



VISION STATEMENT

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

MISSION STATEMENT

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

Richland College identifies and meets the educational needs, primarily of adults, in our principal geographic service area of northeast Dallas, Richardson, and Garland, Texas.

To this end, Richland College offers courses, programs, and services to enable students to achieve their educational goals and become lifelong *learners* and global citizens, building sustainable local/world community. We enable employees to model excellence in their service to students, colleagues, and community.

THUNDERVALUES

Richland College is a community of *learners*. The *learning* and work-related needs and expectations of students, community, and employees, inspire and animate our *learning* and work. We strive to provide the highest quality *learning* and work environment.

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

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

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

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

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

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

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

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

Diversity: We value and encourage diversity, intercultural competence, originality, innovation, and vision—freeing students and employees to try something new, expecting follow-through, and using creative ideas that work.

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

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

NOTE: Please submit personal stories of ThunderValues in action for publication in the *ThunderBridge*.



STRATEGIC PLANNING PRIORITY GOALS FOR STUDENT LEARNING

Priority #1—Identify and meet community educational needs

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

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

Priority #2—Enable all students to succeed

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

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

Priority #3—Enable all employees to succeed

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

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

Priority #4—Ensure institutional effectiveness

We continuously improve our systems and processes through:

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

ORGANIZATIONAL PRACTICES

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

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



STATEMENT OF PURPOSE

The Richland College/Dallas County Community Colleges purpose statement, as required by the Texas Higher Education Coordinating Board, is:

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

Specifically, Richland College's purpose is to provide:

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

STRATEGIC PLANNING AND DEPLOYMENT PROCESS

Cycles of Improvement: Approach, Deploy, Learn, Integrate

Approach

These actions enable us to offer programs, services, and processes, and to take corrective actions to revise or eliminate:

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

Deploy

These actions enable us to apply approaches broadly and deeply to relevant work groups throughout the college:

- Deploy Organizational Action Plans
- Deploy Departmental Action Plans
- Deploy Employee Action Plans (IAP/PD)
- Deploy QEP Cycle
- Review KPI target measures monthly, implementing corrective actions as indicated
- Review all plans regularly
- Provide employee training and development
- Administer student-employee-community surveys/focus groups

Learn

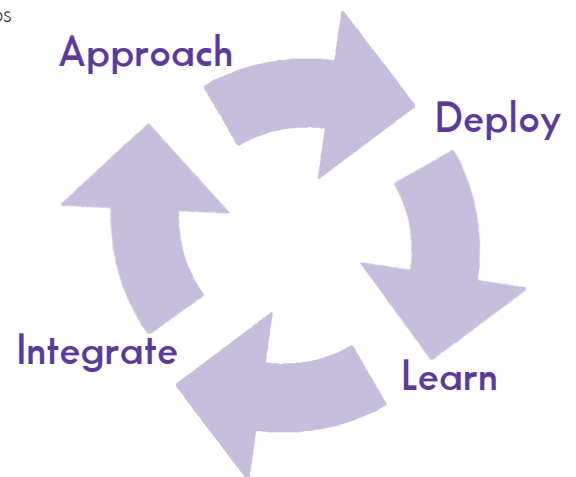
This step enables us to analyze and evaluate our success. We learn from:

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

Integrate

These actions enable us to:

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





FROM FARMLAND TO 21ST CENTURY

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

Today RLC serves, in partnership with community entities, almost 15,000 college credit students and some 7,000 continuing education students each semester. In 2003, Thunderduck Hall, the newest of six buildings added since 1972, opened as the college's one-stop student-enrollment "front door." Funds from the 2004 bond election added \$54 million in new construction by 2010, including a science building, now in the design stage as a LEED platinum green building and a LEED gold designed Richland College Garland Campus, one of our primary service-area communities.

