

## **CRITERION TWO –**

*The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

## **CHAPTER 9 –**

*Academic Support*

## **CHAPTER NINE –** *Academic Support*

SCC maintains a number of entities in support of its academic programs. These include the ACE Center and the library—both housed in the Learning Resource Center. A comprehensive technology support program is in place including the Information Technology Department, the Instructional Media Department, and network support personnel. Computer laboratories are provided for fine arts instruction and other academic disciplines; the science and nursing programs are supported by laboratories as well. The College seeks to encourage professional development through various levels of funding, sabbatical leave, in-service programs, and an evolving Teaching, Learning, and Technology Center.

### **THE ACADEMIC AND CAREER ENHANCEMENT CENTER AND ITS PROGRAMS**

The Academic and Career Enhancement (ACE) Center, the college learning center, was established when the College opened in 1987 with student success as its primary mission. Administrative support has always been strong, and the Center has been an integral part of the College's offerings to students, rather than an add-on as learning assistance facilities often are. The Center provides academic support including tutoring, computer-aided instruction, and word-processing. Weekly workshops, class presentations on a variety of subjects, individual study courses, and training in study skills are also available through the Center.

An Adult Education and Literacy (AEL) site is located in the ACE Center and these students, after passing the GED test, often continue on with college classes. During the fall and spring semesters, assistance is available 69 hours each week, including evenings until 10 p.m. and Saturdays. As enrollment at the College has increased, so has the usage of the ACE Center. During the 2000-01 academic year, the Center received more than 34,000 sign-ins.

### POSITIVE SURVEY RESULTS

An employee survey taken in AY 2000-01 asked respondents to rate the service of the ACE Center. The results showed that for all employee categories, 95.3% rated the services provided by the Center as good or very good.

*2000 Employee Survey: ACE Center*

	VERY POOR	POOR	GOOD	VERY GOOD
Faculty	1 .8%	5 4.2%	58 49.2%	54 45.8%
Staff	–	–	25 80.6%	6 19.4%
Professional/ Technical	2 5.4%	1 2.7%	21 56.8%	13 35.1%
Administration	1 3.8%	6 2.8%	112 28%	17 65.4%
<b>TOTAL</b>	<b>4 1.9%</b>	<b>6 2.8%</b>	<b>112 52.8%</b>	<b>90 42.5%</b>

Each year the ACE Center surveys students who have used the Center; faculty members are surveyed as well. The surveys show an overwhelmingly positive view of the Center and the services it provides. The 2001 survey shows the following results:

- 98% of the students surveyed ranked ACE Center services as satisfactory or excellent.
- 89% of full-time faculty ranked ACE Center services as good or excellent.
- 87% of part-time faculty ranked ACE Services as good or excellent.

Each survey solicits suggestions for improvement which are then addressed; whenever possible, changes are made.

### SUPERIOR STAFF

The staff of the ACE Center includes an associate dean, five full-time learning specialists, an academic network administrator, four part-time learning specialists, a computer specialist (shared with Distance Learning), an office assistant, 12 or more peer tutors, and a number of Work-Study students. All the full-time learning specialists hold the Master's degree and one has earned a Ph.D. Virtually all serve or have served as adjunct faculty in the academic disciplines. There is very little staff turnover in the Ace Center. Staff members are highly visible in campus activities. In addition to teaching classes, ACE staff participate in committee work, assist in college planning, serve as advisors to student organizations, and support numerous other activities hosted by SCC for students and the community.

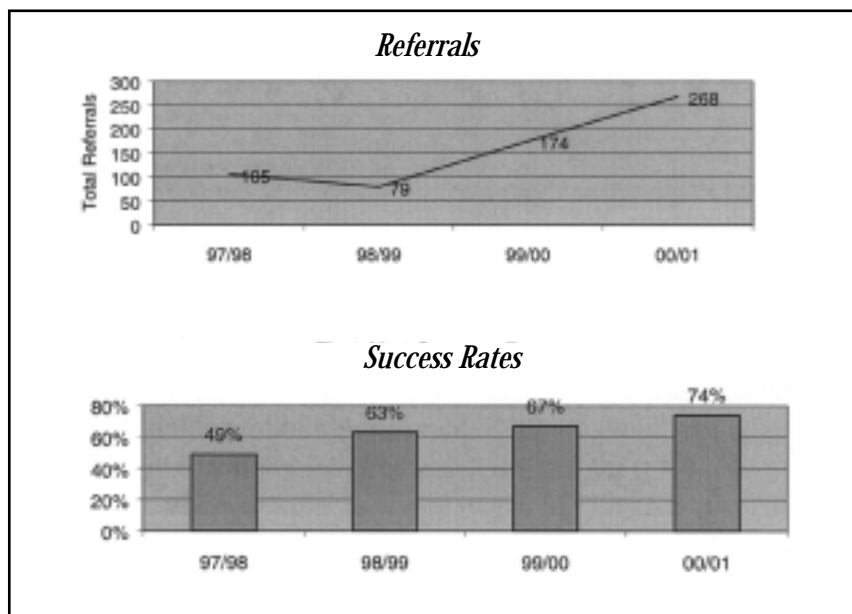
## PEER-TUTORING

The ACE peer-tutoring program is an asset to SCC. Student tutors are recommended by their academic departments and are trained in tutoring skills and techniques by the ACE staff. The program benefits the student tutors as well as those students receiving assistance. The peer-tutoring program has grown in the past few years to cover more subjects including history, accounting, nursing, and foreign languages, in addition to math, science, and English.

## FIRST ALERT PROGRAM

Students who are experiencing great difficulty in developmental or other classes during the first few weeks of the semester may enroll in, or be referred by their instructors to, the First Alert early intervention program in the ACE Center. This program provides counseling assistance and a structured remedial program. The number of students in the program has more than doubled in the last four years and the success rate (defined as students passing the course for which they were referred) has steadily risen to 74% for the 2000-01 academic year.

*First Alert Program*



The success of the Ace Center has not come without challenges. In fall 2001 the First Alert program had to refuse new enrollment after just one month of classes because not enough help was available for additional students. There is an increasing need for tutors who also fill vacancies when staff members are at committee meetings, attending college functions, participating in professional development activities, or giving workshops and presentations on and off campus.

## **COMPUTER LAB**

The computer lab is a positive feature of the ACE Center, providing computers, printers, and a scanner for student use. Numerous programs are available to students including math programs that support textbooks used in classes. The comprehensive Plato program is used extensively by college reading classes. Computers are networked and are online for Internet research. The lab is equipped with adaptive equipment for students with special needs.

