

## **CRITERION THREE –**

*The institution is accomplishing  
its educational and other purposes.*

## **CHAPTER 10 –**

*Educational Programs*

## CHAPTER 10 – *Educational Programs*

In accord with its mission, St. Charles Community College provides transfer programs for students seeking the bachelor's degree and offers career-technical programs and certificates. All programs include a general education component appropriate to the degree being sought.

The Associate of Arts (AA) degree is “awarded to students completing the requirements of the academic transfer program with a minimum of 64 semester hours including 40 hours of general education courses.” (See *2000-2002 Catalog*). Students who have decided on majors and a specific receiving institution can follow a parallel transfer program for that institution. The transfer coordinator maintains 200 transfer guides for more than 34 colleges. The *Transfer Guide and College Contact Digest* is available in the Resource Room. (See Exhibit A.)

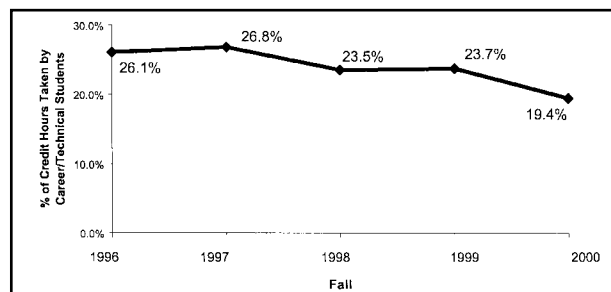
An Associate of Applied Science (AAS) or Associate of Science (AS) degree is “awarded to students completing the requirements of one of the career-technical programs with a minimum of 64 semester hours.” (See *2000-2002 Catalog*) Certificates of Achievement are awarded to students completing the requirements of one of the career-technical programs with a minimum of 30 semester hours. All career-technical programs have been approved by the Coordinating Board for Higher Education prior to their introduction at SCC as is required.

Requirements for completing all degree programs are clearly described in the catalog. Students may follow schedule guides which provide a semester-by-semester plan. Some guides are available in the catalog with others available in Student Services.

Enrollment at SCC has increased significantly over the past five years from a head count of 4,657 during fall 1996 to a head count of 6,226 during fall 2001. Full-Time Equivalent (FTE) student credit hours increased from 2,345 to 3,623 as more students enrolled as full-time students. This increased enrollment has challenged the College to provide both more space and more sections of courses.

As has been true since the College's inception, the majority of students continue to enroll in academic transfer programs. The number of students enrolled in academic program areas has risen substantially during the last two years while the growth rate of students in career-technical programs has been generally stagnant. Between 1996 and 2000, fall term credit hours taken by career/technical degree seeking students have decreased in relation to transfer students.

*Percent of Total Credit Hours Taken by Career-Technical Students by Fall Term 1996-2000*



## GENERAL EDUCATION

Until 2001, general education requirements for transfer students were prescribed in general terms in the *Missouri Transfer and Articulation Guidelines*. Requirements stipulated numbers of courses in particular discipline areas (3 courses in communications, 2 courses in the sciences, etc.). Community colleges in the state, including SCC, used those guidelines as the starting point for delineating courses to be taken by transfer students. At SCC, the curriculum committee recommends the courses that meet general education requirements within state guidelines. The committee may recommend additional graduation requirements or general education requirements where those additions seem appropriate to the College's educational vision.

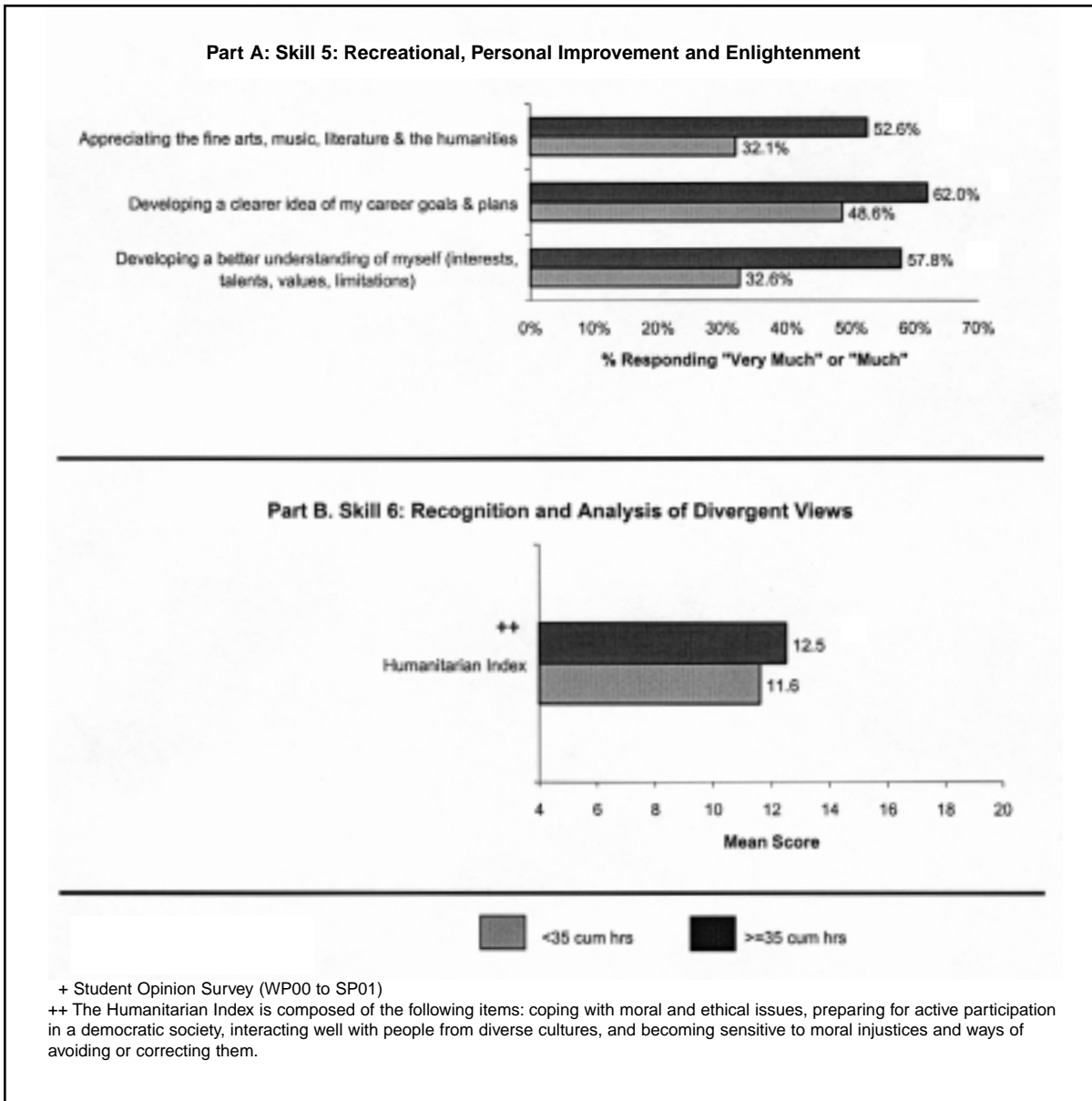
### CHANGES IN GENERAL EDUCATION

General education has been reviewed and changed since 1996. The 1998 revision began with the establishment of a mission for general education and the addition of goal statements for each category of required courses. The Curriculum Committee also identified seven embedded skills provided by general education courses. Departments were asked to review their courses and identify skills addressed. Department responses to that survey verified the inclusion of those skills in a large number of courses. The seven embedded skills and the percentage of general education courses addressing them are listed below:

- |   |      |
|---|------|
| 1) Make observations and record in an accurate way        | 84%  |
| 2) Exhibit problem solving skills                         | 87%  |
| 3) Develop the ability to apply knowledge in new contexts | 100% |
| 4) Critical thinking skills                               | 100% |
| 5) Recreational, personal improvement, enlightenment      | 63%  |
| 6) Recognition and analysis of divergent views            | 57%  |
| 7) College-level reading skills                           | 96%  |

All seven competencies were addressed in 375 of the courses meeting general education requirements. The *Student Opinion Survey* provided evidence that students completing 35 or more hours believe that they have made progress in the seven competency areas listed above.

