

Richland Community College

Math 113 – Introduction to Applied Statistics Spring 2020

Instructor Information

Instructor Information

Kona Jones

Phone: 217-875-7211, ext 6385

Email: Canvas Inbox or kona@richland.edu

Office: W143 (down the hall from the Coffee House)

The best way to contact the instructor outside of class is through the Canvas Inbox, email, or Pronto.

Office Hours

There are no formal office hours, but I will be available on Tuesday evenings from 5:30-7:20 pm in S208 and I am normally on campus Monday-Friday from 9am-5pm in my office, W143. If you are already on campus, feel free to drop by and see me. If you know you'd like to meet with me on a specific day/time then contact me to schedule an appointment.

General Course Information

Course Information:

Course: MATH 113 – Introduction to Applied Statistics

Credits: 4 lecture, 0 lab, 4 credit

Prerequisite: All of the following: Eligibility for ENGL 101 – Composition 1 and one of the following: (1) MATH 098 with a “C” or better grade and Math 095 with a C or better or one year of high school geometry, (2) satisfactory score on the mathematics placement exam, (3) a score of 22 or higher on the math ACT within three years of enrollment, and (4) a score of 560 or higher on the math SAT within three years of enrollment.

ICCB Code: 11 270501 01: General Education Statistics I, II

IAI Code: M1 902: General Education Statistics

Delivery: Online

Textbook:

Introductory Statistics with Randomization and Simulation, 1st edition. David M. Diez, Christopher D Barr., and Mine Çetinkaya-Rundel. OpenIntro. ISBN 978-1-50057-669-1 (required)

To download a free PDF version of the textbook, go to <https://www.openintro.org>. If you would like a printed (non-color) version of the textbook, it is [available on Amazon for \\$8.49](#). ** Based on feedback from previous students I'd hold off on buying the text and see if the PDF works for you. **

Course Description: MATH 113 - Introduction to Applied Statistics

Math 113 is a general education statistics course that uses current technology to allow focusing on mathematical understanding instead of routine calculations. Descriptive statistics covered include frequency tables, graphs, and measures of location and variation. Topics from probability include probability rules, counting techniques, and probability distributions. Inferential statistics will cover estimation, confidence intervals, hypothesis testing, and probability values. Statistical methods covered include the one and two sample t-tests, one and two proportion tests, chi-square goodness of fit and test for independence, correlation, regression, and analysis of variance. This course makes heavy use of technology to solve problems involving real data.

Applicable toward graduation where program structure permits.

Certificate or degree: All certificates and degrees

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- # Group requirement: Mathematics
- # Area of Concentration: Not applicable.

This is NOT a “Traditional” Math Class

The biggest thing is that this is NOT a traditional math course. Much of what we do in this course involves critical thinking and writing about statistics - not just doing the math. For assignments, this course will include weekly online discussions, online quizzes (open book/notes), occasional homework, and four written projects. While we will be doing some statistics by hand, the bulk of the work will be done using a computer program called *Minitab Express*. *Minitab Express* can be used for free on campus or students can pay \$29.99 to rent and put on their personal computer (Windows & Mac) for 6 months.

Work Load in this Course

There are multiple assignments due every week in this course. Since this is a four credit hour course to be successful you should plan on spending on average 12 hours a week (4 credits x 3 hours/credit) studying course content and working on assignments.

Attendance

Attendance for each week will be determined based on whether you submit the assignments that are due for that week. As long as you are actively participating and progressing in the course, you will be considered as “attending” the course.

Active participation in this course includes participating in discussion forums, submitting homework assignments and course projects, and completing quizzes. Students need to participate each week in some way to satisfy the attendance requirement. (*Note: logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.*)

A student *can* be dropped seven calendar days after the start of the semester for the following reasons:

1. Failure to meet the attendance requirement (as defined above) during the first week of class, **OR**
2. Failure to start the mandatory Canvas orientation during the first week of class, if not previously completed, **OR**
3. Failure to contact the instructor during the first week of class regarding an inability to complete either #1 or # 2 above.

