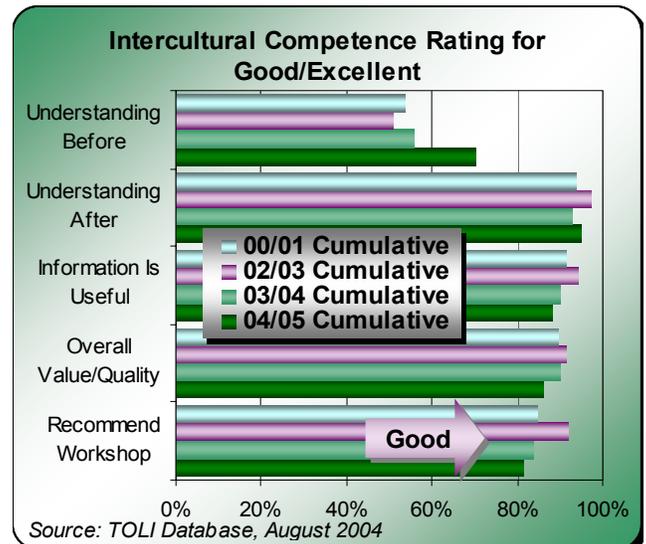

Figure 7.4E – Intercultural Competence Rating

All full-time employees participate in QEP activities. As has been described, we widely use QEP discipline and workgroup teams for problem solving and best practice sharing. For 2004-2005, our QEP discipline teams assess student-learning outcomes; however, almost all staff workgroup teams assess their services. Administrators focus primarily on implementing or improving key processes.

7.4a(2) Learning and development
We measure employee development through our KPIs for Employee Learning shown in *Figure 7.4F*. Over 90% of our employees exceeded professional development requirements. In addition, over 90% of instructional staff and 66% of adjunct faculty participated in Cooperative Learning training. We also track VOE training, a requirement for new full-time faculty.
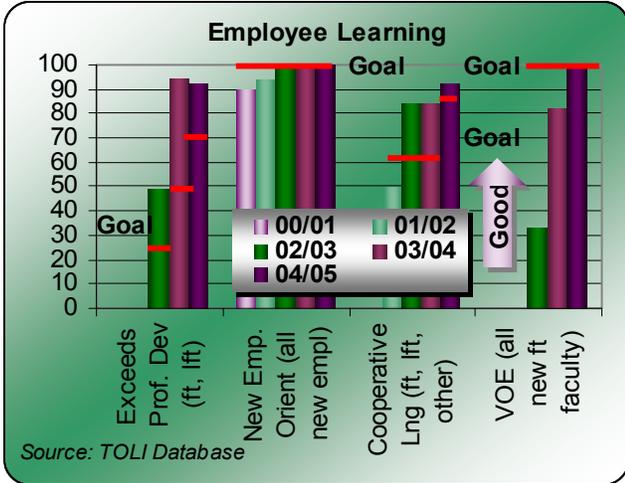
Figure 7.4F – Employee Learning

Supervisors/employees must complete designated annual training requirements for risk management purposes. *Figure 7.4G* shows deployment levels of this training. Each year we add training with a current focus.

7.4a(3) Well-being, satisfaction, and dissatisfaction
Another key cultural aspect of our work system is our commitment to help employees develop wellness habits, tracked by our Operational KPI for wellness. *Figure 7.4H* shows the number of employees participating in our Wellness Program. Compared to our peers, RLC excels in employee participation in this benefits program.

The amount of workers compensation claims paid (*Figure 7.4I*) is another measure that helps us understand employee safety and well-being. Of all the peer colleges, we had the second lowest dollar amount of claims paid in 2003-04 and our lowest in five years. 2004-05 results are preliminary.

We use the CQS survey (*Figure 7.4J*) for regular measurement of employees' expectations and satisfaction. Our scores were notably above the national norm in all eight areas in 2005. Our overall satisfaction score for 2000 was 76%, but it increased substantially to over 80% for 2002 and 2005. Our response rate also improved from 395 employees in 2000 to over 500 in 2002 and 2005.

New, improved initiatives emerged from the survey results in 2002 as described in 5.1 and 5.2, including the expansion of Excellence in Teaching recognition to all adjuncts for both credit and continuing education and the inclusion of cross-functional QEP circles on topics that enhance retention/customer service.

