3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1

SCC ensures courses and programs are current, consistent and in alignment with academic and industry standards. SCC faculty engage in multiple strategies that impact curriculum. Faculty assess student learning outcomes and evaluate, inform and implement curriculum, policies and decisions. Faculty go through a curriculum review process for initial proposals and substantial program changes, including change in modality and transferability.

For all programs:

- Faculty work under the leadership of department chairs and division deans to evaluate the relevance, alignment and progression of course objectives within certificates and degree programs using accepted instructional models such as Bloom's Taxonomy. Examples of this are outlined in the English Department's Handbook and on the Math Department's webpage.
- SCC uses a systematic, data-driven process and takes a strategic approach to program evaluation plans and reports which uses a variety of Assessment Tools to examine the overall effectiveness of the institution. The Program Review process is designed to provide each area of the college the opportunity for review and assessment in relation to the College's mission, vision, values, institutional learning outcomes, and institutional performance goals.
- Program Review is also meant to be a self-reflective, self-evaluative process. As part of the program review process, academic departments review and update degrees, pathways, and articulation agreements, including all related institutional and public documents.
- SCC conducts program review on a three-year rotating cycle. The academic departments explain the connections between the course objectives, the strategic plan, and the College

mission. Departments are required to provide data about student success, such as graduation and retention, and data to support measurable objectives stated in the department plan. (See additional detail in Criteria 4).

For Career and Technical programs:

- Faculty in career and technical education programs use industry advisory boards to provide input and guidance. For example, SCC's Occupational Therapy Assisting Program, to encourage participation and continuous opportunities for communication, has created a virtual advisory meeting and minutes resource.
- Externally accredited programs are subject to an additional level of review and approval to confirm content, programmatic alignment, and industry standards. For example, SCC's Practical Nursing Program, faced with decreasing enrollment and increasing employer demand, revised program curriculum from an 18 month to a 12-month program. SCC received approval for the proposed curriculum revision which included authorization to pilot a synchronous option to expand access for students working in healthcare facilities.
- Data from licensure, national exams, and student institutional performance is included as part of the evaluation process. This comprehensive approach ensures that program rigor and content is appropriate for the credential awarded and provides information needed to make sure programs remain in alignment with current requirements.
  - NCLEX
  - NBCOT
  - CAHIIM
  - MOGEA

For transfer programs:

- Department chairs and the curriculum committee review new and revised courses for equivalency in alignment with the Higher Education Core Transfer Act, CORE 42. This ensures that Student Learning Outcomes are in alignment with the expectations of senior institutions in the state to ensure transferability. MOTR (Missouri Transfer) courses are designated as such in compliance with state guidelines. Non-CORE 42 course equivalency is established after review from each institution and included as part of the transfer and articulation agreements. This is evidenced by the University of Missouri's course by course equivalency resource.
- Courses and programs maintain transfer and articulation agreements. The transfer process is dependent on coursework articulated with four-year and two-year partners; information is included on SCC's website.

Response to 3.A.2

SCC offers a variety of undergraduate associate degrees in the following variations: Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Fine Arts (AFA), and Associate of Arts Teaching (AAT). SCC also awards certificates in the form of Certificates of Achievement (CA) and Certificates of Specialization (CS). SCC also provides avenues for students to complete industry recognized credentials which are aligned to regulatory and industry requirements.

Information regarding specific degree or certificate requirements, general education objectives, curriculum guides, and program information is articulated in the College Catalog and on the College

Website. This information can also be obtained through SCC's Academic Affairs Office. Enrolled students may also use the Student Planning tool available through their mySCC.stchas.edu portal to gain specific course and program requirements, as well as plan and monitor course and programmatic progress.

SCC Institutional Learning Outcomes (ILO) for its undergraduate and certificate programs are embedded in each degree's and certificate's general education objectives. The five SCC ILOs are:

1. Students will demonstrate clear and effective communication skills.
2. Students will demonstrate critical thinking skills.
3. Students will demonstrate quantitative reasoning skills.
4. Students will demonstrate personal responsibility.
5. Students will demonstrate discipline knowledge.

SCC General Education has a separate set of outcomes for the Associate of Arts General Education and the Associate of Applied Science General Education and are currently in the process of developing separate General Education outcomes for the Associate of Science and Associate of Fine Arts - both of which currently share the same General Education outcomes with the Associate of Arts.

SCC also has outcomes for academic programs. A few examples are:

- Occupational Therapy
- Education
- Chemistry
- Business Technology
- Anthropology

When a program has both a degree and certificate at SCC, the outcomes are mapped where appropriate to the degree and/or certificate at different levels. For example, in computer science, those outcomes are mapped to each degree and certificate as indicated. These are also indicated on program maps that students use as part of Guided Pathways like in our Business program: Business Administration – Accounting: A.A.S., C.A., C.S., Bookkeeper-General.

Response to 3.A.3

SCC supports all learners by offering quality programming using a variety of delivery methods at various locations. Examples of alternatives to on-campus learning include online courses, hybrid courses, courses offered for dual credit and through dual enrollment, as well as programs offered at the Dardenne Creek Campus location. Regardless of the mode of delivery or the physical location of the course, SCC maintains consistency by using a course master syllabus and in some cases a Canvas course shell as a framework to ensure the same learning outcomes are met and are in alignment with the course as approved by the curriculum committee. Additionally, dual credit courses are required to use the same textbooks that the faculty use on campus and adherence to the learning outcomes is monitored by department chairs. The degree to which the learning outcomes are met for each mode of delivery and location is further evidenced in Criterion 4B.

 As per board policy Pr-624.0.1, "All faculty members provide a course syllabus to their students during the first week of class." All faculty are required to include standardized information in their course syllabi. This standard information includes measurable student outcomes and course

objectives; the delivery method of the course; the schedule of course topics; and the policies related to grading, attendance, etc. By providing standard information in syllabi, communication of learning objectives and classroom expectations is consistent, regardless of mode of delivery. Examples are demonstrated here with a face to face English 101 syllabus and an online Psychology 101 syllabus.

 To teach at SCC, all faculty are expected to meet minimum qualifications as defined by the institution and external accrediting agency. Candidates must provide references at the time of application, official academic transcripts, and a current curriculum vitae for verification before they are eligible to begin teaching as evidenced by Faculty Human Resource hiring procedures. Faculty, regardless of method of delivery or location, are evaluated for quality and professional competency in accordance with the Memorandum of Understanding (MOU) for both Full-Time and Part-Time.

 Faculty developing and teaching online and hybrid courses must demonstrate their ability to provide quality instruction through this alternate modality by successfully completing the "OEL Faculty Training: Online by Design" course. This course includes the "Best Practices for Online Design (QM) and Delivery Course Completion" module, which observes standards and material from the leader in quality assurance for online education, Quality Matters (QM).

 SCC created an Online & E-Learning (OEL) department to provide faculty with the means "to develop effective, pedagogically-based innovative design…and evaluation of high-quality online and e-learning teaching strategies." The OEL team offers faculty a variety of training modules and assistance in instructional design and media development to ensure online and hybrid courses uphold the quality, integrity, and rigor of face-to-face coursework. Aside from requiring all faculty to complete training as detailed in the Faculty Qualifications in the MOU, all proposals for online and hybrid coursework must pass a QM "…peer review and approval process before being moved to online delivery for the next available schedule" as outlined in the SCC Online Practices and Procedures Handbook v2. Courses are reviewed every five years or when a change (software, textbook, content) occurs. Additionally, a course may be reviewed at the request of a faculty member, department chair, or dean as described in the SCC Online Practices and Procedures Handbook v2.