At midterm the College will administratively drop any student who has failed to meet the attendance requirement as set forth by the instructor. After midterm, students who stop participating in a class without officially dropping a class and who are not administratively dropped may receive a grade of “F” for the course. This may also have an impact on certain financial aid awards. It is ultimately the responsibility of the student to drop a course.

Any student who cannot meet the attendance requirements for a given week should contact the Instructor immediately.

Course Objectives & Topical Outline

Course Objectives/Outcomes: Upon successful completion of this course, a student should be able to:

- # Create and interpret graphical representations of data.^{3,4}
- # Use technology when appropriate and know the limitations of technology. ^{3,4}
- # Work collaboratively with others towards the completion of a common goal. ^{1,3,4}
- # Use deductive reasoning and critical thinking to solve problems. ^{3,4}
- # Apply common sense to mathematical problems. ^{3,4}
- # Determine whether a statement can be proved or must be assumed. ^{3,4}

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- # Plan an experiment, gather and analyze the data, and interpret the results. ^{3,4}
- # Explain the statistical results using common language. ^{3,4}
- # Read a scenario and determine the proper statistical method for analyzing the data. ^{3,4}
- # Effectively communicate the student's understanding of the subject. ¹

The numbered superscripts refer to the [Richland Cross-Disciplinary Outcomes](#) addressed by that objective.

Cross-Disciplinary Outcomes

1. *The degree-seeking student will be able to communicate effectively in writing.*
2. *The degree-seeking student will be able to orally communicate effectively.*
3. *The degree-seeking student will access, evaluate, and appropriately use information in various research and applied contexts.*
4. *The degree-seeking student will think critically and creatively.*

Richland Community College may utilize anonymous student work samples for outcomes assessment and continuous improvement of courses and programs.

Topical Outline

This course will cover the topics listed below, which are tied to the textbook. The times spent on each topic are approximate as material may be reordered, intermixed, or repeated. In particular, the textbook introduces inference early and includes many of the ideas from probability that are used in inference there, rather than in the separate chapter on probability. *Specific assignments and due dates can be found in Canvas under the Syllabus link.*

Data – 10 hours

- # Introduction to the statistical process
- # Context of data including cases and variables
- # Classification of data: numeric vs categorical; levels of measurement
- # Population vs Sample; Types of sampling, Anecdotal evidence
- # Charts and graphs: Frequency tables, scatter plots,
- # Relationships between variables: association, causation, scatter plots, explanatory vs response variables
- # Observational studies vs experiments.
- # Experiments: Control vs treatment, randomized experiments, role of random assignment in establishing cause
- # Graphing numeric data: scatter plots, dot plots, histogram, boxplots, choropleths
- # Describing numeric data: mean, median, mode, variance, standard deviation, interquartile range, symmetry, skewness, outliers
- # Graphing categorical data: frequency tables, contingency tables, bar charts, segmented bar charts, mosaic plots, alternatives to pie chart
- # Describing categorical data: proportions, joint probabilities, conditional probabilities

Foundation for Inference – 17 hours

- # Null and alternative hypotheses
- # Bootstrapping and randomization testing to simulate null hypothesis and create the null distribution
- # Probability values and statistical significance
- # Type I and II decision errors
- # Choosing a significance level and why $\alpha = 0.05$ is the default
- # Two-sided hypotheses, two-tailed p-values, and why hypotheses should be formed before looking at the data

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- # Sampling distributions and the Central Limit Theorem for means and proportions
- # Normal distributions, 68-95-99.7 rule
- # Standardizing scores, looking up probabilities
- # Graphical means of checking normality assumption including histograms and probability plots
- # Standard errors vs standard deviations.
- # Confidence intervals including 2SD rule of thumb for estimating margin of error
- # Three approaches to hypothesis testing: confidence intervals, probability values, and classical
- # Importance of checking conditions