OUR CHANGING PROFILE

RLC's student body includes 55% women, 45% men; 1/4 full-time, 3/4 part-time; 71% baccalaureate-bound; 19% needing developmental education, 10% career program-bound; 42% Anglo-American, 21% African-American, 19% Hispanic, 15% Asian-American, and 3% international. The average student is 28 years old. RLC works closely with local ISDs, private schools, home schools, and universities in a seamless P-16 student success pipeline into the workforce. Our new Richland Collegiate High School (RCHS) of Mathematics, Science, and Engineering, the first public charter high school awarded to a Texas community college, enrolls some 400 students. These college-ready juniors and seniors simultaneously earn dual credit toward their RCHS graduation and their RLC associate degree.

RLC's baccalaureate-track programs are comprehensive of what students usually find at the first two years of all Texas public universities. Richland transfers more than 53% of its students to Texas four-year colleges and universities.

Our academic programs include "learning community" clusters, thematically linked with special emphases, such as Global Studies, Honors, Mind-Body Health, Studies Abroad, the Richland Institute for Peace, Mexican-American/Latino Studies, African-American/Black Studies, and Asian-American/Middle Eastern-American Studies. We have the only complete fast-track associate's degree option in Texas. Our rapidly increasing online learning program doubled in enrollment this last year.

Our career programs meet urgent training needs for skilled workers to stay current in today's economy. Richland's Corporate Services, in partnership with local chambers and other economic development partners, tailors contract training to the specific needs of local businesses. Our lively Emeritus Program for seniors (50+) continues to grow.

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

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

Tech Titan of the Future Award (2005)—Richland's articulated AS engineering degree received the first Metroplex Technology Business Council's Tech Titan of the Future Award. This award recognizes one DFW educational institution for its innovative approaches to promote tech-related knowledge transfer and provides support for students choosing engineering and technology-related disciplines.

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

Association of American Colleges & Universities (2007)—Richland College is one of only two community colleges featured in the AAC&U report, *College Learning for the New Global Century*. As a leading example of the Seven Principles of Excellence that form the core of a 21st century education, this recognition builds on Richland's AAC&U Greater Expectations Consortium experience.

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

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

National Service-Learning Project—one of seven mentor colleges for the American Association of Community Colleges National Service Learning Project, "Broadening Horizons."