## **DACE**

The Distance Academic and Career Enhancement (DACE) services are available to SCC students enrolled in credit courses at sites in Montgomery City, Eolia, and Mokane. Hours vary from semester to semester, based on student needs. Students may obtain help through DACE in various forms including the assistance of a learning specialist during posted hours, instructional videos, study skills instruction, tutorial computer programs, and word processing facilities.

The DACE Centers were put in place when Internet and ITV classes were offered to outlying counties. These sites were equipped with academic materials and tutoring was available during posted hours, as previously stated. It seems that these sites have had very little use. When usage data was requested from site coordinators, it was reported that no data had been collected. The students and instructors of these distance courses may be unaware of the services available.

Over the past five years the ACE Center has seen a proportional increase in usage as the College has grown in terms of headcount and credit hours. The ACE Center facilities are becoming increasingly crowded. Every seat is often taken in the computer lab, and the computers are so close together that many students have to hold their books on their laps. The math area is often totally full, and incoming students leave because no seats are available. The waiting time for tutors or learning specialists continues to increase, adding to student frustration. The plan is for the Center to move to larger facilities in about two years, but until then certain inconveniences persist.

## **THE LIBRARY**

The library is fully automated and state-of-the-art. There are two main departments—Public Services, which includes reference and circulation, and Technical Processing.

## **PROFESSIONAL STAFF**

The library has a knowledgeable, friendly staff, and professional reference service is available any time the library is open. The staff includes the Dean of Learning Resources who is a professional librarian. Four other staff members are professional librarians as well. All are members of the American Library Association and many are members of other professional organizations such as the Association of College and Research Libraries (ACRL) and the Missouri Library Association. The Dean is a member of the Missouri Bibliographic Information User System (MOBIUS) Executive Committee. (See Exhibit A for memberships). All librarians attend at least one national conference each year to remain current in the profession. There are nine additional support staff including the division secretary and a part-time computer specialist.

### **THE COLLECTION**

The collection includes 51,860 volumes, 309 serial subscriptions, and 6,006 audio/visual items. The number of print volumes in the library is below the ACRL standard for community colleges of comparable size. The minimum standard for community colleges with 3,000-4,999 FTE is 60,000. The print collection has increased greatly over the past four years, adding 17,371 volumes total, an average of about 4,300 per year. The LRC goals for 2001-02 submitted to The *College Plan* included reaching 67,000 volumes in three years by spending \$30,000 each year. This request was not funded. Moreover, due to budget constraints, the acquisition budget did not increase as much as in past years.

When the library achieves its goal of increasing the size of the book collection, more shelving will be required. Since enrollment is growing rapidly, it is important to not sacrifice seating capacity to gain shelving space.

### **LIBRARY TECHNOLOGY**

All public access computers have been updated and have Internet connections, which allows for access to the library's electronic databases and the online catalog from the library's newly revised web site, and in response to student comments from the library survey, the library updated the printers. Printing is provided free of charge.

### **MOBIUS**

In October 2000 the library became a fully functioning member of MOBIUS, the statewide library catalog. This system enables students, faculty, and staff to seamlessly search the holdings of other academic libraries in the state of Missouri. Patrons can request books from other MOBIUS institutions, and the texts are sent within two to three days. When all colleges have implemented the system, students, faculty, and staff will have access to 14 million volumes around the state. In order for the library to participate in MOBIUS, the automated system had to be replaced with Innovative Interfaces Inc., (ILL) the system adopted by the MOBIUS consortium.

Between January and June 2000, library staff requested 69 items for students, staff, and faculty using traditional Interlibrary Loan which can take up to one to two weeks. Since joining MOBIUS, students and faculty have requested 360 items themselves and the library staff has requested 23 items using ILL.

*Statistics on Borrowing and Lending Books in SCC Library  
Pre MOBIUS Jan. – June 2000 vs. Post MOBIUS Jan. – June 2001*

**III: Interlibrary Loan**

			Borrowed					
Borrowed		Loaned	ILL +		Borrowed	Loaned	Borrowed	Loaned
2000	ILL	ILL	2001	MOBIUS	ILL	ILL	MOBIUS	MOBIUS
Jan.	14	33	Jan.	38	5	62	33	56
Feb.	20	35	Feb.	79	4	30	75	80
Mar.	12	33	Mar.	111	7	32	104	105
Apr.	7	25	Apr.	71	5	36	66	87
May	1	21	May	25	1	22	24	77
June	15	21	June	59	1	20	58	111
<b>TOTAL</b>	<b>69</b>	<b>168</b>	<b>TOTAL</b>	<b>383</b>	<b>23</b>	<b>202</b>	<b>360</b>	<b>516</b>

**ON-LINE DATA BASES**

Since fall of 2000, students, faculty, and staff have had access to quality online full-text databases from any computer on campus or from home (one of the most requested items in surveys). Since 1996, the reference staff has evaluated the offerings of online databases and made several changes to better reflect the Collection Development Policy and the needs of patrons. (See Exhibit B.) Not only do the students, faculty, and staff have access to quality abstracting, indexing, and encyclopedic content through these databases but they also have access to more than 7,000 full-text magazine, newspaper, and journal titles.

**DISTANCE LEARNING SUPPORT**

The library has developed policies and procedures to support off-campus students. (See Exhibit C.) Before the proprietary databases became available from home, distance students had access to these resources from computers at the satellite sites. The catalog has always been available online. The reference staff has made every effort to post online all handouts available in the library for access by distance students. There are procedures for delivering materials such as books and articles not available online to students at the satellite sites. A form for requesting assistance is available online. In fall 2000 an online tutorial for using library resources was made available. (See library web site at <http://www.stchas.edu/library>). The reference staff provides instructional sessions over interactive television at the request of instructors.

While it has been a priority of the library to provide distance learners with complete access to library resources, the promotion of these services has fallen short since the use of the services is almost nonexistent. In talking with students and faculty it seems that most of the assignments given do not require library research. Faculty members are not aware that the library provides these services or how to access them so they are reluctant to assign library research. The reference staff composed a checklist for the distance-learning faculty to not only gauge the needs of the distance

students in specific classes but to also highlight library services and encourage contact with the reference desk. There is a brochure that is mailed to all of the Telecourse/ Internet students highlighting the services and providing instructions for access to the resources. (See the *Distance Learning Courses* brochure – Exhibit D.) The limited use of these services is troubling. The staff is aware of this and is making efforts to promote the services and make the use of resources easier for the distance learning students and faculty.