Probability – 4 hours

- # Defining probability: relative frequency, law of large numbers.
- # Probability rules: complements, addition rule, multiplication rule
- # Conditional probabilities
- # Counting techniques: factorials, partitioning (distinguishable permutations)
- # Demonstrating difficulty finding exact probabilities and establishing need for simulation and modeling
- # Random variables and probability distributions
- # Finding the mean, variance, and standard deviation of a discrete probability distribution

Categorical Data – 8 hours

- # Inference for a single proportion, 1 proportion z-test
- # Difference of two proportions, 2 proportion z-test
- # Testing for goodness of fit using chi-square, chi-square goodness of fit test
- # Testing for independence in two-way tables, chi-square test for association

Numerical Data – 11 hours

- # Student's T distributions
- # Inference for a single mean, 1 sample t-test
- # Paired data, paired samples t-test, dependent means
- # Difference of two means, 2 sample t-test, independent means,
- # Difference in several means, 1-way ANOVA, 2-way ANOVA

Correlation & Regression – 13 hours

- # Line Fitting, residuals, and correlation
- # Fitting a line by least squares regression, finding slope and y-intercept
- # Types of outliers and their potential problems.
- # Inference for linear regression, ANOVA table
- # Introduction to multiple regression, table of coefficients, ANOVA table, summary statistics
- # Choosing an appropriate multiple regression model

Course Assignments & Grades

There will be no traditional, high-stake exams in this course. Those encourage students to put off studying until the exam and statistics, as well as all mathematics, is cumulative in nature. Failure to learn material one week means that you will have trouble understanding the material the next week.

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Method of Evaluation

Instead of a few high-pressure exams after a month of material, this course takes the opposite approach and strives to have many frequent, but low-stake assignments. There will be multiple quizzes, homework assignments, projects, and weekly discussions. There will be enough of them that doing poorly on one or two shouldn't seriously impact your final score.

In contrast, that means that you won't be able to sit back and do nothing for a month until the exam comes. There will almost always be something going on in the class. Active participation in the class will be crucial to your success.

Assignment Information

Quizzes (25% of grade)

Quizzes within Canvas will be used to assess concepts. These are usually untimed with multiple-attempts and are open for at least a week. If you take the quiz multiple times Canvas will use the highest quiz score and that will be your grade for that specific quiz. Quizzes cannot be made up or completed after the due date.

Homework (18% of grade)

At various times throughout the semester there will be course homework assigned. These are assignments that are done through Canvas and are designed to help you better understand the course material and do well on the other assignments in this course. Late work will have 20% taken off the original point value per day late.

Projects (40% of grade)

Another major component of the course will be projects. There will be four projects (Project 1 – 5%, Project 2 – 10%, Project 3 – 10%, Project 4 – 15%) for this course and each project will have multiple parts that need to be completed leading up to the final paper for each project. Project assignments may be turned in late, but they will lose 20% of their original value for each day they are late. For the final paper for Project 4 (which also counts as your final in this course) no late work will be accepted after the due date.

Feedback Exchange (2% of grade)

During different parts of this course you will be asked to participate in a feedback exchange. This will normally start with you providing feedback about things like (but not limited to) the course materials, course assignments, how you are doing in this course, and your study habits. The Instructor will read and reply to your feedback with possible ideas, suggestions, and recommendations that might help you do better or get more from this course. As part of the exchange you will also be required to respond back to the Instructor that you've read the feedback.

Discussions (15% of grade)

There will be weekly discussions in this course. These discussions will take place within Canvas and most are in post-first format. That means that you have to post your initial response before you can see what other students have said. Then you carry on a discussion with the class about the question and responses. For discussions, there will be two due dates.

The initial post will be due by 11:59pm on Thursday of each week.

The follow-up discussion is a process that continues until Sunday at 11:59 pm.

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Discussion Grading

Initial Post: Initial post will be graded based on how fully the discussion prompt questions are addressed and the overall quality of the post. Due by 11:59 pm on Thursday of each week. One point will be taken off for each day the initial post is late.

