

# **CHAPTER 1 –**

*Overview, Response to Concerns*

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## INTRODUCTION

The years since NCA's last visit to St. Charles Community College have been marked by extraordinary growth in more than one sense of the word. The number of students has increased steadily, and the college campus includes more buildings as well. Course and program offerings have been increased and refined, a system of internal governance continues to evolve, and the College functions under new leadership. Changes include the creation of an institutional research office, technological upgrades, and a commitment to multi-level assessment.

## COLLEGE HISTORY

For decades, St. Charles County has been one of Missouri's fastest-growing areas. With that growth came the need for affordable, convenient, locally-governed public higher education. St. Charles Community College was established in response to that need and the subsequent extraordinary growth of the College affords testimony to the foresight of its founders.

*Population Chart for St. Charles County  
Published Data for 1980, 1990, and 2000 and  
Estimated Data for 2005, 2010, 2015, 2020, 2025*

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YEAR	POPULATION
1980	144,107
1990	212,907
2000	283,883
2005	315,618
2010	348,587
2015	381,032
2020	411,984
2025	439,891

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*\*Source: Missouri Census Data Center  
Web site: [mcdc.Missouri.edu](http://mcdc.Missouri.edu)*

The creation of Missouri's eleventh community college district was approved by voters in the April 1986 election. Dr. Donald D. Shook served as the first president until his retirement in November of 1996 when the College welcomed its current president, Dr. John McGuire. Previously, Dr. McGuire was president of Owensboro Community College in Kentucky.

St. Charles Community College held its first classes in the summer of 1987 with about 400 students enrolled. The following fall, 1,547 students registered in credit classes as other college programs, including Continuing Education offerings, evolved. The College utilized several temporary locations over a five-year period as plans for a permanent location took shape. Even before the move to the new campus, enrollment increased rapidly as the College embraced the community in offering educational programs and services that were at once inclusive and responsive. This rapid growth in student headcount and credit hours has continued during the last 5 years as indicated in the following table.

***ANNUAL HEADCOUNT AND FTE COMPARISON***

YEAR	HEADCOUNT	HOURS	FTE*
95/96	6,840	74,243	4,950
96/97	7,042	79,479	5,299
97/98	7,719	90,969	6,065
98/99	8,156	97,602	6,507
99/00	8,296	100,887	6,726
00/01	8,501	103,405	6,894

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*Headcount is annual unduplicated.*

*\*FTE is based on total credit hours divided by 15 on a term basis.  
Therefore, count is not considered unduplicated.*

**CORPORATE AND COMMUNITY DEVELOPMENT  
POPULATIONS SERVED (NON-CREDIT CLASSES & WORKSHOPS)  
(DUPLICATED HEADCOUNT)**

TITLE	AY 1999-2000	AY 2000-2001
Non-credit classes	13,000	11,250
GM Skills Center	1,672	900
GM Customized training	1,723	1,000
Dislocated Worker Program	313	232
Career Activities with school partnerships	442	374
Middle school career fair	2,800	3,475
Southwestern Bell Upgrade Classes	–	65
IRS Problem solving day	200	–
MRADE developmental education conference	100	–
ABE State teacher certification workshop	120	200
Job Fair	500	475
Wellness/fun run	920	660
Women's Fair	400	200
Customized training (non-GM)	220	1,138
AEL(Adult Education and Literacy)	1,442	1,535
Northeast Correctional Center (ABE & microcomputer repair program combined)	909	805
National Council for Youth Leadership	80	80
Career & Guidance Conference	80	60
Business & Social Science Day	–	360
Non-traditional Careers Day	–	230
Uppity Theater	–	400
Technology Luncheon	–	15
Teambuilding	–	100
Young People's Theatre	236	223
History Expo Mini College	135	–
<b>TOTAL</b>	<b>25,292</b>	<b>23,777</b>

Early in 1989, the Board of Trustees settled on a 135-acre tract that would become the center of the county's unbridled growth by the start of the new century. The site on what became Mid Rivers Mall Drive offered easy access to local thoroughfares, convenient to the area's residents as well as to the student body.

Phase I of the building plan commenced with ground-breaking in June of 1990. An official dedication ceremony in January of 1992 marked the completion of four new buildings available to students for spring semester, as planning continued for expansion to meet the needs of the ever-increasing enrollment. For the 1992 fall semester, 4,631 students enrolled in credit classes. Non-credit offerings expanded as well, as the College served increasing numbers of residents through a variety of programs, including partnerships with area businesses.