### **OTHER SERVICES**

In addition to standard reference and circulation services, the library provides a number of other services for patrons. A Table of Contents service is available for faculty and staff to stay abreast of recent articles in their areas of interest. Students can receive individual help in the form of a Library Research Consultation, by appointment. The library offers free printing and overhead pages for students. CD players are available for listening to reserve material for Music Appreciation classes. The circulation staff provides full reserve desk functions including help with copyright issues. The interlibrary loan services are free to students, faculty, and staff. They are used frequently and are highly rated on surveys. Many of these services are highlighted in the library newsletter *Library Editions*. (See Exhibit E.)

### **BIBLIOGRAPHIC INSTRUCTION**

The library provides skilled bibliographic instruction to meet the needs of patrons and faculty. The bibliographic instruction includes not only orientation to library resources but also instruction in use of the Internet and specialized instruction for specific classes. Each semester about 30% of students visit the library for instruction with their classes. Many students are required to take the Orientation to College class, which includes a visit to the library. Many other classes come to the library for instruction or the students are required to complete the online tutorial. Before development of the online tutorial, the reference staff provided walk-in orientation sessions. In a typical academic year, staff devoted approximately 88 hours of time to walk-in tours, serving a maximum of about 350. The online tutorial requires minimal staff time. During 2000-01, 696 used the online tutorial, allowing reference librarians to do more special instruction for specific classes.

### **ASSESSMENT OF SERVICES**

The library has conducted student and faculty surveys every spring semester since 1998. The reference staff has also made an effort to conduct exit quizzes in the library instructional sessions that are part of Orientation to College classes. The library has made a concerted effort to address any concern found in these assessments.

Moreover, these efforts appear to be working as *Student Opinion Survey* results show that 95% of students who have used SCC's library were either satisfied or very satisfied with the material in the library.

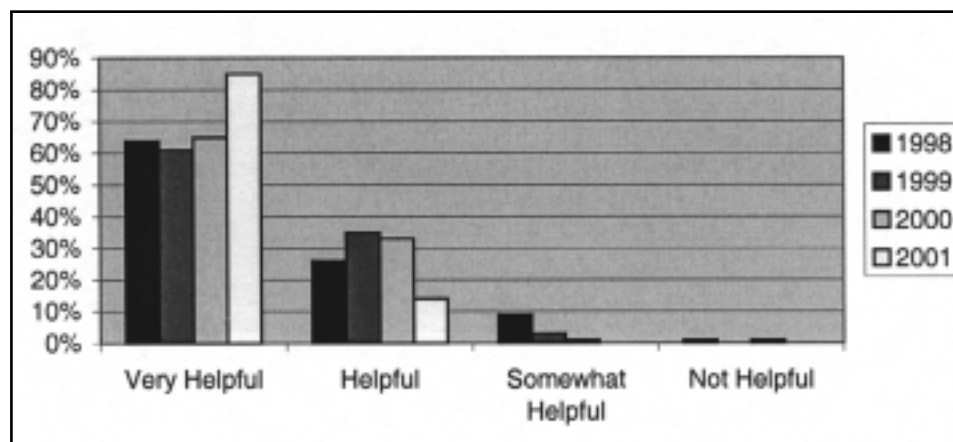
*Campus-wide Student Survey on  
Library Materials From Spring 2000 to Spring 2001*

LEVEL OF SATISFACTION	NUMBER OF STUDENTS	% OF ALL STUDENTS	% OF STUDENTS USING SERVICE
Very satisfied	126	24.8%	34.2%
Satisfied	223	43.9%	60.6%
Dissatisfied	17	3.3%	4.6%
Very dissatisfied	2	0.4%	0.5%
Have not used	140	27.6%	–
<b>TOTAL</b>	<b>508</b>	<b>100.0%</b>	<b>100.0%</b>

*source: Student Opinion Survey 00/SP to 01/SP*

Satisfaction has been high in the student surveys given by the library staff between 1998-2001. From the fall semester of 2000 through summer of 2001, the library has circulated 25,587 items, answered 8,752 reference questions, given instruction to 2,471 students, borrowed 206 items, loaned 450 through interlibrary loan (not counting MOBIUS transactions), and patrons conducted 53,339 searches on the online catalog. The Collection Development Policy was recently evaluated and revised to include the new Library Mission Statement and a new section on acquiring electronic resources.

*How helpful is the Library staff?  
(Student Response)*



In the *Student Opinion Survey*, the library services had the highest level of student satisfaction of all academic services. Of students who used the library's services, 96.1% were very satisfied or satisfied.

*Campus-wide Student Survey on  
Library Services From Spring 2000 to Spring 2001*

LEVEL OF SATISFACTION	NUMBER OF STUDENTS	% OF ALL STUDENTS	% OF STUDENTS USING SERVICE
Very satisfied	167	32.9%	43.7%
Satisfied	200	39.4%	52.4%
Dissatisfied	13	2.6%	3.4%
Very dissatisfied	2	0.4%	0.5%
Have not used	125	24.7%	–
<b>TOTAL</b>	<b>507</b>	<b>100.0%</b>	<b>100.0%</b>

*source: Student Opinion Survey 00/SP to 01/SP*

In addition, the *Employee Climate Survey* showed that for all employee groups, 96.6% believe that library services are either very good or good.

*2000 SCC Employee Survey: Library*

	VERY POOR	POOR	GOOD	VERY GOOD
Faculty	2 1.6%	3 2.4%	71 56.3%	50 39.7%
Staff	–	1 2.4%	24 57.1%	17 40.5%
Professional/ Technical	–	1 2.4%	22 53.7%	18 43.9%
Administration	1 3.7%	–	13 48.1%	13 48.1%
<b>TOTAL</b>	<b>3</b> <b>1.3%</b>	<b>5</b> <b>2.1%</b>	<b>130</b> <b>55.1%</b>	<b>98</b> <b>41.5%</b>

## **ACADEMIC TECHNOLOGY SUPPORT**

St. Charles Community College has demonstrated a commitment to keeping pace with the rapidly changing technological climate in education. This commitment is reflected in the College's Mission, Vision, and Values statements and in the President's Message published in the *2000-2002 Catalog*, as well as through visible changes in technological accessibility on campus. The Mission, Vision, and Values statements all make reference to incorporating technological advances and quality resources to enhance the achievement of students. The President's Message promises that with "a focus on advanced technology . . . the College is keeping pace with the growth of our community." These words are demonstrated in the tremendous forward movement that SCC has made in updating campus technology including an entirely rewired campus supporting the latest in telephony and computer advances, a new technology building designed to provide state-of-the-art instruction to students, easy access to technology for faculty, staff, and students, and ongoing training and support to accommodate the use of these technologies. While technology is an area that was previously somewhat underfunded on campus, and while funding continues to be a primary concern in the technology arena, a one-time technology grant of nearly \$1 million was received in 1999 allowing for substantial growth and updates.