Follow-up Posts:

- **Number of days:** After making your initial post, respond to your peers' posts for an additional 2 days during the week. Please note this is not the same thing as two additional posts; it means posts on two additional (different) days during the week. To meet just the minimum frequency of posting in discussions, each participant must post on at least 3 different days during the week (Initial post, follow-up 1, follow-up reply 2).
- **Timing:** To get full credit for follow-up participation, students need to have at least some of their follow-up discussion before Sunday (before 5pm). To be clear, students who only post a reply after 5pm on Sunday will not get full credit.

Overall Quality

All discussion posts need to adhere to English grammar and spelling rules. Points won't specifically be taken off for minor mistakes, but larger or ongoing issues will be addressed between the Instructor and Student, and could result in a loss of points.

You should establish a pattern of on-going and meaningful communication throughout the allowed time frame. Students who post too early in the discussion miss out on the full back-and-forth conversation of their peers. Yet, students who wait until the assignment is almost due on Sunday night to post their comments end up robbing the other students of the ability to reply to their comments, effectively getting the "last word" because of timing, not because of merit.

To get full credit for follow-up participation, students need to have at least some of their follow-up discussion before 5pm on Sunday.

The purpose of the discussions is to assist in learning the material. It is not to attack other students or make them feel stupid, but to help them understand while strengthening your own understanding of the material. If you need to disagree with what someone else has posted, then do so with a civil and respectful tone. Understand that your issue is with what the other person has written, not with the other person. Late work is not accepted for discussions.

Grading Policy

In this course assignments are grouped based on type and then weighted so that different assignments factor more or less into your overall final course grade. Below are how the assignments in this course are weighted.

- Quizzes – 25%
- Project 1 – 5%
- Project 2 – 10%
- Project 3 – 10%
- Project 4 – 15%
- Discussions – 15%
- Homework – 18%
- Feedback Exchange – 2%

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Letter grades will be assigned to final adjusted scores as follows:

A: 90–100% B: 80–89% C: 70–79% D: 60–69% F: below 60%

** Normal rounding will occur, so a 79.5% will round up to 80% and be considered a "B".*

Gradebook

All grades will be entered into and maintained within Canvas. When you look at your grades in Canvas, there may be a + or - after the letter grade (example, B+ or C-). The plus or minus after the letter grade is informational and intended to be used as an encouragement or a warning that you might be able to move up or that you are in danger of slipping down. However, the final grades in the course will not contain a + or a -, just the letter grade, and an 80.1% is as much of a B as an 88.7% is.

Canvas has a What-If feature that allows you to play around with your grades. If you are concerned about your grades, see the instructor.

Grade Changes and Extra Credit

Scoring is subject to revision if mistakes are found in the grading. This is especially true with Canvas quizzes where there may be problems with questions that need regrading. Your grade may increase or decrease when this happens. For this reason, you should strive to do better than the minimum needed.

Opportunities for extra credit arise at different points throughout the semester. Take advantage of those opportunities as they arise as there will be deadlines on them. If you desire a good grade, then you need to stay focused and perform consistently throughout the semester. There may extra opportunities for bonus points for additional substantial work that demonstrates your comprehension of the material.

Late Work

Generally speaking, technology or life issues are not an excuse for accepting late work, especially when assignments are open and available to work on a week to two weeks in advance. Procrastination is not conducive for effective learning and should not be encouraged; it has a cascading effect where students continue to fall farther and farther behind.

- # Quizzes – Late work not accepted.
- # Homework – 20% off the original point value per day late.
- # Discussions – Late work not accepted.
- # Projects – 20% off the original point value per day late for all assignments related to project 1, 2, & 3. For the final paper and discussion of will not be accepted late because they are taking the place of the final exam for this course.
- # Feedback Exchange – 20% off the original point value per day late.