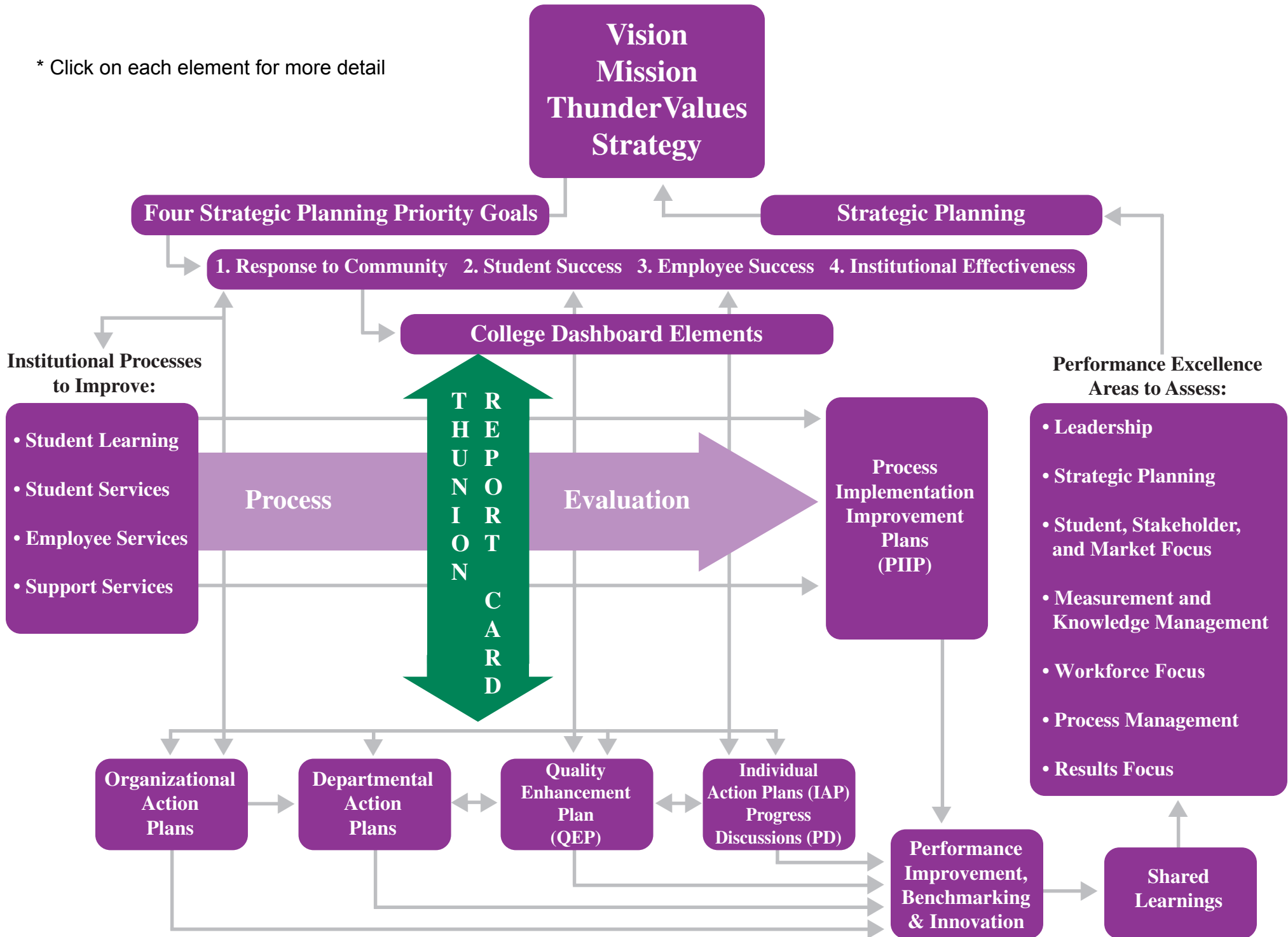
American Productivity and Quality Center (APQC)—one of the five "Best Practice" U.S. institutions based on a national benchmarking study to identify best practices in remedial and ESOL education.

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



Richland College Performance Excellence Model

* Click on each element for more detail





Assessing Student Learning Outcomes (SLOs)