Technological support is mainly provided by three sources – the IT (Information Technology) Department, the Instructional Media Department, and from network support personnel in the Business & Social Science Division, the Library, and the ACE Center.

On the front line of academic technological support are the various library resources, computer labs, technology classrooms, adaptive technology resources, recreational computer stations, and a computerized assessment center, all supported by the three areas listed above, as well as by various members of the SCC faculty and staff.

### ***INFORMATION TECHNOLOGY/BUSINESS & SOCIAL SCIENCE NETWORK SPECIALISTS***

The IT department is constantly challenged to keep up with the ever-changing technology landscape. This department supports the campus network infrastructure, the telephone system, the administrative computer and software, the Internet connection, the web server, and several hundred computers and their peripherals, including approximately 46 computers that are located off-campus at various RTEC sites. A staff of nine provides this support.

The Business & Social Science Division provides a Network Administrator and two Network Specialists to support the network that serves the academic computer classrooms and labs that are located in the Technology Building. In the core room of this building there are currently four servers that provide network accessibility to the 505 personal computers installed in the various classrooms and academic support labs in this building. A fifth server dedicated to Corporate & Community Development activities will soon be added.

Accomplishments include the successful Colleague R16 upgrade that will provide the groundwork for many new capabilities in the future, the successful Y2K rollover with no disruption of services, and a campus that is network ready, providing its users with technology to support student services and instruction. Additionally, the new Technology Building was opened in January 2001 and a tremendous amount of effort went into equipping the new building.

Each member of the SCC faculty and staff has a computer at his or her desk to provide instructional support and to perform the administrative duties of college operations. This gives each member of the SCC faculty and staff access to email, the Internet, the Microsoft Office suite of software, and Colleague. Other programs, such as desktop publishing software and Resource 25 (the College's room scheduling program), are installed on these computers to meet the individual needs of faculty and staff.

### **COLLEAGUE AND CERIDIAN**

Colleague is a comprehensive integrated software program that allows administrative support in the areas of enrollment management, curriculum management, financial management, and institutional research. Faculty and staff are given access to various components of this system based on responsibilities and needs. Ceridian was selected as the software package to manage the Human Resources and Payroll needs of the College. With these two systems running side by side, all departments of the campus have access to comprehensive programs.

### **TRANSITION TO COLLEAGUE R16**

During the transition to the updated Colleague R16, campus-wide training sessions were held to teach faculty and staff how to use this software and to demonstrate its capabilities. On-going training for faculty and staff on Colleague, as well as on the Office 2000 suite, e-mail, Internet functions, and other technological advancements that can be used in the classroom, is provided through the STEP staff development program. These courses are offered at a variety of times during the workday, and incentives are offered for attending the training sessions. Employees may also attend both credit and non-credit computer classes offered at SCC, without charge.

### **NEW TELEPHONE SYSTEM**

A state-of-the-art Internet protocol telephony system was installed in May 2001. With this system, computers are plugged directly into telephones, allowing cutting edge communications on campus. Training was held for all staff and faculty. The transition went smoothly with no interruption of service.

### **CLASSROOMS**

The recently opened Technology Building provides students with a state-of-the-art learning environment. The wiring provides faster response times for the computers, newly designed classrooms are set up as "smart" classrooms, and laboratories are available to students for support in their computer and other academic studies. The Technology Building houses 505 Pentium computers supported by four Windows 2000 Servers and three network support personnel, as well as an assistant in the general laboratory to provide support to students. The Novell servers were recently replaced by W2000 servers for added security. A fifth server will soon be added, dedicated to Corporate and Community Development. At that time, two of the original servers will be dedicated to downstairs classrooms and two will be dedicated to upstairs classrooms, maximizing the efficiency of the servers. The Corporate and Community Development server will strictly serve the C&CD classrooms, but will allow greater flexibility to meet the needs of local businesses and to address training issues on software that is not normally housed on SCC machines.

This building provided much larger computer classrooms allowing for better layout of equipment and increasing student workspace. Computers are set on modular workstations with power built into the tables, eliminating tangled cords underfoot. Monitors that were previously down below in the workstation are now on top of the workstation allowing much better visual access for the students and instructors. All classrooms are set up as “smart” classrooms, including multimedia projectors capable of projecting images from VCRs, teachers’ computer stations, or document cameras. There are speakers in the ceiling of each room for broadcasting lessons, videos, etc., over the speaker system, thereby enhancing the audio quality of the instruction. A station to accommodate disabilities is included in each classroom.

### **COMPUTER LABORATORIES**

The Technology Building currently houses one general computer lab equipped with 24 computers. A lab assistant is available for students. Computers are set up to mimic various classrooms for subjects such as computer science and business administrative systems. Of the 24 machines, ten are dedicated to multimedia, eight to business administrative systems, two are configured for operating systems, and four include programming languages. Additionally, subject specific labs include an MSCE and CISCO lab, Math Lab, Writing Lab, Humanities Lab, and Social Sciences lab. At present, there is no software in the main computer lab for math and CAD classes. CAD will require a dedicated machine in the lab. Students needing lab time in these subject areas must work in the math and CAD classrooms. There are computers available in a dedicated room to be used for Microsoft Testing. Currently, there are two machines available; however, it is hoped that this will grow into a full-fledged Microsoft Testing Center and will be staffed full-time. The general computer lab is open Monday through Saturday. Other lab hours are determined by department.

### **ACE CENTER**

The ACE Center, located in the Learning Resource Center, provides computer-aided instruction, word processing capabilities, and a computer lab for student use. One-on-one support is provided by two full-time staff—the Academic Computer Specialist and the Academic Network Administrator, as well as by a variety of Work-Study students and volunteers. It serves regularly enrolled students as well as those studying for the GED. Both areas use computer-based instructional programs. There are three machines provided and funded by the Accessibility Services office for use by disabled students.

### **MIDI MUSIC LAB**

Located in the Fine Arts Building, the Midi Music Lab includes workstations connected to keyboards. Musical Instrument Digital Interface software allows the computer to connect with musical instruments. This technology is used in music theory, foundations of music, and music typography.