In the April 1993 election, voters approved Phase II of the building plan. The \$10 million project commenced in March of 1994. Phase II called for the completion of one building to house Fine Arts and another for Continuing Education and Academic Programs. These buildings were opened in 1995. Matching funds from a 1994 statewide bond issue allowed for the opening of the Child Development Center in spring of 1996.

Between 1996 and 1998, three extension sites were established as part of the state plan for technical education, enabling the College to better serve outlying parts of its service area in Pike, Lincoln, Montgomery, and Callaway counties. Expanded course offerings to these locations included classes offered on-site and through distance education modalities.

In the April 1998 election, voters approved funding for Phase III of the building plan. Phase 3 included a new College Center and a Technology building, as well as a substantial addition to the Child Development Center, athletic fields, and additional parking lots. In 1998 and 1999, the College purchased 87 adjacent acres, increasing the size of the campus to 222 acres. When the completion of Phase III was marked by dedication in February 2001, the celebration included an invitation to the community to "come grow with us," promising a bright future for both the College and the community.

**COLLEGE DISTRICT PROFILE**

The St. Charles Community College District is one of 12 public community college districts in Missouri. Together, these districts serve more than 70,000 students.

The chart below details the Missouri community college districts and their student populations and FTE's as of Fall 2000.

MISSOURI COMMUNITY COLLEGE DISTRICTS	FALL 2000 HEADCOUNT	FALL 2000 FTE
Crowder	1,719	1,107
East Central	3,190	1,898
Jefferson	3,876	2,506
KC Metro CC-Blue River	2,095	1,196
KC Metro CC-Longview	6,022	3,236
KC Metro CC-Maple Woods	5,294	2,876
KC Metro CC-Penn Valley	4,366	2,277
Mineral Area	2,702	1,786
Moberly	2,938	1,761
North Central	1,402	870
Ozarks Technical	6,343	3,715
St. Charles	5,565	3,172
St. Louis CC-Flo Valley	6,690	3,638
St. Louis CC-Forest Park	6,749	3,492
St. Louis CC-Meramec	12,518	7,060
State Fair	3,207	1,881
Three Rivers	2,641	1,632
<b>TOTAL</b>	<b>77,317</b>	<b>44,103</b>

*Data for Fall 2001 will not be available until summer of 2002.*

*Data compiled from Table 19a of the Statistical Summary from the web site: [cbhe.state.mo.us](http://cbhe.state.mo.us).*

Except for a portion of the southwest corner, the SCC district includes St. Charles County and five county high school districts: Francis Howell, St. Charles, Wentzville, Fort Zumwalt, and Orchard Farm. The College District covers approximately 525 square miles and includes these urban, suburban, and rural municipalities:

<i>CITIES AND TOWNS</i>	<i>POPULATIONS</i>	<i>COUNTY POPULATION OF SCC SERVICE DELIVERY AREA</i>	
<i>CITIES:</i>			
Cottleville	1,928		
Flint Hill	379	Callaway	40,766
Foristell	331	Lincoln	38,944
Lake St. Louis	10,169	Montgomery	12,136
New Melle	124	Pike	18,351
O'Fallon	46,169	St. Charles	283,883
Portage Des Sioux	351	<hr/>	
St. Charles	60,321	Total	394,080
St. Paul	1,634		
St. Peters	51,381		
Weldon Spring	5,270		
Wentzville	6,896		
West Alton	573		
<i>TOWNS:</i>			
Dardenne Prairie	4,384		
<i>Other areas not listed Orchard Farm, Defiance, Harvester, Kampville</i>			
<i>These locations are not a separate municipality.</i>			
<i>Source: U.S. Census Bureau, Census 2000</i>			

In addition to serving the local college taxing district, St. Charles Community College has a broader service area which includes four other counties: Callaway, Lincoln, Montgomery, and Pike. The concept of “service areas” was introduced in the 1990s by the Missouri Coordinating Board of Higher Education in order to provide access to technical education in areas without community colleges.

### **ACCREDITATION HISTORY**

In June of 1987, the College was visited by the North Central Association of Colleges and Schools and granted candidacy status in the fall of 1987. A subsequent visit in April, 1989 resulted in the renewal of candidacy status. Following an evaluation in March of 1991, the College was granted initial accreditation for five years. The 1996 visit culminated in continued accreditation for another five-year period.