 Courses included in SCC's Dual Credit programming parallel coursework taught by SCC instructors. In addition to the traditional requirements as detailed in Faculty Qualifications of the MOU and outlined by SCC's Human Resources department, faculty hired to teach dual credit courses must submit Verification of Dual Credit Instructor Credentials data forms. The course maintains the quality and rigor of a college-level course as outlined on SCC's Dual Credit webpage. Courses offered through Dual Credit are equivalent as reflected in the Dual Credit and face and face for SCC's CPT 105 Ethics in Technology syllabi. Dual Credit syllabi and content are approved by SCC academic departments.

Sources

- 2016-2018 NBCOT
- 2020-2021 MoGEA Data Report HLC
- 21-0525-ACA-21-22College Catalog R2.indd
- 3A1_10 ADN NCLEX Pass Rates
- 3A1_11 2020 ADN Site Visit report
- 3A1_12 Program Evaluation Plans (PEP) and Reports (PER) Forms
- 3A1_13 Program Review Schedule 2019-2022

- 3A1_1Advisory Committees
- 3A1_2 OTA Virtual Advisory Group Meeting Minutes
- 3A1_4 English Department Handbook
- 3A1_5 Math Course to Course Objectives Exit Skills SCC Website
- 3A1_6 Transfer Guide
- 3A1_7 MDHEWD CORE42
- 3A1_8 Non Core 42 Course to Course Equivalency
- 3A1_9 PN State and SCC program modification approval
- 3A2_1 General Education and Programs College Catalog
- 3A2_2 Program Information College Website
- 3A2_3 Student Planning
- 3A2_4 Business Administration Accounting Program Options
- 3A3_1 - Course Syllabus Requirements
- 3A3_10 - OEL Mission
- 3A3_11 QM standards
- 3A3_12 Dual Credit Instructor Credential and Data Forms
- 3A3_13 Dual Credit Outline
- 3A3_14 CPT105 dual credit and f2f remote syllabi
- 3A3_2 ENG syllabi f2f and remote
- 3A3_3 PSY syllabi f2f and remote
- 3A3_5 Full Time Faculty MOU
- 3A3_6 Part Time MOU
- 3A3_7 OEL Faculty Training_Online by Design
- 3A3_8 Best Practices for Online Design (QM) and Delivery Course Completion
- 3A3_9 SCC Online Practices and Procedures Handbook
- AAS Curriculum Learning Outcomes Map OTA Program - CurriculumOutcomes (3)
- AASCurriculumLearningOutcomesMaps
- Anthropology PLOs
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- Chem PLOs
- Compu Sci PLOs
- Educ_ Para PLOs
- FIF Credential Form
- HIM Certifcation Rates 2018-2021
- NCLEX Pass Rate

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Response to 3.B.1.

SCC's General Education Requirements adhere to Missouri's requirements and align to CORE 42 requirements. Information regarding specific degree or certificate requirements, general education objectives, curriculum guides, and program information is articulated in the College Catalog and on the College Website. This information can also be obtained through SCC's Academic Affairs Office. Enrolled students may also use the Student Planning tool available through their mySCC.stchas.edu portal to gain specific course and program requirements, as well as plan and monitor course and programmatic progress. The requirements for these degrees and certificates adhere to the Missouri Higher Education Core Transfer Curriculum, whose requirements can be found on the Department of Higher Education & Workforce Development's website. The general education program fulfills the college mission, as outlined in the Mission Statement.

SCC's Mission is as follows: "SCC serves our community by focusing on academic excellence, student success, workforce advancement, and life-long learning within a global society. We celebrate diversity, and we enrich the economic and cultural vitality of the region by providing an accessible, comprehensive, and supportive environment for teaching and learning."

SCC Institutional Learning Outcomes (ILO) for its undergraduate and certificate programs are embedded in each degree's and certificate's general education objectives. The five SCC ILOs are:
1. Students will demonstrate clear and effective communication skills.
2. Students will demonstrate critical thinking skills.
3. Students will demonstrate quantitative reasoning skills.
4. Students will demonstrate personal responsibility.
5. Students will demonstrate discipline knowledge.

Students in Associate Degree programs complete a minimum of 60 credit hours, including a at least 15 credit hours of general education coursework. Students may be required to take a specific course(s) within a discipline to complete their major and must complete a minimum of 15 credit hours at SCC. Students must earn a 2.00 cumulative grade point average or higher and complete courses in the following disciplines: communication, social science, mathematics, natural science, and electives. Students can access this information via the College Catalog, College Website, and Student Planning tool as previously mentioned.

Response to 3.B.2

SCC's general education is grounded by our Institutional Learning Outcomes listed in 3.B.1. SCC has clearly stated general education student learning outcomes. These outcomes are based on what we believe every SCC graduate should know and be able to do by the end of their degree regardless of their chosen program.

The state Core 42 General Education was designed for the Associate of Arts degrees. These outcomes were established by the Missouri Department of Higher Education in consultation from faculty at both community colleges and senior institutions across the state to ensure transferability. The Associate of Arts in Teaching general education has a slightly different set of outcomes. The Associate of Applied Science degrees was developed by the faculty at SCC and is in alignment with Perkins transferable skills. SCC is working on more clearly articulating the general education learning outcomes for the Associate of Science and the Associate of Fine Arts degrees.

SCC is accredited by the HLC, and specific programs such as Health Information Management, Nursing, Occupational Therapy Assistant, and Human Services are accredited by the Commission on Accreditation for Health Informatics and Information Management Education, Accreditation Commission for Education in Nursing, Inc., Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, and The Council for Standards in Human Service Education, respectively. The English Language and Culture Institute is accredited by CEA (The Commission on English Language). All programs that are offered to international students, as well as SCC campuses, are listed and certified by the Student Exchange Visitor Program. The Board Policy 401 requires accreditation information be available on SCC's website.

Courses must be approved by the Curriculum Committee, the oldest continuously operating committee on campus. The Curriculum Committee reviews programs and courses to ensure student success, confirm instructional innovation, and demonstrate a commitment to lifelong learning. The Curriculum Committee fosters communication across campus and cooperation between departments, making teamwork and service a priority.

Divisions and departments meet to discuss broad curricular concepts and skills; standards and structure; and general guidance and implementation strategies to support the institutional Strategic Plan as evidenced by the Joint Campus Deans Meetings. In-addition and in alignment with Perkins V requirements, career technical programs meet with advisory boards/committees one-to-two times each academic year to ensure that the technical and soft skills in each program remain consistent with the demands and expectations in the workplace. Members of advisory committees are drawn from local business professionals, entrepreneurs, small business owners, human resource personnel, members of related departments at SCC, and local high school teachers in the discipline at the secondary level. This helps provide continuity of technical and soft skills from high school to SCC to

today's workplace.

Response to 3.B.3.