Institutional Learning Outcomes
Richland Graduate SLOs

Perspectives/Capstone
Core Curriculum Completion SLOs

Intellectual Competencies
Cross Disciplinary SLOs

Instructional Discipline Programs
Program or Departmental SLOs

Exemplary Educational Objectives
Course Level SLOs

Student and College Services
Departmental SLOs

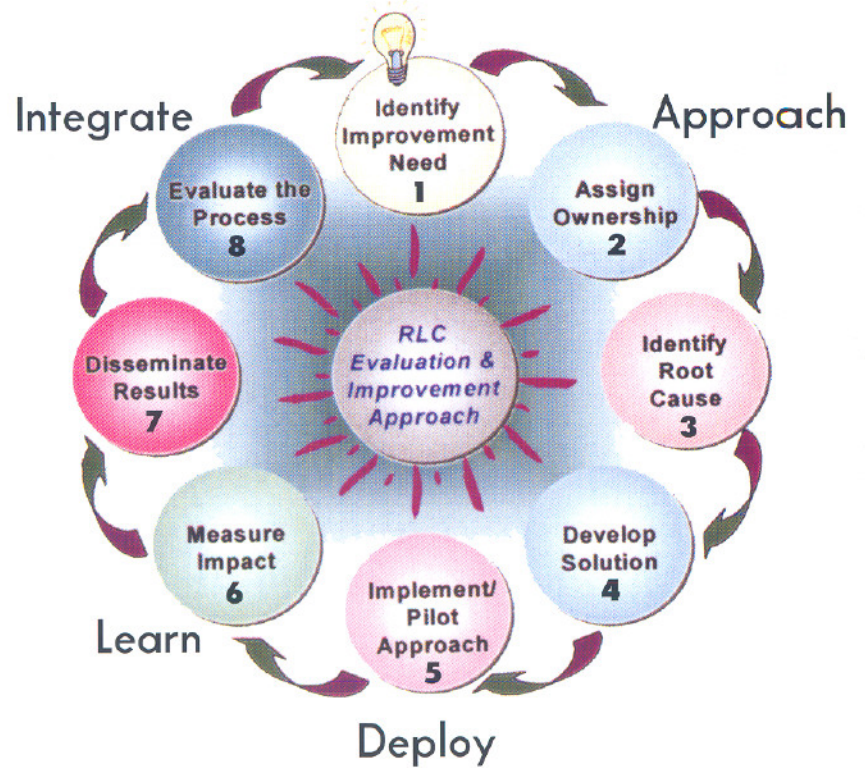
Student and College Services

Student and College Services

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



Process Implementation/Improvement Plan Steps



SELECT COMMITTEE ON PUBLIC SCHOOL ACCOUNTABILITY

April 14, 2008

San Antonio, TX

Testimony from Stephen K. Mittelstet, Ph.D.

Superintendent of Schools, Richland Collegiate High School for

Mathematics, Science and Engineering (RCHS)

President, Richland College (RLC) of the Dallas County Community College

District

Introduction

As President of Richland College and Superintendent of the Richland Collegiate High School of Mathematics, Science and Engineering, I appreciate this invitation from Senator Shapiro, following her visit with several of our RCHS dual credit students and proud parents late last week in Dallas, to provide testimony this morning to this Select Committee.

Richland College Institutional Research findings indicate that one of the best strategies for retaining public school students through graduation and into college is through college credits earned by high school students through dual credit prior to high school graduation. This is especially true for first-generation-to-college, ethnically under-represented, and economically disadvantaged students. Success in dual credit classes and the generation of a college transcript provide high school students—who might not otherwise have considered the feasibility of their earning a college degree—self-confidence and creates an opportunity for the credit-granting community college to cooperate with their high school partner to counsel with parents and prospective students about the advantages of college education, including how to obtain financial aid, as well as providing visits to the college campus.

These findings led Richland College (RLC) more than 20 years ago to partner with Richardson ISD high schools in providing dual credit offerings, a robust program that continues to expand and increase in student success. Similar RLC-ISD and private school dual credit partnerships now exist not only with RISD, but also with Dallas, Highland Park, and Garland ISDs, as well as with Brighter Horizons School and numerous home schools. These successes most recently led RLC to acquiring Texas' only community college open-enrollment, dual credit-only charter high school through TEA, available to up to 400 junior and senior students from Dallas and its five surrounding counties: the Richland Collegiate High School for Mathematics, Science and Engineering (RCHS). RCHS earned TEA's "exemplary" rating in its first year and graduates its first full senior class this May 2008.

TEA's accountability system did not specifically guide the events described above. In fact, the State/Federal ISD rating and funding bias toward Advanced Placement over Dual Credit has created for Richland College (and other state community colleges) challenges in providing this important type of seamless P-16 education at a time when taxpayers, businesses, governmental entities, and the general public are counting on

P-16 educators to provide cooperative solutions which close student retention and success gaps throughout the system and which use our tax and tuition dollars, as well as students' time in formal education, most productively. Furthermore, the accountability system did not guide us specifically in areas of academic and career emphasis needed in our community workforce. It was through partnerships with area chambers of commerce, business leaders, area university leaders, and neighboring ISD leadership that RLC forged a systematic performance excellence system and developed successful and promising business/P-16 collaborations that are addressing these critical public expectations—cited by Malcolm Baldrige National Quality Award commendations from the White House and Department of Commerce and Texas Award for Performance Excellence commendations from the Governor's Office in 2005—two of which are described below and which I will now briefly describe. (These initiatives serve the goals of local, state, and federal government agencies such as the Texas Higher Education Coordinating Board, Texas Education Agency, Texas Workforce Commission, U.S. Department of Labor, and U.S. Department of Education.)