### **ART MACINTOSH LAB**

Also in the Fine Arts Building, the Art Macintosh Lab includes a G4 server with new Macintosh computers, a color laser printer, and a black-and-white laser printer. Some of the software supported by this equipment includes Photoshop, Illustrator, Quark, and Macintosh Office. The lab is available to students from 8am until 10pm daily.

## MOBILE LAB

The Business and Industry department maintains a mobile lab consisting of 22 laptop computers, an LCD projector, and a portable overhead projector. This is used both on campus and off campus at sites such as local businesses to accommodate the growing needs of the community. An Academic Computer Specialist, who is housed in the ACE lab and shares his time between the ACE lab, B&I, and RTEC, provides support.

The *Student Opinion Survey* shows that of those students using the school's computer labs from the 00/SP term to 01/SP term, 97.3% were very satisfied or satisfied with these facilities. However, only 42.7% of all students surveyed responded that they have used SCC's computer labs.

### *Computer Labs*

LEVEL OF SATISFACTION	NUMBER OF STUDENTS	% OF ALL STUDENTS	% OF STUDENTS USING SERVICE
Very satisfied	107	21.3%	37.2%
Satisfied	173	34.4%	60.1%
Dissatisfied	6	1.2%	2.1%
Very dissatisfied	2	0.4%	0.7%
Have not used	215	42.7%	–
<b>TOTAL</b>	<b>503</b>	<b>100.0%</b>	<b>100.0%</b>

*source: Student Opinion Survey 00/SP to 01/SP*

## RTEC SITES

SCC provides instruction at off-site locations through the Regional Technical Education Council. An Academic Computer Specialist, who is housed on campus in the ACE Center, provides support. Instruction is also provided via interactive video technology (ITV) classrooms. These classrooms, located at the off-campus sites, are linked to ITV classrooms on campus with full, two-way video communication. Each room is outfitted with a teacher's camera, a student camera, video monitors, a document camera, a VCR, and a networked computer.

Classes are scheduled by Instructional Media, where a Multipoint Control Unit (MCU) is located. Instructional Media also maintains all equipment relating to these classrooms and provides one-on-one training (on equipment as well as adjusting instruction methods to this form of classroom delivery) to all faculty who will be using the equipment.

## COMPUTERS FOR CHILDREN

SCC has many younger students visiting and studying at the College as participants in the College For All Kids programs offered through Corporate & Community Development. The Child Development Center has computers in the classrooms, providing children access to learning programs and games. In addition, C&CD computers are used for learning programs and games in

these programs. In the past, obsolete equipment has been used in summer programs for older kids to take apart and rebuild.

### RECREATIONAL COMPUTERS

Recreational computers that provide students with Internet access are provided at two locations on campus. There are computers for student use in the Student Center outside of the cafeteria. They are available to students any time that college buildings are open. The Student Activities office, located in the College Center, maintains computers for student use. These computers are also set up for Internet and library access, and are available to students from 8am to 6:30pm M-TH and 8am to 4pm on Fridays.

The *Student Opinion Survey* showed that, of those students using SCC's recreational computers, 83.4% were very satisfied or satisfied. This leaves 16.6% of students who were either very dissatisfied or dissatisfied. The percent of students not using SCC's recreational facilities was 53.7%. Because the percent of students not using these machines is greater than the percent of students using them, the results of these surveys could warrant further investigation to determine if, indeed, these students have not used the machines by choice, or if there is actually an issue with availability on campus.

*Recreational Computer Availability*

LEVEL OF SATISFACTION	NUMBER OF STUDENTS	% OF ALL STUDENTS	% OF STUDENTS USING SERVICE
Very satisfied	54	10.7%	23.1%
Satisfied	141	27.9%	60.3%
Dissatisfied	28	5.5%	12.0%
Very dissatisfied	11	2.2%	4.7%
Have not used	271	53.7%	–
<b>TOTAL</b>	<b>505</b>	<b>100.0%</b>	<b>100.0%</b>

*source: Student Opinion Survey 00/SP to 01/SP*

### CHUCKVIEW

Chuckview is an on-campus electronic information system on which visual college-wide messages can be broadcast via monitors. Deadlines and upcoming events can be flashed across these monitors that are located in high traffic areas in buildings across the campus. These monitors can also be used to broadcast noteworthy events of political and general interest, such as presidential debates, etc.

### **WESTPLEX INFORMATION NETWORK**

The College is a sponsor of Westplex Information Network (WIN), a community information network. Through WIN, students can get free text-based Internet access or graphical access for a reasonable cost. Employees receive free graphical Internet accounts to use for their home computers.

### **ADAPTIVE TECHNOLOGY RESOURCES**

Through the Student Services and Corporate & Community Development divisions, SCC provides adaptive technology resources for use by qualified students with disabilities. Among the resources provided are two BAT personal keyboards (one-hand keyboards—one right and one left), the Dragon Naturally Speaking speech-to-text software program, JAW & Windows Eyes screen-reading programs, the Zoom Text Xtra Level 2 screen-reading and magnifying program, WYNN software that helps users to read, write, study, and comprehend more easily and effectively, OPEN BOOK-Ruby Edition reading software, a Solaris FM Receiver to aid in hearing in the classroom setting, and track balls as alternates to the traditional mouse. Students who need assistance in using on-campus technology are encouraged to contact either of the above mentioned departments to explore solutions to meeting their needs and improving the quality and degree of support available to them through campus technology.

### **INSTRUCTIONAL MEDIA DEPARTMENT**

The Instructional Media Department is staffed by two full-time professionals—the Instructional Media Manager and the Instructional Media Assistant. They share their work area in the LRC with a video archive, media equipment storage, video editing systems, and the hub for the College's interactive video network. Services provided by the Instructional Media Department include audiovisual set-up and assistance for classes and special events, satellite teleconferencing, recording of satellite programming, videotaping services, video production services, video duplication, producing interactive multimedia educational programs and presentations, recording and archiving of audio presentations, preparation of graphics materials for classroom use, scanning of materials for classroom use, archiving of images for faculty use, training of faculty for use of instructional media tools, assistance to faculty on use of instructional media tools, including traditional tools such as overheads and VCR's, and maintenance and troubleshooting of all college audiovisual and instructional media equipment. Instructional media tools are available for faculty and staff to check out.