Year	# Superv/Empl	% Empl	Theme
2000/01	117 Supervisors	100%	Superv Training
2001/02	104 Supervisors	100%	Superv Training
2002/03	510 Employees	100%	Sexual Harassm
2003/04	547 Employees	100%	FERPA

Source: RLC HR Department
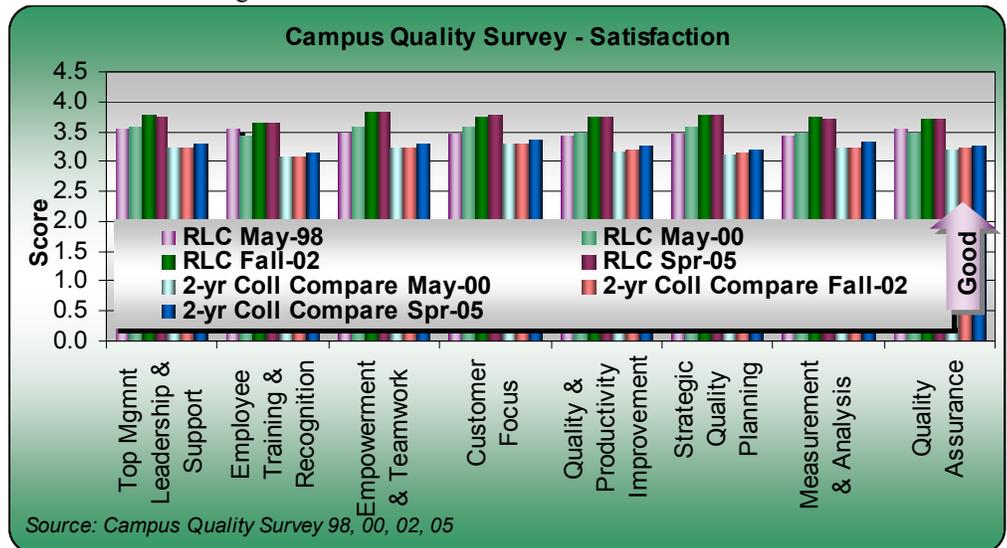
Figure 7.4G – DCCCD Supervisory Training
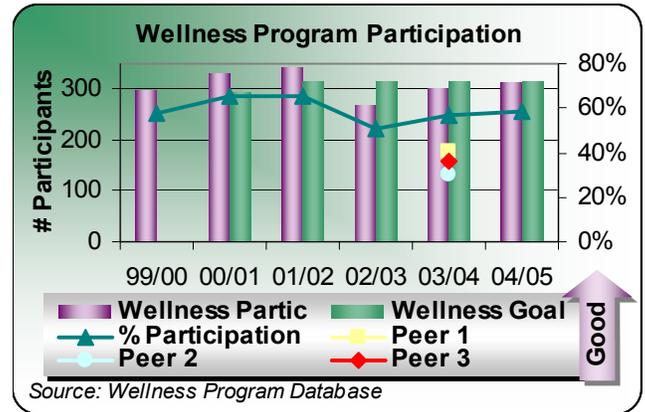
Figure 7.4H – Wellness Program Participation
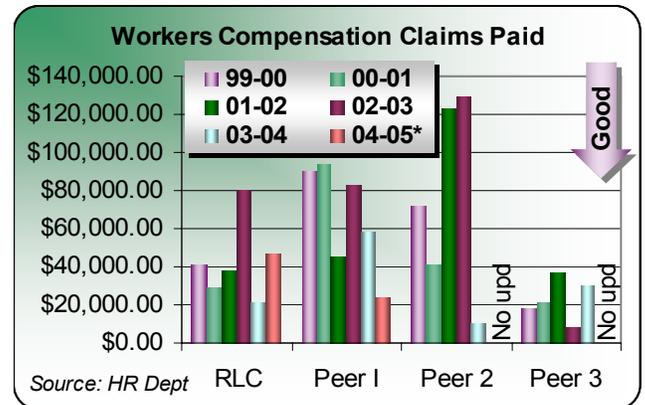
Figure 7.4I – Workers Compensation Claims Paid

Figure 7.4J – Campus Quality Survey – Satisfaction

These actions maintained our 2002 survey results for 2005. For example, *Figure 7.4K* demonstrates the positive effects of focused actions segmented by employee group.
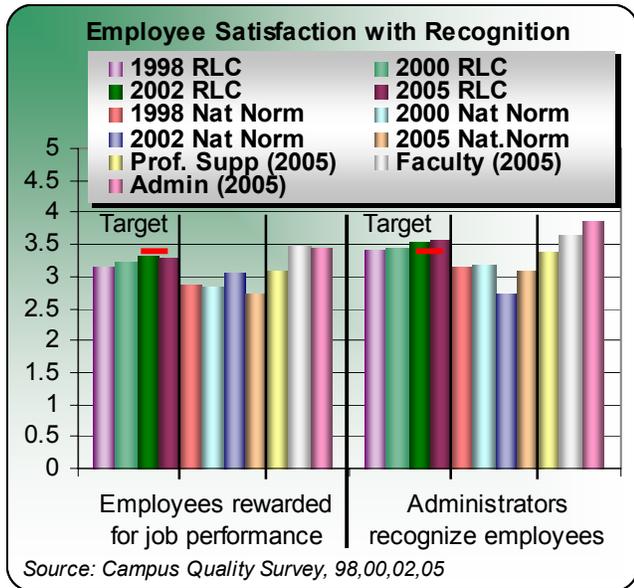

Figure 7.4K – Employee Satisfaction with Recognition

7.5 Organizational Effectiveness Results

The outcome of having effective HR systems (7.4) is the strong performance of employee processes leading ultimately to increased credit enrollments and contact hours (7.2 and 7.3). Our strong financial position and stable market share (7.3) position us for continued success.