## STUDENT PROFILE

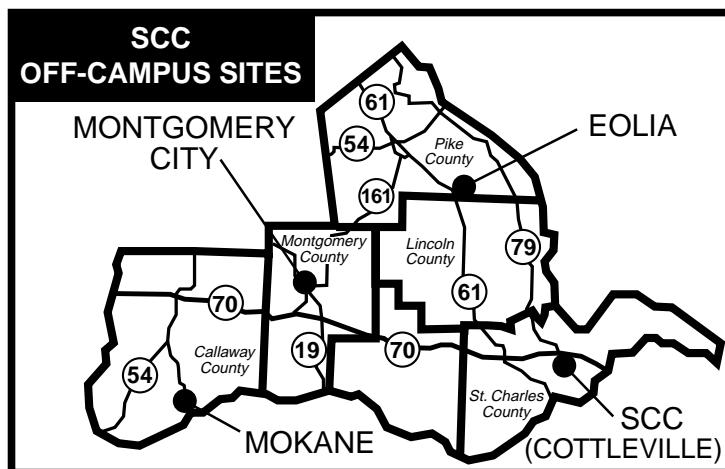
In the fall 2001 semester, SCC enrolled 6,226 students in credit programs. Eighty-four percent of these students are enrolled in the academic transfer program, with the remaining 14% enrolled in career-technical programs. About 43% of these students are graduates of St. Charles County high schools. The average age of SCC's student population is 25.7 years, with the median age at 20.4 years. Most students are also employed. Approximately 47% work part-time, and 44% work close to full-time, with 40% of SCC students receiving some form of financial aid.

From the College's beginning, a majority of the student body has been female. Currently, 62% of all students in the fall 2001 semester are female. Just over 5% of the student body indicates an ethnicity other than Caucasian, reflecting the College District's area demographics. Historically, there have been more part-time students than full-time students at SCC. In the fall 2001 semester, 59% of students are enrolled part-time (fewer than 12 semester hours).

## COMMUNITY HISTORY

During the Age of Discovery and the ensuing colonization, France made the first European claim to this region. On his 1673 expedition out of French Canada with Louis Joliet, Fr. Jacques Marquette recorded incidents from their exploration of the confluence of the Mississippi and Missouri Rivers in his journal. He wrote, "sailing quietly in clear and calm water, we heard the noise of a rapid, into which we were about to run. I have seen nothing more dreadful. An accumulation of large and entire trees, branches, and floating islands, were issuing from the mouth of the river *Pekitanoui*, with such impetuosity that we could not without great danger risk passing through it. So great was the agitation that the water was very muddy, and could not become clear." Near this site, Marquette located a Native American settlement identified as Ou-Missouri which later explorers would amend and give to the river and much later the state.

In the final years of the eighteenth century, Daniel Boone and his family left Kentucky to settle in what was then known as Spanish Illinois. The Femme Osage, now merely a pleasant trickle of its formerly navigable self, allowed Boone and his family, as well as their baggage, to float to the site where they would settle, near what is now the community of Defiance. There, Boone would serve the Spanish colonial government as a "syndic," i.e. magistrate, charged with administering the law.



By the time Merriwether Lewis was chosen to lead the Corps of Discovery, the French had secretly reclaimed the territory from Spain, but disillusionment over a revolt involving sugar plantations in French Haiti forced Napoleon to abandon plans for launching a New World venture. Selling the troublesome property to the United States appealed to Napoleon's imperial sensibilities.

Lewis and Clark finished preparations for their expedition at Camp DuBois (now Wood River, Illinois) and made the short trip up the Missouri River to St. Charles. There, they enjoyed a few days of merriment and recovery before setting out in earnest on May 21, 1804. It would be more than two years before they would again see St. Charles.

One of the first five original counties in Missouri, St. Charles County emerged as a legal entity on December 7, 1812. The county boundaries were clarified a year later by the Missouri Territorial Legislature. St. Charles County covers 586 square miles, 22 of which are covered by water.

Mother Phillipine Duchesne and Bishop DuBorg, among others, attempted to spread their faith to the growing Euro-American community, as well as to the Native American population. Duchesne established the Academy of the Sacred Heart in 1818, offering educational opportunities to children regardless of their families' income. "Opportunities" extended to the Native American community, however well-intentioned, were not often respectful of indigenous culture. Several years later, George and Mary Sibley founded a school for girls that eventually became Lindenwood University, another example of early educational opportunities in the region.

In 1821, following a turbulent and fractious bid for statehood, Missouri entered the union as a slave state by way of the Missouri Compromise and Henry Clay's skills as "compromiser." St. Charles was the first capital of the 24th state and remained so until 1826.