*Students Responding That They Have Made Progress Toward Achieving Skill 5 and 6 Outcomes By Total Credit Hours Cumulated.+*



## **ASSESSMENT OF GENERAL EDUCATION**

During 1998-99, faculty began reviewing and revising the general education assessment process in light of the general education philosophy and goals recommended by the Curriculum Committee in spring 1998. The total number of general education hours required of each student and the particular courses required in the 1998 general education revision reflect a desire to minimize transfer problems for AA students. Before the revision, SCC required students to complete 45 hours of general education within the AA degree while the state required transfer core was 39 semester hours. Hoping to encourage students to complete the AA degree, the Curriculum Committee recommended decreasing general education requirements to 40 semester hours by eliminating the international studies requirement and the physical education requirement.

During AY1998-99, the Faculty Assessment Coordinator and Division Assessment Leaders in the four academic divisions were designated to work with discipline areas to develop general education objectives for each of the six subcategories within the general education requirements. Faculty members reviewed the specific course objectives and by the end of the academic year most had identified objectives congruent with general education goals. Faculty created instruments and processes to be used in AY1999-00 to measure student outcomes.

As is reflected in the *1998 Progress Report on Assessment of Student Achievement*, the College's first attempts at academic assessment involved using standardized testing to generate information that could be reported to the state for funding purposes. Using the ACT-CAAP critical thinking component, the College tested graduating students each spring. The results, reported as norms or averages and compared to state and national averages, provided comparative information but little specific information about what students knew or could do. Faculty had little involvement or interest in the process or ability to use the results.

## **DEVELOPMENTAL WRITING ASSESSMENT**

English faculty began expanding their holistic placement process by requiring a department final exam of all students completing either of the two basic (pre-college) writing classes. (See Exhibit A.) Observations from that scoring process and a review of pass/fail rates led English faculty to revise placement criteria and curricula in both Developmental Writing I and Developmental Writing II classes. Students demonstrating significant difficulties in sentence structure and weaknesses in supporting evidence when responding to a writing prompt were placed in Developmental Writing I. Instruction in that course became more focused on correcting sentence structure and the use of standard English. In addition, several reading selections were incorporated in that course to provide examples of professional writing. Those revisions improved the success rate of students in subsequent classes. (See Developmental Education discussion later in this chapter and *English Department Handbook*—Exhibit B—for more information.)

## **NEW GENERAL EDUCATION ASSESSMENT PLAN**

During AY1998-99, general education faculty structured an assessment plan based on locally devised general education goals and objectives. The plan provides information about students' progress toward specific objectives. The goal of each assessment plan is to improve coherence in curricula and student learning. Each of the areas represented in general education created an

assessment project, locally developed, to provide that information. For a detailed description of refinements in assessment process and a more thorough description of data currently available, see the *Assessment Manual*.

### **ASSESSMENT PROJECTS**

During AY1999-00, assessment projects in oral and written communications, humanities, social science, science, and mathematics were piloted. English, Speech, Science, and Mathematics used common final exams or exam items correlated to course objectives. Oral communication reviewed taped samples of required speeches and evaluated key skills reflected in student performance. The first semesters of collecting taped student speeches revealed significant equipment and taping problems. Although the taping requirement was not new, faculty did not typically review student tapes. The sample of student speeches revealed problems with audio pickup as well as problems with equipment maintenance and availability. Speech faculty incorporated a budgetary recommendation for video equipment and maintenance as a part of planning for the following academic year. In addition to reviewing taped speeches, speech faculty incorporated common final exam items into all SP101 final exams. Information on student performance on the final in conjunction with information on student performance on speeches was used by both full and part-time faculty to focus instruction in those classes. In addition, part-time speech faculty are now a part of the assessment process. (See Exhibit C.)

### **COMPOSITION II ASSESSMENT**

All English Composition II students write a required essay using sources previously distributed. Students receive a grade from their instructor and a random sample of student writing is evaluated independently by the English department reading team. Scores are reported by objective to all teachers in the program. After the first reading results were distributed showing that students were struggling with the use of source material, full and part-time faculty met to review both the curricular structure and the process used in classes for final exam preparation. Units on source usage and citation were strengthened in both required writing classes. A more structured direction sheet was developed for use in student final exam preparation. Subsequent readings of student essays in AY2000-01 reflected stronger student performance in these areas. During spring 2001, the department agreed to begin preparation to move writing assessment to a portfolio process. Currently, they are collecting samples of all writing done in three sections each of ENG101 and 102. During spring 2002, a subcommittee will analyze the writing and begin the development of an evaluative rubric. (See exhibit D.)

### **MATH AND SCIENCE ASSESSMENT**

On all final examinations, math and science use common questions which are keyed to specific core objectives. Data is aggregated and reported to faculty. Math faculty continue to struggle with problem selection for inclusion in instructors' final exams. Correlations between student scores on department generated problems and student grades in the course show no relationship at the present time. The department is reviewing methodology as well as core course objectives. Science faculty developed a set of common questions for each discipline which focused on student ability to apply scientific principles in that discipline. When results of the first assessment were

analyzed, it became clear that certain objectives were better measured in the lab portion of the course. Under the current general education requirements, all science courses, including those without laboratories, meet general education requirements. Based on the scores of students enrolled in non-laboratory classes, the science department recommended only those courses which required linked labs for inclusion in general education. (See Exhibits E and F)

### **SOCIAL SCIENCE AND HUMANITIES ASSESSMENT**

Social Science and Humanities gather artifacts from students enrolled in courses meeting general education requirements in those areas and score them using rubrics developed by faculty in each area. Those first assessment plans and results of the pilot were published and distributed to all faculty during the August faculty in-service in fall 2000. (See *Assessment Manual*.) Subsequent to that meeting, faculty made changes in the testing instruments and adjusted syllabi to include a specific general education focus if that focus was not previously apparent. Because the process was new and provided only limited data, faculty decided to accumulate a minimum of four semesters of data prior to major curricular review. In the humanities, a significant change resulting from this process has been the increased emphasis in pointing out to students the interconnected nature of humanities courses and the “way of thinking” that humanities share. The five discipline areas represented in social science have worked collectively and individually to develop better student assignments to submit for review. Since the current assessment plan asks instructors to select artifacts from their current assignments, the student work supplied to readers varies widely. Readers agreed that students’ skills were most evident in interpreting information to identify concepts and draw inferences. Students’ ability to apply terminology in context is also strong. (see Exhibits G and H.)