7.5a Organizational Effectiveness Results
7.5a(1) Learning-centered process effectiveness

The NLSSI survey measures the effectiveness of the education process (*Figure 7.5A)* and our student support processes from the student's point of view. *Figure 7.5A* shows results of various instruction process-oriented questions. Scores decreased negligibly due to changing demographics, yet they remain very high.

The CCSSE survey indicates student engagement in their education and various types of learning interaction (*Figure 7.5B*). We share data with 21 NCCBP Colleges considered best-in-class. Our results compare favorably to both the NCCBP and results from participating large colleges (8,000 to 14,999 students).

An NLSSI item that indicates overall academic support satisfaction addresses one of our Strategic KPIs that tracks student services processes. *Figure 7.5C* shows that, while some areas show a very slight decrease in 2004 (less than a tenth of a point for most) our levels have improved significantly since 1998 in all surveyed areas because of our focused improvement actions. We moved above the national norm in 2002 in all areas shown and remained there in 2004.
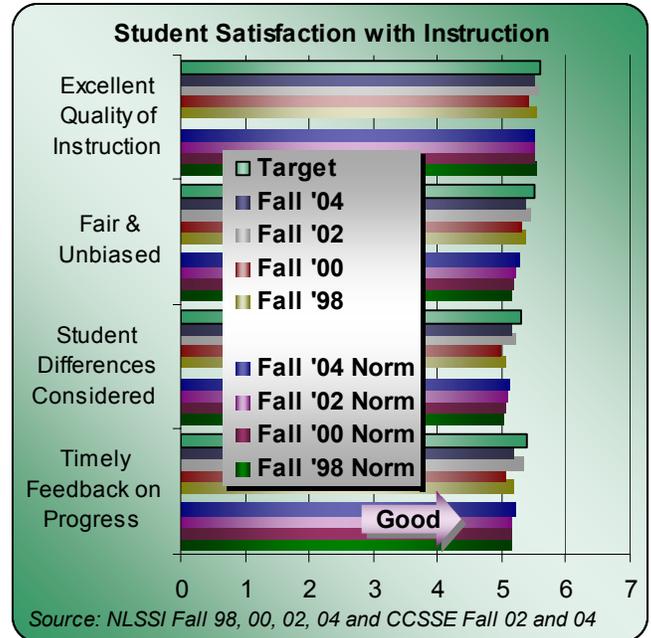

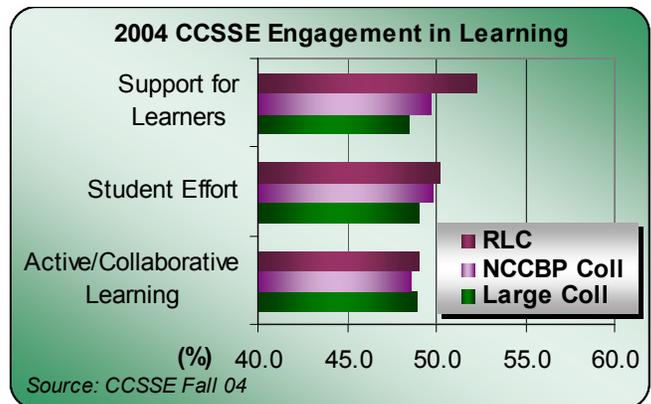**Figure 7.5A – Student Satisfaction with Instruction**

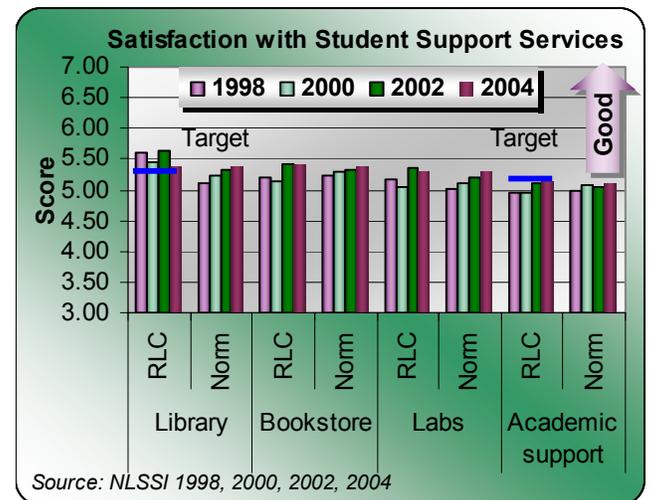**Figure 7.5B – 2004 CCSSE Engagement in Learning**

Figure 7.5C – Satisfaction with Student Support Services

While NLSSI and CCSSE survey results provide lagging information for improvement purposes, student services and many other support service areas conduct point-of-service surveys to allow just-in-time adjustments. *Figure 7.5D* summarizes overall satisfaction results for some of these surveys.