SCC values human and cultural diversity as evidenced by its board policy regarding diversity and the institutional mission statement. SCC's Diversity, Equity, and Inclusion Plan (DEI) supports SCC's mission of preparing our students for success in a diverse global society. The DEI plan does this by providing inclusive opportunities for cross-cultural experiences, discussions, and education. SCC's DEI plan is administered by the Bridging Inclusion, Diversity & Global Education Committee (BRIDGE). The BRIDGE committee is charged with providing strategic oversight, reviewing relevant data, and assisting with the implementation and expansion of the DEI Action Plan. DEI initiatives for students, faculty and staff include multicultural programming and activities that complement the DEI initiatives such as The International Celebration 2020.

The DEI initiatives also seek to increase recruitment of non-dominant, racial/ethnic and diverse students and faculty through increased marketing and communication efforts of SCC as a welcoming, diverse, inclusive, and equitable campus in which to learn and work. This is evidenced by the development and implementation of several programs, strategies, and initiatives.

- The Men of Color Student Success Program is specifically designed to support men of color as they navigate through the college experience and into a life of success. This initiative launched with a Men of Color Summit.
- The Visiting Scholar Program is focused on increasing the number of underrepresented faculty and administrators at St. Charles Community College. The program is designed to provide the selected scholars with the opportunity to gain two years of community college experience as a faculty member or administrator. The program is an important part of SCC's commitment to diversity, equity, and inclusion, which includes increasing diverse representation, reflective of the student body and the greater community. The program also creates a pipeline for potential future faculty and administrators.

SCC is committed to non-discrimination and equal opportunity, and the College adheres to a strict non-discrimination policy in student admission, educational programs, activities, and employment regardless of race, color, sex, sexual orientation, religion, creed, national origin, ancestry, age, veteran status, disability, genetic information, or any other status protected under applicable federal, state, or local laws.

SCC believes diversity is a strength and a resource that enhances the learning and working environment and contributes to institutional excellence. As a result, SCC has multiple examples of diversity enhancing the learning environment and contributing to institutional excellence.

- SCC hosts Global Days, a multicultural event dedicated to global awareness, cultural studies and travels of students, faculty and staff.
- SCC offers students growth and diversity opportunities through a Certificate of Specialization in Diversity.
- SCC enhances student awareness by offering a Certificate of Achievement in Global Studies.
- Weekly updates appear in the Faculty Flyer related to diversity, equity and inclusion efforts in the classroom.
- SCC International Student Services offers students experiential learning through The Canterbury Program by giving students an opportunity to travel and study overseas.

- SCC publishes Student Success Stories on the institutional website that attest to the strength of diversity initiatives.
- SCC was recognized by *Diverse: Issues in Higher Education* magazine, with a "Top 100" designation for associates degree producers for minorities for 2019! According to the publication, SCC was named to the "Top 100" in four different associates degree categories: Marketing-Asian American, Marketing-African American, Marketing-Total Minority and Biological and Biomedical Sciences-Two or more races.
- Faculty and staff developed a program to raise awareness and support for LGBTQ students, faculty and staff.

Other examples of SCC recognizing human and cultural diversity and providing growth opportunities that foster lifelong learning include:

- SCC's Adult Education and Literacy program offers English language instruction at three levels for non-English speakers from 62 plus countries. The program offers 35 plus classes of English as a Second Language (ESL) weekly for about 450 students per year, including Citizenship and TOEFL classes. Academic remediation classes offer an opportunity for individuals from a variety of socioeconomic, health and educational backgrounds to study for high school equivalency or to prepare themselves for success in college level coursework.
- SCC's General Motors Robotics challenge is a result of a long-standing relationship with General Motors to encourage K-12 students to engage in a variety of roles. This event allows K-12 districts, students, and teams of varied skills, backgrounds and abilities, and opportunity to engage in a team-based skills challenge; one such example was during the19th annual GM Robotics Challenge where we had two all-girls teams take first place.
- Democracy Days is celebrating its twentieth year in 2021. This event has hosted a variety of timely topics including Democracy Days 2019's Panel on Equity in Education This panel asked the question "How do efforts for equity in education actually turn out?" and invited audience members to join us for an honest, student-centered conversation as Naomi Warren (social worker) and Jennifer Strauser (Associate Principal) and students from Eureka High School describe the school's "equity journey" resulting in new collaborations between students, faculty and staff, and professional development opportunities about diversity, equity, and inclusion."

Response to 3.B.4

SCC faculty and students contribute to scholarship and creative work. They discover and uncover knowledge appropriate to the discipline and offering and use this knowledge to carry out the SCC Mission.

Faculty responsibilities for scholarship, creative work and discovery of knowledge related to their content area are outlined in the Faculty Memorandum of Understanding (MOU). The scholarship and educational contributions outlined are integrative and progressive as they move throughout the faculty ranks. These skills are evaluated as part of the promotion process and must be demonstrated for faulty to earn promotion. Senior faculty are designated to mentor junior faculty and continue the scholarship, creativity, and discovery of knowledge for their content or specialty area.

Faculty also participate in creativity and content specialization by participating in Sabbatical opportunities. Up to 5% of faculty (5 out of 100) are eligible for a Sabbatical as outlined in the MOU and may request approval for either a semester-long or full-year sabbatical. Those sabbaticals are approved by the Board of Trustees. Once the Sabbatical is approved and faculty complete the sabbatical project, the Sabbatical review is presented to the Board of Trustees.

All research at SCC must be approved by the Research Approval Committee, whose handbook and decision tree are included in this report.

SCC faculty have developed several high-level scholarship and creative learning offerings, including the Honors Program and Service-Learning Program. The Honors Program serves SCC's high-achieving student population by providing enriching and challenging academic experiences and dynamic learning opportunities. The program promotes diverse, interdisciplinary learning and seeks to foster a community of life-long learners to motivate, support and serve each other, the campus, and the community. Service Learning at SCC is based in the philosophy that educational growth is enhanced through practical knowledge and experience. Students participating in Service Learning are given the opportunity to volunteer at a number of different organizations and thereby link their academic theory to their real-world experience.

SCC provides faculty members with professional development funds to pursue scholarship in their disciplines, and part-time faculty members are compensated for attending the professional development events on campus.

Since 2008, the English Department has published an annual literary magazine, The Mid Rivers Review, whose content is comprised of student, faculty, and community submissions. The most recent is the 2020 publication with a 2021 issue coming soon. The 2015 issue of the Mid Rivers Review chronicles Ferguson, MO through a series of students' photographs, poetry, and prose. Subsequent issues of Mid Rivers Review explore themes of loss, love, and justice. Mid Rivers Review is available online and can be purchased in the SCC bookstore and area bookstores.

The SCC faculty and students contribute to scholarship, creativity, and the discovery of knowledge in many ways. For example, SCC's Performing Arts Program values the contributions of faculty and students toward self-discovery of talents, acquisition of specific technical skills, and quite abundantly, creative endeavors. Performance, whether a vocal or instrumental solo, duet, trio, small ensemble, stage work, or large band or choir group, contributes to the scholarship and creativity of both the performers themselves and the college community. Through SCC's Fine Arts programs, faculty and student commitment to the discovery of knowledge is demonstrated through the various art exhibits hosted and organized by SCC faculty members and students, including student art exhibits and MFA exhibits from area art departments. Furthermore, graphic design and photography students display their book projects for the campus and community annually. SCC outlines its various offerings in its Cultural Arts Calendar, Emergence.