Partnership with Richardson Chamber of Commerce and University of Texas at Dallas

- In 2004 Richland College (RLC) focused its work with the Richardson Chamber of Commerce to address the workforce needs of the members of the Metroplex Technology Business Council (MTBC) and Telecom Corridor® for more qualified engineers in the talent pool.
- RLC and UTD faculty developed an identical freshman-sophomore joint engineering curriculum, with equivalent laboratories at each campus, and close working relationships and campus visits among faculty and prospective UTD students, so that RLC engineering graduates could transfer all their hours seamlessly into UTD's EE programs as juniors. Variations of this successful, expanding program have now been implemented at UNT and UT-Arlington, with TAMU-College Station soon to join.
- In addition to working with local ISDs to encourage students to enroll in more appropriate engineering preparation curriculum, RLC was also encouraged by local chambers and business leaders to apply for and obtain its upper-level charter high school in math-science-engineering (RCHS), which it achieved in 2006.
- In May 2008 our first full RCHS graduating class of 130 students will receive simultaneously both their high school diplomas and their associates degrees, most with an emphasis in mathematics, science, and/or engineering.
- To date, these students have received \$2+ million in transfer scholarships (with announcements from UT and TAMU among several institutions still pending).
- To support these efforts, RLC is constructing its 114,000 sq-ft LEED Platinum Science Building, to help students and the greater community learn science and engineering geared toward building sustainable local and world community.
- These initiatives are consistent with the TEA Career Pathways emphasis.
- Special Note: Richardson's Telecom Corridor® has the 2nd largest concentration of telecom businesses in the nation.

Partnership with Garland Chamber of Commerce

- In May 2005 RLC enhanced its ongoing partnership with the Garland Chamber of Commerce by providing a “loaned executive” to the chamber to work with their business members to assess corporate and workforce training needs.
- This initiative was the catalyst for Richland’s realization of the demand to train a skilled labor force in advanced manufacturing.
- This partnership has addressed the short-term needs of manufacturers in Garland through non-credit industry training made possible through the receipt of grants from both local and state agencies.
- This partnership led to the creation of the Dallas County Manufacturers’ Association (DCMA), which is now comprised of 51 manufacturing companies in and around Garland. It is a business-driven organization operating under the umbrella of the Garland Chamber of Commerce. Its members serve as advisors to RLC and the Garland ISD to help develop both short-term and longer-term solutions to the skilled labor shortage.
- As part of this initiative, RLC is currently building a 32,000 sq-ft LEED Gold facility on its new 22-acre campus in downtown Garland, the initial focus of which will be dedicated to workforce training for the manufacturing industry.
- To enhance this partnership, headquarters for both the Garland Chamber of Commerce and DCMA will co-locate with RLC at this new campus in 2009.
- The partnership is working on longer-term solutions by working with the ISD and the City of Garland on the possibility of an advanced technology Career Pathway academy which might be housed on or near the new RLC Garland campus. Students would simultaneously attend high school and college-level classes in advanced manufacturing, the first of which curricula might be machining.
- Special Note: Garland is the 8th largest manufacturing hub in the State of Texas. Texas is the 2nd largest manufacturing state in the nation.

Conclusion

Thank you for giving me the opportunity to describe two examples of innovative P-16/business partnerships, provided today to give you insight into aspects of public school accountability that might be enhanced in order to address taxpayer, legislative, educator, and general public expectations more productively and expeditiously.