	Fall 01	Fall 02	Fall 03	Fall 04
Advising	96.45%	98.04%	96.15%	99%
Health Center	98.49%	100%	100%	100%
Library	85-90%	85-90%	85-90%	N/A
Career Services	76.75%	86.02%	97.67%	92%
Testing Center	N/A	N/A	N/A	75%

Source: Various POS databases

Figure 7.5D – Point of Service Satisfaction Surveys

A key component of student learning strategy is expanding appropriate use of technology in and out of instruction. *Figure 7.5E* demonstrates increased faculty use of eCampus technology in credit classes. We have increased usage markedly, particularly compared to Peer 3, an early adopter.
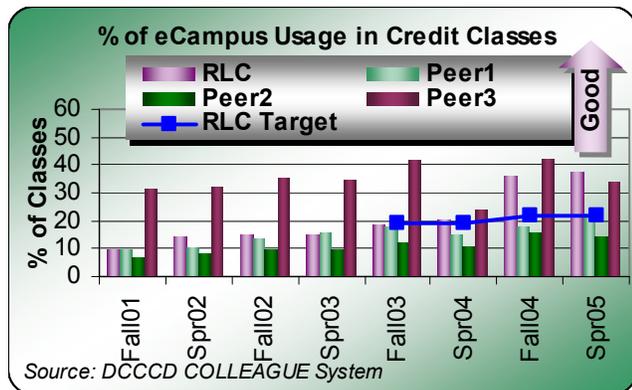

Figure 7.5E – Percent usage of eCampus in Classes

Schedule analysis is a key operational measure of efficiency that we use to manage our human and physical resources. One measure is the percent of classes that are at least at 80% room capacity. The other measure is the percent of classes that have an actual enrollment that is at least 70% of the desired enrollment. In 2004-2005, effective actions improved our classroom utilization during spring and fall *(Figure 7.5F)*.

To improve efficiency and effectiveness of our advising process, we updated technological strategies, which allowed us to have more students register on-line. *Figure 7.5G* shows the percentage of new students who submitted their application on-line and the percent of eligible students registering on-line. Our students continue to increase their use of these technologies. Staff use a variety of communications management tools to inform students concerning eConnect availability. We survey students who were eligible to register via eConnect but did not do so to

determine improvements for the system or improvements to communications.
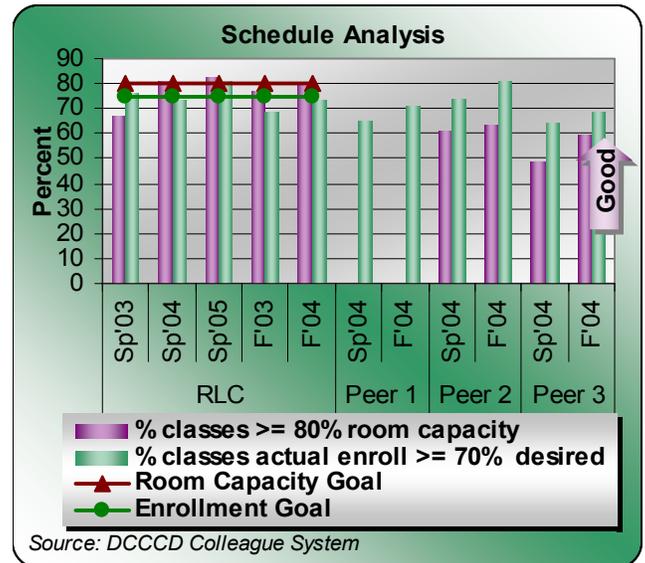
Figure 7.5F – Schedule Analysis
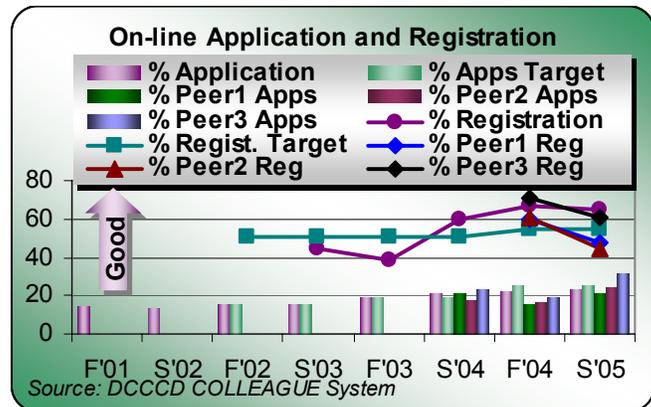
Figure 7.5G – Online Application and Registration

Financial aid is a key determinant for many students in their ability to attend college. *Figure 7.5H* reflects our ongoing efforts to provide funding for these students.

Year	Percent of Students
2002 - 2003	**20.61%**
2003 - 2004	**23.67%**
2004 - 2005	**20.96%**
*Summer 1 data are not yet complete	

Source: Financial Aid Database

Figure 7.5H – Financial Aid Provided

Although not shown here due to space limitations, multiple other measures of instructional and student support process effectiveness (*Figure 6.1A*) are available for review.