Additionally, the SCC Faculty are very active in presenting at local, state, regional, and national conferences and several have published articles and textbooks. The Faculty Association reports on faculty accomplishments to the Board of Trustees monthly on those activities. Examples include October 2019, November 2019, January 2020, February 2020, and September 2021.

A few examples include:

- Publication of a Mythology Textbook
- Hosting and presenting at a Chemistry Conference
- Publication of mathematics textbooks:
    - Trigonometry
    - Pre-calculus
    - College Algebra and Trigonometry
    - College Algebra

- Publication of several economics articles (in Spanish) EX: 1, 2, 3
- Presentation at the Human Anatomy and Physiology Conference in 2018.
- Publication of multiple biology textbooks
- Several regional art exhibits: example 1, example 2, example 3, example 4
- Teaching **master** classes

Sources

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- 3B1_1 MDHEWD CORE42
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- 3B1_2 General Education and Programs College Catalog
- 3B1_3 Program Information College Website
- 3B1_4 Student Planning
- 3B1_5 College Mission Vision Values Priorities
- 3B1_6 Degrees and Certificates
- 3B1_7 Certified Nurse Assistant
- 3B1_8 Certified Medication Technician
- 3B1_9 Practical Nursing CA
- 3B2_1 Strategic Plan 2019_23
- 3B2_10 Joint Campus Agenda and Minutes
- 3B2_10a Master Calendar Div_Dept Meetings 2021-2022
- 3B2_11 Perkins 5 Plan and Approval
- 3B2_12 Advisory Committees
- 3B2_14 MOSCORES
- 3B2_2 DEI PLAN w Detail Action Items
- 3B2_3 Higher Learning Commission
- 3B2_4 CAHIIM Letter
- 3B2_5 CEA Approval
- 3B2_6 Student Exchange Vistor Program I_17
- 3B2_7 Board Policy 401 Accreditation
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- 3B2_9 Curriculum Committee Summary and Minutes Listing
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- 3B3_10 Global Days
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- 3B3_15 SCC named Top 100 Associates Degree Producer for Minorities
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- 3B4_16 Performing Arts
- 3B4_17 Emergence 2018_19
- 3B4_18 Art Exhibits
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- 3B4_2 Full Time Faculty MOU
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- Precalculus-7th Edition
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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Response to 3.C.1.

The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

St. Charles Community College is committed to ensuring that the diversity of faculty and staff reflects the constituencies it serves. A review of the most current United States census data for St. Charles County provided information related to the diversity of the college's external community. As reported, the County population consists of 49% male and 51% female. Thirteen percent of the population represents ethnic diversity:

Black/African American:	5%
Asian:	3%
Two or More Ethnicities:	2%
Hispanic/Latino:	3%

Diversity among SCC students for Fall 2019 was: (IPEDS Link)

Black/African American:	7%
Asian:	3%

Two or More Ethnicities: 4%

Hispanic/Latino: 5%

In addition to assessing diversity among the county residence and students, SCC compiled data related to the ethnic diversity among faculty and staff. The results of the AY 2019-2020 IPEDS HR Survey (November 1, 2019 data) show the demographics of full-time faculty, part-time faculty, full-time staff, part-time staff, and new hires.

Full-time faculty consisted of 38 men and 66 women. Of the 104 total full-time faculty, 13 were reported racial/ethnic minorities. Of the 290 Part-time faculty, 24 were reported racial/ethnic minorities. Full-time staff was comprised of 235 women and 121 men. Of the 356 total full-time staff, 54 were reported racial/ethnic minorities. Part-time staff consisted of 475 employees, 294 were women and 181 were men. Forty-seven of the 475 part-time staff are ethnic/racial minorities. A New Hire is defined as an employee hired full-time between November 1, 2018 and October 31, 2019. This includes both faculty and staff. There was a total of 38 individuals hired during this time. Twenty-two were women and 16 were men. Nine of the new hires (23.7%) were a racial/ethnic minorities.

To ensure the ongoing diversity of faculty and staff at SCC, a number of plans and initiatives have been established. In May 2018 the college launched its Diversity, Equity, and Inclusion Action Plan (DEI). One of the objectives of the DEI Plan is to "Attract, Support and Retain a Diverse and Outstanding Faculty and Staff" and "Cultivate the work environment to foster inclusion and support retention of qualified, diverse faculty and staff." To achieve these goals, the college established measures for hiring practices. The Human Resources (HR) office has expanded recruitment activities to include diverse publications and outreach. Individuals involved in hiring practices must complete inclusive search training and incorporate the HR Search Committee diversity questions during the interview process, and hiring managers must work with HR to ensure a diverse pool.

Additionally, SCC has recently introduced its Visiting Scholar Program to increase the number of diverse faculty and administrators needed to mirror the diversity of the student population. The college will recruit and appoint a defined number of full-time faculty and/or administrators each academic year, for a two-year term. This new program will be introduced effective Spring 22 or with the next opportunity to secure a new full-time faculty or administrative position.

Based on a review of the data and acknowledging the establishment of plans and initiatives, SCC is ensuring the ongoing diversity of faculty and staff.

Response to 3.C.2

SCC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty with 104 full-time faculty ,290 part-time faculty ,and the Student-to-faculty ratio of 19 to 1. Since 2010, SCC has seen a decline in enrollment. In Fall 2010 the college employed 100 FT faculty and 280 adjuncts, serving 8,290 students. As of Fall 2020, student headcount declined to 6,039; despite a drop in student headcount, the college saw an increase in both full-time (104) and adjunct (290) faculty. Periodically the college collects comparative data to ensure that the number of faculty employed and the student-to-faculty ratio is aligned with other similar colleges in the region.

 Core functions of full-time faculty include but are not limited to development and oversight of

curriculum, establishment of expectations for student performance, preparation of necessary instructional material, assessment of student learning, professional development, and college community activities. Distribution of assignments and workload for full-time faculty is established between their faculty member and their dean during annual consultation. Faculty workload is defined in the 2020-2024 MOU. In addition to instructional responsibilities, full-time faculty are expected to provide service to the college through committees/taskforce work. Each full-time faculty member serves on at least one committee, and there are opportunities for part-time faculty to serve as well. Currently there are a total of 13 college-wide committees, 7 councils, and two MOU governed committees.

Faculty play a key role in overseeing the curriculum process, program review, and student learning outcomes. The Curriculum Committee "reviews programs and courses to ensure student success, confirm instructional innovation, and demonstrate a commitment to lifelong learning" and is comprised of six faculty members, representing each division, ex-officio (permanent position), and two staff members per its charter. 2020- 2021 Committee Members can be found here. During the Spring 2021 semester, the college established several new committees focused on student performance and assessment, including:

Academic Standards Committee

Program Review Committee

Assessment Committee

At least 50% of the membership on each committee consists of faculty.

Response to 3.C.3

The Memorandum of Understanding (MOU) outlines requirements related to faculty credentials. Instructors at St. Charles Community College are appropriately credentialed and possess academic degrees relevant to the field in which they are teaching. Faculty who teach in an academic field are required to posses a master's degree in the subject field, or a master's degree in a closely related field with eighteen graduate hours in the discipline.