### **TLTC EQUIPMENT, ISC, GATEWAY CONSORTIUM**

The Teaching, Learning, & Technology Center, located in the LRC, has equipment for faculty use. Equipment includes three computers, a VCR, scanner, a color printer, and a CD-ROM recorder. Available software includes: Premiere, After Effects, Photoshop, Omniscan Pro, Sound Forge, Shockwave Flash, Video Editing, Video Processing, Computer Graphics, Scanning, Audio Editing, and Web Editing. Most of this equipment was made available as part of the College's participation in the Gateway Consortium (a distance-education consortium of St. Charles Community College, East Central College, Jefferson College, and Mineral Area College). The consortium allows students to access courses through various distance-learning modalities that are not available on their

home campus. The consortium provides an Instructional Support Center (ISC) with staff that rotate from campus to campus one or two days per week to assist faculty members with distance learning technology issues.

### ***CLASSROOM EQUIPMENT***

Most classrooms have an overhead projector, VCR, and TV monitor. There are seven classrooms, designed as presentation classrooms, which have a VCR, laser disc player, audio amplifier, and video projector built into the room. As mentioned earlier, the Technology Building also has classrooms that include a data projector and audio amplifier.

### ***SATELLITE EQUIPMENT***

Two satellite dishes are mounted on top of the LRC building for receiving television signals. One satellite is permanently fixed on the Public Broadcast Service and Adult Learning Satellite Service satellite. This satellite is digital. The other satellite is a C band and KU band steerable dish that can downlink programs from any communications satellite. With these dishes, broadcasts are downlinked and provided to students, faculty, staff, and community members both through live downlinks and recorded rebroadcasts.

### ***VIDEO PRODUCTION SERVICES***

Another capability of the Instructional Media Department is to provide video production services via professional quality video cameras, lights, microphones, tripods, digital production switcher, and video editing systems. This system is used to record and archive many presentations and special events on campus, such as graduation and speeches. Productions have been used for presentations at conferences and over local cable channels. Additionally, the telecourses that are offered on campus require the duplication and labeling of hundreds of videotapes each year. Faculty and staff also request that videos be reproduced for classroom use. Most rooms on campus have the ability to receive video programming from the main system in the LRC. The system is used to send an electronic bulletin board, as previously mentioned, to TV monitors in selected locations around campus.

### ***TECHNOLOGY AS A STRATEGIC PRIORITY***

St. Charles Community College is emerging as a strong force in providing the latest in technology to support the academic endeavors of its students. This is attributable to a good grasp and understanding of campus needs by the personnel directly involved in technology updates, as well as to strong support from the decision makers in pursuing technological advances. The technology is supported by an extremely knowledgeable and dedicated staff of professionals capable of problem solving and searching out solutions to challenges. Additionally, the support of the College for expanding technological advantages to students has been confirmed by making technology one of four strategic priorities for SCC.

### ***NEED FOR A COMPREHENSIVE TECHNOLOGY PLAN***

SCC has been progressive in using available funding to make as much state-of-the-art technology as possible available to students on campus. Additionally, technology is used to provide alternate delivery methods, making education accessible to a wider range of students and to a less-tradition-

al student body. There seems to be a good prioritization of needs on campus, and while a solid, tangible technology plan has not yet been designed, there seems to be a good idea of the direction that the College needs to take for future planning. Training of staff and faculty is offered on a regular basis, providing the basis for a knowledgeable workforce available to provide support to both internal and external customers.

### ASSESSMENT OF CAMPUS TECHNOLOGY

Students seem generally pleased with the technology on campus. *Student Opinion Surveys* conducted from 00/SP to 01/SP showed that 96.1% of students were very satisfied or satisfied with these facilities. Only 4.0% of the students rated the facilities in a less favorable category. Almost 40% of all students indicated that they did not use the facilities at all.

#### *Student Computer Facilities*

LEVEL OF SATISFACTION	NUMBER OF STUDENTS	% OF ALL STUDENTS	% OF STUDENTS USING SERVICE
Very satisfied	85	16.8%	27.8%
Satisfied	209	41.2%	68.3%
Dissatisfied	8	1.6%	2.6%
Very dissatisfied	4	0.8%	1.3%
Have not used	201	39.6%	–
<b>TOTAL</b>	<b>507</b>	<b>100.0%</b>	<b>100.0%</b>

*source: Student Opinion Survey 00/SP to 01/SP*

Faculty and staff generally seem satisfied with the equipment provided. In a recent employee survey, when asked to rank the availability of up-to-date technology, 85.7% of employees responding gave a rating of good or very good. Results from questions relating to availability of labs, audio-visual equipment, computers, and ITV classrooms, in particular, provided similar results, with ratings in the good category ranging from 60.2% to 67.1% and ratings in the very good category ranging from 14.4% to 22%.

### FUNDING

The main concern remains securing adequate funding in the future to be able to continue growth in this important area, as well as to keep the existing equipment updated and maintained. With the ever-changing nature of technology, this is an ongoing challenge. The life expectancy of most hardware and software is about three years – a two-year rotation would be preferable. This requires a continuous influx of funding just to keep equipment up-to-date. It will be necessary to provide adequate funding for staff to keep up with the workload of upgrading, maintaining, and training in new technologies.

Funding for many technology updates is provided through Federal Vocational Education (Perkins) grants annually. This impairs quick implementation of changes and updates. Funding is provided for technology updates through departmental funding of specific priorities, as well as by the general operating budget, but total budgeting and spending for technological improvements will need to increase to keep up with current needs. Additional funding sources may need to be identified.

## **TRAINING**

Adequate training to ensure that faculty and staff take full advantage of the technology offered is an ongoing challenge. It is difficult to schedule training sessions to meet the wide variety of needs by faculty and staff on campus. Adequately meeting these needs also takes the time of staff members, and adequate staffing needs to be considered. In March of 2001, the Technology Branch Committee distributed a *Technology Training Needs Assessment Survey* to the campus. Starting in the fall of 2001 the committee will address those results.

## **SCIENCE LABORATORIES**

The College has six science laboratories that are serviced by two full-time laboratory coordinators. The science department has adequate funds to stock the labs with supplies and equipment. The laboratories meet almost all of the recommendations put forth by the American Chemical Society, which is the only professional organization that details facility requirements for two-year college programs.

The facilities for introductory and general level science classes are more than adequate. The facilities for these classes exceed those recommended by the American Chemical Society (See *Guidelines for Chemistry in Two-Year Colleges*—Exhibit F). A science resource/computer lab was implemented during the Fall 2001 semester. The science laboratory facilities fall short of those recommended for some advanced courses, e.g., organic chemistry.