7.5a(2) Support process effectiveness
Most support process groups use survey results as well as direct performance measures (*Figure 6.2A*) to evaluate performance and provide rapid response to changing needs. For example, to compare performance to its KPI measures, our IT department evaluates its ability to maintain our infrastructure levels (*Figure 7.5I*). We consistently maintain 100% compliance with standards to plan for both administrative and instructional computers.

Because of the impact on students, we closely monitor supplier performance. *Figure 7.5J* shows the results of our suppliers of college bookstore and food services over a three-year period. This figure shows their growth and success (which provides for retention and thus increased student satisfaction) as well as the number and types of complaints received about them. Results for other suppliers are available on site.
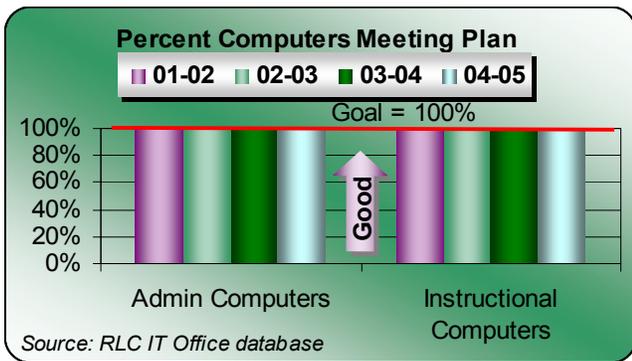

Figure 7.5I – Percent Computers Meeting Plan

Supplier Performance in Financial and Complaints				
Bookstore	09/04 – 08/05	09/03 – 08/04	09/02 – 08/03	09/01 – 08/02
Net Sales	$2.9M	$3.1M	$2.66M	$2.7M
Commissions	$280K	$297K	$263K	$262K
# Complaints	1	2	1	0
Nature of Complaints	Insuff. Texts	Insuff. Texts	Insuff. Texts	
Food Services	09/04 – 08/05	09/03 – 08/04	09/02 – 08/03	09/01 – 08/02
Net Sales	N/A	$414K	$331K	$450K
Space Rent	$4,800	N/A	N/A	N/A
# Complaints	1	0	0	4
Nature of Complaints	Stolen Books	--	--	Srv, Price, Variety

Source: Supplier Monthly Performance Reports
Figure 7.5J – Supplier Performance

As a cycle of improvement, we have recently begun surveying our key suppliers and partners to determine how well we are enabling their success through our supplier

Figure 7.5K – RLC Score Card from Suppliers – Spr 05

management performance (performance as a customer). *Figure 7.5K* demonstrates the results from the first "Score Card" from spring 2005.

We show other support process results in Category 7 to include:

- Financial Services - % Budget (*Figures 7.3D and 7.3E*), and Fund Balance (*Figures 7.3H*)
- Human Resources - various within 7.4

All other support process results shown in *Figure 6.2A* are available for review on site.

7.6 Leadership and Social Responsibility Results
An integral part of our mission to engage in community building involves ensuring stakeholder trust and active community involvement.

7.6a Governance and Social Responsibility
7.6a(1) Organizational strategy
Another Strategic KPI is employee diversity. *Figure 7.6A* shows how our student and employee diversity reflects our service area demography. We conduct specific targeted recruitment efforts to historically under-served populations for both students and staff.

7.6a(2) Ethical behavior / stakeholder trust
Because most students are also members of the community, one method to determine community trust and perception is through the NLSSI survey (*Figure 7.6B*). We exceeded the national norm all four years, and in 2002, we improved our scores because we worked to become more visible in the community. We also use various community discussions and focus groups to evaluate and build community trust. While our 2004 rating dipped only slightly, in May of 2004, 70% of voters affirmed their trust in us as they approved the DCCCD $450M bond package.
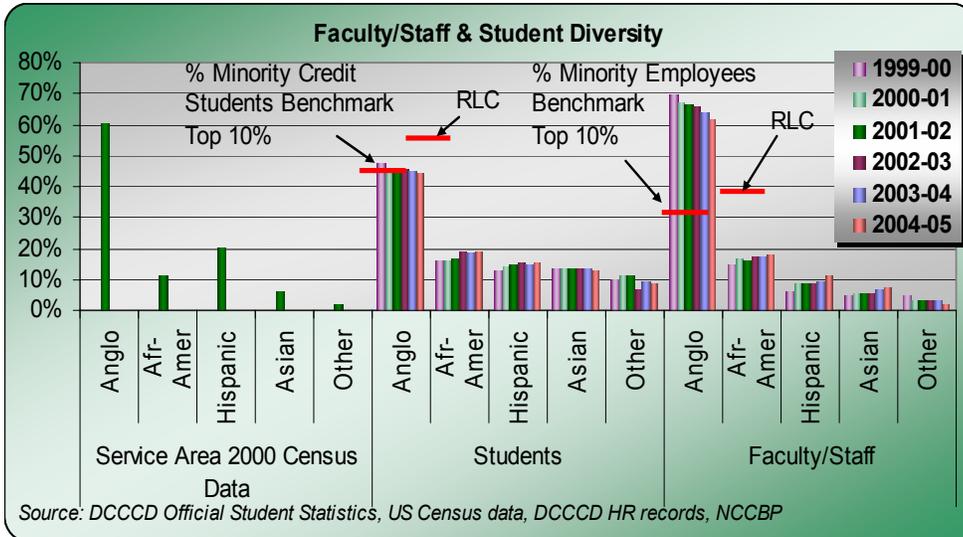
Faculty/Staff & Student Diversity