For full-time faculty in specialized career programs, industry credentials combined with desired education level are assessed by Human Resources, and the appropriate administrator to determine eligibility to teach.

High school instructors who teach in the Early College Program have credentials that meet the Higher Learning Commission standards.

During the 2019-2020 academic year, an assessment was conducted to ensure all faculty posses appropriate credentials.

Response to 3.C.4

SCC instructors are evaluated on a regular basis according to the current MOU for full-time or part-time faculty. This evaluation is according to the processes appropriate to their respective program. The main components of full-time faculty evaluations are 1) an annual consultation with their academic dean and 2) a comprehensive evaluation.

A component of the annual consultation is the periodic use of student course evaluations as outlined in the appropriate MOU guidelines. Course evaluations are completed toward the end of the semester and are shared with faculty after the semester is completed. Supervisors review the evaluations and follow up with faculty according to the appropriate MOU. This feedback also serves as a basis for discussion about what faculty are doing well and what may need improvement or attention.

Comprehensive evaluations serve as a means for the faculty to reflect on their contribution to the college. Full-time faculty will be evaluated in accordance with the schedule outlined in the MOU. The President appoints a task force to update faculty evaluation forms/procedures to remain consistent with faculty and faculty job descriptions. The components of evaluation are 1) self-evaluation, 2) student evaluations, 3) peer evaluations, and 4) administrative evaluation. Classroom observations are performed, by supervisors, in accordance with the appropriate MOU guidelines. Faculty are encouraged to participate in peer evaluation. The goal of this feedback is to share best practices and build collegiality.

Effective as of the Fall 2017 semester, SCC began collecting comprehensive evaluation data for part-time faculty (including dual credit faculty). This includes reports of student success rates, student evaluations, peer evaluations, classroom visits, and evaluations by deans or other designees. The data collected is used as the basis for evaluation and will be shared with the part-time faculty by the end of the academic year.

Response to 3.C.5

The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. Each semester, training opportunities, events, and workshops are coordinated by faculty in consultation with the Vice President of Academic Affairs. These opportunities are available for all SCC Faculty. During in-service week both new and continuing faculty have opportunities to engage in development activities, departmental meetings, and skill development, such as online learning tools/resources.

SCC has recently launched the Peak Professional Development Program, which is available to both faculty and staff and is discussed in greater detail under 3.C.7.

Full-time faculty have access to professional development funds as outlined in the full-time faculty 2020-2024 MOU, Sect. XXIX, subject to a professional development plan and dean approval. Full-time faculty are expected to invest time in their continuing professional development

Full-Time faculty can apply for Sabbatical to develop new skills and grow professionally and personally to benefit the overall student experience. The Board of Trustees approves up to five funded sabbaticals each semester.

Response to 3.C.6

Full time faculty at the college are accessible as they are required to establish and maintain at least five scheduled office hours at times convenient to students. This is monitored by the deans as part of the annual performance evaluations and through student course evaluations. Office hours are listed in syllabi, on Canvas, and posted on department doors so they are easily accessible to students. It is also common for faculty to offer additional office hour appointments to students. Office hours for part-time faculty are in alignment with their instructional assignment and scheduled at times convenient to students. Review of our data from Survey of Entering Student Engagement (SENSE)

shows that Student-Faculty interaction is high in most categories. Recently the college administered the Community College Survey of Student Engagement ([CCSSE]) . When students were asked if they received prompt written or oral feedback from their instructors, 82.9% agreed, as compared to 75% of peer colleges. This evidence also suggests that faculty are accessible and responsive to students' needs.

Response to 3.C.7

The St. Charles Community College staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Student Services

The chart below identifies the student services professional staff, their positions/job descriptions, and their qualifications. The professional staff meet or exceed the requirements of their positions.

Student Services Senior Staff

Position (Job Description)	
Vice President for Student Services	
Director Academic Advising Services	
Athletic Director	
Director Admission, Registration & Records	
Director International Student Services	
Director of Financial Aid	
Manager Office of Multicultural Student Engagement	

Student Services Staff –Professional Academic Advising

Position (Job Description)	
Academic Advisor	

Student Services Staff --- Professional Admission, Registration, and Records

Position (Job Description)	
College Recruitment Manager	
College Recruiter	
Transcript Analysis	

Student Services Staff – Professional Financial Aid

Position (Job Description)	Individual (CV/Resume)

Assistant Director	
Financial Aid Officer--Veterans Services	
Financial Aid Officer--SAP	
Financial Aid Officer—A+	

Student Services Staff – Disability Services and Career Services

Position (Job Description)	
Career Services Manager	
Career Counselor	
Disability Support Services Manager	

Tutoring Staff – Professional Tutors Academic Career Enhancement (ACE) Center

Position (Job Description)	
General Education Teacher	
General Education Teacher	
General Education Teacher	
General Education Teacher	
General Education Teacher	
Learning Specialist	
Learning Specialist -- ESL	

Learning Specialist	

In addition to the excellent qualifications the academic advising and financial aid staff demonstrate, they also participate in ongoing professional development activities. The advising staff participates in campus based training as well as professional organization programming. In addition to the professional development conferences, the financial aid staff attended professional financial aid training. The college contracted with the National Association of Student Financial Aid Administrations (NASFAA) to conduct a Standards of Excellent Program Review to identify department training needs.

Tutoring

 The ACE Tutoring Center at St. Charles Community College provides academic support to students. The ACE Tutoring Center earned CRLA certification in July 2020 and is valid for five years because of staff training. Staff also attend conferences such as the National Organization for Student Success (NOSS) and the National College Learning Center Association. The professional staff hold, or have previously held, memberships to various professional organizations such as NADE/NOSS, The Association of the Tutoring Profession, the Missouri Mathematical Association of Two-Year Colleges, and Missouri Community Colleges Association.

Staff Development – College Wide

SCC supports the continuing education of its employees by providing in-house courses and education opportunities as well as encouraging lifelong learning. Training opportunities for staff include a tuition waiver program, Board Policy 550.2, for courses taken at SCC and tuition reimbursement for courses taken elsewhere. SCC provides Title IX prevention and awareness training to all employees throughout the year. St. Charles Community College's Continuing Education Department offers an assortment of professional development classes and Continuing Ed for students, faculty, staff, and community. SCC's Human Resources department offers Learning and Development opportunities for employees that coincide with the Strategic Plan. Included within these opportunities is the LinkedIn Learning website which offers an abundant number of career development courses. In 2021, the PEAK Professional Development Program was introduced offering courses in the areas of technology, customer service, leadership, and inclusion, which aligns with SCC's strategic plan. Eligible faculty, staff, and their dependents utilized $175,233 in development benefits during FY17.

It is clear that the SCC staff that provide tutoring, financial aid advising, and academic advising are not only highly qualified for their positions, but they are well trained and supported in their professional development.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

Response to 3.D.1

SCC provides student support services that are suited to the needs of its student populations. SCC's Fall 2020 student population included 6,039 students. The college's demographic information indicates that the SCC student population is 61.1% female and 81.1% white, with primary minority populations being African-American (8.4%) and Hispanic/Latinx (5.6%). 61% are between the ages of 18 and 21, 53.2% are enrolled as full-time students, 6.3% are dual credit or dual enrollment students (still attending high school), 1.7% are international students, and 73% reside in St. Charles County. 37.7% of the student population receives some form of financial aid, and 94 students received assistance through Veterans' Administration programs.