### **COMPUTER SCIENCE ASSESSMENT**

Courses in computer science are required as a part of the current general education core. Students may test out of this requirement by taking an examination to demonstrate their computer skills. The original assessment project developed for general education had no connection to that test out exam. After reviewing both the general education instrument and the test out instrument, computer science faculty have decided to develop an entirely new instrument which can be used for both purposes. While not included as a part of the new general education core, computer science continues to be a college graduation requirement. (see Exhibit I.)

### **EVALUATION AND CORRELATION**

The Institutional Research and Effectiveness Office is in the process of examining some locally developed instruments to determine validity and reliability. Preliminary results indicated that English and Speech results have a high correlation with student GPA. Correlations for Humanities, Computer Science, and Social Science rubrics look promising, but data is preliminary.

The *Student Opinion Survey* results indicate that 92% of students who are close to completing their general education believe that courses taken outside their major were valuable compared with only 80% of students completing fewer than 35 hours. Students at SCC believe in the value of their general education core.

## **STANDARDIZED TESTING**

While the College briefly suspended the administration of the ACT-CAAP, some limited standardized testing has been reinstated to insure state funding. Results of that test as well as results of locally developed testing are currently reported to meet the state assessment requirement. An assessment fact sheet is distributed annually to all members of the academic division and the Board of Trustees. That report includes CAAP data as well as locally developed data. Copies of those reports are available in the Resource Room.

## **CBHE GOALS**

At the same time that SCC was reviewing and revising its own general education goals and assessment, the Coordinating Board for Higher Education began a major project to review lower-division general education requirements for two and four-year colleges and universities. While the central goal was to improve transferability in post-secondary undergraduate education, the project sparked a statewide faculty discussion regarding the goals and competencies desirable in Missouri college graduates.

The result of that project was to require that all state-supported colleges and universities adopt eight statewide goals for lower-division general education as their own. The statewide committee provided suggested competencies, but individual colleges were able to create their own competencies as appropriate to their various institutions.

Copies of the state *General Education Matrix* are available in the Resource Room. (See Exhibit J.)

## **GENERAL EDUCATION REVISION**

During AY2000-01, a subcommittee of the Curriculum Branch Committee reviewed the College's current goals and objectives in general education areas with the objective of making them congruent with state mandates. Information from the assessment process proved useful in identifying courses to meet those requirements. In spring 2001, the Curriculum Branch Committee approved those recommendations, including the development of a general education capstone course. SCC's *General Education Matrix* is currently posted on the college web site to enable review and comment by other colleges and universities within the state. ([www.stchas.edu/divisions/aao/genedmatrix.pdf](http://www.stchas.edu/divisions/aao/genedmatrix.pdf)) Changes in general education goals and the adjustment of some competencies will necessitate a review and likely require several significant changes in the general education assessment program for the future. (See Exhibit K.)

During AY2001-02, general education faculty will begin reviewing the current assessment plan to determine the changes necessitated by the changed goals and competencies. While it is likely that some, if not all, locally developed tests will remain, the capstone course offers the opportunity to develop general education portfolios and to use a variety of standardized testing modules to provide comparative information about student performance. These decisions must be made no later than May 2002. The new general education plan, including assessment tools, will be implemented beginning fall 2002.

## ACADEMIC TRANSFER PROGRAMS

Most students enrolled at SCC transfer prior to receiving an AA degree. Follow-up data based on success of transferring students is generally difficult to document. However, both SCC and the state of Missouri have made some attempts to track student success over the past several years. Beginning in AY1996-97, both SCC and CBHE began a tracking project to evaluate enrollment patterns and success of transferring students. The numbers of students transferring has increased each year. In fall 1999, the last year for which data are available, 522 SCC students transferred to a wide variety of baccalaureate institutions. During AY1999-00, the majority of students transferred to UM-St. Louis (147), Lindenwood University (121), and UM-Columbia (42). This pattern of transfer has been consistent over the past four years. According to data provided by receiving institutions, 139 students graduated from public four-year colleges having begun their college studies at SCC. Within those same four years, Lindenwood University, an independent college, graduated 57 students who had completed 12 or more hours at SCC.

The *Missouri Statewide Community College Transfer Survey* was conducted in fall 1998 to examine student attitudes related to the transfer experience. Telephone interviews were used to gather data from two groups of students:

- 1) students who had completed at least 24 hours in a community college and were enrolled with a Missouri public four-year college or university in fall of 1998, and
- 2) students who completed at least 24 hours from a community college and graduated from a public four-year college or university in 1998. Two-hundred twenty students from SCC were included in the survey.

Survey results indicate that SCC students have a positive impression of their experience and that they consider themselves academically well-prepared. Attrition rates and average GPAs at receiving institutions show that SCC students are on average with students in other colleges in the state. Of the SCC students surveyed, 96% were either very satisfied or satisfied with their academic preparation for transfer. When asked if they would repeat their decision to begin at the community college before transferring, 86% of SCC students responded yes.

For three of five years between 1996 and 2001, SCC transfer students at the UMSL Honors College formed the largest or second largest number of transfer students accepted into their program. In AY1996-97 four SCC students transferring to St. Louis University graduated with academic honors. Evidence available seems to indicate that SCC students are academically well prepared and successful as they transfer to four-year institutions.

### **PROFESSIONAL PROGRAMS FOR TRANSFER STUDENTS**

Since 1988, SCC has maintained two specialized transfer programs articulated with four-year schools within the state. Beginning in 1988, students interested in completing degrees in Engineering at the University of Missouri-Columbia, and Rolla, St. Louis University, and Southern Illinois University-Edwardsville have been able to complete and transfer the first two years of an Engineering program at SCC. Course requirements for pre-engineering transfer students can be found in the *2000-2002 Catalog*. Beginning with the teacher education approval process revision

in 1987-88, community colleges in Missouri were able to offer specifically identified courses as part of the coursework in teacher education. Community colleges could offer up to 24 hours in teacher education with up to 15 hours eligible for transfer. The list of courses for teacher education transfer students can be found in the *2000-2002 Catalog*.

### **TEACHER EDUCATION REVISION**

The most recent revision of the state teacher education standards included a change of the program approval process for community colleges with a goal of facilitating articulation and ensuring student transfer. Beginning in March 2001, community colleges are able to use established benchmarks to create education programs for transfer equivalent to mid-level preparation at four-year schools. Beginning in fall 2001, SCC has added three courses to the core of courses available to students planning to teach at any level. New transfer and articulation agreements were established with Lindenwood University and University of Missouri-St. Louis where most SCC students transfer. Other agreements are in process with additional four-year schools. The College will publish the new program requirements in the new catalog; however, information for transfer students in education is available in the counseling offices. SCC's education program was fully accredited by the Department of Elementary and Secondary Education (DESE) in February of 1995 and will be reviewed again during the 2003-04 academic year.

### **CAREER-TECHNICAL PROGRAMS**

Since 1996, the College has reviewed its career-technical program offerings, adding some new programs and eliminating others. SCC currently offers 13 career-technical programs with various options. Specific requirements for each program are outlined in the *Catalog*. Many programs have articulation agreements with area high schools and/or four-year institutions. Each career-technical program has an advisory council composed of community and business leaders, professionals working in the field, educators, and government officials. Councils meet to advise the College on trends in the job market and educational needs for specific jobs. Minutes of those meetings are available in the Resource Room.