Written Work

All written work should be submitted in electronic form in Canvas. Student's name should be on the assignment and headings should be used appropriately to organize the document. All reference works used, including books, videos, websites, etc., are to be cited using APA style – do not use MLA. All work is to utilize the English language correctly. It is suggested that the Academic Success Center be utilized for assistance in the preparation of written work.

Course Expectations

Student Expectations of Instructor

Here are some things you can expect from the instructor.

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- The instructor will be present in the course. This is not a correspondence course; the instructor will be checking the course daily. The instructor will provide guidance and contribute to the discussions, but the goal is for the students to have the conversation with each other.
- Responses to email will occur in a timely manner. At times, you will find the instructor at the computer (or phone) and have a response to simple questions within 15 minutes. That is not, by any means, a guaranteed response time, but don't be surprised if it happens. A more reasonable expectation is to have a response within 12 hours during the week and 24 hours on the weekend. In other words, don't wait until something is due to ask about it.
- Assignments will be graded within 7 days of the due date. The instructor may withhold release of some assignment grades until all students have completed the assignment.
- The instructor will provide guidance and direction on assignments, but will usually steer the student towards the answer rather than just providing the correct answer. Understanding the problem and process is more important than just getting the answer.
- When the instructor makes a mistake, she will admit it and not blame Canvas for her mistakes. If the mistake warrants, grade adjustments may be made.
- The instructor will treat students with civility and respect. Because much of our communication will take place in the online environment there is great potential for misunderstanding. Electronic communication is more difficult than in-person communication and communicating statistics electronically is even more difficult because of the special symbols, formatting, and language.

Instructor Expectations of Student

Here is what is expected out of students in this course.

- Students will be civil and respectful of all persons in the course.
- Students will be present in the course on near-daily basis. There may be a few times where you miss a day, but you should be in the course at least 5 times a week. This is not a course where you can check in twice a week or just on the weekend and succeed.
- Students will respond to the instructor or other classmates in a timely fashion. This is for Canvas Inbox communications, discussions, and Feedback exchanges.
- If a student contacts the instructor for help and then figures it out before the instructor has a chance to respond, the student will notify the instructor that the problem has been resolved or that help in a different area is needed.
- Students will read the book, watch the online videos, and review other course resources before contacting the instructor for help. Many questions students have are already answered in the online material and you can find them faster yourself than you can by contacting the instructor and waiting for a response.
- When a student contacts the instructor for help, the student should be specific in his or her requests and prepared to show what has been attempted or already accomplished. Do not send a request for help that just says, for example, "I don't understand the quiz." While you may be lost, that is a larger request than can be solved by email and it provides no place for the instructor to begin. A better way to phrase a question is, for example, "I've tried question 4 on Quiz for this week and am getting lost in the second step." Even better is if you can also include a picture of your work you've tried so that way the Instructor can see where your mistake is and better help you figure out where you are going wrong.
- Students will be academically honest in their work. Among other things, this means that you will complete your assignments. You are welcome ask for help from the Instructor, fellow classmates, the Math Enrichment Center, Tutoring, etc, but the work should be your own. You may use your textbook, notes, homework, etc on all assignments in this course.
- Students will notify the instructor as soon as possible if technology issues keep you from submitting coursework on time. If the issue is one with Canvas not working correctly then the student should also submit a Help ticket through Canvas by clicking the Help link in Canvas and

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"Reporting a Problem." Note that the instructor is subscribed to the technical issues mailing list for both Canvas.

Technology Required for the Course

The use of technology in this course is consistent with the Technology Statement in the Illinois Mathematics & Computer Science Articulation Guide (IMACC, 2013, p. 4). Technology is used to enhance the learning of Statistics, but it is not the focus of the Instruction.

This course makes heavy use of technology. It is highly recommended that students be familiar with the following software before attempting this course: Canvas, e-mail, internet web browser, word processor, spreadsheet, and presentation software. In addition, students should be able to perform file navigation and understand the different types of files and the role of file extensions in naming. Richland offers free tutoring for students who need additional computer literacy skills. Students who have weak technology skills may feel overwhelmed by the technology used in the class.