In 1822, German scholar Gottfried Duden visited the area and published a well-received book praising the rich farmland of what he called the "new Rhineland." Over a half-century, many German emigrants settled in western St. Charles County. Today's area demographics bear witness to the prosperity of their descendants.

Eighteen miles west of the city of St. Louis, St. Charles County is now considered part of the St. Louis Standard Metropolitan Statistical Area. Although much of the wilderness that characterized the area in the days of Boone, Lewis, and Clark has been changed by the area's rapid growth, the roadways, bridges, and thoroughfares carry their names. In spite of the efforts of the Army Corps of Engineers and other attempts at containment, the area rivers now and then surprise residents with the same ferocity Pere Marquette described so many years ago.

Preservation efforts in contemporary St. Charles have encouraged the restoration of many historic buildings. Sections of the city dating back to 1769, including the South Main Historic District and Frenchtown, are recorded in the National Register of Historic Places.

The current Census reports the population of St. Charles County as 283,883. St. Charles County is the fastest growing region in Missouri. In fact, it is the 60th fastest growing county in the United States. Currently, St. Charles County is the 4th largest population center in the state and expected to become the 3rd by 2004.

Continued growth is expected and three new major employers recently relocated here—World Com, Coca Cola, and MasterCard. MasterCard’s offices are part of the development of WingHaven—a master planned, mixed-use community that, when completed, will include more than 1,200 single-family houses and 650 apartments, as well as a million square feet of office space. The complex covers 1,200 acres.

The growth that characterizes St. Charles County has been reflected by the College in its early years. The College has met the demands of that growth through flexibility and innovation and promises to continue to do so in the coming decade.

### ***RESPONSE TO CONCERNS FROM THE 1996 NCA TEAM REPORT***

In 1996, the NCA Visiting Team noted six major areas of concern. Since that time, steps have been taken at the appropriate levels to address these concerns.

#### ***Concerns:***

- 1) “While a great deal of energy, time, and resources are devoted to data collection, student academic assessment and strategic planning, the linkages between institutional research, the planning process, determination of institutional priorities and budget development are not evident. The College has not developed a cohesive planning environment which incorporates all of these elements into the integral decision making processes of the institution.”

Since 1996, the College had addressed this concern in a number of ways. In 1997, the new College President established the Institutional Research and Effectiveness office, and a director was hired. This office currently has a full-time staff of three, including the director, a research assistant, and a secretary. The office is primarily responsible for coordinating all levels of institutional research and reporting in conjunction with academic and non-academic programs on campus. This office has been primarily responsible for the development of a series of Performance Indicators that measure the effectiveness of all key areas of College operation. (See Chapter 11.)

In the fall of 1996, the College instituted a new approach to strategic planning that provides an annual review of priorities and goals and ties the College’s planning process directly to the annual budgeting process. (See Chapter 14.)

This process requires all units of the College to develop goals tied to specific requests for personnel, equipment, and other needs. The College has now moved through four planning cycles since the last NCA visit and work continues on revising and adjusting the planning process to make it more effective.

Since 1996, the College has revised and restructured the internal governance process. (See Chapter 4.) This process more clearly defines the lines of communication and constituent input in the overall decision-making processes for the College. During the 2000-01 planning cycle, the responsibilities of the Internal Governance Core Committee were expanded to include those of the Planning Council of previous years, which helps to

better facilitate communication and coordinate the planning, governance, and budgeting activities for the College.

- 2) “Given the successive failure of operational levies; the current erosion of unrestricted budget support for Instruction, Academic Support, and Student Services (FY96); the heavy dependence on external funding for business and industry and contract training; the development of the 1995-96 budget with a planned deficit of \$268,000; and the financial inability to implement planned academic programming, the financial vitality and the ability of the College to respond to both current and future needs is a concern.”

The College filed a progress report with NCA in June of 1997, which addressed many of the financial concerns of the visiting team. (See Exhibit A.) The report was accepted by NCA and no further reports or actions were required.

Since the last visit, the College has taken many steps to solidify its financial base for operation and ensure the ability to respond to the growing needs of the community college district. Following a restructuring of the College’s bonded debt in 1998, a successful ballot measure was approved by the voters of the district that allowed a transfer of \$0.04 from the debt service levy to the operating levy. This represented a major increase in the College’s operating funds without the need for any additional increase in the total local property tax.

The College has pursued additional unrestricted state level support in response to the growth in student population. For the 2002 fiscal year, the state has included an additional \$238,000 budget adjustment in the College’s core allocation, which represents the first of three annual core adjustments to the College’s base funding to account for substantial growth in FTE.