To meet community demands, the College has added programs in the areas of allied health, child-care, computer science, human services, and occupational therapy. It has revised programs in business administration and computer-aided drafting. The College has decided not to pursue programs in Engineering Technology and Environmental Science. Students already enrolled in the Electronics Engineering program have been able to complete the program in a variety of ways, including courses offered at both technical schools and other community colleges in the state.

The number of annual graduates in occupational programs has fluctuated from a low of 86 to a current high (AY2000-01) of 125. An analysis of total credit hours generated reflects a student body that seeks specific skills rather than degree completion. For example, Computer Science graduated only 14 students with an AAS degree during AY2000-01. During the same time frame, however, the program generated 4,581 credit hours with a headcount of 1,426. As is true of other programs, particularly those that are computer driven, students often focus on a specific set of skills rather than degree completion. See chart below for more detail.

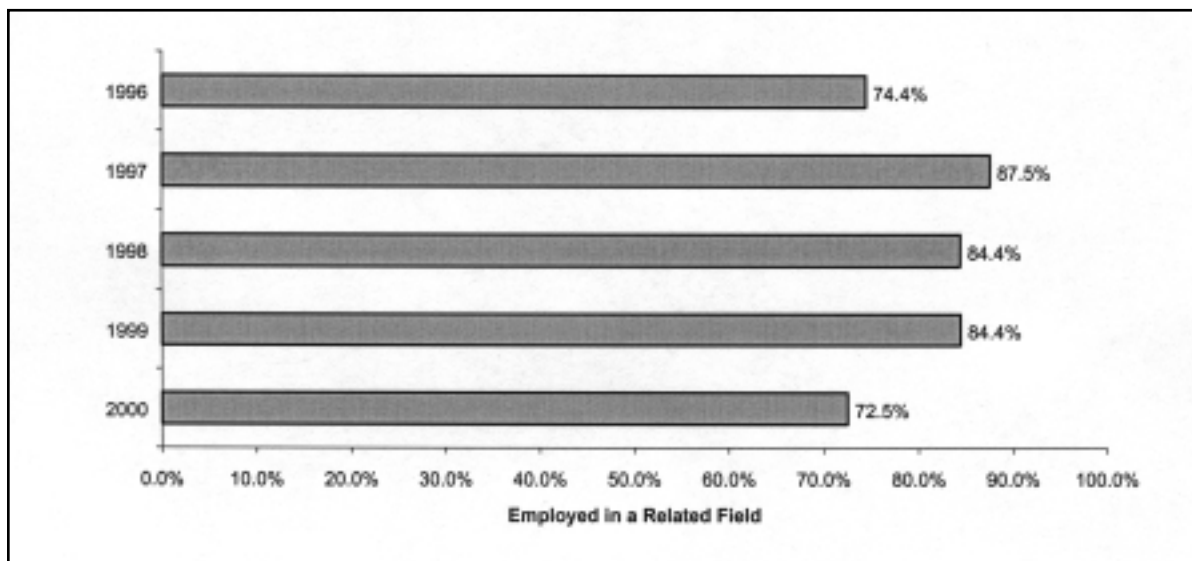
*Career and Technical Programs Productivity*

Program	AY 1996-1997			AY 1997-1998			AY 1998-1999			AY 1999-2000			AY 2000-2001		
	Credit Hours	Degrees	Certi- ficates	Credit Hours	Degrees	Certi- ficates	Credit Hours	Degrees	Certi- ficates	Credit Hours	Degrees	Certi- ficates	Credit Hours	Degrees	Certi- ficates
Accounting	1583	5		1812	2	1	1925	6	1	2094	3	2	2022	5	1
Business Administrative Systems	1199	5		1226	9		1071	10		1258	9		1324	9	1
Child Care	490			587	2	4	556	4	1	570	2		735	3	
Computer Aided Drafting & Man.	371			857	1		674	4	2	831	6	1	1041	6	3
Computer Science	4885	1	1	5104		3	6229	3	6	7656	5	8	9207	14	8
Criminal Justice	1231	1		1093	3		1199	2		1171	3		1314	3	
Electronics	294	11		233	3		275	5		84	3		9	1	
Graphic Communication	3211	3		3696	5		4119	10		3886	6		4120	13	
Health Information Technology	404	15		317	12		304	4		332	7		493	9	
Human Services	99			114			225			372	2		381		
Medical Transcription				39	3		26	2		21	1		8		
Nursing	2782	56		2019	43		1786	52		1874	32		2336	55	
Management & Marketing	3435	7	2	3018	1	2	4938	4	1	4917	6	1	4778	2	
Occupational Therapy Assistant													263	8	
Practical Nursing	572		15	507		15	433		12	420		11	444		9
TOTAL	20066	182	21	31774	84	25	33832	106	23	25128	91	23	29025	125	22

Although program coordinators prepare a five-year program review and analysis, the College has not yet established guidelines for reviewing program continuation based on enrollment, graduates, and other factors.

Two measures of the quality of career-technical programs are employment of graduates and licensure/certification exams. The chart below indicates the status of graduating students including employment status. While many SCC students graduating with an AAS degree choose to continue their education, those students are not included in employment follow-up data.

*Career-Technical Students Employed In A Related Field 180 Days After Spring Graduation Over Five Years*



Students who graduate from Allied Health programs typically must pass licensure/certification exams after graduation. The pass rate of SCC students on licensure exams in Registered Nursing, Practical Nursing, and Health Information consistently exceed both the national and state averages.

*Pass Rate on Licensure/Certification Exams*

REGISTERED			
NURSING	SCC	NATIONAL	MISSOURI
2000	93.8%	83.9%	84.6%
1999	92.3%	84.7%	83.1%
1998	95.3%	85.0%	81.4%

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PRACTICAL			
NURSING	SCC	NATIONAL	MISSOURI
2000	91.7%	85.0%	87.0%
1999	44.0%	86.3%	84.3%
1998	100.0%	87.3%	85.3%

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HEALTH			
INFORMATION	SCC	NATIONAL	MISSOURI
2000	100.0%	72.9%	NA
1999	100.0%	71.7%	NA
1998	100.0%	73.8%	NA

**CAREER-TECHNICAL PROGRAMS ASSESSMENT**

During AY2000-01, all career-technical programs implemented an assessment program using a variety of activities incorporated into a required capstone course. Standardized tests were administered to students in all programs as a general education measure. Career-technical program faculty met to determine the best way to add a testing component to their program review process. The faculty decided to use a combination of criterion-referenced standardized testing and portfolios to document student accomplishment and to review the effectiveness of AAS degree programs. Most programs chose to use two elements from WorkKeys as the standardized testing component. The chart below shows the tests used in by each program.