Most of the technology we're going to use is free, open source, or web-based so that there is no additional cost to the students and you can use them after you leave this course. Some software is commercial, but in those cases, Richland Community College has a license to use them. Here is a list of some of the computer packages we may use in this course.

Canvas

Canvas is the learning management system used by Richland Community College. If there are non-technical issues inside Canvas, like content not appearing or wrong answers on a quiz, please contact the instructor. If you are experiencing technical issues with Canvas, please click the "Help" link and choose "Report a Problem". The reporting of problems by users is a vital part of how Canvas becomes aware of issues with the system. Canvas is available at <https://richland.instructure.com>

Internet browser

The latest version of Firefox or Chrome are the Internet browsers you should use when working in Canvas. In general it is recommended to have both installed on your personal computer because many times problems you experience online can be fixed by switching from one browser to a different browser. Canvas does not support Internet Explorer/Edge. You will experience many problems if you use this unsupported browser.

Minitab Express

Minitab Express is the statistical software package of choice for this class. It is powerful and makes decent graphs. Minitab Express is fairly easy to use if you are familiar with a spreadsheet like Excel.

Minitab Express will work on PC and Mac computers, but it will NOT work on Chromebooks.

Minitab is installed on the computers in S208, S137, the Academic Success Center, and the Open Computer Lab. Richland's license for Minitab Express does not allow for home use, but you may also purchase a six month rental that will last the entire semester -

https://estore.onthehub.com/WebStore/OfferingsOfMajorVersionList.aspx?pmv=d1470268-d506-e411-9401-b8ca3a5db7a1&cmi_mnuMain=ed6ad73c-7bc7-e011-ae14-f04da23e67f6

You might see a program called Minitab or Minitab 18.0. **For this class we are using Minitab Express, NOT Minitab or Minitab 18.0.**

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Microsoft Office

All assignments for this class need to be submitted in Microsoft Word format (.docx). The Microsoft Student Advantage Program allows any Richland student to download and install the Microsoft Office ProPlus software on their personal computer, tablet, or phone at no cost (FREE). To sign-up go to <https://office.com>, and log in using your Richland email address (NetID@richland.edu, ex: kdavis@richland.edu) & NetID password (same as your Canvas password). Once you're logged in, click on the "Install Office apps" button on the top right. Click this, and then click "Office 365." An application should start to download. Once it has downloaded, run the application and Microsoft Office should automatically install and register.

If you have a Chromebook you will not be able to download Microsoft Office. Yet, what you can do your work in Google Docs and either save it in .docx format or integrate your Google Drive with Canvas so you can upload assignments directly from your Drive to Canvas. Talk with the Instructor if you have questions about how to do this.

Calculators

A calculator is required for this course. It does not have to be a graphing calculator, but it should be a scientific calculator with the ability to square a number and find the square root of a value. You are responsible for knowing how to use your calculator; if you do not know how to use your calculator, then ask. If you come to class then make sure to bring your calculator. Most of you will have a smartphone that has a suitable calculator app. While a calculator is preferred, you may use your smartphone.

Getting Help with this Course

Students are encouraged to seek additional help when having trouble understanding the material and/or assignments. Statistics is a cumulative subject; therefore, getting behind is a very difficult situation for the student because it might be difficult to get back on track. Below are several places you can get help with this course (as well as your other courses).

Instructor

I try to make myself as available to the students as I can. I'm on campus almost every day and answer email pretty quickly. I'm here to help with course content and technology questions. If you need help please seek me out and ask! My office is W143 (Online Learning) and my email is kona@richland.edu or message me through the Canvas Inbox.

Mathematics Enrichment Center (MEC)

The MEC, located in S118, provides free walk-in tutoring for mathematics (and statistics) courses.

Online Learning

Online learning, located in W143, provides technical support for Canvas, myRichland, Richland student e-mail, and help with personal devices like laptops, desktops, and tablets. You can walk in and get help or you can contact them by clicking on the "Help" link in Canvas and Reporting a Problem.