% Minority Credit Students Benchmark Top 10%   RLC

% Minority Employees Benchmark Top 10%   RLC

Legend: 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05

Service Area 2000 Census Data | Students | Faculty/Staff

Categories: Anglo, Afr-Amer, Hispanic, Asian, Other

Source: DCCCD Official Student Statistics, US Census data, DCCCD HR records, NCCBP

Figure 7.6A – Faculty, Staff, & Student Diversity

Figure 7.6D demonstrates the high level of trust that employees have in the administrators of the organization and their perception of how committed administrators are to the well-being of the College and students. We demonstrate continued improvement over the four years of the survey.

Our KPI for number of campus crimes (*Figure 7.6E*) addresses stakeholder trust. In 2002/03 we had changes in record keeping. We set goals for 2002/03, 2003/04, and 2004/05 as .01% of annual FTE enrollment equating to 317,347, and 315 respectively.
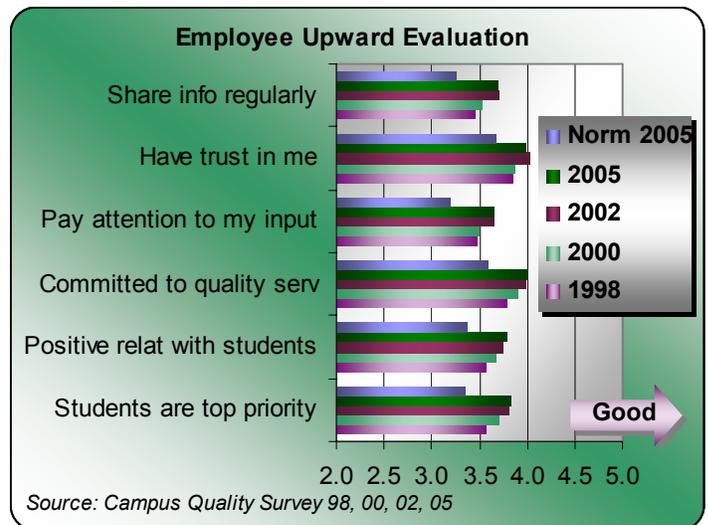
Community Perception of College				
Question	**1998**	**2000**	**2002**	**2004**
Good community reputation	5.63	5.54	5.66	5.59
Community reputation norm	5.43	5.47	5.49	5.52

Source: NLSSI 98, 00, 02, 04

Figure 7.6B – Community Perception (NLSSI)

One method we use to evaluate level of knowledge of internal controls and ethical and legal behaviors is the annual Self-Control Audit *(Figure 7.6C)*. Employees respond to different sets of questions annually about internal controls. We conduct information sessions as needed to improve knowledge of our controls.

AY00-01	Yes %	No %
Budget Issues	76.94	23.06
Procurement of Goods and Services	86.24	13.76
Travel	92.31	7.69
AY01-02	**Yes %**	**No %**
Asset Safeguards	82.91	17.09
Time Assessment and Accountability	86.85	13.15
Grievance	73.71	26.29
AY02-03	**Yes %**	**No %**
Suppl Employment Agreements	87.30	12.70
FERPA Compliance	81.00	19.00
Hiring	91.88	8.12
AY03-04	**Yes %**	**No %**
Gift and Donation Policy	64.90	27.48
Employee Reimbursements	71.87	19.78
Human Resources/Payroll	82.90	10.94
Professional Services Contracts	78.77	11.93
AY04-05	**Yes %**	**No %**
Asset Safeguards	90.73	8.94
Time Assessment and Accountability	89.72	8.01
Grievance	81.43	12.57
Budget Issues	87.60	7.52

Source: Report on CSA Survey Results

Figure 7.6C – Control Self-Assessment Results

Employee Upward Evaluation

Categories: Share info regularly, Have trust in me, Pay attention to my input, Committed to quality serv, Positive relat with students, Students are top priority