The majority of support services are a part of the Division of Student Services. This division includes the following: Admissions, Registration, and Records, Academic Advising, International Student Services, Career Services, Disability Support Services, Financial Aid (which includes Veterans Support), Assessment Center, Athletics, and Student Life which includes personal counseling. Additional support services not in the Division of Student Services are the IT Service Desk, the ACE Tutoring Center, the Learning Resources Center, the Department of Online and E-Learning, a Dual Credit Coordination office and open computer labs for student use. All of SCC's support services are available to its students, regardless of the student's learning modality. During the pandemic/COVID-19, students shifted to a completely virtual format.

SCC continually monitors student satisfaction with its support services using nationally-normed surveys such as the Survey of Entering Student Engagement and the Community College Survey of Student Engagement as well as locally-developed surveys such as the Student Opinion Survey. Leadership initiates improvements when satisfaction is found to be lacking.

SCC also responds when student satisfaction with a support service indicates declines and when changing demographics indicate a need for new services. Examples of student satisfaction with the student support services are the areas of Academic Advising, Financial Aid and Disability Services. An example of the college responding to diminished student satisfaction is changes made to the governance and accessibility of the ACE Tutoring Center. Finally, the college has responded to

changing student demographics by creating the Office of Multicultural Student Engagement.

Results from the college's 2019 administration of a student opinion survey (SOS) indicated that 60.9% of the students were either satisfied or very satisfied with academic advising. The results of the 2019 SOS represented a decrease in student satisfaction. The college recognized a need for additional academic advising support and implemented a student success fee to fund additional advisor positions. Based on the additional funding, SCC advising staff increased from 5 full-time advisors to 8 full-time advisors. The 2020 administration of the Survey of Entering Student Engagement (SENSE) documented the impact of the additional advisors. The SENSE survey found that student satisfaction with academic advising was slightly above other comparable two-year colleges. The college is committed to providing services that meet the needs of its students.

Results from the college's 2019 administration of a student opinion survey indicated that 57.5% of the students were either satisfied or very satisfied with financial aid. This level of student satisfaction with financial aid services reflects an increase from the 2017 administration of the same survey. The 2020 administration of the Survey of Entering Student Engagement (SENSE) supported the student opinion survey result. The SENSE survey found that student satisfaction within the same range as comparable two-year colleges. The college recognized that its financial aid processes may need to be improved and/or updated. As a result, SCC undertook two projects to review and improve its financial aid processes. In March of 2020, SCC contracted with Ellucian Colleague to review and identify technology processes. As a result of this review, the college contracted with Ellucian Colleague for professional consultation to improve its technology processes. In addition, the college contracted with the National Association of Student Financial Aid Administrators for a Standards of Excellence peer review. The results of this review generated a set of action items for the college's financial aid and student services division to implement. SCC is committed to providing quality, and then improving on, financial aid services for its student population.

 Student satisfaction with the Disability Services Office as measured in the 2021 Community College Survey of Student Engagement was above the level of comparable two-year colleges. This high level of student satisfaction is supported by an internal institution survey of students receiving services through the Disability Services Office. The internal survey indicated that student satisfaction with the services is very strong. SCC provides high quality services to all its student populations

The administration of the 2019 student opinion survey revealed a 10.7% decrease in number of students expressing they were either satisfied or very satisfied with ACE Tutoring Center Services . The survey also indicated an increased use of the Center by students. In response to this decline, as the college transitioned back to in person service, the ACE Tutoring Center was moved to a new location that is more conducive to the learning environment and was reorganized to be supervised by a new administrative position, the Dean of Student Success. The Dean's position, to be filled by the fall of 2021, will focus on integrating the ACE Tutoring Center into the overall student success plan of the college.

In response to the changing demographics of the college's student population and the diversity initiative that is a part of the college's strategic plan, the Office of Multicultural Student Engagement (OMSE) was created to ensure the needs of all students are being met. OMSE's mission states that it is, "….committed to the recruitment, admission, support, retention, personal development, academic excellence, and graduation of underrepresented and/or underserved populations." "Further, the OMSE mission stands in support of the College's Diversity, Equity and Inclusion (DEI) Plan's goals of for; Student Success and Retention of Racial Minority Students (DEI Goal #1), Creation of a Welcoming, Inclusive, Multicultural Student Campus Experience (DEI Goal #3) and an Increase in

the Recruitment of Racial/Ethnic, along with all Non-Dominant, Diverse Students (DEI Goal #5)." The OMSE manager was hired in June of 2021. The manager's resume documents that he is more than qualified for the position. Student success and satisfaction by the students served by OMSE will be closely monitored by academic records and student engagement measures.

SCC's comprehensive and responsive student support services are well suited to meet the needs of its student populations. Students' satisfaction with programs indicates that the college is meeting student needs, the college is responsive to the declines in satisfaction, and the college addresses the changing demographics of its students. Student needs are being met by SCC's student support services.

Response to 3.D.2.

Learning Support & Preparatory Instruction

SCC provides learning support and preparatory level instruction for all students. There are 3 types of courses and programs in which students are placed to ensure they are adequately prepared for college-level work: Developmental courses, Adult Education courses, and English as a Second Language courses.

For developmental courses, SCC offers courses in Mathematics , English, and Reading .

- The Developmental English courses are taught using two different delivery methods. Developmental English 095 is taught in a traditional mode with students enrolling in this course and completing the course objectives. Developmental English ENG 096 is taught in a Corequisite structure. This structure allows students to take their Developmental English ENG 096 during the same semester as English Composition I ENG 101. ENG 096 is taught by the same instructor as ENG 101 and is a smaller class that offers more support and individualized instruction.
- Students may choose to take their developmental math courses on a fast track, which allows them to take Beginning Algebra and Intermediate Algebra in the same semester. SCC provides a 5-credit hour Beginning Algebra corequisite option designed for students who have placed into Pre-Algebra but want to complete all developmental math coursework in one semester. Students repeating Beginning Algebra may also take this course. Students can also choose to take the courses MAT 058 (Supplement to College Algebra), MAT 055 (Supplement to Contemporary College Math), or MAT 057 (Supplement to College Statistics). These courses provide a supplement that reinforces prerequisite concepts and skills necessary for success in the college math requirement. These courses do not count toward graduation and must be taken simultaneously with the college math coursework. These courses provide specific support for students to strengthen their academic skills and prepare them to be successful in their future academic courses.
- The Developmental Reading program consists of nine reading classes focused on specific reading needs of the student and includes three courses for Non-Native English-speaking students. Students with the greatest academic skill needs are placed into RDG 080 (Spelling) and RDG 083 (Vocabulary) and progress through the course sequences. Students who need less academic skill developmental are placed into more advanced Developmental Reading course work. The three core reading classes included in the program are designed to increase reading skills and teach critical thinking abilities.

Students who have not completed their high school equivalency or have demonstrated a significant

academic skill gap are referred by the advising staff to SCC's Adult Education Program (AEL). The AEL program classes, which are cost free, help students improve their academic skills and college preparedness. You Can Do College Math and Focus Forward are examples of AEL offerings for students with hands-on, personalized instruction.