Important Richland Information

Human Relations Policy

This course incorporates concepts regarding all races, creeds, sexes, and ethnic groupings and the belief that they must learn to live together.

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RCC Core Values:

- *Commitment* - We are dedicated to meeting the needs of the communities we serve.
- *Respect* - We recognize the expertise of all members of the College community and encourage individual contributions.
- *Excellence* - We strive to develop and pursue higher standards.
- *Accountability* - We assume and demonstrate responsibility for our actions.
- *Diversity* - We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

RCC Academic Integrity Policy:

Richland Board Policy 4.15.6. - *All students are expected to maintain academic integrity in their academic work and honesty in all dealings with the College. A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.*

Copyright Notice

The materials used in this course are protected by Copyright law. Faculty lectures, course supplementary materials, articles, quizzes and exams, papers, data, web pages, and artwork are among the properties protected. This is not an exhaustive list. Items may or may not be marked with a **Copyright symbol ©**. Regardless, the **intellectual property** used in this course is **owned** by the creator who is the sole determiner of how the property is used, including but not limited to copying, distribution, performance, display, or revisions.

Any questions a student may have about the use of course materials can be explained by the instructor or library staff.

Misuse of Intellectual Property:

Student behavior is subject to the Academic Integrity Policy as explained in the Student Handbook and Section 5.9 of the Board Policy Manual.

Learning Feedback System

Students now have the opportunity to evaluate courses each semester through the Learning Feedback System available online. Faculty will announce when the Learning Feedback System is available for the course and explain the process for accessing the LFS. Some faculty may also use the LFS at midterm. Students are notified by e-mail when the LFS is available. The link to the Learning Feedback System is <https://people.richland.edu/feedback>.

myRichland

Richland uses myRichland as the information portal for students. Users can access a wide variety of web-based services, including online registration, academic information, Richland e-mail, the Canvas Learning Management System, and the Library research databases. Academic information available includes current semester schedule, unofficial transcripts, grade point average projection, financial aid information review, online payment services, and degree auditing to determine degree completion progress. Student grades are posted only on myRichland. Grades will not be mailed to students unless requested.

Students with a "hold" placed on their records due to a financial obligation to the College or other unmet requirement will be unable to view academic records.

Retention/Completion and Richland Thrive

This course participates in Richland Thrive, an early alert identification and intervention systems designed to enable academic success, retention, and graduation. When academic indicators suggest a student may be experiencing difficulties that may negatively impact academic success, the instructor may raise a referral flag that:

1. Notifies the student of concern through an email to the student's Richland (Zimbra) email.
2. Requests a Student Success Coach or Student Success staff member contact the student to discuss and follow-up on the issue.
3. encourages student to discuss the matter with the instructor.

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If you receive an email notification of a referral flag in any of your courses, you are encouraged to contact the instructor as soon as possible to discuss the issue. The purpose of the discussion is to accurately assess its potential impact on your academic success and to plan and put into action steps to be successful in the course. For more information about the Richland Thrive system, contact the Student Success Center at ext. 6267

Title IX and Sexual Misconduct

Richland Community College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone.

All Richland Community College faculty members are “responsible employees,” which means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must share that information with the Title IX Coordinator. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately, you can contact Growing Strong Sexual Assault Center at 217.428.0770.

More information about Title IX can be found at www.richland.edu/security. Richland’s Title IX Coordinator is Alex Berry | aberry@richland.edu | Office: N105 | Phone: 217.875.7211, Ext. 6314.

Support Services

College Telephone Number: 217-875-7211, Dial Extension

Academic Success Center

Accommodations, Room C148, Ext. 6379

Responsibilities: support of students with documented disabilities by providing individualized academic and testing accommodations. Documentation of disability/disabilities is required for all services.

Mathematics Enrichment Center, Room S118, Ext. 6383

Responsibilities: walk-in mathematics tutoring for mathematics courses and courses with mathematics embedded in curriculum, placement test preparation, help with study skills, and assistance with MyMathLab software.