Legend: Norm 2005, 2005, 2002, 2000, 1998

Good

Scale: 2.0 2.5 3.0 3.5 4.0 4.5 5.0

Source: Campus Quality Survey 98, 00, 02, 05

Figure 7.6D – Employee Upward Evaluation

Number of Campus Crimes

Goal = < 317   347   315

140, 125, 84, 135, 141, 171

99/00, 00/01, 01/02, 02/03, 03/04, 04/05
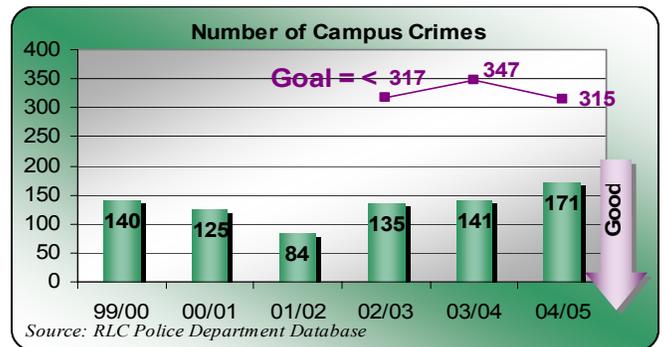
Good

Source: RLC Police Department Database

Figure 7.6E – Number of Campus Crimes

7.6a(3) Fiscal Accountability

Assurance of fiscal accountability occurs both within and independent of the College. The District Business Office conducts independent internal audits regularly on a different function each year. *Figure 7.6F* shows the function, the findings, and the status of those findings for each of the last five years.

Internal Audit	2001		2002		2003		2004		2005	
Areas Audited (diff. audit/yr)	Findings	Status	Findings	Status	Findings	Status	Findings	Status	Findings	Status
Accounts Receivable	Yes	Corrected			Yes	Corrected	Yes	Corrected		
Tax Shelter Annuities	Yes	Corrected								
Upward Bound Grant	Yes	Corrected								
Instructional Software	No									
Grant Funded Tuition	Yes	Corrected								
Reg & Adm Records	Yes	Corrected								
Physical Inventory	No								Yes	In Progress
Grants-Time & Effort							Yes	Corrected		
Stu Travel & Field Trips							Yes	Corrected		
Faculty & Staff Travel	Yes	Corrected								
Mandatory Vacation	Yes	Corrected			Yes	Corrected				
Campus Purchase Orders			Yes	Corrected						
Dual-credit Enrollment			Yes	Corrected						
Employee Tuition Waiver			No							
Restricted Funds			Yes	Corrected	Yes	Corrected				
Prof Service Contracts			Yes	Corrected						
Travel Expense			Yes	Corrected	Yes	Addressed	Yes	Corrected	No	
Fixed Assets Inventory					No		No			
Fuel Invent and Use					Yes	Corrected				
Hazardous Material					Yes	Corrected				
International Students					No					
Accounts Payable Cycle			No		No				No	
HR–New Employee Setup					Yes				Yes	Corrected
Purchasing Cycle					Yes				Yes	In Progress
Grant – In School Services					No				Yes	Corrected

Source: Annual DCCCD Internal Audit Report

Figure 7.6F – Internal Audit Results

Figure 7.6G shows the results of our annual external financial audit and our credit-rating results since 2001 (the only community college in the nation to hold AAA ratings).

External Financial Audits	# Findings	Status
1999	1	Corrected
2000	0	
2001	0	
2002	0	
2003	2	Corrected
2004	0	
Credit Ratings by Year	Moody	Fitch
2001	Aa2	-
2003	Aaa	AAA
2004	Aaa	AAA

Source: DCCCD External Audit Report

Figure 7.6G –External Audits & Credit Ratings

7.6a(4) Regulatory and legal compliance
Figure 7.6H represents results in legal liability to provide a safe workplace for employees. This figure shows the number of sexual harassment claims submitted by year. We address all informal claims immediately and to the satisfaction of the employee, demonstrated by the fact that no formal claims have been lodged.

Sexual Harassment Claims			
	Formal	Informal	Other
2000	0	2	0
2001	0	1	1
2002	0	0	0
2003	0	0	1
2004	0	6**	1**
2005	0	1	1

Source: Richland College Office of HR

**A message or anonymous call with no evidence or contact to support the complaint. In 2004, one never responded to attempts to research to determine if formal vs. informal.

Figure 7.6H – Sexual Harassment Claims

Figure 7.6I summarizes the outcomes from our 2003 "Desk Review" from THECB. We qualified for this Desk Review rather than an on-site review because we met all standards in 2000 after corrections. In 2003 it became more difficult to qualify as an exemplary program, but our Horticulture program nonetheless became one of only four exemplary programs in the state.