Students who are non-native English-speaking students are offered two options to improve their language proficiency. Students who wish to pursue a credit-based program are referred to the SCC English Language and Cultural Institute (ELCI). The ELCI staff uses a combination of personal interviews, Assessment Center instruments, and in office assessments to determine appropriate course work placement for non-native English-speaking students. The other option for non-native English-speaking students is SCC's AEL English as a Second Language program. This option is free for students. During the initial three-hour registration session, students are assessed on the Test of Adult Basic Education—CLAS E and placed into the appropriate level of course work. Both programs allow students, based on their language proficiency, to enroll in other credit bearing course work.

Placement & Pre-requisite Process

To place students into developmental coursework, the college uses a multiple measures approach. All entering students are required to submit high school transcripts, college transcripts (if appropriate), and ACT test scores (if available) and meet with an academic advisor. A placement process is used for students who graduated high school within the last three years**.** A placement tool is available on the Assessment Center website, which uses the High School GPA from the past three years, and the math ACT score, for placement into the appropriate Math course, English course, or Reading course.

During the COVID-19 pandemic, a strategy that used no assessment instruments for placing students into course work in which they are adequately prepared was developed. The strategy, Placement without Assessment, was originally developed in the spring of 2020 and has been modified twice as more on campus services have become available. The strategy is used by academic advisors to work in cooperation with students to determine the best academic placement for a student. Using Placement without Assessment, students still have the opportunity to challenge their placement by interacting with instructional departments. The Disability Support Services office provides accommodations to students, with approved accommodations, for the completion of placement challenge assessments.

SCC provides students with a clear pathway to the course level for which they are adequately prepared to be successful. These pathways direct students to learning support and preparatory course work that meet their academic skill needs, further their academic career, and ensure their academic success.

Response to 3.D.3

SCC's Academic Advising program provides services that are more than appropriate for its offerings and clearly address the needs of its students. Advising processes support students at all points in time in their academic program, and focused advising is available for some specific programs.

Advising works to facilitate student success from a student's first visit to graduation day. Throughout a student's academic path, the advising staff maintain detailed educational records in the college's student information system, Colleague, regarding the resources and advice given to students. Student

satisfaction, as measured by student surveys, supports the statement that academic advising services are more than appropriate. All advising services are available to students regardless of the student's learning modality.

St. Charles Community College has a clear process for directing entering students to appropriate courses and programs. First-time college students are required to meet with an advisor before registering for classes. The student and advisor discuss available programs and courses, review requirements for programs of study, including prerequisites, and review placement scores. In addition, students are invited to a follow up session during their first semester of enrollment. The 2020 administration of the Survey of Entering Student Engagement (SENSE) indicates advising services were available to entering students at convenient times, that the advising services were focused on program of study, and that they were helpful in goal setting and schedule planning.

Advisors provide a variety of services designed to facilitate student success and assist students to make the most of their college career. Advisors request students complete a pre-advising worksheet prior to their first meeting with an advisor. Advisors then use the academic pathway/degree plan page of the student's chosen program and Student Planner as they assist students in their schedule creation. This often includes outreach to program faculty for additional guidance. Further resources are made available on the Academic Advising website including video tutorials regarding the registration process.

Specific Student Populations Supported by Unique Advising Services.

Students utilizing Disability Support Services, are able to meet with the DSS Manager to determine course placement and accommodations. Student satisfaction with the services delivered by DSS, as discussed in an earlier section, supports the idea that advising provided by DSS is appropriate.

Dual enrolled High School students must complete a dual enrollment application each semester, have permission to register, and meet with staff in the Dual Enrollment office to determine best course placement.

Students accepted into special admission programs within Allied Health attend independent sessions on program expectations and have specifically trained advisors. ·

International students are required to meet with advisors in the International Student Services (ISS) Office. The ISS staff, who include the Primary Designated Student Officer and Designated Student Office for the Department of Homeland Security's Student Exchange Visitor Program, provide direct academic advising services to international students. International students have clear direction from the point of admission to registration, which includes advising. This ensures compliance with federal mandates for students studying in the United States on a foreign visa.

Outreach and support is also provided by advisors. Every semester advisors present to College Success Seminars to explain how to utilize Student Planning, the registration process, and why it would be beneficial to meet with an Advisor for degree planning. Moreover, Advisors work with students who are not making Satisfactory Academic Progress. Advisors reach out to students with mid-term deficiency grades to assist and encourage them to finish the course successfully by utilizing the appropriate strategies and campus resources. Students placed on Academic Warning or Probation are required to complete tailored academic workshops. Students wishing to return once placed on Academic Suspension must meet with the Director for Advising Services. Students placed on Academic Dismissal must meet with the Vice President for Student Services. At these meetings, a

discussion of the student's degree progression takes place. A plan of action regarding strategies for success and use of services and resources is created for the student's academic progress.

The measures of student satisfaction with academic advising services coupled with the comprehensive nature of the academic advising services provide the assurance of quality. St. Charles Community College provides academic advising services that are suited to its offerings and the needs of its students.

Response to 3.D.4

The majority of buildings at SCC provide adequate classroom and labs to support student learning. The Technology building has computer lab classrooms for instruction and student use. All classrooms have instructor workstations and projection with Extron switching technology. Mobile/zoom carts containing a computer, cameras, speakers, and microphones were installed in 37 classrooms on both campuses to prepare for the fall 2020 semester with hybrid/remote learning classes. There are three areas with open access to computers on campus, the Technology Lab in the Technology building, and the library (42 computers). The Technology Building also houses labs with specialized software for programs such as accounting, engineering, and computer science. The Visual Arts Building also has specialized computer labs with Apple/OS software for design and art classes. The college recently added VDI to allow students to remote into computers with special software needed for classwork, such as Adobe products and computer programming software. The use of college buildings and classrooms is detailed in the Space Utilization Report 2020SP.

SCC has seven dedicated science laboratories, a dedicated science department computer lab, and a mobile computer cart containing thirteen laptops for students to gather and process data. The department runs approximately 172 sections of science labs each year. In response to COVID-19, the college will run all physical science labs (physics, physical science, geology) remotely. General Chemistry II, Quantitative Analysis Chemistry, Organic Chemistry, and General Biology II labs will be on campus. With the passage of Proposition Community College, there are plans to expand and enhance labs on campus.

At the Center for Healthy Living campus, the HIM department provides students with industry-standard medical coding software and access to electronic health records in the dual-monitor, open lab. The Occupational Therapy Assistant (OTA) department increased its lab space, including a simulated lab. CHL also has shared spaces for allied health students consisting of a 100-person wireless computer lab, simulated central supply, and competency skills practice rooms. With funding received through the MoExcels Workforce Initiative, a building at CHL was renovated to feature a bakery, test kitchen, commercial kitchen, and brewing lab. It will house credit programs in culinary arts, brewing science, and nutrition. The current agriculture program will also utilize the building and surrounding fields for crop research and development.