*WorkKeys Assessment Tests for all Career-Technical Programs*

Program Area	Number of Program Students Testing	Spring 2001								
		Test 1 Applied Math Pen/Paper 45 mins MC	Test 2 - Applied Technology Pen/Paper 45 mins MC	Test 3 Locating Information Pen/Paper 45 mins MC	Test 4 Observation Videotape 60 mins	Test 5 Reading for Information Pen/Paper 45 mins MC	Test 6 Teamwork Videotape 2 parts MC 40 mins each	Test 7 Listening/Writing LISTENING Audiotape 40 mins	Test 8 Listening/Writing WRITING Audiotape 40 mins	
Accounting	7	7				7				
Bus. Admin. Systems	9			9		9				
Child Care	5				5				5	
Computer Aided Drafting	5	5	5							
Computer Science	19			19		19				
Criminal Justice	8			8				8		
Graphic Communication	7				7			7		
Health Information Tech	8			8		8				
Human Services	3			3				3		
Management	3					3	3			
Occupational Therapy	8				8				8	
Practical Nursing	9							9	9	
<b>Total Students Testing</b>	<b>91</b>	<b>12</b>	<b>5</b>	<b>47</b>	<b>20</b>	<b>46</b>	<b>3</b>	<b>18</b>	<b>13</b>	

In addition, students worked individually with the capstone instructor to create portfolios and other materials appropriate to their program. Details of each program's assessment plan are included in the *Assessment Manual*.

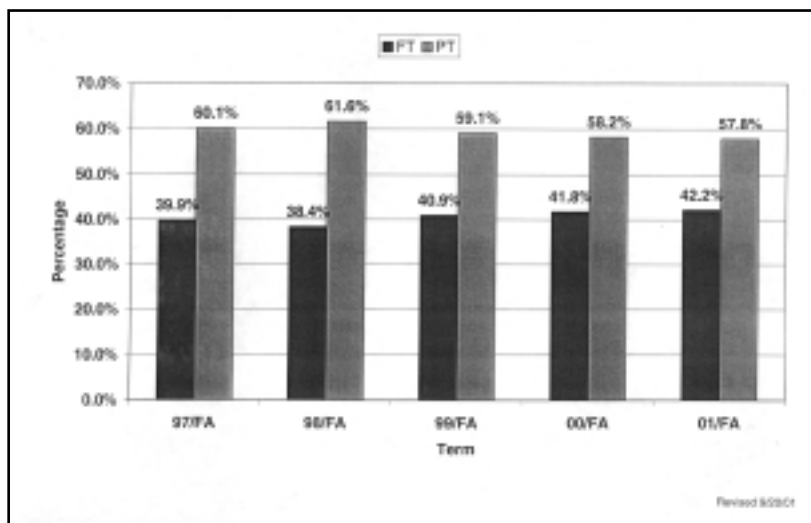
Since many career-technical programs are heavily dependent on technology, the College needs to create an integrated technology plan for procuring and maintaining an adequate technological base. During the past five years, additional state funding through DESE enhancement grants have provided additional resources targeted specifically to technology related expenditures. In the absence of a completely developed plan, expenditures have been made on a year-to-year basis.

Student Services and marketing personnel, together with program coordinators, have collaborated to recruit students and publicize the career-technical programs in area high schools. This effort has included school visits and presentations as well as targeted advertising. Additional efforts to promote programs to area residents and businesses offer the possibility of increasing enrollment in many of the career-technical programs.

## FACULTY

SCC full-time faculty members are well-qualified by degree and experience to participate fully in the development of curricula and programs offered by the College. A chart of degrees held by full-time faculty can be found in *Cougar Count 2001*. Full-time faculty numbers have increased by 13% over the past five years. In 1996 there were 60 full-time faculty: 38 academic faculty and 22 career-technical faculty. In 2001 there is a total of 68 full-time faculty: 45 academic faculty and 23 career-technical faculty. During the same time frame, student credit hours increased (55%) from 35,175 in fall 1996 to 54,472 in fall 2001. Notwithstanding the addition of seven full-time faculty, adjunct faculty teach the majority of classes in academic areas. As shown in the chart below, the percentage of student credit hours taught by full-time faculty has increased over the last 3-4 years.

*Percentage of Student Credit Hours Taught by Faculty Classification*



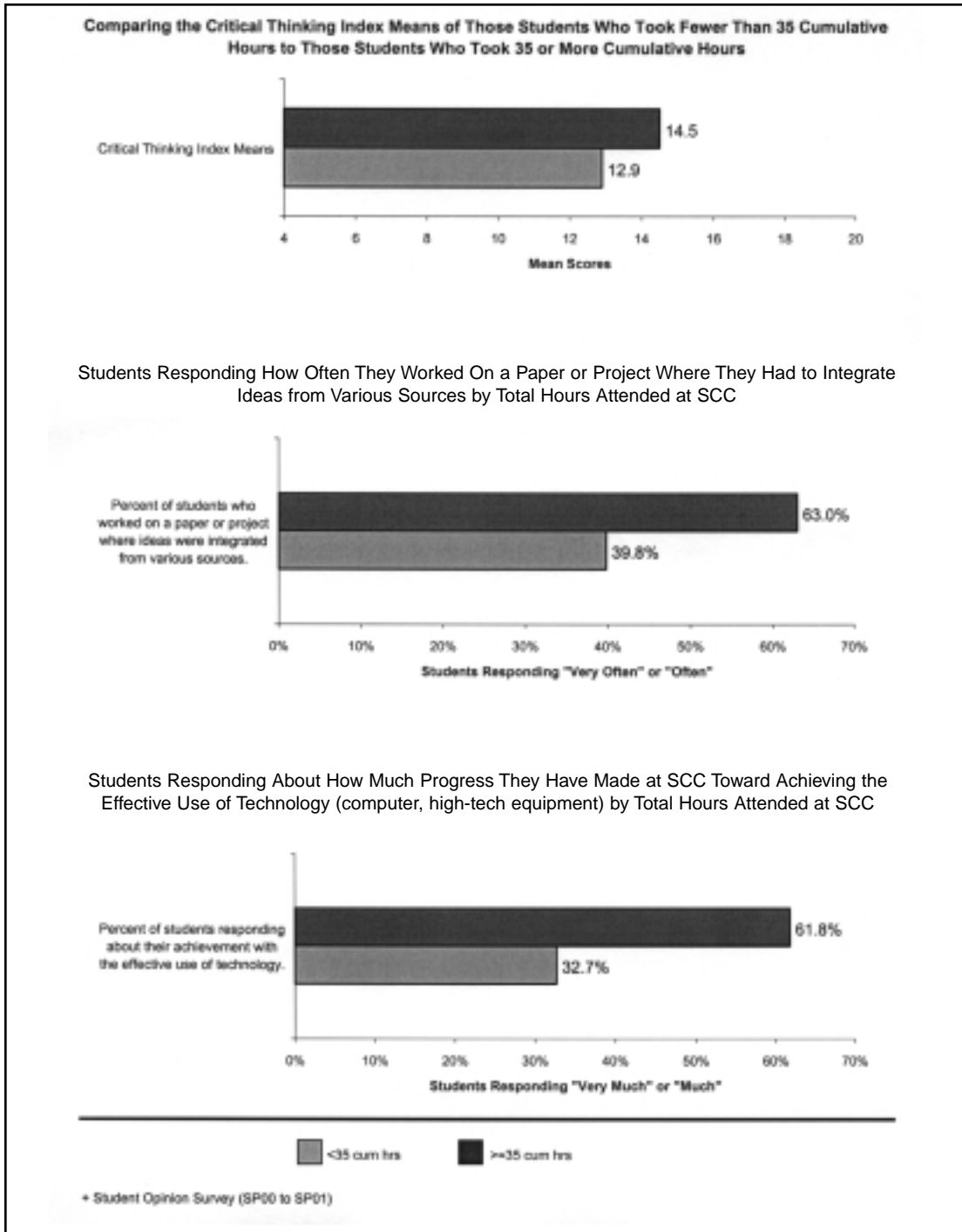
While extensive use of adjunct faculty can present challenges to curricular coherence, the college monitors the quality of instruction in two ways. Adjuncts in academic areas are required to have the same qualification and experience as full-time faculty. In addition, with the reorganization of academic affairs, full-time faculty are assigned coordinating responsibility in their disciplinary areas to insure instructional consistency and quality.