Richland College
Teaching, Learning, Community Building

THECB Review for Technical-Occupation Programs	Desk Review Nov. 2003	On-Site Review Aug.2002
Standards to be met	12	11
Standards met	10	7
Standards not met	2	4
# of programs	18	18
# of Exemplary programs	1	5
# of prog rated continuing	15	13
# of programs deactivated	2*	0

Source: THECB Review Reports
* Voluntarily deactivated by RLC prior to Desk Review

Figure 7.6I – THECB Desk Audit Review

Several measures, including HazCom, food service, adherence to grant objectives, THECB requirements, SACS accreditation, and Loan Default, comprise the measure for external requirements in compliance. The DOE can deny financial aid funds to institutions that fail to keep loan default rates at a reasonable level. *Figure 7.6J* shows our rate has held steady. Data from USDOE lag by two years.
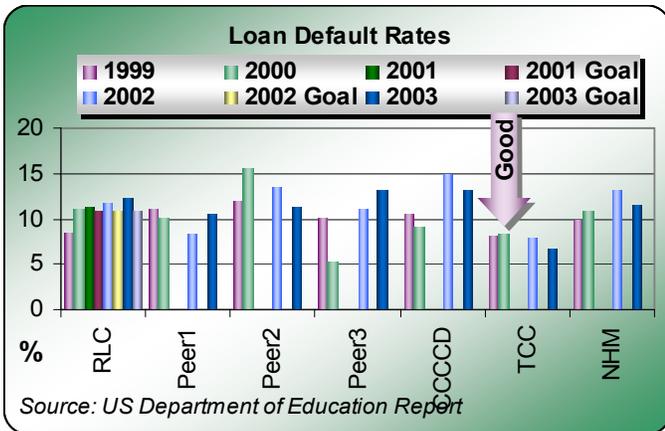

Figure 7.6J – Loan Default Rates

7.6a(5) Support of key communities

Figure 7.6K demonstrates our level of involvement in the State Employee Charitable Campaign (SECC) each year as our key community financial contribution. Our level of participation is strong as compared to our peers.
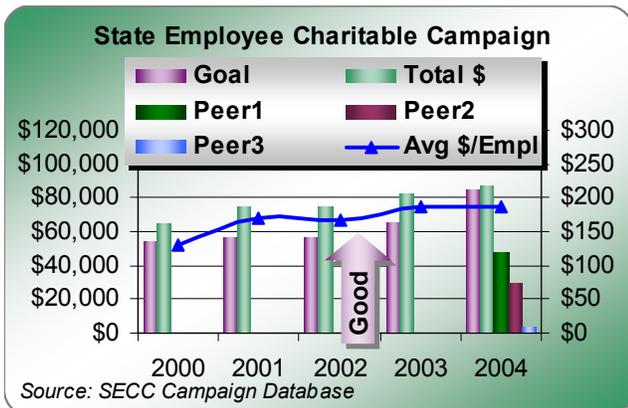

Figure 7.6K – State Employee Charitable Campaign

We describe results in community support in 1.2c. We also track numbers and types of community events (omitted due to space constraints). Leadership had 44 participants in 2003-2004. We have 553 Emeritus volunteers this year; they served 3,605 hours. In addition, 681 students and 51 faculty served 12,847 hours in Service Learning projects.

We proudly list our most recent awards and recognitions in *Figure 7.6L*.

RLC AWARDS and RECOGNITIONS
• RLC's **Articulated AS Engineering Degree** received the **Metroplex Technology Business Council's Tech Titan of the Future Award**. This new award recognizes one Dallas-Fort Worth educational institution for its innovative approaches to perpetuate tech-related knowledge transfer and to provide support for students choosing engineering and technology-related disciplines. (2005)
• **Quality Texas Foundation** named RLC a recipient of the **Texas Award for Performance Excellence**. (2005)
• **SACS** selected RLC as one of eight higher education institutions to pilot the new accreditation/reaffirmation process. We achieved commendations for visionary leadership and were in full compliance with no recommendations. (2002)
• The **League for Innovation in the Community College** selected RLC as one of 12 community colleges in the U.S. and Canada to participate in the five-year **Vanguard Learning Project** to develop institution-wide learning models of best practices. (1998-2003)
• **APQC** named RLC one of five "Best Practice" U.S. institutions based on a national benchmarking study to identify best practices in remedial and ESOL education. (1999)
• **AACU** named RLC as one of 16 institutions noted for visionary campus-wide innovations in undergraduate education. As a "Leadership Institution," RLC is a role-model institution of the **Greater Expectations Consortium on Quality Education**. (2001)
• RLC was one of five nationally selected mentor colleges for the Microsoft-sponsored **Working Connections** grant administered by the **AACC.** (1998-2003)
• The RLC Library received the **Community College Learning Resources Award for Program Development** (1999), the **American Library Association/Information Today Library of the Future Award** (2001) (the only community college library to receive this award), and the **Excellence in Academic Libraries Award** (2004) that recognizes one outstanding community college annually for exemplary support of its institutional mission.
• RLC was one of four nationally recognized ESOL programs and one of seven in developmental education in **Yes We Can!,** a publication of the **League for Innovation in the Community College** and **AACC.** (2003)
• RLC was one of seven mentor colleges for **AACC's National Service Learning** project, "Broadening Horizons." (2000-04)
• RLC's non-scholarship athletic teams are first in **NJCAA** or **NCAA** history to hold simultaneously three **national titles in men's soccer, women's soccer, and baseball**. (2004)
• RLC received one of only four **THECB "exemplary" program state awards.** (2004)

Figure 7.6L – RLC Recognition