The College has undertaken an extensive review of the proposed vocational programs advertised in the *1996-1998 Catalog* and has made decisions about maintaining or deleting programs based on student and community needs as well as available funding sources. The College currently only offers and advertises programs that are fully funded and in which students can obtain a degree or certificate in the appropriate amount of time. (See Chapter 10.)

- 3) “The team agrees with the previously cited NCA concerns regarding the College’s plan to assess student academic achievement. The team’s own review of the assessment plan and the on-campus evidence of its implementation indicate that substantial work is needed to further develop the plan and to more fully integrate it into institutional planning and resource allocation systems.”

Beginning in 1998 the College took steps to address the assessment of student academic achievement in a more formal manner. With the development of goal statements for the College’s general education program and the creation of an Assessment Steering Committee, made up of faculty representatives from each division, the College began to develop the formal process that is in place today, to assess student accomplishment of the

general education goals, which include the majority of the Associate of Arts degree requirements. (See Chapter 10.) The College has appointed a faculty member as the General Education Assessment Coordinator and provided the appropriate resources for the assessment program. The College has reevaluated the program review process for career-technical programs to include a strong student assessment program at various levels. The appointment of a faculty member as the Career-Technical Program Assessment Coordinator has greatly enhanced this level of student outcomes assessment as well. The College's overall assessment program represents a combination of state-level required measures and locally developed measures that together represent a broad range of student outcomes in targeted areas. The College faculty are primarily responsible for the development, administration, and review of all aspects of assessment at the department or program level, and for implementing the changes and improvements that have been a result of the ongoing assessment efforts. (See Chapter 10.)

- 4) "In light of the stated mission of the College, the team is concerned about the large number of college transfer courses offered in the catalog versus the number actually offered each year in the class schedule. A large number of courses do not appear to be offered annually with some being dropped due to lack of enrollment."

Since the last NCA visit, the College's course offerings have been reviewed and appropriate deletions and additions have been made in support of all existing programs. All academic disciplines in the College have reviewed and revised the Two-Year Plan of course offerings. (See Exhibit B.) This document presents the sequence of all course offerings at the College over a standard two-year cycle, ensuring that courses are offered in appropriate sequence and at a variety of times during the day and evening schedule. All programs in the Academic Affairs area are more effectively coordinating course-offering schedules so that the semester-to-semester course cancellation rate has dropped substantially as a result of this effort since the last NCA visit. In spring 1996, the cancellation rate was 16.8%; by fall 2001, the rate had fallen to 10.4%

- 5) "With the inclusion of several new technical programs in the 1994-96 catalog submitted to the review team and the admission of students into those technical majors and/or pre-majors, the College has not only raised the expectations of its external constituents but also made a commitment to those students enrolled. The inability of the College to fulfill this commitment and the negative impact of this decision on the external perceptions of the College is a concern and threatens the College's ability to fulfill Criterion Five. The accurate and fair representation of all programs placed in the Catalog and included in admissions materials must be guaranteed in the future."

After the 1996 NCA visit, the College reviewed all published and advertised programs and made the appropriate decisions about discontinuing some and fully offering others. The College has ensured that any students registered for programs that have been phased-out or discontinued over the years (Electronics Technology, Environmental Science) have had the opportunity to complete their programs in a reasonable amount of time and receive the appropriate degree or certificate. The college catalogs and admissions materials

published since the last visit have accurately reflected all programs and courses that are available to students, both on-campus and at distance sites. (Catalogs, brochures, and admissions materials are available in the Resource Room). Transfer students and students majoring in specific career-technical programs are guaranteed the opportunity to complete their specific degrees or certificates in an appropriate amount of time.

- 6) “The recently revised goals associated with the College Mission seem unclear. In light of the NCA expectation that they be ‘precise enough to allow the institution, its constituencies, and the Commission, to measure, either qualitatively or quantitatively, how well an institution achieves them’, further refinement of the objectives is needed.”

In the fall of 1998, the Planning Council undertook the process of revising the College’s mission and goals statements as part of the annual planning process. Through a series of Planning Council meetings and a college-wide discussion/feedback session, the College developed a revised mission statement and vision and values statements as well. This process and the resulting mission, vision, and values statements helped to clarify and focus the college community on its role as the community college serving the needs of all of its constituents in its service areas. The College is currently reviewing the mission, vision, and values statements again to ensure that they still appropriately reflect the direction, goals, and values of the institution. (See Chapter 3.)