Because of significantly smaller numbers of students and the requirement of various accrediting bodies, fewer adjuncts are used in career-technical programs. Nonetheless, adjunct faculty are important in career-technical programs. Using adjuncts who are currently employed in career-technical fields enriches students' educational experience. The combination of full-time faculty and current practitioners offers a more varied educational experience for students. An example can be found in the Criminal Justice Program in which adjuncts are police officers, attorneys, and judges.

In a survey of faculty instructional practices, 62% of all faculty indicate the use of Classroom Assessment Techniques (CATS) in classes. Both students and faculty report extensive use of cooperative learning techniques in their classes. In a student survey, almost two-thirds of students agree that small groups and/or group work are used occasionally, while 30.4% indicate frequent use. In addition, students are satisfied with the out-of-class availability of their instructors with 81.3% satisfied or very satisfied.

SCC faculty have traditionally focused on incorporating writing, critical thinking, and computer literacy into as many courses as possible on campus. These priorities are reflected in the identification of embedded skills and the curricular analysis done by faculty as a part of general education review. An analysis of student opinions indicated that students believe that they have grown significantly in these areas. Students were asked to estimate how often they worked on a paper or project where they had to integrate ideas from various sources. Analysis of the data shows that students agree that represents a common assignment. The longer students stay at SCC, the more likely they are to be asked to produce synthesis papers. Of those students who had 35 or more credit hours at SCC, 63% indicated that they had been assigned synthesis papers. Of those students who have earned fewer than 35 credit hours, 40% reported engaging in these assignments. Additional questions asked students to estimate how much progress they have made toward using technology effectively. Again, while all students indicate some progress, students completing 35 or more credit hours reported more progress (62%) compared to students who had fewer than 35 credit hours (33%). Students also believe their critical thinking skills improved in the following specific areas: thinking analytically and logically; drawing conclusions after weighing evidence, facts, and ideas; evaluating ideas, materials, and methods critically; and putting ideas together, to see relationships. Again, as the number of credit hours taken increases, students feel more confident in their ability to think critically.

*Student Self-Assessments About Their Critical Thinking, Writing, and Computer Literacy Skills  
By Total Hours Completed at the Time of the Survey.+*



At present, faculty are reviewing how the new general education goals of higher-order thinking and managing information relate to a long-standing commitment to critical thinking, writing in all classes, and computer literacy.

## SPECIAL PROGRAMS/SPECIAL POPULATIONS

Serving a diverse population requires willingness to add courses and adapt regularly offered curricula to meet the needs of specially identified populations. In addition to accommodations to the identified disabilities population and a learning center providing tutoring assistance to students in academic areas, SCC has identified the populations/programs discussed below. (See Chapter Nine—Academic Support for a full discussion of support services for students.)

### DEVELOPMENTAL STUDIES

As an open-door institution, SCC admits any student with a high school diploma or GED. Students having neither may be admitted under ability-to-benefit provisions. Central to the success of underprepared students, developmental studies courses enable students to gain entry-level skills which will lead to success in college-level classes. Developmental courses are offered in skill areas (math, reading, and writing) and all entering students are required to take placement tests prior to enrolling in English or Mathematics courses. Placement in Mathematics and English courses is mandatory. Typically, more than 60% of entering freshman place in one or more developmental courses.

*Number of Students Assessed Into Developmental & Non-Developmental Courses From AY1998-99 to AY 2000-01+*

	DEVELOPMENTAL	NON-DEVELOPMENTAL	TOTAL
AY 1998-99	4,863 (63.3%)	1,688 (34.7%)	6,551 (100.0%)
AY 1999-00	4,944 (64.6%)	2,709 (35.4%)	7,653 (100.0%)
AY 2000-01	4,823 (66.6%)	2,421 (33.4%)	7,244 (100.0%)

*+ Development test areas include: Math, English & Reading*

Students who place at developmental level in all three areas may enroll in a limited group of specially identified courses including Orientation to College, but are not permitted to enroll in other college-level classes during their first semester. Central to ensuring student success is the additional tutoring and assistance provided by the First Alert Program housed in the ACE Center. While not all First Alert Students are enrolled in developmental courses, many are. Student success in

developmental classes is enhanced by the additional connections made when students are enrolled in the First Alert program and/or seek additional tutoring in the ACE Center. (See Chapter 9– Academic Support–for details of this program.)

A first measure of the success of the developmental studies programs is the examination of pass rates for those courses. The pass rate in remedial credit courses has steadily risen from 1996-99 as seen on the chart below. As the focus on identifying and contacting students who placed in developmental studies to provide additional tutoring and assistance outside of class has intensified, the success rate of students in those courses has gradually risen. In addition, both the mathematics and English departments have closely reviewed placement testing criteria to facilitate student placement in courses appropriate to their skill levels.

*Student Success in Remedial Credit Courses*

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YEAR	PASS RATE	REPEAT RATE	WITHDRAWAL RATE
00/FA	60%	10%	13%
99/FA	62%	8%	15%
98/FA	60%	8%	11%
97/FA	58%	10%	14%
96/FA	56%	15%	13%

*The pass rate, the repeat rate, and the withdrawal rate equal the percentage of P, R, and W grades given respectively of all letter grades.*

A second measure of developmental studies success is the success of these students who complete developmental studies in subsequent courses. In 1998, the Academic Affairs Office undertook a study of students enrolled in developmental English from 1992-96. The study examined the success of students who passed a developmental writing course and enrolled in the next course in the sequence within the subsequent three semesters. An analysis of the results strongly suggests that developmental writing students are being successfully remediated. Students coming through the developmental sequence are as likely to pass the higher-level course on their first attempt as are students who place directly into that course. A copy of this study is available in the Resource Room. (See Exhibit L.) The study also suggested that students receiving a grade of R (repeat) did not re-enroll in the course. In response to this finding, the English department adjusted placement criteria for the two developmental writing classes. As a result, more students were placed in Developmental Writing I based on a more stringent skill level requirement. The change in placement criteria may account for the increased success of students in the developmental sequence and the decreasing number of repeat grades.

*Success of Students Who Placed Into Courses*

<b>Course</b>	<b>Success Rate</b>
Eng 095	51.4%
Eng 096	57.9%
Eng 101	63.0%

The College is currently undertaking additional follow-up studies of students enrolled in both mathematics and English remedial courses.

Another measure of successful remediation is the number of students originally placed in developmental courses who complete degrees. A report of graduates from AY1996-97 through 1999-00 indicates that one-third or more of the graduates during those years also completed remedial coursework.