Tutoring, Room C148, Ext. 6379

Responsibilities: tutoring on walk-in or appointment basis, study groups, computers

Student Success Center – Services located in Room N117

Registration and Enrollment, Ext. 6267

Responsibilities: Success Coaching (advisement), registration, general student services, transfer assistance

Cashier, Ext. 6227/6226

Responsibilities: tuition and other payments, payment-related information, student schedules/payment invoices

Career Services, Ext. 6267

Responsibilities: career exploration, job search, internships, resumé review, on-campus student employment

Financial Aid, Ext 6271

Responsibilities: federal and state aid

Student Records/Registrar, Ext. 6267

Responsibilities: grades, transcripts, graduation

Testing, Ext. 6238

Responsibilities: placement testing in English, mathematics, reading, health courses; make-up testing as arranged by instructor; testing for online courses

Veterans’ Affairs, Ext. 6205

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Responsibilities: veteran and entitlement benefits, comprehensive college services available to veterans

Learning Resources Center (Library), Room C152, Ext. 6303

Responsibilities: Manages print and electronic resources for students, faculty, and the broader College community. Offers research assistance, information literacy sessions, course reserves, and individual and group study areas.

Office of Public Safety/Security, Room E111, Ext. 6555

Responsibilities: manage campus safety and security. Officers are stationed on campus around the clock. Emergency procedures are posted in all classrooms and offices and can be found on the website at www.richland.edu/security/plan/procedures.

Online Learning Support, ochelp@richland.edu Room W143, Ext. 6376

Responsibilities: assists students with navigation in an online course, access and navigation in the student information system, and technical questions regarding personal computer system requirements and troubleshooting. Staff also assist students in hybrid and technology-enhanced courses. Staff provide technical support through e-mail, telephone, and walk-in service.

To contact the Online Help Desk:

From Canvas – click on the “Help” link in the left column, and choose Report a Problem.

Non-Canvas related issues: e-mail ochelp@richland.edu. The Request goes directly to the Help Desk e-mail, which staff check regularly.

Open Computer Labs

Students may use computers in the Learning Resources Center (Library) and in the Academic Success Center. Wi-Fi is also available throughout the main campus.

Perkins Program, Room N117, Ext. 6295

Limited direct student support may be available to some students enrolled in Career and Technical Education (CTE) programs under certain circumstances. The CTE student must be enrolled in 12 or more credit hours in the academic year, qualify in at least one category of an underserved population, and be facing a barrier that imminently threatens continued education.

Student Engagement, Room C131, Ext. 6243

Responsibilities: new student orientation, clubs and organizations, student leadership and service opportunities.

Student Support Services/TRiO Program, Room C143, Ext. 6440

Responsibilities: program designed for college students identified as first-generation, low-income, and/or with documented disabilities, offering academic and personal support.

Resources for Students

The Student Success Center, Room N117, and the Office of Student Engagement, C133, have a variety of supplies and food available for students who need those items while on campus. The Student Success Center has coffee and snacks available daily, school supplies such as paper, pens, and highlighters, and personal supplies such as toothpaste, toothbrushes, and cough drops.

Student Engagement has a Snack Center to provide grab-and-go food for students who were short on cash while on campus or who did not have time to grab a meal before coming to campus. Student Engagement also has personal supplies such as condoms and menstrual products available for students. The Gender Inclusive/Family bathroom and many women's bathrooms are also stocked with complimentary menstrual products.

The Pantry at Richland Community College is an extension of the Good Samaritan Inn to provide Richland students and their families with a more readily accessible source of food assistance to low-income students and their family, free of charge, on an ongoing basis. The Pantry is located in the east wing of the Richland Community College campus and is open Tuesday & Thursday from 11-2pm and Wednesday from 4-6pm during the academic year.

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To receive assistance at The Pantry, please visit the Solutions Center in the Student Success Center or complete the online referral form at <http://bit.ly/2ykuGUL>.