Most of the cultural, art, and entertainment offerings on campus utilize two main performance spaces, the theater in the Fine Arts Building and the auditorium in the Social Sciences Building. These two spaces serve as the venues for our main stage productions for Theatre, Center Stage Theatre and Young People's Theatre, and for Music including the Concert Week Series at the end of each semester, Opera Workshop, and Musical Theatre Practicum. Additional spaces that can be used for informal presentations and masterclasses are found in the Fine Arts Building , rooms 117 and 118. These larger rooms are utilized by the music department regularly. The music department also provides a fully equipped lab with piano keyboards, computers, audio headphones with teacher listening access, electric practice guitars, music notation software, and audio recording software on

the computers. The recording studio is equipped with specialized sound engineering boards and microphones. Students also can "loan" out SCC instruments for a semester, and we provide pianos in private practice spaces for smaller rehearsals and student work. The repurposing of a rehearsal studio to an informal studio lab for the Theatre Department is being explored. Galleries in the Fine Arts Building and the Visual Arts Building are available for art exhibitions.

The Paul and Helen Schnare Library is located on the first and second floors of the Learning Resource Center. There are 42 networked computers, 27 laptops, and a computer lab in the library used for library/information literacy instruction. The library is currently open 68 hours per week. There is adequate study space available, but group study space is at a premium, and demand for private study rooms is increasing. The library contains a collection of 56,633 books and provides access to 262,413 eBooks and over 80,000 streaming videos. The library provides remote online access to all its electronic resources. The current library system offers a single search option that simultaneously searches the print collection, eBook collections, and databases. The SCC Library is a member of MOBIUS, a consortium of Missouri academic, public, and special libraries, giving students and employees access to more than 29 million items. Beyond the traditional library services such as in-person reference help and class instruction, the library implemented 24/7 online chat availability provided by professional librarians. The amount and quality of online guides have increased, and librarians created guides tailored to specific classes and research assignments as part of the library's instruction assessment plan. Each discipline is assigned a library liaison responsible for communicating with faculty in that area to make sure appropriate resources are available for their students' research needs. In response to closing campus due to COVID-19, the library was well-positioned to provide services online only. The library almost doubled the amount of streaming video content available for faculty, and liaisons worked with them to find online content for their courses, making many of our print titles available as e-resources. In addition to the 24/7 chat service, the librarians added remote sessions to their in-person information literacy instruction and conducted these sessions live and also provided recorded versions. The library also organized virtual study sessions, which allowed students to connect with librarians, tutors, and each other. During the Fall 2020 semester, the library opened with eight fewer hours. Staff adjusted seating and computers for social distancing, and masks are required.

The Online and E-Learning Department provides support and technology to enable faculty to develop effective, pedagogically based innovative online design. New studio space was designated in the LRC, which allows for the creation of high-quality multimedia and video content for instruction, utilizing green screen space, professional lighting, digital cameras, sound equipment with a sound booth, and editing stations. This space will also house a lab for face-to-face training and professional development sessions each month on topics related to teaching online/hybrid courses, technology tools, accessibility and UDL, the use of the LMS, and institution supported LMS third-party resources available to faculty.

Sources

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- 3.D.1 25 Ellucian Assessment-Colleague Financial Aid set-up
- 3.D.1 30 DSS Internal Survey-Accommodations
- 3.D.1 5 Career Services webpage and statement
- 3.D.1 1 Fall 2020 Enrollment Summary
- 3.D.1 10 Student Life webpage

- 3.D.1 11 Counseling webpage
- 3.D.1 12 Service Desk wepage
- 3.D.1 13 Ace Tutoring Center webpage
- 3.D.1 14 Learning Resources-Library webpage
- 3.D.1 15 Online-E-Learning Information
- 3.D.1 16 Dual Credit Information
- 3.D.1 17 Open Computer Labs-Technology webpage
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- 3.D.1 19 Student Opinion Survey 2017-2019
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- 3.D.1 28 NASFAA Cover letter for report of SOE
- 3.D.1 29 Survey of Student Engagement results
- 3.D.1 3 Advising Webpage and Statement
- 3.D.1 31 Student Opinion Survey 2017-2019 Ace Tutoring
- 3.D.1 32 Ace Tutoring Center Webpage
- 3.D.1 33 Dean of Student Success Job Description
- 3.D.1 34 Enrollment Report for the past 3 semesters
- 3.D.1 35 Strategic Plan
- 3.D.1 36 OMSE Mission Statement
- 3.D.1 37 OMSE-Managers Job description
- 3.D.1 4 International Student Webpage and Statement
- 3.D.1 6 Disability Services Webpage
- 3.D.1 7 Financial Aid Webpage
- 3.D.1 8 Assessment Center Webpage
- 3.D.1 9 Athletics Webpage and Statement
- 3.d.3 1 Student Satisfaction with Academic Advising
- 3.D.3 4 First time in college invite-follow up session
- 3.D.3 5 Student Satisfaction with Advising Services
- 3.D.3 10 Advising available to Students with Disabilities
- 3.D.3 11 Satisfaction Services available to students with Disabilities
- 3.D.3 12 Dual credit Reg/Advising
- 3.D.3 13 Special Advising for Special Admission Programs
- 3.D.3 14 Advising for International Students
- 3.D.3 15 Sessions in Col 101/Student Success courses
- 3.D.3 16 Messages to Students with Deficient mid-term grades
- 3.D.3 17 Message to Students on Academic Warning or Probation
- 3.D.3 18 Message to Students on Academic Suspension
- 3.D.3 19 Message to Students on Academic Dismissal
- 3.D.3 2 Academic Advising Webpages from SCC website
- 3.D.3 3 First time in college-student requirement to meet with an Academic Advisor
- 3.D.3 6 Request Advising meeting worksheet
- 3.D.3 7 Documentation of use of Pathways
- 3.D.3 8 Use of Student Planner by advisor and students

- 3.D.3 9 Available Assistance to students on webpage for Academic Advising
- 3d2 1 Developmental Courses-Mathmatics
- 3d2 10 New student checklist(2)
- 3d2 11 Assessment Center Webpage and placement tools
- 3d2 12 Placement without Assessment process
- 3d2 13 Disability Support Services accommodations for Placement assessment
- 3d2 2 Developmental courses-English
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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

SCC provides quality education, wherever and however its offerings are delivered. Instructional leaders ensure the rigor of its degree and certificate programs by keeping current with business and industry standards, through a systematic and improved process for credentialing and developing faculty, and by disaggregating assessments of student learning by the college's various instructional modalities and locations. The program review process occurs on a rotating 3-year cycle and embeds opportunities for instructional leaders and faculty to determine the currency of its curriculum. For career and technical programs, faculty use advisory boards to ensure that programs meet industry standards. Some career/technical programs undergo additional accreditation processes. Transfer programs maintain articulation agreements with state universities to ensure the transfer of these courses once students graduate. The faculty credentialing process has recently been evaluated and refined ensuring consistency across departments. Additionally, all faculty teaching online or hybrid must successfully complete training in online teaching modality using a program consistent with Quality Matters, the recognized best practice in online education. Instructors teaching dual credit at high schools must have the same credentials as their college counterparts. Their course material and syllabi must also reflect the college course material and syllabi. SCC disaggregates assessments of learning outcome results by the various instructional modalities and locations to ensure consistency of teaching and learning regardless of where and how the teaching and learning is delivered. Gaps in assessment performance are identified by instructional leadership and addressed as opportunities to improve.

Sources

There are no sources.