There is adequate staff to support faculty in laboratory set-up and preparation. The lab support exceeds that recommended by the American Chemical Society (*Guidelines for Chemistry in Two-Year Colleges*). The labs were rated good/very good by almost 75% of the faculty in the *Employee Climate Survey*.

Data from the *Student Opinion Survey* (00/SP thru 01/SP terms) show that a high percentage of students are either very satisfied or satisfied with school's laboratory facilities.

*Laboratory Facilities*

LEVEL OF SATISFACTION	NUMBER OF STUDENTS	% OF ALL STUDENTS	% OF STUDENTS USING SERVICE
Very satisfied	65	12.9%	24.7%
Satisfied	193	38.2%	73.4%
Dissatisfied	5	1.0%	1.9%
Very dissatisfied	0	0.0%	0.0%
Have not used	242	47.9%	–
<b>TOTAL</b>	<b>505</b>	<b>100.0%</b>	<b>100.0%</b>

*source: Student Opinion Survey 00/SP to 01/SP*

Additionally, of those students who used SCC's laboratory facilities, 98.1% were very satisfied or satisfied. Only 1.9% were dissatisfied. However, 47% of all students admitted that they have never used SCC's laboratory facilities.

## PROFESSIONAL DEVELOPMENT

Believing in the importance of an engaged and engaging faculty, the College sponsors a wide variety of professional development activities. Professional development at SCC may be either self-directed or College sponsored. Funds are provided to each full-time faculty member in an individual professional development fund to be used at the faculty member's discretion. The amounts available to faculty have increased from \$350 in 1997 to \$600 per faculty member in 2000-01. Faculty use these funds to remain connected and current in their disciplinary fields. Results from the *Faculty Survey* indicate that funds are used for attending discipline related conferences (87%), joining professional organizations (35%), purchasing materials (35%), paying for coursework (35%), and attending non-discipline related conferences (21%).

### CRITICAL THINKING ACTIVITIES

From AY1995-96 to AY1999-00, the College provided additional professional development funds as an incentive to faculty who undertook to add critical thinking activities to their classes and/or use classroom assessment techniques to report the results. The number of faculty engaged in such projects ranged from 12-20 faculty members during that time period. Funds were provided to attend CT-related conferences and individual faculty were granted an additional \$500 in professional development funds. Reports of work on those projects are available in the Resource Room. (See Exhibit G.)

### PROFESSIONAL DEVELOPMENT GRANT FUNDS

In AY1999-00, the College expanded its focus by establishing a competitive grant fund for professional development, enabling faculty to propose projects and activities with costs in excess

of available individual funds. This replaced the previous program of limiting additional PDF funds to particular projects. In addition to expanding the scope of activities for which faculty could access additional professional development funding, the PDF fund incorporated peer review by a committee of faculty who recommended to the Vice-President for Academic Affairs.

In AY 1999-00, \$50,000 was made available for professional development grants. Twenty-two faculty applied for funding in that year. Most common uses for professional development funds mirrored the use of personal development funds—attending conferences in a discipline (15), attending conferences not in a discipline (12), purchasing materials and paying for coursework (8). Some creative campus projects were also approved.

In AY2000-01, 18 faculty applied for \$75,000 in available funds. During the second year, funding requests were reviewed and approved by the applicant's dean prior to being forwarded to the committee. Monies were divided by the Academic Affairs Office into three categories (\$30,000 Assessment, \$30,000 Technology, and \$15,000 Other). This resulted in some improvement in consistency of information included in the applications.

### **ACADEMIC EXCELLENCE FUND**

In AY2001-02, the Professional Development Fund has been replaced by the newly titled Academic Excellence Fund. The \$50,000 in this fund is available on a first-come, first-served basis to individual faculty or groups of faculty. Although no particular application format is specified, proposals must describe projects and include measurable outcomes aligned with the College mission and goals. Up to \$1,000 is available to individuals or up to \$2,000 for programmatic or curriculum projects. The peer review element has been eliminated and interested applicants work with their deans to develop proposals that are sent to the Vice-President for Academic Affairs.

The process by which faculty are granted additional PDF (now Academic Excellence funding) has been problematic. Lacking a commonly accepted definition of professional development, faculty and administration have had difficulty agreeing on the projects to be funded. Criteria for evaluating those proposals have not been clearly articulated, resulting in conflict among faculty, the faculty committee, and the administration.

Over the past two years, some monies from the fund were used to support committees doing institutional projects—assessment and general education review, for example. Some requests by these groups were handled through the committee and others directly through the Vice-President for Academic Affairs. Inconsistencies in application and approval processes have marred what promises to be an effective and innovative program.

### **IN-SERVICE**

College-sponsored professional development opportunities are offered prior to the beginning of each semester and often throughout the academic semester. Recent topics have included assessment, general education, developmental education, and applications of particular technologies. The chart below reflects faculty participation in various technology training sessions held during in-service and during the semester as reported in the Fall 2000 *Faculty Survey*.

*Use of Technology Support*

	YES	NO	NO ANSWER
Training – web page development	32	27	4
Training – power point	14	48	1
Training – ITV	15	44	5
Training – Colleague	52	10	1
Training – e-mail	41	22	0
Training – computer software packages	20	39	4
Training – other	15	25	13
Applied training received to classroom use	31	30	2
Used consortium staff (ISC)/equipment	19	44	0

The Faculty Development Committee consisting of five faculty and the Vice-President for Academic Affairs plans the faculty in-service activities. In-service activities take place at the start of each semester, the day after Labor Day, and for two days during the students' fall break. Various opportunities for training occur throughout the semester. In addition, a Part-Time Faculty Liaison, who is an adjunct faculty member, has been hired to address some in-service and support needs of part-time faculty. Participation by adjunct faculty is voluntary.

The College is beginning to add some enrichment activities into inservice programs. During the fall inservice in 2000 and 2001, faculty could choose sessions offered at the Art Museum and the Daniel Boone Homestead. Regular and systematic evaluation of faculty inservice could be used to improve the variety and quality of the offerings. More could be done in this area of faculty development.

***SABBATICAL PROJECTS***

After 12 semesters of continuous employment at SCC, full-time faculty are eligible to apply for a sabbatical worth one semester's salary and benefits. Faculty may take one semester at full pay or two semesters at half pay. For a time, faculty were allowed to teach a reduced load for two semesters at full pay. This option has been eliminated.

Four sabbaticals have been awarded since 1996 with two approved for AY2001-02. Faculty members returning from sabbatical leave present a report of their activities and accomplishments to the Board of Trustees in the semester following the sabbatical.