*Graduates Who Took Remedial Coursework*

<b>ACADEMIC YEAR</b>	<b># OF GRADUATES (HEADCOUNT)</b>	<b># GRADUATES WITH REMEDIAL COURSEWORK</b>	<b>% GRADUATES WITH REMEDIAL COURSEWORK</b>
2000-01	400	138	34.5%
1999-00	318	110	34.6%
1998-99	365	127	34.8%
1997-98	316	111	35.1%
1996-97	292	85	29.1%

**ESL PROGRAM**

In the early years (1987-1992) the College had few English as a Second Language (ESL) students and no special programs for their assistance. As that population increased, the ACE Center staff and tutors in the Literacy Education Action Program (LEAP) provided assistance. However, personnel with ESL training were not available. To improve services, the Adult Education and Literacy program established a free, Level 1, ESL class and the College hired an English faculty member with expertise in ESL.

The current ESL program contains two components, providing a fairly seamless progression for improved English fluency. The free AEL program consists of three levels of conversation/culture/life skills classes for students with very limited English proficiency followed by developmental level college English classes. From there students transition into “ESL friendly” ENG 096, Developmental Writing II, or the standard ENG 101 and 102 courses. In addition, the ACE Center now provides specialized tutoring to ESL students including the English ESL faculty member who is available for 3 hours each week.

In a study of ESL effectiveness completed during fall 2000, the success of students successfully completing ENG088/089, English as a Second Language, was compared to the success of students enrolling directly in college-level writing classes. Those ESL students who went on to take an English course for credit were just as successful as those who placed directly into college-level writing classes. The ESL program appears to be effective in giving students the necessary skills to be successful.

### **DUAL ENROLLMENT**

High school juniors and seniors (16 or older) with a GPA of at least 2.5 and with written permission of a parent and high school counselor or principal may take up to 6 credit hours of college courses each semester at SCC. This program allows qualified students to study subjects not offered by their high school and offers the opportunity to begin collecting college credit. If students plan to take math or English courses or if they plan to take the full 6 credit hours, they must take the SCC assessment test for correct course placement.

The number of students in this program has steadily increased, with a total of 263 students enrolled during spring 2000. Because of steadily increasing enrollment, criteria for admitting high school students have been reviewed. At the request of area high schools and college faculty, the student GPA was raised from 2.0 to 2.5 beginning fall 2001. In addition, dually enrolled students are not permitted to enroll in developmental (pre-college) courses in mathematics and English. Because one area school district eliminated reading classes for high school students, the College has continued to permit dual enrollment in reading classes at the request of the school district.

The latest data available analyzes information about 207 students enrolled during spring 2000. A college study indicated that dual-enrolled students have a decided preference for the AA transfer degree (70.7%). In addition, a majority (60.1%) of dual-enrolled students took courses in the Business and Social Sciences Division. Only 5.6% of the courses taken by dual-enrolled students are classified as developmental.

The academic success of the dual-enrolled students from spring 2000 can be seen in a comparison of the term GPA and term persistence (percent of credit hours completed) between these students and a similar sized, random sample “transfer AA” students. Dual-enrolled students show a significantly higher GPA and term persistence percentage rate. Dual-enrolled students show no significant statistical difference in cumulative GPA compared with students in a random sample of AA transfer students. However, this data is based on one semester. A longitudinal analysis of the retention and completion data for dual-enrolled students is underway. The preliminary data shows that after two terms, 28.1% of dual-enrolled students are still attending the College and, thus far, 3.5% have received SCC degrees. Some SCC faculty members have voiced concern that these less mature students may cause behavioral problems in the classes they take. No studies have been undertaken to establish the validity of this concern, and no students have been referred to the administration for disciplinary issues.

**DISTANCE LEARNING**

Distance learning began with the introduction of two telecourses in 1992. Today the College offers video courses, online courses, and interactive television (ITV) courses. Course content is subject to faculty review to ensure curricular coherence. The Distance Learning Office provides administrative support services for distance learning. In addition, the library and ACE Center provide learning support including web-based library services, online tutorials, and on-site tutors.

The student success rate in distance classes is less than that in on-campus classes. Data collected by the Academic Affairs Office indicates that the withdrawal rate is higher and the pass rate lower for students enrolled in telecourses compared to their on-campus counterparts.

*Student Success in Telecourses  
Versus Classroom Based Courses Through Fall 2000.*

COURSE	TELECOURSE		CLASSROOM		INITIAL SEMESTER OFFERED AS A TELECOURSE
	PASS RATE	WITHDRAWAL RATE	PASS RATE	WITHDRAWAL RATE	
ART-101	77%	12%	82%	9%	93/FA
BUS-101	67%	14%	72%	11%	98/SP
HIS-101	53%	28%	64%	18%	94/FA
HIS-102	66%	20%	72%	14%	94/SP
PSY-101	66%	9%	81%	9%	93/FA
PSY-201	45%	12%	90%	7%	95/FA
SOC-101	72%	18%	78%	12%	93/FA

For Internet Developmental Writing Classes, the failure rate is almost twice that of students enrolled in on-campus courses. However, a review of the relative proportion of letter grades given reveals that students who persist in these courses have just as good a chance of doing well as those completing the course on campus. Retention of students in distance learning courses seems to be the primary cause of high failure rates. The College may need to study student demographics to see if there is a profile of a successful (or unsuccessful) distance learner to improve advising. In addition, a targeted survey of those students who withdraw may give some insights into problems students encounter with distance learning. The table below compares student success in Internet courses to classroom-based courses.

*Student Success in Internet Courses  
Versus Classroom Based Courses*

COURSE	<b>INTERNET</b>		<b>CLASSROOM</b>		INITIAL SEMESTER OFFERED AS AN INTERNET COURSE
	PASS RATE	WITHDRAWAL RATE	PASS RATE	WITHDRAWAL RATE	
ANT-102	54%	34%	80%	11%	98/FA
CHM-103	63%	13%	86%	11%	98/FA
COL-101	47%	30%	76%	11%	99/SP
ENG-095	53%	0%	56%	12%	98/FA
ENG-096	39%	42%	58%	15%	98/FA
MUS-111	54%	46%	67%	16%	00/SP
SOC-101	59%	19%	76%	12%	98/FA

Evaluations of distance courses highlight problems created in some cases by unreliable or unfamiliar technology. SCC's participation in the Gateway Consortium resulted in the sharing of technological staff available to assist instructors with online class materials. Equipment for ITV in remote sites has malfunctioned with surprising frequency. (For more details about the Gateway Consortium, see Chapter 9.) Beginning fall 2001, the type of equipment being used for ITV classes has been changed and upgraded. The College anticipates the equipment will be more reliable. ITV instructors are given an orientation to equipment usage with a second session on presentation techniques available.

The College has faced challenges in determining compensation for various formats for both course development and course delivery. Two branch committees created a joint task force during AY1999-00 to address the issue of compensation for distance course delivery. The committee recommended changes, but the proposal has not been officially adopted. In the meantime, the distance learning supervisor has made adjustments using some ideas from the proposal.

Intellectual property issues were successfully resolved in spring 2001 with developers of courseware retaining ownership and the College retaining use of material.