***TEACHING, LEARNING AND TECHNOLOGY CENTER***

Led by a faculty member with administrative release time and guided by an advisory committee, the Teaching and Learning Center (TLC) provided new faculty orientation, campus book discussions, satellite downlink programs, and sponsored groups of faculty involved in critical thinking projects

and/or Classroom Assessment Techniques (CATS). Additional interest groups included developmental education, English as a Second Language (ESL), and a Professional Development Committee. An adjunct faculty liaison provided in-service targeted specifically to adjunct faculty including an adjunct newsletter. All participation was voluntary.

A survey conducted during fall 2000 asked faculty to indicate which activities sponsored by the TLC they had participated in during the past several years. The chart below summarizes participation as reported by faculty surveyed.

*Teaching and Learning Center / Faculty Use*

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	YES	NO	NO ANSWER
Attended a satellite downlink program	29	34	0
Used resources in Teaching & Learning Center	37	26	0
Used information from in-service classes	30	33	0
Utilized CATS in coursework	39	24	0
Have input into Faculty In-service	30	33	0
Encouraged to propose sabbatical projects	25	37	0
Attended New Faculty Orientation	28	35	0

With the reorganization of the Academic Affairs Division in fall 2000, the Vice-President for Academic Affairs renamed the Teaching, Learning & Technology Center (TLTC) to better represent his vision of its role at the institution. In addition, as a part of that reorganization, the model changed. Where programming had been developed by a faculty member with administrative release time working with a faculty committee, the new structure calls for a full-time staff director working under the supervision of the Vice-President for Academic Affairs. There were administrative concerns about using faculty time in non-teaching roles when enrollment was increasing without a corresponding increase in full-time faculty. The faculty was concerned that the focus of the TLTC might be entirely on the technology rather than teaching. The lack of a shared vision among faculty and academic administrators is a persistent issue.

### ***TLTC DIRECTOR SEARCH***

In fall 2000, a search commenced for a full-time director for the TLTC. Although an offer was made in early 2001, the finalist declined the position after extensive negotiations. At that time, the intent was to re-open the search in fall 2001 when the candidate pool would begin increasing in size and quality. The director's position was put on hold due to state funding reductions. If money becomes available, the position may be re-advertised for January 2002.

Technology support continues to be provided by the ISC of the Gateway Consortium, with additional coverage provided beginning in fall 2001 by the College media services staff. The Faculty Development Committee assists the Vice-President for Academic Affairs in planning the in-service programs presented during the academic year. In addition, the new faculty orientation program is organized by the Vice-President for Academic Affairs and the Deans Council.

Other activities previously housed in the TLC (CATS group, Writing Across the Curriculum, Classroom Research) are no longer college sponsored. A reconstituted group of interested faculty calling themselves STARR (Successful Teaching and Reflective Research) meet on a regular basis and continue to discuss ways to use CATS and critical thinking projects to improve and inform their classroom practice.

The original Mission Statement of the SCC Teaching/Learning Center states, “Founded on no single pedagogy, but rather committed to the functioning as a venue for the transaction of many, the Teaching/Learning Center is a place of frank, congenial exchange among full-time and adjunct faculty about their craft and fresh encounters with primary and secondary educational sources in media ranging from traditional book form to teleconferences. At the same time that we are mindful of foundational precepts of teaching, learning, and assessment, faculty expect that new trends in education regularly will be brought to bear on our work, and we recognize the importance of responding proactively.” This mission statement continues to inform the College’s dream of what the TLTC can do and be. The challenge to arrive at a shared vision for the facility is ongoing.

### **STRENGTHS**

- ACE Center staff members and programs encourage and support student success.
- The library has cultivated a high level of satisfaction among students, faculty, and staff with its services and personnel.
- Home and office access to the on-line catalog, databases, and a variety of information resources is available to faculty, staff, and students.
- Comprehensive bibliographic instruction is provided for library users.
- Much progress has been made in supporting academic programs through technology.
- The College maintains well-equipped, state-of-the-art computer lab, and science lab facilities for all programs.
- The College demonstrates its strong commitment to professional development through its budgetary allocations for those activities.
- The College has committed to a center focused on teaching, technology, and student learning.

### **CHALLENGES**

- The ACE Center must move to a larger location in order to accommodate the increasing number of students seeking assistance.
- In order to ensure that the College can meet the challenges facing them with the future of technology, a college-wide Technology Plan is needed to determine exactly what needs are anticipated in the five-year picture and to budget and hire staff accordingly.
- More tutors must be hired and scheduled to help with the burgeoning First Alert program.
- Lack of a commonly understood definition of professional development has caused unnecessary conflict.

- For the activities and initiative of the TLTC to be most effective in addressing best practices in the classroom, the new TLTC director must have significant classroom experience. The TLTC has been without a director for almost two years.

### **RECOMMENDATIONS FOR THE FUTURE**

- Student workers on campus are periodically given pay raises, and funds should be built into the budget to compensate for these increases.
- More of an effort should be made to inform the instructors and students in distance learning courses of the services available to them. Usage data should be kept at each of the sites.
- Work toward the goal of 60,000 library volumes to reach the ACRL minimum standards.
- Renovate the space currently occupied by the ACE Center on the first floor of the LRC when it is relocated. This new space can be used for a teaching and learning center, a hands-on bibliographic instruction room, and additional shelving.
- While most areas have made excellent progress in the area of computer updates, some areas are long overdue for badly needed updates. Since labs are an important resource to the students, they should ideally be kept in a more up-to-date status. Additional computers on campus that allow students access to word-processing programs and printers for reports would also be helpful.
- As the College formulates medium to long-range plans, space should be set aside for more laboratory facilities to accommodate the expected growth in science enrollment.
- New laboratory space should be outfitted to accommodate advanced classes such as organic chemistry.
- Until laboratory facilities which meet the minimum recommendations for advanced classes are available, enrollment in these laboratory classes should be held to a number at which the present facilities would be adequate.
- Many conferences outside of the St. Louis region cost well over \$600 when considering the conference fee, travel expenses, room and lodging. This means that either the faculty must apply for additional funds, pay costs personally, or only attend a national conference bi-annually. A systematic review of available funds for individual faculty use should be made available to all faculty at the beginning of each semester.
- The College should find ways to encourage faculty currently incorporating technology into their classes to share their experience and expertise. Ideally, this could occur through TLTC initiatives.
- The College needs to complete and implement a comprehensive technology plan (including all forms of technology on campus, not just computers) that will serve as a basis for informed decision-making relative to new purchases, and schedules for replacement of existing technology across the campus.