**REGIONAL TECHNICAL EDUCATION COUNCIL (RTEC PROGRAM)**

During AY 1996-97, the College began developing a Regional Technical Education plan in response to Senate Bill 102. That bill directed community colleges to work with vocational/technical schools in establishing postsecondary technical education degrees for an expanded service area. The five-year funding plan created by CBHE envisioned the statewide implementation of a system to train highly skilled technicians to enter Missouri's industries. In response, the College developed a program to deliver career-technical education to residents of its RTEC service region which included four rural counties—Lincoln, Callaway, Pike, and Montgomery, as well as St. Charles County. Substantial funding for that purpose (\$3.561 million to SCC during the 5-year period) was provided.

ed through targeted state budgeting. Because of travel distances of up to 200 miles round trip, SCC developed agreements with several local school districts establishing distant sites at Mokane High School in Callaway County, Montgomery High School in Montgomery County, and Pike/Lincoln Technical Center in Pike County. During the past four years, RTEC has offered a combination of AAS degree-specific courses and various general education courses via distance modes (ITV, tele-video, and internet) and on site.

The RTEC program was established without adequate needs assessment by the state in service areas. The program has been plagued with problems of low enrollment, lack of student persistence, low-density population, and transportation problems. The high enrollment of 175 students (duplicated headcount) was reached during spring 1999 and has declined steadily since. Over the course of the initiative, a total of 531 students (unduplicated headcount) took courses at distance sites. Another 644 students from the expanded RTEC region took courses at the main campus in St. Charles County. One RTEC site in Callaway County was closed in FY2002 due to low enrollment.

At present, the College is considering the possibility of consolidating services into a single, centrally located site that would be operational days, evenings, and Saturdays. Services would be available on a full-time basis for students from the RTEC expanded service areas.

## **GROWTH IN THE FINE ARTS**

Prior to 1995 and the opening of the Fine Arts Building on the SCC campus, a few basic music courses were taught and the music equipment included one piano, some portable keyboards, and one stereo. Art classes were taught in the Academic Building without benefit of proper facilities. A few theatre classes were taught and one or two theatre productions a year were produced in rented space.

In fall 1996, the College opened the Donald D. Shook Fine Arts Building, designed and equipped to produce and promote the fine and creative arts on campus. Specialized art classrooms including a photo lab, ceramics studio, drawing and painting studios, and outdoor sculpture areas encourage a broad variety of art classes. A hallway designed as an art gallery allows for both student and community based art exhibits. The addition of a computerized piano lab and the purchase of additional musical instruments enables the music department to present concerts, festivals, recitals, and individualized music lessons. The 407-seat auditorium provides performance space for musical events and the five-play mainstage season of the theatre program. Stage sets are designed and constructed in an equipped scenery shop, and space is available for storing costumes and props. The building includes dressing rooms and a green room.

In addition, the College has other physical resources apart from the Fine Arts Building that are used to promote and produce fine and creative arts. An outdoor performance space between the library and Student Center is used for small concerts. Events are also staged in the Student Center and in the rotunda of the College Center.

Additional full-time faculty in art and music teach a steadily increasing enrollment in all areas of art, music, and theatre. Increased financial support has allowed the College to offer additional arts scholarships as well as increased funding for performances. The College has steadfastly worked

to create and maintain a fine arts facility that meets the needs of classes, faculty, and community in promoting the arts.

## ENRICHING STUDENT EXPERIENCE

Studies done by Alexander Astin (*What Matters in College? Four Critical Years Revisited*, 1992) and others have shown that activities and organizations outside the classroom create an atmosphere which enhances student learning. Over the past five years, much has been done to increase student participation in activities with curricular connections:

- Two film series, one of which has an international focus, are now offered during the academic year.
- Four literary coffee houses each year enable students, community members, and faculty members to share original poetry, fiction, and creative non-fiction.
- The English Department sponsors a literary journal, *The Mid Rivers Review*, published each spring.
- The Brown Bag Food-for-Thought weekly luncheon series (often repeated as evening seminars) offers topics as diverse as study skills and the 1904 St. Louis World's Fair.
- The Concert Artists Series, funded with grant money, brings professional music groups on campus.
- During February, a History Expo brings members of the community and students together for an interdisciplinary focus on specific historical events or periods.
- During AY2000-01, the College participated in the Faces Project, a national project funded by the National Endowment for the Humanities (NEH) and the Community College Humanities Association (CCHA) to reclaim the images and stories of our past.

This increase in the number of activities available to students enriches the curriculum and student life. For a complete listing of activities offer on campus, please see Student Services–Chapter 13.

## GLOBAL STUDIES

The Missouri Community College Association (MCCA) sponsors a subgroup, the Missouri Consortium for Global Education (MCGE), to promote globalization among its 17 member colleges. As a member of the MCGE, SCC has established a task force (a continuation of a previously existing committee) to coordinate global studies at the College. During AY2000-01, this task force included a membership of 15 including administration, faculty, and staff. Under the leadership of a faculty member with administrative release time, the task force has sponsored both on-campus and off-campus activities. On campus, the group sponsored a global culture film series (six films hosted by six task force members), an international day co-sponsored by the Student International Club and Student Activities, the development of the first non-travel global culture course, and a newsletter, *The Global Pages*, which includes book reviews, film reviews, and reflective pieces. Five global study tours were proposed, reviewed, and recommended for AY2000-01. The international club raised \$1,000 as a study tour scholarship. Applications for this scholarship will be available during AY2001-02.

During AY2001-02, the film series continued, a two-day Globalfest was planned for October, with a Mardi Gras celebration in early spring, and a Cinco de Mayo celebration in late spring. Six Global Study Tours will be offered to students and the community. The area of Global Studies will continue to evolve as the state consortium expands.

### **STRENGTHS:**

- Strong enrollment growth, particularly in transfer student population.
- A continued focus on and commitment to excellence in the general education core with attendant assessment activities.
- Strong, well-prepared faculty with a focus on teaching and learning.
- A successful program of developmental studies which enables student success.
- A strong learning support system including ACE tutoring, First Alert program for at-risk students, and ESL classes, tutoring, and advising.
- A growing commitment to infusing global studies into the curriculum.
- An expanding program of activities enriching the student campus experience.
- An RTEC program which addresses state mandates to serve an expanded service area.
- Clearly defined programs of study for both transfer and career-technical students.
- Transfer and articulation agreements with receiving institutions.

### **CHALLENGES**

- Continued growth with large numbers of students placing in developmental studies tends to overload the learning support system.
- Issues with distance learning and the RTEC program are challenges that the College will need to address in the coming years.
- The roles of full-time faculty and adjunct faculty in terms of professional development, curriculum coherence, and integration into the academic side of the institution need to be examined.
- The continuing need to provide more sections of courses for a growing student populations will require careful examination of space usage and staffing issues.
- Increased reliance on technology upgrades necessitates the creation of a technology plan.
- Although program coordinators prepare five-year program reviews and analysis, the College has not yet established guidelines for reviewing program continuation based on enrollment, graduates, and other factors.

### **RECOMMENDATIONS FOR THE FUTURE:**

- The College may need to study student demographics to see if there is a profile of a successful (or unsuccessful) distance learner to improve advising.
- The College must continue to focus on instructional quality as the discussion of full-time/part-time faculty ratios continues in light of enrollment increases.
- If RTEC sites are consolidated into a single site, there will need to be clear direction for curricular and program changes.